



Choice Based Credit System at Under Graduate Level of Gangadhar Meher University, Sambalpur

Lipun Sahoo¹, Prof. (Dr.) Rajalakshmi Das²

¹Doctoral Research Scholar, Vikram University, Ujjain (M.P.) India

Email- lipungmupg17@gmail.com

²Professor of Education, Radhanath Institute of Advanced Studies in Education, Cuttack, Odisha

DOI: <https://doi.org/10.55248/gengpi.5.0224.0564>

ABSTRACT

This article paper explores the Choice Based Credit System (CBCS) at the undergraduate level in Gangadhar Meher University, Sambalpur, marks a significant shift in the education system towards flexibility and student-centric learning. This abstract outlines the key features and benefits of implementing CBCS, along with its impact on the educational landscape of the university. The Choice Based Credit System offers students the freedom to choose from a wide range of courses across disciplines, allowing them to tailor their academic journey according to their interests, aptitude, and career aspirations. It promotes interdisciplinary learning, fosters critical thinking, and enhances employability by offering skill-based courses and industry-relevant curriculum. CBCS emphasizes continuous evaluation through assignments, projects, presentations, and examinations, providing students with holistic learning experiences and reducing the emphasis on rote memorization. It encourages active participation, self-directed learning, and the development of soft skills essential for success in the dynamic global workforce. The implementation of CBCS at Gangadhar Meher University, Sambalpur, reflects a commitment to quality education, innovation, and adaptability to changing educational paradigms. It aims to equip students with the knowledge, skills, and competencies needed to thrive in an ever-evolving socio-economic landscape.

KEYWORDS: CHOICE BASED CREDIT SYSTEM, UNDER GRADUATE LEVEL, G.M. UNIVERSITY, SAMBALPUR

INTRODUCTION

The Choice Based Credit System (CBCS) offers wide ranging choice for students to opt for courses based on their aptitude and their career goals. The introduction of choice-based credit system will surely bring a smile on students' faces. With this new system, the student can have prior knowledge of different areas and enjoy the liberty of choosing one of these areas in their future. Undoubtedly it will also broaden the horizon of knowledge. 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-centered education. Taking responsibility for their own education in this way, students can benefit the most from all the available resources. This transformative approach aims to enhance the quality of education by providing students with the autonomy to choose from a wide range of courses across disciplines, thereby fostering interdisciplinary learning and catering to individual interests and career aspirations. The CBCS framework allows students to accumulate credits based on the courses they successfully complete, regardless of the department or program. This promotes a more holistic and personalized educational experience, enabling students to tailor their academic journey according to their strengths, interests, and future goals. Additionally, it encourages continuous assessment and evaluation, ensuring a comprehensive understanding of the subject matter.

REVIEW OF RELATED LITERATURE

Deuri (2015) has made an attempt to study the attitude of P.G level students towards CBCS in higher Education. And to suggest some effective measures to overcome the limitations of CBCS in higher Education. The researcher has used descriptive survey method. Data were analyzed through percentage analysis and t- test. Science Students are having the highest level attitude towards CBCS in comparison to the Arts Students of Gauhati University. Boys are having the highest level attitude in comparison to the Girls Students of Gauhati University.

Chahal & Manan (2017) have made an attempt to study the attitude of P.G level students towards CBCS in higher Education. The study followed descriptive method and percentage analysis as data analysis technique. Results of the study indicates that the work load of students has increased after introduction of CBCS. 40.8% say that core subject teaching is affected by the implementation of CBCS while as 45.8% say core subject teaching is not affected by implementation of CBCS. While 65.8 % students said that CBCS enables them to develop their academics according to their interest. Whereas 48.3% students said that CBCS brings equality among assessment and evaluation system. 62.5% of students say that they are satisfied with grading system used in evaluation system of CBCS whereas 30% students are not satisfied to this type of evaluation system.

Bhat (2018) conducted a study to find out the attitude of graduate level students towards choice based credit system in higher education .The researcher followed descriptive survey design and data analyzed through percentage analysis and histogram. Results of the study indicated that 13.33% Arts and 20% science students of Government Degree College women Anantang has highly favorable attitude towards CBCS. Whereas 80% having moderate favorable attitude towards CBCS. Again only 6.67% of Arts has poor level attitude towards CBCS. It revealed that science students are having the highest level of attitude towards CBCS in comparison to the Arts students of Government Degree College women Anantnag.

