

Issues And Concerns Of Choice Based Credit System (CBCS): An Analytical Study

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ABSTRACT

Over the last decades systematic Academic and administrative Reforms had been initiated in Higher Education. Following the Gnanam Committee recommendation, Conventional annual system has been replaced with Semester system. Further semester system has been reconfigured with choice based credit system. The University Grants Commission has announced that from 2015, all the Universities and Higher Education Institutions will have followed the Choice Based Credit System. The imperatives behind the initiatives are to cope with the 21st Century changing Knowledge landscape and to set at par with global standard. Many empirical studies show that even after graduation there is skill gap particularly Communication skill resulting many youth unemployable. Further syllabus of Higher Education was not up-to-date. There was not scope of flexibility in choice of courses and no scope of student mobility. Evaluation system was not continuous and comprehensive. Skill Component courses are minimal in the existing course curriculum. Against this backdrop CBCS system has been introduced with noble focus on learner-centric method, interdisciplinary approach, emphasis on skill based courses, flexibility of courses and student mobility. This paper is an attempt to study issues and challenges that confront in practical implementation of CBCS,

Keywords: learner-centric approach, interdisciplinary approach Choice Based Credit System.

Introduction

Over the last decades systematic Academic and administrative Reforms had been initiated in Higher Education. Following the Gnanam Committee recommendation, Conventional annual system has been replaced with Semester system. Further semester system has been reconfigured with choice based credit system. The University Grants Commission has announced that from 2015, all the Universities and Higher Education Institutions will have followed the Choice Based Credit System. The imperatives behind the initiatives are to cope with the 21st Century changing Knowledge landscape and to set at par with global standard. Many empirical studies show that even after graduation there is skill gap particularly Communication skill resulting many youth unemployable. Further syllabus of Higher Education was not up-to-date. There was not scope of flexibility in choice of courses and no Scope of student mobility. Evaluation system was not continuous and comprehensive. Skill Component courses are minimal in the existing course curriculum. Against this backdrop CBCS system has been introduced with noble focus on learner-centric method, interdisciplinary approach, emphasis on skill based courses, flexibility of courses and student mobility. The objective of introducing choice based credit system are-need for reforms reform in higher education system: Enhance learning opportunities: ability to match learner's scholastic needs and aspiration: inter university mobility of learners: enhancement of quality education and excellence: greater flexibility to complete the courses

Objective of the study

- To understand the spirit and intent of the choice based credit system
- To focus on the issues and concerns that confront in the implementation of choice based credit system

Methodology

The study is conducted based on secondary data and personal experience and observations. Research report related with the relevant issues have been examined. Report/documents of UGC and education department, Govt of India have been studied.

Review of literature on choice based credit system (CBCS) in India

- Kelkar and Ravi sankar, 2014 conducted a survey on to know their opinion and suggestion for better implementation of CBCS. The study was conducted by using a questionnaire based on four parameter-objective of CBCS, whether they have been met or not: problems faced by teachers in implementing CBCS: conduct of the credit system: and methodology involved to adapt. The result of the study showed that 62.5% of the teachers felt that CBCS emphasise only of evaluation.
- Zafar Manjurekar, kumar and khan, 2014 conducted study aimed at to analyse the influence of student in Vellore institute of technology university Vellore India, the questionnaire were constructed and responds were collected on a five point scale. The result show that 87% of the students prefer FFC over nonFFC
- Aneja 2015 believe that education in India is not competitive in terms of quality and quantity and if CBCS is implemented systematically, then it can prove to be a panacea in this case systematic reforms in examination system Aneja believes that though introduction of CBCS is challenging but is highly desirable,
- Kaur and sarma 2016 have found choice based credit system to be effective overall progression of students as the learner receive multidisciplinary learning experiences. it facilitate scope for full employment. They observe CBCS will require more infrastructure. Increase need of faculty and over burden teachers. Sumitha, Krishnamurthy and Winfred, 2016 developed structure questionnaire of 30 items to assess the perception of 150 post graduate management students Aloysius college ,Mangalore India towards CBCS. The response were collected on a five point scale on six parameters. Based on the result they suggest that CBCS is essential for higher learning as it efficiently eliminate rote learning by introducing critical thinking and analysis which further leads to creativity and innovation in education system. Kapur sikha ,2017 analyse the objective behind the introduction of CBCS system in India. Sikha looks CBCS system critically and locate on urgent issues that confront in the implementation of CBCS. she emphasis on debate and discussion on CBCS with stakeholders.

