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Attitude of students: Towards Four Year Undergraduate programme (FYUGP) with special reference to katigorah constituency of cachar district, Assam

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Abstract

The main aim of the present investigation was to examine the extend of attitude of college students towards FYUGP curriculum under Assam University Silchar, mainly concerning the nature of course, academic activities and teaching learning process. The sample of the study consist of both Art's stream and science stream by using random sampling techniques. It was a self structured attitude scale was employed for the purpose of the study. It was observed from the study that majority of the learners have moderate or average level of attitude towards FYUGP curriculum. However, a significant difference in attitude was observed between the Arts and science students with regards to nature of course, academic work as well as teaching learning environment.

Keywords: Attitude, undergraduate level, curriculum, teaching learning process.

Introduction:

In order to reorient the Indian higher education system, the four-year undergraduate program is a flexible, multidisciplinary degree structure introduced by the University grants commission under the National education policy (NEP) 2020 to give students multiple learning, entry and exit options. Accordingly, UGC finalized framework for FYUGP that will be implemented in all higher education institutions from the year 2023-24. FYUGP was also implemented in Assam from that year. It is a student centric approach which offers the students diversity of courses to choose from and the autonomy to decide on the place, pace and the time of learning. It analysis on new discoveries and development in curriculum, teaching learning process, examination and evaluation system. The four-year undergraduate program is an initiative of the University grants commission which promotes and ensures educational liberalisation of the existing conventional higher education system. This program provides holistic and multidisciplinary education. The main idea behind this program is to focus on the all-round development and choice of the students. The primary aim of this system is to transferred the curriculum keeping pace with the liberation and globalisation in education. It provides specific opportunities to the students such as freedom of mobility across various higher educational institutions spread across the country along with the facility of multiple entry and multiple exit and transfer of credits though academic

Bank of credit. It emphasizes on students centric multidisciplinary and holistic approach in higher education.

It has been decided by the government of India to implement the Academic Bank of credit coupled with FYUGP to ensure quality, flexibility and lifelong learning opportunities to the students of the twenty first century. After all, it may be considered as the most remarkable alternative and reformative system of the conventional undergraduate students in the country.

In order to ensure quality education to the learners and to fulfil the needs of the hour, Assam University Silchar has been revising its curriculum and syllabi from time to time. It has introduced a new curriculum at the undergraduate level with effect from the academic year 2023-24 which is based on FYUGP as per NEP 2020. In order to keep the uniformity with the National level after due deliberation decided to develop its curriculum and syllabi on the basis of NEP 2020 guidelines.

At undergraduate level, the courses are categorised by the Assam University as - i. Major and Minor course ii. Skill Enhancement and Ability Enhancement course, and iii. Value Added course iv. Interdisciplinary course.

i) Major and Minor course: This course is to be compulsory studied as main discipline and allied discipline by the students of FYUGP.

ii) Skill and Ability Enhancement course: This course is to be chosen by the students from a pool of such courses on offer and is of three types such as -a) skill Enhancement course (SEC) b) Ability Enhancement course (AEC), and c) Internship

iii) Value added course: This course is of five types– a) Introduction to National Credit Crop (NCC). b) Introduction to National Service scheme (NSS). c) Health and Wellness, Yoga and sports/Fitness. d) Understanding India. e) Environmental Studies/ Education.

iv) Inter- disciplinary course: IDC is a mandatory 3- credit course chosen from shared pool across stream like social science, humanities etc. and is required in the first three semesters of the four-year undergraduate program.

Objective of the study:

1. To find out attitude of students towards FYUGP curriculum
2. To conduct UG programs – Four Year UG degree (Honours) and Four Year UG degree (Honours with Research) in various field of study.
3. To nurture avenue for developing holistic individual through an identified set of skills and values.
4. To provide a student centric, flexible, choice-based credit framework with multiple entry and exit options. So, that students can be facilitated to pursue the trial of career chosen by themselves as per their need

Hypotheses of the study:

In order to achieve the above objectives, the following hypothesis have been formulated –

i. There is no significance difference between the attitude of Arts and science students towards FYUGP curriculum with respect to academic work.

ii. There is no significance difference between the attitude of Arts and science students towards FYUGP curriculum with respect to nature of course and with respect to nature teaching learning environment.

Methodology:

The research follows a qualitative study. Both primary and secondary data has been considered in this study. Keeping in view of the objectives of the study, the descriptive survey method has been applied. For conducting the study, the investigator had selected the students from both Art's and science stream. The study is mainly based on observation and opinion of the students at undergraduate level. The investigator collects necessary data both from primary and secondary sources.

