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CHOICE BASED CREDIT SYSTEM (CBCS): A BETTER CHOICE IN EDUCATION SYSTEM

Ashish Kumar Chaubey
Dr. Harisingh Gour Vishwavidyalaya, Sagar MP
Email: ashishjobvns@gmail.com

ABSTRACT

The aim of Education is the all-round development of the students. Development of their cognitive abilities is important simultaneously with affective and psychomotor development. All educational institutions are emphasizing the all-round development. Five Year plan of India proposed various measures for academic reforms in higher education. The National Knowledge Commission in its report to the nation in 2008-2009 on higher education and Yashpal Committee Report in 2009 recommended overhauling of higher education through academic and administrative reforms. The purpose of such reform was to establish the higher education of India on international level equivalent to developed nations. University Grant Commission (11th plan, March 2009) and Association of Indian Universities (AIU) stressed on the Choice Based Credit System. The present generation is in the state of dilemma. There's need to provide such an opportunities so that learner may have better choice. UGC has recommended for CBCS to all of the central universities in 2015-2016. The opportunities can't be utilized until the learners and the teachers are not well known. Therefore it is necessary to know each and every aspect of CBCS. CBCS provides a better facility to the learners like freedom, flexibility, advanced learning opportunities, fulfillment of student's academic needs and aspirations, intra and inter institutional transferability, a quality education etc. It is a cafeteria approached system, where standardizations of educational programs are maintained. It has some complex system, just as a tree of different branches and different fruits, according to the needs, the receiver can obtain that. But the significant role is that of administrator, so that everything should be clear and in the reach of every person.

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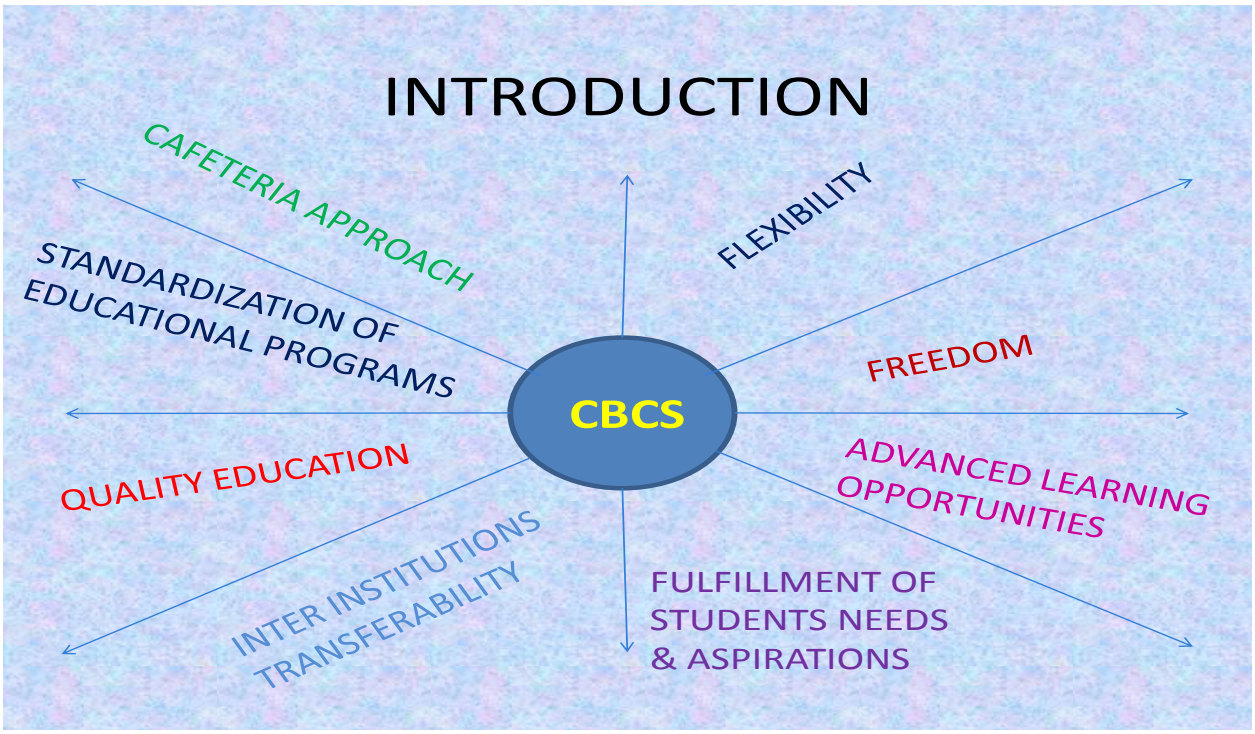
INTRODUCTION

