

Teachers' Attitude towards Choice Based Credit System at U.G. Level Colleges

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Abstract: In the present study the investigator attempts to study the attitude of U.G. level teachers towards choice based credit system. CBCS is the solution for the transformation of an education system from the traditional 'teacher oriented education' to a 'student-centred education'. For this purpose sample of 262 college teachers were randomly selected. To collect the data, attitude towards CBCS scale (reliability = 0.839) developed by Bindumal (2015) was used. Descriptive statistics had been applied for data analysis. Also inferential statistics like 't'-test and ANOVA had been applied to find out the result and inference. The study reveals that U.G. level teachers have a favourable attitude towards CBCS. Arts and Science teachers significantly differ in their attitude towards CBCS, but Male and Female, Rural and Urban & Teaching Experience wise college teachers do not differ significantly in their attitude towards CBCS.

Key Words: Attitude towards CBCS, Undergraduate Teachers.

Introduction: Choice Based Credit System is an academic curriculum reform of Indian higher education. At present in India 404 State Universities, 126 Deemed-to-be Universities, 50 Central Universities, 340 Private Universities prevail (01/11/2019 UGC list). Besides, there are many higher education institutions. To reach at the

level of excellence several committees and commissions like University Education Commission (1948-49), Mudaliar Commission (1952-54), Kothari Commission (1964-66), Ramamurthy Committee (1990) were set up. The committees and commission gave emphasis on curriculum and evaluation system and its reform. They recommended comprehensive continuous revaluation and credit system.

To bring higher education in one umbrella, for all round development of learners, 11th five years plan, Knowledge Commission report (2008-2009), Yashpal Committee report (2009) and Association of Indian Universities (AIU) introduced CBCS i.e. Choice Based Credit System that has brought a radical change in higher education. This CBCS had already started in developed countries. In European Countries it is European Credit Transfer System (ECTS), in Australia it is National Qualification Framework, and the Credit Accumulation and Transfer System in the UK.

This powerful system of courses helps the students to improve the interdisciplinary approach in education. This system provides flexibility to the students in the selections of the subject of study and permit students to move from one institution to another of their choice anywhere in the globe and the expertise is unevenly distributed among the universities and the students must be given the choice to move freely between the universities to take up the choice based credit, provided by those institutions. It is the more autonomy is given to the students in this system. CBCS is an upgrades educational and occupational aspiration of the upcoming generation.

On reviewing literature it was observed by the researchers that level of attitude of students & teachers towards choice based credit system in higher education (Roy, Khanam & Devi 2013; Deuri 2015; Bindumal 2015; Bhat 2017; Katoch 2017; Chahal & Manan 2017). It is also seen that there are some studies conducted on the empirical study to measure the perception of management students (Sumitha, Krihnamurthy & Winfred 2016). Locates the urgent problems of the CBCS implementation in higher education institutions of India, comprehensive discussion the components of the European Credit Transfer System (ECTS) and concludes with suggestions for making CBCS more practical for the Indian education system (Tazien 2017). A number of research works found dealing with the definition, features, advantages & disadvantages, pros & cons and problems & challenges of CBCS. (Clementking & Sulaiman 2010; Clementking, Muhammad, Shah & Ahmad 2013; Chaubey 2015; Kaur & Sharma 2016; Khanna 2016; Aparna 2017; Ghosh & Sarkar 2017; Mishra 2017; Mir 2017). Hence, from the above studies, it is clear that most of the papers are based on the concept of CBCS.

Choice Based Credit System is a new paradigm shift in Indian Higher Education System. It is a new system that has been introduced in our higher level institution as

per the recommendations of UGC. The main aim of the present study is to find out the attitude of U.G. level teachers' towards CBCS. Hence the study is entitled as **"Teachers' Attitude Towards Choice Based Credit System at U.G. level Colleges."**

The objective of the study is to find out the attitude of U.G. level teachers towards Choice Based Credit System.

Hypothesis: H₀1: There is no significant difference between male and female teachers in their overall and dimension-wise attitude towards Choice Based Credit System.

H₀2: There is no significant difference between the teachers of rural institutes and urban institutes in their overall and dimension-wise attitude towards Choice Based Credit System.

