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## **Analytical study of choice based credit system and management of educational standards in higher education with regards to provision of NEP**

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### **Abstract**

The moment has arrived for us to change to innovative techniques and processes of providing education to the young in general and children in particular. There's a real absence of a multidisciplinary subject' and disregard for value-oriented courses'. The remedy in this situation is providing an option for pupils to pursue different disciplines and specialise in multi-disciplinary, diverse fields. So the University Grants Commission (UGC) has begun multiple efforts to incorporate creativity and growth in courses—the curriculum, the implementation of forms of examination, and the appraisal and evaluation system. With the purpose of providing versatility in the national curriculum so that learners dependent on their preferences and purposes may pick multidisciplinary and competence-oriented courses, the choice-based credit system (CBCS) is introduced. The choice-oriented credit structure not only allows chances to study key topics but also possibilities to study irrelevant topics and discover different channels of knowledge outside the significant topics for overall growth. Standard is the primary concern of modern university education and may be rated and evaluated only by the generally recognised method of assessment, which may be achievable via the CBCS. CBCS is vital for higher education (HE) since this method improves the genuineness amongst some of the learners because they're choosing to study the courses of their preferences. Consequently, the current research seeks to emphasise the analysis of the data of the choice-based credit system. It examines how HE's administration of educational standards relates to NEP 2020. It has suggested important changes to HE, such as raising the GER to 50%, encouraging transdisciplinary learning, and relaxing strict distinctions among the disciplines of art and science. The study will look at how NEP 2020 will affect HE standards and provide appropriate management and maintenance techniques in accordance with the latest strategy.

**Keywords:** University Grants Commission, choice-based credit system (CBCS), Quality, Higher Education (HE) & NEP 2020.



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## **Introduction:**

"CBCS" is an established, sophisticated form of education at the undergraduate level that promotes aThe learner has a certain discretion in making his or her personal selections in the syllabus for finishing any degree programme.".UGC has been out with its Choice-Based Credit System (CBCS) initiative, whereby the learners are able to pick first from specified programmes that are termed fundamentals or electives.or generic skills programmes, students may study at their individual speed, and the whole evaluation is assessed on CBCS. The primary concept is to examine the demands of the pupils in order to remain them updated usinggrowth of HE in India. CBCS gives pupils a simple way of movement to numerousacademic establishments scattered around the globe together with the ability of transferring credits acquired bypupils.[1]

CBCS was believed to set the standard for our HEIs against theinternationally recognised institutes. India has established the CBCS on the advice of the Information Council (Sam Pitroda) in addition to the 11th Five Year Plan in order to implementconcerning excellence plusconversion reforms in Indian HEIs. Underneath the CBCEGenerally, a learner could study three types of programmes: required fundamental programmes, optionalmodules and essential modules.[2] Thus, it is necessary for a learner to complete the basic courses every term andPick options from the approved range of courses unconnected to his or her particular field. The CBCE seeks to provide a comprehensive perspective on HE, allowing a learner tohave a firm grip throughout numerous disciplines from a broad variety of subject areas. This is equipment forpromoting consistency inside and among the HEIs, both at the federal andworldwide quality of educational delivery mechanisms.

## **Mechanism of the CBCS scheme in India:**

The 11th five-year strategic plan of India proposes many initiatives for educational improvements in HEIs. The National Information Council (Sam Pitroda) reported to the country in 2008–2009 on university education, and the Yashpal Council Report in 2009 advocated for the restructuring of HEIs via educational and administrative changes. Bearing in mind the problems of the changing times and making the university educational systems in Indian colleges comparable with the institutions in advanced nations, the UGC (11th plan, March 2009) concentrated on which of the appended suggestions needed to be placed on the CBCS scheme in HEI:[3]

### **CHOICES oriented: selection of several modules**

Assessment: The results provided are in a grading point configuration.

Academic session: the student-learner engagement factor may be calculated term-wise.

Score—Class sessions per week hold added weight in the credit system.

Evaluation—Class session presence, midterm tests, etc. are constant and wide-ranging.