Significance of the study

The significance of the study is that it helps us to change the existence of traditional or conventional system in teaching learning process. This system aims to strengthen the academic potential of student's choice by providing a choice of courses offered beyond the framework of the respective discipline of the study. The new curriculum framework will have the opportunity to move from one discipline of study to another as well as one institution from another. Another significance is that it facilitating multiple entry and exit options with UG certificate and diploma. The study also finds its significance on the fact that today's students will build the nation of tomorrow. Hence, every institution must facilitate the students to choose their discipline according to their interest. The student is provided abundant opportunities during the program of study to accumulated credit by opting Major course Minor course etc.

Review of literature:

There are number of research articles have been published. A glimpse of some of the literature consulted for the study is described below:

1. Das, B.& Nath, R. (2024) studied "Attitude of undergraduate students towards NEP 2020 with special reference to Barak– Valley, Assam''. The study showed that students have moderate level of favourable attitude towards FYUGP.
2. NADIM, MD& and Ruhullah BAIG, Dr. Mirza (2025) attitude towards 4-year undergraduate program of students of the college under NEP 2020.This study find that this successful implementation of the FYUGP needs to be sustained by ongoing awareness, programs etc.
3. Patel, A, Desai, K., & Shah, M. (2023) challenging in implementation of four year undergraduate program in higher educational institutions of Gujarat. International of research in education 11(2). 78- 85.

From the above research article, it is shown that a very few studies have been conducted in Assam and almost no study is available in rural colleges. And almost no study has compared Arts and Science students attitude towers all three dimensions of FYUGP. Therefore, the present study is an attempt to fill this gap.

About the study area:

Katigorah is a revenues circle of Cachar district in Assam State, India. It is located 26 km towards west from District Head quarter Silchar. This place is in the border of the cachar district and Karimganj district. The reconstituted constituency now includes Badarpur Town and several other rural areas of cachar district. Its demographic nature is almost rural based.

The population is largely heterogeneous. Majority of the people are belonging to Bengali community. Of course, people of Manipuri, Dimasa, Tea – Tribe and other communities are also inhibited under this area. Bengali is the major local language here (Sylheti). Under this area, people speak Manipuri, Bishnupriya, Hindi language also. Satya Ranjan College in Kalain is the primary and oldest establishment higher – education degree college in the katigorah legislative assembly. Now katigorah Anchalik degree college and govt. Model college, Borkhola also include under katigorah. Literary percentage is seemed to be satisfactory under the study area. The following table shows the demographic nature of the area selected for the study:

Area Details:

Total area: Approx. 787.2km2
Rural vs Urban area: over 95%of the region is rural
Population: Total population (2011 census) recorder around 256.650 up to 291.875 depending on exact block boundaries.
Rural population: -95.38% of the total
Urban population: -4.62% of the total.

Table-1 Demographic nature of katigorah area:

Total area	737.2km2
Total population, (acc.to 2011census)	2,91,875
Official language	Bengali
Sex ratio	9.43:1000
Average literacy rate (acc.to 2011 census)	66.06, % (where male literacy is 70.23% and female literacy is 61.64%)

Source: website cachar.nic in/ census 2011.co.in

Justification of the study:

The students of today are the Nation builders of Tomorrow. So, the Future progress of a nation is significantly determined by its educational system starting from the primary to the higher education. Hence, it becomes essential to design the educational framework of a nation in accordance with the changing socio-economic requirement of the present society. The system of education has to be revised from time to time in order to meet the needs, expectations and aspirations of the learners. Every student should be well adjusted and equally benefited by the education system prevailing in their country. It is true that higher educated people play a crucial role in determining future of the nation. The educated people are able to provide effective leadership in various spheres of society and can change the attitude of the common people. Educational system is closely related with the socio-economic status of the people. When the common people are advanced it means that our whole society will advance. It goes without saying that the organisation structure of the education system has a profound impact on the youth. The younger generation is maker of our nation's destiny; it is the responsibility of every citizen of the society to critically examine various dimensions of our education system that weather it is suitable to our society or our students or not.

FYUGP is the new education system for undergraduate level students. The nature of course, curriculum, academic work, evaluation system are quite different from the earlier conventional system. We are hopeful that the NEP 2020 will be able to fulfil the needs, hopes

of the new generation of our society. Hence, it is necessary to examine how far the new system affects the student's community and what is the attitude of students towards it. Many researchers have already carried out different studies on NEP. But no any remarkable study related to FYUGP has been conducted for the college affiliated to Assam University Silchar under cachar district particularly katigorah area. Therefore, I think this study has been made on the attitude of students towards FYUGP curriculum with special reference to this rural area.

Analysis and interpretation:

One self structured attitude scale namely Attitude scale towards FYUGP curriculum was used for this study. This standardized tool consists of a total 150 students of the two-degree college, 100 were selected from Arts stream and the rest were from science stream. This standardized tool covering three dimensions of FYUGP curriculum i,e. Nature of course, Academic work and Teaching learning environment.

