



Attitude towards Choice Based Credit System of Post Graduate Level Students in Higher Education: a Study on Gauhati University

Champak Deuri

Senior Assistant Professor, Department of Education,
M.C. College, Barpeta, Assam, India

ABSTRACT : *The 11th plan recognized the need to introduce the academic reform in the university and college education system. The academic reform necessarily includes changes in admission procedures in various course, modification in assessment and examination methods, switch over from annual to semester system, acceptance of grade and credit system, CBCS, teachers' assessment, and other related reforms. In Gauhati University the CBCS has been started in its PG level courses across the discipline since (2009). As this is the reformed structure of education system, so still this system has not been materialized in full form. The students as well as the teachers community has different perception and attitude regarding this new form of curriculum as well as examination system. The present study is an attempt to know the level of attitude of PG level Arts and Science students towards CBCS.*

Keywords: *Attitude , Choice Based Credit System (CBCS), Higher Education, Semester system.*

I. Introduction:

It is not an exaggeration of facts that the education system in India has its foundation in the British Rule which primarily aimed at creating graduates capable of providing secretarial assistance. The reason behind may be broadly to serve the colonial economic, political and administrative interests, and in particular, to consolidate and maintain the British dominance in India given the then prevalent socio-economic and political set up. Continuance of the system for long has contributed to the over production of unemployable 'educated' youth, low students motivation, unrest and indiscipline on the campuses, frequent collapse of administration, deterioration of standards, and demoralizing effect of the irrelevance and purposelessness of most of what is being offered. Analysis of the education system by important committees constituted by the government the post independence era such as the Kothari Commission have found serious limitations in the system and have come up with suggestions for modifications the outcome of which is the talk on Choice Based Credit System (CBCS), Semester System, Flexibility in Curriculum Development and Examination Reforms. [1]

The pressure on higher education system now is high to quip students with not only the expertise derived from traditional academic programmes but also to help them acquire



sufficient skills to be employable. UGC has pressing upon speedy and substantive academic and administrative reforms in higher education for promotion of competence, quality and excellence. The Action Plan proposed by UGC outlines the need to consider and adopt Semester System, Choice Base Credit System (CBCS), and Flexibility in Curriculum Development and Examination Reforms in terms of adopting and implementing ‘Continuous Evaluation Pattern’ by reducing the weight age on the Semester end examination so that students enjoy a distressed learning environment. UGC expects that institutions of higher learning draw a roadmap in a time bound manner to accomplish this reformation process. [2]

II. Rational of the Study :

The 11th Five Year plan of India proposed various measures for academic reforms in higher education. The National Knowledge Commission in its report to the nation in 2008-2009 on higher education and Yashpal Committee Report in 2009 recommended revamping of higher education through academic and administrative reforms. Keeping in view the challenges of the changed times and make the higher education in Indian Universities compatible with the universities in developed nations, the UGC (11th plan, March 2009) and later on the Association of Indian Universities (AIU) stressed on the following recommendations:

(1) Semester System (2) Choice Based Credit System (3) Curriculum Development (4) Examination Reforms (5) Administrative Reforms [3].

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 programme 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 programme over an extended period of time, standardization and comparability of educational programmes across the country, etc. The CBCS imminently fits into the emerging socio-economic milieu, and could effectively respond to the educational and occupational aspirations of the upcoming generations. [4] In view of this, institutions of higher education in India would do well to invest through and resources into introducing CBCS. Aided by modern communication and information technology, CBCS has a high probability to be operationalised 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 are already having their undergraduate and post – graduate ‘papers’ subdivided into units and sub-units. 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-unit = Credits [5]

Academic commissions and committees such as UGC, TANSCHÉ and NAAC recommend CBCS for higher education. CBCS has the facility to transfer the credits from one institution to another provided there are provisions in the rules of the autonomous colleges and the universities to accept transfer of credits. Though the students will choose courses of interdisciplinary nature, the required courses for majoring in a subject will ensure depth. Professionalism and quality consciousness are the basis for every change. Anyway, CBCS can offer a very flexible and open system for a quality up gradation of higher education[6] .