The higher education is that part of education system which facilitates the human needs physical as well as spiritual in its different product form. Most of them are obtained by new researches in different aspect of education and knowledge like new curriculum, advancement in teaching methods, new trends of evaluation system, new administration system and so on. These all are decided on the basis of Aim of Education and these alter with the Aim. The idealists lay emphasis on ideals, values, spiritualities and so on, but realist on the vocational education. The naturalists emphasize science related curriculum and scientific methods while pragmatists on utility based curriculum and scientific methods. This indicates that there is no common and holistic view. There is a system which provides opportunities holistic development containing all of the curriculum and methods and that is choice based credit system (CBCS). It creates an all-rounder specialist to the learner.

CBCS is the mother of learner centric educational reforms. A student is provided with an academically rich, highly flexible learning system with a vital provision for skill practice and activity orientation that the learner could learn in depth without sacrificing his creativity. A student can exercise the option to decide his own pace of learning, plan and sequence his choice of paper, learn to face challenges through term work/ project work/ and may venture out to acquire extra knowledge/ proficiency through add on facilities. A student enjoys an extra ordinary benefit that his evaluation would be in terms of grades, computed through a more scientific and a logical process of normalization which imbibes the advantages of relative weighing of the performances against evaluating in an absolute way. The important thing is that the learning process is made continuous and the evaluation process is not only made continuous but also made student-centric and is designed to recognize the capability and talent of a student. CBCS is a process of evolution of educational reforms that would yield the result in subsequent years and after a few cycles of its implementation.

Higher education today, especially in the Indian context has assumed major importance. Although operating one of the largest systems of higher education in the world and despite the fact that India is a much favored destination for education especially among the developing countries, there are frequent concerns about the quality of education imparted and its overall impact on the country's nation building process. Particularly under attack is the resistance to bring about long term academic reforms in the system. Among the various lacunas in the system is the absence of a comprehensive national framework for facilitating mutual give and take of the academic programs offered by the different higher education providers in the country. With 'twinning programs' and 'joint degree' initiatives as well as 'study abroad' programs gaining increased momentum in several parts of the globe, the importance given to 'mobility of learners' and the need for offering flexible curricular choices to them, it has now become necessary to take a serious re-look at the system and introduce reforms wherever possible.

National Knowledge Commission (in its report to the PM on 29/11/2006) has also reiterated the importance of Higher education and the contribution it has made to economic development, political democracy and social progress in independent India. Recommendation of National Knowledge Commission to ensure quality, NKC has called for reform of existing universities to ensure frequent curricula revisions, introduction of course credit system, enhancing reliance on internal assessment, encouraging research, and reforming governance of institutions. According to Mr. Pitroda, "



…. it is important for us to recognize that there is a quiet crisis in higher education in India which runs deep. And the time has come to address this crisis in a systematic, forthright manner. …. There is today a need for a transition to a course credit system where degrees are granted on the basis of completing a requisite number of credits from different courses, which provides learners with choices….

National Assessment and Accreditation Council (NAAC) also gives special importance to ascertaining whether a Choice Based Credit System (CBCS) is in place in any given institution when assessing it.

CBCS is introduced for different reasons. UGC has outlined the several unique features of Choice-Based Credit System (CBCS). Some important features are: Enhanced learning opportunities, inter-institution transferability of learners, ability to match learners' scholastic needs and aspirations, part-completion of an academic program in the institution of enrolment and part-completion in a specialized institution, flexibility for working learners to complete the program over an extended period of time, improvement in educational quality and excellence, standardization and comparability of educational programs across the country, etc.

