

# Attitude of Graduate Students towards Choice Based Credit System

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## Abstract:

*The present investigation was conducted to find out the attitudinal difference of graduate students about various aspects of choice based credit system. 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 Descriptive survey investigation and conducted in Nadia district of West Bengal. The researcher has taken 200 students in graduate from Haringhata Mahavidyalaya by using purposive sampling technique. To collect the data, attitude scale developed by researcher was used. To find out the significance of difference between various groups chi-square test was applied for analysis and interpretation of data. It must finally be attributed towards the students to whom the benefits and outcomes may be expected.*

**Keywords:** *Attitude, Choice Based Credit System (CBCS), Graduate Students, Grading System.*

## Introduction:

Ministry of Human Resource Development, Govt. of India, has already introduced the process for developing New Education Policy (NPE) in our country to bring out revision in Indian education system. University Grant Commission (UGC) has come up with the Choice Based Credit System (CBCS) programme in which the students have a choice to select from the ensured courses, which are referred as core, elective or minor skill courses and they can learn at their own motion and the integrate assessment is graded-based on a credit system. The basic concept is to look into the needs of the students so as to keep up-to-date with development of higher education in India and abroad. CBCS aims to redefine the curriculum keeping pace with the liberalization and globalization on education. CBCS allows learners an easy mode of mobility of transfer of credits earned by learners.

A large number of academic initiatives have been proposed in the 11<sup>th</sup> five year plan. The National Knowledge Commission and Yashpal Committee Report (2009) recommended academic and administrative reforms for higher education. To reformed the higher education, UGC and Association of Indian University (AIU) stressed on the following recommendations: Semester System, Choice Based Credit System, Curriculum Development, Examination Reforms and Administrative Reforms.

The vital ones include innovation and improvement in curriculum, introduction of paradigm shift in learning and teaching pedagogy, examination and education system. The importance of CBCS system are- shift in focus from the teacher-centric to child-centric learning, student may accept as many credits, CBCS allows learners to choose inter-disciplinary and intra-disciplinary courses and skill oriented papers. It offers flexibility for students to study at different times and institutions to complete one course. But CBCS has difficult to estimate the exact marks and workload of teachers may fluctuate.

### Statement of the problem:

The statement of the problem are '**Attitude of Graduate Students towards Choice Based Credit System.**'

### Research objectives:

This study aims to know the attitude of graduate students towards choice based credit system. The main objectives are as follows-

- To find the difference in attitude of boys and girls students towards work load in CBCS as attitude towards choice based credit system.
- To find the difference in attitude of boys and girls students towards dilemma for subject choice in CBCS as attitude towards choice based credit system.
- To find the difference in attitude of boys and girls students towards effect in core subject in CBCS as attitude towards choice based credit system.
- To find the difference in attitude of boys and girls students towards increase academic achievement in CBCS as attitude towards choice based credit system.
- To find the difference in attitude of boys and girls students towards equality in evaluation in CBCS as attitude towards choice based credit system.
- To find the difference in attitude of boys and girls students towards satisfaction of grade system in CBCS as attitude towards choice based credit system.
- To find the difference in attitude of boys and girls students towards departmental time table problem in CBCS as attitude towards choice based credit system.
- To find the difference in attitude of boys and girls students towards essential minimum qualification in CBCS as attitude towards choice based credit system.

### Hypotheses:

For the present investigation, based on the objectives the investigator formulated the following hypotheses-

**Ho1:** There is no significant difference between attitude of boys and girl's students towards work load in CBCS as attitude towards choice based credit system.

**Ho2:** There is no significant difference between attitude of boys and girl's students towards dilemma for subject choice in CBCS as attitude towards choice based credit system.

**Ho3:** 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.

**Ho4:** 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.

**Ho5:** There is no significant difference between attitude of boys and girls students towards equality in evaluation in CBCS as attitude towards choice based credit system.

**Ho6:** There is no significant difference between attitude of boys and girls students towards satisfaction of grade system in CBCS as attitude towards choice based credit system.

**Ho7:** There is no significant difference between attitude of boys and girls students towards departmental time table problem in CBCS as attitude towards choice based credit system.

**Ho8:** There is no significant difference between attitude of boys and girls students towards essential minimum qualification in CBCS as attitude towards choice based credit system.