ADVANTAGES:

- Choice Based Credit System is essential for higher education in the present context.
- CBCS system of courses helps the students to improve the interdisciplinary approach in education.
- Freedom to choose subjects which is beneficial for students.
- Respects ‘Learner Autonomy’ Allows learners to choose according to their own learning needs, interests and aptitudes.
- Facilitates Learner Mobility: Offers the opportunity to study at different times and in different places. Credits earned at one institution can be transferred to another.
- In this system students need not to repeat the full semester if there is fail in one paper.
- More autonomy is given to the students in this system.
- CBCS provides a cross-cultural learning environment.
- CBCS provide develop quality education.
- It upgrades educational and occupational aspiration of the upcoming generation.

DISADVANTAGES:

- Implementation of CBCS has some Practical limitations.
- It is complicated, especially in the view of shortage of teachers or infrastructures.
- One subject can be repeated three times, it makes the students irresponsible.
- It needs more punctuality from the student.
- There is no betterment system of evaluation in this system.



- Students can have only partial knowledge of any new subject chosen by the student as extra credit subject.
- Numbers of courses are imposed in the CBCS, which is an overburden for the student as well as teachers.
- Shortage of infrastructure facilities i.e. building, laboratory facilities, and practical class room affects CBCS [7].

The university has the semester system and simultaneously CBCS has been introduced at present. As this is the reformed structure of education system, so still this system has not been materialized in full form. The students as well as the teachers community has different perception and attitude regarding this new form of curriculum as well as examination system. So the present researcher became attracted to know the views of the students' community regarding this new system educational pattern i.e. CBCS. Keeping all these in mind the present researcher has designed the study with the following title-

III. Statement of the Problem:

Attitude towards Choice Based Credit System of Pg Level Students in Higher Education:
A Study on Gauhati University.

IV. Objectives of the Study: The aim of this paper is to –

1. study the attitude of P.G level students towards CBCS in higher Education.
2. suggest some effective measures to overcome the limitations of CBCS in higher Education.

VI. Methodology :

The descriptive survey method has been used in the present study. The researcher has drawn the sample from post graduate (PG) level Arts and Science students of Gauhati University. The sample size is 60 out of which 30 are from Science and 30 from Arts department. Again, from each discipline equal number of boys and girls students were selected i.e. 15 boys and 15 girls. For this purposive sampling technique has been adopted. To collect the requisite data related attitude towards CBCS self designed attitude scale was used. The researcher established a rapport with them. Initially the researcher was distributed the attitude scale and requisite directions and instructions were given.

The delimitation aspects of the present study are:

1. The study is delimited to the Choice Based Credit System of Gauhaati University.
2. The study is delimited to the Arts and Science Student of Gauhaati University.
3. The study is delimited to only one University of Assam.



V. Result and Discussion:

Analyzing of the data is of great importance in a research work. Thus, after the collection of data, it has to be processed and analyzes in accordance with the outline laid down for the purpose at the time of developing the research plan. Then the data are studied from as many angles as possible to explore new facts. The present chapter deals with the analysis an interpretation of data. Keeping in view the objectives the data obtained from the sample were analyzed through qualitative and quantitatively.

Table No. 1: Level of attitudes towards CBCS of Arts and Science students of Gauhati University.

Level of Attitude	Ranges of Scores	Frequency		Percentage	
		Arts	Science	% Arts	% Science
High level Attitude	76-112	4	6	13.33%	20%
Moderate level attitude	38-75	24	24	80%	80%
Poor level attitude	0-37	2	0	6.67%	0%

Source : Field Survey , 2014

From the above table it's known that 13.33% of Arts and 20% of Science students of Gauhati University has highly favorable attitude towards CBCS. On the hand, it's also found from the field visit that same percent i.e. 80% of Arts and Science students of Gauhati University having moderate favorable attitude toward CBCS. Again only 6.67% of Arts students has Poor level attitude towards CBCS. In fact Science Students are having the highest level attitude towards CBCS in comparison to the Arts Students of Gauhati University

Table No. 2: Level of attitudes towards CBCS of Boys and Girls students of Gauhati University.

Level of Attitude	Ranges of Scores	Frequency		Percentage	
		Boys	Girls	% Boys	% Girls
High level Attitude	76-112	5	3	16.67%	10%
Moderate level attitude	38-75	23	25	76.67%	83.33%
Poor level attitude	0-37	2	2	6.67%	6.67%

Source : Field Survey , 2014

Form the above table no-2 reveals that 16.67% Boys have high level favorable attitude towards CBCS and 10% Girls have high favorable attitude towards CBCs. One the other hand,



76.67% and 83.33% of Boys and Girls having moderate level favorable attitude towards CBCS. It's also found from the field visit that same percent i.e. 6.67% of Girls and Boys student of Gauhati University having poor level attitude towards CBCS. In fact Boys are haing the highest level attitude in comparison to the Girls Students of Gauhati University.

