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AN EMPIRICAL STUDY TO MEASURE PERCEPTION OF STUDENT TEACHERS TOWARDS CHOICE BASED CREDIT SYSTEM: A CASE STUDY

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Abstract

The present empirical research is an attempt to study the perception of student teachers towards choice-based credit system which will be included in teacher training programme from next session in Sant Gadge Baba Amravti University Amravati. The study was conducted targeting one hundred and fifty student teachers of session 2021 selected purposefully from six different teacher training institutions affiliated to same university. Convergent parallel design of mixed method approach was used. Self-made perception scale was used to collect data from the sample. The research revealed no significant difference in perception towards CBCS between male and female student teachers and between Arts, Science and Commerce student teachers. Majority of student respondents (87.5%) have a favourable perception towards introduction of grading instead of marks. Students highly recommended for the provision of credit transfer system, employment-based skill enhancement courses, internal exams, appointment of student advisor and flexibility to study at different times and different institutions to complete one course and scope to transfer credits from one institution to other. Majority of Student teachers highly satisfied with the semester system of examination, flexibility in subject selection, continuous comprehensive evaluation and skill enhancement courses. The study revealed some problem which would have to be faced by student teachers in the successful implementation of Choice Based Credit System such as; overburden of course, workload, exam oriented, inadequate library and infrastructure, absence of specialized teacher educators references, text books and attendance issues.

Keywords: Choice Based Credit System, Semester System, Academic Bank Credit.

INTRODUCTION

Ministry of Human Resource Development (HRD), Govt. of India, has already initiated the process for developing New Education Policy (NEP) in our country to bring out reforms in Indian education system. University Grants Commission (UGC) participates more actively in developing National Education Policy, its execution and promotion of higher education in our country. The UGC has already initiated several steps to bring equity, efficiency and academic excellence in National Higher Education System. The important ones include innovation and improvement in course- curricula, introduction of paradigm shift in learning and teaching pedagogy, examination and education system. Majority of Indian higher education institutions have been following marks or percentage based evaluation system, which obstructs the flexibility for the students to study the subjects/courses of their choice and their mobility to different institutions. There is need to allow the flexibility in education system, so that students depending upon their interests and aims can choose interdisciplinary, intra-disciplinary and skill-based courses. This can only be possible when choice-based credit system (CBCS), an internationally acknowledged system, is adopted. The choice-based credit system not only offers opportunities and avenues to learn core subjects but also exploring additional avenues of learning beyond the core subjects for holistic development of an individual. The CBCS will undoubtedly facilitate us bench mark our courses with best international academic practices. The CBCS has more advantages than disadvantages.

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

The Indian Higher Education Institutions have been moving from the conventional annual system to semester system. Currently many of the institutions have already introduced the choice-based credit system. The semester system accelerates the teaching-learning process and enables vertical and horizontal mobility in learning. The credit-based semester system provides flexibility in designing curriculum and assigning credits based on the course content and hours of teaching. The choice-based credit system provides a 'cafeteria' type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning, It is desirable that the HEIs move to CBCS and implement the grading system. Student teachers can obtain for additional courses and can achieve more than the required credits. They



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can also opt for an interdisciplinary approach to learning. Inter college/university migration within the country and outside becomes easy with the transfer of Credits. This means that it will be easier for foreign universities to come and offer courses in India. Can opt for one part of the course in one institute and the other part in another institute. This will help in making a clear choice between good and bad colleges or institutes. The student teachers have more scope to enhance their skills and more scope of taking up projects and assignments, vocational training, including entrepreneurship. The system improves the job opportunities of student teachers. The system will help in enabling potential employers assess the performance of students on a scientific scale. Skills development being the most important aspect in the education system, it is hoped that CBCS will help in enhancing the „skill“ level in post graduates through management education. CBCS will encourage students to learn in an interdisciplinary manner, in which teachers from varied disciplines design a curriculum, instruct the class and grade them. Students can opt for courses of their choice, learn at their own pace, take additional courses and get more than the required credits. Further, the grading system followed under the CBCS will reduce our obsession with marks in examinations that has led to a mechanical approach to education. The most positive aspect of CBCS is its student centricity. It recognises the importance of individual learning, wherever and whenever it is achieved. This is the defining idea behind the new system. It treats students as individuals who have independent academic needs and interests, and CBCS, if properly implemented, has the potential to empower them.

Purpose of the study

The purpose of this study is to determine the perception of student teachers towards the various programmes offered under CBCS. The study would also give insights towards which pedagogy is perceived to be most commonly used, most useful, most effective and easiest by students after analysing the responses obtained from them. Further, the study tries to determine the reasons for using an innovative technology and the hindrances faced by student teachers while choosing any innovative pedagogy.

