

**A Critical Study of Choice Based Credit
System in the Colleges of Education
Affiliated to Sardar Patel University**

**A
DISSERTATION
SUBMITTED TO THE SARDAR PATEL
UNIVERSITY VALLABH VIDYANAGAR, ANAND IN
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FOR THE DEGREE OF**

Master of Education(M.Ed.)

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Certificate

This is to Certifiy that the work incorporated in the dissertation entitled
“A Critical Study of Choice Based Credit System in the Colleges of Education Affiliated to Sardar Patel University” submitted by **Mrudula Mishra** comprises the result of independent and original investigation carried out. The materials obtained (and used) from the other sources have been duly acknowledged in the dissertation.

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Chapter 1

Introduction

1.1 Introduction

Choice Based Credit System (CBCS) is said to be the need of the hour. Numerous schools, colleges in India have now opted for this system of education. The concept of CBCS is learner centered and learner oriented and therefore is preferred by many. However, following such a system requires lot of planning and careful implementation.

The present research focuses on the area of CBCS in the Teacher Education Course. The researcher has made attempts to study the teacher education courses vis-avis CBCS and its features. The methodology followed for the same is presented below.

1.2 Statement of the Problem

A Critical Study Of Choice Based Credit System in the Colleges of Education affiliated to Sardar Patel University

1.3 Operationalisation of the Terms

The researcher has used specific terms like choice , credit , semester, teacher education course, critical study in the present study. These terms are explained by the researcher viz the study. The same are presented below.

Meaning of Choice

In CBCS the students get a chance to opt for the subject/s of their choice. In the present study choice refers to the range of subjects offered in the course and options available for the students. For example, a student of science can adopt for reading skills, life skills, communication skills, etc. Thus, the purpose here is to provide a choice of subjects to students of all disciplines.

Meaning of Credit

It refers to weight-age given to a course in relation to the hours assigned for the course. Generally one hour per week has one credit. So the most frequently used credit pattern is

1 hour theory = 1 credit

2 hours practical = 1 credit

Meaning of Semester

Semester system divides the academic year into two terms, roughly 16–18 weeks each. So, here a semester signifies the division of academic year in two parts.

Meaning of Teacher Education Course

This refers to the B.Ed. courses offered in India . In the present system the focus is to study the B.Ed. courses that follow CBCS at the Sardar Patel University.

Critical Study

The term critical here refers to certain disapproval and imbalance between the components of the course and CBCS. Attempts are made to make a fair, careful judgment about the good and bad aspects of the course vis-à-vis CBCS. The researcher has kept in mind the following points while analyzing the teacher education courses namely B.Ed., B.Ed. English and B.Ed. Advanced.

- a. The choice of subjects offered in the teacher education course.
- b. Semester system followed and nature of course work both practical and theory.
- c. Flexibility in the course with respect to subjects offered, college –college interaction and completion of credit and scope to earn extra credits

The researcher began the research with some broad research questions in mind. The same are presented below.

1.4 Research Questions

Research questions give direction to the researcher and also provide a based for the study. The present research aimed to answer the following questions.

Q1) What is Choice Based Credit System?

Q2) Why Choice Based Credit System is important?

Q3) To what extend Choice Based Credit System is woven in the B.Ed course ?

Q4) What are the advantage/s and disadvantage/s of Choice Based Credit System?

Based on the above research questions the following objectives were formulated. The study strictly adheres to its research questions and objectives and there by presents a critical view of the course.

The objectives of the study are presented below.

1.5 Objectives of the Study

The objectives of the study were

- 1) To identify the major components of Choice Based Credit System in the B.Ed course.
- 2) To study the opinions of teacher educators about Choice Based Credit System.
- 3) To critically study the syllabus of B.Ed. course vis-à-vis CBCS.
- 4) To suggest measures with respect to implementation to CBCS.

The following subsection depicts the limitation of the study.

1.6 Limitation of the Study

The study is limited to Sardar Patel University wherein the researcher collected data from only 3 teacher educators and 4 student teachers from each college of education affiliated to the University.

1.7 Significance of the Study

Education is the process of imparting instruction for the overall development of an individual. It also provides necessary tools and knowledge to participate in the everyday life. Education provides skills to individual to be aware of their opportunities and rights and to become more self reliant. It not only brings human development and economic growth but also makes individual informed and responsible members of society.

Quality education is buzz word in today's world. It has become an important ideology of education which helps make education more relevant to the needs of the individual and society. Quality is not a skill it is a attitude. Quality education is a deliberate process and needs to be planned judiciously.

Quality education is important in this age of accelerating change, increasing complexity and cut throat competition. *India is today one of the fastest developing nation of the world with annual growth rate above nine per cent. In order to sustain that rate of growth, there is need to increase the number of institutions and also the quality of higher education in India. Thus quality education is needed both in quantitative and qualitative terms. Over the decades researchers and educationists have talked about hurdles and disadvantages of annual system.* Complaints related to annual system have been reported that state that annual examination, along with marks, percentage and divisions, leads to insensitive cramming up of superficial information. The development of self study habits may not be attained by the traditional system. The problems of training teachers to prepare students for this type of system and of preparing question papers pose serious difficulties before the education sector at large.

Over the decades, educationists, policymakers, teachers across levels and academic bodies have made attempts to innovate and find solutions to the problems *Ranganathan, R. & Rao, L. (2011) and Rao, P.K. (2011).*

One of the innovations is Choice Based Credit System. It includes semester system, grading system, choice for subject selection, formative assessment and focuses on holistic development cum evaluation of students.

The present education system is characterized by a new type of students, new technologies, newer aspiration and new expectations that mark the knowledge era.

The researcher would like to point out the fact that CBCS has been recently introduced in the education system of Gujarat. Sardar Patel University is one of the Universities that have adopted CBCS. The researcher wanted to know the impact of new system on the B.Ed. course. Researcher also wanted to know about the advantages and disadvantages of the Choice Based Credit System.

This being the initial years of CBCS the teacher educators, students must have faced new challenges during the academic year. The researcher was keen to find those difficulties so that it could be brought to the notice of the teaching community at large. Moreover, aspects like flexibility of the courses, modus-operandi of the courses, and distribution of teaching and evaluation sessions are also the concern areas of the study.

The researcher strongly feels that a critical analysis of the course will provide a view to the effectiveness of the CBCS for Teacher Education Courses. Moreover, the analysis will also lead to suggestions and recommendations that in turn will enrich and upgrade the course.

The researcher was also keen to find, observe and report the benefits, features and problems faced by students and teachers in implementing CBCS.

So, the present study was undertaken keeping the above mentioned research questions and objectives in mind. The distinct features of the study are presented below.

1.8 Distinct Features of the Study

This study focuses on CBCS which is one of the recent advancements or developments in the higher education specifically in the universities of Gujarat state. The B.Ed courses of Sardar Patel University follow the CBCS. A quick shift from annual system to CBCS was made by the University. The present study investigates critically various components of CBCS vis-a-vis the B.Ed courses and also aims at finding the problems of the educators and students vis-à-vis the CBCS based teacher education course.

The scheme of chapterisation is presented below.

1.9 Scheme of Chapterisation

The researcher has presented the research report in a systematic, descriptive and logical manner. The chapters included in the report are mentioned below.

Chapter 1: Introduction

This chapter i.e. the present chapter focuses on the brief description about the area of research, research questions, and objectives of the study, significance of the study and distinct features of the study.

Chapter 2: Conceptual Framework

The chapter presents the conceptual framework of the research area and provides a view of the research area and its related components. The chapter presents the description of Quality education, CBCS and related concepts

Chapter 3: Review of Related literature

The chapter records numerous studies, empirical papers and articles that are undertaken as well as published in authentic sources.

Chapter 4: Research Design

The methodology of the research, tools used, data collection procedure are included in this chapter.

Chapter 5: Data Analysis & Interpretation

The present chapter includes the data analysis and interpretation of the data collected using content analysis and percentage analysis.

Chapter 6: Conclusion /Suggestion/Implication

The findings of the study, discussion and researcher's experiences and views, learning outcomes, suggestions are included in this study. The chapter presents the learning outcomes of the study and also mentions the area for future researches.

The **Bibliography** and **Annexure** are also included in the report.

Chapter 2

Conceptual Framework

The present chapter includes the important terms and concepts of the study. The focus is to build a conceptual framework for the research. The same is presented below under separate sub heading.

2.1 Importance of Quality Education

We are living in an important and epoch-making age. This is an age of accelerated change: the age of fast developments in information and communication technologies. This is an age of knowledge; the age of quality and the age of uncertainties and paradox.

Charles Dickens rightly captured the spirit of modern times when he said, “It was the best of the times, it was the worst of times, it was the age of wisdom; it was the age of foolishness. How do we make sense of such age?”

In this period of flux, we look to education for solutions. Education is an enlightening experience which helps in making a meaning out of the complexity of life. The World Bank and UNESCO report of the Task Force on Higher Education and Society (2000) rightly presents a powerful message that “higher education is no longer a luxury. It is essential for survival .So we are interested in higher education because we are interested in survival”.

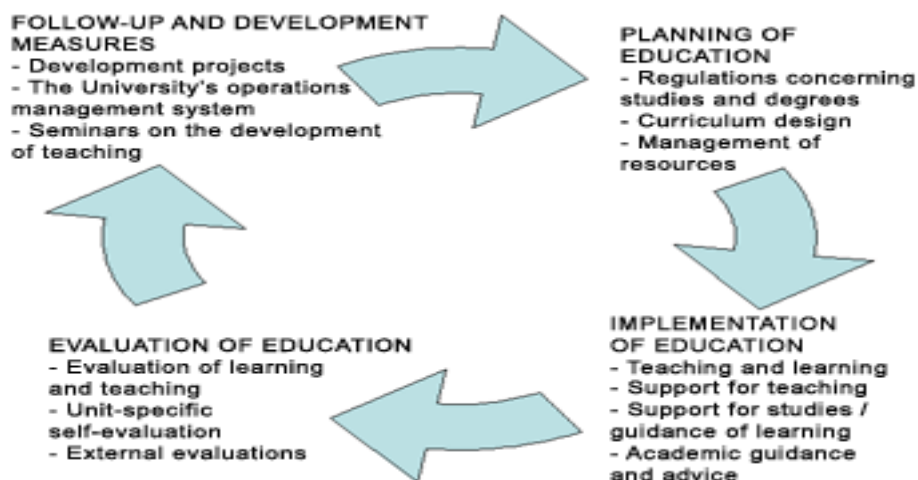
Further, it is clear that education and knowledge of citizens is the key to progress and development of the nation. A knowledge society would need the best of human resources, ranging from high quality technologists, educators, doctors, lawyers, researchers and a host of such professionals, who will come to be the load bearing structures of such society or a nation. These would have to be very competent, skilled, endowed with the technologies as well as philosophy of life. The essential of quality education include freedom, quality, excellence and relevance. True education creates self directed learners and such learner become life long learners.

In the words of Haile Selassie the Ethiopian statesman and Emperor of Ethiopia from 1930 to 1973, “Education develops the intellect; and the intellect distinguishes man from other creatures. It is education that enables man to harness nature and utilize her resources for the well-being and improvement of his life. The key for the betterment and completeness of modern living is education. But, ‘Man cannot live by bread alone’ Man after all is composed of intellect and soul. Therefore, education in general, and higher education in particular, must aim to provide, beyond the physical, food for the intellect and soul. That education which ignores man’s instinct nature, and neglects his intellect and reasoning power cannot be considered true education”.

These words by Haile Selassie, who is believed to be the descendent of king Solomon and Queen of Sheba, are relevant today in the context of the quality education that we are trying to understand and create.

Thus, from the above readings so far, the following can be derived to be the components of quality education. The figure 1 below indicates that quality education is both the process and product. If quality education needs to be achieved then quality needs to be reflected in all -planning, implementing as well as feedback modes.

FIGURE 1:
Quality Education (source: http://www.helsinki.fi/evaluation/quality_of_learning.html)



Further, from the above figure it is clear that Quality education is a cyclic process and is dependent on each of the stages indicated above.

Hence, one of the most important components of quality education is ‘Freedom to Learn and Choose and Express.’ This leads us to the area of CHOICE BASED CREDIT SYSTEM. The following sections describe the same in details and its contribution to quality education.

2.2 Choice Based Credit System: its importance, features and objectives

Researches and reports over the past decades point that – ‘The present education system does not offer flexibility in terms of choice of subjects as well as choice of pace or depth study. A student hardly gets an opportunity to choose anything outside his or her main stream. It lacks the components that may motive and nurture creative ability of the students. The relevance of subjects taught to the reality on the ground is also missing. Though students get degree he/she has poorly developed skills to make him/her professionally competent or even employable.’ (NPE(1986), NPE(1968), POA (1992), NCF(2005), Kothari Commission).

In order to provide choice to the learners and make the education system ‘student - centric’ a step towards Choice based Credit System (CBCS) is a must. To support this statement/ opinion, The Hindu Indian newspaper online edition ,Tuesday, April 12, 2005 states that *‘Choice based credit system (CBCS), or a cafeteria like system is the solution for this type of transformation from the traditional teacher oriented education to a student-centered education. Taking responsibility for their own education in this way, students can benefit the most from all the available resources.’* (<http://www.hindu.com/op/2005/04/12/stories/2005041200171500.htm>)

Moreover, The Times of India 25th March 2005, Delhi reports that ‘UGC has asked the Universities to introduce CBCS in India.’

In addition, the CBCS offers flexibility with an adequate blend of interdisciplinary electives, skill based electives, vocational electives and value based foundation courses which will permit an integrative and holistic development of the students.

A CBCS has several unique features such as enhanced learning opportunity. It ensures more interaction between the teachers and taught in classroom and extra class. CBCS

offer flexibility in choosing the courses of study according to their need and learning capacity. It exposes the students on the rich culture of our nation and ethical values underlying real life situations. It allows the advance learner to earn extra Credit. It is to maintain the total credits of each programme on aspects with international standards.

This system makes it possible for students to

- 1) Learn at their own pace
- 2) Choose electives from a wide range of elective courses offered by the university department/Centers.
- 3) Undergo additional course and acquire more than the required number of credits.
- 4) Adopt inter-disciplinary approach in learning.
- 5) Make best use of the expertise of available faculty.

Choice Based Credit System programme is divided into number of courses. A course may be considered as a paper in conventional education system. A Choice Based Credit System is a move to empower students. Hence the **major features of CBCS are semester system, choice and credit system, continuous assessment and grading.**

Accordingly, the **objectives of CBCS** can be considered to be

1. To provide academic choice and flexibility to students.
2. To support collaborative working as well as learning conditions .
3. To build a system of credit instead of marks and also promote interdisciplinary method of learning.
4. To improve the quality of education.
5. To provide mobility and flexibility for students within and outside the parent department.
6. To provide broad based education.
7. To help students learn at their own pace.
8. To provide students scope for acquiring extra credits.
9. To impart more job oriented skills to students.
10. To make any course multi-disciplinary in approach

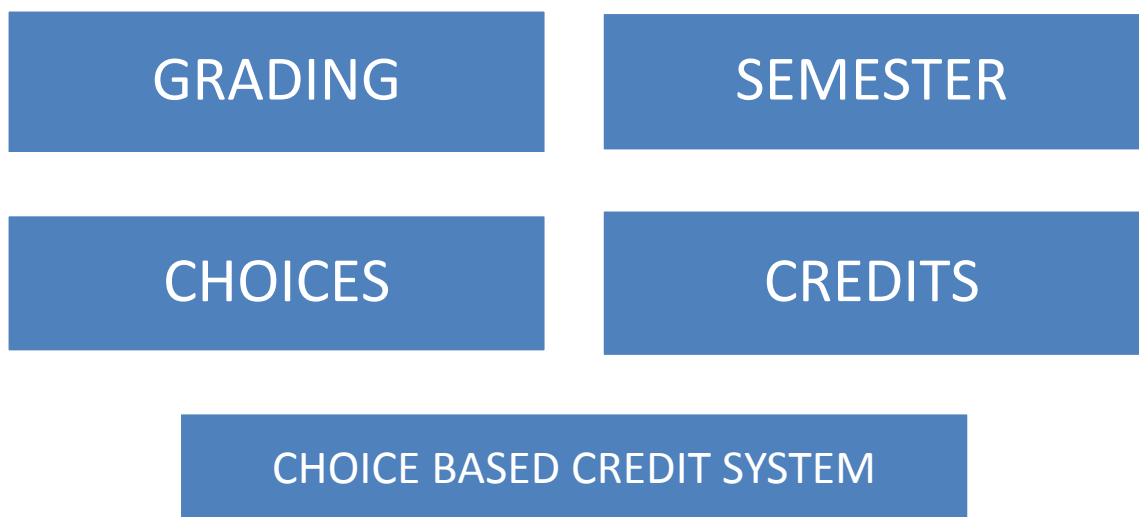
CBCS has several unique features such as enhanced learning of opportunities, ability to match students scholastic needs and aspiration, inter intuitional transferability of students, part completion of an academic program in the intuition of enrollment and part completion in a specialized institution, improvement in educational quality and excellence, flexibility for working students to complete programme over an extended time and standandarization and comparability of educational programmes across the country.

Thus, CBCS is considered for implementation with the aim transforming Higher Education – a transformation where students change from being passive recipients of knowledge to becoming active participants of the knowledge imbibing process. In India, CBCS seems to a wave of the time.

Gujarat is fifth state to apply CBCS after Tamil Nadu,Kerala ,Karnataka and Madhya Pradesh in India. Therefore attempts are made to change the education system from a teacher-centric mode to learner-centric mode.

There are some terms that are closely related to CBCS.

Figure 2: Features of CBCS



A brief description of the same is presented in the sections below.

2.3 Meaning of Credit, Choice, Grade and Semester

The terms related to the CBCS are explained in the present section. The same is mentioned below.

2.3.1 Meaning of Credit

The credit system is basically a system for simplifying what has been called “academic book keeping”. A student earns his diploma by accumulating a specified number of academic credits instead of attending for a specified number of credits instead of attending for a specified number of years. Thus a part-time student may spread out his studies over several more years than normal, while a specially brilliant may occasionally take a heavier than normal load and shorten his education by a semester or so.

Weightage given to a course in relation to the hours assigned for the course. Generally one hour per week has one credit. However, there could be some flexibility because of practical, field visits and tutorials. So the most frequently used credit pattern is

1 hour theory = 1 credit

2 hours practical = 1 credit

Thus it refers to numerical weighing given to each and every course of study based on the depth of teaching learning experience of that course for successfully completing the course.

2.3.2 Meaning of Choice

In the CBCS the students get a chance to opt for the subject of their own choice. For example, a student of science can adopt for reading skills, life skills, communication skills, etc. Thus, the purpose here is to provide a choice of subjects to students of all disciplines.

Moreover, CBCS aims at providing flexibility to students in terms of choice and learning. For example, a student is permitted to go from college to another to study a foundation course or an elective course.

Thus in a choice-based credit system, we divide the papers into *core*, foundation and *elective* groups. The students are offered choice between foundation papers and elective papers. Some universities also provide a choice for core papers.

2.3.3 Meaning of Semester

An academic term is a division of an academic year, the time during which a school, college or university holds classes. These divisions may be called terms. A semester system divides the academic year into two terms, roughly 16–18 weeks each.

It is thus clear that semester signifies the division of academic year in two parts. Division of the academic year also implies that courses are designed to cover one semester (instead of one year) and that final examinations are held twice a year.

2.3.4 Meaning of Grade vis-à-vis Evaluation

The grading system is followed in CBCS. This is not just a mere translation of range of marks to letter grades, but a comprehensive and philosophical shift in assessment practices. The focus here is to encourage the human element in assessment process and making the assessment student centric. For example for a common system of evaluating individual examinations/assignments etc, 5-letter grades are proposed. Outstanding A Very Good B Good C Fair D Poor F.

