



ATTITUDE TOWARDS TO CHOICE BASED CREDIT SYSTEM (CBCS) OF UNDER GRADUATE LEVEL STUDENTS IN HIGHER EDUCATION: A STUDY ON DEGREE COLLEGES UNDER SIDHO-KANHO-BIRSHA UNIVERSITY IN WEST BENGAL

¹Mr. Samrat Mal and ²Mr. Ujjwal Mahato

^{1&2}State Aided College Teacher and Department of Education

¹Kashipur M.M. Mahavidyalaya and ²Sitaram Mahato Memorial College

^{1&2}Purulia, West Bengal, India

Abstract

In 2014 the University Grants Commission (UGC) took a special step to improve the higher education system and that is choice based credit system (CBCS). The university grants commission has announced that from 2015, all the universities and higher education institution will have to follow the choice based credit system. Choice Based Credit System (CBCS) is a program in which the students have a choice to choose from the prescribed courses, which are referred as core, elective or minor or soft skill courses and they can learn at their own pace and the entire assessment is graded-based on a credit system. The Sidho-Kanho-Birsha University (S.K.B.U) has started this Choice Based Credit System in all its undergraduate level colleges since 2017. The present research paper is an attempt to study the attitude of undergraduate level college students towards to CBCS with regard their gender, locality, streams and course. For this investigation the investigators has selected purposively 100 undergraduate level students from 6 different colleges as their sample. The investigators have used a self-made questionnaire to collect the data. To find out the result the investigators have used mean, standard deviations and t-test.

Keywords: Attitude, Choice Based Credit System, Semester System, Undergraduate.

I. Introduction

Society is constantly changing. Under this change, everything within society is changing. Education is no exception. Subject to the change of society, education achieves the desired changes in its goals, curriculum, environment, system, and so on. Not every state in the universe does that. Thankfully, this change has also been observed in India. The Ministry of Human Resource Development of the Government of India takes various steps to end the development of the nation by eliminating various ancient and traditional methods. That is how the Government of India felt the need for radical reforms in the education sector of India in its Eleventh Five Year Plan. For this purpose, the National Education Commission (2008-2009) and the Yash Pal Committee (2009), led by Sam Pitroda, made several recommendations on the reform of higher education in India. In this regard, the University Grants Commission emphasizes on its Eleventh Plan (March 2009) and the Association of Indian Universities to choice based credit system. As a result, the University Grants Commission directs the implementation of the procedure to all the Central Universities of India from the academic year 2015-2016. This method is applicable to almost all colleges and universities in India till now. How relevant this method is at present it will be clear only when the students who are studying it analyse.

II. Review of Related Literature

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), It can be 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.

I. Statement of The Problem

“Attitude Towards to Choice Based Credit System (CBCS) of Graduate Level Students in Higher Education: A Study on Degree Colleges under Sidho-Kanho-Birsha University in West Bengal.”

II. Objectives of The Study

To find out whether there is any significant difference in the attitude of under graduate students towards CBCS with regard to certain demographic variables – (i) gender, (ii) discipline, (iii) course of study, and (iv) locality.



III. Need and Significance of The Study

As per the instructions of 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, Sidho-Kanho-Birsha University has set a precedent in the history of West Bengal by introducing this method of teaching at the first undergraduate level in 2017. Therefore, the researchers have tried to elucidate the attitude of the undergraduate students of the colleges affiliated to this university through their research.

This study will, on the one hand, express the attitude of the undergraduate students towards CBCS, make them more interested and aware, and on the other hand, smooth the way for the CBCS system as a whole to be revised, refined and expanded.

IV. Delimitations

1. This study will be restricted to the students of colleges in Purulia district in West Bengal.
2. This study is delimited to only Sidho-Kanho-Birsha University, Purulia.
3. This study will be restricted to the students of some undergraduate colleges in Purulia district in West Bengal.
4. This study is delimited to UG level students under the colleges of Sidho-Kanho-Birsha University, Purulia.