H₀3: There is no significant difference between arts and science teachers in their overall and dimension-wise attitude towards Choice Based Credit System.

H₀4: There is no significant difference between less than 5 years, between 5-15 years and more than 15 years experienced teachers in their overall and dimension-wise attitude towards Choice Based Credit System.

Method: Descriptive research methodology with survey technique had been used in the present study. The present study was quantitative in nature.

Participant: The present study analysed U.G. level teachers' attitude towards CBCS programme in three Universities in West Bengal i.e. Vidyasagar University, Calcutta University & Burdwan University. For the present study, the researcher selected the undergraduate level of Govt. college, Govt. Aided college & Autonomous college. So, the teachers at U.G. level of Vidyasagar University, Calcutta University & Burdwan University are the target population of the study.

Sampling procedures: The researcher had used stratified random sampling technique for the present study. By this technique the population was divided into some subgroups (strata) to collect representative sample. The sample was selected randomly from the different colleges of Purba Medinipur, Paschim Medinipur, Howrha, Hooghly and Kolkata districts. There are so many colleges under Vidyasagar University, Calcutta University & Burdwan University. So from there 262 teachers were randomly selected as samples for this study.

Measurement approaches: Attitude Scale (Attitude towards CBCS): A scale has been

made to measure the attitude of college teachers. It is a five point Likert's method scale. The scale was developed by Bindumal, 2015. The scale is based on 6 (curricular activities, co-curricular activities, examination system, teacher-student relationship, professional anxiety and implementation of CBCS) dimensions. The language of the scale is English. This scale has been transferred to Bengali medium by the help of English and Bengali language teachers for data collection. It has 38 items which are divided into positive and negative. Among those items the researcher modified a few items for his research work

Dimension wise distribution of items: In the present study 38 items were selected, for the final scale. Out of these, 9 items were included under the dimension Curricular Activities, 4 items were included under the dimension Co-Curricular Activities, 11 items were included under the dimension examination system, 6 items were included under the dimension teacher-student relationship, 4 items were included under the dimension professional anxiety and 4 items were included under the dimension implementation of CBCS.

Scoring Procedure: For scoring of the questionnaire (attitude towards CBCS), numerical values were assigned to the five categories of the responses as: Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1 for positive items and reverse for negative items.

Reliability: Cronbach's Alpha value of reliability of Attitude towards CBCS scale was found out to be .839. The value suggests that scale is confidently reliable. The reliability statistics of Attitude towards CBCS scale is presented in table 1.

Table 1: Reliability statistics of Attitude towards CBCS scale

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.842	.839	38

Summary of item statistics of Attitude towards CBCS scale is mention in following table 2.

Table 2: Summary Item Statistics of Attitude towards CBCS

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.234	2.195	3.870	1.676	1.763	.215	38

Item total statistics of Attitude towards CBCS scale is presented in table 3.

Table 3: Item Total Statistics

Number of Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item-01	120.408	234.687	.287	.292	.839
Item -02	119.313	222.982	.628	.590	.829
Item -03	119.324	225.982	.543	.486	.832
Item -04	120.294	240.116	.129	.281	.843
Item -05	119.290	232.421	.427	.412	.836
Item -06	119.218	234.868	.303	.294	.838
Item -07	119.412	242.918	.098	.306	.842
Item -08	119.561	239.795	.187	.259	.841
Item -09	119.431	242.737	.047	.240	.845
Item -10	119.389	235.220	.291	.369	.839
Item -11	119.351	237.072	.230	.248	.840
Item -12	119.004	236.808	.290	.297	.839
Item -13	120.328	234.773	.352	.325	.837
Item -14	119.725	236.461	.216	.293	.841
Item -15	120.206	225.666	.478	.501	.833
Item -16	119.721	227.137	.452	.431	.834
Item -17	120.126	260.923	-.443	.403	.858
Item -18	119.294	234.101	.339	.325	.838
Item -19	119.218	233.910	.345	.423	.837
Item -20	119.275	227.150	.572	.572	.832
Item -21	119.294	231.312	.451	.474	.835
Item -22	119.477	235.024	.262	.303	.840
Item -23	119.912	225.000	.522	.477	.832
Item -24	120.679	253.222	-.269	.325	.852
Item -25	119.504	230.964	.392	.400	.836
Item -26	119.256	232.375	.395	.466	.836
Item -27	119.882	228.733	.417	.375	.835