The International dictionary of education (1977) explains this concept as evaluation is “Value judgment on an observation ‘performance test’ or indeed any data whether directly measured or inferred. For example if a pupil gains score of 32 on a test of education, this measure is by placing a meaning on it to relative to a standard, norms or some other situation. Thus, the score may be ‘above average’ ‘fail’ or indicative of below or above average effort on the part of the individual or gain that the score is good for his/her age but average for his particular class.

In the CBCS, evaluation for each course is done through formative Continuous Internal Assessment (CIA) and Semester Examinations (SE). The weight age or ratio for internal external or summative- formative evaluation may vary from one university to another. Normally continuous assessment in semester system (also known as internal

assessment/formative assessment) is spread throughout the duration of the course and is done by the teacher teaching the course through various means including written tests, MCQ (multiple choice question)–based quizzes, mini projects, presentations, group activities, field visits etc.

2.4 Teacher Education and CBCS

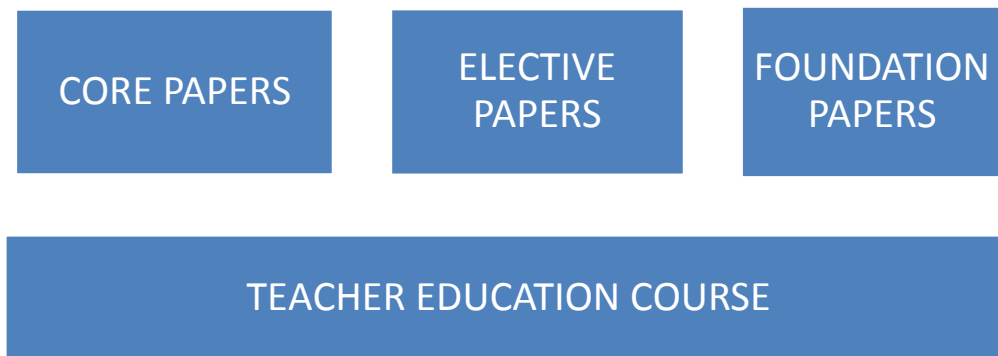
Teacher education can be defined as ‘All formal and informal activities and experiences that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively’. Teacher education programmes are offered in teacher colleges, normal schools and colleges and universities. Teacher education is the preparation, in pedagogy, of those who want to enter the profession of the teaching.

Teacher Education is an integral part of the educational System. The B.Ed Course is considered as the hub of entire secondary and higher secondary education.

In teaching profession a teacher has to perform multiple activities like teaching, evaluating, communicating, guiding and counseling the students, organizing co-curricular activities, participate in community programmes, diagnose and remedy of students problems etc, together with activities which are intrinsic to teaching and learning. This needs perfection in academic and professional preparation of teachers and teacher educators. So the needs and importance of Quality Teacher Education is very important.

CBCS is now being weaved in the Teacher e-ducation System too. The features of CBCS are being weaved into the different types of B.Ed. courses as well as M.Ed. courses.

FIGURE 3: CBCS in Teacher Education System



The following papers are normally included in each of the above papers.

- Core Papers refers to the basic / principle / conceptual papers related to the subject. Mostly the compulsory papers like Education in Emerging Indian Society, Teaching, Learning and Evaluation: perspectives and practices, Educational Management and Current Trends in Education, Sociology of Education , Pedagogical aspects and teacher education etc are termed as core papers in Teacher Education courses.
- Elective Papers : The elective papers refer to the field of specialization. Apart from the method papers, subjects like Elementary Education, Inclusive Education, Measurement and Evaluation, Introduction to Educational Research and any others can be weaved into the fabric of teacher education.
- Foundation papers : The foundation papers are normally soft skills that help in competency building and quality education cum quality life of the students. The papers that can be offered in this category are normally subjects like Teaching Reading, Life Skills, and English for specific purpose, Quality of Life, etc.

Thus in this way the teacher education courses offer a range of subjects to the learners. In addition, the features of CBCS are also incorporated in the System. The present research work is a step in this direction.

The following chapter focuses on review of related literature and its implications to the present study.

Chapter 3

Review of Related Literature

3.1 Introduction

According to Gay “Review of related literature involve the systematic identification, location and analysis of document containing information related to the research problem”. Review of the related literature means referring to materials related to the research topic. The materials may be in form of journals, university news, articles, past dissertation of M.Ed and PhD, books internet materials etc. The contribution of previous investigation is worthwhile and fruitful for a study in any field particularly in research. The review of related literature provides a conceptual frame of reference for the research and also provides an understanding of the status of research and the problem area. It also provides clues to the research approach, method, instrumentation and data analysis.

The review of related literature is provided in the subsequent section.

3.2 Review of Related Literature

The researcher has categorized the research into sections namely review related to quality education and CBCS.

3.2.1 Review Related to Quality education

The review of related literature related to quality education is presented in the present section.

Mangla,S. (2001) in her book teacher education talks about the issue of quality that arises at all levels in educational systems. They bear on policy making system, management organization, the teaching of subjects and how pupils respond to school and each other. Author also focuses on bringing any reform in the system and states that the teachers' help is essential in the process. In this context Delors' commission states 'In any event, no reform can succeed without the co-operation and active participants of the teachers'. Delor's commission with respect to teacher states the following points that state the importance of teachers in quality education.

'Upgrading the status of teachers is essential if learning throughout life is to fulfill the central function in advancement of our societies and also develops mutual understanding among people.

Teachers are also concerned by the imperative requirements to update the opportunity or even the obligation for them to become more proficient in their art of teaching and to benefit from periods of experience in various spheres of economic, social and cultural life'.

Thus the author focuses on importance quality education and importance of teachers in quality education.

Bhankhar, M. (2010) in an article gives five suggestions to improve Quality in Education

This article aims at to interpret how different factors affect in education. A lot of discussion is going on regarding reforms in education system in general and higher education in particular. The state education boards are doing good job by conducting central examination of state; we should improve the quality of Evaluation process in such a manner that the examination fear is reduced to a large extent. To achieve the objective of quality in higher education there are few suggestions listed. They include

- **Joint syllabus designing committee (JSDC)** (It states the state governments should form JSDC to design the course contents of subjects in such a manner that the subject is covered in uniform way in 5 years. The syllabus of all the subjects of all universities in a state up to UG level be same and if possible

there should be uniform syllabus at national level for UG classes. The JSDC must consist of teachers of higher reputation from universities, colleges and schools.)

- **Quality Books Today** most of the books which are being taught in our schools and colleges are not authored by competent teachers and in same case very cheap books are recommended to the students. To do away with these evil the universities can choose competent teachers who can write quality books of their subjects and each university or if possible state government can print these books. These will reduce the cost and increase the quality of course contents.
- **Teaching Training Institutes (TTI)** The training must include the social concept, concerned subject matter and knowledge about ordinance and scheme of examination as well as the purpose of the evaluation of students. By doing so we can overcome the problem of not having quality teachers for the institutions which are coming in large numbers every year.
- **Choice Based credit system (CBCS)** It must be compulsory for every student to earn a certain number of credits to pass a course and in addition to this there should be some optional credits based on the interest/choice of a student which a student can earn from other disciplines. The CBCS has more flexibility and a meritorious student can earn more credits than others in a subject of his/her choice.
- **Human Recourse Evaluation Centers (HREC)** Today most of the organizations/recruitment agencies conduct entrance examinations to select quality manpower and it has become a challenge to conduct fair examination for this purpose as well as Board/Universities examinations. There for it is suggested that each university should have its own HREC so that examinations/interviews can be conducted in a transparent manner or such a type of centers can be constructed at district level by state government. These centers should be equipped with facilities like computers and OMR scanners so that results can be declare in time.

Thus the article focuses on CBCS as one of the key indicators and gateway of quality education.

Ranganathan, R. & Rao, L. (2011) in his article Reformation of higher education in India discusses about Quality concerns Higher Education in India. It states that the western system of higher education has been progressing every year since the establishment of formal universities at Calcutta, Bombay and Madras in the year 1857. India's higher education system is the third largest in the world, after China and the United States of America.

The article states that our university system is in many parts are in a state of despair . Higher education enrollments are abysmally low, almost two third of four universities and **90% of our colleges are rated as below average on quality parameters**. The author states "I am concerned that in many states university appointments, including that of vice chancellors, have been polished and have become subject to caste and communal considerations, there are complaints of favouritism and corruption". **Thus the article highlights the pity condition of higher education and also states that the quality of higher education is based on four foundations Relevance, Accountability, Efficiency of the system and Equity.**

Rao, P.K. (2011) describes the need for quality assessment of higher education intuitions.

The author states that education is a social process. This is partly a result of the failure of our education system to develop the competencies required for the world of work. Such competency i.e. the ability to do a job, is the expected outcome of any good education system. The author expresses that the following are the competencies expected from university graduates. The graduates are expected to:

1. Be flexible
2. Be able and willing to contribute to innovation and be creative
3. Be able to cope with uncertainties
4. Be interested in and prepared for lifelong learning
5. Have acquired social sensitivity and communication skills
6. Be able to work in teams
7. Be willing to take on responsibilities:
8. Become entrepreneurial
9. Prepare themselves for internationalization of the labour through an understanding of various cultures.

Thus the article author focuses on the need of quality education and the competencies expected for students

Akhtar, S. (2012) in this article the author talks about Quality in Higher Education at Par with International Standard

In this article author has said that education is a dialogue between the past, present and the future, so that the coming generations receive the accumulated lessons of the heritage and carry it forward. The quality in higher education is the biggest need of the hour as our country is progressing towards becoming the educational hub of the world. For a nation to economically sustained progress, it must continuously replace its aging and perhaps obsolete with highly skilled, trained and knowledgeable workers, engineers, doctors and technicians. There are many examples of the great nations suffering from shortage of skilled manpower. In spite of producing more professionals, we lack the quality and skills required in handling the job. The quality in higher education can be improved by formalizing a set of standard processes developing and using well accepted learning resources, encouraging teachers to learn tools and methodologies, using sound evaluation schemes, continuous feedback evaluation and providing reach and healthy environment. The evaluation process needs to be flexible modifiable so that it can cater many eventualities associated with students.

In present article the importance and core areas of quality education are listed.

The above section clearly exhibits the indicators of quality education and also specifies CBCS as a step towards quality education.

The section below focuses on CBCS.

3.2.2 Review related to CBCS

The review of related literature focussing on CBCS is presented below.

Aggarwal, J.C. (2004) mentions his views about grade and marks. He states that a monograph on grading in universities (1976) gives following reasons in favour of grading over numerical marking.

- 1) Numerical marking provides a very inaccurate measurement for
 - i) The standards of examiners differ widely.
 - ii) Examiners, by indulging in evaluations rather than measurement ,distort results by giving an
 - iii) Usually great number of 35 marks (when 35 is passing mark) and none at all of 34 and 33.
 - iv) Examiners in different subjects use different ranges. In some the full scale of 0 to 100 is used , while in many others scales used are all different
 - v) Marks given by examiners are not scaled.

Further, the precautions to be taken before the implementation of the semester system are also mentioned. The author also mentions the basic Psychological principles for the success of semester system as

1. Involvement of implementation in decision making and giving their views on various issues.
2. A consensus design of semester system must be evolved.
3. A proper training programme for teachers in system implementation is to be held.
4. Information must be passed on to teachers/students/parents/administrators about system sufficiently in advance.
5. Implications of adopting a semester system on administrative practices, record keeping procedure etc. must be studied and prepared for.
6. Adequate preparation time must be allowed.
7. A few volunteers and other well established colleges must be allow to experiment and evaluate.
8. A systematic ' system evaluation ' must be instituted and results reported to people concerned.
9. Modifications and improvements are effected based on results of evaluation.

Thus the article speaks about the concepts of grades and marks and states its relevance in determining quality and educational indicators for quality.

Sidhu, K.B. (2009) in his article expresses the concept of Total Quality Management in Teacher Education. It states that “Quality is never an accident. It is always the result of intelligent effort. It always is a result of intelligent effort. It is the will to produce a superior thing.” (John Ruskin)

This concept of TQM is applicable in academic also. Quality of human resource and manpower is largely dependent on the unfolding of human personality and increased opportunities for transmission of their interests, attitudes and values. This task is best performed by a sound system of education, as education can unlock all doors for progress. The quality of education depends upon the quality of teachers. Teacher Education is the heartland of any education system.

The famous points given by the Father of Modern Quality, Dr. W.Edwards Deming are also applicable in the field of education of teachers-to-be as the future of our country is shaped in the educational intuitions.

- 1) Adopt New Philosophy
- 2) Constancy of purpose
- 3) Cease dependence on mass inspection & numerical standards
- 4) Drive out fear
- 5) Quality of incoming material
- 6) Become competitive

Thus the author has provided directions for total quality management.

Gulhane ,G.L. (2009) in his research states the view of innovative approaches to the B.Ed curriculum in the universities.

The research findings report that there is a need of task oriented curriculum instead of examination oriented curriculum. The design of co-curricular activities should be based on the abilities and interests of student-teachers. It also states that

- a) The learning process should have freedom and option to choose their optional papers.
- b) The student-teachers should have freedom to choose their modes of learning such as seminar, Drama, Team-teaching, Group-activities etc.

- c) The activities like a) Meditation b) yoga c) Daily prayer d) Sharing of meals
- e) Sharing of good/bad experiences f) birthday celebration g) Arranging picnics and study tour h) Classroom Decoration i) Weekly cultural program j) Quiz

A range of CCA to promote quality education is listed by the researcher.

Anupam, H. & Subashhree, S. (2011) in their article Semester system at university level exploring the future Dynamics expresses the following views. The author states that ‘There are several professional and technical intuitions which have adopted semester system. They are working satisfactorily and producing quality students of international stature and competitiveness. Along with the semester system an option Choice Based Credit System has been launched for providing a range of opportunities to the students in the country. At the same time it was also realized that the semester system affords more flexibility to the students. one can take courses across the board and can take twice as many courses over an entire year compared to the more traditional system. The semester system comes in here as handy tool to bring about the critical circumstances. Not only has it facilitated collaboration s as we have already noted: but in order to make this a truly successful venture for the ruling elite, it will substantially facilitate the dismantling of existing university and college structures of affiliation and organization. It is no one case that the current system is perfect, or that is flaws do not need to be urgently remedied. Whatever educational reform comes in, this time and this opportunity to prepare the self meet the world wholly, must not be lost. The implementation of the semester system is guaranteed to do precisely that. The battle against that implementation is therefore not just that of the teachers, but of all who have benefited from this system, and who wish their children and future generations to grow up and in to a world that will not be a mind control collar around their necks. It is not just a battle for the teachers, students and other constituencies of the university system to engage in, but for all of civil society’.

Pate,T.H. (2011) in the article focuses on the characteristics of CBCS. It states - “Papers” will be referred to as “scores” and “courses” will be referred to as “programmes”. Every paper is not treated equally. While designing syllabus, courses can have weight ages defined. Weightage are called credits.

A paper/course which has 4 contact hours per week per semester is taken as full paper/course and is considered as having a weight age 4, or as a 4-credit course.

A paper with 2-credits is like a half paper. an example is a seminar work .

Dissertation projects typically carry higher credits.

UG programme specifies 120 credits for 6- semester, it means that each semester carry 20 credits.

Hence clarification about course and credits is made by the author.

V.M,Subhashbhai & Parikh, D.A.(2011) in the article A study of B.Ed Students Attitude Towards Choice Based Credit System. It states that - Indian, education at all levels has been under conscious change for sustainable development i.e. change in curriculum, pedagogy, evaluation process etc. Central and state governments in India have been implementing change from primary education to higher education to make Indian educating system local as well as global. Recently semester system and Choice Based Credit System have been in implemented those university and schools boards which have been left behind in developmental process. Choice Based Credit System has been recently introduced in north Gujarat university Patan,provide the students to have more autonomy for slecting the ways and means of self learning and suitable employability.

The study revealed that there was significant difference between the means scores of attitude of CBCS of male &female B.Ed Students.

There was Significant difference between the mean and score of attitude of CBCS of low qualified and high qualified B.Ed Students. Accordingly it stated that

- a) There is significant difference between the mean score of attitude of CBCS of male B.Ed Students of Urban and rural area.\
- b) There is no significant difference between the mean score of attitude of CBCS of female B.Ed students of urban and rural area.

- c) There is no significant difference between the mean and score of attitude of CBCS of High qualified male B.Ed students of urban and rural area.
- d) There is no significant difference between the mean score of attitude of CBCS of high qualified female B.Ed students of urban and rural.
- e) There is significant difference significant between the mean score of attitude of CBCS of low qualified male B.Ed students of urban and rural.
- f) There is no significant difference between the man score of attitude of CBCS of Low qualified female B.Ed students of urban and rural.

The study thus revealed the effectiveness of CBCS over traditional systems of education.

Jayant R.S. (2011) in his article talks about the choice based credit system. It states ‘Choice Based Credit System is a structured education system having enough room for flexibility. As it has been standardized as per National and Global standards, it permits portability of credits. It offers greater choices to the students and thus provides enhanced learning opportunities. In its fully evolved version, it will provide for students to choose their own learning pathway. CBCS facilitates the development of the various dimensions of life such as the physical dimensions, aesthetic dimension, intellectual dimension and the spiritual dimension. These address the components of higher education that have been laid down in the eleventh plan document, such as access, quality equity, excellence, relevance and of value based education. It would also emphasis on character building and the fundamental duties at laid down in the constitutions, which would also lead to patriotism and nation building’.

Sharma, A. (2011) studied CBCS in the faculty of science her objectives of study were 1) To study the CBCS in faculty of science with respect to 2) Prior preparation (admission reforms, examination reforms etc 3) Implementation procedure 4) Evaluation procedure 5) Curriculum. The findings of study were as follows.

- 1) It was found that majority of the HOD’s were in the favour of CBCS
- 2) It was found that series of meeting CBCS in the faculty.
- 3) The dean made a core committee councstating of 25 members, approximately 2 members from each departments and start working from 2010. Data was collected

from various sources viz. internet, personal contacts in the university where CBCS already implemented documents of UGC etc. The committee then compiled all the good points from various universities and made rules which fitted the handbook of university.

- 4) It was found that various meetings were conducted at all levels to orient the teaching as well non teaching staff. CD's were given to all the teachers of all departments containing details of CBCS.
- 5) All the interviewees were of the same opinion to this question also.
- 6) Consistency was found in the answers of all the interviewees. Also counseling sessions were kept for the students and parents while giving admissions to them wherein they were being oriented about the new system.
- 7) It was also observed that there were apprehensions from few staff members to the new systems
- 8) It was also found that one group interviewee said there is no secrecy in the CBCS, which were present in the annual system. Content is being taught by the same teacher ,who sets the question paper and evaluate it. So, chances of biasness in teachers towards students are there.
- 9) Also the teaching can misuse the freedom by skipping some topic and asking questions which were taught by them.
- 10) The interviewee also said that some external elements should be added in the system

While another group was in favour of its transparency. They said that here full freedom is with the teachers which helps them in better teaching.

Akhtar,. S. (2012) Quality in Higher Education at Par with International Standard

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professionals, we lack the quality and skills required in handling the job. The quality in higher education can be improved by formalizing a set of standard processes developing and using well accepted learning resources, encouraging teachers to learn tools and methodologies, using sound evaluation schemes, continuous feedback evaluation and providing reach and healthy environment. The evaluation process needs to be flexible modifiable so that it can cater many eventualities associated with students.

3.3.3 Implications of the Study

The studies included in the chapter are mainly descriptive in nature. It indicates the importance of quality education and CBCS. Moreover the significance and effectiveness of CBCS is also depicted in most of the studies. The studies included surveys and comparative studies.

The tools used in the studies are mainly questionnaire, checklist, information schedule and interview schedule. Qualitative data analysis is done in most of the researches. Accordingly, the present chapter provided the researcher a based to decide the methodology for the study and also the nature of the data required for the research.

The subsequent chapter focuses on research planning and procedure used by the researcher.

