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Attitude towards Choice Based Credit System (CBCS) of under- Graduate student's in Relation to their Academic Achievements.

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Abstract : The University Grants Commission (UGC) introduce 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 play a important role to adopt the changing education system. The present study investigate to find out attitude towards choice based credit system (CBCS) of under-Graduate student's in relation to their academic achievements. The sample of the study compromised of 432 1st semester under-graduate students (N=215 Boys and 217 Girls) . Purposive-sampling technique is used for data collection from various govt. and govt. aided college of district Nadia. Students' academic grades also were obtained from themselves. Mean, t-test and Pearson's co-relation (r) is used for statistical analysis. Result reveals that there exist significant difference of attitude towards CBCS between boys and girls students. It is also said that there exist no significant relationship between attitude towards CBCS and academic achievement of total boys and girls students.

Keywords : Attitudes, Choice based Credit System, Graduate Students, Academic Achievements.

I. Introduction

The University Grants Commission (UGC) is a statutory organization established by an Act of Parliament in 1956 for the coordination, determination and maintenance of standards of university education (UGC, 2016). The UGC serves as a vital link between the Union and State Governments and the institutions of higher learning (UGC, 2012). The Provisional statistics of the All India Survey on Higher Education (2011-12) lists 642 Universities, 34908 colleges and 11356 Stand Alone Institutions in India (MHRD, 2013) which are mentored by the policies and guidelines developed by the UGC. The UGC in consultation with the concerned universities, institutions of higher learning advises Central and State Governments on the measures necessary for the improvement of university education. Ever since its inception it has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. UGC observed in 2014 that inspite 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.

II. Review of Related Literature

Aithal & Suresh Kumar(2016) conduct a study **Analysis Of Choice Based Credit System In Higher Education** In this paper, 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 liberalisation and globalisation 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 course, 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.

Suman Kumari Katoch (2017) conducted a study on **Choice Based Credit System (CBCS): Attitude of College Teachers**. **Objective** of the research is an attempt to study the perception of college teachers towards CBCS. **Methodology** For this purpose sample of 52 college teachers from four government colleges was taken through simple random sampling technique. To collect the data, attitude scale developed by Katoch (2013) was used. To find out the significance of difference between the various groups 't' test was applied. **Findings** that gender-wise, locality-wise and teaching experience-wise college teachers do not differ significantly in their attitude towards Choice Based Credit System.

Chahal D. & Muneeb Manan (2017) conducted a study **Attitude towards Choice Based Credit System of PG Level Students in Higher Education: A Study on Assam University**. **Objectives** of the study attitude of PG level students towards CBCS in higher education. **Methodology** 120 of PG level students and purposive sampling were used. Data collected through questionnaire and percentage analysis techniques were used. **Findings** The result indicate 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 perfect. 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.

III. Research Question :

After going through the various research review the researcher has come across the following research question :

- What are the attitude of under-Graduate students towards CBCS?
- What are the relation between attitude towards CBCS and academic achievement of under-Graduate students?

IV. Statement of the Problem

The study attempt to measure the attitude of U.G students towards CBCS and tries to find out the relationship between attitude towards CBCS and academic achievement of UG students of Nadia, west Bengal.

Therefore, the problem may be stated as : **Attitude towards Choice Based Credit System (CBCS) of Under-Graduate student's in Relation to their Academic Achievements.**

V. Objectives of the Study :

1. To compare the attitude between boys and girls students towards CBCS.
2. To correlated attitude towards CBCS and academic achievement of girl and boy students.

VI. 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 between the attitude of urban boys and rural boys of under-graduate students towards CBCS.

H₀₃ : There is no significant difference between the attitude of urban girls and rural girls of under-graduate students towards CBCS.

H₀₄ : There is no significant correlation between the attitude towards CBCS and academic achievement of rural girls students.

H₀₅ : There is no significant correlation between the attitude towards CBCS and academic achievement of rural boys students.