Number of Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item -28	119.191	226.561	.567	.552	.832
Item -29	120.115	234.654	.304	.347	.838
Item -30	119.187	230.773	.455	.457	.835
Item -31	120.534	237.323	.195	.208	.842
Item -32	119.206	236.218	.283	.348	.839
Item -33	119.992	231.494	.345	.329	.837
Item -34	119.210	243.523	.035	.238	.845
Item -35	119.740	225.373	.547	.444	.832
Item -36	120.481	231.431	.380	.321	.836
Item -37	119.500	220.098	.661	.597	.828
Item -38	119.290	229.647	.507	.468	.834

The scale statistics of items of Attitude towards CBCS is mention in following table 4.

Table 4: Scale statistics of Attitude towards CBCS

Mean	Variance	Std. Deviation	N of Items
122.874	245.697	15.6747	38

Validity: The researcher established the content validity of the Attitude towards CBCS scale. The items included in the Attitude towards CBCS scale have been prepared on the basis of experts checking and experts' opinion or suggestions.

Categorization of Attitude Score: A teacher who scored more than 114 will have a favorable overall attitude ($\geq 50\%$ of Maximum) and scored less than 144 will have an unfavorable ($<50\%$ score) overall attitude towards CBCS. The mean score is calculated out of maximum possible total score of 190 (38×5).

Procedure of Data Collection: The researcher had collected data from U.G. level college teachers by one scale (scale on attitude of college teachers towards CBCS, Bindumal, 2015). The researcher collected the data individually from 262 U.G. level teachers by one questionnaire. At the same time he collected data by interview method.

Procedure of Data Analysis: The data was analyzed by the following quantitative method as per objectives of the study. Descriptive statistics had been applied for data analysis. Also inferential statistics like 't' test and ANOVA had been applied to find out the results and inference. Data was analyzed by MS-Excel 2007 and SPSS software both.

3. Results: Descriptive Statistics:

Table 5: Descriptive Statistics for the Score on Attitude towards CBCS

Attitude towards CBCS	N	Range	Mean	Std. Error of Mean	Std. Deviation
	262	78	122.8740	0.96839	15.67472

From the analysis of descriptive statistics of the 'Attitude towards CBCS' (Table 5), it can be observed that the mean score is 122.8740 with standard deviation of 15.67472. Here, the mean score is calculated out of maximum possible total score of 190 (38X 5) taking all questionnaire items together, indicating the existence of favourable Attitude towards CBCS among the U.G. level teachers.

Analysis of the overall and dimension-wise Attitude towards CBCS of U.G. Teachers:

Overall and different dimensions of Attitude towards CBCS such as curricular activities, co-curricular activities, examination system, teacher-student relationship, professional anxiety and implementation of CBCS are analysed under the variables such as Gender, Locality of college, Department and Experience.

Testing of H₀1:

Table 6: Independent Samples Test of Attitude towards CBCS: Gender

Subject	Groups	N	Mean	S.D.	df	t	Sig
Attitude towards CBCS	male	262	121.9500	15.34091	260	1.196#	0.233
	female		124.3235	16.15406			

Not significant at 0.05 level

Table 6 shows the independent samples test of Attitude towards CBCS of U. G. level teacher based on gender. The result of t-test reveals that the calculated t value is not significant at 0.05 level ($t_{260} = 1.196$, $P = 0.233$). The null hypothesis is not rejected. So it can be stated that there is no significant difference between male and female teachers

in their attitude towards Choice Based Credit System.

