



“ROLE OF CHOICE BASED CREDIT SYSTEM TOWARDS EDUCATIONAL LIBERALISATION IN INDIA”

Dr. Indu Kumari

Assistant Professor, H.O.D, Department of Economics, B. N. College, T. M. B. U, Bhagalpur

ABSTRACT

The new education policy 2020 has been emerging in the Indian energetic and knowledgeable society and our nation empowered with the effective education policies. The new education policy transforming both school and college education by adopting new curriculum structure of 5+3+3+4 With the age group of 3 to 8, 8 to 11, 11 to 14, 14 to 18 years. Which focused on the holistic development of learners, flexibility in learning and multidisciplinary approach by reducing the rigidity between different streams, curriculum and extra curricular activities, vocational and academic streams The purpose of the study is to understand the features of CBCS and also try to explain the evaluation process under this new system. This study has been trying to analyses the impact of CBCS on learning process. Descriptive methods and secondary sources of information has used for explanation and analysis.

KEYWORDS: Holistic, Choice, Credit, Education, Development.

INTRODUCTION

As we know education plays tremendous role for making human capital and civilized society. For maintaining the efficiency and quality of higher education in your University grant commission (U.G.C) has been always formulating policies and implementing by proper guidelines. Education system always functions up on the four main parts that is Curriculum, teaching learning process, examination and evaluation.

The new education policy 2020 redesign the higher education system for making their students to face the global issues with strengthen them as global knowledge super power by transforming traditional education into choice based credit system. Generally the UGC has implemented several types of measurement for the betterment of higher education system to acquire equality, perfection and excellence in education. Under the NEP 2020 the CBCS has come up with the concept of student-centric education. CBCS stands for choice based credit system. This system is advanced global technique of teaching learning process where learns have the chance or option to select their interested paper from available options.

In this system the students will learn the paper of Core, elective and foundation courses. The learner does wish to choose the interested paper as minor courses from any discipline. The choice based credit system trying to cover the gap between the graduation degree and employability. The students must be capable to find job with their skill and abilities. These systems enable or empower the students to achieve their goal of Life.

Main features of CBCS

- Uniform choice best credit system across the country. It means the education system for all university in India and its states follow same CBCS. It shows that one nation one education system.
- Student centric approaches for enhancing inherent talent of

the students instead of teacher or system centric approach teacher. The new education policies focus on holistic and multi disciplinary courses by which student centric education can be achieved its aim to inculcate different capacities of human beings which should be imbued with mental, physical, social, emotional, aesthetic and moral values in systematic manner.

- The three main courses has introduced that is core course, elective course and foundation course.
 - a. Core courses:** In CBCS every UG program has semester wise core courses. This course is treated as compulsory paper to finish the choosing program in any faculty. This core courses like Honours paper and it has known as major course for any discipline of study.
 - b. Elective course:** The students have the right to choose their own path of learning according to their interest and mental capacity. This CBCS provides ample subjects to be opt as electric courses because NEP 2020 has reduced the gap among the different discipline by implementing flexibility in education system. Choice based credit system has given liberty to the students to choose subjects for their elective courses from the subject basket offered by the UGC and universities. Elective courses may be discipline centric or it may be from other disciplines. There are two main classifications of elective courses. **First is generic electric course (Minor courses)** offered by the any discipline to the others discipline/ subject students It means Generic elective or Minor course which should be selected by the students from others discipline. A students having Economics as Core course (Major course) can able to choose Generic electric (Minor course) offered by the History, political science, Psychology etc. They cannot take economics a Generic elective (G.E). **Second is**

Discipline-specific elective (DSE), those courses which are offered by any discipline or subject of study to their own discipline students. Discipline related elective courses must be interdisciplinary in nature. Like students who has taken Economics as Core course (Major course) they will have offered applied econometrics, political economics, Public economics, Environmental economics, Dissertation etc. as Discipline-specific elective (DSE).

