



## Attitude Of Under- Graduate Students Towards Choice Based Credit System (Cbcs) In Relation To Their Academic Achievements- A Case Study.

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### Abstract:

The present study attempts to find out the attitudinal differences of under graduate students about different aspects of Choice Based Credit System (CBCS). Choice based credit system is essential for higher education as this system increases the seriousness among the students, as they prefer to learn the subjects of their choice. This study is a survey based investigation and conducted in two randomly selected colleges of Purba Medinipur district of West Bengal. 200 students in under graduate level have been selected from Haldia Government College and by using purposive sampling technique. For collecting data an attitude scale has been developed by the researcher and used. To find out the significance of difference between various groups chi-square test has applied for analysis and interpretation of data. Finally the outcomes derived from analysis have been tallied with set expectations.

**Keywords:** Attitude, Choice Based Credit System (CBCS), Under Graduate Students, Purposive sampling.

### INTRODUCTION

Ever since its inception The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. UGC observed in 2014 that in spite of large number of public as well private funded educational institutions engaged in imparting education in our country, the present education system produces young minds lacking knowledge, confidence, values and skills. It could be because of complete lack of relationship between education, employment and skill development in conventional education system (UGC, 2009). The present alarming situation necessitates transformation and/or redesigning of education system, not only by introducing innovations but developing “learner-centric approach in the entire education delivery mechanism and globally followed evaluation system as well. Majority of them have entered recently into semester system to match with international educational pattern (UGC, 2014).

The University Grants Commission (UGC) has initiated various steps to involvement with innovation and improvement in course – curricula, introduction of paradigm shift in learning and teaching pedagogy, examination and education system. With this also allow the flexibility in education system, so that students depending upon their interest and aims can choose interdisciplinary, intra-disciplinary and skill based course, Choice Based Credit system (CBCS). This system offers opportunities and avenues to learn core subject but also explore additional avenues of learning beyond the core subjects for holistic development.

The University Grants Commission (UGC) introduces Choice Based Credit System (CBCS) in Indian Higher Education system to reduce burden on the students and help student to gain knowledge and skill with their self-interest. Students are the main pillar of child-centric education system. So, they are playing an important role to adopt the changing education system. The present study investigates to find out attitude towards choice based credit system (CBCS) of under-Graduate students in relation to their academic achievements.

### STATEMENT OF THE PROBLEM

The study attempts to measure the attitude of U.G students of Haldia Government College, Purba Medinipur, West Bengal towards CBCS and tries to find out the relationship between attitude towards CBCS and academic achievement of UG students of the college.

### RATIONALE

As per instructions of the University Grants Commission (UGC), the Choice Based Credit System (CBCS) has been introduced for the undergraduate level students of almost all the colleges and universities in the country. Similarly, this system has been introduced in all the affiliated colleges of West Bengal. In this regard, Vidyasagar University has set a precedent by introducing the CBCS system in Science streams in all of its affiliated colleges (undergraduate level) in 2017 and in Arts and Humanities in 2018. Therefore, the present study has tried to elucidate the attitude of the undergraduate students of the colleges affiliated to this university towards CBCS system /method.

## LITERATURE REVIEW

**Aithal & Suresh Kumar(2016)** conducted a study 'Analysis Of Choice Based Credit System In Higher Education' where, they have attempted to make a comparative analysis of "Choice Based Credit System" using SWOC analysis and ABCD analysis. CBCS aims to redefine the curriculum keeping pace with the liberalization and globalization in education. The two models of higher education which are going to be relevant in future days are (1) Conventional classroom-based education model and (2) Technology supported online ubiquitous education model. CBCS allows students an easy mode of mobility to various educational institutions spread across the world along with the facility of transfer of credits earned by students.

**Champak Deuri (2016)** conducted a study of 'Attitude towards Choice Based Credit System of Post Graduate Level Students in Higher Education: a Study on Gauhati University'. Objective of the study is an attempt to know the level of attitude of PG level Arts and Science students towards CBCS. The academic reform necessarily includes changes in admission procedures in various courses, modification in assessment and examination methods, switch over from annual to semester system, acceptance of grade and credit system, CBCS, teachers' assessment, and other related reforms. In Gauhati University the CBCS has been started in its PG level courses across the discipline since 2009. The students as well as the teachers community has different perception and attitude regarding this new form of curriculum as well as examination system.

