



CBSC SYSTEM IN HIGHER EDUCATION & ITS IMPACT

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ABSTRACT

The institutions of higher education are in need of infusion of new model of education 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. India is one of the youngest nations in the world with more than 62% of its population in the working age group (15-59 years), and more than 54% of its total population below 25 years of age. The University Grants Commission (UGC) has initiated several steps to include innovation and improvement in course- curriculum, introduction of paradigm shift in learning and teaching pedagogy, examination and education system. With a view to allow the flexibility in education system, so that students depending upon their interests and aims can choose interdisciplinary, intra-disciplinary and skill-based courses, choice based credit system (CBCS), is adopted. The choice based credit system not only offers opportunities and avenues to learn core subjects but also explore additional avenues of learning beyond the core subjects for holistic development. The UGC has prepared mainline and specialised model syllabi for undergraduate programmes and made it available to the universities to facilitate the implementation of CBCS. Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking. It is an engine for the growth and progress of any society. It not only imparts knowledge, skill and inculcates values, but is also responsible for building human capital which breeds, drives and sets technological innovation and economic growth and survival. The institutions, relationships and norms that emerge from higher education are instrumental in influencing the quality of society's interactions, which underpin economic, political and social development.

KEYWORDS : CBCS System, Higher Education in India.**INTRODUCTION :**

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. Higher education innovations include academic freedom to develop new curricula, design relevant courses, frame new syllabi and introduce new evaluation methods and flexibility for the students to have a greater choice of courses appropriate to their interests, needs and long-term goals.

Choice based credit system (**CBCS**), or a cafeteria like system is the solution for this type of transformation from the traditional teacher oriented education to a student-centred education. Taking responsibility for their own education in this way, students can benefit the most from all the available resources. In **CBCS**, a student can earn a few credits from one college and transfer the credits to some other college. A student who is working on a part-time basis can earn a few credits and stretch his studies to four or five years according to his convenience. There is no compulsion to complete a degree programme in three years.

There is a provision to change the college after earning a few credits if desired. **CBCS** has the facility to transfer the credits from one institution to another and considers few credits earned in a related industry within the curriculum. Students can also add credits from creative and performing arts which are becoming popular in campuses. Students are allowed to choose courses of inter-disciplinary nature as well and based on their choice ensure depth of study. Hence, with faculty advising, **CBCS-1** can offer a very flexible open system for quality improvement in higher education. As per UGC, the choice based credit system not only offers opportunities and avenues to learn core subjects but also exploring additional avenues of learning beyond the core subjects for holistic development of an individual and facilitate to bench mark Indian courses with best international

academic practices. Competency-Based Credit System (**CBCS-2**) is a significant improvement in education model. It provides an opportunity to personalize the learning in higher education by means of providing a proper direction while choosing the subjects, and in assessment. Competencybased programs allow students to demonstrate academic competence through a combination of assessment and documentation of experience to gain academic credit. It allows students to progress at their own pace, incorporates the process of prior learning assessment, and offers a logical framework for improving knowledge, skills and experience as per the demands of the industry to the extent decided by the institution. A student need not necessarily have to take predetermined required and elective courses to be taught by approved faculty members. Rather, it would mean that a student has demonstrated a defined set of proficiencies and mastery of knowledge and content.

OBJECTIVES:

1. To study the CBCS system in Higher Education.
2. To study the features of CBCS system.

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. **CBCS** has following features:

1. CBCS is uniformly implemented in all central, state, and other recognized universities in India.
2. CBCS consists of three types of main courses categorised as Core courses, Elective courses and Foundation courses.
3. CBCS also has non-credit courses to be chosen from pool which will be assessed as 'Satisfactory' or 'unsatisfactory'. Non-credit courses are not included in the computation of SGPA/CGPA.
4. 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.
5. Core course consists of compulsory subjects to be studied by a student to get the specified degree.
6. Elective courses consist of a pool of subjects from which student

has to choose a specified number of subjects for his/her studies to get degree. The elective courses may contain pool of subjects which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill.

- The elective courses are further subdivided into following three categories: (1) Discipline Specific Elective (**DSE**) Course: These are the elective courses may be offered by the main discipline/subject of study. The College may also offer discipline related Elective courses of interdisciplinary nature. (2) Dissertation/Project: It is an elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty. (3) Generic Elective (**GE**) Course: It is an elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure.

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 encash 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

Importance of CBCS in higher education In India :

Higher education is imparted largely through Universities and Colleges. Majority of universities and colleges, particularly central universities, have adapted semester system to make higher education more compatible. However, present Indian education system producing graduates who are lacking in knowledge, skills, values, confidence and academic efficiency as a whole. The current pathetic conditions of Indian higher education system calls the necessary reformation and transformation of higher education system by introducing and devising innovations, and also by developing learner centre approach as well as globally claimed evaluation system. Most of the Indian Universities and Colleges have been following marks or percentage based evaluation system, which is acting as a barrier for students' mobility and not letting them to move from institutions to another one to pursue the desired subjects or courses.

This calls that 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 desired. That why, after a prolonged debate among the educationists and experts of concerned fields, University Grant Commission (UGC) has made it mandatory to be implemented choice based credit system (CBCS) in all the undergraduate (UG) and postgraduate (PG) courses under the XI plan of Higher Education. (Kelkar, A.S & Ravishankar, L. 2014) revealed in their study that many universities/autonomous institutions have already implemented the same; Mumbai University made it compulsory in 2011. By 2013, the entire UG and PG programmes became credit-based. The main objectives of introducing such programmes by UGC are: 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 to complete the course; standardization and comparability of educational programmes across the country.

Suggestions for Implementation of CBCS in Higher Education in India :

- Equalization in standard of education system should be maintained so that mobility of students could be checked.
- All the P.G college of India should also be brought under the **CBCS**, as they also catering the responsibility of Higher Education on a large scale.
- Selection of papers and choosing credits should be governed by the concerned department/ institution.
- Provision of both Percentage and grading system should be maintained.
- Professional training should be given to the teachers to handle it effectively.
- Undoubtedly, **CBCS** is students' friendly but things are yet to be needed to justify the efficacy of it. Class room teaching should be given importance.
- To make it more effective, guidance and counselling services should be arranged for the teachers and students while choosing soft core papers.
- Care should be taken about the gap between Central and state Universities in regard to quality of education as well as the availability of infrastructure at point.
- Seminars, Conferences and debate should be organised to discuss its merits and demerits in detail.
- Its adaptation should be optional or choice based rather than mandatory.

CONCLUSION :

CBCS system in higher education system in India will be important from the future perspective of students. Public awareness is being done at various levels regarding higher education in our country but it is seen that it is not possible to reach higher education to every part of the country. Today in our country, according to the **CBCS** pattern included in the **NEW EDUCATION POLICY** prepared by the **UGC** in the year 2020, the process of course determination is underway at every university level in the country. This system naturally gives students the opportunity to pursue higher education according to their own needs and choice. **CBCS** pattern is new to students and faculty so it will take some time to understand. The **UGC** has given instructions to universities from time to time to change the higher education system in the country and its recognition is what led to the **CBCS** pattern today. It is seen that the **CBCS** pattern is creating a distinct reputation for our country at the international level. It will be important for central universities, state universities and private universities of the country to implement this system at a fast pace and move in a developmental direction to give a different direction to higher education in our country. Through this research article, how is the synergy between **CBCS** pattern and higher education system and its basic aspects have been explained.

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