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## ATTITUDE OF B.ED STUDENTS TOWARDS SEMESTER AND CREDIT SYSTEM

Modassar Hossain<sup>1</sup>, Rimi Mondal<sup>2</sup>, Bubly Sarkar<sup>3</sup> and Bijan Sarkar<sup>4</sup>

<sup>1</sup>Student, Department of Education, University of Kalyani.

<sup>2</sup>M.Phil.Scholar, Department of Education, University of Kalyani.

<sup>3</sup>Research scholar, Department of Education, University of Kalyani. & Assistant Professor, Department of Education, KalyaniMahavidyalaya. City centre complex, Kalyani, Nadia. West Bengal, India.

<sup>4</sup>Head & Associate Professor, Department of Education, University of Kalyani.

### ABSTRACT

According to UGC norms, Semester and Credit system is mandatory for all higher education institutions. It is a student centric education system, where students have a choice to select their favourite subject as they wish and the entire assessment is gradebased. Both systems are ongoing in the present context of West Bengal. As, these systems are new in the Educational perspective, so different attitude are generated among the stakeholders towards this system. In this connection, Researchers have taken the present study aimed at to measure the attitude towards 'Semester and Credit system'. A survey of 200 B.Ed students was conducted by the researchers from two districts (Nadia and Murshidabad) of West Bengal. One main variable 'attitude towards semester and credit system' was considered for this study. Nine null hypotheses were framed for reaching the research findings. One questionnaire was formed by the researchers, consisting of total 30 questions, where 15 items for credit system and 15 items for semester system. Mean, SD were used as descriptive statistics and t-test as inferential statistics. Finally, they found significant difference from one null hypothesis.



**KEY WORD:** Credit system, Semester system, Higher education.

### 1.0 INTRODUCTION:

From the ancient era to present situation, the educational systems are changing according to the social need. Society has changed his own pattern or system for the future development by destroying its conventional process or ideas. CBCS is one of the examples of educational change in the present day context. From 2014, according to the regulation of NCTE, this system was included in the higher education department. According to the UGC norms, every teacher training University has adapted semester system and credit system. Basically, Semester system is one type of educational administrative process, where the whole or annual academic session is divided into two parts of about six months. Here, assessment is fully credit based. The academic hour of curriculum also set according to semester wise. The concept of continuous evaluation is an essential part of this system. This system provides greater flexibility in the curriculum. In credit system, the whole academic session is divided into various credit hours. Here, the student achievement is expressed by grade point. Both systems are implemented in the B.Ed section of West Bengal, according to the regulation of NCTE-2014. In this connection, researchers reviewed various related literature and find different attitude towards semester and credit system among students, teachers, student-teacher, experts etc.

### 1.1 Review of Related Literature:

#### Researchers have reviewed the following literature-

Deuri, (2015). studied on “Attitude towards choice based credit system of post graduate level students in higher Education:A study on Gauhati University”. The selected objectives of this paper are to study the attitude of post graduate level students towards choice based credit system and to find out the effective measure to remove its limitations. Researcher has taken descriptive survey method for this study. A survey was conducted on 60 samples and found that science students have more positive attitude towards choice based credit system than arts students and boys have more positive attitude than girls’ students with respect to choice based credit system.

Zafar, Manjurekar,Prem, & Khan (2014). in their paper “Effects of FFCS (Fully Flexible Credit System) on learning experience and academic performance”. They have selected their aims to examine the influence of Fully Flexible Credit System in VIT University, Vellore, India. For this study researchers have done a survey through applying online questionnaire on 100 samples from VIT University. Finally, they found that, FFCS has truly effect on student learning experience and also academic performance.

In the paper of Garcha(2017) named ‘Role of Gender on attitude of Teacher trainees towards semester system’, the main objective was to measure the role of gender of teacher trainees on their attitude towards semester system. It is a descriptive study. One survey was conducted on 200 pre service teacher trainees from B.Ed. colleges in Punjab. After data analysis, he found no significant difference exists between male pre-service teacher trainees and female pre-service teacher trainees in the perspectives of attitude towards semester system.