**Nil Ratan Roy, Umme Khadiza Khanam & Tribeni Dev(2013)** conducted a study Attitude towards Choice Based Credit System of PG Level Students in Higher Education: A Study on Assam University. Objective of the study is an attempt to know the level of attitude of PG level Arts and Science students towards CBCS. Methodology The study is conducted with a small number of samples i.e. 56 in Assam University only. The academic reform necessarily includes changes in admission procedures in various courses, modification in assessment and examination methods, switch over from annual to semester system, acceptance of grade and credit system, CBCS, teachers' assessment, and other related reforms. Findings The study reveals that Science background students and Boys students are having higher level positive attitudes towards CBCS in comparison to Arts and Girls students.

**Chahal D. & Muneeb Manan(2017)** conducted a study Attitude towards Choice Based Credit System of PG Level Students in Higher Education. Objectives of the study were to know the attitude of PG level students towards CBCS in higher education. The study was undertaken by taking 120 of PG level students and purposive sampling was used. Data collected through questionnaire and percentage analysis techniques were used. The result indicates that work load is not the problem among the students. More involvement carves the ability of students which tends towards perfection as practice makes a man perfects. Even very dull students when kept engaged may be able to get mastery over the subject or skill if learning theories are kept in to consideration.

**Shahid Majeed Bhat(2017)**, The basic motive is to expand academic quality in all aspects, right from the curriculum to the learning teaching process to examination and evaluation systems. The implementation of the choice based credit system seems to be a good system in assessing the overall performance of a student in a universal way of a single grading system.

**Suman Kumari Katoch (2017)**, study observed that under graduate students are provided with such an academically rich, flexible learning system blended with plentiful provision for skill- practice that he/she could learn in-depth, could transform him/herself to be creative, penetrative and applicative and finally he/she could become potential enough to excel in any career he/she chooses.

**Dr. Dinesh Chahal, Mirza Muneeb Manna (2017)**, It should ensure a flexible and wide choice to meet the interest of the students. Student should be able to opt for subject from other university. Inter-university migration should also be made acceptable in every states of India.

## RESEARCH QUESTIONS :

After going through the various research reviews the researcher has come across the following research questions:

- ❖ What is the attitude of under-Graduate students of the college towards CBCS?
- ❖ What are the relation between attitude towards CBCS and academic achievement of under-Graduate students of the institute?
- ❖ Does the attitude of undergraduate level students differ with regards to the CBCS in relation to sex and streams?

## OBJECTIVES OF THE STUDY

- i) To compare the attitude between boys and girls students towards CBCS.
- ii) To correlated attitude towards CBCS and academic achievement of girl and boy students.

**HYPOTHESIS**

- H01:** There is no significant difference between the attitude of boys and girls of under-graduate students towards CBCS.
- H02:** There is no significant difference exists between urban and rural students towards to CBCS in UG level.
- H03:** There is no significant difference exist between arts and science students towards CBCS in UG level.
- H04:** There is no significant difference exist between Honours and GE courses students towards CBCS in UG level.
- H05:** There is no significant correlation between the attitude towards CBCS and academic achievement of girls students.
- H05:** There is no significant correlation between the attitude towards CBCS and academic achievement of boys students.

**METHODOLOGY**

This research used a descriptive survey research design. This approach sought to collect data without manipulating the variables or the respondents in an attempt to find out the attitude of attitude of undergraduate students towards choice based credit system.

**Population:** In this study the Undergraduate students studying in Haldia Government College of Vidyasagar University, Purba Medinipur, is considered as the population for the study.

**Sample:** The present investigation aims to study the attitude of graduate students towards choice based credit system. For this purpose a total sample of 200 were selected on the basis of purposive sampling method. Then the researcher randomly selected 200 students.

**Tools used:** To collect the desired data for the study Likert 5 point scale has been used. With the help of this scale a questionnaire has been framed.