RATIONALE OF THE STUDY

University Grants Commission has recommended Choice Based Credit System to all of the Indian University in 2015-2016. But the implementation status is not satisfactory as per the literature. The term CBCS is itself is an umbrella term. Its features and characteristics is different from the then traditional University courses. The Teachers as well as students are facing various difficulties in Choice Based Credit System. Hence, the investigator is inquisitive to know what is the implementation status of Choice Based Credit system with reference to elective courses, research project, semester system, internal and external examination system, grading system and provisions of credit transfer in University of Odisha. The investigator has conduct the study on G.M University, Sambalpur in the state of odisha.

STATEMENT OF THE PROBLEM

The problem under the present study is stated as " **CHOICE BASED CREDIT SYSTEM AT UNDER GRADUATE LEVEL OF GANGADHAR MEHER UNIVERSITY, SAMBALPUR "**

OBJECTIVES OF THE STUDY

1.To study the Implementation status of Choice Based Credit System with regard to to

- Stream
- Elective Courses/Courses Offered
- Research Projects
- Semester System
- Internal and External Examination
- Grading System
- Credit transfer

2.To study the Problems faced by the Controller of Examination to Implement Choice Based Credit System at Under Graduate Level.

3.To study the Problems faced by the Faculties towards Choice Based Credit System at Under Graduate Level.

4.To study the Problems faced by the Students towards Choice Based Credit System at Under Graduate Level.

5.To study the some effective measure to overcome the Implementation of choice Based Credit System at Under Graduate Level.

RESEARCH QUESTIONS

1.What is the implementation status of choice Based credit system in Gangadhar Meher University, Sambalpur?

2.What are the problems faced by the controller of Examination to Implement the choice Based Credit System in Gangadhar Meher University, sambalpur?

3.What are the problems faced by the faculties towards choice Based credit system in Gangadhar Meher University, Sambalpur?

4.What are the attitudes of students towards choice Based Credit System in Gangadhar Meher University?

5.what are the some effective measure to overcome the implementation of choice based credit system in Gangadhar Meher University, Sambalpur?

DELIMITATION OF THE STUDY

The The following are the delimitation of the study.

I. The present study has been delimited to the sample of U.G. students of G.M. university, Sambalpur.

II. The present study has been delimited to the lectures/teachers engaging of G.M. University.

III. The present study has been delimited to the arts Stream of G.M. University, Sambalpur.

DESIGN OF THE STUDY

Descriptive survey method was employed to study the opinions of Controller of Examination, Faculties and Students on various aspects and issues relating to Choice Based Credit System at Under Graduate Level.

POPULATION AND SAMPLE

(a) Population:

i) Population-I: Controller of Examination Gangadhar Meher University, Sambalpur through Choice Based Credit System constitute the first Population of the study.

ii) Population-II: All of the permanent Faculties of Gangadhar Meher University, Sambalpur, who are associated with Choice Based Credit System, constituted another population of this study.

iii) Population- III: All Students of Under Graduate Level who are pursuing their education under Choice Based Credit System in various academic departments during 2017 to 2020 constituted the population of students' for this study.

b) Sample

i) Sample of Controller of Examination : In relation to the study of the problems faced by Controller of Examination with regard to the implementation of CBCS, it is pleased that Controller of Examination of the University consist of the sample.

ii) Sample of Faculties : With regard to the study the Faculties opinions on different aspects of CBCS, 50 Faculties (40 male and 10 female) drawn from 10 arts stream academic departments constituted the sample of the study.iii) Sample of students : The sample for the study relating to students opinion on different aspects of CBCS, 100 students are (60 male 40 female) drawn from 10 arts stream academic department constituted the sample of the Study.

TOOLS AND TECHNIQUES OF DATA COLLECTION

Three tools, and distributed the same to various experts for comments and suggestions. Based on their suggestions, some items were modified and added, and final drafts of these tools were prepared. The following tools are:-

1. Interview schedule for the Controller of Examination
2. Questionnaire for the Faculties (Perception Scale)
3. Questionnaire for the Students (Perception Scale)

PROCEDURE OF DATA COLLECTION

In order to collect data, the investigator visited the Gangadhar Meher University, Sambalpur. The selected Arts Stream to collect the data from Controller of Examination, Faculties and Students. And all the necessary Instructions has been Provided through the self developed data Collection tools.

ANALYSIS AND INTERPRETATION OF DATA

The present study deals with mixed method approach in which both quantitative and qualitative techniques have been used for analysis of data. In quantitative techniques the investigator used statistical techniques like Percentage analysis. Where as in qualitative techniques the investigator analysis of data used by word, phrase and sentence .

