

CHOICE-BASED CREDIT SYSTEM IN INDIA: PROS AND CONS

Arti¹, Shikha Verma²

¹Assistant Professor, Department of Computer Science, Sanatan Dharma College, Ambala Cantt

²Assistant Professor, Department of Computer Science, Sanatan Dharma College, Ambala Cantt

ABSTRACT

India's educational system is rife with complexities of all kinds. Every educational rung has its own set of issues and potential. However, efforts have been made to reduce the complexity. From time immemorial, commissions have been established to improve and eliminate the flaws in the Indian educational system, with the goal of assuring quality and consistency. The concept of a quality assurance cell has not only been proposed, but it has also been implemented at a national level. Choice-Based Credit System has been affirmed as necessary for ensuring consistency in the education system, particularly at the undergraduate level. However, the nature of the Indian educational system is quite different, and there are inherent issues in implementing a standard method of evaluation because of this variation. India's current education system, which includes Primary Education, Secondary Education, and Tertiary Education, has extended across the country. The education sector, in particular, plays a critical role in the development of a country. The quality of higher education is directly affected by major breakthroughs and developments. As a result, quality is a key problem in today's higher education, which can only be examined and assessed using a widely accepted method of assessment, such as the CBCS. As a result, the purpose of this paper is to illustrate the benefits and drawbacks of the Choice-Based Credit System.

KEYWORDS: Choice-Based Credit System, MHRD, UGC

1. INTRODUCTION

The Government of India's Ministry of Human Resource Development (HRD) has already taken steps to provide the groundwork for the formation of a new education policy. The reasoning behind it is to implement reforms in the Indian education system as well as to assure the quality of Indian higher education and bring it up to par with international standards. The University Grant Commission is solely responsible for moving the National Education Policy forward. The University Grant Commission is responsible for policy implementation and higher education promotion. The University Grants Commission (UGC) takes a number of efforts from time to time in order to improve academic efficiency, excellence, equity, and the recruitment of teachers and administrators at all levels of relevant roles in Higher Education.

The essential and visible one is curriculum innovation, reform, and improvement, as well as teaching and learning methodology, and examination and assessment systems.

Education, without a question, plays a critical part in the process of nation-building. Higher education is regarded as the nation's backbone among all educational sectors. As a result, all kinds of discoveries and breakthroughs occurred within the walls of higher education. Research activities are receiving a lot of attention these days, which is why it's become important to reform higher education and set it on the road to academic efficiency, efficacy, and greatness.

Higher education in India is mostly delivered through universities and colleges. To make higher education more accessible, the majority of universities and colleges, particularly core universities, have adopted a semester system. The current Indian education system, on the other hand, produces graduates that are deficient in knowledge, skills, values, confidence, and overall academic efficiency. The current dismal state of India's higher education system necessitates reform and transformation of the system through the introduction and development of innovations, as well as the development of a learner-centered approach and an internationally recognised evaluation system.

The majority of Indian universities and colleges use a marks or percentage-

based grading system, which restricts students' mobility and prevents them from moving from one school to another to pursue their selected topics or courses. This necessitates the creation of a flexible educational system that allows students to pursue a variety of professional and non-professional courses based on their preferences. That is why, following a lengthy discussion among educators and specialists in relevant sectors, the University Grant Commission (UGC) has mandated the implementation of the choice based credit system (CBCS) in all undergraduate (UG) and postgraduate (PG) courses under the XI Higher Education Plan.

Many universities/autonomous institutions have previously done the same, according to (Kelkar, A.S. & Ravishankar, L. 2014). Mumbai University made it mandatory in 2011. By 2013, all undergraduate and graduate programmes were credit-based. The need for reforms in higher education; enhanced learning opportunities; ability to match learners' scholastic needs and aspirations; interuniversity transferability of learners; improvement in quality of education and excellence; greater flexibility in completing the course; standardisation and comparability of educational programmes across the country are the main objectives of the UGC in introducing such programmes.

Without a question, CBCS has opened up new possibilities in the present higher education system. It gives you everything you need.

Learners have the option of pursuing courses of their choice. It is an evaluation method that provides learners with the most possibilities and pathways to master key topics while also providing supplementary soft courses for their holistic growth. It will serve as a tool to bridge the gap between students of diverse courses, since it has the option of delivering core subjects as well as a variety of soft courses. It implies that students can study core topics as well as soft courses from other departments at the same time.

CBCS places a strong focus on ongoing and detailed review. The internal assessment receives 40% of the weighting, while the final test receives 60%. Internal assessment consists of a 20-point test, a 10-point assignment, and a total of 10 points: 5 points for active participation in class and 5 points for overall conduct of the students during class hours.

The efficacy of CBCS may be recognised by the findings of (Kelkar, A.S. & Ravishankar, L. 2014), who performed a study that found that 42 percent of instructors agreed that the CBCS objectives were satisfied, 39 percent did not, and 18 percent were unsure. The response to the question of whether CBCS focuses solely on teaching, evaluation, or both was mixed: the majority (62.5 percent) believed that the emphasis is solely on evaluation, while 20% believed that the emphasis is solely on teaching, and 15% believed that both teaching and evaluation are given equal weightage in the CBCS system.(Roy, Khanam, and Trribeni (2013) discovered in their study that students with a scientific background and guys had a greater level of favourable attitude toward CBCS than students with an arts background and girls. However, there are several concerns that must be handled using the merit and demerit system of CBCS. The following are some examples:

1.1 PROS OF CHOICE-BASED CREDIT SYSTEM

- The student can select from a variety of inter/multidisciplinary courses.
- A mentor helps students choose courses based on their IQ levels.
- It encourages collaborative efforts, research, and community participation.
- The student has the opportunity to achieve certification using a walk-in/walk-out method.
- Gives students more options when it comes to course selection.
- Students can enrol in either basic or advanced courses.
- Learners get job-related skills.
- Students work at their own pace.
- Students that are highly motivated have the opportunity to earn extra credits.

1.2 CONS OF CHOICE-BASED CREDIT SYSTEM

- Despite its numerous benefits, the Choice Based Credit System has several drawbacks.
- The CBCS grading method makes it impossible to assess or compute exact grades.

- Teachers would suffer as a result of the increased workload, which would have an impact on regular instruction.
- It would be difficult to maintain consistency between core topic papers and soft papers. It would be difficult to offer many programmes of varying natures at the same time.
- A lack of resources and a large number of courses would result in an imbalance in teaching–learning resources.
- The institution would have an additional burden since CBCS has the option of taking or choosing 32 credits.
- Education system equalisation should be maintained to keep student mobility in check.

CONCLUSION

As the Indian education system undergoes transformation, CBCS is unquestionably student-friendly. The UGC has always taken steps to improve the efficiency and quality of higher education. The overarching goal is to improve academic quality in all areas, from curriculum to learning-teaching processes to examination and assessment systems. Different educational institutions use different techniques for examination, assessment, and grading, but the introduction of a choice-based credit system appears to be a good methodology for analysing a student's total performance in a universal fashion of a single grading system. It is important to keep these considerations in mind while developing a new education policy and to seek comments from experts. The implementation of CBCS, on the other hand, has had a favourable impact on the higher education system. However, the existing discrepancies in terms of efficient professors, academic atmosphere, infrastructure, and other factors between Central University, State University, and Colleges would offer a challenge to its performance.

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