The list of paper provided under Discipline-specific elective and topic under Generic elective are suggested in nature and each university have the right and liberty to suggest their own paper for this categories which should be suitable for availability of expertise, scope, need ,specialization, requirements.

In previous course structure The Core course (Major course) was know as Honours paper and General elective (Minor course) was known as subsidiary's paper, Discipline-specific elective paper was known as special paper which has chosen by 3rd year Honours students.

- c. Foundation courses /Ability enhancement courses (AEC):** The new education policy 2020 giving special attention for the holistic development of students by enhancing abilities and skills among the students. UGC has provided the opportunity to the students for opt their course from the available elective course basket. The Fundamental course or AEC should be divided into two types. Ability enhancement compulsory course (AECC) and ability enhancement elective course (AEEC).

The AECC knowledge enhancement course which has based on content for including knowledge and it is mandatory for all disciplines /Subject of study. Under AECC the students will have to be learning environmental science and English communication/ MIL.

Ability enhancement elective courses (AEEC) are also two types that is skill enhancement course (SEC) and value added courses (VAC).

These Courses should be chosen from the offered basket. These courses should be based on no less than it also contains theory and practical/hand-on/field work and training. The purpose of these courses are enable The students to be skillful, Learn life skill by doing itself , So the strengths will more competent for the employability. SEC for Science, Arts, and Commerce should be advance spreadsheet tool, creative writing, and communication in everyday life, big data analysis, visual communication and photography, communication in professional life etc.

Value added course (VAC) for the Science, arts and

commerce maybe based on the topic like a Ethic and culture, art of being happy, Swachh Bharat, fit India, Vedic Mathematics, emotional intelligence, Constitutional value and fundamental duties etc. The university has full rights to suggest the syllabus for these courses as elective courses are suggested in nature as per the UGC guideline. The Universities are free to provide syllabi for SEC and VAC as per the need, scope, requirement, availability of expertise and specialization.

- The courses will be assessed and evaluated for finding Judgmental and appropriate result.
- There are some courses which can be evaluated on the basis on satisfactory and unsatisfactory and It can not be assisted by semester grade point average (SGPA) and cumulative grade point average (CGPA).

Mobility of CBCS on basic elements

- 1. Semester:** The entire undergraduate program has been splitted into semester system. The UG degree will be either 3 years for art, science and commerce or 4 years for engineering etc. Every year consists two semesters. Each semester contain 15 to 18 weeks of academic working days that should be equivalent to 90 actual teaching days. The semester may be scheduled from July to December and January to June. The students' academic program can be evaluated by semester wise. The student's performance of work done can be measured by the semester grade point average (SGPA) and the overall performance of the students work done during the whole semester we'll have measured by cumulative grade point average (CGPA). The New education policy provides multiple exit points during the UG program of 3 year and 4 years with suitable certifications. A certificate provided after the completion of one year of study (two semesters) in any discipline or field including vocational and professional area. The study of 2 years (Four semesters) should be awarded with the certificate of 'diploma' and the study of 3 years (six semesters) should be awarded by the certificate of 'Bachelor Degree' the 4 year study should be certificated by 'multidisciplinary bachelor's Programme' and this can be preferred option.
- 2. Credit system:** Credit is a unit to measure the course work. It shows the number of period per hours required every week. One credit is equal to one hour of teaching (lecture or tutorial) or two hour of practical work/ field work per week. Each and every course has been offering certain credits. The credit earn by the students after finishing the particular course which has offered to the respected course. The steps taken by the students during the semester enable them to earn credit. Students have not required to repeat that course later whereas he will has pass a course in a semester. The total credit is 160 for 4 years course (eight semesters) and every semester has been 20 credits.

