ABSTRACT

India’s higher education is plagued by poor and outdated curriculum. In the long run, education system flourished at the top but stagnated at the bottom. So to reduce the major lacuna in the system, CBCSS was introduced. Even though it is not the panacea to the various ills of higher education system, CBCSS is a powerful umbrella intervention. Continuous updating and revision of curricula, uniform academic calendar in all the universities, credit transfer, semester system and continuous and comprehensive evaluation are the key ideas of CBCSS and these are in consonance with international practice. But there are some barriers while implementing the system in India.

Many choices are provided for which the infrastructure facilities have to be of high quality. The number of students is more and the teachers are less. The assessments, internal and external, have increased the drudgery of the teachers. Two year B. Ed. course has been started from this year onwards. It has increased the workload of the teacher educators and thereby affect their attitude and emotional intelligence towards teaching. In this context, it is essential to know the Attitude of Training College Teachers towards CBCSS in relation to their Classroom Management, Work Anxiety and Socio-Personal Adjustment.

To know the Attitude of Training College Teachers, the Investigator prepared and standardized an Attitude Scale, A Classroom Management Inventory, Work Anxiety Scale and Socio-Personal Adjustment Scale and collected data and analyzed it by adopting appropriate statistical techniques. The results of the study reveal that the teachers have an unfavourable attitude towards certain dimensions of CBCSS and favourable attitude towards certain other dimensions. Study also reveals that teachers of the University of Kerala have a more favourable attitude than the teachers of Mahatma Gandhi University. The Classroom Management, Work Anxiety and Socio-Personal Adjustment of the teachers under CBCSS was found moderate.