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### **Purpose of the CBCS system:**

The objective of CBCE in HEIs in India is to build a HE system of higher learning that is appropriately mixed with availability for informational standards and skilled practise in which every learner engages without losing his or her originality. To construct courses that would enhance learner-centered education and to establish assessment changes in the HE system in India. To the overall purpose is to make changes in HE so that pupils grow reasoning skills in addition to analytical capacity and become outfitted with key competencies, finally making them suitable for a job and incorporating principles.[4]

### **Contextual of the study**

The Department of HRD, Government of India, has indeed begun the procedure for developing NEP in our nation to carry forth changes in Indian educational structure. UGC acts substantially in creating NEP-2020, its execution, and the encouragement of HEI in our society. [5]The UGC has indeed started various efforts to bring fairness, transparency, and academic achievement to federal HEI. The key ones comprise innovation and enhancement in modules—curriculum, implementation of radical shifts in education and teaching methodology, assessment, and educational structure. The training plays an immensely vital role in the creation of a country. [6]There is an almost massive amount of educational establishments involved in delivering instruction in our nation. Most of these institutions have recently enrolled in a semester structure to comply with global quality educational trends. Nevertheless, our contemporary educational structure develops younger brains without information, attitude, morals, or abilities. That might be because of the total absence of links among educational, job, and professional enhancement in the conventional national curriculum. The current worrying scenario needs reform and/or redesign of the national curriculum, in addition to the technical offer of adopting a "student-centred approach throughout the teaching quality means of delivering and a widely adopted rating framework as well. Most of our HEI have adopted a point-based or differently calculated assessment system, which restricts learners' freedom to pursue fields of their choice and migration to different schools. It is necessary to provide versatility in higher education so that students dependent on its passions and purposes may pick multidisciplinary, multi-disciplinary, and professionally oriented modules. It's only feasible whenever CBCS, an internationally acknowledged methodology, is used [7] The CBCE not only gives possibilities as well as channels to master essential courses, but also explores various paths of understanding outside the fundamental content areas for the comprehensive development of a person. The CBCS would surely assist us in achieving a standard mark in our programmes using top international educational practises. The CBCS offers more benefits than downsides.



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### **The study's objectives :**

- To investigate the essential aspects of CBCS in HEI in India.
- To examine the various kinds of programmes under CBCS.
- To learn the components of CBCS.
- To understand the scoring switchboard as per UGC Regulation for CBCS
- To examine the effect of CBCS on HEIs in India.
- To examine the benefits and drawbacks of CBCS in HEIs in India.
- To examine the idea for the implementation of CBCS in HEIs in India.

To evaluate how management contributes to the execution of the NEP 2020 educational standards

To ascertain how NEP 2020 will affect HEI's management strategies.

### **Scope of the study**

The research shall assess how the CBCS has been implemented and how it has affected HEIs in India, paying special attention to the key features, elements, and grading methods required by UGC rules. Moreover, it must consider how administration may assist in carrying out the NEP 2020 academic requirements as well as how the strategy would impact HEIs' methodologies. A thorough examination of CBCS and its ability to enhance the standards and efficacy of HEs in India must be provided by the research.

### **Fundamental Characteristics of CBCS Structure**

The CBCS gives learners the option of picking programmes from the mandated programmes, including fundamental, major, elective, and proficiency-oriented programmes. The programmes may be assessed using the scoring method, which is believed to be superior to the usual marking method. Consequently, it is vital to introduce a standard ranking structure across all HEIs in India. It would help learners move between universities inside India to begin with and throughout the nations.[8]The standard marking structure would also allow future employers to judge the competence of the applicants. In the interest of encouraging consistency in assessment methods and calculation of the CGPA centred on pupil effectiveness in exams. Several essential aspects of CBCS structure are described below:Learners may study at their own discretion and speed. Employ an intersectional strategy in education.This is a standard CBCS for all state, federal, and other authorised institutions. There are three primary programmes: foundation, optional, and foundational. There are additionally non-credit programmes offered that will be rated as adequate or "Unsatisfactory". It is excluded from the calculation of SGPA and CGPA. Improve expertise and employability by picking up project activities and entrepreneurial and technical



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programmes. All three primary courses would be examined in order to guarantee an appropriate result. Points may be exchanged if the learner modifies his or her subject of study. CBCS is a phase in a transition from quantitative scoring to grading. Grading lessens the connotation of "failure". The CBCS is deemed beneficial since it promotes learner's mobility among universities within the nation and throughout other nations. Future employers may legally assess the effectiveness of students.

