

**A study on the Attitude of College Teachers about CBCS (CHOICE
BASED CREDIT SYSTEM)**

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Abstract

It can be observed globally that the implementation of the CBCS system is beneficial for the institutions along with the colleges. It has been adopted by several institutes as a student-centric approach to expand the scope of education and provide benefits to both teachers and students. It is also observable that CBCS system has not only been planning to implement in high school education, but also for the college curriculum it is a promising style to make both the teachers and students benefitted. This study, it is therefore investigated whether college teachers have a positive attitude towards the CBCS system or not. In terms of this, the college teachers were distinguished in groups as per the full-time-part-time, urban-rural and male-female categories. This study followed a survey method to examine the support or opposition of proposed hypotheses and then revealed the research outcomes with justifications.

Keywords: Attitude, CBCS, College, Teachers, Education.

Introduction

Quality education plays a big role in the enrichment of knowledge, improvement of skills, creation of a positive impact on the lives of students and development of confidence among them. The students cannot only grow professionally by adopting quality education but also can create a strong foundation for personal growth (Thangeda et al. 2016). Due to this, it is the core responsibility of the higher education institutes such as colleges and universities to ensure the delivery of quality education to students. In terms of this, they need to concentrate on developing the balance between imparting education and promoting the development of skills. Eventually, offering flexibility to explore multiple fields is a mandatory requirement to fulfil this target.

In the global context, education has always been criticised for following the old teaching methodologies. As per the arguments of Korde (2020), in India, the continuation of the same syllabus and curriculum throughout generation after generation, following the same teaching techniques and same ways of grading system disgusted the teachers as well as the students. Subsequently, they were looking for alternative styles to implement that could satisfy their demands by expanding the ways of higher education and incorporating maximum opportunities in the education system. Eventually, college teachers are no exception in it.

The Choice Based Credit System (CBCS) denotes the allowance of choices for the students to select from prescribed courses, such as minor, soft, elective or core skill courses. As noted by Phadnis (2018), the CBCS system uses credits by avoiding the conventional marking system. The CBCS system also offers students to choose their preferred subjects as a student-centric course. In higher education, students can study the subjects and courses of their interests according to their schedules. However, Sudheer (2019) has argued that the CBCS system

creates difficulties regarding the estimation of exact marks along with the workload of teachers and it may also fluctuate. At the same time, the implementation and practice of the CBCS system require standard infrastructure that enables to disseminate the education. Still, the CBCS system is embraced by the majority since it provides an opportunity for the students to select the subjects from the prescribed courses.

In colleges, the CBCS system allows the teachers to evaluate the papers using a grading system and it is duly considered better than the conventional marking system. Ralecon (2022) has also agreed that the CBCS system has empowered college teachers with a huge number of key benefits. Thus, it has multiple layers of relation to the attitudes of the college teachers, for example, both positive and negative attitudes.

Objectives

The objectives of this study are as followed:

- To evaluate the attitudes of college teachers towards the CBCS system
- To assess the significance of differences (if any) between the attitudes of full-time and part-time teachers of colleges towards the CBCS system
- To evaluate the significance of differences (if any) between the attitudes of urban and rural teachers of colleges towards the CBCS system
- To understand the significance of differences (if any) between the attitudes of male and female teachers of colleges towards the CBCS system

Hypotheses

HO1: There is no significant difference between the attitudes of full-time and part-time teachers of colleges towards the CBCS system

HO2: There is no significant difference between the attitudes of urban and rural teachers of colleges towards the CBCS system

HO3: There is no significant difference between the attitudes of male and female teachers of colleges towards the CBCS system

Limitations of the study

The major limitation of this study is embedded it focuses only on college teachers. The application and relevance of the CBCS system are not merely confined to college teachers and are rather expanded among teachers from all levels of education and students as well. However, this study skips the exploration of the attitude of high school teachers and higher study students towards the CBCS system. Thus, this study had the opportunity to execute a comparative analysis of the approaches of students and teachers towards the CBCS system that it has missed. On the other hand, differences between their attitudes towards the conventional system and the CBCS system are also unclear in this study exhibiting a major limitation.

Research Method

This study aims to understand the attitude towards the CBCS system among college teachers. To do so, the investigator has decided to follow the survey method to meet the study objectives.

1 Population and Sample Size

The college teachers from Haryana have been selected as the sample for this research. Regarding this, 120 college teachers from several renowned colleges of Haryana, such as Kurukshetra University, Maharshi Dayanand University, SGT University and so on. All the

teachers were selected following a stratified sampling technique so that the total population could be divided into smaller groups to complete the sampling process.

Full-time teachers				Part-time teachers			
Urban		Rural		Urban		Rural	
Male	Female	Male	Female	Male	Female	Male	Female
20	20	20	20	20	20	20	20
40		40		40		40	
80				80			
Total = 160							

Table 1: Population and Sample Size

2 Tools

A scale of self-construction has been used to conduct this study. In this scale, 30 items of 15 each for positive and negative are included.

3 Collection of Data

To collect necessary data, the principals of respective colleges have been approached to get permission of surveying the teachers. At first, the investigator fixed an appointment with the principals of the selected colleges in Haryana and started a survey with the teachers to collect data about their approaches towards the CBCS system.

