

Attitude towards Choice Based Credit System of Post Graduate Level Students in Higher Education: A Study on Central University of Haryana.

***Dr. Dinesh Chahal **Mirza Muneeb Manan**

*Assistant Professor, Department of Education, Central University of Haryana.

**Research Scholar, Department of Education, Central University of Haryana.

Abstract

In the view of different committees and educational bodies a need for academic reformation was felt at higher education level. This change in academic pathway necessarily does rectification in choice for subjects offered, admission procedures, evaluation at different levels, grading system, flexibility in inter-university migration etc. It also switches from annual examination to semester examination. In Central University of Haryana the CBCS has been started in its PG level courses across the discipline uniformly. CBCS is a new initiative towards the quality control at higher education level which has not attained a perfect and an ultimate shape yet. It must finally be attributed towards the students to whom the benefits and outcomes may be expected. The present study is an attempt to know the attitude of PG level students towards the CBCS which may consequently help the educational bodies to revoke it further wherever necessary.

Keywords: Attitude, Choice Based Credit System (CBCS), PG level Students, grading system.

Introduction

It is to worth mention that Educational System of India has undergone a massive change and gripped almost a parallel track for Education with foreign countries in the present era. It is evident that the reason behind this was to develop the Educational, Political, Economic and Social system of India. Since independence the higher educational system has undergone massive changes to meet the new challenges. There had been an increasing number of unemployed youth, out dated curriculum, indiscipline, less motivation, failure of administration, irrelevant and obsolete courses and ethical downfall among students produced by different higher institutions. By observing the condition of Educational system at higher level various commissions instituted by the government

found major limitations in it and suggested some modification in the system which tended to the foundation for CBCS. Higher education is being stressed by the severe requirement of capability and skills for students which make them to be employable.

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 decreasing the weight age in the Semester end examination so that students enjoy a comfortable learning environment. UGC presumes that institutions of higher learning induce a roadmap in a time bound manner to achieve the goal of this reformation process.

A large number of academic initiatives have been proposed in the 11th five year plan. The National Knowledge Commission in its report to the nation in 2008- 2009 on higher education and Yashpal Committee Report in 2009 recommended overhauling of higher education through academic and administrative reforms. To make the higher education at par with standards of universities at global level, 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. Choice-based credit system (CBCS) has several unique features: Enhanced learning prospects, talent to bout students' pedagogical needs and aspirations, inter-institution migration of students (following the accomplishment of a semester), part-completion of an academic course in the association of enrolment and part-completion in a specialized (and renowned) institution, progress in educational quality and excellence, flexibility for working students to complete the course 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 scene, and could effectively react to the educational and occupational objectives of the upcoming generations. In view of this, institutions of higher education in India would do well to devote through resources into introducing CBCS. Aided by modern communication and information technology, CBCS has got a high potential to enhance the academic status of students at higher education level in the country to newer heights. It is to be highlighted here that a large number of universities and Educational institutions in the country are already having their

undergraduate and post – graduate ‘papers’ subdivided into units and sub-units. The task of such institutions would surely become easy when CBCS will attain a desirable position.

Thorat (2009) revealed that CBCS will help in facilitation of courses one part of course can be completed from one institution for general while as specialized part can be completed from other institution. **Chaudhary (2012)** presented that students should be given an option at UG and PG level for selecting their elective which should not be necessarily related to their basic subject. CBCS may provide an opportunity to the student for choosing a diverse combination.

Hasan and Parvez (2015) concluded that CBCS would have been succeeded in the higher Education system due to its impartial evaluation system. Dividing syllabi according to the credits, options for different soft core skills, common syllabi, mobility etc. are features which may help to stream line the higher Education system. But efficiency of teachers, environment provided at the institutions, infrastructure etc. varies from central to state universities through colleges would become problematic in achieving its objectives properly.

Sreedevi and Naidu (2016) reported that work load of teacher may be increased from evaluation perspective due to the implementation of CBCS. Regular teaching may also get disturbed. Mobility may be a hurdle for the quality and discipline maintained by the institution. It may repel students from the core subject’s knowledge hence hampering his mastery over those subjects. Maintaining of records of every student cumulatively is time consuming which resist the teachers own research work.

Statement of the problem

“Attitude towards Choice Based Credit System of Post Graduate Level Students in Higher Education: A Study on Central University of Haryana”.