### **Different programme types in the CBCS structure:**

Under CBCS, learners will be taking the following sorts of programmes: **Fundamental Course:** A curriculum that should statutorily be undertaken by a student as a fundamental prerequisite is described as a core subject.

**Optional Course:** Normally, a program that is able to be selected from either a stream of electives or that is highly specific, advanced, or specialized in the domain or module of research, or that offers a broad context and facilitates publicity for a different domain or module, or sustains the applicant's competency is called an optional program.

**Domain-Specific Optional Courses:** Elective programmes might well be given by the major domains or modules of a field, which is known as domain-specific optional. The HEI might also provide field-associated electives of an interdisciplinary character (to be given by major domains or modules of the programme).

**Dissertation/Project:** An optional programme aimed to obtain special or enhanced information, including such supplemental studies or support studies for a research project, is termed an honours thesis. A student studying such a programme on his own while receiving advisory assistance from an educator member is considered to be working on an honours thesis.

**Generalised Electives Course:** An optional programme selected typically from such unconnected domains or modules with a goal to acquire exposure is termed a generalised optional. (A basic course taught in one domain or module may be viewed as optional by other domains or modules, and conversely, certain options can additionally be known as generalised electives.)

**Capability Enhancing Programmes/Competency Enhancing Courses/Skill Developing Courses/Foundation Programme:** The capability-enhancing programmes may be of two sorts: a compulsory programme and an elective programme. Capability-enhancing mandatory programmes are the ones focused on the topic that contributes to self-directed learning readiness.

They are necessary for all fields, which included (i) ecological sciences and (ii) language and communication.



**Credit distribution:** In certain circumstances, he may struggle to handle the workload of studying. If he falls ill, he has the option to reduce the number of classes and credits he takes on, correcting the imbalance in the following semester. Complete, continuous assessment involves the ongoing evaluation of the learner, not just by teachers, but also by the learner themselves. Regarding the credit scheme, one credit is equivalent to one hour of instruction each term, including lectures and tutorials, or two hours of practical, hands-on work per week. A course can consist of only lectures (L), tutorials (T), practical work (P) or any combination of the three. A learner's total credit for each term is determined by the sum of their lectures, tutorials, and practical work (L+T+P).

**Table 1: CBCS ratings structure based on UGC Regulations**

Sl. No.	Alphabet Grade	Rating	Rating Point
a)	O	OS*	10
b)	A+	Exc.*	9
c)	A	VG*	8
d)	B+	G*	7
e)	B	Above Avg. *	6
f)	C	Avg.*	5
g)	P	Pass	4
h)	F	Fail	0
i)	Ab	Ab*	0

\* OS-Outstanding, Exc-Excellent, VG-Very Good, G-Good, Avg-Average, Ab-Absent

### **Benefits of the CBCS structure:**

Benefits of the CBCS method in HEIs in India are: Pupils Oriented: CBCS allows flexibility to pick topics appropriate to their own educational requirements, hobbies, and skills and abilities that are good for learners. This method represents a change in emphasis from an instruction-oriented structure to obtaining quality education since the responsibility is focused on the time involved in studying.[10] A student might exercise the freedom to determine his or her own speed of learning—slower, regular, or expedited—and sequence his or her selection of modules, learning to confront obstacles via semester task work and venturing out to gain additional understanding via add-on capabilities. Enhance the multidisciplinary integrated framework in learning: All leading-edge innovations occur at the intersection of multiple fields of study. Keeping the programme multidisciplinary permits the incorporation



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of ideas, concepts, methods, and views across multiple fields to enhance fundamental knowledge or to tackle issues whose answers fall outside the reach of a particular domain. [11]

### **Empowers pupil flexibility:**

CBCS enables a simple form of movement to various colleges and universities spread around the globe, in addition to the ability to transfer credits acquired by learners. It enables better transparency and interoperability across various HEIs.