For the study necessary data were collected by administering the research tool to the selected sample. Keeping view on mind with the objectives and hypothesis of the study, the date was systematically organised and appropriate techniques were used for proper interpretation.

Level of attitude of students towards FYUGP curriculum:

To interpret the attitude of students towards FYUGP curriculum, the raw scores obtained from the sample were adopted for classification –

Table -2

Sl. no	Level of attitude	Percentage of students
1	Very highly favourable	1.71%
2	Highly favourable	3.75%
3	Above average	15.36%
4	Average/moderate	37.20%
5	Below average	20.82%
6	Highly unfavourable	13.31%
7	Very highly unfavourable	7.85%

Interpretation:

The table shows that 1.71% students have very highly favourable, 3.75% highly favourable, 15.36% above average, 37.20% average/moderate, 20.82% below average, 13.31% highly unfavourable, and 7.85% very highly unfavourable attitude towards FYUGP curriculum. It is observed that 37.20% students have average/ moderate level of attitude which is estimated to be the highest percentage as compared to the other level.

Comparison of Attitude of Arts and Science students with respect to nature of course:

The four-year undergraduate program curriculum under the NEP fundamentally bridges the traditional divide between stream. In fact, the institutionalised nature of course triggers distinct attitude from Arts and Science students due to variation of teaching style, evaluation and cognitive demands. In nature of the course, deep subjective analysis heavy theoretical reading and research project done. Arts students attitude highly favourable appreciated for open expression and narrative building. On the other hand, science students attitude viewed with intense focus driven by concrete rule structures, definite equations and theoretical consistency. This study shows that science students' attitude towards rigid learning and

structured class room sitting covertly art students display a more favourable attitude towards fluid interpretation. However to compare attitude of Arts and Science students towards FYUGP curriculum with respect to nature of course, there is no significant difference in between both the streams towards FYUGP curriculum.

Comparison of Attitude towards Arts and Science students with respect to academic work:

FYUGP curriculum tried to break the traditional boundaries in between science and arts stream. However, some differences remain in respect of academic workload. In science stream a massive portion of their academic work is tied to laboratory work and practicums. So, according to the FYUGP guidelines, 1 credit of lab/ field work required 2 hours of contact time peer weak. In Arts stream their work relies basically on lecture, tutorials and seminar courses. So, their 1 credit equal 1 hours of lectures/ tutorial per week. However, to compare attitude of Arts and science students towards FYUGP curriculum with respect to academic work, there is no significancent different shown. The FYUGP forces students to cross over into other stream through multidisciplinary course during the first three semesters. For example Science students should have to take introductory courses in social science or humanities. On the other hand Arts students have to pick basic courses in natural sciences. So, there is no significant difference has been seen in both streams.

Comparison of Attitude of Arts and Science students with respect to teaching learning environment:

To compare attitude of Arts and Science students towards FYUGP curriculum, it is observed that there is difference in between the two streams. Arts classes are taken by lecture – based discussion, textual analysis and seminars module. Their main focus in teaching learning is to focus on shifting towards flipped classroom and narrative pedagogies. Where as science teaching learning mainly focus on heavily reliant laboratory experiments, technical demonstrations and structured practical work. However, we have seen that in FYUGP framework both Arts and Science students' step outside their comfort zone for first three semesters. They introduced holistic studies and natural sciences or digital education at a time. Another similarity we have found that in both stream there is a continuous internal evaluation system is present in Arts and Science stream. In case of internship both stream of student's step into professional ecosystem through the internship portals. Hence, if there were some differences in teaching learning process, there is huge similarities also present in attitude towards teaching learning environment.

Major finding of the study:

The following major findings have been found from the present study–

(i) The majority of the students i,e 37% exhibit a moderate /average level of attitude towards FYUGP curriculum.

(ii) A significant difference is observed in between the attitude of Arts and Science stream students towards FYUGP curriculum in relation to the nature of course. The science students were found to have higher level of attitude than the Arts students

(iii) There is a significant difference between attitude of Arts and Science students towards FYUGP curriculum with respect to teaching learning environment.

Conclusion:

From the above study, it can be inferred that the students have a moderate level of attitude towards FYUGP curriculum under Assam University. The result shows that there is a significant difference between the Arts and Science students in respect of nature of course, nature of academic work as well as teaching learning environment. The study also reveals that student's attitude towards four-year undergraduate program in various categories of demographic and academic. It is shown that the science students have more significant in respect of nature of courses whereas Arts students have more significant in respect of academic work.

In overall, the result indicates that the four-year undergraduate program can be successful in achieving programme objectives if it is implemented efficiently and provided with sufficient infrastructure, academic guidance and awareness programme are conducted to the students continuously. It is hoped that the present study will be helpful for further investigation in respect of different aspects of FYUGP curriculum for the college.

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