

**ATTITUDE TOWARDS CHOICE BASED CREDIT SYSTEM OF PG LEVEL  
STUDENTS IN HIGHER EDUCATION: A STUDY ON ASSAM UNIVERSITY****Nil Ratan Roy, Umme Khadiza Khanam & Tribeni Devi**

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***Abstract***

*The 11<sup>th</sup> plan recognized the need to introduce the academic reform in the university and college education system. 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 Assam University the CBCS has been started in its PG level courses across the discipline since 2010. As this is the reformed structure of education system, so still this system has not been materialized in full form. The students as well as the teachers community has different perception and attitude regarding this new form of curriculum as well as examination system. The present study is an attempt to know the level of attitude of PG level Arts and Science students towards CBCS. The study is conducted with a small number of samples i.e. 56 in Assam University only. 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.*

**BACKDROP OF THE STUDY:**

Indian higher education system is the second largest in the world with about 636 degree granting higher educational institutions and 33,023 numbers of colleges (Higher Education in India at a

Glance, February 2012, UGC). Out of this figure 297 are state Universities, 43 Central Universities, 100 are Private Universities, 65 are Deemed Universities. The education system in India has a proven history of excellence. Dr. Sukheo Thorat, Chairman UGC has recently said on “Important constituent for improvement of quality in Higher Education is the initiative for academic and administrative reform in the university and college education system. The 11<sup>th</sup> plan recognized the need to introduce the academic reform in the university and college education system. 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.”

The 11th Five Year plan of India proposed various measures for academic reforms in higher education. The National Knowledge Commission in its report to the nation in 2008-2009 on higher education and Yashpal Committee Report in 2009 recommended revamping of higher education through academic and administrative reforms. Keeping in view the challenges of the changed times and make the higher education in Indian Universities compatible with the universities in developed nations, the UGC (11th plan, March 2009) and later on the Association of Indian Universities (AIU) stressed on the following recommendations:

(1) Semester System (2) Choice Based Credit System (3) Curriculum Development (4) Examination Reforms (5) Administrative Reforms

Choice-based credit system (CBCS) has several unique features: Enhanced learning opportunities, ability to match students' scholastic needs and aspirations, inter-institution transferability of students (following the completion of a semester), part-completion of an academic programme in the institution of enrolment and part-completion in a specialized (and recognized) institution, improvement in educational quality and excellence, flexibility for working students to complete the programme over an extended period of time, standardization and comparability of educational programmes across the country, etc. The CBCS imminently fits into the emerging socio-economic milieu, and could effectively respond to the educational and occupational aspirations of the upcoming generations. In view of this, institutions of higher education in India would do well to invest through and resources into introducing CBCS. Aided by modern communication and information technology, CBCS has a high probability to be operationalised efficiently and effectively - elevating students, institutions and higher education

system in the country to newer heights. It might be added that a large number of universities and institutions in the country are already having their undergraduate and post-graduate 'papers' subdivided into units and sub-units. In switching on to CBCS, the task of such institutions would be relatively easy. In a generalized manner, the sequence of CBCS would be:

**Paper - Unit - Sub-unit = Credits**

While explanations of the several terms related to the development of a Choice-Based Credit System, it is important to know that CBCS essentially implies a redefining of the curriculum into smaller measurable entities or 'modules' with the hours required for studying/learning these – not 'teaching' - being at the primary focus and the development of a mechanism whereby these modules can be combined in different ways so as to qualify for a Certificate, Diploma or Degree. In a sense, therefore, the completion of a single 'Module' of learning can pave the way for learning other modules either in the same institution or elsewhere and a combination of modules in keeping with the needs and interests of the learners illustrates the much talked about 'cafeteria approach' to learning with the Learner at the centre stage of all academic transactions. Choice based credit system (CBCS) or a cafeteria like system is the solution for this type of transformation from the traditional teacher oriented education to a student-centered education. Taking responsibility for their own education in this way, students can benefit the most from all the available resources. Academic commissions and committees such as UGC, TANSCH and NAAC recommend CBCS for higher education. CBCS has the facility to transfer the credits from one institution to another provided there are provisions in the rules of the autonomous colleges and the universities to accept transfer of credits. Though the students will choose courses of inter-disciplinary nature, the required courses for majoring in a subject will ensure depth. Professionalism and quality consciousness are the basis for every change. With faculty advising, CBCS can offer a very flexible and open system for a quality up gradation of higher education.

