

CHOICE BASED CREDIT SYSTEM A OPTION IN EDUCATION SYSTEM : STUDY OF JNT UNIVERSITY POST GRADUATE LEVEL

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ABSTRACT:

India's higher education system is considered to be the most challenging in terms of access, equity and relevance, reorientation of programmes by laying emphasis on quality, values and ethics together with the assessment of institutions for their accreditation. In service sector it is the third largest in the world. The institutions of higher education are in need of infusion of new models in order to keep the curriculum in pace with changing environment which include technology adoption, changing industry requirement, changing aspiration of students and changing expectations of society. To improve the quality of education, its acceptability to youngsters, its ability to cultivate research and innovation, and keeping the pace of its contribution to the development of industry and the society, changes & innovations in higher education are essential. It is expected that two models and two systems of higher education are going to get importance in this changing environment. 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. In this paper we have attempted to make a comparative analysis of "Choice Based Credit System" using SWOC analysis.

Keywords: *Attitude, Choice Based Credit System (CBCS), Higher Education, Semester system. SWOC analysis*

I. Introduction:

It is not an exaggeration of facts that the education system in India has its foundation in the British Rule which primarily aimed at creating graduates capable of providing secretarial assistance. The reason behind may be broadly to serve the colonial economic, political and administrative interests, and in particular, to consolidate and maintain the British dominance in India given the then prevalent socio-economic and political set up. Continuance of the system for long has contributed to the over production of unemployable 'educated' youth, low students motivation, unrest and indiscipline on the campuses, frequent collapse of administration, deterioration of standards, and demoralizing effect of the irrelevance and

purposelessness of most of what is being offered. Analysis of the education system by important committees constituted by the government the post independence era such as the Kothari Commission have found serious limitations in the system and have come up with suggestions for modifications the outcome of which is the talk on Choice Based Credit System (CBCS), Semester System, Flexibility in Curriculum Development and Examination Reforms.

The pressure on higher education system now is high to equip students with not only the expertise derived from traditional academic programmes but also to help them acquire sufficient skills to be employable. UGC has pressing upon speedy and substantive academic and administrative reforms in higher education for promotion of competence, quality and excellence. The Action Plan proposed by UGC outlines the need to consider and adopt Semester System, Choice Base Credit System (CBCS), and Flexibility in Curriculum Development and Examination Reforms in terms of adopting and implementing 'Continuous Evaluation Pattern' by reducing the weight age on the Semester end examination so that students enjoy a distressed learning environment. UGC expects that institutions of higher learning draw a roadmap in a time bound manner to accomplish this reformation process.

II. Importance of the Study:

The Indian system of higher education has unleashed a major program of reforms. Many of these reforms can be traced back to a policy template provided by the National Knowledge Commission (NKC) set up by the Prime Minister in 2005, . The National Knowledge Commission in its report to the nation in 2008- 2009 on higher education and Yashpal Committee Report in 2009 recommended revamping of higher education through academic and administrative reforms. Keeping in view the challenges of the changed times and make the higher education in Indian Universities compatible with the universities in developed nations, the UGC (11th plan, March 2009) and later on the Association of Indian Universities (AIU) stressed on the following recommendations:

- (1) Semester System
- (2) Choice Based Credit System
- (3) Curriculum Development
- (4) Examination Reforms
- (5) Administrative Reforms

Choice-based credit system (CBCS) has several unique features: Enhanced learning opportunities, ability to match students' scholastic needs and aspirations, inter-institution

transferability of students (following the completion of a semester), part-completion of an academic programme in the institution of enrolment and part-completion in a specialized (and recognized) institution, improvement in educational quality and excellence, flexibility for working students to complete the programme over an extended period of time, standardization and comparability of educational programmes across the country, etc. The CBCS imminently fits into the emerging socio-economic milieu, and could effectively respond to the educational and occupational aspirations of the upcoming generations. [4] In view of this, institutions of higher education in India would do well to invest through and resources into introducing CBCS. Aided by modern communication and information technology, CBCS has a high probability to be operationalised efficiently and effectively – elevating students, institutions and higher education system in the country to newer heights. It might be added that a large number of universities and institutions in the country are already having their undergraduate and post – graduate ‘papers’ subdivided into units and sub-units. In switching on to CBCS, the task of such institutions would be relatively easy. In a generalized manner, the sequence of CBCS would be:

Paper – Unit – Sub-unit = Credits [5]

Academic commissions and committees such as UGC, TANSCHÉ and NAAC recommend CBCS for higher education. CBCS has the facility to transfer the credits from one institution to another provided there are provisions in the rules of the autonomous colleges and the universities to accept transfer of credits. Though the students will choose courses of interdisciplinary nature, the required courses for majoring in a subject will ensure depth. Professionalism and quality consciousness are the basis for every change. Anyway, CBCS can offer a very flexible and open system for a quality up gradation of higher education.

