



Research Paper

Influence of the CBCS and Non-CBCS Models on the Level of Aspiration among Undergraduate Students

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Abstract:

The current study was to see the influence of the CBCS (Choice Based Credit System) model and the non-CBCS model on the level of aspiration among undergraduate students of Saran district. The CBCS and non-CBCS models are a part of National Education Policy (NEP) 2020. The CBCS model, after the implementation of NEP 2020 by the Ministry of Education, Government of India in the Universities across the Country can be stated now as a semester system model and the non-CBCS model can be stated as traditional model of education system which comprises an annual system. In the present study, the CBCS model and the non-CBCS model will be the independent variables and level of aspiration will be the dependent variable, as we have to see the impact of the CBCS model (semester system) educational system and non-CBCS model (traditional) educational system educational environment on the level of aspiration. Undergraduate students of different colleges of Saran district were used to studying in the traditional educational system which was coming from years to years before the implementation of National Education Policy 2020. Students were bound to study on a limited stream and course and there was no scope of choosing any multi-stream course in the traditional educational system, but there were many options to select and study multi-stream courses in the CBCS model, which is a part of National Educational Policy 2020. The objective of the study was to see the influence of CBCS and Non-CBCS models on Level of Aspiration of undergraduate Students from the different colleges of Saran district. In the present study the total sample comprised of 300 undergraduate students whose age ranged from 18 to 23 years from the different colleges of Saran district. Purposive cum incidental sampling methods were used in this study. The psychological tools, namely the Level of aspiration scale were developed by Dr. Mahesh Bhargava and Prof. M. A. Shah was used in the present study. The statistical method employed in this study was the t-test to interpret the obtained result. On the basis of obtained data and results, the assumed hypothesis has been rejected. The findings of the present study indicate a significant difference in level of aspiration between undergraduate students enrolled under the CBCS and non-CBCS models. The undergraduate students enrolled under the CBCS model tend to have a higher level of aspiration compared to those in the non-CBCS model.

Keyword: Level of aspiration, CBCS, Non-CBCS, Undergraduate students, Higher Education

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I. Introduction:

Choice Based Credit System (CBCS) model, a new experience and educational environment for college students and also for the teachers. The sudden change in the education system by the Ministry of Education, Government of India by implementing National Education Policy 2020 will bring a new change and transform the traditional educational system in the new education system comprises of semester system. The National Education policy 2020, which comprising and focuses on the semester system, operates on a credit framework corresponding to the course materials provided to learners. The CBCS model provides the flexibility of transfer credits if they choose to change their field of study. The CBCS model signifies a transition from a numerical grading system to an alternative grading framework. The primary objectives of the CBCS model are to provide

students with a multidisciplinary curriculum, assist them in gaining skills relevant to the workforce, and bridge the divide between professional and social experiences to highlight well-rounded education.

Higher Education:

A higher education program typically includes a combination of learning, training, and research support, formulated into a comprehensive approach. This education is essential for the development, implementation, and effective application of new technologies, as well as for enhancing a nation's innovative abilities. As noted by Barnett (1992), "Quality cannot be managed, but it can be cared for." It is widely accepted that the quality of higher education is shaped by the reputation of educational institutions and the accomplishments of their students. A.P.J Abdul Kalam emphasized the significance of leveraging modern technology in higher education and the necessity for ongoing innovation as a means to achieve excellence during his speech at the 15th anniversary of Madras University. The quality of any higher education institution is also measured by the caliber of research it conducts. The research opportunities available at an institution contribute to transformation and progress, ultimately leading to improved educational quality. An evaluation of a higher education institution's quality takes into account its faculty, departments, administration, and the various roles and responsibilities they fulfill. Currently, students possess limited engagement in the educational process, which falls short of what is required. There is a significant necessity for better coordination among faculty members.

Level of Aspiration:

The Level of Aspiration (LOA) refers to an individual's expectations or ambitions for the future. It signifies the assessment of one's potential performance in a specific task. Aspiration denotes a strong yearning to achieve something significant or noteworthy.

As stated by Boyd (1952), "Level of Aspiration implies an individual's ambition within a dynamic context, meaning it reflects a person's goals or expectations about their future performance in a particular task."

Gardner (1940) described the "level of aspiration" as a quantifiable concept that has two essential requirements: the individual must express their goals publicly, and these must be articulated in quantitative terms, aligning with their progress. To put it another way, aspiration refers to the objectives a person establishes for themselves in a task that holds significant personal meaning or in which they are emotionally invested. Typically, individuals tend to increase their level of aspiration following success and decrease it after experiencing failure. At every stage of life, the level of aspiration influences the process of self-improvement. A person's aspiration level not only reflects their current state but also provides insight into how they might approach similar challenges in the future. An individual's aspiration level serves as a crucial motivating factor.

II. Review of the Literature:

The review of literature is the most important section for any research activity. It provides an insight about the in-depth study of research work. We can avoid unnecessary replications through review of related literature.

Deuri (2015) find in his study "Attitude towards Choice based credit system of Post Graduate level students in higher education: A study on Guwahati University on the attitude of P.G level students towards CBCS in higher education." The study focused that the boys were having the highest level of students in comparison of girl's students.

The Hindu (2004) reported that the grading system has replaced the marking system, allowing for student evaluation in both curricular and co-curricular activities through grading.