Das (n.d) studied on ‘A study on students’ perception about the implementation of semester system in the undergraduate colleges under Dibrugarh University. The selected objective of this paper is to analyse the perception of students towards semester system in degree colleges. A survey was conducted on 200 undergraduate students. The collected data was analysed by using frequency and percentage. The researcher found that student’s attitude is not satisfactory towards semester system.

‘An Empirical study to measure the perception of Management students towards Choice Based Credit System (CBCS)’ is a study conducted by Sumitha,Krishnamurthy,& Winfred (2016). The selected objective of the paper is to measure the perception of management students towards Choice Based Credit System. They conduct a survey on 150 samples and collected data. After a quantitative interpretation, they found that the perception of students is positively high towards Choice Based Credit System.

### 1.2 Research Objectives:

For this study, the selected research objectives are-

- To measure the attitude of Govt.and Non-Govt. B.Ed.students towards ‘Semester and Credit’ system of Govt.B.Ed.college.
- To find out the differences of attitude towards ‘Semester and Credit’ system of B.Ed. among students of different strata.

### 1.3 Research Hypothesis:

According to research objectives, selected hypotheses are-

- H<sub>o.1</sub> There is no significant differences between the attitude of Govt. B.Ed. college students and Non-Govt. B.Ed. college students towards ‘Semester and Credit’ system.
- Ho.2 There is no significant difference between the attitude of male students of Govt. B.Ed.college and male students of Non-Govt. B.Ed. college towards ‘Semester and Credit’ system.
- Ho.3 There is no significant difference between the attitude of female students of Govt. B.Ed. college and female students of Non-Govt. B.Ed. collegetowards ‘Semester and Credit’ system.
- Ho.4 There is no significant difference between the attitude of Deputed teachers of Govt. B.Ed. college and Deputed teachers of Non-Govt. B.Ed. collegetowards ‘Semester and Credit’ system.

- Ho.5 There is no significant difference between the attitude of male students of Govt. B.Ed. college and female students of Govt. B.Ed. college towards 'Semester and Credit' system.
- Ho.6 There is no significant differences between the attitude of male students of Non-Govt. B.Ed. college and female students of Non-Govt. B.Ed. college towards 'Semester and Credit' system.
- Ho.7 There is no significant differences between the attitude of Deputed Teacher of Govt. B.Ed. college and student-teacher of Govt. B.Ed. college towards 'Semester and Credit' system.
- Ho.8 There is no significant differences between the attitude of Deputed Teacher of Non-Govt. B.Ed. college and student-teacher of Non-Govt. B.Ed. college towards 'Semester and Credit' system.

#### 1.4 Methodology:

Present study is a Descriptive study and its data analysis approach is quantitative.

**Sample:** 200 B.Ed. students are considered as sample from Nadia and Murshidabad district. At first, four B.Ed. colleges are selected by using purposive sampling and from these colleges 200 sample students are selected by using Simple random sampling. The sample distribution is-

**Table-1: Sample distribution**

Sl.No	District	Name of B.Ed College	Sample
1	Nadia	Education Department, KU	15
2	Nadia	S.C college of Education	50
3	Murshidabad	UCT COLLEGE	85
4	Murshidabad	Aurangabad B.Ed College	50
		Total	200

**Variable:** In this paper, the variable is 'attitude towards semester and credit system'.

**Tool used:** Researchers developed a questionnaire consisted of 30 items for measuring the attitude towards semester and credit system. Out of 30 items, researchers have selected 15 items for Semester system and 15 items for Credit system. The responses of each statement are expressed into four alternative categories, like- Strongly agree, Agree, Disagree, Strongly disagree.