### Delimitation of the study:

The suppress of time and available resource the recent study is delimited to the-

- ➡ The study is confined to the students of graduation only.
- ➡ The study is delimited to 200 students of Haringhata Mahavidyalaya in Nadia district only.
- ➡ The College was selected purposively. The grade of the colleges was not considered.

### 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 graduate students towards choice based credit system.

### 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 bases of purposive sampling method. Then the researcher randomly selected 200 students.

### Tool used:

The purpose of the present investigation was to judge the attitude of graduate students towards choice based credit system. Data was collected through a well-structured questionnaire that included closed ended 40 questions. For the study the attitude scale was prepared by researcher

followed by Likert scale. For this purpose the investigator prepared self-made questionnaire to study the attitude of graduate students towards choice based credit system.

**Analysis:**

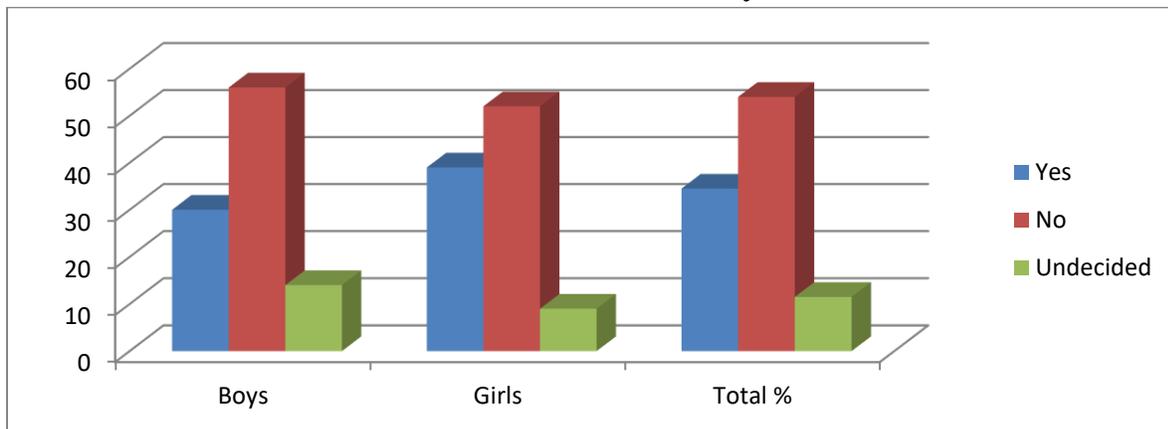
**Hypothesis 1:** There is no significant difference between attitude of boys and girl’s students towards work load in CBCS as attitude towards choice based credit system.

**Table- 01: Difference between attitude of boys and girls students towards work load in CBCS as attitude towards choice based credit system.**

Boys				Girls			Total	%	df	$\chi^2$
Attributes	Observed Frequency (fo)	Expected Frequency (fe)	Individual $\chi^2$	Observed Frequency (fo)	Expected Frequency (fe)	Individual $\chi^2$				
Yes	30	34.50	0.59	39	34.50	0.59	69	34.50	2	2.60*
No	56	54.00	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		

\*No significant at 0.05 and 0.01 level

**BAR DIAGRAM: Showing difference attitude of boys and girls students towards work load in CBCS as attitude towards choice based credit system.**



The above table 01, it is display that the level of attitudes CBCS of boys and girls students towards work load in CBCS as attitude towards choice based credit system 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 girl’s students towards work load in CBCS as attitude towards choice based credit system. Hence, the hypothesis framed earlier i.e. there is no significant difference between attitude of boys and girls students towards work load in CBCS as attitude towards choice based credit system stands accepted. On the other hand, this study display that 34.50% students say that

CBCS has increased the work load among students while as 54% students say that CBCS has not increased the work load of students.

