

Attitudes of College Teachers' Towards Curriculum and Credit Framework in West Bengal

Prasenjit Mukherjee

State Aided College Teacher, Department of Education, Raja Peary Mohan College, Uttarpara, Hooghly W.B

Abstract:

University Grant Commission (UGC) has come up with the Curriculum and Credit Framework in which the students have a choice to select from the ensured courses, which are referred as core, elective or minor skill courses and they can learn at their own motion and the integrate assessment is graded-based on a credit system. The present study was aimed to study the attitudes of college teachers towards Curriculum and Credit Framework. It is a cross-sectional empirical study based on descriptive survey research design. The researcher has selected a random sampling method of the present study comprised of 200 under graduate college teachers from 10 different degree colleges under CU. Twelve (12) open Questionnaires has been used. Responded answer the questions on their own words. The present investigation revealed that most of the teachers' were argue that the flexibility in course offering empowers learners to discover and achieve their full potential and the demands of creating assessments, administering exams, and evaluating student work often consume a significant portion of teachers' time, leaving limited opportunities for them to develop and implement innovation teaching strategies.

Keywords: Attitude, College teachers', Curriculum and Credit Framework.

Introduction:

Education is the matchless weapon which fashions and models the mankind socially, culturally, aesthetically, vocationally and economically fit for existence in the earth. It is the widest road leading to find out solutions for the problems of individuals and helping them reach their destination. Hence, education is considered as one of the basic and most important necessities of human life.

The backbone of development of any nation depends on the availability of skilled and quality manpower. In the process of manpower development, the curriculum for general education plays an important role. A careful redesigning of curriculum ensures to produce competent, skilled manpower. We are living in global network society, where information and communication revolution has made the transition of education so fast that a curriculum of latest demand may be outdated in a couple of years. In view of this situation, there is need to reframe the existing curriculum and prepare persons with flexible, dynamic and creative mindset to adjust to the changing world situation, accepting the change easily. There is thus an urgent need to revamp our existing curriculum.

The role of Higher Education in National Development is well established as it is at this level of Education which provides top level manpower who is responsible for accelerating the process of development further. A recent survey shows that the market prefers those graduates who have practical application of knowledge and willingness to learn the amount of information they are exposed to. In such a scenario, the basic consideration will be the quality of higher education. Quality and relevance are important criteria by which society measures University's performance. Improving the quality of higher education is now the primary concern of countries of the world. Thus there is a dire need for redesigning existing curriculum to meet the demands of the day. CCF is a revolutionary innovation in education. This system, if implemented properly can make it very easy for students to migrate from one system to another, learn a variety of courses in different colleges, and move out from their field of specialization to various other fields simultaneously. This system has several unique features such as enhanced learning opportunities, ability to match students' needs, aspiration and interests, inter and intra institution transferability of students, improvement in educational quality and excellence and flexibility to the students, standardization and comparability of educational programmes across the state, etc. The credits can be accumulated based on the number of courses. CCF offers better learning opportunities, can meet students' scholastic needs and aspirations, and allow inter-institution transferability of students. It also allows part-completion of an academic program in the institution of enrolment and part-completion in a specialized institution. The working students can have flexibility to complete the program over an extended period.

Operational Definition:

Attitude: Attitude is a positive, negative, or mixed reaction to a person, object, or idea, expressed at some level of intensity (e.g., Love, Like, Dislike, Detest). Attitude test assess an individual's feelings about an event, person, or object.

College Teacher: College Teacher means a Professor, a Lecturer or any other person belonging to a college appointed or recognized in accordance with the statutes for imparting instruction at a constituent college or any professional, technical or any other college affiliated to the University.

CCF: The Curriculum and Credit Framework is an academic structure designed to ensure flexibility, standardization and coherence in educational programs across various institutions.

Objective of the study:

To study the attitudes of college teachers towards curriculum and credit framework in West Bengal.

Research Questions:

Q1. To what extent do college teachers in West Bengal agree with the principles and implementation of the Curriculum and Credit Framework?

Q2. What are the major concerns and challenges faced by college teachers in implementing the Curriculum and Credit Framework in West Bengal?

Delimitation of the study:

The delimitations of the present study are as follows:

- The study will be delimited to the college teachers of Calcutta University only.
- The study will be confined to the district of Howrah, Hooghly, Kolkata.

Research Methodology:

Design: It is a cross-sectional empirical study based on descriptive survey research design.

Sample: In the present study researcher adopted purposive sampling technique used for collection of data. The sample comprised 200 undergraduate college teachers from 10 different degree colleges under CU.