Table 7: Dimension-wise Independent Samples Test of Attitude towards CBCS: Gender

Subject	Groups	N	Mean	S.D.	df	t	Sig
Curricular Activities	male	262	29.4875	4.41693	260	0.585#	0.559
	female		29.8137	4.38433			
Co-Curricular Activities	male	262	13.2438	2.59353	260	1.446#	0.149
	female		13.7059	2.40704			
Examination System	male	262	34.2938	4.73525	260	1.659#	0.098
	female		35.3039	4.91470			
Teacher-Student Relationship	male	262	19.9875	4.12690	260	0.622#	0.535
	female		20.3039	3.83777			
Professional Anxiety	male	262	12.5438	2.27882	260	0.083#	0.934
	female		12.5686	2.48365			
Implementation of CBCS	male	262	12.3938	3.11841	260	0.573#	0.567
	female		12.6275	3.37411			

Not significant at 0.05 level

Table 7 shows the Dimension-wise independent samples test of Attitude towards CBCS of U.G. level teacher based on gender. The result of t-test reveals that the calculated t value is not significant at 0.05 level ($t_{260} = 0.585$, $P = 0.559$). The null hypothesis is not rejected. So it can be stated that there is no significant difference between male and female teachers in their attitude towards Curricular Activities in the Choice Based Credit System.

The result of t-test reveals that the calculated t value is not significant at 0.05 level ($t_{260} = 1.446$, $P = 0.149$). The null hypothesis is not rejected. So it can be stated that there is no significant difference between male and female teachers in their attitude towards Co-Curricular Activities in the Choice Based Credit System.

The result of t-test reveals that the calculated t value is not significant at 0.05 level ($t_{260} = 1.659$, $P = 0.098$). The null hypothesis is not rejected. So it can be stated that there is

no significant difference between male and female teachers in their attitude towards Examination System in the Choice Based Credit System.

The result of t-test reveals that the calculated t value is not significant at 0.05 level ($t_{260} = 0.622$, $P = 0.535$). The null hypothesis is not rejected. So it can be stated that there is no significant difference between male and female teachers in their attitude towards Teacher-Student Relationship in the Choice Based Credit System.

The result of t-test reveals that the calculated t value is not significant at 0.05 level ($t_{260} = 0.083$, $P = 0.934$). The null hypothesis is not rejected. So it can be stated that there is no significant difference between male and female teachers in their attitude towards Professional Anxiety in the Choice Based Credit System.

The result of t-test reveals that the calculated t value is not significant at 0.05 level ($t_{260} = 0.573$, $P = 0.567$). The null hypothesis is not rejected. So it can be stated that there is no significant difference between male and female teachers in their attitude towards Implementation of CBCS in the Choice Based Credit System.

Testing of H_02 :

Table 8: Independent Samples Test of Attitude towards CBCS: Locality of College

Subject	Groups	N	Mean	S.D.	df	t	Sig
Attitude towards CBCS	rural	262	122.9726	15.12839	260	0.114#	0.909
	urban		122.7500	16.40195			

Not significant at 0.05 level

Table 8 shows the independent samples test of Attitude towards CBCS of U.G. level teacher based on locality of college. The result of t-test reveals that the calculated t value is not significant at 0.05 level ($t_{260} = 0.114$, $P = 0.909$). The null hypothesis is not rejected. So it can be stated that there is no significant difference between teachers of rural institutes and urban institutes in their attitude towards Choice Based Credit System.

Table 9: Dimension-wise Independent Samples Test of Attitude towards CBCS: Locality of College

Subject	Groups	N	Mean	S.D.	df	t	Sig
Curricular Activities	rural	262	29.6575	4.30467	260	0.177#	0.859
	urban		29.5603	4.53257			

Subject	Groups	N	Mean	S.D.	df	t	Sig
Co-Curricular Activities	rural	262	13.5479	2.44126	260	0.892#	0.373
	urban		13.2672	2.63540			
Examination System	rural	262	34.4932	4.75793	260	0.729#	0.466
	urban		34.9310	4.91090			
Teacher-Student Relationship	rural	262	20.1507	3.98850	260	0.181#	0.857
	urban		20.0603	4.05889			
Professional Anxiety	rural	262	12.6096	2.24491	260	0.432#	0.666
	urban		12.4828	2.49689			
Implementation of CBCS	rural	262	12.5137	3.07209	260	0.163#	0.870
	urban		12.4483	3.40165			

Not significant at 0.05 level

Table 9 shows the Dimension-wise independent samples test of Attitude towards CBCS of U.G. level teacher based on locality of college. The result of t-test reveals that the calculated t value is not significant at 0.05 level ($t_{260} = 0.177$, $P = 0.859$). The null hypothesis is not rejected. So it can be stated that there is no significant difference between teachers of rural institutes and urban institutes in their attitude towards Curricular Activities in the Choice Based Credit System.