4 Data Analysis and Interpretation of the Results

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The analysis and interpretation of collected data from the college teachers of Haryana have delivered the findings as discussed below:

HO1: There is no significant difference between the attitudes of full-time and part-time teachers of colleges towards the CBCS system

Group	N	Mean	S.D.	Mean Differences	't'-ratio
Full-time college teachers	80	115.75	14.14	3.28	2.21
Part-time college teachers	80	108.5	15.24		

Table 2: Statistics of the full-time and part-time college teachers

To find out the difference in attitudes of full-time and part-time college teachers towards the CBCS system, it can be observed that the mean score executes a significant difference. The t-ratio as exhibited in the above table is also 2.21 and it is significant at the level of 0.01. Due to this difference, it can be concluded that the full-time and part-time college teachers in Haryana have expressed their different attitudes towards the CBCS system by presenting different shades of opinions. As a result, HO1 cannot be accepted for getting opposite outcomes from the survey findings. Thus, it can be stated that there is a significant difference in the attitudes of part-time and full-time college teachers towards the CBCS system.

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HO2: There is no significant difference between the attitudes of urban and rural teachers of colleges towards the CBCS system

Group	N	Mean	S.D.	Mean Differences	't'-ratio
Urban college teachers	80	112.5	14.84	4.11	1.43
Rural college teachers	80	106.62	13.82		

Table 3: Statistics of the urban and rural college teachers

In terms of attitudes of college teachers towards the CBCS system based on the urban and rural locations, no significant difference can be observed. As per the outcomes of the survey with the college teachers of Haryana, it is evident that the t-ratio is 1.43. Eventually, this statistical data cannot be considered significant at 0.05 level. Due to this, the survey findings are influential to conclude that the attitudes of urban and rural college teachers towards the CBCS system are quite similar and they have embraced it for its benefits. Thus. No significant difference is observable among their attitudes.

HO3: There is no significant difference between the attitudes of male and female teachers of colleges towards the CBCS system

Group	N	Mean	S.D.	Mean	't'-ratio
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				Differences	
Male college teachers	80	107.5	10.38	2.33	1.00
Female college teachers	80	105.25	9.55		

Table 4: Statistics of the male and female college teachers

Reflecting the survey results based on HO2, the male-female differences of the college teachers on their attitudes towards the CBCS system also execute no significant difference. It refers to the fact that like the similar attitudes of the urban and rural college teachers towards the CBCS system, especially representing a positive attitude, both the male and female college teachers in Haryana have exhibited their optimistic attitude to this educational syllabus and curriculum system. Since the survey results have declared the t-ratio as 1.00, it cannot be considered significant at a 0.05 level. Therefore, no significant difference was observed among the male and female college teachers in terms of their attitudes towards the CBCS system.

Findings

The survey data has clearly shown the fact that the majority of college teachers have an optimistic attitude towards the CBCS system. According to Howlader & Roy (2021), in the majority of the cases, no significant difference can be observed in the approach towards the CBCS system among the college teachers based on the differences in their gender, locality

and professional designations. The CBCS system is considered a milestone in bringing a major reform in the students' curriculum and examination system by the college teachers. On the other hand, the CBCS system is also considered by college teachers irrespective of their gender, locality and designation differences as better than the traditional system of education and marking. For the teachers, this system has incorporated a drastic change in the overall structure of higher education and thus the majority of the teachers have embraced it as a skilful, active, productive and effective style. Sonia Mahakur et al. (2019) have also added that in terms of perception, the teachers from different streams, such as arts, commerce and science do not show any significant difference in their approach towards the CBCS system. A similar result has been identified in the present study as it has executed those differences in the attitudes of college teachers towards the CBCS system are minimal considering differences in their designation, locality and gender. However, opposing the secondary data, the experience and designation of the teaching of the teachers in colleges execute significant differences in their attitudes towards the CBCS system. Thus, although Katoch (2017) has stated that the duration of teaching experience and designation is less effective on this attitude, the part-time and full-time college teachers in Haryana convey a bit different opinions and attitudes towards the CBCS system. However, the optimistic attitude is dominating the pessimistic attitude that forecasts a bright future for this system in education. In the same way, the differences based on male and female as well as urban and rural are also minimal in terms of approach towards the CBCS system. Thus, all the hypotheses were proved by both survey outcomes and secondary data sources.

Conclusion

Based on the entire analysis, it can be concluded that CBCS has not only influenced the students of higher education by allowing them to choose several courses from optional, core, soft skill or foundational courses but also has motivated the college teachers to execute an optimistic attitude towards this educational and marking system. Along with the students, the college teachers also enjoy flexibility in designing curricula and assigning credits. Due to this, they have embraced the CBCS system to avail the positive qualities. This study has surveyed the college teachers of Haryana in India to understand the significant differences in attitudes of the college teachers towards the CBCS system based on their gender, locality and designation differences. Since three hypotheses assumed the absence of any significant difference in the college teachers towards the CBCS system based on male-female, urban-rural and full-time-part-time parameters, the survey results proved all of those. At the same time, the secondary data also justified these results. The statistical data was valid and valuable enough to exhibit the current scenario of the CBCS system and its extent of acceptance among college students. It is also evident the facilities offered by the CBCS system and its flexibility are the core reasons for its positive adoption.

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