

CHALLENGES FACED BY POST GRADUATE STUDIES TEACHERS IN EFFECTIVE IMPLEMENTATION OF CREDIT BASED SEMESTER GRADING SYSTEM (CBSGS)

Dr. Sangeeta N.Pawar

Associate Professor in Commerce , Department of Commerce,
University of Mumbai.

Abstract :Higher education today, especially in the Indian context has assumed major importance. Although operating one of the largest systems of higher education in the world and despite the fact that India is a much favored destination for education especially among the developing countries, there are frequent concerns about the quality of education imparted and its overall impact on the country's nation building process. Particularly under attack is the resistance to bring about long term academic reforms in the system. Among the various lacunas in the system is the absence of a comprehensive national framework for facilitating mutual give and take of the academic programmes offered by the different higher education providers in the country. With 'twinning programmes' and 'joint degree' initiatives as well as 'study abroad' programmes gaining increased momentum in several parts of the globe, the importance given to 'mobility of learners' and the need for offering flexible curricular choices to them, it has now become necessary to take a serious re-look at the system and introduce reforms wherever possible. Globalizations, in every sphere of society have important implication on education. The Vision of 21st century is to transform education as per the need of the learner by making it more enjoyable and helping them in their personal growth. A Report of the National Advisory Committee appointed by the Ministry of Human Resource Development, Department of Education, Government of India has stated that: "Board examination, taken at the end of class X and XII, have remained rigid, bureaucratic and essentially un-educative." Incorporation of any educational system and changes should remove the barriers and education should focus more on the students i.e. from "need for learning to love for learning."

Keywords:Education, CBSGS, Teaching, Learning, Implementation.

INTRODUCTION

All the major higher education providers across the globe are operating a system of credits. The European Credit Transfer System (ECTS), the 'National Qualifications Framework' in Australia, the Pan-Canadian Protocol on the Transferability of University Credits, the Credit Accumulation and Transfer System (CATS) in the UK as well as the systems operating in the US, Japan, etc are examples of these. The UGC while outlining the several unique features of the Choice-Based Credit System (CBCS) has, in fact, given in a nutshell, the rationale for its introduction. Among the features highlighted by the UGC are: Enhanced learning opportunities, ability to match learners' scholastic needs and aspirations, inter-institution transferability of learners (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 learners to complete the programme over an extended period of time, standardization and comparability of educational programmes across the country, etc

Advantages of the Credit System

1. Represents a much-required shift in focus from teacher-centric to learner-centric education since the workload estimated is based on the investment of time in learning, not in teaching.
2. Helps to record course work and to document learner workload realistically since all activities are taken into account - not only the time learners spend in lectures or seminars but also the time they need for individual learning and the preparation of examinations etc.
3. Segments learning experience into calibrated units, which can be accumulated in order to gain an academic award.
4. Helps self-paced learning. Learners may undertake as many credits as they can cope with without having to repeat all the courses in a given semester if they fail in one or more courses. Alternatively, they can choose other courses and continue their studies.
5. Affords more flexibility to the learners allowing them to choose inter-disciplinary courses, change majors, programmes, etc.
6. Respects 'Learner Autonomy'. Allows learners to choose according to their own learning needs, interests and aptitudes.
7. Makes education more broad-based. One can take credits by combining unique combinations. For example, if a learner is studying music, he/she can also simultaneously take a course in Business Management.
8. 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.
9. Helps in working out twinning programmes.
10. Is beneficial for achieving more transparency and compatibility between different educational structures.

OBJECTIVE OF THE STUDY-

1. To compare the attitude of teachers from the old PG System and CBSGS System
2. To study the difficulties faced by teachers.

Research Methodology

Data Collection

Primary Data is the source for data collection. The research methodology used is Interview method to check the context, logic, scope and limitation of the study

Hypothesis

- H1: Trained and Experienced Teachers have positive attitude towards CBSGS System
H2: Teachers have practical difficulties in effective implementation and assessment of CBSGS System

Design of the Study

1. A descriptive survey method was adopted for the study.
2. The survey has been conducted at University of Mumbai
3. Sample consisted of 60 teachers of 06 Departments of University of Mumbai Interview and questionnaire to understand the attitude and perception of teachers were conducted, to know the inferences and difficulty level along with attitude of teachers towards CBSGS System.