The result of t-test reveals that the calculated t value is not significant at 0.05 level ($t_{260} = 0.892$, $P = 0.373$). The null hypothesis is not rejected. So it can be stated that there is no significant difference between teachers of rural institutes and urban institutes in their attitude towards Co-Curricular Activities in the Choice Based Credit System.

The result of t-test reveals that the calculated t value is not significant at 0.05 level ($t_{260} = 0.729$, $P = 0.466$). The null hypothesis is not rejected. So it can be stated that there is no significant difference between teachers of rural institutes and urban institutes in their attitude towards Examination System in the Choice Based Credit System.

The result of t-test reveals that the calculated t value is not significant at 0.05 level ($t_{260} = 0.181$, $P = 0.857$). The null hypothesis is not rejected. So it can be stated that there is no significant difference between teachers of rural institutes and urban institutes in their

attitude towards Teacher-Student Relationship in the Choice Based Credit System.

The result of t-test reveals that the calculated t value is not significant at 0.05 level ($t_{260} = 0.432$, $P = 0.666$). The null hypothesis is not rejected. So it can be stated that there is no significant difference between teachers of rural institutes and urban institutes in their attitude towards Professional Anxiety in the Choice Based Credit System.

The result of t-test reveals that the calculated t value is not significant at 0.05 level ($t_{260} = 0.163$, $P = 0.870$). The null hypothesis is not rejected. So it can be stated that there is no significant difference between teachers of rural institutes and urban institutes in their attitude towards Implementation of CBCS in the Choice Based Credit System.

Testing of H03:

Table 10: Independent Samples Test of Attitude towards CBCS: Department

Subject	Groups	N	Mean	S.D.	df	t	Sig
Attitude towards CBCS	arts	262	125.7688	14.39961	260	3.841*	0.000
	science		118.3333	16.56510			

* Significant at 0.05 level

Table 10 shows the independent samples test of Attitude towards CBCS of U.G. level teacher based on department. The result of t-test reveals that the calculated t value is significant at 0.05 level ($t_{260} = 3.841$, $P < 0.001$). The null hypothesis is rejected. So it can be stated that there is significant difference between arts and science teachers in their attitude towards Choice Based Credit System.

Table 11: Dimension-wise Independent Samples Test of Attitude towards CBCS: Department

Subject	Groups	N	Mean	S.D.	df	t	Sig
Curricular Activities	arts	262	30.1813	4.51256	260	2.642*	0.009
	science		28.7255	4.07882			
Co-Curricular Activities	arts	262	13.8438	2.57356	260	3.438*	0.001
	science		12.7647	2.31729			

Subject	Groups	N	Mean	S.D.	df	t	Sig
Examination System	arts	262	35.2188	4.55528	260	2.253*	0.025
	science		33.8529	5.12497			
Teacher-Student Relationship	arts	262	20.8125	3.70141	260	3.628*	0.000
	science		19.0098	4.24613			
Professional Anxiety	arts	262	12.8500	2.14036	260	2.579*	0.010
	science		12.0882	2.60275			
Implementation of CBCS	arts	262	12.8625	2.94923	260	2.403*	0.017
	science		11.8922	3.52897			

*Significant at 0.05 level

Table 11 shows the Dimension-wise independent samples test of Attitude towards CBCS of U.G. level teacher based on department. The result of t-test reveals that the calculated t value is significant at 0.05 level ($t_{260} = 2.642$, $P = 0.009$). The null hypothesis is rejected. So it can be stated that there is significant difference between arts and science teachers in their attitude towards Curricular Activities in the Choice Based Credit System.

