



Choice based credit system: A new Era in education

Ommar Ali

Research Scholar BGSB Univeristy Rajouri J&K (India)

ABSTRACT

Higher Education plays a significant role in nation building, so our government has taken initiatives to achieve Indian Higher Education in World Class Level. The eleventh as well as the twelfth educational plan have continued to lay emphasis on improving access, equity and excellence. In the current higher education curriculum does not impart the necessary skills that would make the students employable adequately. There is lack of interdisciplinary approach as well as a very little scope for value based courses to be taught. In addition, the evaluation methods are largely based on memory recall processes and the students do not learn to think and analyze on their own. Choice based credit system shifts the focus from the teacher-centric to student-centric education. Students may undertake as many credits as they can cope with.

Keywords:- curriculum, Government, Higher Education, interdisciplinary, teacher-centric.

INTRODUCTION

University Grants Commission has come up with Choice Based Credit System (CBCS) programme on 8 January 2015 in which the students have a choice to choose from the prescribed courses, which are referred as core, elective or minor or soft skill courses and they can learn at their own pace and the entire assessment is graded-based on a credit system. The basic idea is to look into the needs of the students so as to keep up-to-date with development of higher education in India and abroad. CBCS aims to redefine the curriculum keeping pace with the liberalization and globalization in education. CBCS allows students an easy mode of mobility to various educational institutions spread across the world along with the facility of transfer of credits earned by students.

Features of CBCS

- This is a uniform CBCS for all central and state and other recognized universities.
- There are three main courses: Core, Elective and Foundation.
- There are also non-credit courses available which are assessed as 'Satisfactory' or 'Unsatisfactory'. This is not included in the computation of SGPA/CGPA.
- All the three main courses are evaluated and accessed to provide for an effective and balanced result.

Most of the Indian Universities and Colleges have considered marks or percentage based evaluation system. There should be a flexible system of education so that students could pursue different nature of professional and non-professional courses according to their choice and desire. This approach first come in sight in the Eleventh Five Year Plan (2007-2012). In this plan the main issues regarding higher education were the improvement of



GER (Gross Enrolment Ratio), equity, merit based student financing, internationalization of education, enabling a research environment, high quality faculty, improved technology and making education industry relevant and practical. Following these issues, the MHRD and UGC jointly approach the reformations and innovations in the curriculum and evaluation system in higher education. As of now however, it is difficult to implement the CBCS in all colleges and universities.

II.CBCS IN SOME SELECTED UNIVERSITIES OF INDIA

After the recommendations of the UGC, different universities in India have implemented the Choice Based Credit System. Examples are:

University of Mumbai: In Mumbai University, CBCS became effective in undergraduate level from the academic year of 2011-2012, under the faculty of science, arts and commerce. The value of one credit is equal to 30-40 learning hours. The ratio between Internal and External assessment is 40:60. Minimum duration of a UG programme is 3 years. Credits allotted to Undergraduate Programme and Postgraduate Programme is 120 credits and 96 credits respectively. Learners have to obtain more than 40% marks in Internal Assessment and External Examination respectively to pass in all courses. A 7-point grading scale is considered for the assessment of students' performance. Grade Card is also given to the students by the institution.

University of Delhi: Delhi University is one of the leading Universities in India. It adopted the regulations of UGC about the implementation of Choice Based Credit System from the academic year of 2015-2016 for the Undergraduate and postgraduate programs. The University has allotted the credits of courses in different programs following the guidelines given by the UGC. It already has started semester and grading system in the year of 2010. The assessment and examination system is divided into two parts internal and external. The aggregate passing mark is 40%. A 7-point relative grading scale is used for the assessment of students.

Pondicherry University: Pondicherry University adopted this approach in 2011, and revised it in 2016-2017. It made effective the CBCS in PG programme and UG programme. An academic semester consists of 16 weeks with one teaching period of 60 minutes' duration. The evaluation process is based on internal and external assessment in the ratio of 40:60. A relative as well as absolute grading with 10-point grading scale is used to assess the performance of students. The minimum mark to pass in each course is 50.

Gujarat University: Gujarat University gave its ordinances and regulations under the Choice Based Credit System for the UG (B.COM) programme from the academic year of 2011-2012. The programme being for 3 years which divided into six semesters. The total programme consists of 150 credits equally divided into 25 credits per semester. The number of working hours allotted per week is 30 and it will be spread over 6 days/week. The number of week is 15 in a semester. The evaluation system will be consisting of internal and external examination, in a ratio of 30:70. The passing marks in internal and external examination are 36% respectively. An absolute grading with 10-point grading scale is used for the assessment of student's performance.



Himachal Pradesh University: Himachal Pradesh University (for the undergraduate programme) has implemented the Choice Based Credit System in its draft regulation in 2013. Six semesters in 3 years with 15 weeks per semester is considered as the academic week. One academic week is consisting with 6 working days per week. For an undergraduate degree a student has to cumulate at least 120 credits (maximum 135 credits). The Continuous Comprehensive Assessment and End-Semester Assessment consists 50-50 weightage respectively. A 10-point Absolute grading scale issued for the assessment of the performance of students. Relative grading is done in all cases where the number of students in the HPU and its affiliated colleges is more than 50.

University of Kashmir: Kashmir University gave the notification for the implementation of Choice Based Credit System in 2016. The duration of each undergraduate programme shall exist over six semesters. Each semester to be of at least 16 weeks with 22 credits in a semester and 132 credits in three years for a General course and a total of 148 credits for an Honors course. 40% marks (grade p) is necessary for passing the examination. A 10-point grading scale is allowed for the assessment and grade card is provided to the students after the completion of one semester.

III.CONCLUSION

The idea of implementation of the CBCS allows greater flexibility for the students to opt various interdisciplinary courses and to bring academic programs at par with the standards of international universities and premier Indian institutions. Though it is not so successful in many universities, while many top institutions in India IITs, ICT etc. follow the credit system, the most valid reason for successful implementation of CBCS is that every teacher handling the course as assigned several teaching assistants who help in conducting tutorials and in evaluation. The classes are spilled into smaller groups of 25-30 students and once a week, tutorials sessions are conducted with the help of teaching assistants. CBCS is a new stride by UGC in the higher education in India. This paves way for reformatory changes in the Education system of India. Students autonomy, self-learning, all round development of students are the major features of CBCS. Extra burden on the institution, different nature and standards of the institutions etc., would pose problem in maintaining it. Therefore, it would be advisable to have open discussions, seminars, and workshops on better and successful implementation of CBCS. It may bring a constructive change in the Indian higher education system

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