Objectives of the Study

1. To study the attitude of P.G level students towards CBCS in higher Education.
2. To suggest some effective measures which help in overcoming the limitations of CBCS at Higher Education level?

Methodology

To conduct the above study researcher has used the descriptive method and has taken the sample from post graduate (PG) departments of Arts, Science and social science students of Central University of Haryana Campus. The sample size is 120 out of which 40 are from Science, 40 from social science and 40 are from Arts department. From each department, researcher has chosen the equal number of boys and girls means 20 boys and 20 girls. For the given research the purposive sampling technique has been used. The data was collected with use of self made questionnaire of attitude towards CBCS. A good rapport was first established before going for the study and then after identifying the sample the questionnaire was distributed systematically among the students along with proper instructions to avoid the misinterpretation of asked questions on the part of students which may hamper the study. Percentage analysis technique is being used by the researcher for analysis of collected data.

The delimitation of the study

1. The study is delimited to the Choice Based Credit System of Central University of Haryana.
2. The study is delimited to the Arts, Science and Social Science Students of Central University of Haryana.
3. The study is delimited to only one University of Haryana.

Results

1. The work load of students has increased after introducing CBCS:

OVERALL STUDENTS				BOYS				GIRLS			
TOTAL	YES	NO	UNDECIDED	TOTAL	YES	NO	UNDECIDED	TOTAL	YES	NO	UNDECIDED
120	50	64	6	60	28	31	01	60	22	33	5

Study revealed that 41.6% of students say that CBCS has increased the work load among students while as 53.3% of students say that CBCS has not increased the work load of students.

2. The core subject teaching is affected by implementation of CBCS:

OVERALL STUDENTS				BOYS				GIRLS			
TOTAL	YES	NO	UNDECIDED	TOTAL	YES	NO	UNDECIDED	TOTAL	YES	NO	UNDECIDED
120	49	66	5	60	26	29	5	60	23	37	0

Study revealed that 40.8% say that core subject teaching is affected by the implementation of CBCS while as 45.8% say core subject teaching is not affected by implementation of CBCS.

3. CBCS has increased the problem of dilemma of opting subjects among students:

OVERALL STUDENTS				BOYS				GIRLS			
TOTAL	YES	NO	UNDECIDED	TOTAL	YES	NO	UNDECIDED	TOTAL	YES	NO	UNDECIDED
120	51	55	14	60	24	31	5	60	27	24	09

Study revealed that 42.5% say that CBCS has increased the problem of dilemma of selecting optional subjects while as 45.8% say that CBCS has not increased the problem of dilemma of selecting optional subjects.

4. CBCS enables you to develop your academics according to your interests:

OVERALL STUDENTS				BOYS				GIRLS			
TOTAL	YES	NO	UNDECIDED	TOTAL	YES	NO	UNDECIDED	TOTAL	YES	NO	UNDECIDED
120	79		5	60	43	13	4	60	36	23	01

Study revealed that 65.8% students say that CBCS enables them to develop their academics according to their interests while as 30% of students say that CBCS does not enable them to develop their academics according to their interests.

5. CBCS has brought equality in assessment and evaluation system:

OVERALL STUDENTS				BOYS				GIRLS			
TOTAL	YES	NO	UNDECIDED	TOTAL	YES	NO	UNDECIDED	TOTAL	YES	NO	UNDECIDED
120	58	34	30	60	24	19	17	60	34	15	11

Study revealed that 48.3% of students say that CBCS has brought equality in assessment and evaluation system while as 28.3% of students say that CBCS does not bring equality in assessment and evaluation system.

6. You are satisfied with the Grading System as a part of CBCS:

OVERALL STUDENTS				BOYS				GIRLS			
TOTAL	YES	NO	UNDECIDED	TOTAL	YES	NO	UNDECIDED	TOTAL	YES	NO	UNDECIDED
120	75	36	09	60	34	22	04	60	41	14	05

Study revealed that 62.5% of students say that they are satisfied with Grading System used in evaluation as a part of CBCS while as 30% of students say that they are not satisfied with Grading System used in evaluation as a part of CBCS.

7. CBCS stops a student from getting a good hold on his core subjects:

OVERALL STUDENTS				BOYS				GIRLS			
TOTAL	YES	NO	UNDECIDED	TOTAL	YES	NO	UNDECIDED	TOTAL	YES	NO	UNDECIDED
120	40	72	60	60	23	33	04	60	17	39	04

Study revealed that 33.3% say that CBCS resists a student from getting a good hold on core subjects while as 60% say that CBCS does not resist a student from getting a good hold on core subjects.

