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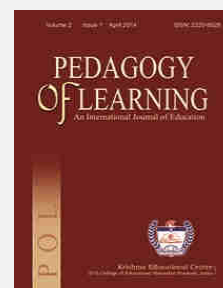
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Choice Based Credit System (CBCS): Attitude of College Teachers

Suman Kumari Katoch

Assistant Professor, Department of Education
MLSM PG College, Sundernagar, Himachal Pradesh
E-mail: smnkatoch@gmail.com

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Abstract

The present research is an attempt to study the perception of college teachers towards CBCS. CBCS is essential for Higher Education as this system increases the seriousness among the students, as they prefer to learn the subjects of their choice. In this paper, an attempt has been made to study the attitude of under graduate college teachers towards Choice Based Credit System. For this purpose sample of 52 college teachers from four government colleges was taken through simple random sampling technique. To collect the data, attitude scale developed by Katoch (2013) was used. To find out the significance of difference between the various groups 't' test was applied. Results indicated that gender-wise, locality-wise and teaching experience-wise college teachers do not differed significantly in their attitude towards Choice Based Credit System.

Keywords: Teachers, Attitude, Academic reform, Testing and Assessment.

Introduction

The main aim of education is the all-round and harmonious development of the students. The development of cognitive abilities is important along with affective and psychomotor domains of their personality. The National Knowledge Commission in its report to the nation in 2006-2009 on higher education and Yashpal Committee Report in 2009 recommended overhauling of higher education through academic and administrative reforms. CBCS is introduced for different reasons. UGC has

outlined the several unique features of Choice-Based Credit System (CBCS). The researches have revealed that the learner centric contextual curriculum and the desired learner outcomes proposed can be achieved mainly through Choice Based Credit System (CBCS). It is the important tool of bringing the transformation in the higher education system of India. The academic reforms in the present system of higher education are the need of the hour. The holistic action plan is needed for the phase-wise introduction of substantive academic reforms in the institutions of higher education in the country. Academic reforms are a key towards imparting better quality education that is oriented towards employability and innovation. In addition to changes in the existing system, we need to introduce new policies that make the higher education system more flexible to the needs of the students and the society. According to RUSA document Choice-based credit system (CBCS) has several unique features: enhanced learning opportunities, ability to match students' scholastic needs and aspirations, inter-institution transferability of students (following the completion of a semester), part-completion of an academic program in the institution of enrolment and part-completion in a specialized (and recognized) institution, improvement in educational quality and excellence, flexibility for working students to complete the program over an extended period of time, standardization and comparability of educational programs across the country, etc. The CBCS eminently fits into the emerging socio-economic milieu, and could effectively respond to the educational and occupational aspirations of the upcoming generations. In view of this, institutions of higher education in India would do well to invest their available resources into introducing CBCS. Aided by modern communication and information technology, CBCS has a high potency to be operationalized efficiently and effectively - elevating students, institutions and higher education system in the country to newer heights. It might be added that a large number of universities and institutions in the country already have their undergraduate and post-graduate 'papers' subdivided into units and subunits. In switching on to CBCS, the task of such institutions would be relatively easy. In a generalized manner, the sequence of CBCS would be: Paper - Unit – Sub units - Credits. For implementing the CBCS, institutions of higher education need to take the following steps:

- Review of curricular contents (study papers, term papers, assignment, workshop-assignment, experiments etc.) of certificate, diploma, under-graduate and post-graduate, programs. Foundation credits/courses on English language, written and oral communication, and presentation skills for students who might require improvement in these areas.
- For the sake of clarity of faculty, students and examiners, all the curricular contents are specified, and sub-divided into units and, if need be, into

sub-units, which are subsequently assigned numerical values and termed 'credits'.

- Generally core credits would be unique to the program and earning core credits would be essential for the completion of the program and eventually certification.
- On the other hand, elective credits are likely to overlap with other programs or disciplines of study (for example, languages, statistics computer application etc.).
- Students enrolled for a particular program or course would be free to opt and earn elective credits prescribed under the program, or under other programs within the department, faculty, and university or even outside recognized university/ institution of higher education.