MAJOR FINDINGS OF THE STUDY

The following are the major findings of the study:

1. Major finding the view point of Controller of Examination:-

Finding based on Stream:

The Controller of Examination is view that this University Provides appreciate stream choice the Interest of students.

Finding based on electives course/courses offered :

The Controller of Examination is agreed with this university Provides open Electives for the Students.

Finding based on Research Project:

Students are very much talented completed their Research Project at Time.

Finding based on Semester System:

The Controller of Examination view with the CBCS Semester System is Perfectly Conducted by the University. The Controller of Examination is agreed With the Semester System increases study Load on students , Semester based Curriculum is according to the needs of Students. The Controller Dis agreed with Semester System enable the Students to learn their own pace

Finding based on Internal and External Examination:

The view point of the Controller of Examination about the Internal and External Examination is Perfectly Conducted by the University at the time . Students are not faced problems regarding the Internal and the Semester Examination. Controller is agreed with the University is a grievance redressal System in Examination Section.

Finding based on Grading System:

The view Point of Controller of Examination in Grading System is the Important part of the CBCS. The Controller of Examination is favour with the Grading System reduce the Competition among students, Grading system has reduce the Scoring Pressure of Students.

Finding based on Credit transfer:

The Controller of Examination is agreed with the University Provides appreciate Credit in their Performance of Students in the Examination. Controller of Examination view with Students are not Faced Problems of Convert their mark to grades and Students are easily credit transfer.

2. Major Finding the view Point of Faculties:-

Findings based on skill development of teachers:

Men teachers have perceived that CBCS based curriculum provides scope for professional skill development of teachers. 60% of women teachers perceived the same. While, of teachers opined that it is difficult for them to understand the subjects under CBCS.

Findings based on skill enhancement courses under CBCS:

Majority of men teachers perceived that skill enhancement courses under CBCS strengthen the work efficiency of students.

Findings based on needs and importance of the learners in CBCS based curriculum:

Majority of men teachers perceived that CBCS based curriculum gives importance to the needs and importance of the learner while designing the courses. While, of women teachers perceived the same.

Findings based on student advisor:

Most of the teachers agreed that there should be a student advisor to guide them to choose appropriate course.

Findings based on teaching learning process:

Most of the teachers viewed that CBCS makes teaching learning process enjoyable. men and women teachers perceived that CBCS promotes constructivist approach for students learning.

Findings based on time limit:

A high majority of teachers out of them men teacher and women teachers perceived that time division is not sufficient for students learning.

Findings based on examinations:

Most of men teachers agreed that internal assessment promotes actual learning assessment of students' .Whereas, women teacher perceived the same. While, a high majority of women and men viewed that CBCS based curriculum is more examination oriented.

Findings based on semester system:

Most of the teachers viewed that working hours are not uniformly distributed between different semester systems. Cent percent of teachers opined that there is over burden of courses to complete. Cent percent of women teachers viewed that students become more examination oriented in semester system. Teachers were busy in various academic work i.e. preparation of questions, checking of answer sheet, designing of curriculum, examination duties etc.

Findings based on SGPA and CGPA:

Most of the women teachers perceived that calculation of Semester Grade Point Average and Cumulative Grade Point Average is easily understand.

Findings based on Grading:

Cent percent of men teachers perceived that grading reduces the subjectivity in evaluation. While, of women teachers viewed that grading is easy to interpret. A high majority of men teacher perceived that grading system reduces the competitions among students.

Findings based on resources:

A high majority of teachers were reported that library facilities are not adequate according to the syllabus. Whereas, cent percent of teachers viewed that textbooks, reference books, adequate no of teachers for specific subjects are not available for according to CBCS syllabus.

3. Major Finding of the Students on CBCS system:-**Finding based on Stream**

From the above discussions regarding the Stream dimensions of CBCS courses it was found that Choice Based Credit System get opportunity to choice in appreciate stream of the Student. CBCS also Provides Flexibility to choose stream in Interest. CBCS can produce students to meet the future needs of the nation.

Finding based on electives course/courses offered :

From the above discussions regarding the elective courses dimensions of CBCS courses it was found that Arts students are getting opportunities to choose papers outside core areas Elective courses under CBCS pattern helps in subject mastery of all the students Arts students getting guidance from teachers to choose elective subjects CBCS enhancing the communication skills of all students

Curriculum is very vast. Students often are unable to focus on their core disciplinary subjects. It is difficult to complete the syllabus due to vast content.

CBCS curriculum is an overburden for students because adequate infrastructure is not available in most of the institutions including teacher , library, books etc

Finding based on Research Project:

Research project helps all the students to know the methodology. For completion of research project needs more academic time. Students applying the ideas of research to solve practical problems. Research projects developing the research aptitude of Arts students. Instead of students teachers are completing the research project. Students have both papers of research i.e. theory and practical. Few discipline of Arts are having practical application of research methodology.