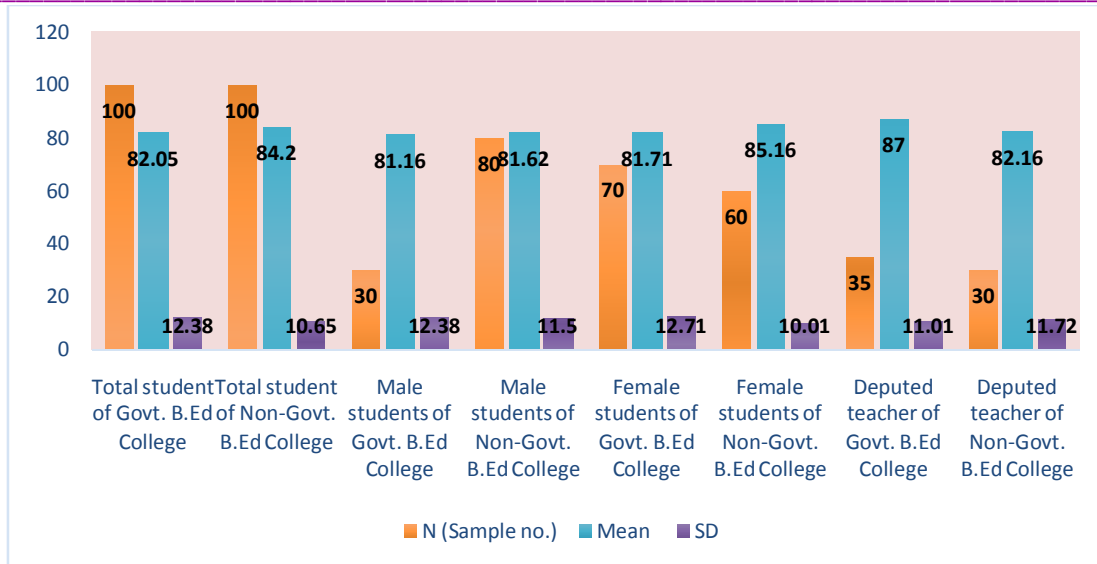
#### STATISTICAL PROCEDURE:

For the data analysis & Interpretation, researchers have used different descriptive (Mean, Median, SD) and inferential (t-test) statistics. Data is taken in different strata, like-Male student, Female student, Teacher, student-teacher.

#### 1.5 Analysis and Interpretation:

**Table-2: Descriptive statistics of different group**

Group	N (Sample no.)	Mean	SD
Total student of Govt. B.Ed College	100	82.05	12.38
Total student of Non-Govt. B.Ed College	100	84.20	10.65
Male students of Govt. B.Ed College	30	81.16	12.38
Male students of Non-Govt. B.Ed College	80	81.62	11.50
Female students of Govt. B.Ed College	70	81.71	12.71
Female students of Non-Govt. B.Ed College	60	85.16	10.01
Deputed teacher of Govt. B.Ed College	35	87	11.01
Deputed teacher of Non-Govt. B.Ed College	30	82.16	11.72



**Fig1: Graphical Representation of descriptive statistics of different groups**

Researchers have interpreted data by using t-test to measure the attitude towards Semester and credit system and expressed data according to hypothesis-

**H.o.1** There is no significant differences between the attitude of Govt. B.Ed. college students and Non-Govt. B.Ed. college studentstowards Semester and Credit system.

**Table-3: t- test between the attitudes of Govt. B.Ed.college students and Non-Govt. B.Ed. college students towards ‘Semester and Credit’ system**

Group	Number	Mean	SD	df	t-value
Govt. B.Ed colleges students	100	82.05	12.38	198	1.31
Non- Govt. B.Ed colleges students	100	84.20	10.65		

From the table-3, the measured t-test value is 1.31 and df is 198.The table value is 1.97 in 0.05 level and 2.60 in 0.01 level. Here, table value is greater than t-test value, so result is not significant. Hence the hypothesis is accepted that means there is no significant mean difference between the attitude towards “Semester and Credit” system of Govt. and Non-govt. B.Ed. college students

**Ho.2** There is no significant difference between the attitude of male students of Govt. B.Edcollege and male students of Non-Govt. B.Edcollege towards ‘Semester and Credit’ system.

