
A CHANGE IN DIMENSION OF HIGHER EDUCATION SYSTEM: CHOICE BASED CREDIT SYSTEM (CBCS)

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Abstract

The purpose of this study is to look into many elements of "CBCS in higher education in India." It also aids in comprehending the importance of "CBCS on India's higher education system." This study used conceptual research methodologies to investigate "choice based credit system changes in India," gathering information from secondary published sources from a variety of reputable papers and journal articles. Finally, the researcher finds that CBCS provides superior learning chances for students, including free, flexible, advanced learning opportunities, academic needs and ambitions fulfilment, transfers within and across institutions, and quality education. The Choice Based Credit System (CBCS) is a major reform in India's higher education system. Even still, India's higher education has a number of challenges, including a lack of relevant and effective universal education infrastructure as well as adequate instruction. More research is needed on the deployment and effectiveness of CBCS.

Keywords: Secondary, Education, System, CBCS.

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Introduction

Education's goal is to enhance the student in all areas, including cognitive abilities. As proposed in 2009, the National Knowledge Commission (NKC) and the Yashpal Committee report on the reform of the educational system with effective administration, educational system upgradation, and the adoption of new practise. The UGC emphasised the NKC report on CBCS (Plan 11, March 2009).

Initiatives to build on the development of a New Education Policy have been taken by the "Ministry for Human Resource Development (HRD), Government of India". The reasoning behind it is to improve the Indian education system and assure the quality and international standard of Indian higher education. The University Grant Commission is solely responsible for advancing the national educational policy. The University Grant Commission is responsible for implementing policies and promoting higher education. Several UGC activities are sometimes undertaken to ensure university efficiency, excellence, equity, recruiting standards for instructors and managers at various levels of relevant positions in higher education. However, innovation, reform, curriculum enhancements, educational and learning methodology, test and assessment systems are significant and identifiable.

The curriculum and educational processes must meet the needs of pupils in a changing environment. Educators and scholars must examine the existing situation and reform institutions in order to address various concerns. Technology, globalisation, demographic change, the economy, changing employer needs, increased need for responsibility, changing student expectations, and so on are all today's change drivers. Every driver has a significant and transformative impact. They understand that the existing system has a strict framework that is unable to meet the interests and needs of pupils. The University must meet the requirements of students based on their learning ability and learning speed, as well as provide programmes that

meet a variety of student expectations. To maximise resources, the university launched curriculum reform to achieve the best realisation and cultivate skills for the large student community.

The UGC approved CBCS for all central institutions in 2015-2016. The chances will not be utilised unless students and professors are well-known. As a result, every aspect of CBCS must be understood. CBCS provides learners with a better manner to achieve academic objectives and goals, such as autonomy, flexibility, advanced learning opportunities, intra- and interinstitutional transferability, effective teaching, and so on; it is a flexible system that maintains educational programme standards. It is a complex structure since students can pick from a variety of topics based on their interests. However, the administrator has a significant duty for catering to all students' needs and requirements in all courses.

Objectives of the study

The study's goals are outlined below.

- To investigate several facets of India's "choice-based credit system in higher education."
- To comprehend the relevance of India's "choice-based credit system" in higher education.

Research Methodology

The researcher used a conceptual, qualitative research technique to better comprehend India's choice-based credit system changes. The researcher gathered data on India's "Choice Based Credit System (CBCS)" reform from a variety of secondary published publications and journal articles from reputable sources.

CBCS: A Reform in Higher Education in India

The "12th Five-Year Plan" also highlights the need for further educational reforms in conjunction with goals to increase access to higher education possibilities, where institutions are requested to move from an input-centered, credentials-based strategy to a more "learner-centered" one. This will be achieved through regular curriculum changes, the construction of a credit system for choices, the installation of permanent and comprehensive evaluations of the students, a system of cumulative and grading method.

The HRD Ministry's plans for the new national credit system include more flexible study patterns and alternatives, the opportunity to transfer credit across institutions, higher quality requirements, and the possibility for older students to complete their studies over a longer period of time. With the RUSA study establishing a three-year curriculum inventory process and a review, the new semester and credit structure is expected to encourage more frequent curriculum revisions and more workplace relevance..

The "university grants commission (UGC)" has developed a holistic continuous assessment program called the "CBCS" program; in CBCS the students need to select different course form set of available courses, which are divided as major, minor or optional courses. The curriculum has been modeled into a three-tier framework under the "Choice Based Credit System (CBCS)" design.

Hardcore papers - these are documents determined by the parent department as mandatory by the students seeking a degree in this area.

Softcore papers - papers linked to students. They are interdisciplinary and applied. Apprentices can pick from both the parent and the other departments' list of softcore papers.

Optional papers - These are papers that students pick from both the primary discipline and other departments in accordance with their own desire. The curriculum for the holistic development of

all the students includes courses like value education, women's studies, and personality development.