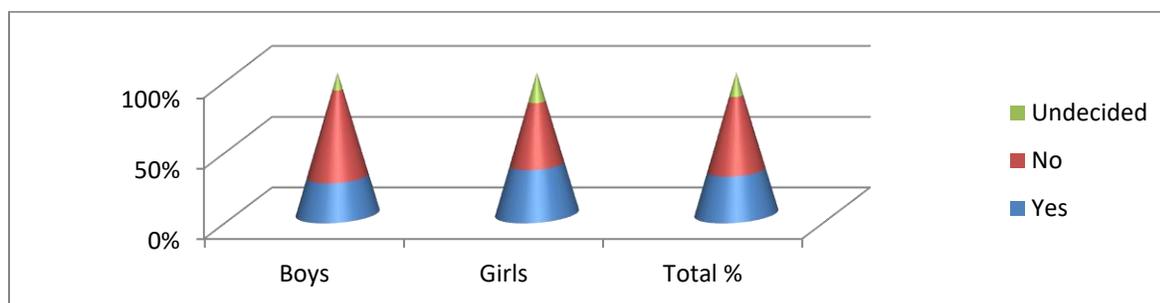
**Hypothesis-2:** There is no significant difference between attitude of boys and girls students towards dilemma for subject choice in CBCS as attitude towards choice based credit system.

**Table- 02: Difference between attitude of boys and girls students towards dilemma for subject choice in CBCS as attitude towards choice based credit system.**

Boys			Girls			Total	%	df	$\chi^2$
Attributes	Observed Frequency (fo)	Expected Frequency (fe)	Individual $\chi^2$	Observed Frequency (fo)	Expected Frequency (fe)				
Yes	26	31.00	0.81	36	31.00	0.81	62	31.00	2      6.22**
No	60	52.50	1.07	45	52.50	1.07	105	52.50	
Undecided	12	16.50	1.23	21	16.5	1.23	33	16.50	
Total	100						200		

\*\*Significant at 0.05 level

**BAR DIAGRAM: Showing difference attitude of boys and girls students towards dilemma for subject choice in CBCS as attitude towards choice based credit system.**



The above table 02, it is display 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 6.22 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 dilemma for subject choice in CBCS as attitude towards choice based credit system. Hence, the hypothesis framed earlier i.e. there is no significant difference between attitude of boys and girls students towards dilemma for subject choice in CBCS as attitude towards choice based credit system stands rejected. On the other hand, this study display that 31% students say that CBCS has increased the dilemma for subject choice among students while as 52% students say that CBCS has not increased dilemma for subject choice of students.

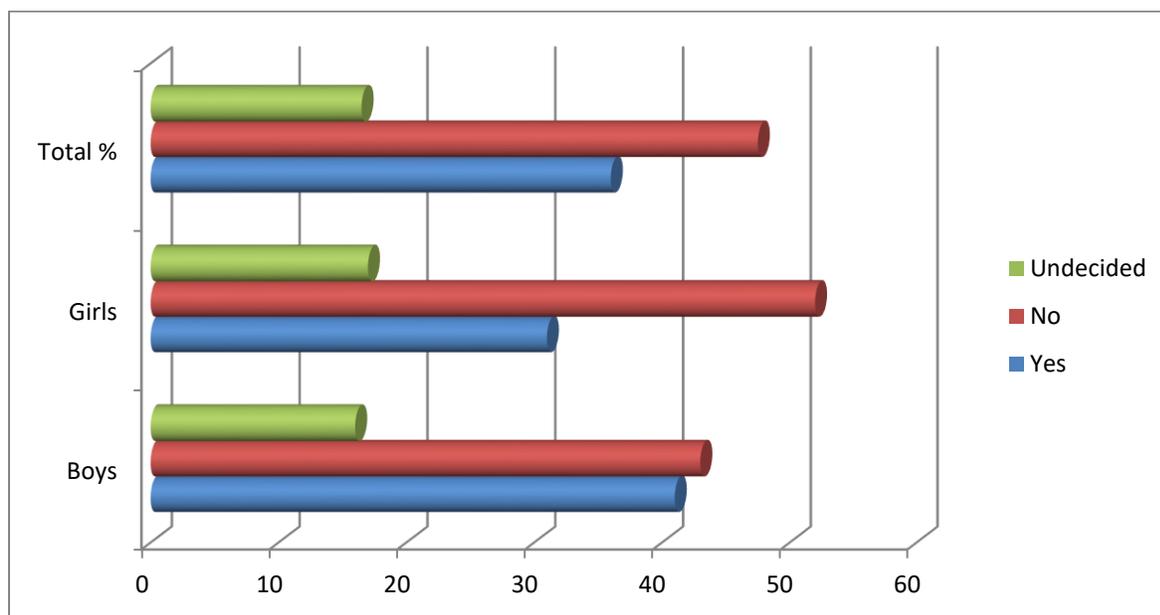
**Hypothesis-3:** There is no significant difference between attitude of boys and girls students towards effect in core subject in CBCS as attitude towards choice based credit system.

