



## Comparative Choice-Based Credit System in India and Vietnam: Best Practices and Limitations of Education & Teacher Education

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### ***Abstract:***

*Present education system of India and Vietnam has got spread across the country in the form of Primary Education, Secondary Education and Higher Education. But the Teacher education sector has most important and co-ordinate all the levels of education in the process of national development. Major inventions and innovations have direct bearing on the quality of higher education. So, quality is the major concern of the present higher education which could be judged and assessed only by the universally acclaimed system of evaluation and this could be possible through the CBCS. Thus, the paper aims to compare and discuss the problems and prospect of Choice-Based Credit System in India and Vietnam.*

***Keywords:*** Choice-Based Credit System, MHRD, UGC, NCTE, DE&T.

### **Introduction**

In India Ministry of Human Resource Development (HRD) NCTE and Government of India, has already been taken initiative for making formulation of New Education Policy. To bringing out reforms in Indian Education System, as well as to ensure the quality of Teacher Education to make it as par the global level.

University Grant Commission is sole responsible in making progress to develop the National Higher Education Policy. Execution of policy and promotion of Teacher Education comes under the responsibilities of

University Grant Commission (UGC) and National Council for Teacher Education. Time to time, several initiatives are taken by UGC /NCTE in order to bring academic efficiency, excellence, ensuring equity, landing the norms for recruitment of teachers and administrators at different levels of relevant posts in Higher Education. But the important and recognizable one is the innovation, reformation and improvement in curriculum, pedagogy of teaching and learning, examination and evaluation system. Undoubtedly, Teacher education plays very important in route level in the process of nation building. Among all the sectors of



education, Teacher Education is considered as the backbone of the any nation. As, all the sorts of discoveries and innovations took place within the premises of higher education. At present, research activities got much attention that is why it has become necessary to reform the Teacher Education system and put it on the path of academic and professional efficiency in excellence.

In India, Teacher Education is imparted largely through University Departments, Colleges of Education and Institute of Advanced Studies in Education (AISE) . Majority of universities and colleges, particularly central universities, have adapted semester system to make Teacher Education more compatible. However, present Indian teacher education system producing graduates who are lacking in Subject knowledge, Teaching skills, values, confidence and academic efficiency as a whole. The current conditions of Indian Teacher Education system calls the necessary reformation and transformation of introducing and devising innovations, and also by developing learner centre approach as well as globally claimed evaluation system.

### **Objectives of the Paper**

This research paper mainly comparative in nature between India and Vietnam "Education system and Teacher Education" .For this collect the primary, secondary and Tertiary data from MHRD, Govt .of India ,

UGC, NCTE, different universities official documents and websites. For Vietnam data Department of Education and Training, National University of Education, Teacher Education University, Hanoi, Vietnam and other countries famous universities in the world web sites. I am also referring some research papers on CBCS form India and other countries.

### **What is Choice Based Credit System?**

University Grants Commission has come up with the Choice Based Credit System (CBCS) programme in which the students have a choice to choose from the prescribed courses, which are referred as core, elective or minor or soft skill courses and they can learn at their own pace and the entire assessment is graded-based on a credit system. The basic idea is to look into the needs of the students so as to keep up-to-date with development of higher education in India and abroad. CBCS aims to redefine the curriculum keeping pace with the liberalization and globalization in education. CBCS allows students an easy mode of mobility to various educational institutions spread across the world along with the facility of transfer of credits earned by students.

For basic understanding CBCS is like modern cafeteria model you select anything for your own .Not like our traditional home or hotels. Whatever you want to like to select any food item and get instantly, in



the same manner the CBCS concept. So according to my opinion in globalization era CBCS is **Customer (Learner) Based Choice System**.

In another way we describe CBCS is also Carrier Based Challenge system, I hope in coming years or near future this system will more useful to provide quality of education as well as carrier oriented.