**ADVANTAGES:**

- (i) Choice Based Credit System is essential for higher education in the present context.
- (ii) CBCS system of courses helps the students to improve the interdisciplinary approach in education.
- (iii) Freedom to choose subjects which is beneficial for students.

- (iv) Respects 'Learner Autonomy' Allows learners to choose according to their own learning needs, interests and aptitudes.
- (v) Facilitates Learner Mobility: Offers the opportunity to study at different times and in different places. Credits earned at one institution can be transferred to another.
- (vi) In this system students need not to repeat the full semester if there is fail in one paper.
- (vii) More autonomy is given to the students in this system.
- (viii) CBCS provides a cross-cultural learning environment.
- (ix) CBCS provide develop quality education.
- (x) It upgrades educational and occupational aspiration of the upcoming generation.

**DISADVANTAGES:**

- (i) Implementation of CBCS has some Practical limitations.
- (ii) It is complicated, especially in the view of shortage of teachers or infrastructures.
- (iii) One subject can be repeated three times, it makes the students irresponsible.
- (iv) Student cannot plan effectively their list of students.
- (v) It needs more punctuality from the student.
- (vi) There is no betterment system of evaluation in this system.
- (vii) Students can have only partial knowledge of any new subject chosen by the student as extra credit subject.
- (viii) Numbers of courses are imposed in the CBCS, which is an overburden for the student as well as teachers.
- (ix) Shortage of infrastructure facilities i.e. building, laboratory facilities, and practical class room affects CBCS.

In Assam University the CBCS has been started in its PG level courses across the discipline since 2010. The university has the semester system from the very beginning and simultaneously CBCS has been introduced at present. As this is the reformed structure of education system, so still this system has not been materialized in full form. The students as well as the teachers community has different perception and attitude regarding this new form of curriculum as well as examination system. Being the member of these communities the present researchers became attracted to know the views of the students' community regarding this new system educational pattern i.e. CBCS. Keeping all these in mind the present researchers has designed the study with the following title-

**STATEMENT OF THE PROBLEM:**

*Attitude towards Choice Based Credit System of Pg Level Students in Higher Education: A Study on Assam University.*

**OBJECTIVES OF THE STUDY:**

1. To study the attitude of P.G level students towards CBCS in higher Education.
2. To find out significance difference if any regarding the attitude towards CBCS among the P.G students of AUS.

**HYPOTHESES:**

- (i) There is no any significance difference between PG level Arts and Science students of Assam University regarding attitude toward CBCS.
- (ii) There is no any significance difference between PG level Boys and Girls students of Assam University regarding attitude toward CBCS.

**OPERATIONAL DEFINATIONS OF THE TERMS USED:**

**CBCS:** Choice Based Credit System

**ATTITUDE:** An attitude is usually viewed as an enduring disposition to respond consistently in a given manner to various aspects of the world, including persons, events, and objects. It is a psychological factor having some similarity with traits and interest. In the present study attitude refers the perception and views of students toward CBCS.

**METHODOLOGY OF STUDY:**

The descriptive survey method has been used in the present study.

**SAMPLE:**

The researchers have drawn the sample from PG level Arts and Science students of Assam University. The sample size is 56 out of which 28 are from Science and 28 from Arts department. Again, from each discipline equal number of boys and girls students were selected i.e. 14 boys and 14 girls. For this purposive sampling technique has been adopted.

**PROCEDURE OF THE DATA COLLECTION:**

To collect the requisite data related attitude towards CBCS self designed attitude scale was used. The researchers established a rapport with them. Initially the researcher was distributed the attitude scale and requisite directions and instructions were given.

**DELIMITATION OF THE STUDY:**

The delimitation aspects of the present study are:

1. The study is delimited to the Choice Based Credit System of Assam University.
2. The study is delimited to the Arts and Science Student of Assam University.
3. The study is delimited to only one University of Assam.

#### **ANALYSIS AND INTERPRETATION:**

Analyzing of the data is of great importance in a research work. Thus, after the collection of data, it has to be processed and analyzes in accordance with the outline laid down for the purpose at the time of developing the research plan. Then the data are studied from as many angles as possible to explore new facts. The present chapter deals with the analysis an interpretation of data. Keeping in view the objectives the data obtained from the sample were analyzed through qualitative and quantitatively.