**Table- 03: Difference between attitude of boys and girls students towards effect in core subject in CBCS as attitude towards choice based credit system**

Boys				Girls			Total	%	df	$\chi^2$
Attributes	Observed Frequency (fo)	Expected Frequency (fe)	Individual $\chi^2$	Observed Frequency (fo)	Expected Frequency (fe)	Individual $\chi^2$				
Yes	41	36.00	0.69	31	36.00	0.69	72	36.00	2	2.28*
No	43	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

**BAR DIAGRAM:** Showing difference attitude of boys and girls students towards effect in core subject in CBCS as attitude towards choice based credit system.



The above table 03, it is display that the level of attitudes CBCS of boys and girls students towards effect in core subject in CBCS as attitude towards choice based credit system has no difference. It 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 framed earlier i.e. 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 stands accepted. On the other hand, 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.

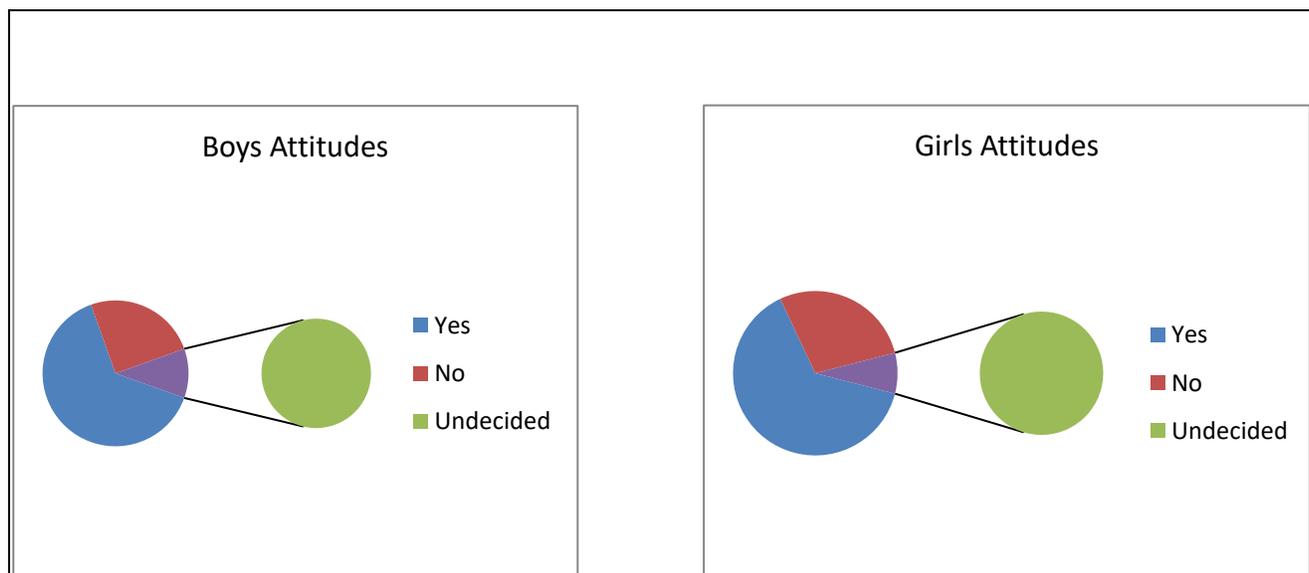
**Hypothesis-4:** There is no significant difference between attitude of boys and girls students towards increase academic achievement in CBCS as attitude towards choice based credit system.