“Choice Based Credit System” has proven beneficial to the students' overall advancement. To begin, the learners are pleased that they may enjoy a multidisciplinary learning experience, as evidenced by their feedback reports. The same is true for faculty members, who have a wide range of expertise addressing students from many fields. This choice's multi-dimensional learning experience CBCS, which has resulted in the students' multidisciplinary development, has increased employment opportunities. Many students become first-generation entrepreneurs after completing their degree programs. The additional credit papers supplied by CBCS have also aided students pursuing higher education. They have gained an advantage over their peers in terms of performance. The "cafeteria" type approach offers the optional credit system. In this approach “Students can choose courses, study at their convenient place, take extra course and gain more than the required credits and study on a multidisciplinary basis”.

Kelkar, A.S. and Ravishankar, L, (2014) performed a study which shows that 42 percent of instructors responded that the CBCS achieved the desired result, 39 percent felt they were not achieved and 18 percent felt they were insecure, may also understand the effectiveness of CBCS. In answer to the question of whether CBCS just shows learning or assessment or both the answers have been mixed: the large percentage (62.5%) thought that focus is on evaluation alone. 20% thought that the focus was on teaching alone, whereas 15% believed that the same weighting was provided in the CBCS method both in teaching and in the assessment. In their research (Roy, Khanam and Trribeni, 2013), students from the scientific background had a more favourable attitude to CBCS than the students from arts and female students..

HEIs are currently employing a variety of examination and assessment methodologies that are suited for the courses and programmes that are permitted by their various legislative bodies. Exam marks are often provided over a semester based on examinations administered across many times in order to evaluate students' exam performance (second, intermediate and final terms). Some colleges and universities assign grades by transforming "these marks to letter grades using an absolute or relative grading method." The number of grades, grade points, and letter grades used by colleges and universities vary greatly, making it hard to compare pupils between schools. For assigning "grades and CGPA under the credit-based semester system," the UGC offers the following technique.”

Challenges in CBCS:

Each element of the academic community is often resistant to change when a new system is implemented. It is difficult to accept grades as an alternative to marks and letters in place of actual complete marks since assignment of grades for particular ranks cannot be done only by referring to grades of grades and letter grades. Outside the major topic area, credit may dilute depth in the primary field of study. Students may find it difficult to choose subjects since they may not know how to foresee future demands. Because the overall number of students in a class varies by school, and because students can choose any topic for a specific course at any college. In that circumstance, a professor's workload may fluctuate throughout numerous semi-annual intervals. To attract a significant number of students to a particular programme, the university must give excellent facilities, top teaching, and a huge number of optional candidates at reasonable fees. It is not cost-effective or time-effective for a student to enrol in multiple colleges for different courses at the same time. Students cannot stay in a single institution's hostel since they are enrolled in many

institutions. Students are required to pay university fees for their studies at many schools, with the total amount of fees paid always exceeding the charge paid to a single institution.

Recommendations for bettering the implementation of the CBCS

The following points may illustrate the suggestions/opinions on the CBCS. CBCS is, of course, a welcome learning choice, but it must still be proven to be effective. Classroom instruction needs to be prioritised. Time must be set out at conferences, workshops, seminars, and debates to explore CBCS and its benefits to students in depth. Teachers should get professional training in order to cope with the situation effectively. It's also important to keep the percentage and grading system. It should be modified on a voluntary or optional basis rather than being made mandatory. The CBCS should also include the entire P.G. college in India, which is broader concern for higher education. Equal educational systems standards must be preserved to control student mobility. The department/institution involved shall be responsible for the selection of papers and the determination of credits. To make it more efficient, instructors and students should be guided and counseled by their choice of softcore papers. The disparity of quality of education and the availability of facilities between central and state universities should be carefully considered.

Conclusion:

A choice-based credit system is essential for higher education. Both the instructor and the pupils become more honest as a result of this approach. In the modern era, overcoming socio-economic issues and adopting new system innovation is seen as a crucial way for recovery, prosperity, and long-term growth sustainability (World Economic Forum, 2010). To summarise, education is not a goal, but rather an essential process in the development of a nation's youth, and later on a global scale. A well-designed assessment system is an effective instructional technology. CBCS has successfully lowered rote learning as well as stored critical thinking and analysis, all of which contribute to educational system creativity and innovation. Students view CBCS as a student-centered student that allows student independence and transparent evaluation with a clear syllabus and appropriate college resources to improve all rounds. The important factors have been concluded. CBCS will therefore allow for a seamless transformation from a professor-centered to a student-centered system. The UGC has constantly launched initiatives towards cost effectiveness and quality in the "Indian Higher Education System". The fundamental aims to widen educational excellence in overall system which includes teaching learning and evaluation process. However, many universities across the country have used a variety of test, evaluation, and grading methods to date. In view of this diversity, using a "choice-based credit system" to evaluate a single grading system as a student's overall performance appears to be a sensible method.

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