III. Statement of the Problem:

Approach towards Choice Based Credit System of Pg Level Students in Higher Education:
A Study on JNTUniversity.

IV. Objectives of the Study: The aim of this paper is to

1. Study the attitude of P.G level students towards CBCS in higher Education.
2. Suggest some effective measures to overcome the limitations of CBCS in higher Education.

V. Methodology:

The descriptive survey method has been used in the present study. For this study drawn the sample from post graduate (PG) level Management students of JNT University. The sample size is 60 out of which 30 are from Science and 30 from Commerce department. Again, from

each discipline equal number of boys and girls students were selected i.e. 15 boys and 15 girls. For this purposive sampling technique has been adopted. To collect the requisite data related attitude towards CBCS self designed attitude scale was used. The researcher established a rapport with them. Initially the researcher was distributed the attitude scale and requisite directions and instructions were given.

The delimitation aspects of the present study are:

1. The study is delimited to the Choice Based Credit System of JNT University.
2. The study is delimited to the Commerce and Science Student of JNT University.
3. The study is delimited to only one University of JNT University

VI. Choice Based Credit System in India:

University Grants Commission (UGC) has suggested the Choice Based Credit System (CBCS) to be adopted in Indian universities 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 liberalisation and globalisation 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.

VII. CBCS Comprises Following Basic Aspects:

- **Semesters:** Each year is divided into two semesters and the assessment of students is done semester wise. A student progress is calculated on the basis of the courses taken rather than time taken to complete the course like three years for science, arts, commerce or four years for engineering etc. Each semester will have 15–18 weeks of academic training and assessment which is equal to 90 teaching days. There is flexibility in creating the curriculum and assigning credits based on the course content and hours of teaching.
- **Credit System:** Each course is assigned a certain credit. When the student passes that course, he earns the credits which are based on that course. If a student passes a single course in a semester, he does not have to repeat that course later. The students can earn credits according to his pace by taking any amount of time.

- **Provision of Credit Transfer:** If for some reasons, a student cannot cope with the study load or if he falls sick, he has the freedom to study fewer courses and earn fewer credits and then he can compensate this in the next semester. A student can also take the remaining credits in another college.
- **Comprehensive Continuous Assessment:** There is a continuous evaluation of the student not only by the teachers but also by the student himself through assignments, open book exams along with semester end examinations.
- **Allotment of Grading:** UGC has introduced a 10-point grading system in CBCS to allot grading.
- **Counting of Credits in Credit System:** One credit per semester is equal to one hour of teaching, which includes both lecture (L) or tutorial (T) or two hours of practical work/field work (P) per week. A study course can have only L component or only T or P component or combination of any two or all the three components. The total credits earned by a student for each semester is L+T+P.
- **In compliance with the Global Grading System:** All the major higher education institutions across the world are implementing this credit system. For instance, the European Credit Transfer System (ECTS) in Europe's universities, the 'National Qualifications Framework' in Australia, the Pan-Canadian Protocol on the Transferability of University Credits the UK Credit Accumulation and Transfer System (CATS) and even in the US system, Japan system, etc. are based on credit system.

VIII. Analysis of CBCS: - SWOC Analysis: Based on the above features, the Strength, Weakness, Opportunities and Challenges (SWOC) of CBCS are identified and analysed as follows:

Strength of CBCS:

- ✓ Student centric
- ✓ Focus on continuous assessment
- ✓ More elective courses
- ✓ Opportunity to choose Dissertation/Project
- ✓ Opportunity to transfer credit between universities
- ✓ Loss of year/semester due to attendance shortage in any one subject is avoided. Student who fails to maintain required attendance in one subject has to reappear only for that subject in order to clear the entire course.

Weakness of CBCS:

- ✓ Less focus and credits for core area or main subjects

- ✓ Students are compelled to study languages in higher education level
- ✓ The option to take courses according to their ability and pace is limited. There is no freedom for the first year student to take an advanced course or a third year student to take an introductory course.
- ✓ Students are compelled to be inside the classroom for the entire five hour per day schedule leaving no scope for independent study.

Opportunities for CBCS:

- ✓ Students can choose papers outside of their core area so that they can be specialised in multi-discipline.
- ✓ Students have opportunity to take extra credits more than minimum requirement to complete the course which will give weightage to encashing further opportunities.
- ✓ Higher education gradings are acceptable internationally so that students can compete international opportunities.
- ✓ Credit-transfer opportunity and possibility of taking different courses in different colleges simultaneously to complete the total credit requirement within minimum period.