**Table-4: t- test between the attitudes of Govt. B.Ed. college male students and Non-Govt. B.Ed. college male students towards ‘Semester and Credit’ system**

Group	Number	Mean	SD	df	t-value
Male students of Govt. B.Ed colleges	30	81.16	12.71	68	0.15
Male students of Non- Govt. B.Ed. colleges	40	81.62	11.50		

From the table-4, the measured t-test value is 0.15 and df is 68. The table value is 2.00 in 0.05 level and 2.65 in 0.01 level. Here table value is greater than t-test value, so result is not significant.The above hypothesis accepted. Hence there is no significant mean difference between the attitude towards “Semester and Credit” system of Govt. and Non-govt. B.Ed. college male students

**Ho.3** There is no significant difference between the attitude of female students of Govt. B.Ed colleges and female students of Non-Govt. B.Ed colleges towards 'Semester and Credit' system.

**Table-5: t- test between the attitudes of Govt. B.Ed. college female students and Non-Govt. B.Ed. college female students towards 'Semester and Credit' system**

Group	Number	Mean	SD	df	t-value
Female student of Govt. B.Ed. college	70	81.75	12.17	128	1.69
Female student of Non- Govt. B.Ed. college	60	85.16	10.01		

From the table-5, the measured t-test value is 1.69 and df is 128. The table value is 1.98 in 0.05 level and 2.62 in 0.01 level. Here, table value is greater than t-test value, so result is not significant. The above hypothesis is accepted. Hence there is no significant mean difference between the attitude towards "Semester and Credit" system of Govt. and Non-govt. B.Ed. college female students

**Ho.4** There is no significant differences between the attitude of Deputed teachers of Govt. B.Ed. colleges and Deputed teachers of Non-Govt. B.Ed colleges towards 'Semester and Credit' system.

**Table-6: : t- test between the attitudes of Govt. B.Ed. college Deputed teacher and Non-Govt. B.Ed. college Deputed teacher towards 'Semester and Credit' system**

Group	Number	Mean	SD	df	t-value
Deputed teachers of Govt. B.Ed. college	35	87	11.01	63	1.71
Deputed teachers of Non- Govt. B.Ed. college	30	82.16	11.72		

From the table-6, the measured t-test value is 1.71 and df is 63. The table value is 2.00 in 0.05 level and 2.60 in 0.01 level. Here, table value is greater than t-test value, so result is not significant. So, the above hypothesis is accepted. Hence there is no significant mean difference between the attitude towards "Semester and Credit" system of Govt. and Non-govt. B.Ed. college Deputed teachers.

**Ho.5** There is no significant difference between the attitude of male students of Govt. B.Ed. college and female students of Govt. B.Ed. college towards 'Semester and Credit' system.

**Table-7: t test between the attitude towards 'Semester and Credit system' of Male & Female students of Govt. B.Ed. college**

Group	Number	Mean	SD	df	t-value
Male student of Govt. B.Ed. college	30	81.16	12.38	98	0.22
Female student of Govt. B.Ed. college	70	81.71	12.71		

From the table-7, the measured t-test value is 0.22 and df is 98. The table value is 1.98 in 0.05 level and 2.63 in 0.01 level. Here, table value is greater than t-test value, so result is not significant. So, the above hypothesis is accepted. Hence there is no significant mean difference between the attitude towards "Semester and Credit" system of male and female students of Govt. B.Ed. college.

**Ho.6** There is no significant difference between the attitude of male students of Non-Govt. B.Ed. college and female students of Non-Govt. B.Ed. college towards 'Semester and Credit' system.

**Table-8: t test between the attitude towards ‘Semester and Credit system’ of Male & Female students of Non-Govt. B.Ed. college.**

Group	Number	Mean	SD	df	t-value
Male student of Non-Govt. B.Ed. college	40	81.62	11.50	98	1.50
Female student of Non-Govt. B.Ed. college	60	58.16	10.01		

From the table-8, the measured t-test value is 1.50 and df is 98. The table value is 1.98 in 0.05 level and 2.63 in 0.01 level. Here, table value is greater than t-test value, so result is not significant. So, the above hypothesis is accepted. Hence there is no significant mean difference between the attitude towards ‘Semester and Credit’ system of male and female students of Non-Govt. B.Ed. college.

**Ho.7** There is no significant differences between the attitude of Deputed Teacher of Govt. B.Ed. colleges and student-teacher of Govt. B.Ed. colleges towards ‘Semester and Credit’ system.