### **Basic Features of CBCS**

- 1) This is a uniform CBCS for all central and state and other recognized universities.
- 2) There are three main courses: Core, Elective and Foundation.
- 3) There are also non-credit courses available which will be assessed as 'Satisfactory' or 'unsatisfactory'. This is not included in the computation of SGPA/CGPA.
- 4) All the three main courses will be evaluated and assessed to provide for an effective and balanced result.

### **How does it work?**

It has the following basic elements:

1. **Semesters:** The assessment is done semester wise. A student progresses on the basis of the courses taken rather than time like three years for science, arts,

commerce or four years for engineering etc. Each semester will have 15–18 weeks of academic work which is equal to 90 teaching days. There is flexibility in creating the curriculum and assigning credits based on the course content and hours of teaching.

2. **Credit system:** Each course is assigned a certain credit. When the student passes that course, he earns the credits which are based on that course. If a student passes a single course in a semester, he does not have to repeat that course later. The students can earn credits according to his pace.
3. **Credit transfer:** If for some reasons, he cannot cope with the study load or if he falls sick, he has the freedom to study fewer courses and earn fewer credits and he can compensate this in the next semester.
4. **Comprehensive continuous assessment:** There is a continuous evaluation of the student not only by the teachers but also by the student himself.
5. **Grading:** UGC has introduced a 10-point grading system as follows:



Grade type	Meaning	Grade points
O	Outstanding	10
A <sup>+</sup>	Excellent	9
A	Very Good	8
B <sup>+</sup>	Good	7
B	Above Average	6
C	Average	5
P	Pass	4
F	Fail	0
Ab	Absent	0

### How is the credit counted?

One credit per semester is equal to one hour of teaching, which includes both lecture (L) or tutorial (T) or two hours of practical work/field work (P) per week. A study course can have only L component or only T or P component or combination of any two or all the three components. The total credits earned by a student for each semester is L+T+P.

### In compliance with the global grading system

All the major higher education institutions across the world are implementing a system of credits. For instance, we have the European Credit Transfer System (ECTS) in Europe's universities, the 'National Qualifications Framework' in Australia. There is the Pan-Canadian Protocol on the Transferability of University Credits. In the UK, we have the Credit Accumulation and Transfer System (CATS). Even the systems operating in the US, Japan, etc. are based on credit system.

Most of the Indian Universities and Colleges of Education have been following marks or percentage based evaluation system, which is acting as a barrier for students' mobility and not letting them to move from institutions to another one to pursue the desired subjects or courses. This calls that there should be a flexible system of education so that students could pursue different nature of professional and non-professional courses according to their choice and desired. That why, after a prolonged debate among the educationists and experts of concerned fields, University Grant Commission (UGC) has made it mandatory to be implemented choice based credit system(CBCS) in all the undergraduate (UG) and postgraduate (PG) courses under the XI plan of Higher Education. Kelkar, A.S & Ravishankar, L.(2014),revealed in their study that many universities/autonomous institutions have already implemented the same;



Mumbai University made it compulsory in 2011. By 2013, the entire UG and PG programmes became credit-based. The main objectives of introducing such programmes by UGC are: Need for reforms in Teacher education; enhanced learning opportunities; ability to learners' scholastic needs and aspirations; interuniversity transferability of learners; improvement in quality of education and excellence; greater flexibility to complete the course; standardization and comparability of educational programmes across the country.

The CBCS has added a new vista in the existing system of Teacher education. It provides full Journal of Education and Practice opportunity to the learners to pursue courses as per their choice. It is a system of evaluation which offers maximum opportunities and avenues to the learners to learn core subjects with the provision of additional soft courses for the holistic their development. It will prove as an instrument to bridge the gap between the two students of various courses as it has a provision of offering core subjects and Core teaching method subjects with the addition of different soft courses. It means students have an opportunity to pursue core subjects as well as soft courses of other department simultaneously. CBCS gives emphasis on the continuous and comprehensive evaluation. It gives 40% weight age to the internal assessment and

remaining 60% to the final exam. Internal evaluation consists of one test for 20 marks, one assignment for 10 marks and 10 marks: 5 marks for the active participation in the class and 5 marks for over all conduct of the learners during class hours.