From the above discussion it can be concluded that academic commissions and committees such as University Grants Commission (UGC), National Knowledge Commission (NKC) and National Assessment and Accreditation Council (NAAC) recommended Choice Based Credit System (CBCS) for higher education. 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. Though all the institutions of higher learning have introduced this system, in reality not much of freedom is given to the students. Everyone agrees that intellectual depth and breadth characterize higher education. But, in allowing the students to choose their favorites courses, certain questions arise. The rules regarding the number of students in each class and the number of hours per week for the students or for the teachers have not changed from the old affiliated system. Stanely (2005) indicated that there exists a strong resistance to change from every quarter of the academic world. Students are compelled to take two years of language course of their mother tongue. They are not encouraged to take courses according to their abilities and pace and there is no freedom for the first year student to take an advanced course or a third year student to take an introductory course. Students are compelled to be inside the classroom for the entire five hours a day schedule leaving no scope for independent study. Thorat (2009) recommended to the universitiestostart Choice-Based Credit System national and international developments, and relevance of new ideas, concepts and knowledge to the concerned discipline. As a part of academic reform, institutions of higher education need to pay serious attention to the procedures for merit-based admission. Chaudhary (2012) reported that 'Credit' is the weightage given to a course, usually in relation to the instructional hours assigned to it. In Higher Education the option must

be introduced for the students in undergraduate and post graduate courses to choose additional subjects not related to their core courses. For instance, a student in Arts stream can choose some Science subjects Today education must follow the all knowledge access system so that the student can learn and progress the way he/she likes. This paper makes an attempt to identify the unique features of choice-based credit system and the effect of helping students to decide. In this study the attitude of teachers towards CBCS is very important because it affects students' performance. CBCS operates on modular pattern based on module/units called "credits" wherein 'credit' defines the quantum of contents/syllabus prescribed for a course/paper and determines the minimum number of teaching-learning hours required. The Himachal Pradesh University has adopted Choice Based Credit System (CBCS) in all the courses of undergraduate in regular and distance mode. CBCS permits students to:-

- CBCS permits students to learn at their own pace.
- In CBCS students choose subjects from a wide range of elective courses offered by the institutions/affiliating university.
- In CBCS students study additional value added courses and acquire more than the required number of credits, depending upon the learner's aptitude.
- In CBCS an interdisciplinary approach in learning is adopted.
- In CBCS knowledge, skill and attitude towards learning outcomes acquired through participatory teaching and learning and continuous evaluation process.

Significance of Study

The present higher education system and curriculum does not impart the necessary skills that would make the students employable adequately. There is a lack of Interdisciplinary approach as well as there is a very little scope for value-based courses to be taught. In addition, the evaluation methods are largely based on memory recall processes. In addition the students don't learn to think out of box and analyze on their own. Also, the system is not effective enough in meeting/empowering students to think or matters/issues independently. Kelkar and Ravishankar (2014) found that 42% of the teachers agreed that the objective of CBCS was achieved, 39% felt that they were not met and 18% were uncertain. Seventy-five per cent of the respondents felt that the credit system does not help students retain what they have studied in the previous semester. Thirty-five per cent

of the respondents agreed that internal assessments have helped improve pass percentage. This is because of not a proper knowledge regarding CBCS. In addition the students don't learn to think and analyze on their own. Also, the system is not effective enough in meeting/empowering students to think or issues independently. The 11th five year plan of India as well as the National Knowledge Commission has recommended revamping of higher education through academic and administrative reforms. The Choice Based Credit System (CBCS) offers wide-ranging choice for students to opt for courses based on their aptitude and their career goals. The introduction of choice-based credit system will surely bring a smile on students' faces. Hence the present research paper is being undertaken to bring clarity and newer vistas on the subject of CBCS. Keeping in view the above facts in mind and after review the related literature the present paper is carried out to know, how teachers of different colleges of Hamirpur district feel about Choice Based Credit System.

Objectives of the Study

The following objectives were outlined in this study:

1. To study the attitude of male and female college teachers towards Choice Based Credit System.
2. To study the attitude of college teachers on the basis of their place of residence (i.e. rural or urban) towards Choice Based Credit System.
3. To study the attitude of college teachers on the basis of their teaching experience towards Choice Based Credit System.

Hypotheses of the Study

The following hypotheses were tested in this study:

1. There is no significant difference in the attitude of male and female college teachers' towards Choice Based Credit System.
2. There is no significant difference in the attitude of teachers on the basis of their place of residence (i.e. rural or urban) towards Choice Based Credit System.
3. There is no significant difference in the attitude of college teachers on the basis of their teaching experience towards Choice Based Credit System.

