

A STUDY ON ATTITUDE OF COLLEGE TEACHERS TOWARDS CHOICE BASED CREDIT SYSTEM (CBCS)

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ABSTRACT: *The present research is an attempt to study the attitude of college teachers towards Choice Based Credit System in Paschim Medinipur district of West Bengal. For this purpose 200 college teachers of general degree colleges in Paschim Medinipur district of West Bengal were taken as representative samples for the whole population. The sample of 200 college teachers were selected through stratified random sampling from two Government general degree colleges and four Government-Aided general degree colleges of Paschim Medinipur district affiliated to Vidyasagar University of West Bengal. The purpose of the study was to compare attitude towards Choice Based Credit System between Government and Government-Aided college teachers, Male and Female college teachers, Rural and Urban college teachers, Arts and Science college teachers, General and OBC college teachers, General and SC college teachers, General and ST college teachers in Paschim Medinipur district of West Bengal. To collect the data, an attitude scale developed by the researcher was used. The descriptive survey method was used by the researcher. The statistical techniques used for this study were mean, standard deviation and t-test. The level of significance was tested at 0.05 levels. The findings of the study shows that, the attitude of college teachers in Paschim Medinipur district of West Bengal is neither more favourable nor unfavourable towards Choice Based Credit System i.e. satisfactory or average in attitude towards Choice Based Credit System. The study revealed that gender-wise, locality-wise and caste-wise college teachers did not differ significantly in their attitude towards Choice Based Credit System. The college teachers of Government general degree colleges differed significantly from the college teachers of Government-Aided general degree colleges in their attitude towards Choice Based Credit System. The study also revealed that the Arts college teachers differed significantly from the Science college teachers in their attitude towards Choice Based Credit System.*

Keywords: Attitude, Choice Based Credit System, College Teacher.

INTRODUCTION:

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the higher education system of the country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters. The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the higher educational institutions in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to a lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading systems. University Grants Commission has come up with the Choice Based Credit System (CBCS) programme in which the students have a choice to choose from the prescribed courses, which are referred as core, elective or minor or soft skill courses and they can learn at their own pace and the entire assessment is graded based on a credit system. The basic idea is to look into the needs of the students so as to keep up-to-date with development of higher education in India. CBCS aims to redefine the curriculum keeping pace with the liberalization and globalization in education. The Choice Based Credit System not only offers opportunities and avenues to learn core subjects but also explores additional avenues of learning beyond the core subjects for holistic development of an individual. University Grants Commission (11th plan, March 2009) stressed on the Choice Based Credit System. UGC has recommended CBCS to all of the central universities in 2015-2016. CBCS provides a better facility to the learners like