**Scoring Key:** The responses to the items have been categorized as strongly Agree (SA), Agree (A), Undecided (U) and Strongly Disagree (SD).The individual statements were either positive or negative. To score the scale the alternative responses are credited 5,4,3,2 and 1 respectively from the positive to negative end and 1, 2,3,4,5 respectively from the negative to the positive end.

**Reliability and Validity of the Tool:** A tests in reliable to extent that it measures accurately and consistently, from one time to another. In other works reliability of a test or scale, if it consistently yields the same result when repeated measurements are taken of the same subjects under the some condition. The reliability of the test, as of any measuring instrument, depends upon the consistency with which it judges, to whom it has been administered. The present research in computing reliability of the opinionnaire adopted the Test-Retest method.

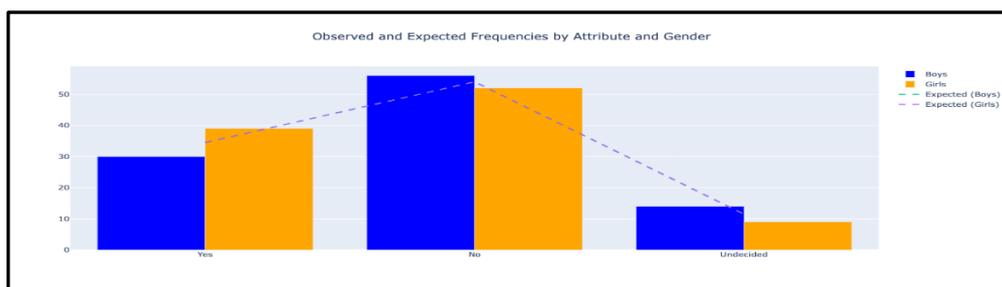
**Administration of Test-Retest:** In the test-retest method, the same test was applied in Haldia Government College, Purba Medinipur. The tool was re-examined upon about 25% of the total sample that is 50 students. To reduce memory effect, the retest was taken 15 days after the first administration of the original opinionnaires. The environmental conditions were kept similar as much as possible in each occasion. The hour of the day chosen for administration and re-administration of the test were the same on both the occasion.

**ANALYSIS AND INTERPRETATION:**

**H01:** There is no significant difference between the attitude of total boys and total girls of undergraduate students towards CBCS.

**Table .1:** The Attitude between Boys and Girls students towards CBCS.

Attributes	Boys			Girls			Total	%	df	$\chi^2$
	Observed Frequency(fo)	Expected Frequency(fe)	Individual $\chi^2$	Observed Frequency(fo)	Expected Frequency(fe)	Individual $\chi^2$				
Yes	29	33.50	0.59	39	34.50	0.59	69	34.50	2	2.589*
No	57	54.50	0.07	52	54.00	0.07	108	54.00		
Undecided	14	11.50	0.54	9	11.50	0.54	23	11.50		
Total	100			100			200	100		



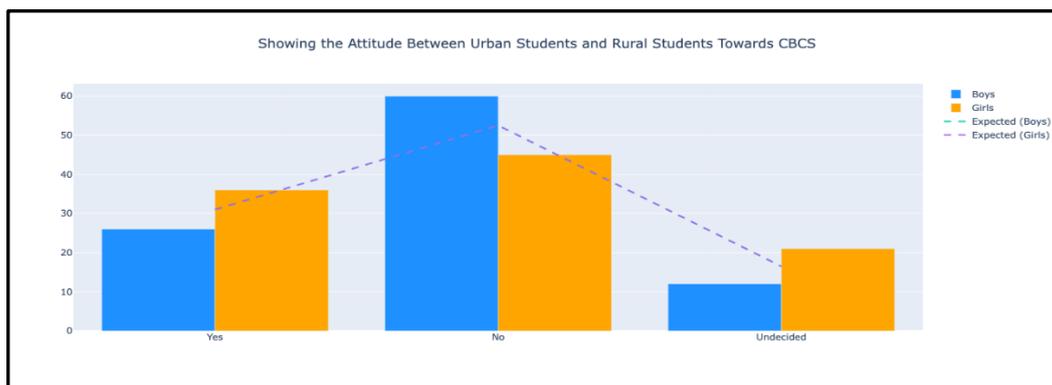
**Fig No.-1:** Showing difference attitude of boys and girls students towards CBCS.

