Impediments in Success of CBCS in Colleges of HP

ASHWANI KUMAR SHARMA

Department of Physical Sciences, Government Post Graduate College Seema, Rohru(India)

ABSTRACT *Choice-based credit system (CBCS) has several unique features: Enhanced learning opportunities, ability to match students' scholastic needs and aspirations, inter-institution transferability of students (following the completion of a semester), part-completion of an academic programme in the institution of enrolment and part-completion in a specialized (and recognized) institution, improvement in educational quality and excellence, flexibility for working students to complete the programme over an extended period of time, standardization and comparability of educational programmes across the country, etc. The CBCS imminently fits into the emerging socio-economic milieu, and could effectively respond to the educational and occupational aspirations of the upcoming generations. In view of this, CBCS was started in colleges across the state of HP in the year 2013.Since its implementation there are lot of hurdles in the success of this switch over from orthodox to new system of education. The present paper based on interaction with the various stake holders is an attempt to assess the impediments in the success of CBCS in the state of HP.*

INTRODUCTION

Choice-based credit system (CBCS) has several unique features: Enhanced learning opportunities, ability to match students' scholastic needs and aspirations, inter-institution transferability of students (following the completion of a semester), part-completion of an academic programme in the institution of enrolment and part-completion in a specialized (and recognized) institution, improvement in educational quality and excellence, flexibility for working students to complete the programme over an extended period of time, standardization and comparability of educational programmes across the country, etc. The CBCS imminently fits into the emerging socio-economic milieu, and could effectively respond to the educational and occupational aspirations of the upcoming generations. In view of this, 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 operationalized efficiently and effectively - elevating students, institutions and higher education system in the country to newer heights. It might be added that a large number of universities and institutions in the country are already having their undergraduate and post-graduate 'papers' subdivided into units and sub-units. In switching on to CBCS, the task of such institutions would be relatively easy. In a generalized manner, the sequence of CBCS would be:

Paper - Unit - Sub-unit = Credits

While explanations of the several terms related to the development of a Choice-Based Credit System, it is important to know that CBCS essentially implies a redefining of the curriculum into smaller measurable entities or 'modules' with the hours required for studying/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 stage of all academic trans-

actions. 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. Academic commissions and committees such as UGC, TANSCHE and NAAC recommend CBCS for higher education. CBCS has the facility to transfer the credits from one institution to another provided there are provisions in the rules of the autonomous colleges and the universities to accept transfer of credits. Though the students will choose courses of inter-disciplinary nature, the required courses for majoring in a subject will ensure depth. Professionalism and quality consciousness are the basis for every change. With faculty advising, CBCS can offer a very flexible and open system for a quality up gradation of higher education.

ADVANTAGES:

- Choice Based Credit System is essential for higher education in the present context.
- CBCS system of courses helps the students to improve the interdisciplinary approach in education.
- Freedom to choose subjects which is beneficial for students.
- Respects 'Learner Autonomy'- Allows learners to choose according to their own learning needs, interests and aptitudes.
- 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.
- In this system students need not to repeat the full semester if there is fail in one paper.
- More autonomy is given to the students in this system.
- CBCS provides a cross-cultural learning environment.
- CBCS provide develop quality education.
- It upgrades educational and occupational aspiration of the upcoming generation.

DISADVANTAGES:

- Implementation of CBCS has some Practical limitations.
- It is complicated, especially in the view of shortage of teachers or infrastructures.
- One subject can be repeated three times, it makes the

students irresponsible.

- Student cannot plan effectively their list of subjects.
- It needs more punctuality from the student.
- There is no betterment system of evaluation in this system.
- Students can have only partial knowledge of any new subject chosen by the student as extra credit subject.
- Numbers of courses are imposed in the CBCS, which is an overburden for the student as well as teachers.
- Shortage of infrastructure facilities i.e. building, laboratory facilities, and practical class room affects CBCS.
- CBCS was started in colleges across the state of HP in the year 2013.Since its implementation there are lot of hurdles in the success of this switch over from orthodox to new system of education.

2. REVIEW OF LITERATURE

RUSA aims to provide equal development to all higher institutions and rectify weaknesses in the higher education system. Its target achievement is to raise the gross enrolment ratio to 32% by the end of XII Plan in 2017. The major objectives are to:

- Improve the overall quality of existing state institutions by ensuring that all institutions conform to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.
- Usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in state universities and improving governance in institutions.
- Ensure academic and examination reforms in the higher educational institutions.
- Enable conversion of some of the universities into research universities at par with the best in the world.
- Create opportunities for states to undertake reforms in the affiliation system in order to ensure that the reforms and resource requirements of affiliated colleges are adequately met.
- Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.
- Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.
- Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets.
- Correct regional imbalances in access to higher education by facilitating access to high quality institutions in urban and semi-urban areas, creating opportunities for students from rural areas to get access to better quality institutions and setting up institutions in unserved and underserved areas.
- Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons.

