

CHOICE BASED CREDIT SYSTEM (CBCS): A PROGRESSIVE APPROACH

Suresh Kumar¹, Anuradha²

¹Assistant Professor, Department of Physics, MMEC, Maharishi Markandeshwar University, Mullana

²Assistant Professor & Head, Department of English, MDSG Girls College, Ambala City

ABSTRACT

The higher education system of any country directly contributes to socio-economic development. University Grants Commission (UGC) is determined to maintain higher education standards in India. Thus, it has initiated a choice-based credit system to advance the higher education structure in India. Choice Based Credit System (CBCS) is a program in which students have a choice to choose subjects of their interest from the prescribed courses, which offers interdisciplinary subject matter to cater the aspirations as well as employability skills. The aim of such an initiative of UGC is to add flexibility in curriculum development and reformation in evaluation and examination structure.

The present study is an attempt to highlight the analytical and descriptive study of CBCS. This research article is an attempt to portray the impact of CBCS in getting opportunities and avenues among students. For this study, 250 students from various colleges and levels have been selected purposively as the sample.

KEYWORDS: CBCS, UGC, Higher education, Interdisciplinary

INTRODUCTION

Choice Based Credit System (CBCS) leads to academic flexibility in the curriculum development in higher education of any nation. New Education Policy 2020 (NPE) aims at the holistic development of the child in both

academic and non-academic spheres. This can ensue with the help of CBCS. This system aids the learners to choose their learning trajectories as well as a curriculum that leads to the path of success according to their capabilities. This system also discards the hypothesis of bright vs non-bright students as there is no hard separation between arts, commerce, and science subjects. Interdisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports ensure the unity and integrity of all knowledge. The major problem faced by the higher education system in India is that a rigid separation of disciplines is there which leads to less emphasis on the development of cognitive skills and learning outcomes. It further adds less emphasis on research at most universities and colleges, and a lack of competitive peer-reviewed research funding across disciplines. In NEP (2020) it has been stated that by 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions, each of which will aim to have 3,000 or more students and by 2030, there should be at least one large multidisciplinary HEI in or near every district. The aim is to increase more number of students to opt for higher education.

Thus, CBCS leads to holistic and multidisciplinary education which aims to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. This progressive approach will be adopted by all undergraduate programmes, including those in professional, technical, and vocational disciplines. Even engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities. Students of arts and humanities will aim to learn more science and all will make an effort to incorporate more vocational subjects and soft skills. CBCS provides maximum opportunities and avenues

SAMPLE

The study was done on the sample size of 250 students from all the states of India. Among these students 135 were male and 115 were female students. A google form, containing 20 questions, was sent to the teachers and students through e-mail and WhatsApp to collect data. Though many students have filled out the form yet only students from various undergraduate courses were selected randomly. Data were analysed of those students who have already adopted CBCS.

RESEARCH QUESTIONS

The study aims to answer the following questions:

1. Effect on vocational skills of students after studying interdisciplinary subjects.
2. Effect on psychological and individual factors due to choice-based subjects.
3. To find out the constraints experienced by students due to the lack of choice-based subjects.
4. Enhanced learning opportunities

STATEMENT OF THE PROBLEM

Choice Based Credit System (CBCS): A Progressive Approach

THE RATIONALE OF THE STUDY

CBCS envisages multi-disciplinary holistic education at the undergraduate level to incorporate, rigorous exposure to science, arts, humanities, mathematics, and other professional fields having imaginative and flexible curricular structures. In this system, students become more creative and well-rounded individuals who are capable enough to survive in the 21st century. These individuals will become a combination of rigorous specialization and inner strength in terms of communication and soft skills. Thus, to make India a global superpower more research is needed for CBCS.

DELIMITATIONS

- ❖ This study is restricted to the students of undergraduate classes only.
- ❖ In this study, due to the pandemic, no face-to-face interaction has been done.
- ❖ This study is restricted to 250 students only.
- ❖ A purposive sample technique has been used.

REVIEW OF RELATED LITERATURE

Handbook of National Education Policy (2020),The policy aims to achieve 100% youth and adult literacy by 2030.

Santu Biswas (2018),CBCS is needed for effective higher education. This system increases the sense of responsibility among the teachers as well as

the learners. In the current economic crisis, innovation is seen as a key strategy for institutions and companies not only to recover but to prosper and to sustain growth into the future

Dinesh Chahal, Mirza Muneeb Manna (2017),it should ensure a flexible and wide choice to meet the interest of the students. The student should be able to opt for the subject from other universities. Inter-university migration should also be made acceptable in every state of India.