In table 1, it is found that the level of attitudes CBCS of boys and girls students towards CBCS has no difference. It shows that the calculated chi-square value is 2.60 which is less than the table value (5.99) at 0.05 levels with df 2. It reveals that there exists no significant difference between the attitude of boys and girls students towards CBCS. Hence, the H01 stands accepted.

**H02: There is no significant difference exists between urban and rural students towards to CBCS in UG level.**

**Table .2:** The Attitude Between urban students and rural students towards CBCS.

Attributes	Boys			Girls			Total	%	df	$\chi^2$
	Observed Frequency(fo)	Expected Frequency(fe)	Individual $\chi^2$	Observed Frequency(fo)	Expected Frequency(fe)	Individual $\chi^2$				
Yes	27	31.00	0.81	36	31.00	0.81	62	31.00	2	6.12*
No	59	52.50	1.07	45	52.50	1.07	105	52.50		
Undecided	12	16.50	1.23	21	16.50	1.23	33	16.50		
Total	100						200			



**Fig No:2**

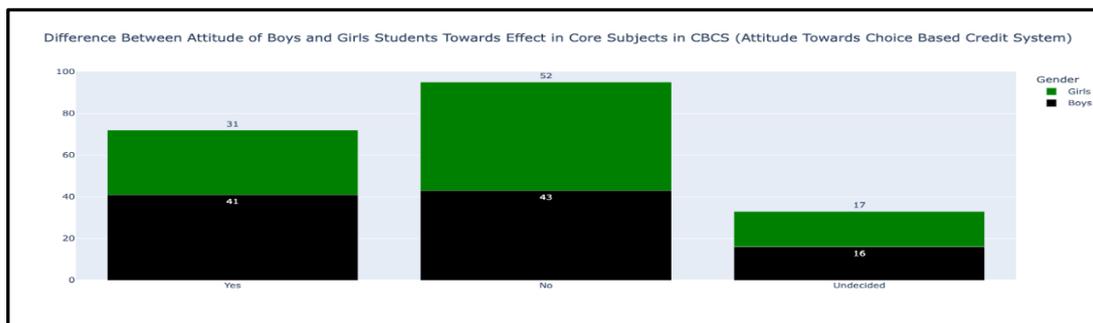
The above table 02, it is evident that the level of attitudes CBCS of boys and girls students dilemma for subject choice in CBCS as attitude towards choice based credit system has difference. It shows that the calculated chi-square value is 6.12 which is more than the table value (5.99) at 0.05 levels with df 2. It reveals that there exists significant difference between the attitude of boys and girls students towards dilemma for subject choice in CBCS as attitude towards choice CBCS. Hence, the hypothesis (H02) stands rejected.

**Hypothesis-3:** There is no significant difference between attitude of boys and girls students towards effect in core subject in CBCS as attitude towards choice based credit system.

**Table : 3:** Difference between attitude of boys and girls students towards effect in core subjects in CBCS as attitude towards choice based credit system

Attributes	Boys			Girls			Total	%	df	$\chi^2$
	Observed Frequency(fo)	Expected Frequency(fe)	Individual $\chi^2$	Observed Frequency(fo)	Expected Frequency(fe)	Individual $\chi^2$				
Yes	42	36.00	0.69	31	36.00	0.69	72	36.00	2	2.24*
No	42	47.50	0.43	52	47.50	0.43	95	47.50		
Undecided	16	16.50	0.02	17	16.50	0.02	33	16.50		
Total	100			100			200			