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

Boys				Girls			Total	%	df	$\chi^2$
Attributes	Observed Frequency (fo)	Expected Frequency (fe)	Individual $\chi^2$	Observed Frequency (fo)	Expected Frequency (fe)	Individual $\chi^2$				
Yes	46	55.00	1.47	64	55	1.47	110	55.00	2	8.20**
No	35	31.50	0.39	28	31.50	0.39	63	31.50		
Undecided	19	13.50	2.24	8	13.50	2.24	27	13.50		
Total	100						200			

\*\*Significant at 0.05 level

**BAR DIAGRAM: Showing difference attitude of boys and girls students towards increase**



**academic achievement in CBCS as attitude towards choice based credit system.**

The above table 04, it is display that the level of attitudes CBCS of boys and girls students increase academic achievement in CBCS as attitude towards choice based credit system has difference. 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 girls students towards increase academic achievement in CBCS as attitude towards choice based credit system. Hence, the hypothesis framed earlier i.e. 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 stands rejected. On the other hand, this study display that 55% students say that CBCS has increased the increase academic achievement among students while as 31.50% students say that CBCS has not increased academic achievement of students.

**Hypothesis-5:** There is no significant difference between attitude of boys and girls students towards equality in evaluation in CBCS as attitude towards choice based credit system.

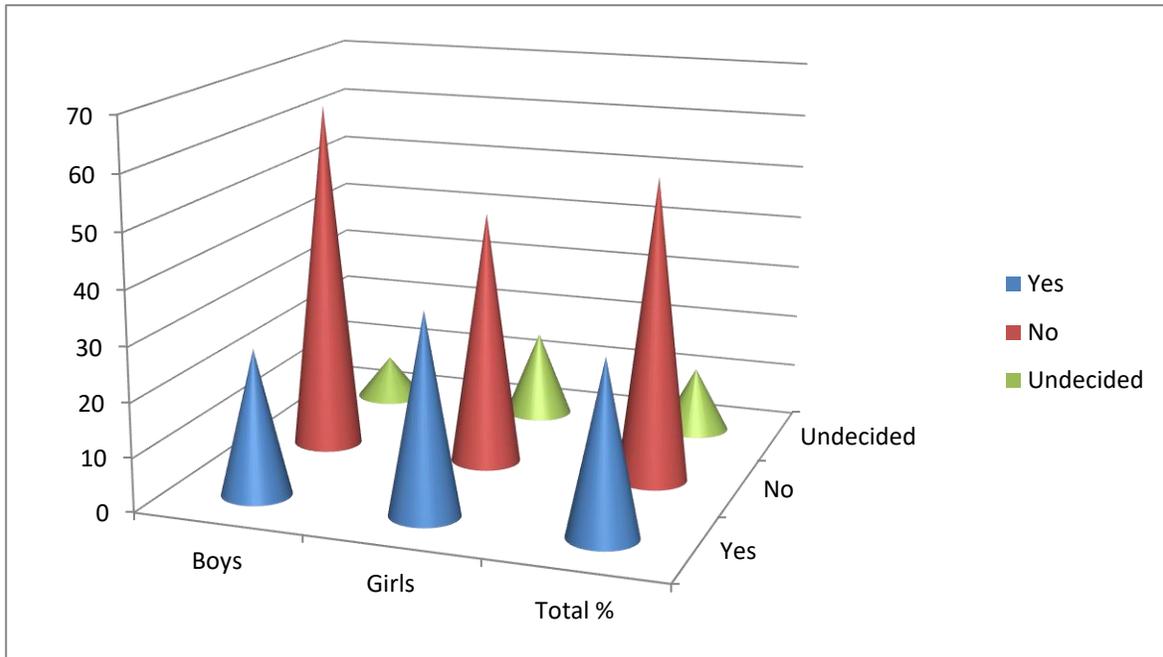
**Table- 05: Difference between attitude of boys and girls students towards equality in evaluation in CBCS as attitude towards choice based credit system.**

Boys				Girls			Total	%	df	$\chi^2$
Attributes	Observed Frequency (fo)	Expected Frequency (fe)	Individual $\chi^2$	Observed Frequency (fo)	Expected Frequency (fe)	Individual $\chi^2$				
Yes	27	32	0.78	37	32	0.78	64	32	2	7.12**
No	65	56	1.45	47	56	1.45	112	56		
Undecided	8	12	1.33	16	12	1.33	24	12		
Total	100			100			200			

\*\*Significant at 0.05 level

**BAR DIAGRAM: Showing difference attitude of boys and girls students towards equality in evaluation in CBCS as attitude towards choice based credit system.**

The above table 05, it is display that the level of attitudes CBCS of boys and girls students



towards equality in evaluation in CBCS as attitude towards choice based credit system has difference. It shows that the calculated chi-square value is 7.12 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 equality in evaluation in CBCS as attitude towards choice based credit system. Hence, the hypothesis framed earlier i.e. there is no significant difference between attitude of boys and girls students towards equality in evaluation in CBCS as attitude towards choice based credit system stands rejected. On the other hand, this study display that 32% students say that CBCS has increased the increase academic achievement among students while as 56% students say that CBCS has not equality in evaluation of students.