Suman Kumari Katoch (2017),it can be observed that undergraduate students are provided with such an academically rich, flexible learning system blended with plentiful provision for skill- practices that he/she could learn in-depth, could transform him/herself to be creative, penetrative and applicative and finally, he/she could become potential enough to excel in any career he/she chooses.

Champak Deuri (2015),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' so very vital for leading a meaningful life and contributing to nation-building.

METHODOLOGY

In the present study, a survey approach is adopted to analyze the problem. This approach includes interpretation, comparison, measurement, classification, evaluation, and generalization, all directed towards proper understanding and solution of significant didactic problems. In the present study, the descriptive method of research is also adopted. An online survey was conducted on CBCS and its effect on undergraduate students. The survey was promoted via email, WhatsApp, and various social media platforms. In total, 1005 students have completed the survey. However, only 250 students were selected due to the limitations of the study. A thematic analysis of the full data was done.

ANALYSIS AND DISCUSSION

Table 1 Effect on vocational skills of students after studying interdisciplinary subjects.(Statement 1)

S.N.	Statement	Yes	No	Frequency	Percentage
1	Has CBCS increased the possibilities of jobs in the current scenario?	67	33	67	67%

CBCS system has increased possibilities of job for 67% students in current scenario whereas for 33% students there was no such possibility.

Table 2 Effect on vocational skills of students after studying interdisciplinary subjects. (Statement 2)

S.N.	Statement	Yes	No	Frequency	Percentage
2	Do you feel that you can become an entrepreneur after having subjects of your own choice?	70	30	70	70%

70% of respondents believed that they can become entrepreneurs as they are studying subjects of their interest whereas 30% believed that have not felt so.

Table 3 Effect on vocational skills of students after studying interdisciplinary subjects. (Statement 3)

S.N.	Statement	Yes	No	Frequency	Percentage
3	Do you feel that students need extra time and attention from their teachers?	75	25	75	75%

The majority of them (75%) said that students need extratime and attention from their teachers as these testing times are difficult for new learners. While 25% of respondents believed that extra time and attention may not be required for children.

Table 4 Effect on vocational skills of students after studying interdisciplinary subjects. (Statement 4)

S.N.	Statement	Yes	No	Frequency	Percentage
4	Have you experienced that vocational courses have taken a toil on your health?	20	80	20	20%

The majority of the respondents (80%) felt that vocational courses have not taken a toil on their health.

Table 5 Effect on vocational skills of students after studying interdisciplinary subjects. (Statement 5)

S.N.	Statement	Yes	No	Frequency	Percentage
5	Have you felt difficulty in studying more subjects?	40	60	40	40%

Most of them (60%) felt that they have not felt any difficulty to adopt the new system and study more subjects whereas 40% find it difficult to adapt to the new system.

Table 6 Effect on psychological and individual factors due to choice-based subjects. (Statement1)

S.N.	Statement	Yes	No	Frequency	Percentage
6	Do you think that CBCS is more beneficial for urban students than rural students?	25	75	25	25%

After studying interdisciplinary subjects students may feel that urban students got more benefits from it. However, results showed that only 25% of students believe so whereas 75% answered that it makes no difference.

Table 7 Effect on psychological and individual factors due to choice-based subjects. (Statement 2)

S.N.	Statement	Yes	No	Frequency	Percentage
7	Do you feel the more innovative methods can be used in Higher education?	70	30	70	70%

Yes, the majority of them (70%) felt that more innovative methods can be used. While 30% of the respondent said that the present system needs no change.

Table 8 Effect on psychological and individual factors due to choice-based subjects. (Statement 3)

S.N.	Statement	Yes	No	Frequency	Percentage
8	Do you think vocational skills are required for nation-building?	80	20	80	80%

80% of the respondent said that vocational skills are needed of the hour while 20% did not believe the same.

Table 9 Effect on psychological and individual factors due to choice-based subjects. (Statement 4)

S.N.	Statement	Yes	No	Frequency	Percentage
9	Have you felt that CBCS opens new avenues for learners?	70	30	70	70%

70% of respondents have replied that the CBCS has opened new avenues for them as core subjects didn't help them to stand out whereas 30% replied that they have felt no change.