**Educator Institutional Capability:** It is anticipated that the educator instruction and ability building will be carried out to enhance the ability, understanding, and ability to generate the appropriate type of mind-set essential to perform the function of instructor. It will not just boost competence with regard to understanding but additionally in technological study, teaching, and pedagogical approach. This will help them to serve as a guide in addition to an incentive for pupils. **Comprehensive and ongoing evaluation:** It's a crucial aspect of CBCS. A process-performance system in term (also called internal evaluation or comprehensive evaluation) is distributed through the length of the programme and is performed by the instructor giving the programme. The evaluation is done through many techniques, such as standardised tests, MCQ-oriented examinations, seminars, dissertations, industrial trips, webinars, team conversation activities, etc. This continual evaluation offers a response on instructing cumulative learning processes. The response, after being assessed, is sent on to the relevant students for adoption and subsequent improvement.

**Grading Structure:** As the Veda states, such learners are like "donkeys bearing sacks of rosewood on their backs, able to only sense the heaviness and yet never its principles." A grade scale is anticipated to create some improvement in this mentality. Marking comprises the heart of CBCS, as it tries to remove the personal aspect in estimation, which in turn avoids any detriment to the learner. Grades are a measure of the effectiveness of a learner in a specific subject. It is the modification of graded values obtained by a learner in a programme. The grading mark is the average score allocated to every programme depending on the spectrum of points earned in a programme.

### **Weakness of CBCS**

The learners in the CBCS may get distracted due to the excessive number of topic options accessible to them. They might not understand what to choose as well as what to avoid. The pupil's bewilderment is a result of this. There can never be too many options because the more there are, the more confusing things get. **Insufficient Awareness of Instructional Capability:** A person making a decision might not be aware of the institution's ability to educate, the materials that are available to teachers, etc. If the candidates are unhappy with all these items, it could have a detrimental impact on them once the hiring process is over. Everybody's duties in this situation must be faultless, and the subject must get justice. **Overlooking better**



opportunities: The pupils can overlook potential better options. By choosing another, one won't be aware of the potential loss. It fosters a climate of uncertainty about the decisions one has taken. That puts a strain on the academics and the available assets. It's possible that teaching several topics effectively is impossible. An individual must be knowledgeable about every subject that will be covered during instruction. In order to do this, one must be a master of all. Appropriate Time Administration: Scheduling space for a variety of courses would be challenging. The organisation, the professors, and even the pupils must practise effectively. It necessitates flawless coordination of the scheduled tasks for the week and weekend. This has an equally detrimental effect on the programme and every person responsible for overseeing it. A misunderstanding of the CBCS framework among pupils as well as educators University pupils as well as instructors are unfamiliar with the notion of a CBCS. There are numerous kids and teachers who are unsure about this idea.

Increased Costs: This affects the organisation's capacity to generate revenue. The organisation needs more personnel, more funding, more output, more management, more employees, and a greater quantity of all. The university will need to cover more costs in order to maintain a reasonable match. By raising the charges, the learners would be wholly accountable for bearing this cost. [12]

### **Influence of CBCS structure in HEI's in India:**

- 1) Change the emphasis of learning from being instructor-oriented to being pupil-centric.
  - 2) Learners are allowed to take as many points as they're able to handle without having to retake every subject in a term if they miss any of them.
  - 3) CBCS offers additional freedom for learners by letting them select programmes that are both intra- and multi-disciplinary as well as talent-oriented (in addition to other fields) according to their educational requirements, preferences, and abilities.
  - 4) CBCS ensures that learning is well-rounded and meets global norms. By creating original pairings, one may accumulate points. For instance, physics and economics; chemistry and microbiology; the science of ecology; etc.
  - 5) CBCS provides agility for learners to finish one programme by studying at various dates and places (easing mobility of pupils). The capacity to carry over points gained at one university
- By enrolling in the programme at numerous colleges, learners get huge visibility and access to meetings.