ADVANTAGES

(i) Choice Based Credit System is essential for higher education in the present context.
(ii) CBCS system of courses helps the students to improve the interdisciplinary approach in education.
(iii) Freedom to choose subjects which is beneficial for students.
(iv) Respect Learner Autonomy Allows learners to choose according to their own learning needs, interests and aptitudes.
(v) Facilitates Learner Mobility: Offers the opportunity to study at different times and in different places. Credits earned at one institution can be transferred to another.

(vi) In this system students need not to repeat the full semester if there is fail in one paper.
(vii) More autonomy is given to the students in this system.
(viii) CBCS provides a cross-cultural learning environment.
(ix) CBCS provide develop quality education.
(x) Helps in working out twinning programs.
(xi) Beneficial for achieving more transparency and compatibility between different educational structures.
(xii) It upgrades educational and occupational aspiration of the upcoming generation.

DISADVANTAGES

(i) Implementation of CBCS has some Practical limitations.
(ii) It is complicated, especially in the view of shortage of teachers or infrastructures.
(iii) One subject can be repeated three times, it makes the students irresponsible.
(iv) Student cannot plan effectively their list of students.
(v) It needs more punctuality from the student.
(vi) There is no betterment system of evaluation in this system.
(vii) Students can have only partial knowledge of any new subject chosen by the student as extra credit subject.
(viii) Numbers of courses are imposed in the CBCS, which is an overburden for the student as well as teachers.
(ix) Shortage of infrastructure facilities i.e. building, laboratory facilities, and practical class room affects CBCS.
(x) Unfortunately, a large section of the society suffers from inertia and is, therefore, reluctant to accept any change.
(xi) The new system which is planned for implementation has not been clearly explained.
(xii) Most of the teachers, academic administrators and community at large are inattentive to the intricate technicalities of examinations which affect their reliability, validity & objectivity.
(xiii) There are vested interests that perpetuate the existing practices.
(xiv) Additional time is required to prepare proper guidelines and manuals so as to enable the various stakeholders in understanding the new system.

Challenges of CBCS

Report by the Times of India on Challenges of Higher Education (2010) namely what are the challenges of Globalization. Following were the conclusions on:

1. Making the curriculum interdisciplinary
2. All cutting edge development in technologies occurs at the interface of two or more disciplines.
3. Interdisciplinary approach enables integration of concepts, theories, techniques, and perspectives from two or more disciplines to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline.
4. Learn at their own pace
5. Choose electives from a wide range of courses
6. Undergo additional courses and acquire more than required number of credits
7. Adopt an interdisciplinary approach in learning

8. Inter college/University transfer of Credits
9. Complete a part of program in the parent institute and get enrolled in another Institution for specialized courses
10. Enhance skill/employability by taking up project work, entrepreneurship and vocational training.
11. Carry on and transfer their credit
12. Make best use of the expertise of available faculty.
13. Bridges the gap between professional and liberal education.
14. Greatly improves the employability of students.
15. Promotes students' mobility – horizontal as well as vertical.
16. Collaboration with industry and foreign partners to foster innovations possible.
17. Need for using a common nomenclature e.g. 'Program', 'Course', for all the academic offerings of the university.
18. Need for a separate mechanism (e.g. Entrance test / Skill test) to ascertain whether after having completed a certain course sometime in the past, the learner has retained the minimum required level of knowledge / conceptual understanding / skill level before granting 'credit transfer'.
19. Degree of 'openness' v/s 'restricted entry' (like for instance, stipulating a minimum achievement level) to be exercised when considering vertical credit transfer.

These and other issues when worked out in detail will lead to the formulation of a Credit Transfer Policy document that must be evolved by any university desirous of introducing the Choice-Cased Credit System. To sum up, it may, therefore, be emphasized that merely expressing courses offered in terms of Credit Points is not adequate for implementing the Choice-Based Credit System. Rather, a comprehensive exercise taking into account all the major implications of the system from the point of view of the learner must remain at the core of all activities in this regard.

