

# Attitude of Post Graduate Level Students of the University of Kalyani towards CBCS

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**Abstract-** The present higher education system and curriculum does not impart the necessary skills that would make the students employable adequately. In addition, the students don't learn to think out of box and analyse on their own. The University Grant Commission (UGC) has made it mandatory to be implemented choice based credit system (CBCS) in all the undergraduate (UG) and postgraduate (PG) courses under the XI plan of Higher Education. The descriptive survey method has been used for conducting the study. The sample size is 200 out of which 100 Girls and 100 Boys students from the PG Departments. The Purposive sampling techniques had been used for choosing sample. 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.

**Keywords:-** CBCS, UGC, Attitude, Post Graduation.

## I. INTRODUCTION

In India, Higher education is imparted largely through Universities and Colleges. Majority of universities and colleges, particularly central universities, have adapted semester system to make higher education more compatible. However, present Indian education system

producing graduates who are lacking in knowledge, skills, values, confidence and academic efficiency as a whole. The current pathetic conditions of Indian higher education system calls the necessary reformation and transformation of higher education system by introducing and devising innovations, and also by developing learner Centre approach as well as globally claimed evaluation system. Most of the Indian Universities and Colleges have been following marks or percentage based evaluation system, which

is acting as a barrier for students' mobility and not letting them to move from institutions to another one to pursue the desired subjects or courses. This calls that there should be a flexible system of education so that students could pursue different nature of professional and non-professional courses according to their choice and desired.

That why, after a prolonged debate among the educationists and experts of concerned fields, University Grant Commission (UGC) has made it mandatory to be implemented choice based credit system (CBCS) in all the undergraduate (UG) and postgraduate (PG) courses under the XI plan of Higher Education. (Kelkar, A.S & Ravishankar, L. 2014) revealed in their study that many universities/autonomous institutions have already implemented the same, Mumbai University made it compulsory in 2011. By 2013, the entire UG and PG

programmes became credit-based. The main objectives of introducing such programmes by UGC are: Need for reforms in higher education; enhanced learning opportunities; ability to match learners' scholastic needs and aspirations; interuniversity transferability of learners; improvement in quality of education and excellence; greater flexibility

The Action Plan proposed by UGC outlines the need to consider and adopt Semester System, Choice Based Credit System (CBCS), and Flexibility in curriculum Development and Examination Reforms in terms of adopting and implementing 'Continuous Evaluation Pattern' by reducing the weightage on the Semester end examination so that students enjoy a distressed learning environment. UGC expects that institutions of higher learning draw a roadmap in a time bound manner to accomplish this reformation process.

The present higher education system and curriculum does not impart the necessary skills that would make the students employable adequately. There is a lack of Interdisciplinary approach as well as there is a very little scope for value-based courses to be taught. In addition, the evaluation methods are largely based on memory recall processes. In addition, the students don't learn to think out of box and analyse on their own.

Also, the system is not effective enough in meeting/empowering students to think or matters/issues independently. Kelkar and Ravishankar (2014) found that 42% of the student agreed that the objective of CBCS was achieved, 39% felt that they were not met and 18% were uncertain. Seventy-five per cent of the respondents felt that the credit system does not help students retain what they have studied in the previous semester. 35 percent of the respondents agreed that internal assessments have helped improve pass percentage. This is because of not a proper knowledge regarding CBCS. In addition, the students don't learn to think and analyse on their own. Also, the system is not effective enough in meeting/empowering students to think or issues independently.

The 11th five year plan of India as well as the National Knowledge Commission has recommended revamping of higher education through academic and administrative reforms. The choice Based Credit System (CBCS) offers wide-ranging choice for students to opt for courses based on their aptitude and their career goals.

The introduction of choice-based credit system will surely bring a smile on students' faces. Hence the Present research paper is being undertaken to bring clarity and newer vistas about CBCS.

### 1. Objectives of the Study:

Present study aimed at fulfilling the following objectives

- To study the attitude of P.G level students towards CBCS at university of Kalyani.
- To study the attitude of male and female P.G level students towards CBCS at the University of Kalyani.

### 2. Hypothesis:

Following hypothesis were formed to study the variable relationships;

- **H01:** There is no significance difference between PG level Male and Female student at University of Kalyani regarding attitude towards CBCS.
- **H02:** There is no significance difference between PG level student for Arts and Science of University of Kalyani regarding attitude towards CBCS.
- **H03:** There is no significance difference between PG level Arts Male and Female students at University of Kalyani regarding attitude towards CBCS.
- **H04:** There is no significance difference between PG level Science Male and Female students at University of Kalyani regarding attitude towards CBCS.