Table -10 Effect on psychological and individual factors due to choice-based subjects. (Statement 5)

S.N.	Statement	Yes	No	Frequency	Percentage
10	Have you felt that uniform grading systems have improved the evaluation system?	75	25	75	75%

75% of the respondent answered positively and said that they felt that the evaluation system have been improved whereas 25% said that the grading system have not affected them.

Table 11 To find out the constraints experienced by students due to the lack of choice-based subjects. (Statement 1)

S.N.	Statement	Yes	No	Frequency	Percentage
11	Have you felt that compatibility between core subjects and other subjects is difficult to maintain?	25	75	25	25%

75% of the respondent answered positively and said that they haven't felt any difficulty in studying both subjects together whereas 25% said it is difficult to maintain coherence between both subjects.

Table 12 To find out the constraints experienced by students due to the lack of choice-based subjects. (Statement 2)

S.N.	Statement	Yes	No	Frequency	Percentage
12	Have you felt that extra burden is there in learning?	30	70	30	30%

30% of the respondent answered that sometimes it is difficult to cope with the current situation whereas 70% said it is easy to cope as they are learning subjects of their own choice.

Table 13 To find out the constraints experienced by students due to the lack of choice-based subjects. (Statement 3)

S.N.	Statement	Yes	No	Frequency	Percentage
13	Do you think that mastery over the core subject will be hampered due to CBCS?	30	70	30	30%

30% of the respondent believed that more subjects may hamper mastery over core subjects whereas 70% didn't believe the same.

Table 14 To find out the constraints experienced by students due to the lack of choice-based subjects. (Statement 4)

S.N.	Statement	Yes	No	Frequency	Percentage
14	Do you believe that continuous internal assessment may involve favoritism?	20	80	20	20%

Almost 80 % of students believed that continuous internal assessment may not involve favoritism whereas 20% said that favoritism is there in internal assessment.

Table 15 To find out the constraints experienced by students due to the lack of choice-based subjects. (Statement 5)

S.N.	Statement	Yes	No	Frequency	Percentage
15	Do you feel that two different subjects may not develop cognitive skills?	60	40	60	60%

Almost 60 % of students suggested that cognitive development is possible with core subjects only and 40% said that different subjects open more avenues in cognitive development.

Table 16 Enhanced learning opportunities (Statement 1)

S.N.	Statement	Yes	No	Frequency	Percentage
16	Do you think that CBCS is able to meet Scholastic needs and aspirations of students	80	40	80	80%

The majority of students believed that CBCS can meet the scholastic needs and aspirations of students and it has created more learning opportunities for them.

Table -17 Enhanced learning opportunities (Statement 2)

S.N.	Statement	Yes	No	Frequency	Percentage
17	Do you think that CBCS has improved the quality of education and excellence in higher education?	85	15	85	85%

It was specified by students that CBCS has improved the quality of education and excellence in higher education system of India ,whereas only 15 % believed that it has not affected the same.

Table -18 Enhanced learning opportunities (Statement 3)

S.N.	Statement	Yes	No	Frequency	Percentage
18	Do you think that CBCS has given the flexibility to complete the course?	65	35	65	65%

65% of respondents believed that CBCS has provided flexibility in the completion of the course while 35 % believe it is an extra burden.

Table 19 Enhanced learning opportunities (Statement 4)

S.N.	Statement	Yes	No	Frequency	Percentage
19	Do you think that CBCS bridges the gap between core subjects and other subjects?	70	30	70	70%

The majority of respondents answered that CBCS bridges the gap between core subjects and other subjects and enhance learning capabilities.

Table -20 Enhanced learning opportunities (Statement 5)

S.N.	Statement	Yes	No	Frequency	Percentage
20	Do you think that CBCS more learners centered?	85	15	85	85%

Yes, it is positively agreed by respondents that CBCS is more learners centered and it has enhanced the learning skills of students.

CONCLUSION

Choice Based Credit System is a reform in higher education of India as it has increased quality and uniformity in education. CBCS is a progressive approach that has provided students the diversity of learning and enabled them with vocational as well as professional skills. The efficacy of CBCS can be understood by the findings of those who have conducted research that revealed, 42% of the teachers agreed that the objective of CBCS was achieved, 39% felt that they were not met and 18% were uncertain (Kelkar & Ravishankar).

The progressive step of introducing CBCS has modified the education system and it has come at par with excellence.

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