DISCUSSION

The concept of choice based credit system is taken from developed countries. In European countries it is European Credit Transfer System (ECTS), in Australia it is National Qualifications Framework, and the 'Credit Accumulation and Transfer System (CATS)' in the UK. In CBCS essentially implies a redefining of the curriculum into smaller measurable entities or 'modules' with the hours required for learning these. The completion of a single 'Module' of learning can prepare and facilitate the way for learning other modules either in the same institution or elsewhere and a combination of modules in keeping with the needs and interests of the learners illustrates the much talked about 'cafeteria approach' to learning with the Learner at the centre stage of al academic transactions. . Several commissions & committees had been constituted in the past for Examination Reforms like University Education Commission (1948-49), Mudaliar Commission (1952-54), Kothari Commission (1964-66), Council of Board of Secondary Education (1981), the NCERT (1987), Ramamurthy Committee (1990. The 11th Five Year plan of India proposed various measures for academic reforms in higher education. The National Knowledge Commission in its report to the nation in 2008-2009 on higher education and Yashpal Committee Report in 2009 recommended overhauling of higher education through academic and administrative reforms. The purpose of such reform was to establish the higher education of India on international level equivalent to developed nations. University Grant

Commission (11th plan, March 2009) and Association of Indian Universities (AIU) stressed on the Choice Based Credit System.

Choice-based credit system (CBCS) has many unique features as advanced learning opportunities, ability to match students' scholastic and non-scholastic needs and aspirations, inter-institution transferability of students, part-completion of an academic program in the institution of enrolment and part-completion in a specialized institution, improvement in educational quality and excellence, flexibility for working students to complete the program over an extended period of time, standardization and comparability of educational programs across the country, etc. The CBCS imminently fits into the emerging socio-economic situations, and could effectively respond to the educational and occupational aspirations of the upcoming generations. Institutions of higher education in India would do well to invest through and resources into introducing CBCS. Aided by modern communication and information technology, CBCS has a high probability to be operated efficiently and effectively - elevating students, institutions and higher education.

Due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

Some of it important aspects are semester system, evaluation system i.e. grading system, credit system, credit transfer system, choice of courses, i.e. elective courses and ATKT etc. These are elaborated as:

- **Semester system**: The program of one, two and three years duration is divided into two, four and six terms respectively of Approximate 6 month duration called semester. The learners have the opportunities to select courses from a lot of courses in every semester. The results will be declared at the end of every semester.
- **Evaluation system**: In many of the educational institutions formative as well as summative evaluation system is followed. In Dr. HSGVV 40% wattage is given to formative while 60% to summative. These 40% is divided in two midterm exams of 20 marks. The end term exam consists of 60 marks.
- **Credit System**: The credit semester is a redefining of the curriculum into smaller measurable entities or ‘modules’ with the hours required for ‘learning’ these – not ‘teaching’ – being at the primary focus and the development of a mechanism whereby these modules can be combined in different ways so as to qualify for a certificate, diploma or degree. In a sense, therefore, the completion of a single ‘module’ of learning can pave the way for learning other modules either in the same institution or

elsewhere and a combination of modules in keeping with the needs and interests of the learners illustrates the much talked about 'cafeteria approach' to learning with the Learner at the centre state of all academic transactions.

In generalized manner the sequence would be:

Course – Paper – Unit – Subunit – Credit

This system recommends reduction of lecture - oriented theory classes and integration of tutorial / practical classes for reinforced learning. The model proposed is phrased as **L-T-P** structure that focuses on learner-centric-teaching. **'L' (L**ecture classes) stands for conventional class room contact sessions. **'T'** stands for **T**utorial sessions for reinforced learning through participatory discussion/self study/desk work and such other novel methods that make a student absorb and assimilate more effectively the contents delivered in the lecture classes. '**P'** stands for **P**ractice/**P**ractical sessions for laboratory/field studies that equip students to acquire the much required skill component. It may be possible in some specific papers to fuse together T & P components or to drop either T or P component depending upon the nature and content of the paper. However, it cannot be ignored that both knowledge and talent for skills are picked up by the learner through T and/or P sessions whereas L sessions highlight the contents to be learnt. In a semester pattern, the task of teaching a paper is completed in a span of 16 weeks. If a paper is taught by administering all three L, T & P components, one possible distribution of learning hours/week in that paper could be as follows:

L: 2 Hours/week amounting to 2 credits of learning/semester by a student in the paper;

T: At least 2 Hours/week amounting to 1 credit of learning per semester by a student in the paper;

P: At least 2 Hours/week amounting to 1 credit of learning per semester by a student in the paper.