Tool: Open Ended Questionnaire was used as the tool for the study. A pilot survey was undertaken to ensure that the questionnaires were as meaningful to the average respondent as they were to the researcher & to decide which questions were relevant for the purpose of the study.

Data Collection: In this study Survey method has been applied for data collection. Twelve (12) Open Ended Questionnaires has been used. Respondent answer the questions on their own words. The data was collected from 200 undergraduate college teachers from 10 different degree colleges under Calcutta University. The questions were prepared on the basis of the objectives of the study.

Findings of the Study:

The findings emerging from the present study are:-

- The CCF framework fosters learner autonomy by enabling them to pursue educational opportunities that align with their unique goals and passions.
- The evaluation system is designed to foster a well-rounded learning experience, emphasizing both academic rigor and the development of essential life skills through a diverse curriculum that encompasses core subjects and valuable soft skills training.
- This system allows students to select elective courses from various fields, both within and across disciplines, while maintaining a core curriculum.
- The flexibility in course offering empowers learners to discover and achieve their full potential.
- It priorities teaching methodologies that center around student-led activities like seminar presentation, project work etc.
- Internal assessments provide valuable opportunities for slow learners to demonstrate their understanding and progress.
- The CCF System has the potential to lessen exam related stress in students.
- A heavier workload will hinder a teacher's capacity to provide consistent and quality teaching.
- Learner fails to acquire mastery over concerned subject, as he learns many subjects.
- The emphasis on internal assessment and evaluation may contribute to a diminished sense of seriousness among students during examinations.
- The demands of creating assessments, administering exams, and evaluating student work often consume a significant portion of teachers' time, leaving limited opportunities for them to develop and implement innovation teaching strategies.
- The scarcity of resources, when combined with a wide range of courses, can result in an unequal allocation of teaching and learning materials across the curriculum.

Suggestions:

- Provide clear guidance and support for students to make informed choice about their learning pathways.
- Provide opportunities for students to explore their interests and passions through extracurricular activities and internships.

- Ongoing training and support for teachers are crucial to ensure the effective implementation of the CCF framework.
- Collect and analyze data on student learning outcomes to inform program improvements and resource allocation.
- Foster strong partnerships with parents, community members, and businesses to support student success.
- Utilize technology and innovative teaching methods to engage students and foster active learning.
- Offer stress management and well-being resources to students.

Conclusion:

The CCF system, with its emphasis on learner autonomy, holistic development, and reduced exam stress, offers several potential benefits for students. However, it also presents challenges for educators in terms of workload and ensuring subject mastery. A balanced approach that addresses these concerns, such as providing adequate teacher support and resources, and ensuring a clear focus on core subjects alongside electives, is crucial for the successful implementation of CCF. In essence, the CCF system holds promise, but its effectiveness hinges on careful planning, implementation, and ongoing evaluation to ensure it achieves its intended goals.

References:

1. Ahluwalia, P. K. (2013). Moving Towards Choice Based Credit System (CBCS) in UG and PG Programs: A Road Map. Himachal Pradesh University. Shimla. *IQAC*,13, 5- 12.
2. Biswas, S. (2018). Choice Based Credit System (CBCS)- An Analytical Study. *IJRAR*, 5(3), 2349-5138.
3. Chaudhary, C. (2012). Assessment of Adoption of Choice Based Credit System by Indian University. *IJOBMS*, 1(1), 2277-7547.
4. Das, S. S., Balasubramanian, P. & Chowdhury, A. R. (2018). Implementation of Choice Based Credit System (CBCS) in Discipline of Library and Information Science. *AJIST*, 8(2), 93-95.
5. Deuri, C. (2015). Attitude Towards Choice Based Credit System of Post Graduate Level Students in Higher Education: A Study on Gauhati University. *IJRSSC*, 1(2), 2395-4345.
6. Guang, T. & Hong, W. (2015). The Influence of Academic Credit System on Interpersonal Relationship in Chinese Colleges. *IJLTER*, 10(1), 59-72.
7. Singh, A., Patel, J., & Desai, R. (2013). Attitude of Student Teachers towards Continuous Comprehensive Evaluation With Reference to Gender, Caste and Habitat. *Educationia Confed*, 2(1), 65-80.
8. Yousaf, A., & Hashim, M. (2012). A Case Study of Annual and Semester Systems of Examination on Government College of Management Sciences, Peshawar, Pakistan. *International Journal of Academic Research in Business and Social Sciences*, 2(9), 53-73.