Chapter 4

Research Planning and Procedure

4.1 Introduction

Research is an organized endeavor. Like any other organized work, research requires proper planning. Planning of research means deciding the question or issue to be studied, setting the objectives of the study and determining the means of achieving those objectives. It is an intellectual process. It requires intellectual curiosity, intelligence, imagination and vision and knowledge of methodology of research.

In any research work planning is necessary. The essential step of dissertation is planning. Research work needs to be well planned keeping in mind the sample, methods, tools and procedure.

This chapter deals with the plan and procedure adopted for the present study. This chapter gives clear understanding about the plan and procedure followed by carrying out the study and all the aspects of the methodology adopted by the investigator.

4.2 Research Design

The present research is a survey. It is a descriptive study that aims at studying the present situation of the teacher education courses viz CBCS. It is descriptive and critical in nature.

The area of the study is mentioned in the section below.

4.3 Research Area

The study is descriptive in nature and essentially a qualitative study. The quantitative terms, analysis and indicators are used to support the descriptive data and findings. Further, the focus of the study is on Teacher Education and specifically on the one year B.Ed. course that is imparted through CBCS.

The population of the study is mentioned below.

4.4 Population

Population refers to any collection of specified group of human beings or of non human entities such as objects, educational institutions, time units, geographical areas, etc.

The population of the present study consists of all B.Ed. colleges of Gujarat that offer the one year

4.5 Sample and Sampling Procedure

The group representative of the population possessing all the characteristics of the population actually selected for study out of the population is called a 'sample'. A sample consists of a small collection from a large aggregate about which we wish to have information. The sample is examined and facts about it are collected. It is the sample that we observe and work with.

The sample in the present study consists of all B.Ed. colleges affiliated to Sardar Patel University. All the colleges of education comprised the sample of the study and the sampling technique used was convenient sampling .

The syllabus of the B.Ed course was studied and the details of the activities vis-à-vis CBCS were collected from 4 teacher educators from each college. In addition, 10 students from each college were selected from each college and their views about CBCS were sought.

The description of the tools used is depicted below.

4.6 Description of Tools

The instruments which are employed for gathering data information for new facts by exploiting relevant field are called 'Tools'. For the present study the researcher collected data from the following tool

- Questionnaire for Teacher Educators
- Information schedule of B.Ed advanced ,B.Ed. English ,B.Ed. General
- Checklist for Student Teachers

The table below describes the purpose of the tools and its sources of data.

Table-1

The below table depicts the purpose of the tools and its sources of data

Tool	Sources of Data	Purpose
Questionnaire	Teacher Educators	- To know the views of teacher educators regarding CBCS - To know the challenges faced by the teacher educators in CBCS - To know the difficulties faced by the teacher educators during CBCS
	Student Teachers	- To know the views of student teachers regarding CBCS - To know the difficulties faced by students teacher during examination - To know challenges faced by student teachers regarding CBCS
Information Schedule	Syllabus of the B.Ed course	To study the syllabus/ course vis-à-vis CBCS
Checklist	Student Teachers	To know the views of the student teachers about CBCS and the present situation in the colleges.

The process of tool construction is mentioned below.

Construction of the Questionnaire for teacher educators and Student teachers

The questionnaire for teacher educators and student teachers both contained both open ended and close ended questions. Keeping in mind the objectives of the

study researcher framed questions for the subjects separately. A pool of questions was prepared and discussed with the mentor. The most relevant questions were retained and modified whenever needed. The tool was also showed to three experts and then it was modified and approved for implementation. Questionnaire was prepared for Teacher educator and student teachers to know their views about the CBCS and challenges they faced in the system.

Information schedule

The information schedule was prepared keeping in mind the B.Ed. course and then information schedule shown to three experts and modified based of the suggestions. Information schedule was prepared to know the feature and components of the B.Ed courses vis-vis CBCS

Checklist

Checklist was prepared for student teachers. It contained both open ended and close ended statements. The tool was also showed to three experts and then it was modified and approved for implementation.

The data was collected using these tools. The description of the same is presented below.

4.7 Data Collection

The data was collected by the researcher personally. An overview of the data collection phase is presented below.

Stage 1: The researcher read books and research studies related to the topic. The researcher also read articles regarding the study. This stage of research enabled the researcher to understand the dissertation topic/area and also review of related literature.

Stage 2: The investigator prepared tools for data collection and validated the same. The tools were shown to experts and thereby suggestions and comments were considered and tools were validated.

Stage 3: The investigator started the data collected in the month of December' 2011. For this the investigator personally visited and sought permission from 12 colleges of Education affiliated to Sardar Patel University.

Stage 4: The investigator gave the questionnaire to Teacher educators and checklist to student teachers of all 12 colleges. Investigator also requested them to answer the questions and return the same as soon as possible. But the researcher could not get responses from all students and teacher educators of two colleges of education despite her efforts. After the repeated visit and efforts the researcher could collect all the required data from the teacher educators and student teachers of 10 colleges..

4.8 Techniques used for Data Analysis

In the present study investigator used the content analysis & percentage analysis to analyse the data.

The researcher collected data and analyzed each questions of the questionnaire and each statement of the checklist through frequency analysis . The investigator converted these frequencies in to percentage analysis. The data was analyzed by qualitative content analysis technique also . The descriptive analysis of the concepts and responses was done by the researcher.

The subsequent chapter focuses on data analysis and interpretation.

Chapter 5

Data Analysis, Interpretation & Discussion

5.1 Introduction

The present chapter focuses on data analysis and interpretation.

Analysis of data is a process that involves the breaking down of existing complex factor in to simpler parts in new arrangements for the purpose of interpretation. Data are then studied from as many angles as possible to find newer facts. Analysis requires an alert, flexible and open minded approach. In the present study data analysis is done using content analysis and percentage analysis techniques.

Interpretation of data is the process by which the analyzed data are given meaning and significance.

In the present study, the responses to the questionnaire and checklist items received from the respondents were classified, tabulated and analyzed. The analysis of the data was carried out with the help of qualitative and quantitative techniques. Then keeping in view, the objectives of the study, the findings were meaningfully interpreted.

Content Analysis

Content analysis technique was used to analyze descriptive data obtained through questionnaire.

Content analysis has been defined as a systematic, replicable technique for compressing many word texts in to fewer content categories based on explicit rules of coding.

Percentage Analysis

Moreover percentage analyze technique was used to analyse, the responses to the questionnaire and check list received from the teacher educators and student teachers respectively.

The data gathered through the tools were analyzed and the same is presented in the section below.

5.2 Data Analysis , Interpretation & Discussion

The present section 5.2 focuses on the data analysis and interpretation of data gathered through the tools. The same is presented tool wise in the sections below.

5.2.1 Data Analysis and Interpretation of the data gathered through the Information Schedule

The researcher prepared an information schedule as mentioned in the earlier chapter and collected data about the B.Ed. courses namely B.Ed., B.Ed. Advanced and B.Ed. English offered at Sardar Patel University.

The details of the data collected using the information schedule for all the three courses are presented in the table below.

Table-2

The below table depicts details of the data collected using the information schedule for all the three courses

Sr. No .	Components	B.Ed .	B.Ed English	B.Ed Advanced
1	University affiliation	Sardar Patel University	Sardar Patel University	Sardar Patel University
2	Name of the courses offered by university	B.Ed General	B.Ed English	B.Ed Advance
3	Total number of papers offered as mentioned in the syllabus of the B.Ed. Course	1) Core paper 2) Elective paper 3) Foundation paper	1) Core paper 2) Elective paper 3) Foundation paper	1) Core paper 2) Elective paper 3) Foundation paper
4	List of the core papers offered as mentioned in the syllabus of the B.Ed. Course	Core papers a) Education in Emerging Indian society. b) Educational Psychology	Core 1 –Philosophical &Sociological Foundation of Education Core -2 – Psychological	Core-1 Education in Emerging Indian society.

		and statistics c) Educational Management	Development & Learning Core-3 –Principles and Practice of Teaching English to Young Learners English for the Teacher	• Core-2 Teaching, learning and Evaluation • Core-3 Educational management & Current Trends in Education • Core-4 Technology & other soft skills for teacher • Core-5 Method paper-1 (any1method) • Methodology of teaching Eco. • Methodology of teaching English • Methodology of teaching Env.Edu. • Core-6 Method paper-2 (any1 method) • Methodology of teaching commerce. • Methodology of teaching Sanskrit • Methodology of teaching Science • Methodology of teaching Social Science.
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5	List of foundation Papers offered as mentioned in the syllabus of the B.Ed. Course	Foundation Papers - Computer fundamentals in Education - Dynamic Educational Management and Leadership - Educational Technology - Environmental Education - Guidance and Counseling at School - Measurement Evaluation - Reading skills	English for the Teacher	Foundation Semester 1 - a)Teaching reading - b)Life Skills - c)English for specific Purposes - Foundation Paper Semester 2 - A)Practical Phonetics - B)Functional Sanskrit - c)Teaching writing
6	List of Elective papers offered as mentioned in the syllabus of the B.Ed. Course	Elective -1 (any one) - Methods of teaching Economics - Methods of teaching English - Methods of teaching Gujarati - Methods of teaching Mathematics Elective -2 (any one) - Methods of teaching Accountancy - Methods of teaching Commerce - Methods of teaching Hindi - Methods of teaching Sankrit	- Principles and practice of Teaching Sanskrit or - Principles and Practice of Teaching Computer skills - Remedial Teaching & Error Analysis or - Developing Reading skills	Elective paper 1- (Any One) sem-1 - Elementary Education - Inclusive Education - Measurement and Evaluation - Introduction to Educational Research Elective paper 2- (any One) Sem-2 - Guidance and counseling - Model of teaching - Inclusive Education - Computer Education

		e) Methods of teaching Science f) Methods of teaching Social Science		
7	Overview of options in the B.Ed syllabus vis-à-vis core, foundation and elective papers .	Methods are offered as electives Foundation papers are soft skills papers and option available Three core papers	No option in foundation paper Options for elective papers Three core papers	Options in core papers vis-à-vis method papers Options in elective papers Options in foundation papers
8	Scope for Choice as mentioned and reflected in the syllabus of the B.Ed. Course	Foundation (any 1) Elective-1 (any-1) Elective-2 (any-1)	Elective 1) Principles and practice of Teaching Sanskrit or 2) Principles and Practice of Teaching Computer skills Remedial	Core paper -5 Method paper 1 (any one method) Method paper 2 (any one method) Foundation paper II (any –I) Elective paper-II (any one)

			Teaching & Error Analysis	
9	Description of practical work as mentioned in the syllabus of the B.Ed. Course	Each student-teacher should teach atleast 05 lessons in each method (total 10 lessons) Students having science as method should do at least 2 science experiments related to school syllabus. Micro (four skills) sem-1 08 sem-2 – School Lesson sem-1 07 sem-2 15 Creative lesson sem-1 05 sem-2 03 Annual lesson sem-1 - sem-2 02 Total 20 20	20 lessons No more work is depicted in the syllabus	Sem -1 Community outreach programme Psychology lab. Journal experiments Portfolio Content based test + Blue print Projects STP+Macro lessons+Block teaching Observation planning Classroom teaching Sem -2 Preparation of models/charts etc Psychology lab journal test/case study Study of school records TOSS for teachers Intel portfolio OBEX + teaching aids MITR Off Campus +Internship Practical 1. Preparation and submission/Presentation of a research proposal 2. Planning lessons based on the above models of teaching 3. Comparing classroom activities of different models. 4. Interview of

				a school counselor 5. Visit to a guidance or counseling centre 6. Administration of an individual
10	Description of Assessment as mentioned in the syllabus of the B.Ed. Course	Internal as well as external assessment Formative as well as summative assessment	Internal as well as external assessment Formative as well as summative assessment	Internal as well as external assessment Formative as well as summative assessment Assessment through Open Book Examination
11	List of Assignments as mentioned in the syllabus of the B.Ed. Course	Sem-1 School Features Practical work Test Item Teaching Aid Unit Test Blue Print Sem-2 Book Review Psychological Test/Practical Term Paper Internship Practical work	1) Case study of innovative centers of learning 2) Computer Portfolio 3) Written Expression 4) Yoga & Physical Education	Individual assignments related to school management and organization 1 major assignment submission + Library Projects. Action research in Environmental Education Information creation book / Wall

		Viva Teaching aids		magazine vi) Preparation of an Environmental Education Programme vii) Outdoor teaching in Environmental Education.
12	Description of Reading Material Reference	In references Gujarati references Indian International references.	Detailed references international as well as Indian	Detailed references international as well as Indian Blogs and web sources also indicated
13	Methods used for Teaching as mentioned/reflected and depicted in the syllabus of the B.Ed. Course	Project Method Symposium method Grammar Translation Method Direct Method Teacher-Centered Methods Inductive-deductive Method Analytic-Synthetic Method Child Centered Methods Experimental method Demonstration Dramatization Method Source method Exhibition Method Tour Group discussion	Project Method Methods of integral education	Lecture cum discussion methods Group method Project method Laboratory/Experiment method Inductive /Deductive Analytic/synthetic method Grammar Translation method Direct method Task based learning Assignment method Team teaching method Seminar and symposium method Field trip method Supervised study method Problem solving method Story telling and narration Role play and dramatization Source method Excursion method/Journey method Using current events in teaching social studies

				Techonolgy assisted learning
14	Flexibility given to students as mentioned in the syllabus of the B.Ed. Course	The intra college flexibility is observed only in terms of choice of methods, assignments, etc. No inter college or departmental flexibility observed.	The intra college flexibility is observed only in terms of choice of methods, assignments, etc. No inter college or departmental flexibility observed.	The intra college flexibility is observed only in terms of choice of methods, assignments, etc. No inter college or departmental flexibility observed.
15	Features of CBCS in-co-operated as reflected in the B.Ed. syllabus	Students are given flexibility in Elective-1 (any one) Elective-2 (any one) Foundation course (any one)	Choice is given only in elective course There is no choice in Foundation paper Core paper	Students get choices in the paper Foundation paper Elective paper Core five Core six
16	Co-Curricular activities included in the syllabus if any	Co-Curricular activities ,Inspection and NCERT English Club And Co-Curricular activities Co-Curricular activities for developing language skills.	Community activity	Environment club Science club Using community Resources in teaching science Field trips to places,museums,pla netariums and exhibitions Arranging Exhibitions in school Display Bulletin on the board Watching films and video on topics related to social science. Forming social science club and organizing activities for the club Publishing News Letters

17	Duration of the semester for the B.Ed. course	Duration of the course is of one year which is divided in to two semesters.	Duration of the course is of one year which is divided in to two semesters.	Duration of the course is of one year which is divided in to two semesters.
18	Scope for community work and practical experiences as depicted through the B.Ed. syllabus	Community work Other activities a) Wall Magazine Group Work b) Celebration of Important days c) Community work d) Participation in Social, Liteary, and sport Activities (group Work) e) Practice in use of Audio Visual equipment	It is not described properly in the syllabus	Sem -1 Community outreach programme Psychology lab. Journal experiments Portfolio Content based test + Blue print Projects STP+Macro lessons+Block teaching Observation planning Classroom teaching Sem -2 Preparation of models/charts etc Psychology lab journal test/case study Study of school records TOSS for teachers Intel portfolio OBEX + teaching aids MITR Off Campus +Internship

Thus from the above table it is evident that the choices and flexibility in all the three B.Ed. courses offered at Sardar Patel University vary. Moreover, the syllabus of all the three B.Ed. courses does not offer and follow all the features of CBCS. There is no scope for earning / gaining extra credits, no scope for inter college or inter institutional flexibility and choice for courses. However, the course provide scope for choice in terms of the papers . The B.Ed. course provides options and choices to students in the foundation and elective papers , B.Ed. English in the elective papers

only whereas B.Ed. Advanced in their core papers, elective papers as well as foundation papers.

Moreover, while going through the syllabus of the courses and while analyzing the syllabus it was observed that the syllabus for B.Ed. , B.Ed. English included less content in its core papers. All the colleges had papers related to technology, soft skills and scope units on communication skills. A separate paper on Technology and Other Soft Skills for Teachers was offered at the B.Ed. Advanced course.

Moreover, all the courses do not prepare students to use a range of participatory approaches to teaching and learning.

The table above presents the inputs of the syllabus in a tabular format.

It can be concluded that all the colleges do not adhere to all the components of CBCS. However attempts are made to move in the direction of student oriented syllabus.

The section below presents the data analysis and interpretation of the data gathered through the tools.

5.2.2 Data Analysis and Interpretation of the data gathered through the Questionnaire for Teacher Educators

The question wise analysis and interpretation of the data gathered from teacher educators is presented below.

Q1 According to you what is the present status of the teacher education system?

The views of the teacher educators were sought , analyzed and the same is presented in the table below.

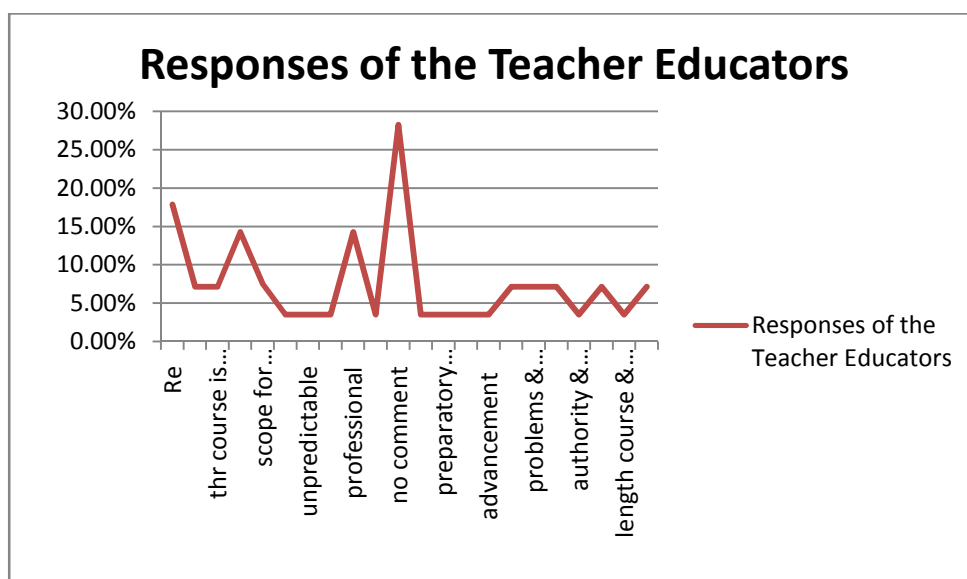
Table- 3 Present status of the teacher education system –Views of Teacher Educators

Sr no	Responses of the Teacher Educators (Multiple responses)	Percentage of responses
1	Teacher Education system is good	17.85
2	The course leads to Students' progress	7.14
3	The course is based on Values	7.14
4	The course focuses on new technology	14.28
5	There is scope for improvement	7.5

6	The course is experimental in nature	3.5
7	The outcome of the course is unpredictable	3.5
8	The development of teaching skill is slow.	3.5
9	The course is professional in nature	14.28
10	Focus is more on textual information	3.5
11	No comments	28.5
12	The duration of time is too short	3.5
13	It's a preparatory course for teaching	3.5
14	Course is improving itself	3.5
15	The course has to cope up with a advancements in the field of education	3.5
16	Not so good course	7.14
17	The course is facing problems and challenges	7.14
18	The course addresses global trends	7.14
19	Authority and social audit is present	3.5
20	Time constrain is a serious aspect	7.14
21	Course is lengthy and time is too less	3.5
22	It is based on Choice Based Credit System	7.14

Graph-1

The graphical presentation of the above data is presented in the subsequent graph.



Thus the table 1 above presents the response of the teacher educators of eleven colleges of education.

The descriptive analysis of the same is presented below.