Finding based on Semester System:

Due to semester system study load of students increased Semester system inculcate the regular study habits of students. Enabling the Arts students to learn at their own pace CBCS is more examination oriented and there are number of exams during a semester Makes the students to stay in touch of their study. Arts students studying according to defined credit hour. There were practical class for Education, Geography, Psychology department students. Economic students understand the SGPA and CGPA system. Due to semester system examinations students curricular activities are being neglected as they are keeping themselves busy to complete the syllabus. Semester system reducing the examination phobia, stress of students. It motivates the students to learn .

Finding based on Internal and External Examination:

Instead of external examinations internal examinations are valid because it measures the actual potentialities of students. Internal examinations are done only through oral and written form.

Finding based on Grading System:

Grading hides the proper capacity of students. Grading system is easy to understand for Arts students. Grading system reducing the competitions among students .

Finding based on Credit transfer:

Majority of students owards enrollment for additional courses at their own interest to earn credits. Most of the students were undecided towards transfer of credits. Majority of students have interested to pursue courses of our interest.

SUGGESTION FOR FURTHER STUDY

The present study aimed to answer research questions rooted in the objectives of this study, however in the process finding out answers to these questions many more questions have arisen which have been suggested for further research as follows:

1. Examination results before and after the implementation of CBCS at PG level in any university can also be taken up for research.
2. CBCS adopted by the Indian universities needs to be examined in the background of CBCS adopted by the western countries.
3. The nature and types of open elective courses offered by the various universities in India and abroad under their CBCS can be examined.
4. CBCS at under-graduate level can also be taken up for research.

5. The claim of CBCS with regard to the improvement in quality of education, students' mobility, interdisciplinary and multidisciplinary understandings of students' etc. can also be taken up for research by following appropriate methodologies.
6. A comparative study on different regulations of CBCS followed by different Universities in the country.
7. Attitude of under-graduate and post-graduate students', teachers' and academic administrators towards the CBCS can also be taken up for research.
8. Liking and disliking of students' with regard to the various open elective courses offered by universities be examined.
9. SWOT analysis of CBCS can also be taken up as a research topic.

DISCUSSION AND CONCLUSION

In Discussion and conclusion of Choice Based Credit System at the undergraduate level in Gangadhar Meher University, Sambalpur, represents a progressive step towards enhancing the educational experience, empowering students, and fostering a culture of lifelong learning and excellence. The implementation of CBCS (Choice Based Credit System) at the undergraduate level of Gangadhar Meher University, Sambalpur, would depend on various factors such as its effectiveness in providing students with flexibility in choosing courses, enhancing their employability skills, and improving the overall academic experience. Without specific details or data on the outcomes and feedback from stakeholders, it's challenging to provide a definitive conclusion. However, typically, the success of CBCS is measured by its ability to cater to diverse student needs, promote interdisciplinary learning, and align with industry requirements.

REFERENCES

1. Bhat, S.M. (2018). Attitude towards CBCS of Graduate level students in Higher Education: A Study on Government Degree College for Women Anantnag Kashmir. *The International Journal of Indian psychology*, 6 (3), 47-51
2. Bindumal, K.K. (2015). Attitude of College Teachers towards CBCS in Relation to their Classroom Management, Work Anxiety and Socio-Personal Adjustment. Ph.D. Dissertation .Mahatma Gandhi University, Kottamyan. India
3. Biswas, S. (2018). Choice Based Credit System: An Analytical Study. *International Journal of Research and analytical Reviews*, 5, 3 1362-1368
4. Biswal, J. (2017). Implementation Status of Choice Based Credit System in Rural Colleges of Utkal University. M. Phil Dissertation. Ravenshaw University, Odisha, India
5. Chahal, D. & Manan, M. M. (2017). Attitude towards Choice Based Credit System of post Graduate level Students in Higher Education: A Study on Central University of Haryana. *Samwaad e-journal*, 6 (2), 63-72
6. Creswell, J.W. (2015). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. R. T, Tamil Nadu: Pearson India Education Service pvt.ltd.
7. Chongbang, B.K. (2014). Comparative Study of Semester System and Annual System of Faculty of Education. Mini – research Report. Tribhuvan University. Tahachal, Kathmandu. Available in Pro-Quest.
8. Deuri, C. (2015). Attitude towards CBCS of Post Graduate level Students in Higher Education: A Study on Gauhati University. *International journal of interdisciplinary Research in Science and Culture*, 1, 2
9. Garcha, P.S. (2017). Role of Gender on attitude of pre-service teacher trainees towards Semester System. *International Journal of Education*, 7, 61-65
10. Geraldo, G.L.J, Vindel, F.M.I, & Jaen, B.M.A. (2010). New Times, New ways of Teaching and Learning: Perception of the European Higher Education Area (EHEA) and pedagogical Discussion. *American Journal of Business and Education*. 3, 13, 27-34
11. Ghosh, R. & Sarkar, B. (2017). Choice Based Credit System: A New Reform in Education. *EPRA International Journal of Research and Development*, 2, 7, 85-89
12. Hasan, M. & Parvez, M. (2015) Choice Based Credit System in India: Pros and Cons. *Journal of Education and Practice*. 6.25.30-33
13. Himansu, R. (2018). Choice Based Credit System: An Innovative Concept in Indian Higher Education. *Research Review International Journal of Multidisciplinary*, 3 ,9, 627-634
14. <https://vikaspedia.in/education/policies-and-schemes/choice-based-credit-system-cbcs>
15. Jain, P. (2017). A study about failure semester system for General Course in Madhya Pradesh *International journal of Research Science and Management*. 4, 6, 103-109
16. Karthikeyan, P. (2015). Choice based Credit System of Evaluation System in Higher Education. *Shanlax International journal of Arts, Science and Humanities*. 2, 4, 79-85