The results and responses of teachers were collected and the basic common problems of teachers were interpreted in the findings.

Testing of Hypothesis

- H1: Trained and experienced Teachers have positive attitude towards CBSGS System is well accepted hypothesis and is proved correct

Table 1

Category	N	Mean	SD	t- value	Significance level (df=118)
Trained & Experienced Teachers	34	82.47	8.21		
				3.22	0.002
Untrained teachers	26	88.00	5.78		

Interpretation of Data

The calculated t-value is more than the t-table value at 5% level of significance but it is less than the table value at 0.1% level of significance and more than the table value at 0.2% level of significance. It is observed that the untrained teachers shows slight high positive attitude towards CBSGS System as compared to their counterparts.

Hence, the stated hypothesis no.1 that –Trained and experienced teachers will have positive attitude towards CBSGS System, is thus accepted at 0.1% level of significance.

Hypothesis 2 – Teachers have practical difficulties in effective implementation and assessment of CBSGS System

The responses of teachers through interviews were as follows

1. CBSGS and grading system is good but it needs qualified and trained teachers with positive outlook.
2. CBSGS is a good method of teaching - learning process if it is properly implemented and adopted. Teachers need to get trained in it.
3. CBSGS system may not be successful until the teachers implement it effectively in their curriculum and prepare yearly plan of teaching and learning.
4. Examination, Evaluation and Project work takes away quality time of teachers and the teachers are occupied with examination work throughout the year.
5. Teachers respond to the 100 marks yearly pattern of Post Graduate studies as more effective and genuinely acceptable
6. The teachers believe that due to continuous teaching and examination process-quality teaching is suffering and quality of assessment is also becoming poor
7. The Internal assessment system through project work is also not authentic work from students as most students cut paste and copy the information through internet.

Table 2

Construct	Concepts
Job Competence	Knowledge
	Skills
	Attitude
Mental Ability	Memory
	Analytical Ability
	Logical Power
Language Skills	Vocabulary
	Syntax Spelling

Factor Analysis Scales are developed for various unobservable characteristics or constructs such

as attitudes, aptitude, image, personality etc. Physical characteristics are measurable however there are certain abstract characteristics like attitude, perception, intelligence, honesty, happiness, motivation, satisfaction, achievements etc which are very difficult to measure. The teachers attitude, perception are extremely important because the future of the students, the effective implantation of the CBSGS system is in their hands.

Findings

The result shows difference in attitude of trained, experienced and untrained teachers. It also shows that however highly qualified the teachers is it does not have any impact on the attitude of teachers. All that is required to fuel the teachers towards efficiency and better performance is continuous motivation, friendly, pressure free environment and innovativeness in syllabus, curriculum and not in the course structure and design. Few teachers have appreciated the scheme but suggested to give frequent, systematic and comprehensive training to the teachers. As University of Mumbai introduced the CBSGS system –there was hardly any time to orient, train the teachers and make them familiar to use various tools and techniques in teaching and learning process.

Suggestions and conclusions

Teacher, student ratio must not exceed 1:30, which will be ideal for effective implementation of CBSGS System. Flexibility in time-table must be adopted so that teachers have time to upgrade their academic skills and grades for CAS promotions and contribute through academic associations, deliberate in conferences, Publish write ups etc. For healthy academic environment sufficient Infrastructure must be provided. Examination work and Evaluation procedure has to be intensified and strengthened. Teachers' readiness and awareness about CBSGS and professional efficiency is essential. The educational administration and government is also equally important will designing courses and degree programmes keeping in mind the difficulties faced by teachers in the effective implementation of such programmes. Further a positive attitude and clear perception towards any ill handled work can help an individual to limit and restrict atleast few mental burden and a systematic planning can also solve major time management issues.

REFERENCES

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