17.85% teacher educators expressed that the present teacher education system very good. It exhibited some positive features that made the course valuable. 7.14% teacher educators said that the course leads to students' progress. 7.14 teacher educators judged that the teacher education system as valuable. 14.28% teacher educators commented that present teacher education system is technology based. 7.5% teacher educators expressed that the course as experiment in nature. 3.5 % teacher educators commented that the course was unpredictable in nature and its outcome cannot be generalized. 3.5% teacher educators commented that the teacher education system is a slow developmental process. 14.28% teacher educators told that present education system is job oriented and professional in nature. 3.5% teacher educator commented that system is only based on bookish knowledge and is factual in nature. 28.5% teacher educators did not comment at all. 3.5% teacher educators commented on the time constrain. 3.5% teacher educators expressed the course to be introductory phase and preparatory in nature. 3.5% teacher educators are of the view that present teacher education system has scope for improvement up with the advancement in education. 3.5% teacher educators commented that the system has to cope with the advancement in education. 3.5% teacher educators are of the view that the system is not so good and lot of space for improvement exists. 7.14% teacher educators commented that the course is challanging. 7.14% teacher educators are of the view that the system is based on global trends. 3.5% teacher educators commented that the course is based on authority and social audit. However no clarification for the stand was menteioned. 7.14% teacher educators commented on the aspect of time constrain. In addition 3.5% teacher educators commented that the course time is too short and course is lengthy. 7.14% teacher educators commented that the course follows Choice Based Credit System.

The teacher educators had diverse views related to CBCS.

**Q2 Do you think CBCS will solve the major problems of Teacher Education?
Please justify.**

The views of the teacher educators were sought , analyzed and the same is presented in the table below.

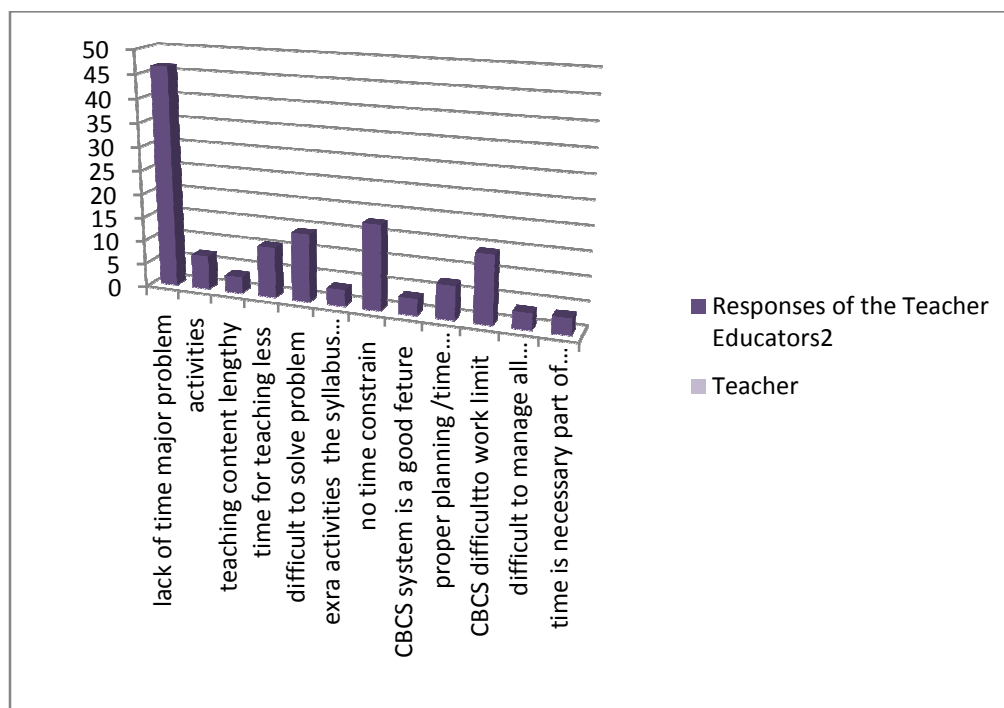
Table -4 The Teachers gave the following responses to the question

A) Views of Teacher Educators about problem related to time constrain

Sr no	Responses of the Teacher Educators (Multiple Responses)	Percentage of responses
1	Lack of time is a major problem of the course	46.42%
2	Activities in the course are many and time is less	7.14%
3	Teaching content lengthy. Course is lengthy	3.5%
4	Time for teaching is less	10.64%
5	It is difficult to solve all the problems of the course	14.28
6	With all extra activities the syllabus cannot be completed in the given time duration	3.5
7	The time is appropriate with respect to the course activities and nature. No time constrain	17.85
8	CBCS system is a good feature	3.5
9	Proper planning/time management makes the implementation of activities easy and manageable.	7.14
10	CBCS difficult to work within limit	14.28
11	It is difficult to manage all syllabus within time given	3.5
12	Time management is necessary part of the course for both teachers and students	3.5

Graph- 2

The graphical presentation of the above data is presented in the subsequent graph.



Thus the table 2 above presents the views of teacher educators about the time also reflection of teacher educators about CBCS as a solution to the time constrain.

From the above table it is clear that 46.42% **teacher educators mentioned that lack of time will be a major problem of the course even with CBCS.**

7.14% teacher educators said that the course has numerous activities and time for completion is too less. In addition, 3.5% teacher educators mentioned that the teaching course is lengthy and 10.64% teacher educator mentioned that the time for teaching was less.

14.28% teacher educators mentioned that it is difficult to solve all the problems of the course even through CBCS.

CBCS itself is a very challenging task with all the extra activities in the course and the CBCS the course cannot be completed. This point was highlighted by 3.5% teacher educators

Thus all the views of the teacher educator are mentioned clearly in table and description above.

So from the above data it can be concluded that the teacher educators opined that CBCS will not solve the problem of time constrain. However, may help both teacher educators and student teachers to manage their time.

B) Problems related to practical work, field based experiences and practice teaching

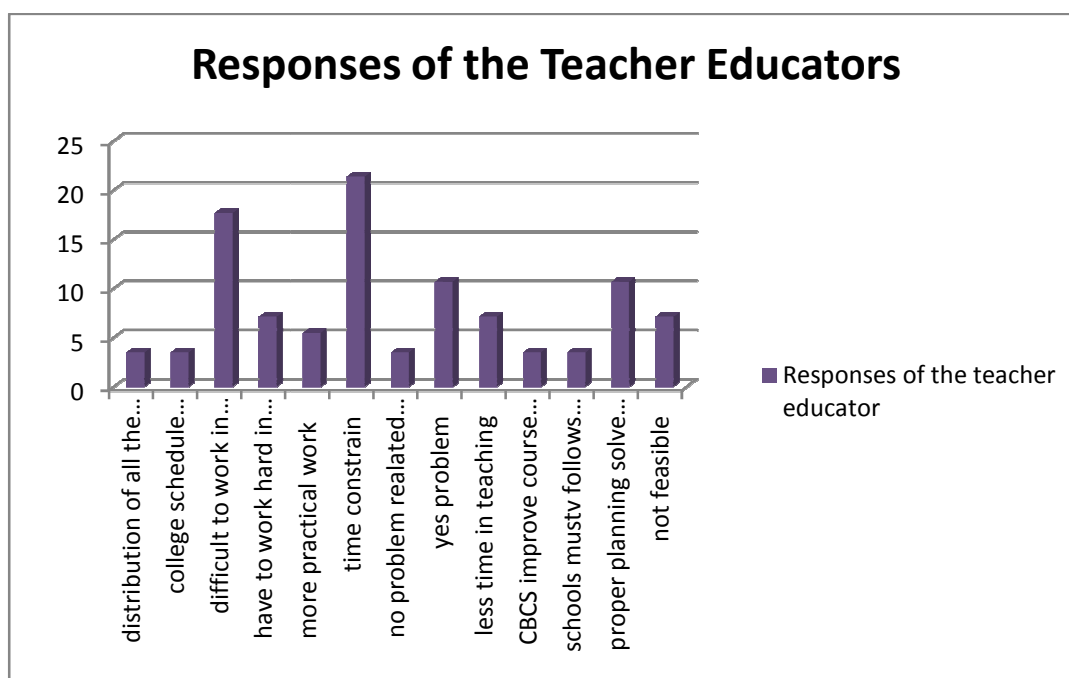
The views of the Teacher Educators were sought , analyzed and the same is presented in the table below.

Table -5 Problems related to Practical work mentioned by Teacher Educators

Sr no	Responses of the Teacher Educators (Multiple Responses)	Percentage of responses
1	Distribution of time for all the field based activities, practice teaching and practical work is a problem.	3.5%
2	College schedule differ with school schedule so problem during practice teaching.	3.5%
3	Difficult to complete work in time limit given and CBCS makes it more challenging.	17.70%
4	Students have to work hard during CBCS	7.14%
5	More practical work is there in each semester	3.5%
6	No problem related all the activities of the course	21.4% ²
7	Time constrain is present in the course but has a positive impact /effect on the course.	3.5%
8	Yes , there is problem related to practical work, Field base work Experience	10.71%
9	Less time for practice teaching during CBCS	7.14
10	CBCS improves course quality	3.5
11	Schools must also follow CBCS	3.5
12	Proper planning will solve the problem of time in CBCS	10.71
13	Not feasible to conduct all aspects of course in CBCS	7.14

Graph-3

The graphical presentation of the above data is presented in the subsequent graph.



3.5%teacher educators mentioned that time was major a concern to implement the practice teaching, field based activities and practical activities.

17.70% teacher educators expressed that it was difficult to complete all the practical work and CBCS makes it more a challenging task.

Further,3.5% teachers educators opined that there was more practical work in each semester due to CBCS and 7.14% expressed that students had to work hard in CBCS.

3.5% teachers educators perceived time constrain as a positive features of the course.10.71% teacher educators expressed that problems exists even after CBCS but quality of course has course improved due to CBCS

10.71% teacher educators also suggested that proper planning will solve the problem related to time constrain for practical activities.

Thus from the above data it is evident that CBCS has lead to distribution of all the practical activities across semester and has in turn made students alert about their roles and also demands efforts. It demands judicious planning of time and resources.

The following question focuses on the problems related to implementation of the course.

C) Problems related to practicality of course

The views of the teacher educators were sought , analyzed and the same is presented in the table below.

Table -6 The views of teacher educators about the practicality of the course are presented below.

Sr no	Responses of the Teacher Educators	Percentage of responses
1	No problem related to practicality of course	14.28
2	Course is practicality of course in nature	7.45
3	Theory sessions were affected due to practical activities	3.5
4	Course can be completed	3.5
5	Practical experiences ,tasks and activities are time consuming	7.14
6	No comment/response	17.71
7	Practical activities in the course do not match with syllabus and real life situation	3.5
8	With the positive attitude towards the course we can cope up with the practical tasks of the programme	3.5
9	Completion of practical depends on how it is implemented and its intensity	3.5
10	Course time is less compared to practical work.	10.71
11	Course needs to be update according to needs of the present time.	10.71
12	No proper equipments eg computer, language lab for course completion.	3.5
13	Lack of library resources	3.5

14.28% teacher educators expressed there were no problems related to practicality of the course. 7.45% teacher educators expressed that the course was practical in nature. 3.5% teacher educators opined that theory session were affected due to practical. 3.5% teacher educators comment that course can be completed in the given time period. 7.14% teacher educators expressed that there are problems related to practical work. 10.71% teacher educators did not give any comment at all. 3.5% teacher educators said that the syllabus did not match with and real life situations. 3.5% teacher educators expressed that a positive attitude and frame of mind cannot help educators complete the course. 3.5% teacher educators were of the view that completion of the practical work of B.Ed depends upon the intensity of the activity. 10.71% teacher educators said that there was more course ,work and less time. 10.71% teacher educators mentioned that the course needs to be updated. 3.5% teacher educators as a problem.

Thus from the above data it is evident that teacher educators identified problems with respect to practicality of the course.

Moreover, the teachers are opined that guidelines and clarity is need for practical activities. They mentioned that intensity of practical activities tend to be vary in the colleges and this in turn may affect the outcome of the course.

However, no specific comments related to CBCS and practicality of course were made by teacher educators.

The comments and views of Teacher Educators were general in nature and did not related or mention of CBCS as a solution to their problems.

The views of teacher educators about CBCS are mentioned below.

Q3 What are your views about CBCS?

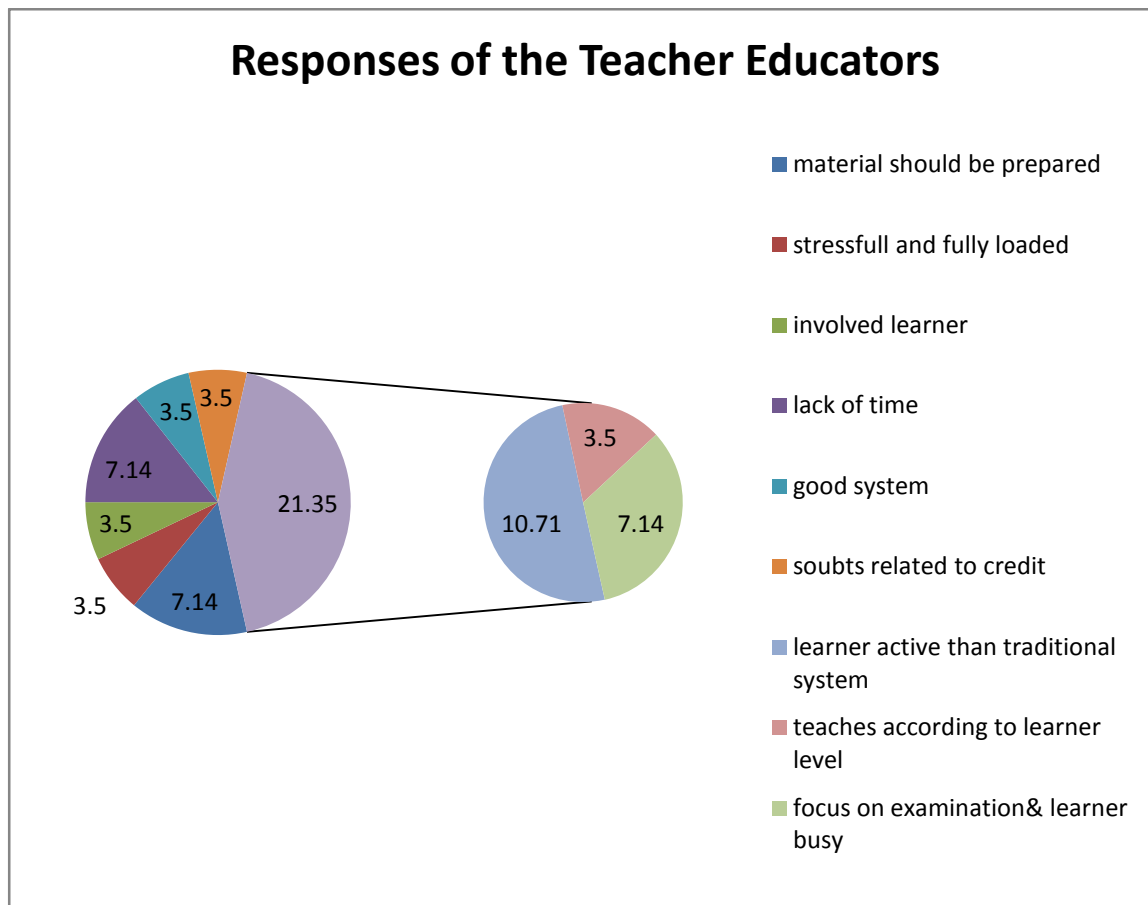
The views of the teacher educators were sought , analyzed and the same is presented in the table below.

Table -7 A) Enrichment of the course

Sr no	Responses of the Teacher Educators	Percentage of responses
1	Course work must be planned and materials should be prepared	7.14
2	Stressful and fully loaded	3.5
3	Involves learners	3.5
4	Lack of time	7.14
5	Good system	3.5
6	Subjects raises doubts related to credits	3.5
7	Learners are more active than yearly system	10.71
8	Teacher teaches according to learners level and interest	3.5
9	Focus on examination & learner busy	7.14

Graph-4

The graphical presentation of the above data is presented in the subsequent graph.



7.14%Teacher educators mentioned that course work needs planning and materials for should be prepared. Teacher educators also said that CBCS was stressful, time consuming, &involved learners. It was a learner oriented system and made students active learners. This was expressed by 10.71% Teacher educators.3.5% labeled as good and quality system.

The following table depicts the scope for flexibility as depicted by the teacher educators.

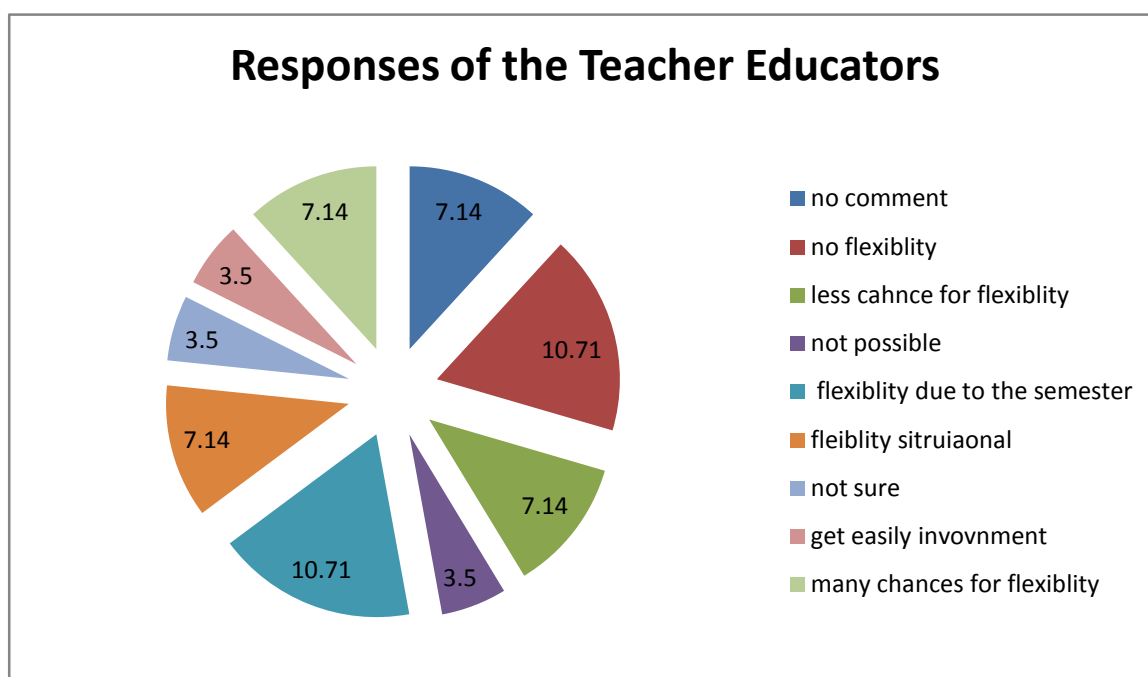
Table -8 C) Scope of flexibility

The views of the teacher educators were sought , analyzed and the same is presented in the table below.

Sr no	Responses of the Teacher Educators	Percentage of responses
1	No comments/responses	7.14
2	No flexibility	10.71
3	Less chance of flexibility	7.14
4	Not possible	3.5
5	Flexibility due to the semester	10.71
6	Flexibility is situational	7.14
7	Not sure	3.5
8	Get easily involvement in education	3.5
9	Many chances of flexibility	7.14

Graph-5

The graphical presentation of the above data is presented in the subsequent graph.



7.14% Teacher educators did not respond. 10.71% teacher educators were of the view that there is no flexibility in the CBCS 7.14% teacher educators said that there was less chance of flexibility 3.5% teacher educator mentioned flexibility was not possible. 10.71% teacher educators mentioned that flexibility due to the semester 7.14% teacher Educators mentioned that flexibility depends on situations but no clarity of this point was mentioned. Some of the educators did not comment on the aspect of flexibility while somewhere not sure .

Thus the teacher educators held diverse views related to flexibility of the course. But no concrete evidences of flexibility were given.