RUSA is provided by the Central Ministry of Human Resource Development directly to the state and UT governments. From the state/UT budget the funds are disbursed to individual institutions. The funding to states would be made on the basis of critical appraisal of state plans for higher education plans. The amount of funding from central government will be 65% of the total grants, and 35% will be contributed by the state/UT as match-ing share. For north-eastern states, Sikkim, Jammu and Kashmir, and Uttarakand the matching share is waived to 10%. During the 12th Five-Year Plan period between 2012–2017, RUSA is allotted a financial outlay of INR 228.55 billion, of which INR 162.27 billion will be contributed by the central government. During the first phase, 80 new universities would be created by converting autonomous colleges/colleges in a cluster to state universities. 100 new colleges would be set up and 54 existing colleges would be converted into model degree colleges. Infrastructure grants would be given to 150 universities and 3,500 colleges to upgrade and fill critical gaps in infrastructure especially libraries, laboratories, etc. Further additional 5,000 faculty positions would be supported. Then the scheme will extend into the 13th Five-Year Plan.

3. RESEARCH METHODOLOGY
STATEMENT OF THE PROBLEM:
Impediments in Success of CBCS in Colleges of HP

OBJECTIVES OF THE STUDY:
1. To understand the problems faced by the stakeholders.
2. To investigate the various inhibitions in success of CBCS in Colleges of HP.

METHODOLOGY OF STUDY:
The interactive discussion method has been used in the present study.

SAMPLE:
The researcher has drawn the sample from different Colleges of District Shimla.

DELIMITATION OF THE STUDY:
The delimitation aspect of the present study is:
1. The study is delimited to the Colleges of District Shimla of HP.

4. Findings
- Students are confused at the time of admission to select the appropriate major/minor/compulsory/skill-based/ hobby subjects in dearth of proper counselling without any idea of what to choose for which Career.
- Curriculum is not designed keeping in view the coherence of the subject knowledge.
- Uniformity in maximum marks of different subjects is lacking.
- Lack of infrastructure besides human resource is a big issue in various colleges.
- Differentiation amongst teachers such as regular, contract, PTA-local or grant in aid, temporary leads to unrest amongst the teaching faculty.
- Lack of coordination between the various stakeholders besides college-university relationship.
- Failure of examination system inclusive of online Form filling, issue of admit cards on time, late declaration of results is a big obstacle.
- Lack or interruption in internet services in remote colleges besides server problem at the university end.
- Teacher taught autonomy is not being maintained.
- Skill based subjects does not match the local needs.
- Co-curriculars / sports is not given due weightage at college level.
- Lack of proper Calendar for the Session.
- Division of Session period is ambiguous.
- CCA is unique feature of CBCS but the present weightage of 70% for Term end is against the very principle of CBCS as it is mere repetition of old pattern.

- Students are of the view that they are experimental rats for the new system.
- Parents are baffled about the CBCS from daily negative feeds in the media and worried about the future of their wards.
- Teachers feel pressurised and overburdened under the new system.
- Policy makers are worried about the RUSA grants and proper implementation of CBCS.
- Lack of transportation facilities in remote areas to cater to the extended college timings.
- Lack of emphasis on Value based education.

5. SUGGESTIONS:

a. Every aspect of CBCS should be explained clearly to the stakeholders.
b. Value based system should be included for improvement of a student.
c. CBCS should be based on local needs.
d. In CBCS, time is very short so, syllabus should be prepared accordingly.
e. Infrastructure should be provided to every department.
f. Evaluation system needs to be geared up for timely delivery.
g. 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.
h. Empowerment of teachers, students besides institutional autonomy is the need of the hour.

CONCLUSION:

To conclude it can be said that True Education enhances capacities, develops analytical abilities, confidence in oneself, will-power, goal setting competencies and instils the vision that enables one to become self-motivating agent of social change, serving the best interests of the community. No matter how good is the system without involvement or keeping in view the well-being of all the stakeholders, it is fruitless and meaningless. Emphasis on skills besides co-curricula's must be laid to reap a good harvest of the Indian Demographic dividend. All the issues and challenges can be addressed by inculcation of values, first in ourselves with the realization of concept of "GOD" in present context which is abbreviated for "Generation of Knowledge, Operation of Knowledge and Delivery or Dissemination of Knowledge".

REFERENCE 1. K.B. Power (2009), Special issue on Evaluation System: Evaluation system in Higher Education, University News, 47(45), p-3. 2. Ramesh B Kasetwar (2009), Special issue on Evaluation System: Evaluation system in India: A Stocktaking of Prevalent practice and Alternative Strategies. University News, 47(45), p13-14. 3. S. Ramananda Shetty (2009), Special issue on Evaluation System: Evaluation System. University News, 47(45), p19-20. 4. B. Saharish (2009), Special issue on Evaluation System: Implementing UGC-mandated Reforms in Higher Education, University News, 47(45), p39-40. 5. D.N Reddy & K. Lal Kishore (2009), Special issue on Evaluation System: Revamping Higher Education: Need of the Hour, University News, 47(45), p69-70. 6. P. Purna Chandra Rao (2009). Special issue on Evaluation System: Student Evaluation for Quality Education, University News, 47(45), p92. 7. http://www.bdu.ac.in/regulations/cbcsugreg.pdf 8. D.O. No..F.1-2/2008(XI Plan) From Chairman UGC on Examination Reforms dated Jan 31, 2008: Annexure-II, Action Plan for Academic and Administrative Reforms. 9. D.O. No..F.1-2/2008(XI Plan) From Chairman UGC on Examination Reforms dated March 2009 10. Draft Rashtriya Uchatar Shiksha Abhiyan (RUSA)-UGC published on the web on 21.1.2013: http://www.ugc.ac.in/pdfnews/5867549_rusa.pdf 11. Mysore University prospectus 2012-13.