This distribution of 2 credits for L (through 2 hrs of Lecture classes), one credit for T (through a session of 2 hours of tutorial) and 1 credit for P (through a session of 2 hours of practical) defines a value of 2+1+1 = 4 credits for the paper. Conversely, if a paper in a particular semester is defined as a 4 credit paper, then a candidate is said to have earned 4 credits in that semester by successfully completing the said paper within the duration of 16 weeks in that semester. The typical L-T-P structure, as illustrated above for a 4 credit paper is of 2:1:1 type with the split up for L, T and P sessions as indicated in the previous paragraph, resulting in a credit value of 2+1+1=4 for that paper. If one intends to absorb the essence of learning conveyed by T and P sessions together, then the above **L:T:P** structure can be simplified into a **X:Y** structure where **X** represents the credits because of lecture sessions and **Y** collectively represents the credits because of tutorial and practice sessions.

- **Choice of courses:** There are a great opportunity to opt the course according to their own interest, aptitude, ability and objective. There are three types of the courses as directed by the UGC.
- **Core Course:** There may be a Core Course in every semester. This is the course which is to be compulsorily studied by a student as a core requirement to complete the requirement of a program in a said discipline of study.
- **Elective Course**: Elective course is a course which can be chosen from a pool of papers. It may be supportive to the discipline of study, providing an expanded scope, enabling an

exposure to some other discipline/domain, nurturing student's proficiency/skill. An elective may be "Generic Elective" focusing on those courses which add generic proficiency to the students. An elective may be "Discipline centric" or may be chosen from an unrelated discipline. It may be called an "Open Elective."

- **Foundation Course**: The Foundation Courses may be of two kinds: Compulsory Foundation and Elective foundation. "Compulsory Foundation" courses are the courses based upon the content that leads to Knowledge enhancement. They are mandatory for all disciplines. Elective Foundation courses are value-based and are aimed at man-making education.
- **Audit Course:** A student has an option of auditing some courses, grades obtained in such a course are not counted towards the calculation of grade point average. However, a Pass grade is essential for earning credits for an audit course.
- **Project Work**: Project work/ Dissertation work is a special course involving application of knowledge in solving/analyzing/ exploring a real life situation/difficult problem.
- **Choice Based Credit System (CBCS)**: The CBCS provides choice for students to select from the prescribed courses (core, elective or minor or soft skill courses).
- **Course**: Usually referred to, as 'papers' is a component of a program. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may designed to comprise lectures, tutorials, laboratory work, field work, activities, project work, vocational training, viva, seminars, term papers, assignments, presentations, self-study, a combination of some of these.
- **Credit Based Semester System (CBSS)**: Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
- **Credit**: A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) of two hours of practical work/field work per week.
- **Cumulative Grade Point Average (CGPA)**: It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.
- **Semester Grade Point Average (SGPA)**: It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.
- **Choice:** There is a choice system for the students to opt the course according to their interests and needs. The choice of the course may be inter departmental or intra departmental depending upon institutions facilities and students interest. On this basis there are different types of courses.
- **Program:** An educational programme leading to award of a Degree, diploma or certificate.
- **Credit Transfer:** All the major higher education providers across the globe are operating a system of credits. The European Credit Transfer System (ECTS), the 'National Qualifications Framework' in Australia, the Pan-Canadian Protocol on the Transferability of University Credits, the Credit Accumulation and Transfer System (CATS) in the UK as well as the systems operating in the US, Japan, etc are examples of these. Apart from

maintaining an account of credits acquired by a learner over a period of time for a wide range of courses, the main idea behind implementing the credit system is to make provision for learner mobility. Credit Transfer means that credits earned at one institution for one or more courses under a given program are accepted under another program either by the same institution or another institution. In practice this means that it is accepted that a certain chunk of learning has already been successfully completed by a learner. This acceptance of earlier acquired credits may be reflected in one of two ways:

(i) Direct Performance Transfer **or**

(ii) Course exemption.