Objectives of the study

The study aims at finding out the perception of student teachers towards implementation the following objectives have been taken into consideration

- i) To study the perception of student teachers towards implementation of Choice Based Credit System gender wise and discipline wise.
- ii) To study the problems faced by student teachers in implementing Choice Based Credit System.
- iii) To explore the underlying factors towards perception of student teachers towards CBCS through perception factors-based analysis

Hypothesis of the Study

Ho1: There is no significant difference in perception towards CBCS between student teachers gender wise

Ho2: There is no significant difference in perception of student teachers towards CBCS discipline wise

RESEARCH DESIGN

The descriptive research design is used in the present study to analyse the variables quantitatively.

SAMPLING DESIGN

An estimated sample size of about 150 student teachers pursuing their teacher training courses at Sant Gadge Baba Amravti University. The purposive sampling technique has been adopted as samples are all available under one sampling frame.

RESEARCH INSTRUMENT

The data for this research study was gathered through structured questionnaires which were self-administered. This research instrument was developed to evaluate the perception of student teachers towards the credit-based evaluation system. The research instrument was designed in a Likert scale format where the participants were asked to indicate the extent to which they agreed or disagreed with the statement by selecting one of the following five choices: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). The student teacher perception of CBCS was designed, validated and used by the researcher. To collect the requisite data related attitude towards CBCS self-designed perception scale was used. A combination of primary and secondary data was used by the researchers in this study. The researchers used questionnaire to collect the primary data. The researchers established a structured questionnaire was used to conduct the study.

DATA ANALYSIS

The responses from the structured questionnaire having Likert scale format were coded and analysed. Statistical t-test was used to find out the differences in perception of student teachers towards CBCS with respect to gender, discipline and factor analysis was



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used to explore the significant factors defining perception with respect to gender, discipline and place of living. As per UGC guideline the researcher used self-developed perception scale and open-ended questionnaire to measure the perception of student teachers towards CBCS. The quantitative data were collected from the key points through perception scale were analysed by using. Gender wise perception of student teachers towards the implementation of CBCS in teacher training institutions.

Table 1 shows Gender wise significant of difference in student teachers perception towards implementation of CBCS in teacher training institutions

Gender	N	Mean	S D	S E	P Value	Remark
Male	35	138.84	13.14	3.8	0.07	N S
Female	115	149.60	15.78			

Table indicates that p value 0.07 is greater than 0.05 hence not significant at 0.05 level. So, the null hypothesis is that there is no significant difference in the perception of student teachers in the implementation of CBCS is accepted. Result leads to infer that perception of student teacher towards the implementation of CBCS is not differing significantly gender wise.

Table 2 shows Discipline wise significant of difference in student- teachers perception towards implementation of CBCS in teacher training institutions

Discipline	N	Mean	S D	S E	P Value	significant
Arts & Commerce	70	180.14	3.24	5.5	0.09	N S
Science	80	172.49	12.77			

Table value 0.09 is greater than 0.05 hence not significant at 0.05 level. So, the null hypothesis is accepted. Result leads to infer that perception of student teachers towards the implementation of CBCS in teacher training institute is not differing significantly across discipline.

Table 3 Flexibility towards subject selection of choice-based subjects.

Sr. No.	Statements	%Student teachers' response				
		SA	A	UD	DA	SD
01	CBCS provides selection of flexibility in choice based subjects.	60	20	6.66	8	5.33
02	CBCS provide opportunity to select credit-based courses as per choice of student-teachers	57	17	10	13	3.33
03	CBCS provide more elective courses than semester patterns.	43	19	18	8	12
04	CBCS permits to learn with own speed time and interest.	63	23	13	0	6
05	Selecting credit courses is challenging part of CBCS	45	25	03	10	13
06	CBCS provide blended learning platform of own choices.	45	21	21	6	6

Student teacher's perception percentage regarding the statements provided towards choice of subject based flexibility CBCS provides selection of flexibility in choice-based subjects.60% student-teachers were strongly agree and 20% were agree with the statement that CBCS provide opportunity to select credit-based courses as per choice of student-teachers57% student-teachers were strongly agree and 17% were agree CBCS provide more elective courses than semester patterns. 63% student-teachers were strongly agree and 23% were agree CBCS permits to learn with own speed time and interest.43% student-teachers were strongly agree and 19% were agree Selecting credit courses is challenging part of CBCS provide blended learning platform of own choices. So in all student teachers had positive perception towards inclusion of CBCS in teacher training programme.