Ravi (2011) noted that Gujarat was the first state in India to implement the Choice Based Credit System (CBCS) at both undergraduate and postgraduate levels. The report emphasized that a key feature of the CBCS is the continuous and comprehensive evaluation of students, with an emphasis on skill-based courses.

Singh (2011) carried out research on educational aspirations among secondary school students, concluding that boys tend to have higher educational aspirations compared to girls. The study also indicated that the medium of instruction affects educational aspirations.

Objective of the study:

1. To see the influence of CBCS and Non-CBCS models on Level of Aspiration among Undergraduate Students.

Hypothesis:

In the light of the above objective, following hypothesis formulated:

1. There will be no significant difference between level of aspiration of CBCS and non-CBCS Undergraduate students.

2. Level of aspiration of CBCS Undergraduate students will be high than the non-CBCS Undergraduate students.

Statement of the Problem: The present investigation aims to see the influence of CBCS and Non-CBCS models on Level of Aspiration of Undergraduate Students. Level of aspiration play an important role in career and, it may be a crucial factor to choose a right career at the right time.

III. Methodology:

a) **Sample:** This study aimed to explore the influence of CBCS and Non-CBCS models on level of aspiration among undergraduate students of Saran district. The sample was drawn from various colleges within the Saran district. A total of 300 students were included in this research. The sample selection utilized random sampling, consisting of 150 students from the CBCS model and 150 students from the non-CBCS model, totaling 300 participants. The ages of the participants ranged from 18 to 23 years. In the present study, the CBCS model and the non-CBCS model will be the independent variables and level of aspiration will be the dependent variable. A Descriptive survey method was used in this study.

b) **Research Tools:** The study employed the Level of Aspiration scale developed by Dr. Mahesh Bhargava and Prof. M. A. Shah, in accordance with the study's requirements.

c) **Procedure:** The researcher obtained permission and gathered data from selected colleges in the Saran district to investigate the level of aspiration of students in both CBCS and non-CBCS models from the different colleges of Saran district located in Chapra. Data collection was conducted across two sessions. In the first session, participants received clear instructions from the researchers about how to respond to the questionnaires provided. The participants enrolled in the CBCS model of the undergraduate stream were assessed during the first session using a Personal Data Sheet and the Level of Aspiration scale. The second session involved students from the non-CBCS model of the undergraduate courses who completed the Level of Aspiration scale along with the Personal Data Sheet after a proper rapport was established. Thus, data collection for both student groups-CBCS and non-CBCS was successfully completed. Consequently, data gathering from all 300 subjects was finalized. Research design of the current study is between the groups.

d) **Data Analysis:** The statistical method employed in this study was the t-test.

Results and discussion

The findings of the present study were displayed in tabular format following the data interpretation: In line with the aim of this study, it was hypothesized that "There will be no significant difference between level of aspiration of CBCS and non-CBCS Undergraduate students." To evaluate this hypothesis, the t-test was employed to analyze the level of aspiration scores of students participating in the CBCS model (N=150) alongside the scores of those in the non-CBCS model (N=150). The results are shown in the table below as Table 1:

Table-1
Comparison of mean score of Level of Aspiration of CBCS and Non-CBCS Students

Undergraduate Students	N	Mean	SD	P-value	Significance at 0.05 level
CBCS	150	144.23	9.36	3.89	Significant
Non-CBCS	150	139.35	8.54		

N=300; df =298

The results obtained and the conclusions drawn from Table 1 reveal that the calculated t-value for the level of aspiration among undergraduate students in the CBCS model and the level of aspiration for those in the non-CBCS model is 3.89, which exceeds the value necessary for a significance level of 0.05. This suggests that there is indeed a significant difference between CBCS and non-CBCS undergraduate students regarding their level of aspiration. Therefore, the null hypothesis is rejected. The findings indicate that significant differences exist between CBCS and non-CBCS undergraduate students concerning their aspiration levels at the 0.05 level, with students enrolled in the CBCS model exhibiting a higher level of aspiration than their non-CBCS counterparts, indicating that the CBCS model outperforms the non-CBCS model.

Another hypothesis was hypothesized that " Level of aspiration of CBCS undergraduate students will be high than the non-CBCS undergraduate students." To evaluate this hypothesis, the mean of the level of aspiration scores of students participating in the CBCS pattern (N=150) and non-CBCS pattern (N=150) has been compared. From the table 1, the mean scores of level of aspiration scale of CBCS model enrolled students was 144.23 and the mean scores of level of aspiration scale of non-CBCS enrolled students was 139.35 which shows that mean of students enrolled under CBCS model was higher than the mean of students enrolled under non-CBCS model. Therefore, the null hypothesis is accepted. The finding indicate that level of aspiration of CBCS undergraduate students will be high than the non-CBCS undergraduate students.

IV. Conclusion:

This research offers a comparative evaluation of CBCS and non-CBCS education models in relation to students' level of aspiration. The results suggest notable differences between CBCS and non-CBCS students in terms of their level of aspiration. Additionally, another observation from the study highlights that students in the CBCS model tend to aspire to higher levels compared to those in the non-CBCS model. The features of CBCS model, such as subject choice and skill-based learning play an important role in their career development. Conversely, students in the non- CBCS model, which follows a rigid curriculum and ancient evaluation practices, might face challenges in adaptability and self-directed learning abilities, potentially affecting their overall self-concept.

Limitation of the study:

1. The current study was confined to a limited sample size.
2. The research was restricted to the Patna district only.

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