

Workshop on “Semesterization And Choice Based Credit System (CBCS) In Higher Learning Institutions: In Quest Of Quality Education”,

ORGANISED BY IQAC, DIBRUGARH UNIVERSITY,

Held on 7th and 8th February, 2014.

OBJECTIVES AND THEME OF THE WORKSHOP

CBCS in PG classes of Dibrugarh University has been in place since the year 2009. The University introduced the semester system in UG classes of its affiliating colleges from the year 2011. It is time we took stock of CBCS in our University and Semester system in Affiliating Colleges. The system needs an improvement and our University wants to address the issues, problems and lacunae that are involved in the CBCS and Semester system. Improving a process requires first acknowledging that there is a room for improvement. What other reforms/measures are to be bundled with CBCS and Semester system in order to usher in new paradigm that transforms higher education along the axis of quality with relevance, are paramount and imperative for the efficacy of CBCS and Semester system.

Keeping the above in view, the IQAC, Dibrugarh University organized a NAAC Sponsored workshop on the topic “Semesterization and Choice Based Credit System (CBCS) in Higher Learning Institutions: In quest of Quality Education”. The workshop/symposium was intended as a forum for establishing interface with the academic leaders of higher education and to resolve and address the issues of CBCS and Semester system. Participants – academicians, teachers, researches and Principals shared their insights/views for the CBCS, Semesterization and other reforms needed to be adopted into higher learning institutions.

The workshop aimed at deliberating on the following themes:

- Quality Education : The most addressed – for- challenge
- Role of IQAC in attaining Quality Education
- CBCS : Is it a Game Changer in Quality Education ?
- Semester System: Is it a panacea in quality Education ?
- Issues and problems of CBCS and Semester System.
- Inadequacies of CBCS and Semester system.
- Modes of pedagogy in CBCS and Semester system.
- Measures relating to systemic correction of CBCS and Semester System.
- Multi-disciplinary curriculum in CBCS.
- Making CBCS Venturesome.
- Inquiry-specific courses in CBCS and Semester System.
- Problems-based courses in CBCS and Semester System.
- Students’ feedback in quality education.

Most of the themes mentioned above were discussed and discoursed in the workshop.

PROGRAMME/SPECIFICS OF THE WORKSHOP

The workshop was divided into three parts – (a) Plenary sessions followed by paper presentations and questioning hours. (b) Panel discussion, discourse and questioning and interaction hours, (c) Road-map of the workshop followed by valedictory session.

Plenary Sessions : There held three plenary sessions with plenary speeches on –

- (i) **CBCS AND THE LARGER CONTEXT,**
- (ii) **MODES OF PEDAGOGY IN TERTIARY LEVEL,**
- (iii) **MEASURES RELATING TO SYSTEM CORRECTION IN CBCS,** followed by questioning and interaction and presentation of papers.

Panel discussion : There held a panel discussion with 8 (eight) panelists from among Senior University Faculty members and Principals of two Colleges under Dibrugarh University.

Theme of the panel discussion was:

“Reflection on experiences of CB CS and Semester System in Dibrugarh University.”

SUMMARY OF THE PROCEEDINGS

(NAAC SPONSORED WORKSHOP HELD AT DIBRUGARH UNIVERSITY.)

A two-day workshop titled “**Semesterization And Choice Based Credit System (CBCS) In Higher Learning Institutions : In Quest Of Quality Education**” was organized by the IQAC, Dibrugarh University on 7th and 8th February, 2014. The workshop was attended by 68 participants from various colleges. The workshop was organized in various thematic sessions in dealing with specific theme, which were as follows :

- (A) Plenary sessions: (i) CBCS and the Larger Context, (ii) Modes of Pedagogy in Tertiary Level, (iii) Measures relating to systemic corrections in CBCS, and (iv) Presentation of papers.
- (B) Panel discussion: (i) Reflection on experiences of CBCS and Semester system in Dibrugarh University (D.U.).

The workshop started with the welcome address by the Director IQAC, Prof. A.K. Buragohain, Vice-Chancellor, D.U., inaugurated the workshop followed by his keynote address. Prof. Buragohain stressed on enhancing adaptability, creativity and quality in higher education in order to create human resources. He also emphasized that India's demographic dividend could be possible only by imparting quality education to the huge cohort of the youth of India. Prof. Utpal Sarmah, Computer Science Department, Tezpur University delivered the first plenary speech on “CBCS and the Larger Context” wherein he stated the dividends and pitfalls of the CBCS and provided suggestions to resolve the pitfalls, followed by interaction and questioning sessions. A panel discussion on “Reflection on experiences of CBCS and Semester system in Dibrugarh University (D.U.)”, followed by, among others, took place. Eight Panelists took part in the discussion and discoursed various issues relating to CBCS in PG classes and Semester System in Colleges.