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Table4: Perception of student teachers towards application of knowledge and skill required for teacher’s effectiveness through CBCS

Sr. No.	Statements	% of Student teachers’ response				
		SA	A	UD	DA	SD
01	CBCS based curriculum should provide more focus on technology skill enhancement of teachers.	90	10	00	00	00
02	CBCS base curriculum should have focus on application of skills.	85	15	00	00	00
03	Skill enhancement courses strengthen teachers’ effectiveness.	90	10	00	00	00
04	CBCS courses should be more application oriented so work efficiency will increase.	87	13	00	00	00

As per data collected on student teachers’ perception towards application of knowledge and skill required for teacher’s effectiveness through CBCS.90% student teachers strongly agree with this statement and none of them were even disagree. .85% student teachers strongly agree with this statement and none of them were even disagree CBCS based curriculum should provide more focus on technology skill enhancement of teachers .90% student teachers strongly agree with this statement and none of them were even disagree CBCS base curriculum should have focus on application of skills. Skill enhancement courses strengthen teachers’ effectiveness. Thus, from collected data on this factor of application of knowledge and teacher effectiveness all student teachers were strongly agree for inculcation of CBCS in teacher training institution programme. It would be considered as effective application of skills course may provide teachers golden opportunities in their carrier.

Table5: Perception of student teachers towards flexibility provided selection of teacher training institutions

Sr. No.	Statements	% of Student teachers’ response				
		SA	A	UD	DA	SD
01	CBCS provides the scope of transfer of academic credits	89	11	00	00	00
02	One can complete same course through various teacher training institute	90	8	02	00	00
03	Student can earn extra credits	79	21	00	00	00
04	There would be provision of value-added courses to enhance credit.	68	10	12	09	1
05	There will be multiple entry and multiple exit pattern of study.	70	15	05	05	05
06	CBCS would increase pedagogical skills of all disciplines and improve teachers’ effectiveness	65	15	10	06	04

89% student teachers strongly agree with this statement and 11% student teachers agree with this statement that CBCS provides the scope of transfer of academic credits. 90% student teachers strongly agree with this statement and 8% student teachers agree with this statement that One can complete same course through various teacher training institute, 79% student teachers strongly agree with this statement and 21% student teachers agree with this statement that Student can earn extra credits, 68% student teachers strongly agree with this statement and 10% student teachers agree with this statement that There would be provision of value-added courses to enhance credit. 70% student teachers strongly agree with this statement that There will be multiple entry and multiple exit pattern of study, 65% student teachers strongly agree with this statement and CBCS would increase pedagogical skills of all disciplines and improve teachers’ effectiveness. Thus, from the data collected for flexibility and mobility introduced by CBCS student teachers had positive perception towards inclusion of CBCS in teachers training programme.

Table6: Perception of student teachers towards teaching and learning process.

Sr. No.	Statements	% of Student teachers’ response				
		SA	A	UD	DA	SD
01	Workload on student teacher will be increase after inclusion of CBCS	68	12	15	5	00
02	Number of credit courses imposed in CBCS curriculum provide burden on student teachers.	45	15	15	15	10
03	CBCS lacks in providing guidance of choosing effective skill enhancement subjects.	43	12	18	15	12



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04	Professional skill-based credit courses would be confusing to student teachers of various disciplines.	53	10	12	18	07
05	Effective teacher- educators are not available to implement CBCS properly.	34	16	22	10	18
06	More training programmes will be necessary to implement CBCS effectively	67	10	05	05	13

As per data of table 6,68% student teachers strongly agree with this statement and 12% student teachers agree with this statement that Workload on student teacher will be increase after inclusion of CBCS.45% student teachers strongly agree with this statement and 15% student teachers agree with this statement that Number of credit courses imposed in CBCS curriculum provide burden on student teachers.43% student teachers strongly agree with this statement and 12% student teachers agree with this statement that CBCS lacks in providing guidance of choosing effective skill enhancement subjects.53% student teachers strongly agree with this statement and 10% student teachers agree with this statement that Professional skill-based credit courses would be confusing to student teachers of various disciplines.34% student teachers strongly agree with this statement and 16% student teachers agree with this statement that Effective teacher- educators are not available to implement CBCS properly. 67% student teachers strongly agree with this statement and 10% student teachers agree with this statement that more training programmes will be necessary to implement CBCS effectively. So, in all more efforts would be required for effective implementation of CBCS in teacher training programme.

Table7: Perception of student teachers towards problems faced in the teacher training institutions.

Sr. No.	Statements	Student teachers' response				
		SA	A	UD	DA	SD
01	Teacher educators are not prepared enough to conduct CBCS curriculum in private training institute.	77	3	5	5	10
02	Teacher educator will face problems to understand the objectives of CBCS.	68	12	15	5	00
03	Teacher training institutes are not effective to conduct CBCS in SGBAU	10	05	08	12	65
04	TTI would create mess of CBCS due to overload of credit and choice-based courses.	12	18	00	15	55

As per data of table 7,77% student teachers strongly agree with this statement and 12% student teachers agree with this statement that Teacher educators are not prepared enough to conduct CBCS curriculum in private training institute. As per data of table ,68% student teachers strongly agree with this statement and 12% student teachers agree with this statement that 68% student teachers strongly agree with this statement and 12% student teachers agree with this statement that Teacher educator will face problems to understand the objectives of CBCS.10% student teachers strongly agree with this statement and 05% student teachers agree with this statement that Teacher educator will face problems to understand the objectives of CBCS.12% student teachers strongly agree with this statement and 18% student teachers agree with this statement that TTI would create mess of CBCS due to overload of credit and choice-based courses. **So, Perception of student teachers towards problems faced in the teacher training institutions were not clearly stated.**

Table 8: Perception of student teachers towards assessment and evaluation process.