H₀₆ : There is no significant correlation between the attitude towards CBCS and academic achievement of urban girls students.

H₀₇ : There is no significant correlation between the attitude towards CBCS and academic achievement of urban boys students.

H₀₈ : There is no significant correlation between the attitude towards CBCS and academic achievement of total girls students.

H₀₉: There is no significant correlation between the attitude towards CBCS and academic achievement of total boys students.

VII. Operational Definition :

CBCS : Choice Based Credit System is an instructional package developed to suit the need of student to keep pace with the developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education. It has the ability to accommodate diverse choice that student like to have.

Attitude :It is a psychological construct ,a mental and emotional entity that inheres in ,or characterizes a person .They are complex and an acquired state through experience.

Under-Graduate Student : An Under-Graduate is a college student .After high school a student have been accepted to college.

Academic Achievement : The performance of students in academic subjects as prescribed in the syllabus of Higher Secondary schools in West Bengal. The term signifies the total achievement of students in the annual examination of W.B.C.H.S.E.

VIII. Methods and Procedure :

8.1 Method: Considering the demand and the nature of the study Descriptive Survey Study method is used.

8.2 Population : In this study the Undergraduate student studying in govt. and govt. approved colleges of Kalyani University, Nadia is considered as the population for the study.

8.3 Sample : The sample of the study is comprised of 432 Under-Graduate student and which is selected by purposive sampling.

8.4 Tools : To collect the desired data for the study researcher will used Likert 5 point scale. With help of this scale the researcher will develop a questionnaire.

8.4.1 Reliability and Validity of the Tool : A test is reliable to extent that it measures accurately and consistently , from one time to another . In other words reliability of a test or scale , if it consistently yields the same result when repeated measurements are taken of the same subjects under the same 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.

8.4.1.1 Administration of Test-Retest : In the test-retest method, the same test was applied in Srikrishna College, Bagula. Nadia. The tool was re-examined upon about 14.12% of the total sample that is 61 students. To reduce memory effect , the retest was taken 25 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.

8.4.1.2 Estimation of Reliability : Researcher considered test-retest method for measuring reliability of the tool. Researcher found the value of the reliability was 0.93.

8.4.1.3 Estimation of Validity : Researcher considered constructed validity for the test and this was done by expert.

8.5 Scoring Key: The responses to the items were categorised 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.

IX. 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.

Group	N	Mean	S.D.	Df	t-value
Girls	217	130.24	15.95	430	2.45
Boys	215	125.92	20.57		

(Significant at 0.05 level)

As the table value was significant and the corresponding hypothesis (H₀₁) was rejected. Therefore it can be interpreted that there exist significant difference of attitude towards CBCS between total boys and total girls students.

H₀₂ : There is no significant difference between the attitude of urban boys and rural boys of undergraduate students towards CBCS.

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

Group	N	Mean	S.D.	Df	t-value
Urban Boys	110	122.84	22.9	213	0.471
Rural Boys	105	129.14	17.33		

(Not Significant at 0.05 level)

As the table value was not - significant and the corresponding hypothesis (H₀₂) was accepted. Therefore it can be interpreted that there exist no significant difference of attitude towards CBCS between rural boys and urban boys students.

H₀₃ : There is no significant difference between the attitude of urban girls and rural girls of undergraduate students towards CBCS.

Table .3: The Attitude Between urban girls and rural girls towards CBCS.

Group	N	Mean	S.D.	Df	t-value
Urban Girls	110	128.24	15.12	215	1.87
Rural Girls	107	132.29	16.59		

(Not Significant at 0.05 level)

As the table value was not - significant and the corresponding hypothesis (H₀₃) was accepted. Therefore it can be interpreted that there exist no significant difference of attitude towards CBCS between rural girls and urban girls students.

H₀₄ : There is no significant correlation between the attitude towards CBCS and academic achievement of rural girls students.