8. There are clashes in the time table of different departments because of CBCS:

OVERALL STUDENTS				BOYS				GIRLS			
TOTAL	YES	NO	UNDECIDED	TOTAL	YES	NO	UNDECIDED	TOTAL	YES	NO	UNDECIDED
120	73	44	03	60	37		01	60	36	22	02

Study revealed that 60.8% say that there are clashes in the time table of different departments because of CBCS while as 36.6% say that there are no clashes in the time table of different departments because of CBCS.

9. A minimum qualification should be kept for Opting a particular subject:

OVERALL STUDENTS				BOYS				GIRLS			
TOTAL	YES	NO	UNDECIDED	TOTAL	YES	NO	UNDECIDED	TOTAL	YES	NO	UNDECIDED
120	55	51	14	60	29	28	03	60	26	23	11

Study revealed that 45.8% of students say a minimum qualification should be kept for selecting a particular subject while 42.5% of students say a no minimum qualification should be kept for selecting a particular subject.

10. CBCS needs to be improved further in future by the concerned authorities:

OVERALL STUDENTS				BOYS				GIRLS			
TOTAL	YES	NO	UNDECIDED	TOTAL	YES	NO	UNDECIDED	TOTAL	YES	NO	UNDECIDED
120	100	07	13	60	55	0	60	60	45	7	08

Study revealed that 83.33% of students say that CBCS needs to be improved in future while as 5.8% of students say that there is no need of improvement over CBCS current pattern in future.

Major findings and suggestions

1. The results indicate that work load is not the problem among the students. More involvement carves the ability of students which tends towards perfection as practice makes a man perfect. Even a very dull student when kept engaged may be able to get mastery over the subject or skill if learning theories are kept in to consideration.
2. Core subject teaching is not hampered by opting subjects from other departments. Students remain intact with their own subjects as they spend maximum time on core subjects in their own department and spent time for just one class in other departments. Even these optional subjects sometimes are correlated to their core subjects that may enhance their achievement level.
3. Majority favor that no dilemma is created during the selection of optional subjects as they decide it well in advance which subject have to be taken among subjects offered by the University.
4. Students highly agree that they are able to develop their academic carrier according to their interests. It also fulfills the dream of Learner Centric Education which was advocated by a number of great Educationists of India and West as well.
5. A good number of students feel that CBCS has enabled academic justice when looking through the glass of evaluation toward our Educational System. It may also increase the motivation level of students about their achievement and consequently a way for progress of academic standards

6. CBCS does not resist mastery over the core subjects. As per transfer of learning practice over one subject accelerates student in other subject as well.
7. Students are highly satisfied with the grading system as it has divided the class among 7 categories instead of 100 categories as done in percentage system. As a result CBCS helped in controlling the stress level of students which may lead to anxiety or frustration and create hatred towards learning.
8. Students are very much disturbed with clashes emerged in the time table of the departments which surely becomes a hurdle for their progress.
9. Maximum students advocate that there should be a pre requisite qualification for selecting a subject from other departments of the university. It is evident the primary requirements for learning should be fulfilled first to avoid unnecessary hurdles.
10. Students highly recommend that CBCS must be improved in future as time always asks for change is but natural that some amendments should be done in CBCS.

Conclusion

CBCS should be implemented in all higher institutions of India. It should ensure a flexible and wide choice to meet the interests of the students. Students should be able to opt for subject from other university. Inter-university migration should also be made acceptable in every state of India. Deans and Heads of the different departments should share the same table while framing the time-table for the session. Still further studies should be conducted in different institutions to rectify the problems prevailing in CBCS.

Bibliography:

1. Narayana, J, higher Education reform in India: Prospects and Challenges.
2. Sridevi & Naidu (2016), Choice based Credit System in India: A critical evaluation, International Journal for academic research vol-2.
3. Hassan & Parvez (2015), Choice based Credit System in India: Pros and Cons, Journal of Education and practice, vol-6.
4. B. Saharish (2009), Special issue on Evaluation System: Implementation UGC mandated Reforms in Higher Education, University News, 47(45), p39-40.
5. Scholarly Research Journal for Interdisciplinary studies vol-I MAR/APR – 2013.

6. K.B. Power (2009), Special issue on Evaluation System: Evaluation system in Higher Education, University News, 47(45), p-3.
7. 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.
8. 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.