- **Dimensions of Credit Transfer**

1. **Lateral or horizontal:** When an individual having successfully completed the courses included in an academic program at a certain level, is allowed to transfer his achievement in some of these courses to another same-level academic program having these courses in common, this may be referred to as 'Horizontal or Lateral credit transfer'
2. **Vertical:** when an individual's performance in some courses within a certain academic program at a particular level is carried over to a higher-level academic program having these or equivalent courses in common, this may be referred as Vertical credit transfer (Career Laddering). Making a provision for 'upward mobility' of the learner is the rationale behind this dimension of credit transfer.

- **Types of Credit Transfer**

1. **Intra-institutional:** When the process of credit transfer takes place within a university or institution, it may be called intra-institutional credit transfer
2. **Inter-institutional:** When the credit transfer process operates across two or more institutions, this may be viewed as inter institutional credit transfer.

- **Transfer Agreement**:

This is an agreement that must be made between two institutions (a sender and a receiver) that specifies how the sending institution's course or program will be accepted (for transfer of credits) at the receiving institution.

- **Allowed To Keep Terms (ATKT)**

➲ A learner shall be allowed to keep term for Semester II irrespective of grades obtained in each course of Semester I.

➲ A learner shall be allowed to keep term for Semester III if he/she passes (grade 'E' or above in each course) each of Semester I and Semester II
OR

➲ He/she fails in not more than two courses of Semester I and Semester II taken together.

➲ A learner shall be allowed to keep term for Semester IV irrespective of grades obtained in each course of Semester III. However learner has to pass either of Semester I or Semester II in order to appear for Semester IV

➲ A learner shall be allowed to keep term for Semester V if he/she passes Semester I, Semester II, Semester III and Semester IV
OR

➲ He/she has passed Semester I and Semester II and fails in not more than two courses of Semester III and Semester IV taken together
OR

➲ He/she has passed Semester III and Semester IV and fails in not more than two courses of Semester I and Semester II taken together

- ➲ A learner shall be allowed to keep terms for Semester VI irrespective of grades obtained in each course of Semester V.
- ➲ The result of Semester VI shall be kept in abeyance until the learner passes each of Semester I, Semester II, Semester III, Semester IV and Semester V.
- ➢ **Marks and Grading:** The academic performance of a semester and the cumulative performance for the entire program will be indicated by SGPA and CGPA respectively. Semester Grade point Average (SGPA):- Each Semester grade point average is calculated by dividing the total of Product of grade (quality) point and course credit by sum of all course credits in a semester.

$$\text{SGPA} = \frac{\Sigma C_i G_i}{\Sigma C_i} \text{ for a semester.}$$

$$\text{CGPA} = \frac{\sum \sum Cni\, Gni}{\sum \sum Cni} \text{ for entire program.}$$

Where

C_i = number of credits for the i^{th} course.

G_i = Grade points obtained in the i^{th} course.

Cni = number of credits of the i^{th} course of the n^{th} semester.

Gni = Grade points of the i^{th} course of the n^{th} semester.