3. Credit transfer: Credit transfer is that process by which the earned credit during education period can be carrying by the students from higher institutions to another higher institution across country and rest of world. As a result students can move easily with few credit of one semester to other semester, one college to another college, one university to other university. Students can mobilize across the country where this system has already adopted. Students have the freedom to minimize the load of the study by carrying fewer credits points which they have earned in the previous semester with some unavoidable personal reason. Like fall sick, unable to cope up with the given syllabus etc. In new education policy 2020 the government has established academic bank of credit (ABC) which maintained the records of credit earned by the individual Students throughout the Learning period in virtual mode or digital store. The academic credit earned by the student during their study life. This ABC We'll be helpful for students to start their course in any college after a break.

4. Continuous and Comprehensive Evaluation: Continues and comprehensive evolution CCE focused on the assessment of students overall personality development. It has evaluated in terms of classroom attendance, assignment, formative and summative assessment.

5. Grading: It refers to the process from which the actual marks secured by the student have to transform into the letter grade. It is the method used to evaluate the students' academic performance. In CBCS the UGC has involved a 10 point grading system. Great are denoted by letter known as letter grades and every letter in CBCS having some grade point which are given below:-

Grade	Letter Grade	Grade Point
Outstanding	O	10
Excellent	A+	9
Very good	A	8
Good	B+	7
Above average	B	6
Average	C	5
Pass	P	4
Fail	F	0
Absent	Ab	0

Calculations of Semester grade point Average (SGPA) and Cumulative grade point average (CGPA):

Semester grade point average (SGPA):

It measures the performance of the completed work in a semester. It is ratio between the sum total of product of the number of credit and grade point acquired by the students with total number of credit of all courses undergone by students.

Formula

$$SGPA (Si) = \sum (Ci \times Gi) / \sum Ci$$

Where,

Ci = number of credit of the ith course.

Gi = grade point scored by the students in the ith course.

Course	Credit	Grade letter	Grade point (G.P)	Credit point (Credit × G.P)
MJC	6	O	10	60
MIC(GE)	3	A	8	24
DSE	3	A+	9	27
AECC	2	B	6	12
SEC	3	B+	7	21
VAC	3	C	5	15
Total	20			$\sum(Ci \times Gi) = 159$

Now,

$$Si = 159/20$$

$$Si = 7.95$$

Cumulative grade point average (CGPA):

CGPA is based on the performance of the students in examination during over all semester system. It is the ratio between the sum total of every semester aggregate credit with the product of that semester grade point average for particular program with the sum total of all credits of all semester.

Formula:

$$CGPA = \sum (Ci \times Si) / \sum Ci$$

Where

Ci = total no of credit of the ith course

Si = SGPA of the ith semester.

$$CGPA = (C1 \times S1) + (C2 \times S2) + (C3 \times S3) + (C4 \times S4) + (C5 \times S5) + (C6 \times S6) / C1 + C2 + C3 + C4 + C5 + C6$$

[Every semester carry 20 credits, B.A/ B.Sc /B.Com. Honours contains (6 semesters. × 20 credit) 120 credit and Multidisciplinary based programs contains (8 semester × 20) 160 credit]

Sem. I	Sem. II	Sem. III	Sem. IV	Sem. V	Sem. VI
C1= 20	C2=20	C3 = 20	C4 = 20	C5 = 20	C6 = 20
S1=7.4	S2 = 8.1	S3 = 5.6	S4 = 6.3	S5 = 8.4	S6 = 7

$$CGPA = (20 \times 7.4) + (20 \times 8.1) + (20 \times 5.6) + (20 \times 6.3) + (20 \times 8.4) + (20 \times 7) / 20+20+20+20+20+20$$

$$CGPA = 856 / 120$$

$$CGPA = 7.13$$

Positive impact and negative impact of CBCS

Positive impacts:

1. Cafeteria approach:

The new system of education has been providing variety of opportunities for the all round development of students. The new education policy 2020 will be going to transform the Indian society into vibrant knowledgeable and global knowledgeable super power by inculcating unique capability among the students through holistic, flexible

and multi disciplinary approach in education system. The choice based credit system follows cafeterias approach where the students are free to choose the course according to their interest and capacity. There are different types of courses available in a semester just like menu and students will choose the subject as they chose the food in the café. CBCS enable the students to carry interdisciplinary and multidisciplinary courses for undergraduate level. The courses offered at under graduate level are very beneficial for the students as it explored their professional skill and knowledge which should be helpful for finding job.