Table .4 : Attitude towards CBCS and Academic Achievement of Rural Girls.

Measure	Attitudes towards CBCS	Academic Achievement
N	107	
r	0.23	

(Significant at 0.05 level)

The coefficient of correlation between the attitude towards CBCS and academic achievement of total rural girls was 0.23, which was greater than table value. So the Null hypothesis (H_{04}) was rejected.

So, researcher can be interpreted that there exist significant relationship between attitude towards CBCS and academic achievement of total rural girls of students.

H_{05} : There is no significant correlation between the attitude towards CBCS and academic achievement of rural boys students.

Table 5 : Attitude towards CBCS and Academic Achievement of Rural Boys.

Measures	Attitude towards CBCS	Academic Achievement
N	105	
r	0.06	

(not significant at 0.05 level)

The coefficient of correlation between the attitude towards CBCS and academic achievement of total rural boys was 0.06, which was lower than table value. So, the Null hypothesis (H_{05}) was accepted.

So, researcher can be interpreted that there no significant relationship between attitude towards CBCS and academic achievement of total rural boys of students.

H_{06} : There is no significant correlation between the attitude towards CBCS and academic achievement of urban girls students.

Table 6 : Attitude towards CBCS and academic achievement of Urban Girls.

Measures	Attitude towards CBCS	Academic Achievement
N	110	
r	-0.1	

(not significant at 0.05 level)

The coefficient of correlation between the attitude towards CBCS and academic achievement of total urban girls was -0.1, which was lower than table value. So, the Null hypothesis (H_{06}) was accepted.

So, researcher can be interpreted that there exist no significant relationship between attitude towards CBCS and academic achievement of total urban girls of students.

H_{07} : There is no significant correlation between the attitude towards CBCS and academic achievement of urban boys students.

Table 7 : Attitude towards CBCS and academic achievement of Urban Boys.

Measures	Attitude towards CBCS	Academic Achievement
N	110	
r	0.02	

(not significant at 0.05 level)

The coefficient of correlation between the attitude towards CBCS and academic achievement of total urban girls was 0.02, which was lower than table value. So, the Null hypothesis (H_{07}) was accepted.

So, researcher can be interpreted that there exist no significant relationship between attitude towards CBCS and academic achievement of total urban boys of students.

H₀₈ : There is no significant correlation between the attitude towards CBCS and academic achievement of total girls students.

Table 8 : Attitude towards CBCS and academic achievement of Total Girls.

Measures	Attitude towards CBCS	Academic Achievement
N	217	
r	0.08	

(not significant at 0.05 level)

The coefficient of correlation between the attitude towards CBCS and academic achievement of total girls was 0.08, which was lower than table value. So, the Null hypothesis (H₀₈) was accepted.

So, researcher can be interpreted that there exist no significant relationship between attitude towards CBCS and academic achievement of total girls of students.

H₀₉: There is no significant correlation between the attitude towards CBCS and academic achievement of total boys students.

Table 9 : Attitude towards CBCS and academic achievement of Total Girls.

Measures	Attitude towards CBCS	Academic Achievement
N	215	
r	0.01	

(not significant at 0.05 level)

The coefficient of correlation between the attitude towards CBCS and academic achievement of total boys was 0.01, which was lower than table value. So, the Null hypothesis (H₀₉) was accepted.

So, researcher can be interpreted that there exist no significant relationship between attitude towards CBCS and academic achievement of total boys students.

X. Findings :

1. There existed significant difference of attitude towards CBCS between boys and girls students.
2. There exist no significant difference of attitude towards CBCS between rural girls & boys ; urban girls & boys students.
3. The values of correlation between attitude towards CBCS and academic achievement of rural girls. So, it could be said that high relationship was existed.
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 were existed.