## II. METHOD OF THE STUDY

The descriptive survey method has been used in the present study. Considering the objectives, hypothesis and the nature of data to be collected, the survey method was used to assess the Kalyani university Post Graduation level students' attitudes towards Choice-Based Credit System.

## III. SAMPLE AND SAMPLING

The researchers have drawn the sample from PG level Girls and Boys students of the University of Kalyani. The sample size is 200 out of which 100 Girls and 100 Boys students from the PG Departments. The Purposive sampling techniques had been used to selecting the sample of the present study.

## IV. ANALYSIS AND INTERPRETATION OF DATA

### 1. Interpretation:

The above table it is reveals that the Level of attitudes towards CBCS of Male and Female students of Kalyani University have minor differences. The Mean value of the Male and Female has reasonably differenced i.e., 3.01. With df 99 it is found from the table that the calculated value "t"-1.367 is quite smaller than the table value, so it is not significant at 5% level and 1% level of significance.

Table 1. Calculation of "t" value for and Male and Female student of Kalyani University.

Gender	N	Mean	SD	T	df	Correlation	Significance
Male	100	117.6100	17.12800	1.367	99	.182	.078
Female	100	120.6200	17.43502				

Hence, we may accept the null hypothesis in both level and may be concluded that there is no any difference between Male and Female Student of Kalyani University regarding the attitudes towards CBCS.

### 2. Interpretation:

The above table it is reveals that the level of attitudes towards CBCS of students Arts and Science of Kalyani University have minor differences. It's found that the student for Arts and Science Students of Kalyani University higher level of attitude towards CBCS. The Mean value of the students of Arts and Science has rationally differenced i.e., 2.58. The calculation reveals that the standard error of difference is 1.7293 and critical ratio or "t" value is 1.407, With df 99. It is found from the table that the calculated value i.e., 2.58 is quite lesser than the table value, so it is not significant at 5% level and 1% level of significance.

Table 2. Calculation of "t" value for student for Arts and Science of Kalyani University.

Gender	N	Mean	SD	T	df	Correlation	Significance
Arts (Male)	50	118.1700	15.22165	-2.901	49	-0.45	.770
Arts (Female)	50	126.4300	12.69785				

Hence, we may accept the null hypothesis in both level and may be concluded that there is no any difference between Student of Arts and Science of Kalyani University regarding the attitudes towards CBCS.

### 3. Interpretation:

The above table it is reveals that the level of attitudes towards CBCS of Arts students of Male and Female of Kalyani University have less differences. It's found that the Arts Students of Kalyani University have higher level of attitude towards CBCS. The Mean value of the Arts students of Male and Female has rationally differenced i.e., 8.26. The calculation reveals that the standard error of difference is and critical ratio 2.5238. or "t" value is -2.884. With df 49 it is found from the table that the calculated value i.e., "t" -2.901 is quite lesser than the table value, so it is not significant at 5% level and 1% level of significance.

Table 3. Calculation of "t" value of Arts student for Male and Female of Kalyani University.

Gender	N	Mean	SD	T	df	Correlation	Significance
Arts	100	122.4700	14.42855	1.407	99	0.61	.158

Science	100	119.8900	16.15785				
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Hence, we may accept the null hypothesis in both level and may be concluded that there is no any difference between Arts Student of Male and Female of Kalyani University regarding the attitudes towards CBCS.

#### 4. Interpretation:

The above table it is reveals that the Level of attitudes towards CBCS of Science students male and female of Kalyani University have minor differences. The Mean value of the Science student for male and female has reasonably differences i.e., 7.60. The calculation reveals that the standard error of difference is 3.89951 and critical ratio of "t" value is 1.970. With df 49. It is found from the table that the calculated value "t" 1.970 is quite Smaller than the table value, so it is not significant at 5% level and 1% level of significance.

Table 4. Calculation of "t" value of Science student for male and female of Kalyani University.

Gender	N	Mean	SD	T	df	Correlation	Significance
Science (Male)	50	117.5644	15.99524	1.970	49	.185	.195
Science (Female)	50	109.9595	19.89475				

Hence, we may accept the null hypothesis in both level and may be concluded that there is no any difference sciences student between male and female Students of Kalyani University regarding the attitudes towards CBCS.

#### V. MAJOR FINDINGS

The major findings of the study as well as some suggestions are as follow;

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

#### VI. CONCLUSION

CBCS and semester 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 and value' so very vital for leading a meaningful life and contributing to nation building. Its effective implementation however calls for organizational support, both human and physical, and total devotion and commitment of all the stakeholders.

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. Better ment system should be introduced because the students can better their performance.

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