The result of t-test reveals that the calculated t value is significant at 0.05 level ($t_{260} = 3.438$, $P = 0.001$). The null hypothesis is rejected. So it can be stated that there is significant difference between arts and science teachers in their attitude towards Co-Curricular Activities in the Choice Based Credit System.

The result of t-test reveals that the calculated t value is significant at 0.05 level ($t_{260} = 2.253$, $P = 0.025$). The null hypothesis is rejected. So it can be stated that there is significant difference between arts and science teachers in their attitude towards Examination System in the Choice Based Credit System.

The result of t-test reveals that the calculated t value is significant at 0.05 level ($t_{260} = 3.628$, $P < 0.001$). The null hypothesis is rejected. So it can be stated that there is significant difference between arts and science teachers in their attitude towards Teacher-Student Relationship in the Choice Based Credit System.

The result of t-test reveals that the calculated t value is significant at 0.05 level ($t_{260} = 2.579$, $P = 0.010$). The null hypothesis is rejected. So it can be stated that there is significant

difference between arts and science teachers in their attitude towards Professional Anxiety in the Choice Based Credit System.

The result of t-test reveals that the calculated t value is significant at 0.05 level ($t_{260} = 2.403$, $P = 0.017$). The null hypothesis is rejected. So it can be stated that there is significant difference between arts and science teachers in their attitude towards Implementation of CBCS in the Choice Based Credit System.

Testing of H_04 :

Table 12: ANOVA result based on Attitude towards CBCS: Experience

Subject	Groups	N	Mean	S.D.	df	t	Sig
Attitude towards CBCS	Less Than 5 Years	262	123.8600	13.91026	261	1.114#	0.330
	5 -15 Years		123.2719	17.11610			
	More Than 15 Years		119.8750	15.51886			

Not significant at 0.05 level

Table 12 indicates that Analysis of Variance (ANOVA) of Attitude towards CBCS based on Experience. From the table 12 found that the result of the calculated F value is not significant at 0.05 level ($F_{261} = 1.114$, $P = 0.330$). The null hypothesis is not rejected. Thus, from one way single factor ANOVA test, it can be concluded that there is no significant difference present among less than 5 years, between 5-15 years and more than 15 years experienced teachers in their attitude towards Choice Based Credit System.

Table 13: Dimension-wise ANOVA result based on Attitude towards CBCS: Experience

Subject	Groups	N	Mean	S.D.	df	t	Sig
Curricular Activities	Less than 5 years	262	30.0400	4.10449	261	0.846#	0.430
	5 -15 years		29.4474	4.58179			
	More than 15 years		29.1250	4.55989			

Subject	Groups	N	Mean	S.D.	df	t	Sig
Co-Curricular Activities	Less than 5 years	262	13.7500	2.45104	261	1.671#	0.190
	5 -15 years		13.3246	2.64239			
	More than 15 years		12.9792	2.36544			
Examination System	Less than 5 years	262	34.6700	4.57939	261	0.516#	0.598
	5 -15 years		34.9474	5.07788			
	More than 15 years		34.1042	4.73664			
Teacher-Student Relationship	Less than 5 years	262	20.0900	4.02792	261	2.610#	0.076
	5 -15 years		20.5877	4.00401			
	More than 15 years		19.0208	3.86192			
Professional Anxiety	Less than 5 years	262	12.7400	2.20018	261	0.602#	0.548
	5 -15 years		12.4912	2.41765			
	More than 15 years		12.3125	2.53617			
Implementation of CBCS	Less than 5 years	262	12.5700	3.06909	261	0.088#	0.915
	5 -15 years		12.4737	3.24572			
	More than 15 years		12.3333	3.49671			

Not significant at 0.05 level

Table 13 indicates that dimension-wise Analysis of Variance (ANOVA) of Attitude towards CBCS based on Experience. From the table 13 found that the result of the calculated F value of Attitude towards Curricular Activities in the CBCS is not significant at 0.05 level ($F_{261} = 0.846$, $P = 0.430$). The null hypothesis is not rejected. Thus, from one way single factor ANOVA test, it can be concluded that there is no significant difference present among less than 5 years, between 5-15 years and more than 15 years experienced teachers in their attitude towards Curricular Activities in the Choice Based Credit System.