**Hypothesis-6:** is no significant difference between attitude of boys and girls students towards satisfaction of grade system in CBCS as attitude towards choice based credit system.

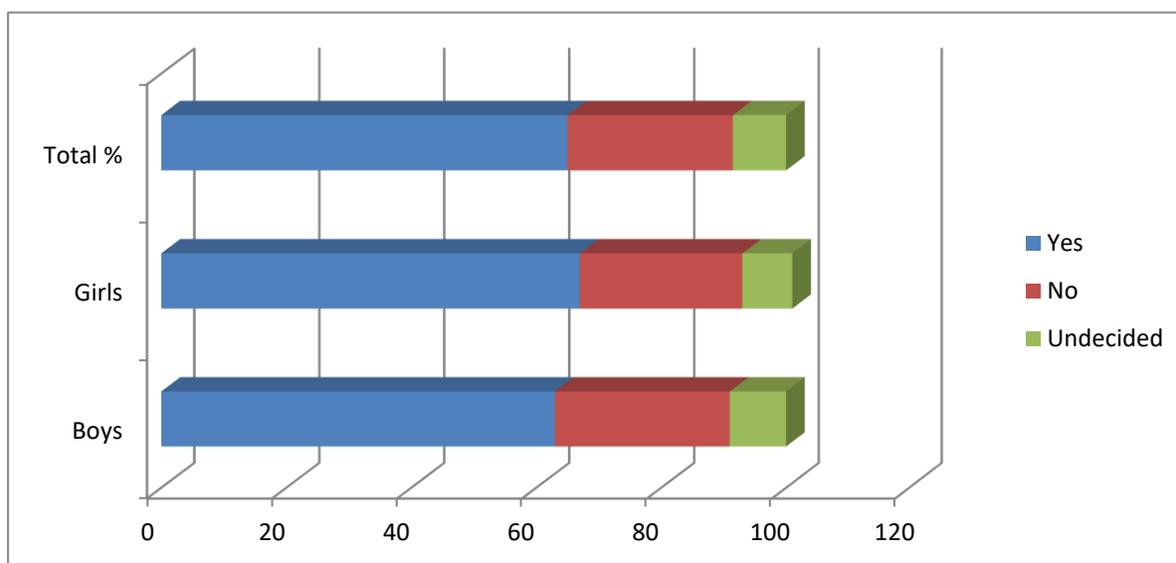
**Table- 06: Difference between attitude of boys and girls students towards satisfaction of grade system in CBCS as attitude towards choice based credit system.**

Boys			Girls			Total	%	df	$\chi^2$	
Attributes	Observed Frequency (fo)	Expected Frequency (fe)	Individual $\chi^2$	Observed Frequency (fo)	Expected Frequency (fe)					Individual $\chi^2$
Yes	63	65.00	0.06	67	65.00	0.06	130	65.00	2	0.34*

No	28	26.50	0.08	25	26.50	0.08	53	26.50		
Undecided	9	8.50	0.03	8	8.50	0.03	17	8.50		
Total	100			100						

\*No significant at 0.05 and 0.01 level

BAR DIAGRAM: Showing difference attitude of boys and girls students towards satisfaction of



grade

system in CBCS as attitude towards choice based credit system.

The above table 06, it is display that the level of attitudes CBCS of boys and girls students towards satisfaction of grade system in CBCS as attitude towards choice based credit system has no difference. It shows that the calculated chi-square value is 0.34 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 satisfaction of grade system in CBCS as attitude towards choice based credit system. Hence, the hypothesis framed earlier i.e. there is no significant difference between attitude of boys and girls students towards satisfaction of grade system in CBCS as attitude towards choice based credit system stands accepted. On the other hand, this study display that 65% students say that CBCS has increased the work load among students while as 26.50% students say that CBCS has not satisfaction of grade system of students.