2. Student centric approach:

CBCS system is completely student centric as it has given the opportunity to choose the courses as per their requirement and interest. The flexibility in education enables them to learn on their own pace. The learner can easily carry the load of the study wherever they are unable to cope up with the study due to any circumstances they will continue their study with less credit and also able to give the exam of those papers only which has they have not given in previous semester. Learner can shift from one Institute to another with their earned credit by credit transfer facility. So, the students can move easily across the world along with earned credits.

3. Uniform grading system:

Choice based credit system has been using uniform grading system for evaluating the work done by the students at graduation level. This grading system is more suitable than the traditional markings System because it will facility to the mobility of a student within the country and outside the country. Hence the all higher education institutions have been following the UGC guideline for implementing grading systems and calculating the cumulative great point average.

4. Dynamic feasibility of credit:

CBCS can makes higher education easier and dynamic by credit card transformation. The outcome of the students' hard work rewarded in the form of credit and the earned credit of the student can be easily stored in academic bank of credit and credit transformation which are very beneficial for the students. So CBCS introducing the concept of globalization and liberalization in education system where students are very liberal to start their study at anywhere and any places.

5. Improved curriculum:

The new education system comes up with the improved curriculum which provide interdisciplinary and multi disciplinary courses. These courses are elective in nature which should be opting by the student for their own well-being. By the modified forms of curriculum higher educational institution should try to develop the deep sense of knowledge to appreciate the value, Learner skill, respects fundamental duties and constitutional values, sense of responsibility which should be committed for human rights, sustainable development, and true global

citizen.

Negative impacts:

1. Lack of information:

Students those are coming from rural area and illiterate family, economically weaker section they may be not very awarded about the CBCS system. They might face difficulties due to lack of information. Students from urban area also confused while choosing courses for undergraduate programs due to availability of different type of Options.

2. Lack of resources:

The students have been free to choose any subject from the given elective courses in any educational institution but they do not know about the ability of faculty for that course which they will going to take in upcoming admitted colleges. Sometime it will be happened with them that the chosen courses is not available in the new college where that student moved for further study or transfer from one college to another for completing the remain courses of incomplete semester.

3. Difficult to estimate actual marks:

As the evaluation process of this CBCS system depends on credits and grants. So the calculation process is complicated and difficulties may be faced by people to understand its actual marks as CGPA or SGPA are not showing it.

4. Good Infrastructure and advanced technology requires:

New education system required advanced educational technology with proper infrastructure to run faculties. Some elective courses from computer applications, digital libraries, practical work etc. needed labs for implementing these programs.

5. More Work pressure on faculty members:

In CBCS Students are free to opt their elective courses as a result the system generated work load can not be replace. So some faculties may be on more pressure as compare to other if students can choose that course.

CONCLUSION

The new education policy 2020 has been implemented across the Indian educational institutions. The new curriculum framework for undergraduate programmers have been launched with the new evaluation system that is CBCS .The Choice Based Credit System has been successfully completed more than one year across the nation. It has experienced that new patterns of examination, evaluation and grading has changed entire teaching- learning process for undergraduate students. Involvements of students are increased in their educational institution for acquiring knowledge of their prescribed syllabus. The course has designed to provide dynamic education with student-centric approach. This CBCS requires more infrastructure and employment than it can be implemented more effectively.

REFERENCES

1. <https://www.ugc.gov.in>
2. <https://files.eric.ed.gov>
3. <https://rru.ac.in>
4. <https://www.du.ac.in>
5. <https://testbook.com>
6. <https://www.unom.ac.in>
7. <https://ignou.ac.in>
8. <https://jvatpoint.com>
9. <https://cbcs.ac.in>
10. <https://www.researchgate.net>