\*No significant at 0.05 and 0.01 level



**Fig: No. 3:** Showing Difference between attitude of boys and girls students towards effect in core subjects in CBCS

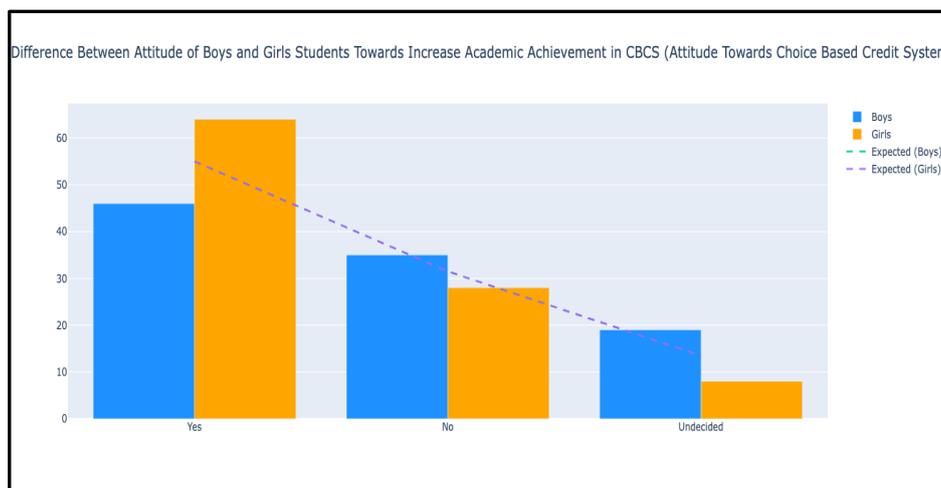
In table no-3iIt shows that the calculated chi-square value is 2.28 which is less than the table value (5.99) at 0.05 levels with df 2. It reveals that there exists no significant difference between the attitude of boys and girls students towards effect in core subject in CBCS as attitude towards choice based credit system. Hence, the hypothesis is accepted.

**Hypothesis-4:** There is no significant difference between attitude of boys and girls students towards increase academic achievement in CBCS as attitude towards choice based credit system.

**Table- 04:** Difference between attitude of boys and girls students towards increase academic achievement in CBCS as attitude towards choice based credit system.

Attributes	Boys			Girls			Total	%	df	$\chi^2$
	Observed Frequency (fo)	Expected Frequency (fe)	Individual $\chi^2$	Observed Frequency (fo)	Expected Frequency (fe)	Individual $\chi^2$				
Yes	45	55.50	1.47	64	55	1.47	110	55.00	2	8.21*
No	37	32.50	0.39	28	31.50	0.39	63	31.50		
Undecided	18	13.50	2.24	8	13.50	2.24	27	13.50		
Total	100			100			200			

\*\*Significant at 0.05 leve



In table no. 4 it shows that the calculated chi-square value is 8.20 which is more than the table value (5.99) at 0.05 levels with df 2. It reveals that there exists significant difference between the attitude of boys and girl’s students towards increase academic achievement in CBCS as attitude towards choice based credit system. Hence, the hypothesis is rejected.

**MAJOR FINDINGS:**

1. There existed significant difference of attitude towards CBCS between boys and girls students.
2. It is found that, there is no significant difference between the attitude of boys and girls students towards effect in core subject in CBCS as attitude towards choice based credit system. This study display that 36% students say that CBCS has effect in core subject among students while as 47.50% students say that CBCS has not effect in core subject of students.
3. This analysis portrays that, there exist significant difference between the attitude of boys and girls students towards increase academic achievement in CBCS as attitude towards choice based credit system. This study reveals that 55% students opined CBCS has increased the academic achievement among students while as 31.50% students say that CBCS has not increased academic achievement of students.
4. Attitude towards CBCS and academic achievement of total boys, total urban girls, total urban boys and also total girls and total boys no significant relationship is existed.

**CONCLUSION:**

CBCS and semester system have been introduced in India from few past ago which suggest a new path in Indian higher education system i.e learner-centric education. In this system learner have to choice to select or gain knowledge which develop students a creative resource. In this study findings show that the students have almost positive attitude to CBCS. Hence it is inferred that the students are interested to adopt them to the new higher education system. But all the academician, stakeholders and curricular developer also look after the implementing and smooth conduct the process of CBCS to improve scholastic and non-scholastic achievements of the learners.

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