$\sum CiGi$: Sum of Product of Credits & Grades points

$\sum Ci$: Sum of Credits points

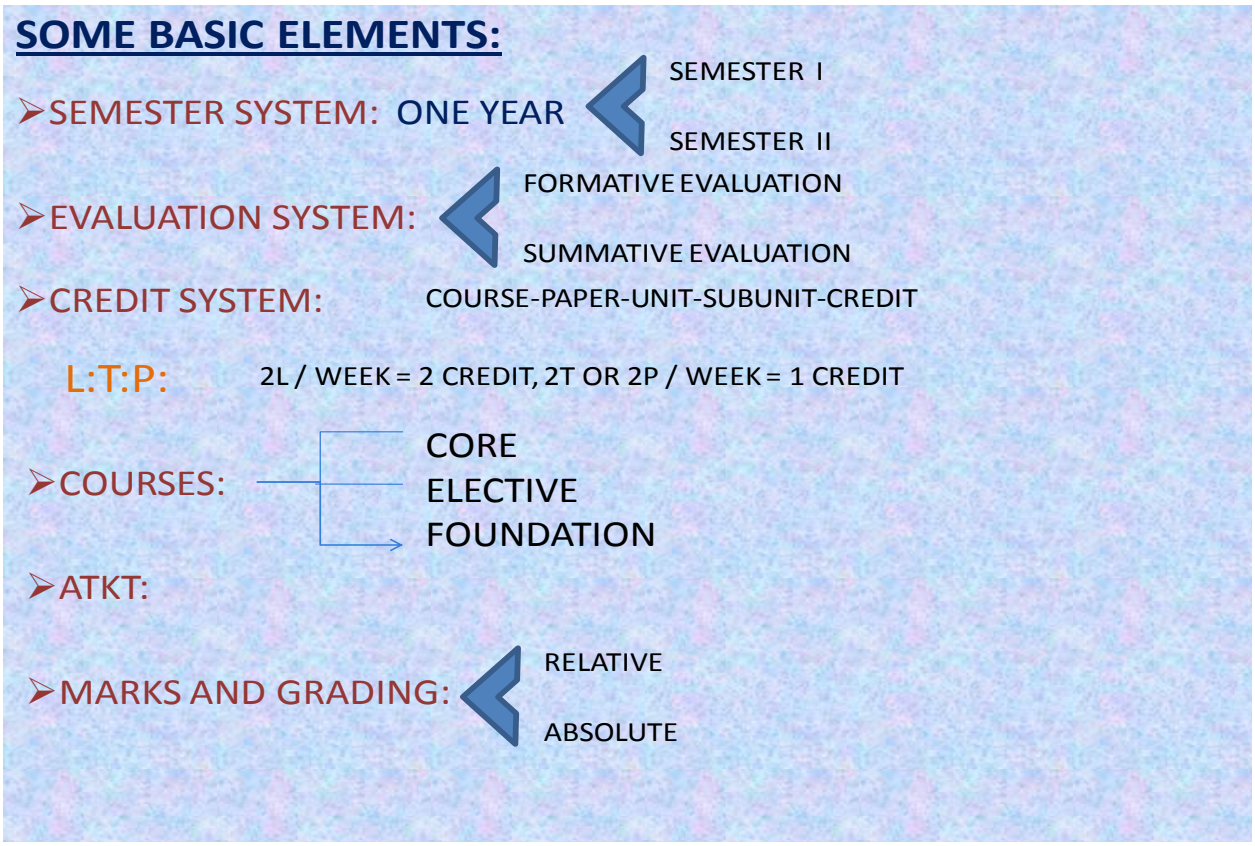
SGPA: Semester Grade Point Average shall be calculated for individual semesters. (It is also designated as GPA)

CGPA; Cumulative Grade Point Average shall be calculated for the entire Program by considering all the semesters taken together.

The word Grade is derived from the Latin word *gradus*, meaning, step. Grading, in the educational context is a method of reporting the result of a learner's performance subsequent to his evaluation.

There are two methods: relative grading or absolute grading for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students of the course and the grades are awarded based on a cut-off marks or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods.

In a study of Sean Junor and Alex Usher (June 2008) . Student Mobility and Credit Transfer: a national and global survey: This is found that Mobile students believe that a diversified education provides them with increased confidence, maturity, linguistic competence and academic ability. European countries have benefited for the past two decades from a regional student mobility initiative known as Erasmus (European Action Scheme for the Mobility of University Students). In the Asia-Pacific region, institutions can join the UMAP (University Mobility in Asia Pacific) program designed to promote regional student mobility.