Challenges for CBCS:

- ✓ For any new system, usually there will be a strong resistance to change from every quarter of the academic world.
- ✓ Accepting grade points in subject instead of marks and letter grade instead of exact total marks is difficult due to the fact that allotment of individual ranking is not possible by merely referring grade points and letter grades.
- ✓ Opportunity to take credits outside the core subject area may dilute the depth in core area of studies.
- ✓ Students may face dilemma in choosing the subjects due to their inexperience in predicting future demand.

IX. CBCS has following Advantages :

- ✓ CBCS is uniformly implemented in all central, state, and other recognized universities in India.
- ✓ CBCS consists of three types of main courses categorised as Core courses, Elective courses and Foundation courses.

- ✓ CBCS also has non-credit courses to be chosen from a pool which will be assessed as ‘Satisfactory’ or ‘unsatisfactory’. Non-credit courses are not included in the computation of SGPA/CGPA.
- ✓ All the three main courses will be evaluated and accessed for calculation of total credit and grade to provide for an effective and balanced result.
- ✓ Core course consists of compulsory subjects to be studied by a student to get the specified degree.
- ✓ Choice Based Credit System is essential for higher education in the present context.
- ✓ CBCS system of courses helps the students to improve the interdisciplinary approach in education.
- ✓ Freedom to choose subjects which is beneficial for students.
- ✓ Respects ‘Learner Autonomy’ Allows learners to choose according to their own learning needs, interests and aptitudes.
- ✓ Facilitates Learner Mobility: Offers the opportunity to study at different times and different places. Credits earned at one institution can be transferred to another.
- ✓ In this system students need not to repeat the full semester if there is fail in one paper.
- ✓ More autonomy is given to the students in this system.
- ✓ CBCS provides a cross-cultural learning environment.
- ✓ CBCS provide develop quality education.
- ✓ It upgrades educational and occupational aspiration of the upcoming generation.

X. CBCS has following Disadvantages

- ✓ Numbers of courses are imposed in the CBCS, which is an overburden for the student as well as teachers.
- ✓ Shortage of infrastructure facilities i.e. building, laboratory facilities, and practical class room affects CBCS.
- ✓ Implementation of CBCS has some Practical limitations.
- ✓ It is complicated, especially in the view of shortage of teachers or infrastructures.
- ✓ One subject can be repeated three times, it makes the students irresponsible.
- ✓ It needs more punctuality from the student.
- ✓ There is no betterment system of evaluation in this system.
- ✓ Students can have only partial knowledge of any new subject chosen by the student as extra credit subject.

The university has the semester system and simultaneously CBCS has been introduced at present. As this is the reformed structure of education system, so still this system has not been materialized in full form. The students as well as the teachers community has different perception and attitude regarding this new form of curriculum as well as examination system.

So the present paper became attracted to know the views of the students' community regarding this new system educational pattern i.e. CBCS. Keeping all these in mind the present researcher has designed the study with the following.

Major findings: The major findings of the study as well as some are as follow;

- (1) Science Students are having the highest level attitude towards CBCS in comparison to the Commerce Students of JNT University.
- (2) Boys are having the highest level attitude in comparison to the Girls Students of JNT University.

Suggestions:

- a) Orientation and Workshops should be organized for teachers to understand the details about grading, semester, credit system, credit transfer etc. by inviting and involving resource persons with appropriate expertise.
- b) Every aspect of CBCS should be explained clearly to the student.
- c) Introduction of Choice Based Credit System to facilitate the students' mobility from one University to another.
- d) Betterment system should be included for improve a student.
- e) CBCS should be based on present and future needs.
- f) In CBCS, time is very short so, syllabus should be prepared accordingly.
- g) Infrastructure should be provided to every department.
- h) Extra time should be given for discussion among teachers and students.

Conclusion:

Thus on the analysis of the present time education system and emphasis is made on the positivity of CBCS. The researcher said that India needs multidimensional and broad based quality education to maintain its leadership in the 21st century. Therefore, India should show the concern over the quality in education as the education in India is not competitive in terms of the quantity and quality with other countries. Therefore there is the need to explore the concept of CBCS. Everyone should be well known with CBCS so that the opportunities can be utilized in the best way. The education system is continuously changing towards student's centric system. This is why there is the need to understand the importance and utility of each

and every aspect of the education system. The courses are newly included so as to obtain the desired outcome. This is the reason that's why different new courses have emerged. And the most important thing is that there is freedom to opt any of the courses by any student without any limitation of their stream of study. The CBCS is wholly based on this principle. But there is the need to test its effectiveness. How do students feel about this system? Are they satisfied by this system? Or there is any need to reform. Since CBCS provides opportunity to make some necessary reform keeping, students point of view in mind. This will help to support students as well as teachers.

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