V. Hypothesis

H01: There is no significant difference exist between the attitudes of Male & Female students towards CBCS in UG level.

H02: There is no significant difference exist 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 program course students towards CBCS in UG level.

VI. Population of The Study

All the degree colleges under Sidho-Kanho-Birsha University in Purulia district of West Bengal (India) are the population of this study.

VII. Sample and Sampling Method of The Study

For the study the investigators have selected 100 undergraduate level students from 6 (six) different colleges under Sidho-Kanho-Birsha University at Purulia, West Bengal, India. The Purposive sampling technique has been used in the selection of the sample.

VIII. Methods and Procedures

The investigators have adopted the survey method of research; to study the attitude of UG level students towards CBCS. The investigator developed a self-made questionnaire with 35 items which is standardized by the three experts (University Professor) for measure the attitude of UG level students towards to CBCS. The data were analyzed using mean, standard deviation 's' and t- test.

IX. Data Analysis

H01: There is no significant difference exist between the attitudes of Male & Female students towards CBCS in UG level.

Table 01: Shows the difference between Male and Female students with respect to their gender

Students	N	Mean	S.D	t-value	Result
Male	54	79.72	7.04	1.71	Not Significant at 0.05 Level
Female	46	77.39	6.63		

It is observed from the table 01 that there is no significant difference between male and female students in their attitude towards CBCS as the calculated 't' value 1.71 is less than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis is accepted.

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

Table 02: Shows the difference between urban and rural students with respect to their locality

Students	N	Mean	S.D	t-value	Result
Urban	37	80.16	6.40	1.09	Not Significant at 0.05 Level
Rural	63	78.71	6.52		



It is observed from the table 02 that there is no significant difference between the urban and rural students in their attitude towards CBCS. Since the calculated 't' value 1.09 is less than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis is accepted.

H03: There is no significant difference exist between arts and science students towards CBCS in UG level.

Table 03: Shows the difference between arts and science with respect to their stream

Students	N	Mean	S.D	t-value	Result
Arts	56	79.85	6.18	1.28	Not Significant at 0.05 Level
Science	44	78.18	6.64		

It is observed from the table 03 that there is no significant difference between the arts and science students in their attitude towards CBCS. Since the calculated 't' value 1.28 is less than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis is accepted.

H04: There is no significant difference exist between honours and program course students towards CBCS in UG level.

Table 04: Shows the difference between honours and program course students with respect to their course

Students	N	Mean	S.D	t-value	Result
Honors Course	53	81.90	6.28	2.12	Significant at 0.05 Level
Program Course	47	79.31	6.11		

It is observed from the table 04 that there is significant difference exist between the honors and program course students in their attitude towards CBCS. Since the calculated 't' value 2.12 is greater than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis is rejected.

X. Findings of The Study

1. Male and Female students do not differed significantly in terms of their attitude towards Choice Based Credit System.
2. Urban and Rural students do not differed significantly in terms of their attitude towards Choice Based Credit System.
3. Arts and Science students do not differed significantly in terms of their attitude towards Choice Based Credit System.
4. Honors and Program course students have significant difference exist in terms of their attitude towards Choice Based Credit System.

XI. Conclusion

In 2014 university grants commission proposed to starts the choice based credit system for the purpose of running a similar education system in all university and higher education institutions across the country. The main motive to start the choice based credit system was to develop the entire higher education system by improving the admission procedure, curriculum, teaching methods, evaluation system etc. There is no doubt that choice based credit system is a very good and helpful education system, which has given a lot of students the opportunity to choose the subject of their choice and move their life as they like. However the investigators have trying to investigate the attitude of undergraduate level students towards choice based credit system started in the degree colleges under the Sidho-Kanho-Birsha university science 2017. The investigators have found that there have no significant differences exist in the students with regard their gender, locality and streams but there have exist significant differ between the students with regard their course like honours and program.

XII. Reference

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