Day-2 began with plenary session followed by a questioning/interaction session. Prof. M. Hazarika, Dept. of Education, D.U. delivered the speech on "Modes of Pedagogy in Tertiary Level". He stated that the need of the hour is to renovate old ones and innovate new methods of teaching – learning process. Prof. Jogen Kalita, Gauhati University, delivered plenary speech on "Measures relating to systemic corrections in CBCS", followed by interaction session. He discoursed on the corrective measures that are to be taken to address and resolve the systemic and inbuilt bottlenecks of the CBCS and Semester System. The workshop ended with the Roadmap session chaired by Prof. J.G. Handique and valedictory function.

RECOMMENDATION(S) / SUGGESTION(S) / ACTION POINT(S)

A good few recommendations that emerged from the workshop go as follows :

- (i) The evaluation (continuous and comprehensive) mechanism of the students needs to be reviewed and developed.
- (ii) Curriculum development should be a continuous process. Stress would be given on Inquiry-oriented syllabi blended with skill-based and vocation electives. Interdisciplinary elective be provided to make CBCS effective.
- (iii) Need to innovate methods of teaching-learning process and to renovate the old ones.
Speakers and participants opined that there is a mismatch between subject and pedagogy. Subjects specific pedagogy demands scientific base.
- (iv) To develop appropriate measurement techniques to determine the credential of the credits prevalent in the current CBCS as well as sharing and transfer of credits between various departments and Universities. It is felt that "Inter-University and inter-department credit transfer/sharing" for greater effectiveness of CBCS.
- (v) A common academic calendar for State Universities has to be made in order to sharing and transferring credits among Universities.
- (vi) Integration of schools, colleges and Universities is a must to reap the benefit of quality education.
- (vii) Formulating a course by adopting a course file containing timetable, syllabus, synopsis, assignments, learning objective and their outcomes.
- (viii) Students be encouraged and assessed by assigning various tasks such as critically analyzing a given topic, book reviewing and project writing, etc.
- (ix) To review the concept and mechanism of examination zones under semester system and spot evaluation of exam scripts in the University be made mandatory.
- (x) Examination system in CBCS be fully computerized.
- (xi) School system in University be introduced.
- (xii) CBCS be reviewed in totality, not in isolation.

- (xiii) Writing of textbooks that are in sync with the imperatives and needs of the semester system is a must. And inventory needs to be created.
- (xiv) Academic Audit and SWOT analysis have to be made mandatory in order to promote and strengthen quality in higher education.
- (xv) Initiatives for teacher training be taken.
- (xvi) To initiate steps for training programmes/ workshops for question paper setters.
- (xvii) Provisos for external component for CBCS, especially in question paper setting and evaluation be made.
- (xviii) Students feedback and faculty evaluation be made compulsory in Colleges and Universities.
- (xix) Establish a system to monitor the activities, functions and achievements of the institution in continuous manner (IQAC to be empowered).
- (xx) Student-teacher ration be managed to make continuous evaluation (Home assignments, group activities, seminars, projects, in and end semester exams) effective and meaningful.
- (xxi) Speakers and participants felt that there is a need to bridge the communication gap between the Universities and the Governments for better functioning of the education system.

Follow-up actions, the institution proposes to undertake:

Dibrugarh University initiated the following programmes after the august NAAC came into exist.

- i) Skill-based and vocational courses has been introduced in Under-graduate courses in Affiliated Colleges of Dibrugarh University.
- ii) SWOT analysis and Academic-Audit have been carried out in Dibrugarh University.
- iii) "Student feedback and faculty evaluation" is being regularly carried out in Dibrugarh University.
- iv) IQAC was established in 2002 and since than it has been monitoring the activities, function and achievements of Dibrugarh University in continuous manner.
- v) A timely curriculum development is a regular feature in Dibrugarh University.

After the workshop is over, IQAC, Dibrugarh University submitted to the University authorities the set of the above recommendations made in the workshop concluded on 7th and 8th February, 2014, for its likely implementation.


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