Methodology

In the present study used the survey method under descriptive method of research. In this study data regarding the attitude of college teachers towards Choice Based Credit System was gathered in order to make comparison between Male/Female, Rural/Urban and More/Less Teaching Experience teachers. In this study all the government degree colleges (six government colleges—Hamirpur, Nadaun, Sujanpur, Bhoranj, Barsar and Dhaneta) teachers of district Hamirpur, Himachal Pradesh constituted the population of the study. In the view of the above multi-stage sampling was done. At the first stage out of six colleges, four colleges were selected on the basis of random sampling. In the second stage 52 teachers from the selected colleges were taken through simple random sampling technique. It included both male and female teachers teaching in these sampled colleges. To collect the data, attitude scale developed by Katoch (2013) was used. Since the data from the attitude scale was available in the form of scores, so to find out the significance of difference between the various groups 't' test was applied.

Analysis of Data

The summary of 't' value with regard to comparison of attitude of college teachers towards Choice Based Credit System on the basis of gender, locality and teaching experience is given in table 1.

Table 1: Mean, SD and 't' value of Male and Female, Rural and Urban, More and

Sr.	Group	N	Mean	S.D.	df	't' Value
1.	Female Teachers	31	126.42	4.46	50	1.324 NS
	Male Teachers	21	124.92	3.67		
2.	Urban Teachers	32	125.71	3.89	50	1.035 NS
	Rural Teachers	20	124.56	3.90		
3.	More Experienced	26	126.22	4.24	50	0.941 NS
	Less Experienced	26	125.24	3.19		

NS=Not Significant at .05 Level

The Table 1 shows that the "t" value (1.324) is not significant at 0.05 level of significance. It means that male and female college teachers do not differ significantly in terms of their attitude towards Choice Based Credit System. The mean score of male teachers is almost same as that of female teachers. It indicates that male and female teachers have possessed almost equal level of attitude towards Choice Based Credit System. Hence the null hypothesis is accepted. The Table 1 also shows that the locality-wise "t" value (1.035) is not significant at 0.05 level of significance. It means that locality-wise there is no significant difference in the attitude of college teachers towards Choice Based Credit System. It means that rural and urban college teachers possess almost same attitude towards Choice

Based Credit System. Hence the null hypothesis is accepted. The Table 1 further shows that the teaching experience-wise “t” value (0.941) is not significant at 0.05 level of significance. It means that teaching experience-wise attitude of college teachers do not differ significantly towards Choice Based Credit System. It means that teaching experience do not affect the attitude of teachers towards Choice Based Credit System. Hence the null hypothesis is accepted.

Major Findings

- i. Male and female college teachers do not differed significantly in terms of their attitude towards Choice Based Credit System.
- ii. Rural and Urban college teachers do not differ significantly in terms of their attitude towards Choice Based Credit System.
- iii. Teaching experience-wise college teachers do not differ significantly towards Choice Based Credit System. It means that length of teaching experience do not affect their attitude towards Choice Based Credit System.

Educational Implications

From the analysis of the data it can be observed that under graduate students are provided with such an academically rich, flexible learning system blended with plentiful provision for skill- practice that he/she could learn in-depth, could transform him/herself to be creative, penetrative and applicative and finally he/she could become potential enough to excel in any career he/she chooses. The educationists through their experiences have realized the importance of attitude of those who are vital part of the education system i.e. students, teachers, administrators etc. From the teachers point of view their attitude towards different CBCS in this context matters a lot. The researches have shown that the success and the failure of any system or institution depend upon the attitude of those involved in the system. The results of this paper revealed that gender-wise, locality-wise and teaching experience-wise teachers do not differ significantly in their attitude towards Choice Based Credit System. This may be due the fact that Himachal Pradesh University Shimla has properly implemented the different academic reforms under RUSA in its affiliating colleges. Further the reason could be that the teachers had realized the importance of academic reforms and may be found this system more interesting and learner centre. Some of the suggestions are like every aspect of CBCS should be explained clearly to the student. It should be based on present and future needs. Infrastructure should be provided to every department and extra time should be given for discussion among teachers and students. Orientation and Workshops should be organized for teachers to understand the details about grading, semester,

credit system, credit transfer etc. by inviting and involving resource persons with appropriate expertise. It is essential that in the knowledge age, higher education system should be dynamic and adaptive to the changing times. Hope CBCS would bring a constructive change in the Indian Education System.

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