The following table depicts the scope for choice as mentioned by teacher educators

D)Scope for Choice

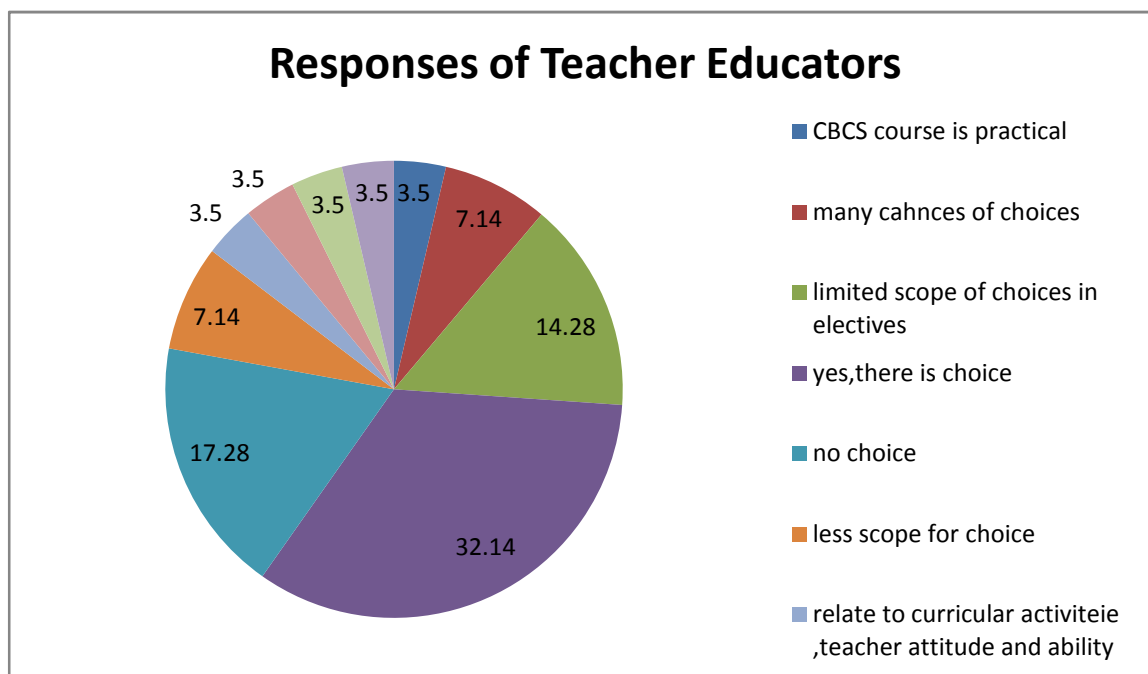
The views of the teacher educators were sought , analyzed and the same is presented in the table below.

Table -9 The responses of the Teacher Educators are stated below.

Sr no	Responses of the Teacher Educators	Percentage of responses
1	CBCS course is practical	3.5%
2	Many chances of choice due to CBCS	7.14%
3	Limited scope for choice in electives	14.28%
4	Yes, there is choice	32.14%
5	No choice	17.78%
6	Less scope of choice	7.14
7	Related to curricular ,teachers attitude and ability	3.5
8	Limited view and responses from colleges	3.5
9	More choices should be there papers	3.5
10	Enough choice	3.5

Graph-6

The graphical presentation of the above data is presented in the subsequent graph.



7.14% teacher educators comment that CBCS course is practical. 7.14% teacher educators comment that many chances of choice due to CBCS. 14.28% teacher educators were of the view that limited scope for choice in electives. 32.14% teacher educators comment that there is choice. 7.14% said that there was less scope of choice. 3.5% teacher educators expressed that more choices should be given in papers. 3.5% said that enough choice was given to students while. 14.28% teacher educators commented that there is no choice at all in present syllabus as per CBCS. Hence from above table it is clear that teacher educators held diverse views about the B.Ed CBCS course. Some teacher educators said that scope for choice existed while some said it did not exist at all.

Some teacher educators opined ‘more choice should be given’.

The overall analysis of the data from the table above reveals that over 50% teachers felt that choice was not fair and was not given in their syllabus of B.Ed courses as per CBCS.

The following table depicts the inter disciplinary approaches of the courses via CBCS as perceived by the teacher educators.

E) Inter-disciplinary Approach

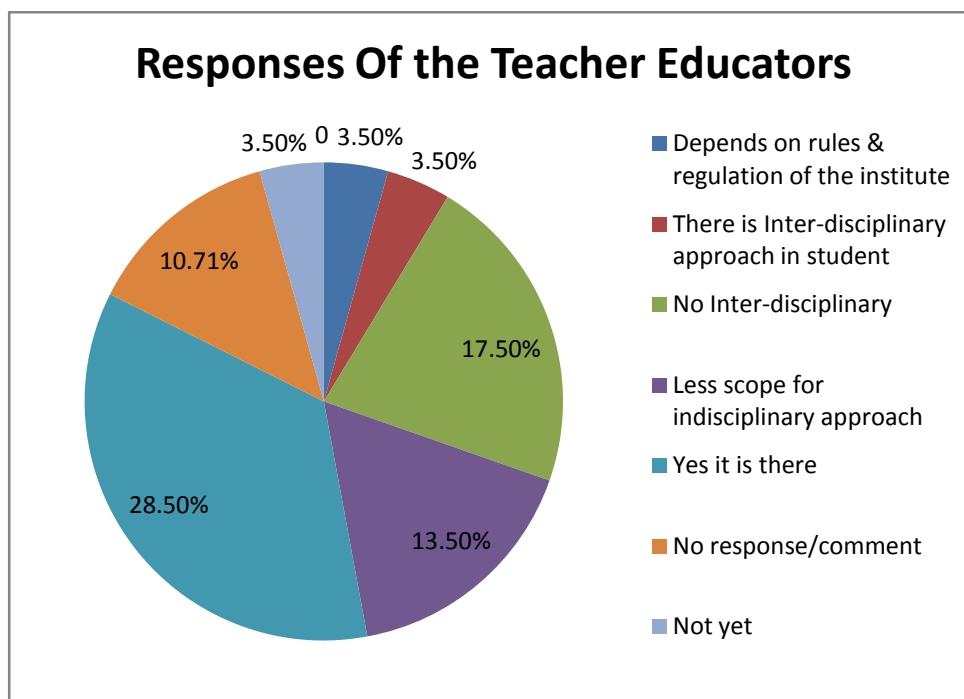
The views of the teacher educators were sought , analyzed and the same is presented in the table below.

Table-10 The responses of the Teacher Educators are stated below.

Sr no	Responses of the Teacher Educators	Percentage of responses
1	Depends on rules and regulation of the institute	3.5%
2	There is Inter-disciplinary approach in student	3.5%
3	No Inter-disciplinary	17.85%
4	Less scope for inter disciplinary approach	13.5%
5	Yes it is there	28.5%
6	No response/comment	10.71%
7	Not yet	3.5

Graph-7

The graphical presentation of the above data is presented in the subsequent graph.



From the above data it is evident that the 17.85% teacher educators said that there was no scope for interdisciplinary and 13.5% said that there was less scope for interdisciplinary in their course.

This also implies that the courses did not follow integrated interdisciplinary approach when the teacher education itself is interdisciplinary. 28.5% said the course was interdisciplinary in nature.

The above data leads us to conclusion that even when the CBCS itself focuses on interdisciplinary approach the teacher education courses by and large do not reflect this nature of the system in practical life in many colleges.

Moreover the views of teacher educators about the CBCS viz ethical values and learning environment are mentioned below.

F) Exposes Rich Culture and Ethical Values

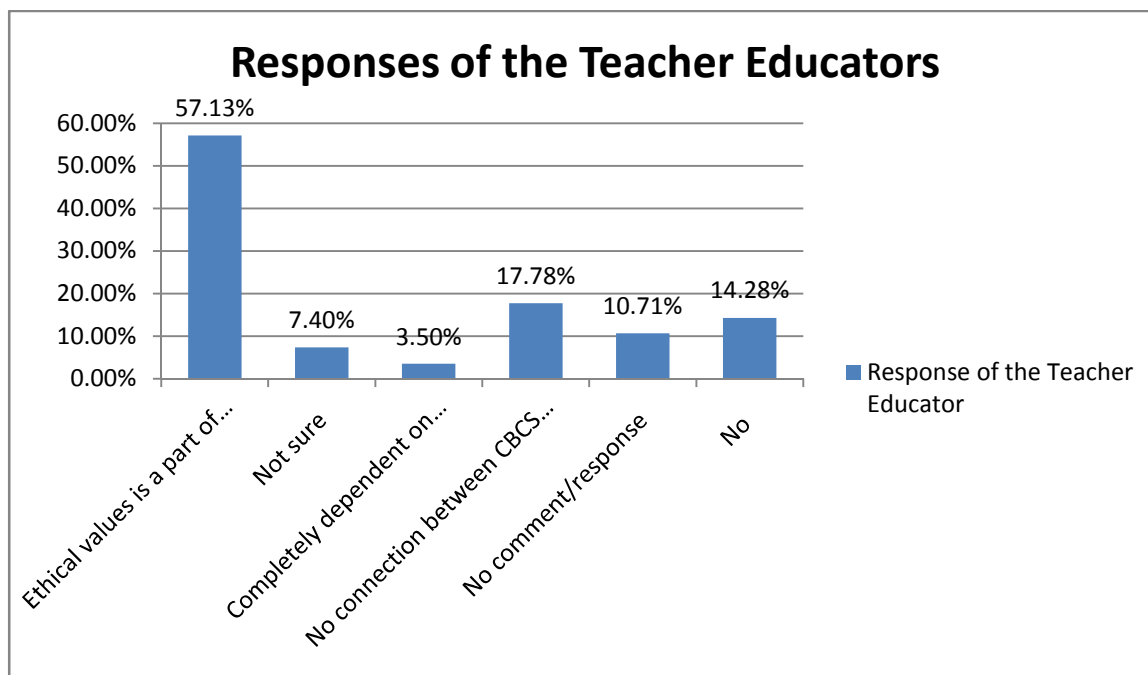
The views of the teacher educators were sought , analyzed and the same is presented in the table below.

Table-11 The responses of the Teacher Educators are stated below.

Sr no	Responses of the Teacher Educators (Multiple responses)	Percentage of responses
1	Ethical values is a part of CBCS course	57.13%
2	Not sure	7.4%
3	Completely dependent on the course offered and kind of teaching done	3.5%
4	No connection between CBCS and cultural and ethical value	17.78%
5	No comment/response	10.71
6	No	14.28

Graph-8

The graphical presentation of the above data is presented in the subsequent graph.



Thus from above 57.13% teacher educators said that CBCS provides exposure to the students vis-à-vis ethical values and 14.28% said it was not so. 10.71% did not comment and 7.4% said they were not sure. 17.78% clearly indicated that it depends on the implementation of the course.

The views of teacher educators about the course is mentioned below.

G) Contribute to Innovation & Activity

The views of the teacher educators were sought , analyzed and the same is presented in the table below.

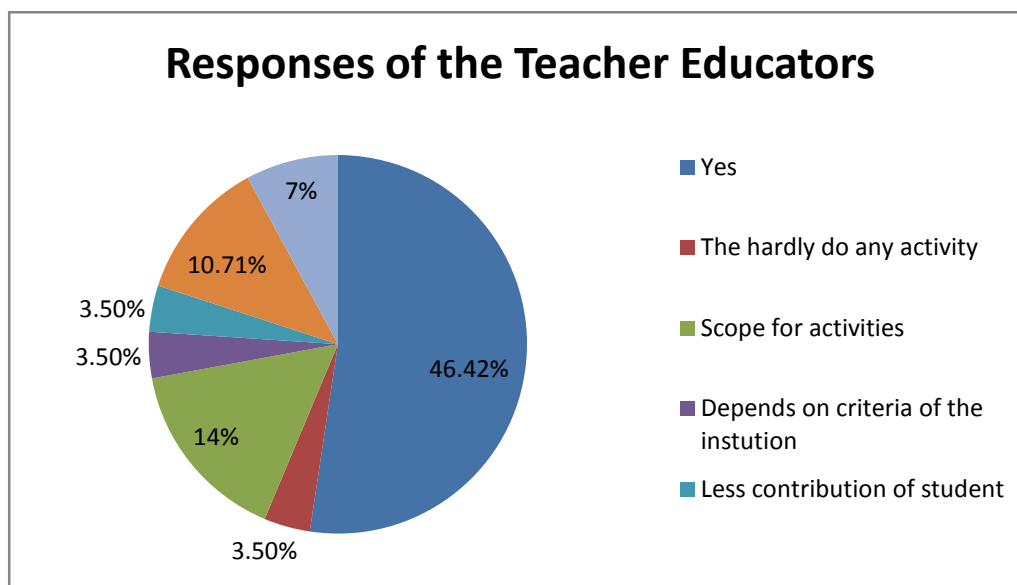
Table-12 The responses of the Teacher Educators are stated below.

The views of the teacher educators were sought , analyzed and the same is presented in the table below.

Sr no	Responses of the Teacher Educators	Percentage of responses
1	Yes	46.42%
2	The hardly do any activity	3.5%
3	Scope for activities	14%
4	Depends on criteria of the instution	3.5%
5	Less contribution of student	3.5%
6	Lack of time no innovation	10.71
7	Better for multi career personality	7%

Graph-9

The graphical presentation of the above data is presented in the subsequent graph.



46.42 % teacher educators mentioned that CBCS provides scope for innovation and activities. Whereas 3.5% said they did not conduct any activity at all. But no specification for the same was given. 3.5 teacher educators opined that it varies from college to college.

10.71% said that due to semesterisation there was lack of time. Due to the time constrain innovative activities were not possible.

7% said that CBCS provided varied opportunities to students and made them alert. This in turn contributed to their (learners) development.

The teacher educators mentioned the following views about the scope to address diverse learning needs of students via CBCS.

H) Scope to address to diverse learners

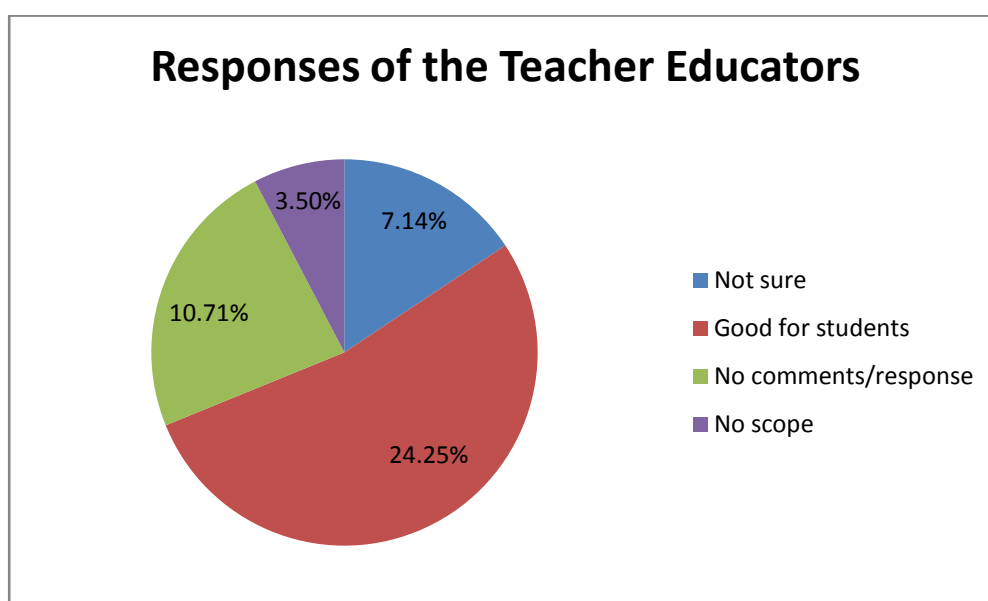
The views of the teacher educators were sought , analyzed and the same is presented in the table below.

Table -13 The teacher educators expressed their views on CBCS vis-à-vis diverse Learning needs same is presented in table below

Sr no	Responses of the Teacher Educators	Percentage of responses
1	Not sure	7.14
2	Good for students	24.25
3	No comments/response	10.71
4	No scope	3.5

Graph-10

The graphical presentation of the above data is presented in the subsequent graph.



From the above data is evident that 24.25% teacher educators expressed that CBCS made it possible to address diverse needs of the students.

Whereas 7.14% said it was not so. 3.5% said that scope to address class room diversity and learner diversity was reduced.

10.71% teacher educators did not comment at all. Thus from the above description it is cleared that true spirit and purpose of CBCS is not revealed in the teacher education course.

The teacher educators faced the following difficulties in CBCS.

Q 4) What are the difficulties/challenges that you face in CBCS?

A) Completing the Course

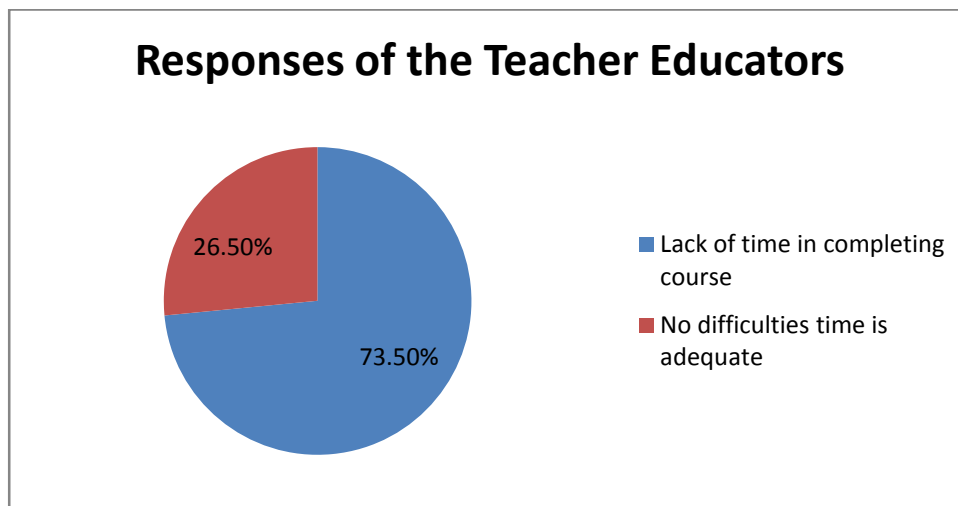
The views of the teacher educators were sought , analyzed and the same is presented in the table below.

Table- 14 The Teacher Educators mentioned the following difficulties

Sr no	Responses of the Teacher Educators	Percentage of responses
1	Lack of time in completing course	73.50%
2	No difficulties time is adequate	26.50%

Graph-11

The graphical presentation of the above data is presented in the subsequent graph.



73.50% teacher educators mentioned that the time given for course completion vis-à-vis CBCS was not sufficient.

26.50% opined that teaching time was adequate. This indicates time constraints as a major problem

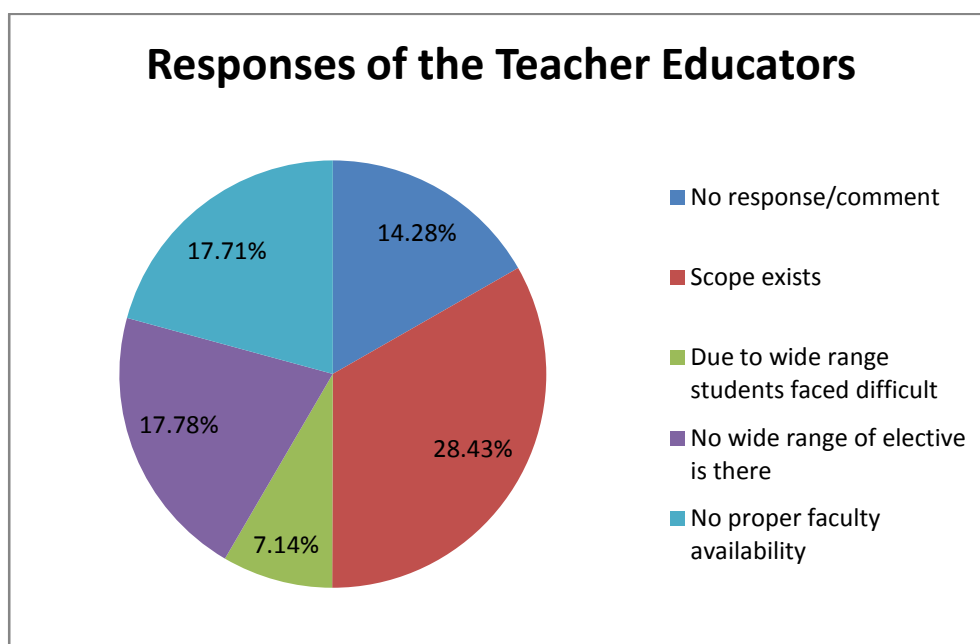
B) Wide range of electives

Table-15 The responses of the Teacher Educators are stated below.