Table No: 3 Level of attitudes towards CBCS of Science Boys and Science Girls students of Gauhati University.

Level of Attitude	Ranges of Scores	Frequency		Percentage	
		Science Boys	Science Girls	% Science Boys	% Science Girls
High level Attitude	76-112	4	2	26.67%	13.33%
Moderate level attitude	38-75	11	13	73.33%	86.67%
Poor level attitude	0-37	0	0	0 %	0%

Source : Field Survey , 2014

Again from the above table it is found that 26.67% of the Science Boys having their high level favorable attitude towards CBCS and 13.33% Science Girls having high level favorable attitude towards CBCS of Gauhati University. On the other hand it is reveals that 73.33% of Science Boys having moderate level favorable attitude towards CBCS and 86.67% of Science Girls have moderate level favorable attitude towards CBCS. In fact Science Boys are having the highest level attitude in comparison to the Science Girls Students of Gauhati University.

Table No: 4 Level of attitudes towards CBCS of Arts Boys and Arts Girls students of Gauhati University.

Level of Attitude	Ranges of Scores	Frequency		Percentage	
		Arts Boys	Arts Girls	% Arts Boys	% Arts Girls
High level Attitude	76-112	2	0	13.33%	0 %
Moderate level attitude	38-75	11	13	73.33%	86.67%
Poor level attitude	0-37	2	2	13.33%	13.33%

Source : Field Survey , 2014



From the above table it is found that 13.33% of the Arts Boys having their high level favorable attitude towards CBCS of Gauhati University. On the other hand it is revealed that 73.33% of Arts Boys having moderate level favorable attitude towards CBCS and 86.67% of Arts Girls have moderate level favorable attitude towards CBCS. Again the same percent of Arts Boys and Girls are having poor level attitude towards CBCS. In fact Arts Boys are having the highest level attitude in comparison to the Arts Girls Students of Gauhati University.

V. Major findings and suggestions: The major findings of the study as well as some suggestions are as follow;

- (1) Science Students are having the highest level attitude towards CBCS in comparison to the Arts Students of Gauhati University.
- (2) Boys are having the highest level attitude in comparison to the Girls Students of Gauhati University.

Suggestions:

- a) Every aspect of CBCS should be explained clearly to the student.
- b) Betterment system should be included for improve a student.
- c) CBCS should be based on present and future needs.
- d) In CBCS, time is very short so, syllabus should be prepared accordingly.
- e) Infrastructure should be provided to every department.
- f) Extra time should be given for discussion among teachers and students.
- g) Introduction of Choice Based Credit System to facilitate the students' mobility from one University to another.
- h) 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.

VII. Conclusion:

The concept of CBCS and Semester system in higher education in India has been the outcome of the limitations of the long existing 'British introduced' system of education which resulted into over production of unemployed youth, indiscipline in the academic environment, low motivation and a host of other miss-matches. CBCS and semester system is a departure from the traditional 'exam-centric' education system to a more 'proactive and need based system' that aims at developing students with 'knowledge, skill, attitude and value' so very vital for leading a meaningful life and contributing to nation building. Its effective



implementation however calls for organizational support, both human and physical, and total devotion and commitment of all the stakeholders.

.

References :

- [1] Narayana, J, higher Education reform in India: Prospects and Challenges.
- [2] B. Saharish (2009), Special issue on Evaluation System: Implementation UGC-mandated Reforms in Higher Education, University News, 47(45), p39-40.
- [3] Scholarly Research Journal for Interdisciplinary studies vol-I MAR/APR – 2013.
- [4] K.B. Power (2009), Special issue on Evaluation System: Evaluation system in Higher Education, University News, 47(45), p-3.
- [5] D.N Reddy & K. Lal Kishore (2009), Special issue on Evaluation System: Revamping Higher Education: Need of the Hour, University News, 47(45), p69-70.
- [6] NAAC-best practices on Curricular Aspects
- [7] Ramesh B Kasetwar (2009), Special issue on Evaluation System: Evaluation system in India: A Stocktaking of Prevalent practice and Alternative Strategies. University News, 47(45), p13-14.