Sr. No.	Statements	% of Student teachers' response				
		SA	A	UD	DA	SD
01	Assessment process is more subjective in CBCS	63	24	13	00	00
02	Assessment of application of skill is tough.	85	13	02	00	00
03	Stress of examination reduces due to increase in class exam frequently	45	15	20	10	10
04	Internal assessment is easier task.	64	16	10	05	05
05	Project and seminar assessment is more individualistic.	56	24	15	05	00
06	Assessment is continuous and comprehensive.	45	15	15	15	10
07	Chances Partiality is more in internal assessment.	90	10	00	00	00



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As per data of table 8,63% student teachers strongly agree with this statement and 24% student teachers agree with this statement that Assessment process is more subjective in CBCS.85% student teachers strongly agree with this statement and 13% student teachers agree with this statement that Assessment of application of skill is tough.45% student teachers strongly agree with this statement and 15% student teachers agree with this statement that Stress of examination reduces due to increase in class exam frequently.64% student teachers strongly agree with this statement and 16% student teachers agree with this statement that Internal assessment is easier task.56% student teachers strongly agree with this statement and 24% student teachers agree with this statement that Project and seminar assessment is more individualistic.45% student teachers strongly agree with this statement and 15% student teachers agree with this statement that Assessment is continuous and comprehensive.90% student teachers strongly agree with this statement and 10% student teachers agree with this statement that Chances Partiality is more in internal assessment. So, student teachers had negative perception towards assessment process in teacher training institutions.

Table9: Perception of student teachers towards infrastructure and facilities required for teacher training institute.

Sr. No.	Statements	Student teachers' response				
		SA	A	UD	DA	SD
01	CBCS provides variation in choices of subject but all teacher training institution do not possess such infrastructural facilities.	87	11	2	00	00
02	Library and resources are limited as per CBCS syllabus	67	13	00	10	10
03	Text books are limited as per CBCS syllabus.	65	15	10	10	00
04	Special laboratory facilities are not available as per need of various disciplines.	87	13	00	00	00
05	Special skill based and fine art teacher educators are also not available in the institution.	56	14	14	12	04

As per data of table 9,87% student teachers strongly agree with this statement and 11% student teachers agree with this statement that CBCS provides variation in choices of subject but all teacher training institution do not possess such infrastructural facilities.67% student teachers strongly agree with this statement and 13% student teachers agree with this statement Library and resources are limited as per CBCS syllabus.65% student teachers strongly agree with this statement and 15% student teachers agree with this statement Text books are limited as per CBCS syllabus. 87% student teachers strongly agree with this statement and 13% student teachers agree with this statement.87% student teachers strongly agree with this statement and 11% student teachers agree with this statement Special laboratory facilities are not available as per need of various disciplines.56% student teachers strongly agree with this statement and 14% student teachers agree with this statement Special skill based and fine art teacher educators are also not available in the institution. **Perception of student teachers towards infrastructure and facilities required for teacher training institute was negative.**

CONCLUSION

Result leads to infer that perception of student teacher towards the implementation of CBCS is not differing significantly gender wise, across discipline. So, in all student teachers had positive perception towards inclusion of CBCS in teacher training programme. Thus, from collected data on this factor of application of knowledge and teacher effectiveness all student teachers were strongly agree for inculcation of CBCS in teacher training institution programme. It would be considered as effective application of skills course may provide teachers golden opportunities in their carrier.67% student teachers strongly agree with this statement and 10% student teachers agree with this statement that more training programmes will be necessary to implement CBCS effectively. So, in all more efforts would be required for effective implementation of CBCS in teacher training programme. Teacher training institute would create mess of CBCS due to overload of credit and choice-based courses. **So, Perception of student teachers towards problems faced in the teacher training institutions were not clearly stated.**90% student teachers strongly agree with this statement and 10% student teachers agree with this statement that Chances Partiality is more in internal assessment. So, student teachers had negative perception towards assessment process in teacher training institutions. **Perception of student teachers towards infrastructure and facilities required for teacher training institute was negative. In all student teachers had positive perception towards implementation of CBCS in teacher training institutions to increase teacher effectiveness in SANT GADGE BABA AMRAVATI UNIVERSITY.**



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