Sr no	Responses of the Teacher Educators	Percentage of responses
1	No response/comment	14.28%
2	Scope exists	28.43%
3	Due to wide range students faced difficult	7.14%
4	No wide range of elective is there	17.78%
5	No proper faculty availability	17.71%

Graph-12

The graphical presentation of the above data is presented in the subsequent graph.



28.43% teacher educators mentioned that scope for wide range of electives exists. 14.28% did not respond to the question whereas, 17.71% teacher educators indicated lack of teaching faculty for the range of electives offered. 17.78% said not much scope for selection exists.

Thus, from the above data we can conclude that only 28.43% teacher educators said scope exists to offer a range of electives whereas as others indicated difficulties and contradictory views.

c) Difficulty in assessment

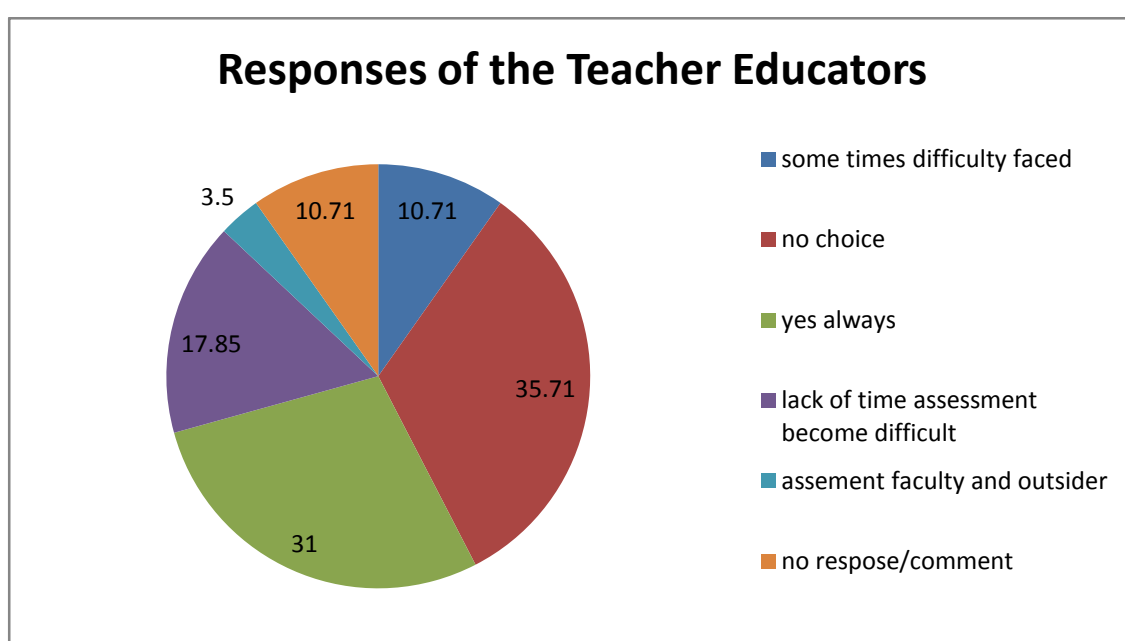
The views of the teacher educators were sought , analyzed and the same is presented in the table below.

Table-16 The responses of the Teacher Educators are stated below.

Sr no	Responses of the Teacher Educators	Percentage of responses
1	Sometimes difficulties are faced	10.71%
2	No	35.71%
3	Yes always	31%
4	Lack of time assessment become difficult	17.85%
5	Assessment should be faculty and outsider also	3.5%
6	No response/comment	10.71%

Graph -13

The graphical presentation of the above data is presented in the subsequent graph.



10.71% teacher educators commented that they faced difficulties in assessment at times. 35.71% teacher educators said they did not face any problems in assessment. 31% teacher educators commented there is difficulty in assessment due to CBCS. 17.85% teacher educators expressed Lack of time for assessment, lack of clarity vis-à-vis marks, percentage grade and credit. 3.5% teacher educators opined that assessment should be internal come external throughout. 10.71% teacher educators did not respond.

Thus difficulties and lack of clarity in assessment was observed among teacher educators. The following table depicts the views of teacher educators about the work distribution and work load.

D) Work load of Teacher Educators

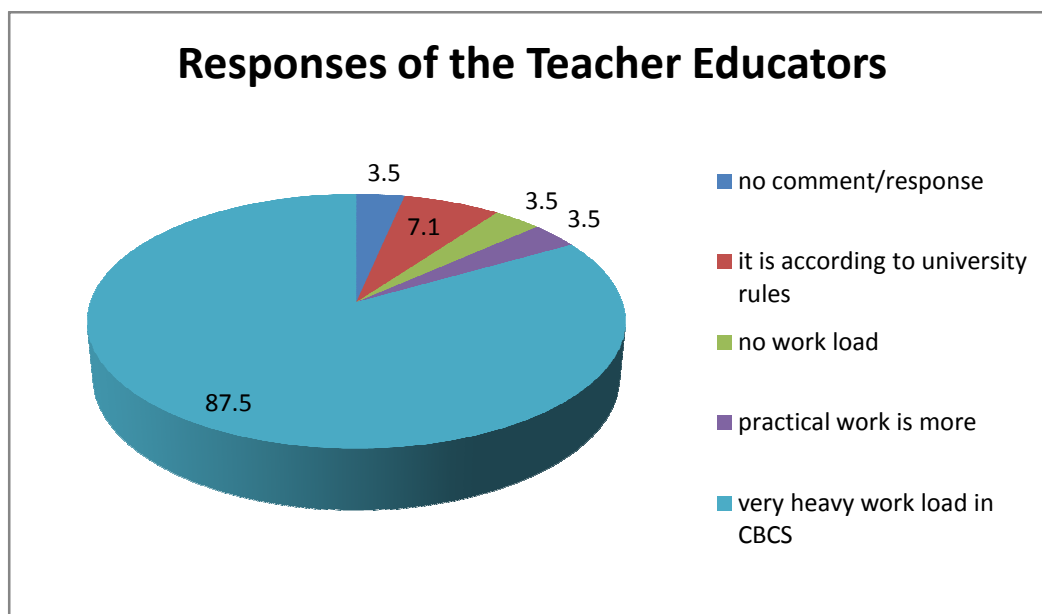
The views of the teacher educators were sought , analyzed and the same is presented in the table below.

Table-17 The following views were stated by Teacher Educators.

Sr no	Responses of the Teacher Educators (Multiple Responses)	Percentage of responses
1	No response/comment	3.5%
2	It is according to university rules	7.1%
3	No work load	3.5%
6	Practical work is more	3.5%
7	Very heavy work load in CBCS	87.57%

Graph- 14

The graphical presentation of the above data is presented in the subsequent graph.



From the above data it is evident that a large number of teacher educators 87.57% state that work load is a problem in CBCS. There is semester system and formative assessment too this adds to the work. However, activities in teacher education course. 7.1% said it was according to university rules and 3.5% did not comment at all. 3.5% said that workload was not a problem CBCS.

E) Students' Involvement in CBCS

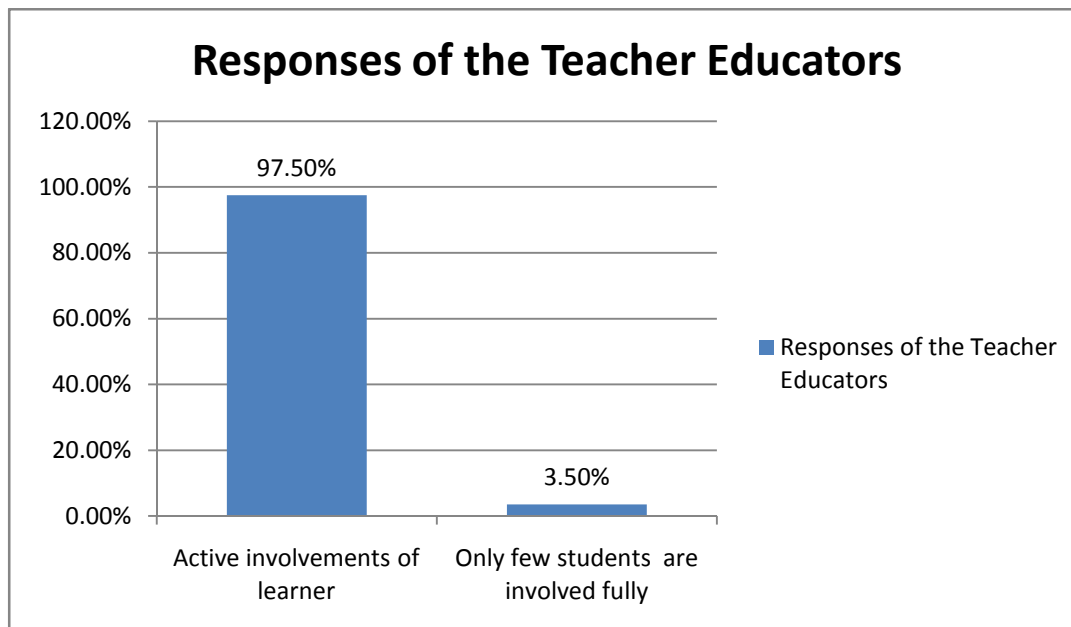
The views of the teacher educators were sought , analyzed and the same is presented in the table below.

Table -18 The views of Teacher Educators about students' involvement in CBCS

Sr no	Responses of the Teacher Educators	Percentage of responses
1	Active involvements of learner	97.50%
2	Only few students are involved fully	3.5%

Graph-15

The graphical presentation of the above data is presented in the subsequent graph.



97.50% teacher educators said that CBCS made students active alert and helped them work throughout the year. Further, the views about exams in CBCS are mentioned below.

G) Examination taken twice year

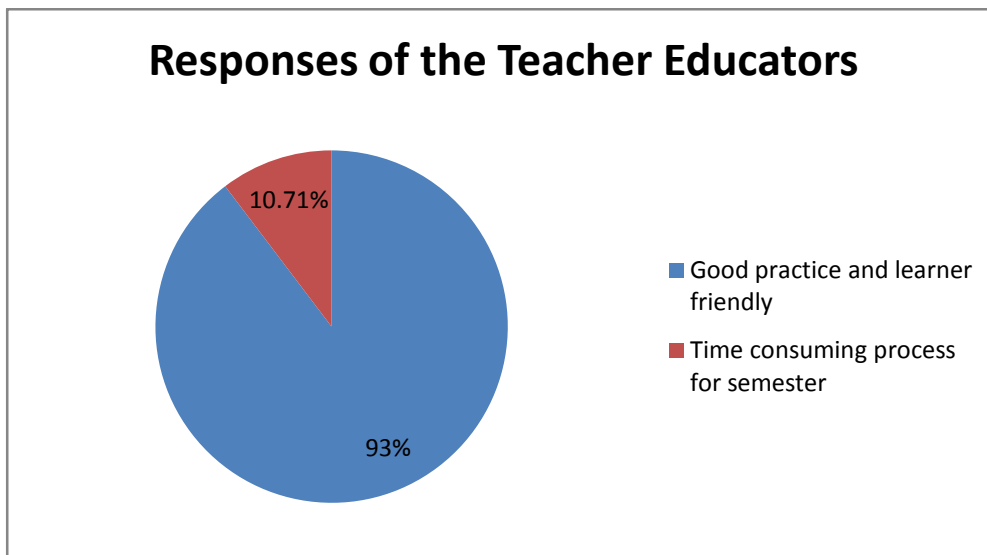
The views are presented in the table below.

Table- 19 The responses of the Teacher Educators are stated below.

Sr no	Responses of the Teacher Educators	Percentage of responses
1	Good practice and learner friendly	93%
2	Time consuming process for semester	10.71

Graph-16

The graphical presentation of the above data is presented in the subsequent graph.



93% teacher educators mentioned that semester and examinations were good and learner friendly. It reduced the burden of rote learning and also encouraged students to study throughout the year.

10.71% added that it was a time consuming process but fruitful.

The additional comments and views about the CBCS given by teachers are mentioned below.

Q5. Other comments about CBCS

A) Opinion about CBCS

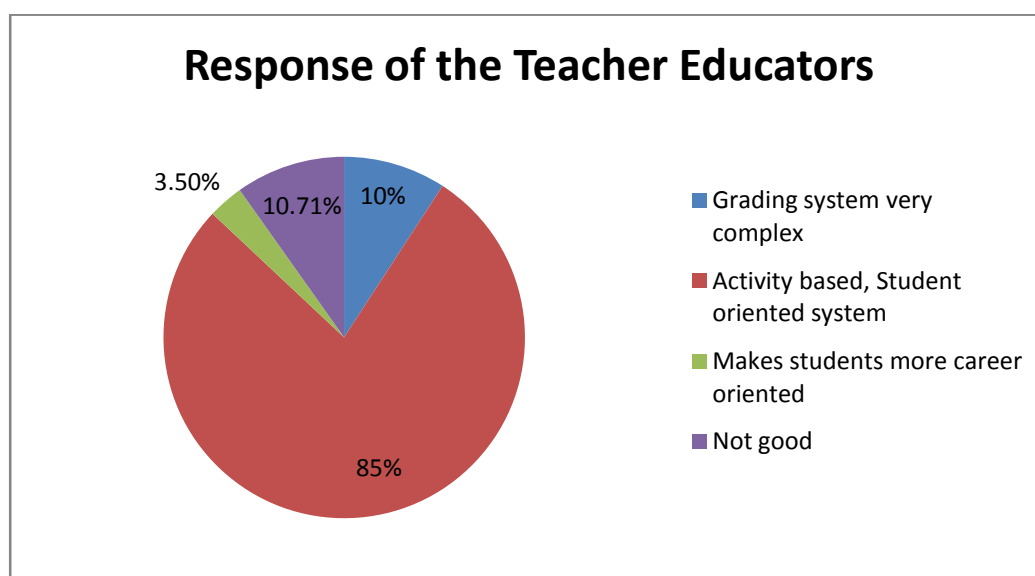
The opinions of teacher educators vis-avis CBCS are mentioned below in table 18.

Table-20 The responses of the Teacher Educators are stated below.

Sr no	Responses of the Teacher Educators	Percentage of responses
1	Grading system very complex	10%
2	Activity based, Student oriented system	85%
3	Makes students more career oriented	3.5
4	Not good	10.71

Graph-17

The graphical presentation of the above data is presented in the subsequent graph.



The teacher educators about 85% opined that CBCS was a student oriented system and based on activities.

10% indicated difficulties in grading while 10.71% judged CBCS 'not good'

10% teacher educators mentioned that CBCS was not practiced well to its fullest vis-à-vis objectives of CBCS.

3.5%% teacher educators mentioned the CBCS to be effective for lifelong learning and career preparation of students.

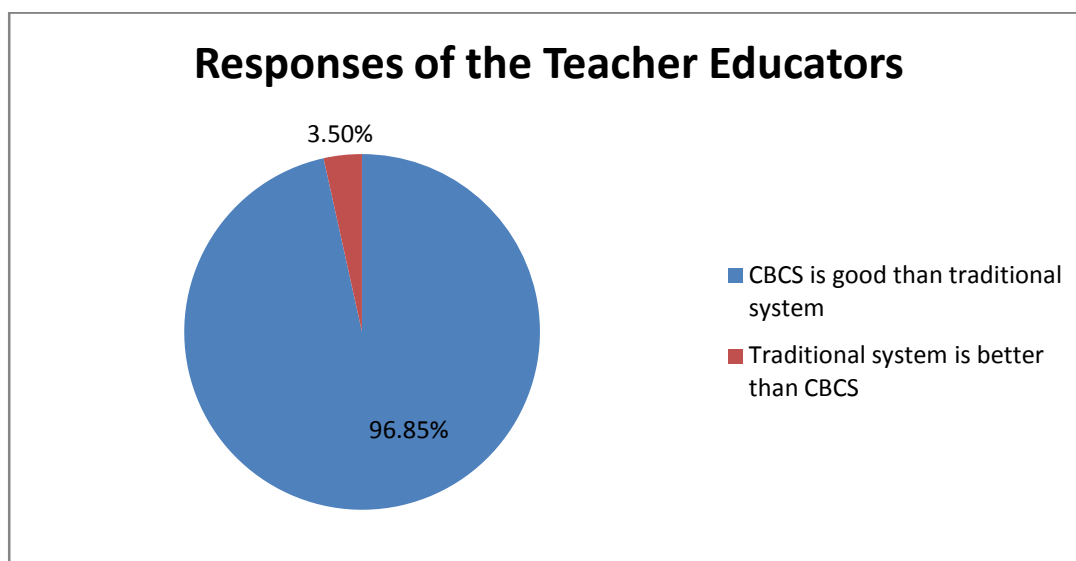
B) Traditional system Vs CBCS

Table- 21 Views of Teacher Educators about traditional system vs CBCS are depicted in the table below.

Sr no	Responses of the Teacher Educators	Percentage of responses
1	CBCS is good than traditional system	96.85%
2	Traditional system is better than CBCS	3.5

Graph-18

The graphical presentation of the above data is presented in the subsequent graph.



96.85% teacher educators expressed that CBCS is better than traditional annual system. The teacher educators said that CBCS was an innovative concept and learner oriented. It involves efforts and time but was a advantageous system.

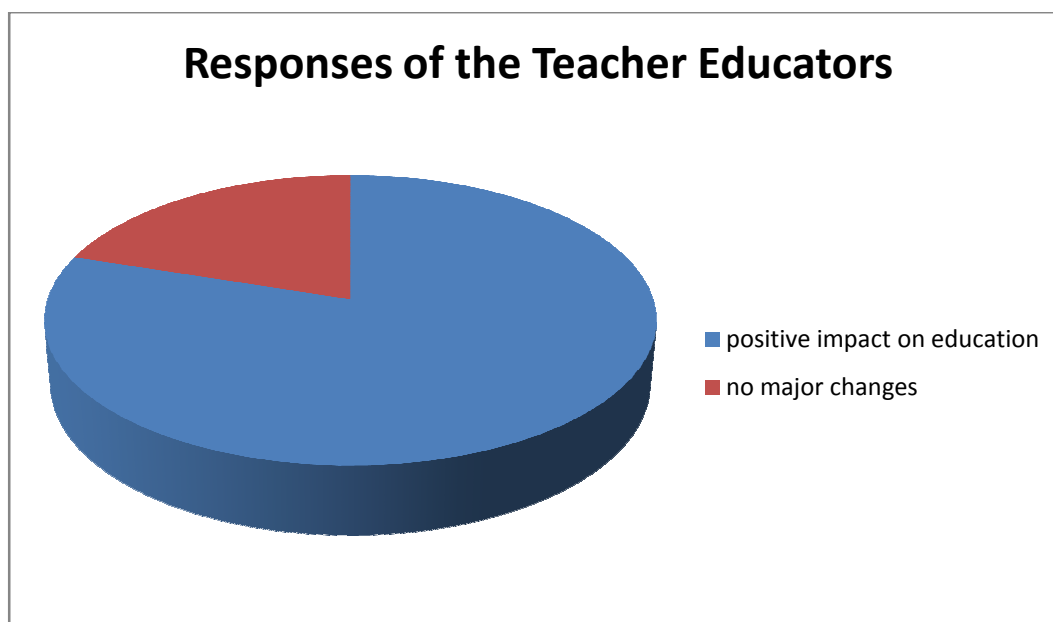
C) Change in Education System after Completing CBCS

Table- 22 The responses of the Teacher Educators are stated below.