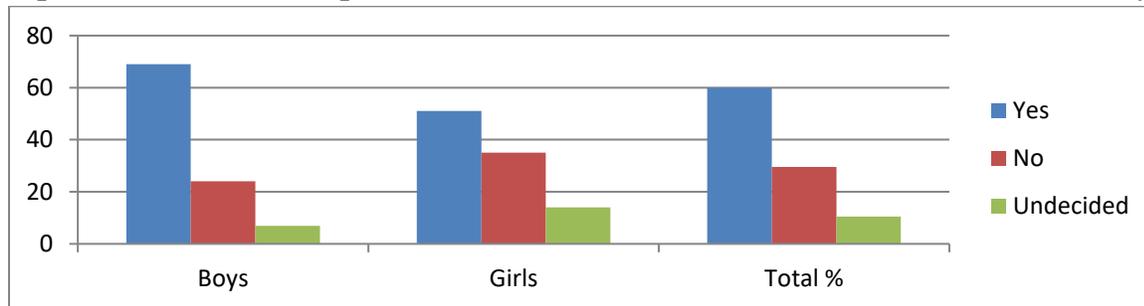
**Hypothesis-7:** There is no significant difference between attitude of boys and girls students towards departmental time table problem in CBCS as attitude towards choice based credit system.

**Table 07: Difference between attitude of boys and girls students towards departmental time table problem in CBCS as attitude towards choice based credit system.**

Boys				Girls			Total	%	df	$\chi^2$
Attributes	Observed Frequency (fo)	Expected Frequency (fe)	Individual $\chi^2$	Observed Frequency (fo)	Expected Frequency (fe)	Individual $\chi^2$				
Yes	69	60.00	1.35	51	60.00	1.35	120	60.00	2	7.10**
No	24	29.50	1.03	35	29.50	1.03	59	29.50		
Undecided	7	10.5	1.17	14	10.50	1.17	21	10.50		
Total	100			100						

\*\*Significant at 0.05 level

**BAR DIAGRAM: Showing difference attitude of boys and girls students towards departmental time table problem in CBCS as attitude towards choice based credit system.**



The above table 07, it is display that the level of attitudes CBCS of boys and girls students towards departmental time table problem in CBCS as attitude towards choice based credit system has difference. It shows that the calculated chi-square value is 7.10 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 departmental time table problem in CBCS as attitude towards choice based credit system. Hence, the hypothesis framed earlier i.e. there is no significant difference between attitude of boys and girls students towards departmental time table problem in CBCS as attitude towards choice based credit system stands rejected. On the other hand, this study display that 60% students say that CBCS has increased the increase academic achievement among students while as 29.50% students say that CBCS has not departmental time table problem of students.

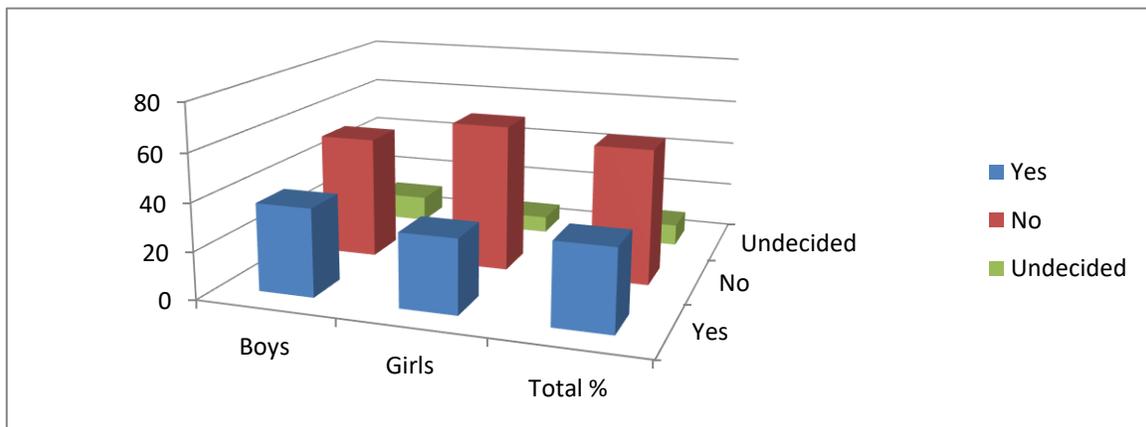
**Hypothesis-8:** There is no significant difference between attitude of boys and girls students towards essential minimum qualification in CBCS as attitude towards choice based credit system.