XI. Conclusion

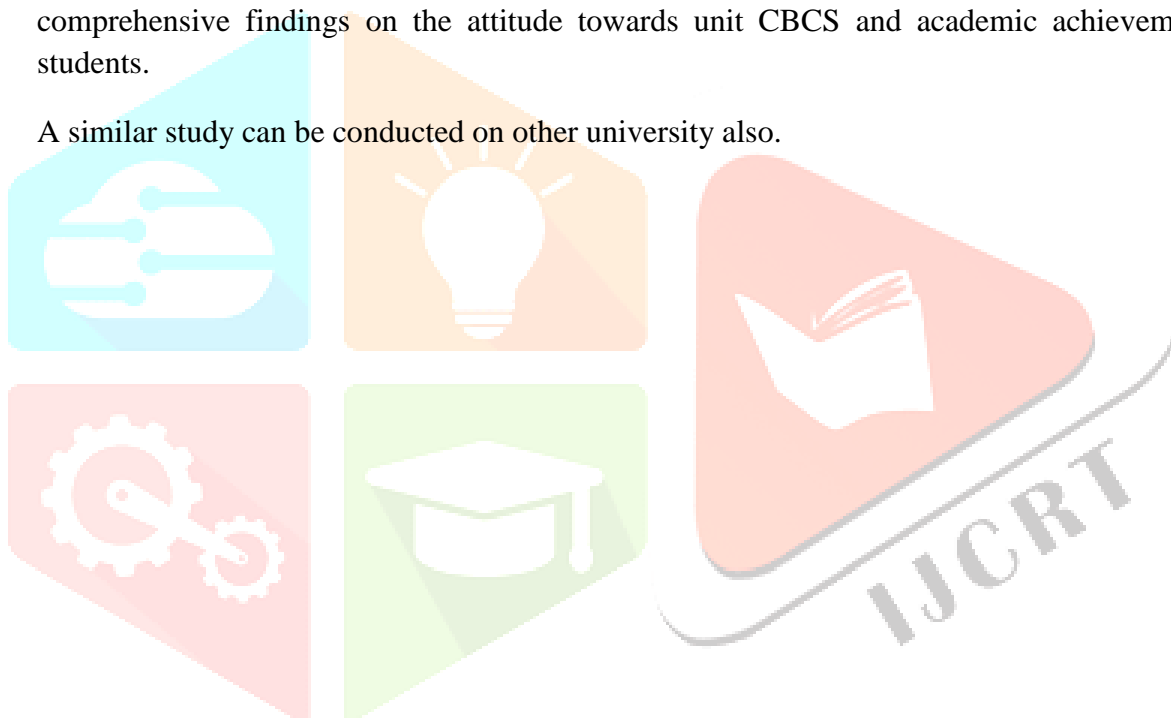
CBCS and semester system was introduce in India from few past ago which suggest a new path in Indian higher education system i.e learner-centric education. In this system learner have to choice to select or gain knowledge which develop students a creative resource. In this study researcher shown that the students have mostly positive attitude to CBCS. Hence it is told that the students are interested to adopt the new higher education system. It is also shown that there is no relationship between academic achievement and attitudes towards CBCS .But all the academicians, stakeholders and curricular developer also look after the conducting process of CBCS to improve scholastic and non-scholastic achievement .

XII. Limitations of the study :

- (1) The area of the research was limited only five college. So, study has restricted to students for sample.
- (2) The research did not make opinionnaire for measuring any others achievement and academic achievement.
- (3) The test item in attitude towards unit test opinionnaire measured only eight dimensions. The more dimensions could be identified.

XIII. Suggestions for further research :

- (1) A similar study can be conducted by larger sample from various rural and urban areas.
- (2) A similar study can be conducted including making of the opinionnaire for measuring academic achievement.
- (3) A longitudinal / cross-sectional studies of the selected students from class V to X will furnish more comprehensive findings on the attitude towards unit CBCS and academic achievement of the students.
- (4) A similar study can be conducted on other university also.



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