Sr no	Responses of the Teacher Educators	Percentage of responses
1	Positive impact of educational system	80%
2	No major changes	20%

Graph-19

The graphical presentation of the above data is presented in the subsequent graph.



The teacher educators expressed that CBCS had a positive impact on education system. The data from the questionnaire revealed that there was positive impact in effective time management, active participation of learners, more choice compared to earlier traditional course and less stress on learners.

However, some teacher educators said that there were no impacts on the system at large.

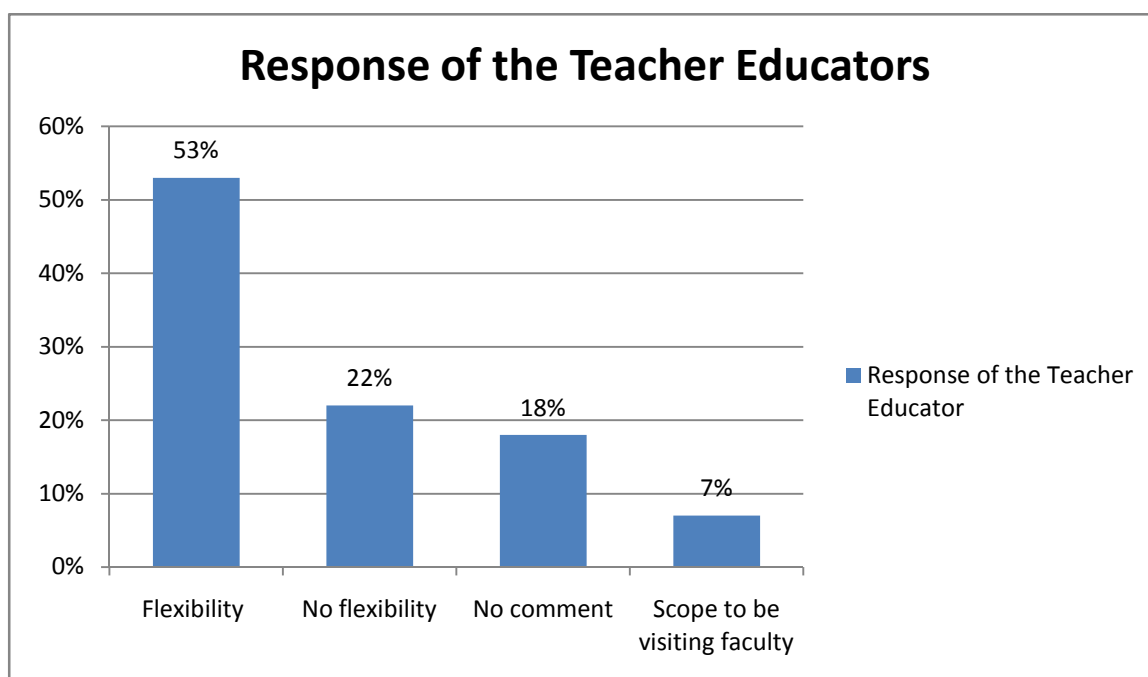
D) Flexibility in the CBCS

Table -23 The responses of the teacher educators viz flexibility in the CBCS are stated below.

Sr no	Responses of the Teacher Educators	Percentage of responses
1	Flexibility	53%
2	No flexibility	22
3	No comment	18%
4	Scope to be visiting faculty	7%

Graph -20

The graphical presentation of the above data is presented in the subsequent graph.



53% teacher educators expressed that flexibility was a part of the system whereas 22% said it was not. Teacher educators expressed flexibility in terms on students and teachers. Wherein scope for being a visiting faculty exists for teachers and students could not have choice of subjects.

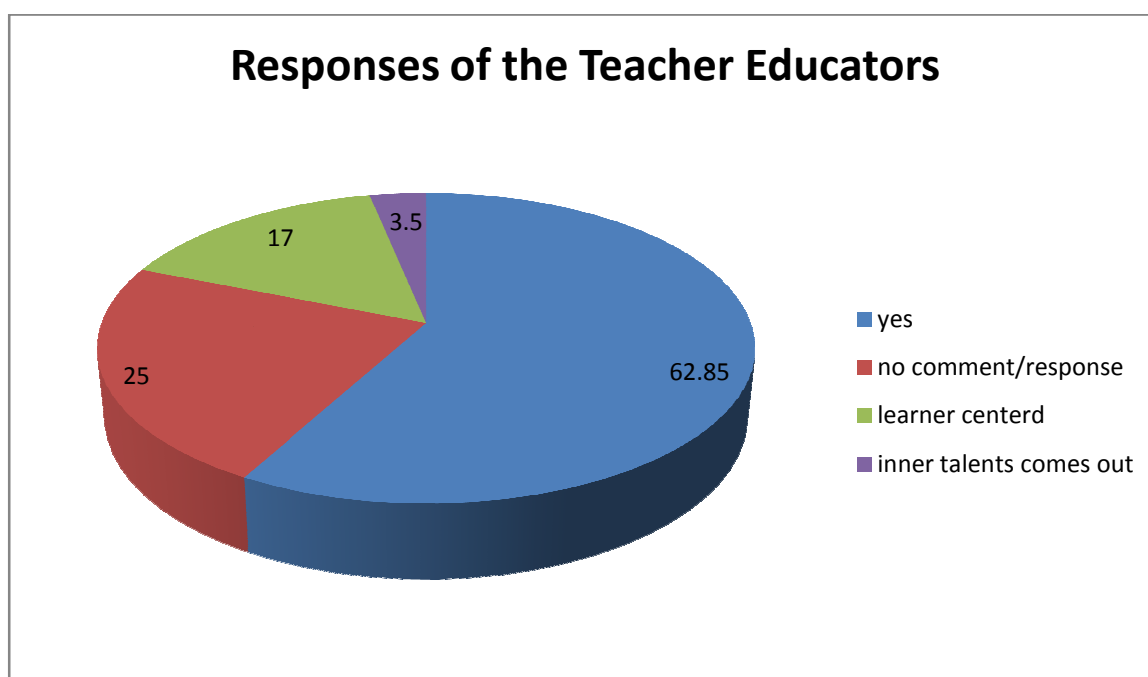
E) Teacher educators' views about Student Center learning in CBCS are depicted below.

Table- 24 The responses of the Teacher Educators are stated below.

Sr no	Responses of the Teacher Educators	Percentage of responses
1	Yes	62.85%
2	No comment/response	25
3	Learner centered	17%
4	Inner talents comes out	3.5

Graph-21

The graphical presentation of the above data is presented in the subsequent graph.



25% teacher educator did not respond. CBCS was said to be a student centered learning system by 62.85% teacher educators. They also expressed it was individualized system, learner centered. Some teacher educators mentioned that the implementation of course varies from college to college. However, by nature CBCVS must be student centered.

5.2.3 Data Analysis and interpretation of the data collected through questionnaire for Student Teachers

The data was collected from the student teachers using a questionnaire. The views of the student teachers were sought and analysed. The same is depicted below question wise.

Q1) List the activities that you did in semester-1.

Table-25 The responses of Students Teachers about CBCS gathered through questionnaire was analyzed using content analysis technique and percentage analysis. The same is presented below.

Sr no	Responses of the Student Teachers (Multiple Responses)	Percentage of responses
1	Practice teaching	100%
2	Sessions	32.5%
3	Creative lesson planning	20%
4	Co-curricular activities	75%
5	Assignments /Submission	100%
6	Participation in National seminars	30%
7	Celebration of festivals	10%
8	Prayer talks delivered in college	60%
9	General knowledge sessions	2.5%
10	Making of teaching aid	85%
11	Community work	20.75%
12	Computer portfolio	20.75%
13	Visited language lab	30%

All the students listed assignments submissions practice teaching as an activity. Moreover other 85% student teachers prepared teaching aids and 60% delivered post prayer talks.

Other activities indicated were participation national seminar (30%), Computer portfolio (20.75%) community work (20.75%), language laboratory sessions (30%), Creative lesson plans(75%) and celebrations of festivals (10%).

The problems faced by students in semester 1 are depicted below.

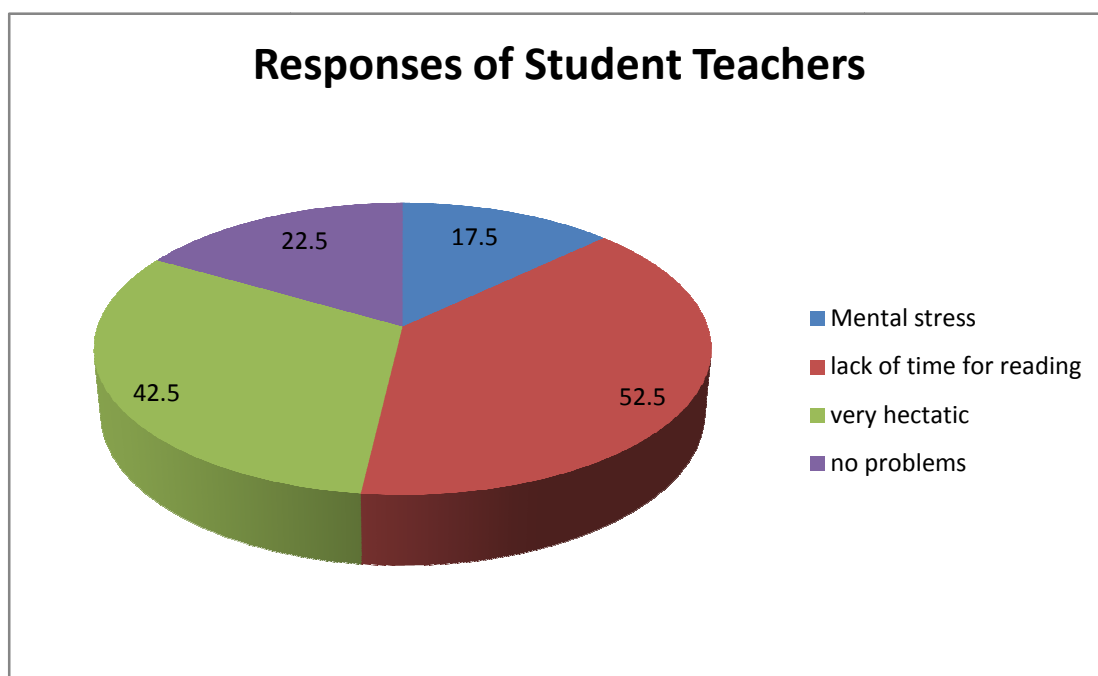
Q 2) What problems did you face during sem-1 vis vis teaching learning process?

Table- 26 The problems faced by student teachers during the semester -1 activities are present below.

Sr no	Responses of the Student Teachers	Percentage of responses
1	Mental stress, depression	17.5
2	Lack of time for reading	52.5
3	Very hectic schedule	42.5
4	No problems	22.5

Graph -22

The graphical presentation of the above data is presented in the subsequent graph.



From above data it is evident that students expressed that their schedule was very busy. (72.5%) and lack of time for reading was also indicated as a major problems by 42% student teachers. Problem like stress, depression were also indicated by 17% student teachers.

The problems were overcome by the student teachers as follows.

Q 3) How did you manage to overcome this problem?

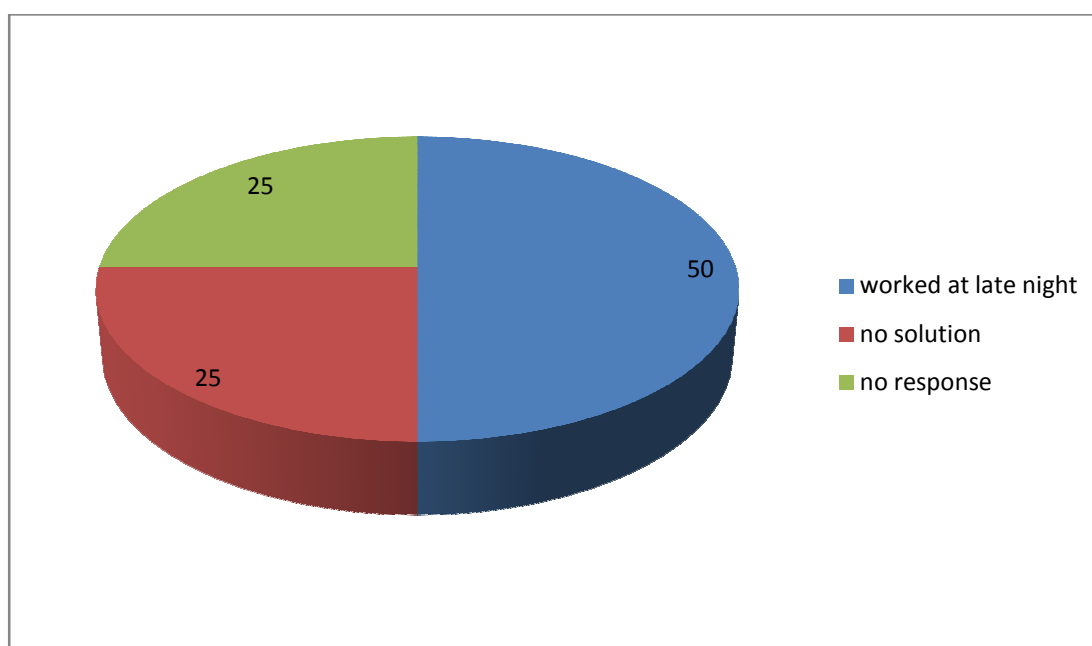
The responses of the student teachers are depicted below.s

Table-27 The problems were overcome/solved by the Student Teachers in the following ways.

Sr no	Responses of the Student teachers	Percentage of responses
1	Worked late night and extra time	50%
2	No solution	25%
3	No response	25%

Graph-23

The graphical presentation of the above data is presented in the subsequent graph.



50% student teachers spent extra time to complete their work. While 25% said they could not find solutions and 25% did not respond to the question.

The student teachers presented their views about CBCS as follows.

Q4) What are your views about CBCS?

Table 28 The student teachers presented their views about CBCS as follows.

Sr no	Responses of the Student teachers	Percentage of responses
1	Very good	15
2	Selected course/choice	10
3	Learn without load	2.5
4	Tough	2.5
5	Fulfills learning needs and requirements	7.5
6	Students can prepared for exam in given time	2.5
7	Syllabus is completed on time	5
8	Motivating system	2.5
9	Bogus system	2.5
10	Unfit person enter in second sem should be avoided	2.5
11	Scoring system	2.5
12	More practical than theory	2.5
13	Active learner	7.5
14	Very difficult/challenging system	2.5

15% Student teachers comment that CBCS is very good system. 10% Student teacher comment that there were selected course/choices 2.5% Student teachers comment that they Learnt without load 2.5% Student teacher comment that 2.5% Student teacher mention the course as being tough. While 7.5% Student teachers said that it fulfills learning needs and requirements of students at large.

2.5% Student teachers mention that they would prepare for exam in given time. While 5% Student teachers said that Syllabus is completed in time. 2.5% Student teachers judges CBCS as a motivating while 2.5% Student teachers comment that it was a bogus system and 2.5% said it was a scoring system. 2.5% expressed there was more practical than theory and there was active learning. However, students expressed it to be a challenging system.

5.2.4 Data Analysis and Interpretation of the data collected through the Checklist for student teachers

The data below is obtained through checklist and was used to triangulate data gathered through s questionnaire for student teachers. The analysis of the data is tabulated below.

Table-29 Views of Student Teachers (Checklist Responses)

No	Statements	Responses	Percentage
1	The B.Ed course that I am pursuing follows CBCS	Yes	100
		No	
2	The B.Ed. course offer choice of subject	Yes	100
		No	
3	There is lot of flexibility in the B.Ed course	Yes	70
		No	17.5
4	I am satisfied with the given choices of subject at my college.	Yes	90
		No	7.5
5	Assignments/submissions seems to be burden me	Yes	37.25
		No	62.5
6	I faced difficulties in managing my time	Yes	50
		No	50
7	I was able to complete the work allotted to me in the time period.	Yes	95
		No	5
8	Time given for exam preparation i.e reading before exam was sufficient.	Yes	85
		No	15
9	Courses/papers offered in the B.Ed syllabus fulfill my learning needs and requirements.	Yes	85
		No	12.5
10	According to me semester-1 course was stressful.	Yes	25
		No	75
11	I worked throughout the semester -1 course	Yes	95
		No	5
12	CBCS has offered additional course and acquire more than the required number of credits	Yes	85
		No	12.5

100% student teachers were aware of the CBCS System.

100% student teachers were aware of the B.Ed course office choice subject.

70% student teachers were of the opinion that they got flexibility in the B.Ed course while 17.5% said that there was no flexibility in the B.Ed course.

90% student teachers were satisfied with the given choices of subject at the colleges while 7.5% were not.

37.25% student teachers commented that assignment submissions seemed to be burden to them while 62.5% of student teacher said it was not.

50% student teachers said that they faced difficulty in managing time for reading before exam.

95% student teachers comment that they were able to complete the work allotted to them in time period.

85% student teachers were able to prepare for exam in given time.

85% student teachers comment that they courses papers offered at B.Ed course fulfill their learning needs and requirements.

25% student teachers comment that semester -1 course was stressful.

75% student teachers said that it was not stressful.

5% student teachers said that they worked throughout the semester-1 course and remained active.

85% agreed that CBCS has offered additional course and acquire more than required number of credits.

12.5% said no additional credits could be earned.

Thus, the data gathered is analyzed and interpreted in this chapter. The subsequent chapter presents a detailed discussion based on the present chapter and also focuses on the experiences of the researcher during data collection phase and observations vis-à-vis CBCS.

Chapter 6

Conclusion, Suggestions and Implications

6.1 Introduction

The present chapter presents a detailed description about the Teacher Education Course vis-a-vis CBCS in light of the data gathered by the researcher using the respective tools mentioned in the previous chapters.

The researcher has made attempts to present the findings, discussion, suggestions and scope for future studies in the chapter. The same is presented below.

6.2 Discussion and Findings

The study of the syllabus viz information schedule revealed that choices and flexibility in all the three B.Ed. courses offered at Sardar Patel University exists but was limited . Moreover, the syllabus of all the three B.Ed. courses does not offer and follow all the features of CBCS. There is no scope for earning / gaining extra credits, no scope for inter college or inter institutional flexibility and choice for courses. However, the course provided scope for choice in terms of the papers. The B.Ed. course provides options and choices to students in the foundation and elective papers; B.Ed. English in the elective papers only whereas B.Ed. Advanced in the core papers, elective papers as well as foundation papers.

Moreover, while going through the syllabus of the courses and while analyzing the syllabus it was observed that the syllabus for B.Ed. and B.Ed. English included less content in its core papers. All the colleges had papers related to technology, soft skills and some units on communication skills. A separate paper on Technology and Other Soft Skills for Teachers was offered at the B.Ed. Advanced course. Moreover, INTEL was a compulsory submission mentioned clearly in the syllabus. Service learning and community work was mentioned in the B.Ed. syllabus, B.Ed. English syllabus did not depict any details of the same whereas the B.Ed. Advanced course provided in-depth description of the same.

Moreover, all the courses do not prepare students to use a range of participatory approaches to teaching and learning.

The conclusions and finding obtained through the data analysis and interpretation of the information schedule is presented below.