**Table No: 1 Level of attitudes towards CBCS of Arts and Science students of Assam University**

Level of Attitude	Ranges of Scores	Frequency		Percentage	
		Arts	Science	% Arts	% Science
High level Attitude	76-112	2	4	7.14%	14.28%
Moderate level attitude	38-75	24	24	85.71%	85.71%
Poor level attitude	0-37	2	0	7.14%	0%

From the above table it's making to known that 7.14% of Arts and 14.28% of Science students of Assam University has highly favorable attitude towards CBCS. On the other hand, it's also found from the field visit that same percent i.e.85.71% of Arts and Science students of Assam University having moderate favorable attitude toward CBCS. Again only 7.14% of Arts students has Poor level attitude towards CBCS. In fact Science Students are having the highest level attitude towards CBCS in comparison to the Arts Students of Assam University.

**Table No: 2 Level of attitudes towards CBCS of Boys and Girls students of Assam University**

Level of Attitude	Ranges of Scores	Frequency		Percentage	
		Boys	Girls	% Boys	% Girls
High level Attitude	76-112	4	2	14.28%	7.14%
Moderate level attitude	38-75	23	25	82.14%	89.28%
Poor level attitude	0-37	1	1	3.57%	3.57%

From the above table no-2 reveals that 14.28% Boys have high level favorable attitude towards CBCS and 7.14% Girls have high favorable attitude towards CBCS. On the other hand, 82.14% and 89.28% of Boys and Girls having moderate level favorable attitude towards CBCS. It's also found from the field visit that same percent i.e.3.57% of Girls and Boys student of Assam University having poor level attitude towards CBCS. In fact Boys are having the highest level attitude in comparison to the Girls Students of Assam University.

**Table No: 3 Level of attitudes towards CBCS of Science Boys and Science Girls students of Assam University**

Level of Attitude	Ranges of Scores	Frequency		Percentage	
		Science Boys	Science Girls	%Science Boys	% Science Girls
High level Attitude	76-112	3	1	21.42%	7.14%
Moderate level attitude	38-75	11	13	78.57%	92.85%
Poor level attitude	0-37	0	0	0%	0%

Again from the above table it is found that 21.42% of the Science Boys having their high level favorable attitude towards CBCS and 7.14% Science Girls having high level favorable attitude towards CBCS of Assam University. On the other hand it is reveals that 78.57% of Science Boys having moderate level favorable attitude towards CBCS and 92.85% of Science Girls have moderate level favorable attitude towards CBCS. In fact Science Boys are having the highest level attitude in comparison to the Science Girls Students of Assam University.

**Table No: 4 Level of attitudes towards CBCS of Arts Boys and Arts Girls students of Assam University**

Level of Attitude	Ranges of Scores	Frequency		Percentage	
		Arts Boys	Arts Girls	%Arts Boys	% Arts Girls
High level Attitude	76-112	2	0	14.28%	0%
Moderate level attitude	38-75	11	13	78.57%	92.85%
Poor level attitude	0-37	1	1	7.14%	7.14%

From the above table it is found that 14.28% of the Arts Boys having their high level favorable attitude towards CBCS of Assam University. On the other hand it is reveals that 78.57% of Arts Boys having moderate level favorable attitude towards CBCS and 92.85% of Arts Girls have

moderate level favorable attitude towards CBCS. Again the same percent of Arts Boys and Girls are having poor level attitude towards CBCS. In fact Arts Boys are having the highest level attitude in comparison to the Arts Girls Students of Assam University.

**Table No: 5: Calculation of 't' value for Arts and Sciences students of Assam University**

Group	N	Mean	SD	°D	't'	Df	Level of Significance	
							5%	1%
Arts	28	51.07	8.25	2.28	0.43	54	2.01	2.68
Science	28	52.04	8.85					

The above table it is reveals that the Level of attitudes towards CBCS of Arts and Science students of Assam University have minor differences. The Mean value of the Arts and Science has reasonably differences i.e. 0.97. The calculation reveals that the standard error of difference is 2.28 and critical ratio of 't' value is 0.43. With df 54 it is found from the table that the calculated value 't' 0.43 is quite Smaller than the table value, so it is not significant at 5% level and 1% level of significance. Hence, we may accept the null hypothesis in both level and may be concluded that there is no any difference between Arts and Science Students of Assam University regarding the attitudes towards CBCS.