17. Kaur, A & Sharma, M. (2016). Academic Curriculum Reform of Indian Higher Education: Choice Based Credit System (CBCS). *International Journal of Advanced Research Education and Technology (IJARET)*, 3 (1), 78-80. Retrieved from www.ijaret.com.
18. Kelkar, A.S. & Ravishankar, L. (2014) Choice Based Credit System: Boon or Bane. *Current Science*, 107, 8, 1227-1230
19. Mir, S.R. (2017). Issues and Challenges of Choice Based Credit System. *Insights from University of Kashmir .Techno Learn: An International Journal of Educational Technology*.7, 2 57-63
20. Mishra, S.P. (2017) Introduction of CBCS: A New Paradigm shift in Higher Education. *An International peer reviewed and referred Scholarly Research journal for Humanities, Science and English Language*.4, 21, 4869-4877
21. Naidu, B.V.R. & Sreedevi, O.V.A.M. (2016) Choice Based Credit System in India: A Critical Evaluation. *International Journal of Academic Research*, 3, 2, 77-84
22. Pathak, T. & Rehman, A. (2013). Perception of Students and Teachers towards Semester System: A study in Selected Degree college of Nagaon district of Assam. *Journal of Education and Practice* .4, 1, 84-92
23. Roy, N. R., Khanam, U. K., & Devi, T. (2013). Attitude towards choice based credit system of level students in higher education: A study on Assam University. *Scholarly Research Journal for Interdisciplinary Studies*, 1, 1198-1208
24. Singh, M. (2017). Perception of Student Teachers towards CBCS for Quality Sustenance. *International Journal of Research in all subjects in Multilanguage*, 5, 11, 60-62
25. Sukhdeo, T. & Newman, K.S. (2009). wastage in Indian Higher Education, *Economic and political Weekly*, January no.1/12. New Delhi
26. Sumitha, P.V Krishnamurty, M.G. & Winfred. B.R. (2016). An Empirical Study to measure the perception of Management students towards Choice Based Credit System: A Case *IOSR journal of Business and Management*. 56-65.
27. Swami, A. (2013). A study of B.Ed. students Perception towards Choice Based Credit System. *Electronic international interdisciplinary Research Journal*.11, IV, 9-15
28. U.G.C. Guidelines on Adaptation of Choice Based Credit System. University Grants Commission Bahadurshah Zafar Marg New Delhi.
29. Varma, P.S. (2015). CBCS: Universities in for Teaching Trouble. Retrieved from www.thehindu.com/cities/Vijayawada
30. Wagi, M.A. (2018). Choice Based Credit System at Higher Education level: An overview. *University Review*.7, 12, 270-274
31. What is CBCS or Choice Based Credit System? How Does It Work? (July 3, 2018) <https://www.mapsofindia.com/my-india/education/what-is-cbcs-or-choicebased-credit-system-how-does-it-work>.
32. Zafar, S., Manjurekar, B., Premkumar, N., Khan, Z.A. (2014). Effects of Fully Flexible Credit System (FFCS) on Learning experience and Academic Performance. *Procedia Social and Behavioral Science*. ELSEVIER.143.4-7