- Through the data analysis and interpretation of the information schedule researcher observed that all the three courses B.Ed, B.Ed English and B.Ed Advanced differed in terms of the intensity of training given to students.
- In all the three courses choices were given to students. However, the B.Ed. advanced course provided choices in core papers (wherein methodology papers were included), electives and foundation papers. The B.Ed. course options were given in the foundation and elective papers whereas in B.Ed. English options were in elective papers since the foundation focused on English only.
- A detailed description of the practical activities related to practice teaching, community work, assignments need to be made more explicit in all B.Ed. course syllabus. However, the details are just listed. The researcher would like to point out that the descriptors or nature of activities may be included and categorized systematically. Moreover, the syllabus copies included spelling errors and grammatical errors.
- Technology is a part of all the teacher education courses. It is used for preparing lessons , teaching aids and during practice teaching phase. The course offers papers based on technology. However, the intensity of the use of technology varies in all the three courses.
- In the B.Ed. Advanced course computer education is an elective as well as a compulsory core paper. The papers include use of web 2 technology blended with soft skills. Assignments like newsletter preparation, seminar presentations, and digital lessons along with INTEL portfolio are compulsory submissions of student teachers. In the B.Ed. English course technology is focused in the form of lessons plans and teaching sessions as well as preparation of teaching aids. The B.Ed. course also has a paper on computer education and focuses on use of technology in lesson planning and teaching.
- All the three teacher education courses followed the CBCS but the components of CBCs were not fully reflected in the syllabus.
- Aspects like flexibility of the course, scope for extra credits, scope for interdisciplinary subject selection, etc were not reflected as per the demands and nature of CBCS.

The above table helps the reader to compare all the aspects of the course. Each course has its activities in line with the objectives of the course.

In addition, the data obtained from the teacher educators enabled the researcher to understand the functioning of CBCS in the B.Ed. courses. From the collected data it was evident that all the teacher educators held diverse views about the CBCS in teacher education. The nature of the course was judged by the teacher educators that the course as developmental, slow, valuable, technology based, globally oriented and professional in nature. It was also observed that teacher educators opined that CBCS does not solve the problem of time constrain. Moreover, the educators also suggested that guidelines and clarity for practical activities were needed. It was also found that intensity of practical activities varied in all the colleges and respective B.Ed. courses. This in turn affected the outcomes of the course and the same is evident from the responses of the student teachers.

The conclusions and finding obtained through the data analysis and interpretation of the questionnaire for teacher educators is depicted below.

- According to the teachers CBCS exhibited some positive features that made the course valuable and good.
- CBCS led to the distribution of all the practical activities across semester and has in turn made students alert about their roles and it also demands efforts from the students.
- It was found that CBCS is learner oriented system and it has made students active learners. Students had lot of assignments and submissions to work.
- Teachers opined that CBCS is student center learning system moreover it is learner friendly.
- It was also found that CBCS was found more effective and better than traditional system.
- It was found that CBCS was individualized system and learner centered. In addition, CBCS had a positive impact on education system as it was student centered and also gave flexibility to both teacher educators and student teachers.

The conclusions and finding obtained through the data analysis and interpretation of the questionnaire and checklist for student teachers is depicted below.

- It was found that the many of the student teachers were of the opinion that they got flexibility in the CBCS compared to traditional annual system and they were satisfied with the flexibility given in the course.

- Students mentioned that they liked to work and they were not bored or burden by the assignments and submissions and they were able to complete the work allotted to them in time period. However, some students also indicated problems like ‘stress’, ‘overloaded curriculum’ and ‘lack of time’. More or less these students were able to manage their work and complete the same.
- Student teacher opined that they become active learner because of CBCS and also regular.

During the study the researcher also realized the following aspects.

It was found that CBCS really demands judicious planning of time and resources. The system demands judicious and intelligible time management.

The students as well as teachers indicated lack of teaching faculty or expertise for the range of electives offered and this was found to be a serious problem in many colleges. It was found that lack of time in completing course was considered to be a major concern. However, a positive work pressure did make students responsible and accountable for their work. It was found that 50% student teachers spent extra time to complete their work.

The table below states the major findings of the study

Table -30

The below table depicts the major findings of the Study.S

Sr. no	Objectives	Sources of data	Findings
1	To Identify the major components of CBCS in the B.Ed course	Information Schedule	• B.Ed , B.Ed English and B.Ed Advanced are three types of B.Ed courses offered at the university. • They differ` in terms of intensity of training given to students. • In all the three courses intra – institutional choices were given to

			students' vis-à-vis subject selection. • B.Ed Advanced course provided choices in core papers which included methodology, electives and foundation papers. • In B.Ed course options were in elective and foundations papers. • B.Ed English provided option in elective papers and foundation focused only on English. • A detailed description of the practical activities related to practice teaching, community work, assignments need to be made more explicit in all B.Ed. course syllabus. • The nature of activities need to be included and categorized systematically in all the courses. • The syllabus copies included spelling errors and grammatical errors. • Intensity of the use of technology varies in all the three courses. • In B.Ed advanced course computer education is in elective as well as compulsory core paper. The paper included use of web 2 technology blended with soft skills. • Assignments like news letter preparation, seminar presentations, and digital lesson along with INTEL portfolio are compulsory submissions of student teacher. • B.Ed English course technology focused in the form of lessons
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			plans and teaching sessions as well as preparation of aids. • B.Ed course also has a paper on computer education and focuses on use of technology in lesson planning and teaching • All the three course teacher education courses followed the CBCS but this was not fully reflected in the syllabus. • Aspects like flexibility of the course, scope for extra credits, scope for interdisciplinary subject selection, etc were not reflected as per the demands and nature of CBCS.
2	To study the opinions of teacher educators about CBCS.	Teacher Educators	• CBCS exhibited some positive features that made the course valuable and good. • CBCS led to the distribution of all the practical activities across semester and has in turn made students alert about their roles and it also demands efforts from the students. • CBCS is learner oriented system and it has made students active learners. Students had lot of assignments and submissions to work. • CBCS is student center learning system moreover it is learner friendly. • CBCS was found more effective

			and better than traditional system. • CBCS was individualized system and learner centered. In addition, CBCS had a positive impact on education system as it was student centered and also gave flexibility to both teacher educators and student teachers.
3	To critically study the B.Ed course vis-a -vis CBCS	Student Teachers, Teacher educators and information schedule for syllabus observation	• There was flexibility in the CBCS compared to traditional annual system. • Courses were not equally distributed in the two semester vis-à-vis practical activities. • All assignment did not aim at Higher Order Thinking. • Technology used in segregated manner. • Syllabus and course details did not reflect all the components of CBCS. • No inter-institutional links and lack of inter-institutional flexibility. • Lack of clarity about credits, grades, grade point average.

			• Interdisciplinary approach missing
4	To suggest measures with respect to implementation to CBCS	Data based on the above objectives	• Careful planning and implementation of CBCS needed in the courses. • The courses of B.Ed. at Sardar Patel University need to include aspects of flexibility in their syllabus. • The courses of B.Ed. at Sardar Patel University can interact with each other and can offer a range of electives collectively. • The students will be able to get the advantage of inter-collegiate expertise and resources. • Interdisciplinary input like all subjects for all and other optional papers can be included in the syllabus. • The teacher educators and students can arrive at some solutions to solve their problem of time management. For example some of the assignments can be clubbed or merged.

The present section includes findings as well as discussion.

The suggestions are included in the subsequent section.

6.3 Suggestions and Scope for future studies

The researcher would like to make the following suggestions on the basis of her experience and research data.

- CBCS is a valuable system of education. However, it demands careful planning and a resourceful team to fulfill its objectives of student centeredness.
- The courses of B.Ed. at Sardar Patel University need to include aspects of flexibility in their syllabus.
- The courses of B.Ed. at Sardar Patel University can interact with each other and can offer a range of electives collectively. The students will be able to get the advantage of inter-collegiate expertise and resources.
- Interdisciplinary input like all subjects for all and other optional papers can be included in the syllabus.
- The teacher educators and students can arrive at some solutions to solve their problem of time management. For example some of the assignments can be clubbed or merged.

The researcher would like to suggest the following topics for research in future.

- A study of CBCS in Gujarat State can be undertaken.
- A comparative study of Indian Universities and Foreign Universities offering CBCS can be undertaken.
- A case study of a CBCS course can be done and valuable suggestions can be made to improve education systems across the country or state.
- A comparative study of Traditional and CBCS can be done.

Thus it can be concluded that there is scope for research in the present area.

6.4 Conclusion

It can be concluded that the present study was a successful attempt. The researcher was able to study the teacher education courses vis-à-vis CBCS. The B.Ed. courses at Sardar Patel University can now be enriched in order to provide better learning experiences a

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Abbreviations

- MCQ –Multiple Choice Question
- NPE- National Policy on Education
- POA-Programme of Action
- NCF- National curriculum frame for school education
- NCERT- National Council of Educational Research and Training
- UGC- University Grant Commission
- CBCS- Choice Based Credit System
- B.Ed- Bachelor in Education
- UNESCO- United Nations Educational, Scientific and Cultural Organization (UNESCO)
- M.Ed – Master in Education

APPENDICES

Waymade College of Education

Questionnaire for the Teacher educators

Name of the Researcher: Mishra Mrudula

Name of the Guide : Ms Shamsha Emanuel

Name of the Teacher Educator:

College name:

Q1) According to you what is the present status of the teacher education system

Q2) Do you think Choice Based Credit System will solve the major problems of teacher education? Please justify.

	Problems	Response
A	Problems related to time constrain	
B	Problems related to practical work, field based experiences and practice teaching	
C	Problems related to practicality of course	

Q3) What are your views about CBCS with respect to teaching and learning process?

	Aspects about teaching learning process	Response
A	Enrichment of the course	
B	Involvement of learners	
C	Scope of flexibility	
D	Scope for choice	
E	Inter-disciplinary approach	
F	Exposes rich culture and ethical values	
G	Contribute to innovation and activity	
D	Scope to address to diverse Learner	

Q4) what are the difficulties/Challenges that you face in CBCS?

	Difficulties and challenges faced in CBCS	Response
A	Completing course	
B	Wide range of elective	
C	Difficulty in assessment	
D	Work load for the teacher	
E	Completion of assignment and submission	
F	Students involvement	
G	Examination taken twice year	

Q5) Other comment about CBCS

A	Opinion about CBCS	
B	Traditional System vs CBCS	
C	Changes in education system after completing CBCS	
D	Flexibility to the teacher in CBCS	
E	Student center learning in CBCS	

Name of the Teacher Educator

Sign of the Teacher Educator

Annexure 2

Waymade College of Education

Questionnaire and Checklist for the Student Teachers

Name of the Researcher: Mishra Mrudula

Name of the Guide : Ms Shamsa Emanuel

Checklist for the B.Ed students

1.	The B.Ed course that I am pursuing follows CBCS.	Yes/No
2.	The B.Ed course offers choice of subject.	Yes/No
3.	There is lot of flexibility in the B.Ed course	Yes/No
4.	I am satisfied with the given choices of subject at my college.	Yes/No
5.	Assignments/Submissions seem to burden me.	Yes/No
6.	I faced difficulties in managing my time.	Yes/No
7.	I was able to complete the work allotted to me in the time period.	Yes/No
8.	Time given for exam preparation i.e reading before exam was sufficient.	Yes/No
9.	Courses papers offered in the B.Ed syllabus fulfills my learning needs and requirement.	Yes/No
10.	According to me semester-1 course was stressful.	Yes/No
11.	I worked throughout the semester-1 course.	Yes/No
12.	CBCS has offered additional course and acquire more than the required number of credits	Yes/No

- Q1) List the activities that you did in Semester-1 course?
- Q2) What problems did you face during sem-1 vis-à-vis teaching learning process?
- Q3) How did you manage to overcome those problems?
- Q4) What are your views about CBCS?

Student Teacher name

Student Teacher Sign:

Waymade College of Education

Information Schedule

Name of the Researcher: Mishra Mrudula

Name of the Guide : Ms Shamsha Emanuel

Sr. No	Components	B.Ed	B.Ed English	B.Ed Advanced
1	University affiliation	Sardar Patel University	Sardar Patel University	Sardar Patel University
2	Name of the courses offered by university	B.Ed General	B.Ed English	B.Ed Advance
3	Total number of papers offered as mentioned in the syllabus of the B.Ed. Course	1) Core paper 2) Elective paper 3) Foundation paper	1) Core paper 2) Elective paper 3) Foundation paper	1) Core paper 2) Elective paper 3) Foundation paper
4	List of the core papers offered as mentioned in the syllabus of the B.Ed. Course	Core papers a) Education in Emerging Indian society. b) Educational Psychology and statistics c) Educational Management	Core 1 –Philosophical & Sociological Foundation of Education Core -2 – Psychological Development & Learning Core-3	C-1 Education in Emerging Indian society. C-2 Teaching, learning and Evaluation C-3 Educational management & Current Trends in

			–Principles and Practice of Teaching English to Young Learners English for the Teacher	Education C-4 Technology & other soft skills for teacher c-5 Method paper-1 (any1method) Methodology of teaching Eco. Methodology of teaching English Methodology of teaching Env.Edu. C-6 Method paper-2 (any1 method) Methodology of teaching commerce. Methodology of teaching Sanskrit Methodology of teaching Science Methodology of teaching Social Science.
5	List of foundation Papers offered as mentioned in the syllabus of the B.Ed. Course	Foundation Papers a) Computer fundamentals in Education b) Dynamic Educational Management and Leadership c) Educational Technology d) Environmental Education	English for the Teacher	Foundation Semester 1 a)Teaching reading b)Life Skiils c)English for specific Purposes Foundation Paper Semester 2 A)Practical

		e) Guidance and Counseling at School f) Measurement Evaluation g) Reading skills		Phonetics B)Functional Sanskrit c)Teaching writing
6	List of Elective papers offered as mentioned in the syllabus of the B.Ed. Course	Elective -1 (any one) a) Methods of teaching Economics b) Methods of teaching English c) Methods of teaching Gujarati d) Methods of teaching Mathematics Elective -2 (any one) a) Methods of teaching Accountancy b) Methods of teaching Commerce c) Methods of teaching Hindi d) Methods of teaching Sanskrit e) Methods of teaching Science f) Methods of teaching Social Science	1) Principles and practice of Teaching Sanskrit or 2) Principles and Practice of Teaching Computer skills 3) Remedial Teaching & Error Analysis or 4) Developing Reading skills	Elective paper 1- (Any One) sem-1 a)Elementry Education b)Inclusive Education c)Measurement and Evaluation d)Introduction to Educational Research Elective paper 2- (any One) Sem-2 a)Guidance and counseling b)Model of teaching c)Inclusive Education d)Computer Education
7	Overview of options in the	Methods are	No option in	Options in core

	B.Ed syllabus vis-à-vis core, foundation and elective papers .	offered as electives Foundation papers are soft skills papers and option available Three core papers	foundation paper Options for elective papers Three core papers	papers vis-à-vis method papers Options in elective papers Options in foundation papers
8	Scope for Choice as mentioned and reflected in the syllabus of the B.Ed. Course	Foundation (any 1) Elective-1 (any-1) Elective-2 (any-1)	Elective 1) Principles and practice of Teaching Sanskrit or 2) Principles and Practice of Teaching Computer skills Remedial Teaching & Error Analysis	Core paper -5 Method paper 1(any one method) Method paper 2 (any one method) Foundation paper II (any –I) Elective paper-II (any one)

9	Description of practical work as mentioned in the syllabus of the B.Ed. Course	Each student-teacher should teach atleast 05 lessons in each method (total 10 lessons) Students having science as method should do at least 2 science experiments related to school syllabus. Micro (four skills) sem-1 08 sem-2 – School Lesson sem-1 07 sem-2 15 Creative lesson sem-1 05 sem-2 03 Annual lesson sem-1 - sem-2 02 Total 20 20	20 lessons No more work is depicted in the syllabus	Sem -1 Community outreach programme Psychology lab. Journal experiments Portfolio Content based test + Blue print Projects STP+Macro lessons+Block teaching Observation planning Classroom teaching Sem -2 Preparation of models/charts etc Psychology lab journal test/case study Study of school records TOSS for teachers Intel portfolio OBEX + teaching aids MITR Off Campus +Internship Practical 1. Preparation
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				and submission/Presentation of a research proposal 2. Planning lessons based on the above models of teaching 3. Comparing classroom activities of different models. 4. Interview of a school counselor 5. Visit to a guidance or counseling centre 6. Administration of an individual
10	Description of Ass-essment as mentioned in the syllabus of the B.Ed. Course	Internal as well as external assessment Formative as well as summative assessment	Internal as well as external assessment Formative as well as summative assessment	Internal as well as external assessment Formative as well as summative assessment Assessment through Open Book Examination
11	List of Assignments as	Sem-1	1) Case study of innovative centers of	Individual assignments related

	mentioned in the syllabus of the B.Ed. Course	School Features Practical work Test Item Teaching Aid Unit Test Blue Print Sem-2 Book Review Psychological Test/Practical Term Paper Internship Practical work Viva Teaching aids	learning 2) Computer Portfolio 3) Written Expression 4) Yoga & Physical Education	to school management and organization 1 major assignment submission + Library Projects. Action research in Environmental Education Information creation book / Wall magazine vi) Preparation of an Environmental Education Programme vii) Outdoor teaching in Environmental Education.
12	Description of Reading Material Reference	In references Gujarati references Indian International references.		
13	Methods used for Teaching as mentioned/reflected and depicted in the syllabus of the B.Ed. Course	Project Method Symposium method Grammar Translation Method Direct Method Teacher-Centered	Project Method Methods of integral education	Lecture cum discussion methods Group method Project method Laboratory/Experiment method

		Methods Inductive-deductive Method Analytic-Synthetic Method Child Centered Methods Experimental method Demonstration Dramatization Method Source method Exhibition Method Tour Group discussion		Inductive /Deductive Analytic/synthetic method Grammar Translation method Direct method Task based learning Assignment method Team teaching method Seminar and symposium method Field trip method Supervised study method Problem solving method Story telling and narration Role play and dramatization Source method Excursion method/Journey method Using current events in teaching social studies Technology assisted learning
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14	Flexibility given to students as mentioned in the syllabus of the B.Ed. Course	The intra college flexibility is observed only in terms of choice of methods, assignments, etc. No inter college or departmental flexibility observed.	The intra college flexibility is observed only in terms of choice of methods, assignments, etc. No inter college or departmental flexibility observed.	The intra college flexibility is observed only in terms of choice of methods, assignments, etc. No inter college or departmental flexibility observed.
15	Features of CBCS in-co-operated as reflected in the B.Ed. syllabus	Students are given flexibility in Elective-1 (any one) Elective-2 (any one) Foundation course (any one)	Choice is given only in elective course There is no choice in Foundation paper Core paper	Students get choices in the paper Foundation paper Elective paper Core five Core six
16	Co-Curricular activities included in the syllabus if any	Co-Curricular activities ,Inspection and NCERT English Club And Co-Curricular activities Co-Curricular activities for developing language skills.	Community activity	Environment club Science club Using community Resources in teaching science Field trips to places,museums,planetariums and exhibitions Arranging Exhibitions in school Display Bulletin on the board Watching films and

				video on topics related to social science. Forming social science club and organizing activities for the club Publishing News Letters
17	Duration of the semester for the B.Ed. course	Duration of the course is of one year which is divided in to two semesters.	Duration of the course is of one year which is divided in to two semesters.	Duration of the course is of one year which is divided in to two semesters.
18	Scope for community work and practical experiences as depicted through the B.Ed. syllabus	Community work Other activities a) Wall Magazine Group Work b) Celebration of Important days c) Community work d) Participation in Social,Liteary, and sport Activities (group Work) e) Practice in use of Audio Visual equipment	It is not described properly in the syllabus	Sem -1 Community outreach programme Psychology lab. Journal experiments Portfolio Content based test + Blue print Projects STP+Macro lessons+Block teaching Observation planning Classroom teaching Sem -2 Preparation of

				models/charts etc Psychology lab journal test/case study Study of school records TOSS for teachers Intel portfolio OBEX + teaching aids MITR Off Campus +Internship
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