**Table No: 6 Calculation of 't' value for Boys and girls students of Assam University**

Gender	N	Mean	SD	°D	't'	df	Level of Significance	
							5%	1%
Boys	28	53.12	8.16	2.24	1.3	54	2.01	2.68
Girls	28	50.00	8.68					

The above table it is reveals that the Level of attitudes towards CBCS of Boys and Girls students of Assam University have minor differences. The Mean value of the Boys and Girls has reasonably differences i.e. 3.12. The calculation reveals that the standard error of difference is 2.24 and critical ratio of 't' value is 1.3. With df 54 it is found from the table that the calculated value 't' 1.3 is quite Smaller than the table value, so it is not significant at 5% level and 1% level of significance. Hence, we may accept the null hypothesis in both level and may be concluded that there is no any difference between Boys and Girls Student of Assam University regarding the attitudes towards CBCS.



**Table No: 7 Calculation of ‘t’ value for Boys students of Arts and Science of Assam University**

Stream	N	Mean	SD	°D	‘t’	df	Level of Significance	
							5%	1%
Boys(Arts)	14	52.64	6.87	3.13	0.30	26	2.06	2.78
Boys(Science))	14	53.57	9.52					

The above table it is reveals that the level of attitudes towards CBCS of Boys students of Arts and Science of Assam University have minor differences. It's found that the Boys Science Students of Assam University higher level of attitude towards CBCS .The Mean value of the Boys students of Arts and Science has rationally differences i.e. 0.93. The calculation reveals that the standard error of difference is 3.13 and critical ratio or ‘t’ value is 0.30. With df 26 it is found from the table that the calculated value i.e. ‘t’=0.30 is quite lesser than the table value, so it is not significance at 5% level and 1% level of significance. Hence, we may accept the null hypothesis in both level and may be concluded that there is no any difference between Boys Student of Arts and Science of Assam University regarding the attitudes towards CBCS.

**Table No: 8 Calculation of ‘t’ value for girls students of Arts and Science of Assam University**

Stream	N	Mean	SD	°D	‘t’	df	Level of Significance	
							5%	1%
Girls(Arts)	14	49.5	9.43	3.33	1	26	2.06	2.78
Girls(Science))	14	50.5	8.18					

The above table it is reveals that the level of attitudes towards CBCS of Girls students of Arts and Science of Assam University have less differences. It's found that the Girls Science Students of Assam University higher level of attitude towards CBCS .The Mean value of the Girls students of Arts and Science has rationally differences i.e.0.5. The calculation reveals that the standard error of difference is 3.33 and critical ratio or ‘t’ value is 1.0. With df 26 it is found from the table that the calculated value i.e. ‘t’=1.0 is quite lesser than the table value, so it is not significance at 5% level and 1% level of significance. Hence, we may accept the null hypothesis in both level and may be concluded that there is no any difference between Girls Student of Arts and Science of Assam University regarding the attitudes towards CBCS.

**MAJOR FINDINGS:**

- 1) Science Students are having the highest level attitude towards CBCS in comparison to the Arts Students of Assam University.
- 2) Boys are having the highest level attitude in comparison to the Girls Students of Assam University.
- 3) There is no any significance difference between Arts and Science Students of Assam University regarding the attitudes towards CBCS.
- 4) There is no any significance difference between Boys and Girls Student of Assam University regarding the attitudes towards CBCS.

**SUGGESTION:**

- a. Every aspect of CBCS should be explained clearly to the student.
- b. Betterment system should be included for improve a student.
- c. CBCS should be based on present and future needs.
- d. In CBCS, time is very short so, syllabus should be prepared accordingly.
- e. Infrastructure should be provided to every department.
- f. Extra time should be given for discussion among teachers and students.
- g. Introduction of Choice Based Credit System to facilitate the students' mobility from one University to another.
- h. Orientation and Workshops should be organized for teachers to understand the details about grading, semester, credit system, credit transfer etc. by inviting and involving resource persons with appropriate expertise.

**CONCLUSION:**

To conclude it can be said that Education is not the end of process but an integral part of Educational spiral and a well designed system of evaluation is a powerful Educational device. Choice Based Credit System is essential for Higher Education. This system increases the sincerity among the teacher as well as the students. It has improved the academic carrier of many students who were not even much sincere and good percentage holder. In CBCS the span of time which can be allotted for increased so that course of study can be properly acquired by the student. Betterment system should be introduced because the students can better their performance.

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