### **CBCS structure implementation recommendation for HEI's in India:**

The introduction of the CBCS methodology may be advantageous for universities since it increases attention and relevance to the subject being studied. This approach has been tailored





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by Masters Smart to make it simple for academic institutions to implement a CBCS. Providing instructional priority, providing instructors with opportunities for professional growth, offering both a percentage and scoring method, and placing all P.G. institutions in India under the CBCS are some recommendations for implementation. Normalisation in educational standards must be affirmed, document classification and credit allocation must be controlled by the appropriate authorities or organisations, counselling services must be set up, and attention must be paid to the disparity among local and federal universities with reference to the calibre of instruction and the infrastructure that is accessible.

### **Controlling Of Educational Standards In HEI's**

- 1) The NEP2020 intends to create a National Curriculum Agency and a Research Institute Fund to boost the GER in higher education to 50% by 2036.
- 2) A iterative approach to HE is emphasised by the NEP-2020, with no clear distinctions among the arts and sciences. By 2036, connected institutes should transform into interdisciplinary colleges that provide degrees, with interdisciplinary disciplines like languages being recommended.
- 3) The NEP suggests implementing a credit-oriented structure with several admission and departure choices for UG and PG education. This is done to allow students to pick their chosen programmes and the length of their education, in addition to making it simple for them to move about and transfer their credentials across schools.
- 4) The NRF will be established as part of the NEP 2020 in order to support and encourage work across a range of fields. Dharmendra Pradhan, the minister of state for education, claims that the NRF will serve as a hub to strengthen ties between the social sciences and the business world. Also, the NRF will function as a separate entity that handles financing, mentorship, and increasing technological capabilities.
- 5) The HECI will be established as a singular body as part of the NEP 2020 in order to raise the level of higher education and make it more widely accessible and reasonably priced.
- 6) The NEP2020 seeks to further the internationalisation of education in India by 2040, ensuring that all pupils are given equal access to high-quality instruction.
- 7) To encourage the incorporation of instructional technology, the rule suggests creating the NETF.
- 8) The NEP2020 seeks to expand apprenticeship and internship opportunities as well as the number and effectiveness of VET programmes in HEI. A NCFTE is to be established by the strategy in order to guarantee high-quality tutoring instruction and enhancement.



### **Research Gap**

This area of study might look at how CBCS affects graduates' employment in India. It might examine how employers see the CBCS programme and the abilities and expertise they look for in new hires, or it might contrast the employable results of CBCS graduates with those of graduates from more conventional institutions of learning.

### **Conclusion**

Higher education needs the CBCS since it improves honesty among the instructor and the pupils. Creativity has been considered a critical approach for universities and businesses to recuperate as well as to maintain development throughout the present financial downturn. Rational thought and observation have indeed been introduced, repetitive education and memorization have indeed been eliminated, and students now have more flexibility and transparency in their evaluations thanks to CBCS. The UGC has consistently taken action to improve the effectiveness and quality of India's GEI's structure, and the adoption of the CBCS appears to be a solid mechanism for doing so. It employs one scoring scale to evaluate each pupil's overall capability.

With the establishment of organisations like the National Curriculum Agency, Research Institute Fund (NRF, HECI, NETF, and NCFTE, NEP 2020 aims to raise the bar for HEIs in India. Moreover, it highlights how important a multidisciplinary strategy, a credit-based framework, and the globalisation of learning are. The NEP2020 also emphasises the efficacy of VET programmes as well as the growth of apprenticeships and internship possibilities. In order to guarantee that each and every learner has access to top-notch learning, it seeks to make dramatic improvements in the administration of educational standards in HEI.

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