This is found that four in ten students between 20 and 25 years of age reported moving. Younger students (under 18) were the least likely to move (17 per cent), while students aged over 30 were only slightly more likely to do so (20 per cent). According to data from UNESCO, the number of Canadian students studying abroad has nearly doubled over the past a decade. In 1990-91, there were just under 20,000 Canadians studying abroad at the tertiary level, and by 2001-02, the number had grown to just under 39,000. It is also remarked that credit transfer systems are a vital element in supporting students along educational pathways and allowing for movement between programs and institutions. Credit transfer systems can help further lifelong learning, improve and widen post-secondary participation rates, eliminate unnecessary student tuition and educational costs (mitigating borrowing for some students) and reduce post-secondary non-completion rates.

In a study of Roy et al., 2013 found that:

- ❖ Boys are having the highest level attitude in comparison to the Girls Students of Assam University.
- ❖ Science Students are having the highest level attitude towards CBCS in comparison to the Arts Students of Assam University.
- ❖ There is no any significance difference between Arts and Science Students of Assam University regarding the attitudes towards CBCS.
- ❖ There is no any significance difference between Boys and Girls Student of Assam University regarding the attitudes towards CBCS.
- ❖ While another research Pathania & Pathak (2013) the researcher has given some major implements:

- Practical applicability of CBCS.
- Provision of inter departmental as well as intra departmental electives.
- Small class size.
- Cluster formation of colleges.
- Proper continuously functioning of the system.

Kelkar and Ravishankar (2014) found the result that 42% of the teachers agreed that the objective of CBCS was achieved, 39% felt that they were not met and 18% were uncertain. Seventy-five per cent of the respondents felt that the credit system does not help students retain what they have studied in the previous semester. Thirty-five per cent of the respondents agreed that internal assessments have helped improve pass percentage. This is because of not a proper knowledge regarding CBCS.

SUGGESTIONS

Some of the suggestions are given as:

- Every aspect of CBCS should be explained clearly to the student.
- Betterment system should be included for improve a student.
- CBCS should be based on present and future needs.
- In CBCS, time is very short so, syllabus should be prepared accordingly.
- Infrastructure should be provided to every department.
- Extra time should be given for discussion among teachers and students.
- Introduction of Choice Based Credit System to facilitate the students‟ mobility from one University to another.
- Orientation and Workshops should be organized for teachers to understand the details about grading, semester, credit system, credit transfer etc. by inviting and involving resource persons with appropriate expertise.
- It is essential that in the knowledge age, higher education system should be dynamic and adaptive to the changing times.
- Internal evaluation should be the sum total of overall class participation, written exams, presentations, workshops etc.
- The syllabus and its detailing should be done by concern department.
- The Choice assigned should be realistic and not just for name sake.
- Evaluation reports submitted by all faculty members should be reviewed for transparency.

CONCLUSION

Thus on the analysis of the present time education system and emphasis is made on the positivity of CBCS. The researcher said that India needs multidimensional and broad based quality education to maintain its leadership in the 21st century. Therefore, India should show the concern over the quality in education as the education in India is not competitive in terms of the quantity and quality with other countries. Therefore there is the need to explore the concept of CBCS. Everyone should be well known with CBCS so that the opportunities can be utilized in the best way. The education system is continuously changing towards student's centric system. This is why there is the need to understand the importance and utility of each and every aspect of the education system. The courses are newly included so as to obtain the desired outcome. This is the reason that's why different new courses have emerged. And the most important thing is that there is freedom to opt any of the courses by any student without any limitation of their stream of study. The CBCS is wholly based on this principle. But there is the need to test its effectiveness. How do students feel about this system? Are they satisfied by this system? Or there is any need to reform. Since CBCS provides opportunity to make some necessary reform keeping, students point

of view, in mind. This will help to support students well as well as teachers too. It will provide a feedback by the students towards this system. President Pranab Mukharji has said to apply CBCS to all of the universities. Till now only 23 central universities have applied while 22 are left. The central government has also approved CBCS of UGC. After that grading system will be applied to all of the universities. The students can select subjects of different disciplines of their choice. There is the need to develop international standard. There is the need to explore the knowledge in different areas. CBCS will help in all of these.

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