

Introduction of CBCS in Higher Education in India

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Abstract:

Choice Based Credit System (CBCS) is adopted to allow flexibility in education system, so that students can able to choose interdisciplinary, intra-disciplinary and skill-based courses depending upon their own interest. The Choice Based Credit System not only offers to learn only core subjects but also allows to elective subjects to holistic development. CBCS not only deals with curriculum but also deals with assessment and grading system. The main objectives of the study are to describe the features of CBCS and to find out the advantages and disadvantages of CBCS. The main advantages of CBCS are Learners can offer as many credits as they can cope up the pressure of the examination. It is helpful to the learners to choose courses as per their interest. It promotes mobility of learners from one institution to another one. It helps learners to realize their potentials through the flexibility in offering courses. The main disadvantages of introducing CBCS in higher education are Work load of teachers would be increased a lot. Regular teaching would be affected. willing Student may face problem to shift one institution to another. Maintaining compatibility among main subject's papers and soft papers would be challenging one. It is difficult to Offer more than one programme of different nature simultaneously.

Keywords: CBCS, Higher Education, Advantages and Disadvantages.

1. Introduction:

Education is a changing process. We can see lot of changes already occurred in every aspect of education like curriculum, evaluation system, teaching methods, grading system, mode of instruction etc. CBCS is an instructional package developed to suit the needs of students to keep pace with the developments of higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education. Choice Based Credit System (CBCS) is adopted to allow flexibility in education system, so that students can able to choose interdisciplinary, intra-disciplinary and skill-based courses depending upon their own interest. The Choice Based Credit System not only offers to learn only core subjects but also allows to elective subjects to holistic development. CBCS not only deals with curriculum but also deals with assessment and grading system.

2. Literature Review:

Ghosh & Sarkar (2017)¹ provides the idea of implementation of the CBCS is allow greater flexibility for the students to opt various interdisciplinary courses and to bring academic programmes at par with the standards of international universities and premier Indian institutions.

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¹ Ghosh, R. & Sarkar, B. (2017). Choice Based Credit System (CBCS) – A New Reform In Education, EPRA International Journal of Research and Development (IJRD). Vol-2, (7) pp- 85-89.

Mishra (2017)² conducted a study on CBCS system. The researchers found that CBCS and semester system is a departure from the traditional „exam-centric“ education system to a more „proactive and need based system“ that aims at developing students with knowledge, skill, attitude and value. Mir (2017)³ suggested that the basic objective of choice based is to broaden academic excellence in all aspects, right from the micro level like core curriculum up to the macro level learning-teaching process to examination and evaluation systems.

3. Objectives:

The main objectives of the study are-

- i) To explain the key features of CBCS
- ii) To find out the advantages of introduction of CBCS in higher education in India.
- iii) To Find out the Disadvantages of introduction of CBCS in higher education in India.

4. Methodology:

The study is qualitative in nature. The study is based on secondary data.

5. Key Features of CBCS:

University Grants Commission has suggested the CBSS⁴ (<http://collegesat.du.ac.in/>) to be adopted in all higher educational institutions in India in which students have a choice to choose from the prescribe courses. There is flexibility to choose courses which are referred as core course, elective course and soft skill course. The basic aims are to keep up to date with the needs and development of higher education in India and abroad. The main features of CBCS are as follows-

i) Semesters:

There are two semesters in every year and the assessment of students is based on semester wise. Each semester will have 15 to 18 weeks of academic teaching and assessment which is equal to 90 days of teaching days.

ii) Credit system:

Each course contains a certain credit. When a student passes on a particular course, he earns credits which are based on that course. If a student passes only one course in a semester, he does not have to repeat that course later. The students can earn credits according to his speed by taking any amount of time.

iii) Provision of Credit transfer:

If a student in any reason cannot able to take the study load or physically weak then he has the freedom to study fewer course and earned less credits and he can compensate the rest credits in the next semester.

² Mishra, S. P. (2017). Introduction of Choice Based Credit System: A New Paradigm Shift in Higher Education., SRJIS. Vol. 4(21), P-4869-4877.

³ Mir, S. R. (2017). Issues and Challenges of Choice Based Credit System: Insights from University of Kashmir, Techno LEARN: An International Journal of Educational Technology Techno LEARN: 7(1&2): 57-63

⁴ UGC Guidelines on Adoption of Choice Based Credit System, University Grants Commission, India. Downloaded from-http://collegesat.du.ac.in/UGC_credit_Guidelines.pdf

iv) Allotment of Grading:

UGC has introduced a 10-point grading system in CBCS to allot grading as shown in the following table 1.

Table 1 : Allotment of Grading in CBCS as per UGC guidelines⁵.

Sr. no.	Letter Grade	Grade	Grade Points
1	O	Outstanding	10
2	A+	Excellent	9
3	A	Very Good	8
4	B+	Good	7
5	B	Above Average	6
6	C	Average	5
7	P	Pass	4
8	F	Fail	0
9	AB	Absent	0

v) Comprehensive continuous assessment:

CBCS have not only a term end examination. This is a continuous and comprehensive evaluation. Students self-assessment, assignment, open book examination along with semester end examination.

vi) Counting of Credits in Credit System:

One hour of teaching is equal to one credit per semester and lecture (L), tutorial (T) & Practical Field Work (P) are including in it. The total credits earned by a student for each semester is L+T+P.

vii) Global grading system:

All the major higher educational institutions across the world are implementing this credit system.

6. Advantages of Introduction of CBCS In Higher Education:

- (i) CBCS is student centric where a student can choose their courses according to ability, interest, capacity and availability.
- (ii) Its focus not only in term end examination. It is a continuous assessment based on student self-assessment, assignment, field work and open book examination.
- (iii) In CBCS there are more elective courses provided by the institutions based on their capacity, and there is no boundary for choosing courses.
- (iv) Opportunity to choose Dissertation/Project or field work/assignment
- (v) Opportunity to transfer credit between universities. For any reason a student can pursue his course in another college by credit transfer system.

⁵UGC Guidelines on Adoption of Choice Based Credit System, University Grants Commission, India. Downloaded from - http://collegesat.du.ac.in/UGC_credit_Guidelines.pdf.

- (vi) 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.
- (vii) Students can choose papers outside of their core area so that they can be specialized in multi-discipline.
- (viii) Students can learn without rigidity of following fixed set of subjects in each semester. This would help them to work outside during certain semesters.

7. Disadvantages of Introduction of CBCS In Higher Education:

- (i) Less focus on core area or main subjects
- (ii) Students are compelled to study languages in higher education level
- (iii) The option to take courses according to their ability and pace is limited. There is no
- (iv) freedom for the first-year student to take an advanced course or a third-year student to take an
- (v) introductory course.
- (vi) Students are compelled to be inside the classroom for the entire five hour per day
- (vii) schedule leaving no scope for independent study.
- (viii) Workload of teachers may be increased.
- (ix) Needs proper and well infrastructure for a universal spread of education.
- (x) The marks card contains letter grades so it is difficult to estimate the exact marks.
- (xi) Since there is no pressure to complete all subjects of a course within a fixed time, many students once take break, may not continue to complete the course due to many reasons.

8. Conclusion:

Now all the higher educational institutions introduce CBCS as prescribed by University Grants Commission and it is in preliminary period. The main aim of CBCS is to give a uniform structure of higher education system similar to other countries. It has both advantages and disadvantages. It will be fruitful if we able to eliminate the disadvantages of CBCS system.

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