The result of the calculated F value of Attitude towards Co-Curricular Activities in the CBCS is not significant at 0.05 level ($F_{261} = 1.671$, $P = 0.190$). The null hypothesis is not rejected. Thus, from one way single factor ANOVA test, it can be concluded that there is no significant difference present among less than 5 years, between 5-15 years and more than 15 years experienced teachers in their attitude towards Co-Curricular Activities in the Choice Based Credit System.

The result of the calculated F value of Attitude towards Examination System in the CBCS is not significant at 0.05 level ($F_{261} = 0.516$, $P = 0.598$). The null hypothesis is not rejected. Thus, from one way single factor ANOVA test, it can be concluded that there is no significant difference present among less than 5 years, between 5-15 years and more than 15 years experienced teachers in their attitude towards Examination System in the Choice Based Credit System.

The result of the calculated F value of Attitude towards Teacher-student Relationship in the CBCS is not significant at 0.05 level ($F_{261} = 2.610$, $P = 0.076$). The null hypothesis is not rejected. Thus, from one way single factor ANOVA test, it can be concluded that there is no significant difference present among less than 5 years, between 5-15 years and more than 15 years experienced teachers in their attitude towards Teacher-Student Relationship in the Choice Based Credit System.

The result of the calculated F value of Attitude towards Professional Anxiety in the CBCS is not significant at 0.05 level ($F_{261} = 0.602$, $P = 0.548$). The null hypothesis is not rejected. Thus, from one way single factor ANOVA test, it can be concluded that there is no significant difference present among less than 5 years, between 5-15 years and more than 15 years experienced teachers in their attitude towards Professional Anxiety in the Choice Based Credit System.

The result of the calculated F value of Attitude towards Implementation of CBCS in the CBCS is not significant at 0.05 level ($F_{261} = 0.088$, $P = 0.915$). The null hypothesis is not rejected. Thus, from one way single factor ANOVA test, it can be concluded that there is no significant difference present among less than 5 years, between 5-15 years and more than 15 years experienced teachers in their attitude towards Implementation of CBCS in the Choice Based Credit System.

Discussion: From the whole review, analysis, interpretation and findings, the following conclusion can be arrived. The study also reveals that U.G. level teachers have a favourable Attitude towards Choice Based Credit System. Gender wise teachers do not differ significantly in their Attitude towards CBCS. But female college teachers' attitude is higher than male college teachers' Attitude towards CBCS. Locality of College wise U.G. level college teachers do not differ significantly in their Attitude

towards CBCS. Department wise U.G. level college teachers is significantly differ in their Attitude towards CBCS and arts teachers attitude is higher than science teacher of Attitude towards CBCS. Teaching experience wise U.G. level college teachers do not differ significantly in their Attitude towards CBCS. It means that teaching experience do not affect the attitude of teachers toward Choice Based Credit System. The same findings have been seen in other research studies: Katoch (2017) & Bindumal (2015).

The study conducted by the researcher regarding the attitude towards CBCS of U.G. level teachers clearly reveals that U.G. level teachers have a favourable Attitude. Continuous and comprehensive assessment is an integral part of CBCS. For continuous assessment system in semester system the duration to complete the course is increasing rapidly. The assessment is done through various means including: written test, MCQ based quiz, presentations, project, field visits, seminars and group discussion/activities, workshops etc. In all these activities the work loads of the teachers have increased. Proper guidance, workshop and orientation programmes should be organized to provide proper guidance to teachers. The same findings have been seen in other research studies: Clementking & Sulaiman (2010); Clementking, Muhammad, Shah & Ahmad (2013); Chaubey (2015); Kaur & Sharma (2016); Khanna (2016); Aparna (2017); Ghosh & Sarkar (2017); Mishra (2017); Mir (2017).

Every aspect of CBCS should be explained clearly to the students. In CBCS, time is very short, so syllabus should be prepared accordingly. Infrastructure should be provided to every department and library also has to be modernized with more books, internet and other facilities. Periodical review of the syllabus of CBCS has to be conducted to avail the feedback from teachers and students.

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