**Table- 08: Difference between attitude of boys and girls students towards essential minimum qualification in CBCS as attitude towards choice based credit system.**

Boys				Girls			Total	%	df	$\chi^2$
Attributes	Observed Frequency (fo)	Expected Frequency (fe)	Individual $\chi^2$	Observed Frequency (fo)	Expected Frequency (fe)	Individual $\chi^2$				
Yes	37	34	0.26	31	34	0.26	68	34	2	2.28*
No	52	57	0.44	62	57	0.44	114	57		
Undecided	11	9	0.44	7	9	0.44	18	9		
Total	100						200			

\*No significant at 0.05 and 0.01 level

**BAR DIAGRAM: Showing difference attitude of boys and girls students towards essential minimum qualification in CBCS as attitude towards choice based credit system.**



The above table 08, it is display that the level of attitudes CBCS of boys and girls students towards essential minimum qualification in CBCS as attitude towards choice based credit system has no difference. It 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 essential minimum qualification in CBCS as attitude towards choice based credit system. Hence, the hypothesis framed earlier i.e. there is no significant difference between attitude of boys and girls students towards essential minimum qualification in CBCS as attitude towards choice based credit system stands accepted. On the other hand, this study display that 34% students say that CBCS has essential minimum qualification among students while as 57% students say that CBCS has no needed essential minimum qualification of students.

### MAJOR FINDINGS:

The major findings of this investigation revealed that-

- ✓ The present study indicated that, there is no significant difference between the attitude of boys and girls students towards work load in CBCS as attitude towards choice based credit system. This study display that 34.50% students say that CBCS has increased the work load among students while as 54% students say that CBCS has not increased the work load of students.
- ✓ Analysis of data shows that, there is exists significant difference between the attitude of boys and girls students towards dilemma for subject choice in CBCS as attitude towards choice based credit system. This study display that 31% students say that CBCS has increased the dilemma for subject choice among students while as 52% students say that CBCS has not increased dilemma for subject choice of students.
- ✓ It is found that, there 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.
- ✓ This analysis displays that, there is 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 display that 55% students say that CBCS has increased the academic achievement among students while as 31.50% students say that CBCS has not increased academic achievement of students.
- ✓ This investigation shows that, there exists significant difference between the attitude of boys and girls students towards equality in evaluation in CBCS as attitude towards choice based credit system. This study display that 32% students say that CBCS has increased the increase academic achievement among students while as 56% students say that CBCS has not equality in evaluation of students.
- ✓ Its represent that, there is no significant difference between the attitude of boys and girls students towards satisfaction of grade system in CBCS as attitude towards choice based credit system. This study display that 65% students say that CBCS has increased the work load among students while as 26.50% students say that CBCS has not satisfaction of grade system of students.
- ✓ Analysis of data display that, there exists significant difference between the attitude boys and girls students towards departmental time table problem in CBCS as attitude towards choice based credit system. this study display that 60% students say that CBCS has increased the increase academic achievement among students while as 29.50% students say that CBCS has not departmental time table problem of students.

- ✓ The present study indicated that, there is no significant difference between the attitude boys and girl's students towards essential minimum qualification in CBCS as attitude towards choice based credit system. This study display that 34% students say that CBCS has essential minimum qualification among students while as 57% students say that CBCS has no needed essential minimum qualification of students.

### CONCLUSION:

Choice Based Credit System is increases the sincerity among the students. To conclude it can be said that education is not an end but an integral system in building the youth of a nation and subsequently at a global level. A well schematic system of evaluation is a potent educational device. CBCS have been efficacious in eliminating rote learning and memorizing introducing critical thinking and analysis which leads to creativity and innovation in education system. From the empirical evidence students perceive the CBCS to be student centric which provides student freedom and has clarity in evaluation with clear syllabi and adequate college resources providing all round development of students. Thus CBCS will enable the smooth transition from a teacher-centric system to a student-centric education. CBCS system is a departure from the traditional 'exam-centric' education system to a more 'proactive and need based system' that aims at developing students with 'knowledge, skill, attitude.

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