Analysis from the above papers it seems that CBCS is still a less research area of education in India, Quantitative study have been conducted at micro level in different institutions Quantitative study focus only on perception of students and teachers towards cbcs. There are more aspects of cbcs that need to be identified and studied statistically. Qualitative studies are also limited in their scope as most of the papers focus on pros and cons of the cbcs. There are critical issues which needs in-depth study. The present paper is an attempt to study on urgent issues and challenges that confront cbcs in the implementations

Features of choice based credit system:

Some basic features of CBCS system are mentioned below.

- Shift from teacher -centric teaching learning to learner centric education system
- Give emphasis on interdisciplinary approach which enable students to integrate knowledge across the discipline
- Common standard syllabus for all central, state and other recognised university
- Compulsory skill courses with an objective to reduce skill gape of Indian graduates
- Credit transfer system to enable student's mobility.
- Encourage student mobility from one institution to other
- Flexibility in choices of courses
- Emphasis on project work/practical/hands -on training skilled based courses to enhance employability.
- Moving towards numerical marks to grading system.

- emphasis on continuous and comprehensive evaluation
Provide cafeteria type approach in which the students and their choices are at the central point

Differences between CBCS and non- CBCS/conventional system:

Choice based credit system	Non cbcs/conventional system
<ul style="list-style-type: none"> • Students/learner centric • Flexibility • Students mobility • Interdisciplinary in approach • Credit transfer system • Course exit system • Common standardised syllabus 	<ul style="list-style-type: none"> • Teachers centric-centric • No flexibility • No cope of student mobility • Rigid compartmentalised system • No credit transfer system • No course exit system • Different standard syllabus in different university

COURSE CURRICULUM FOR UG COURSES UNDER CHOICED BASED CREDIT SYSTEM: three type of courses

1. Core course: a course which should compulsorily be studied by a candidate as a core requirement is termed as core course.
2. Elective course: generally a course which can be chosen from a pool of courses by the main discipline or a discipline specific or specialized or advance or supported to the discipline.
 - 2.1 discipline specific elective courses- course related with main discipline or subject of study referred as discipline specific elective.
 - 2.2 dissertation/project-an elective course designed to acquire specialised/advance knowledge such as supplement such study/support study to project work is called dissertation/project.
 - 2.3 generic elective course-a elective course generally chosen from an unrelated discipline/subject with an intention to seek exposure is called a generic elective.
3. Ability enhancement courses: the ability enhancement course may be of two kind
 - 3.1 ability enhancement compulsory courses (AECC) environmental sciences, English communication/MIL communication
 - 3.2 skilled enhancement courses SEC-skill enhancement courses are value based/skilled based and are aimed at providing hands on training, competencies, skilled etc. courses may be chosen from a pool of courses.

Minimum courses to be completed for UG students

BA/BCOM/BSC with honours

- 14 core papers
- 2 ability enhancement compulsory course
- 2 skill enhancement course
- 4 discipline specific elective courses
- 4 generic elective courses

BA/BCOM regular

- 4 core papers each in two discipline of choices
- 2 core papers each in English and mil respectively 2 ability enhancement compulsory course
- 4 skilled enhancement courses
- 1 paper each from list of discipline specific electives 2
- 2 papers from list of generic elective papers

BSC with regular programme

- 4 core papers in three discipline of choices
- 2 ability enhancement courses
- 4 skilled enhancement courses.
- 2 papers each from a list of discipline specific elective papers based on three Discipline

Issues and challenges in the implementation of CBCS

1. Lack of conceptual clarity among faculty as well as students: different empirical studies at micro level testify the fact that both students and faculty members are confused with the new system. They are not familiar with the new concepts/ideas associated with the choice based credit system.
2. Unable to understand the spirit and intent of CBCS: understanding the imperatives behind the introduction of choice based credit system is essential for stakeholders, lack of understanding leads to negative attitude toward CBCS.
3. Physical infrastructure/resources: choice based credit system demands adequate physical infrastructure in order to make it truly learner centric curriculum. Under choice based credit system a lots of lab oriented/practical oriented/skill oriented courses are prescribed to run the courses it needs adequate infrastructure
4. Adequate. Well trained and competent faculty members: along with physical infrastructure-adequate, well trained and competent faculty members are essential for successful implementation of choice based credit system, under the CBCS curriculum syllabus have been updated, skill component courses which is based on hands on training has been incorporated'
5. Issue of students mobility and credit transfer: due to the lack of infrastructure and other constraints most of the higher educational institutions unable to provide this facility to the students,. No such modality has been evolved in almost all higher education institutions
6. Issue of course exit: no such modality of course system has been framed in almost all the higher education institutions.

Conclusion

Spirit and intent of the choice based credit system is highly desirable but achieving its objective is challenging. Any major reform or revision particularly in education system is accompanied with a multiple challenges emanating from many critical aspect. Identification and addressing the challenges is the crucial and urgent component in successful implementation of choice based credit system. On the other hand we have only structural changes in the course curriculum working with conventional way.

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