**Table-9: t-test between the attitude towards ‘Semester and Credit system’ of Deputed Teacher and student-teacher of Govt. B.Ed. college.**

Group	Number	Mean	SD	df	t-value
Deputed teacher of Govt. B.Ed. college	35	87	11.01	98	3.09
Student Teacher of Govt. B.Ed. college	65	79.7	11.73		

From the table-9, the measured t-test value is 3.09 and df is 98. The table value is 1.98 in 0.05 level and 2.63 in 0.01 level. Here, table value is smaller than t-test value, so result is significant. So, the above hypothesis is rejected. Hence there is significant mean difference between the attitude towards ‘Semester and Credit’ system of Deputed and student teachers of Govt. B.Ed. college.

**Ho.8** There is no significant difference between the attitude of Deputed Teacher of Non-Govt. B.Ed. colleges and student-teacher of Non-Govt. B.Ed. colleges towards ‘Semester and Credit’ system.

**Table-10: t-test between the attitude towards ‘Semester and Credit system’ of Deputed Teacher and student-teacher of Non-Govt. B.Ed. college.**

Group	Number	Mean	SD	df	t-value
Deputed teacher of Non-Govt. B.Ed. college	30	82.16	11.72	98	0.98
Student Teacher of Non-Govt. B.Ed. college	70	84.57	10.06		

From the table-9, the measured t-test value is 0.98 and df is 98. The table value is 1.98 in 0.05 level and 2.63 in 0.01 level. Here, table value is greater than t-test value, so result is not significant. So, the above hypothesis is accepted. Hence there is no significant mean difference between the attitude towards ‘Semester and Credit’ system of Deputed and student teachers of Non-Govt. B.Ed. college.

### 1.6 Interpretation:

After statistical analysis, researchers found the following findings-

- There is no significant difference between the attitude of total students of Govt. B.Ed. college and Non-Govt. B.Ed. college towards ‘Semester and Credit’ system.
- There is no significant difference between the attitude of male students of Govt. B.Ed. college and Non-Govt. B.Ed. college towards ‘Semester and Credit’ system.
- There is no significant difference between the attitude of Female students of Govt. B.Ed. college and Non-Govt. B.Ed. college towards ‘Semester and Credit’ system.

- There is no significant difference between the attitude of Deputed teacher of Govt. B.Ed. College and Non-Govt. B.Ed. College towards 'Semester and Credit' system.
- There is no significant difference between the attitude of male students and female students of Govt. B.Ed. college towards 'Semester and Credit' system.
- There is no significant difference between the attitude of male students and female students of Non-Govt. B.Ed. college towards 'Semester and Credit' system.
- There is a significant difference between the attitude of Deputed Teacher and student-teacher of Govt. B.Ed. college towards 'Semester and Credit' system.
- There is no significant difference between the attitude of Deputed Teacher and student-teacher of Non-Govt. B.Ed. College towards 'Semester and Credit' system.

### 1.7 CONCLUSION:

Present study measures the attitude of male students, female students, deputed teachers and student-teachers of Govt. B.Ed. college and Non-Govt. B.Ed. college towards the 'semester and credit' system. After the data interpretation, researchers found positive attitude towards semester and credit system in most of the aspects. There is no significant difference between total students of Govt. B.Ed. and Non-Govt. B.Ed. college with respect to their attitude towards semester and credit system. Only there is a significant difference in the attitude of deputed teacher and student-teacher of Govt. B.Ed. college towards semester and credit system. Deputed teachers of Govt. B.Ed. college have most positive attitude towards semester and credit system. The attitude of Non Govt. B.Ed. college students have more positive than Govt. B.Ed. college students, and female students have more positive attitude than boys in both B.Ed. college. Researchers found similar findings in the literature review, e.g., in the study of Deuri, (2015), he found positive attitude of students towards credit system. And, Garcha, (2017) found no significant differences between male pre service teacher trainees and female pre service teacher trainees in the perspectives of attitude towards semester system. So, in this respect the present paper is valid and relevant in the real context.

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