The efficacy of CBCS can be understood by findings of Kelkar, A.S & Ravishankar, L. (2014) who have conducted a research that revealed, 42% of the teachers agreed that the objective of CBCS was achieved, 39% felt that they were not met and 18% were uncertain. In response to the question whether CBCS emphasizes on only teaching or evaluation, or both, the feedback was mixed – majority (62.5%) felt that the emphasis is on evaluation only, while 20% felt that the emphasis was on teaching only and 15% felt that both teaching and evaluation were given equal weightage in the CBCS system. Roy, Khanam & Trribeni (2013) found in their study that science background students and boys are having higher level of positive attitude towards CBCS in comparison to Arts and Girls students. However, there are certain issues which have to be addressed through the merit and demerit of CBCS.

### **Best Practices of Choice-Based Credit System for Teacher Education**

Following points are

1. Teacher centre to learner centre (Trainee) education.
2. Learners can cope up the pressure of the examination.



3. Choose courses of different multi-disciplinary and intra disciplinary subjects with the core subjects.
4. Choose courses and papers as per their choice and interest.
5. Mobility of learners from one institution to another one (Even cross cultural also).
6. It would take education system as par the global standard.
7. It also helps to the learners to pursue their courses at different times.
8. Flexibility in offering courses.
9. It has broadened the base of education system.
10. All round development of learners

Mainly it is also helpful in employment, as knowledge of different soft courses may helpful for that; Stress and anxiety of learners can be reduced through it ; Work efficiency can be enhanced; Development of professional skills can be possible ;Helpful in ensuring the uniformity in education system in terms of evaluation and assessment; It puts emphasis on seminar presentation, assignment, discussion, project etc. based teaching ; It stressed on exercising maximum use of ICT in class room teaching ;It gives importance to the internal assessment too; Slow learners can get advantage from it, as it has the flexibility in choosing credits at one time ;Equality among the learners can be ensured through it, as it has

the grading system; Globally acclaimed education system can be maintained through it, as it has the provision of offering different courses at the same time; Learners could pace their learning or course as per their habit and ability; It is also helpful in building favourable learning environment, as everyone is supposed to take part in learning process as per their ability and competency; Cooperation and healthy work temperament can be ensured and developed among the learners; Habits of work commitment of learners can be strengthened.

#### **Limitations of Choice-Based Credit System**

In spite having Best Practices, following could be the limitations of Choice-Based Credit System.

- 1) Tough to measure or calculate the exact marks.
- 2) Work load of teachers would be increased a lot.
- 3) Regular teaching would be affected.
- 4) Mobility/transferring of students also problematic.
- 5) Maintaining compatibility among main subject's papers and soft papers would be challenging one.
- 6) Offering more than one programme of different nature simultaneously would be challenging one.
- 7) Extra burden would be experience by the institution as CBCS has



- the flexibility in taking or choosing credits.
- 8) Mastery over concerned subject would be hampered.
  - 9) Problems of indiscipline would be happened as full liberty or choices of students are given maximum importance.
  - 10) Different nature and standard of institution will forced problem in maintain the equality in terms of mobility of students as everyone would desire to move from sub standard institution or university to standard one.

It may pose problems in maintaining the cumulative record of every student; Seriousness of students will go away from the examination as much weightage is given to continuous or internal assessment and evaluation; Most of the time will have to be consumed for setting papers for different type of examinations; It will call to increase the infrastructure to house or accommodate the students; Equalization of performance through it may discourage the gifted and talented students ; Research work and innovation would get hampered, as most of the time teachers have to be involved in setting papers and making arrangement for the examinations ; Chance of subjectivity would be maximum as internal evaluation has 40 % weight age.

### **Compare with other Countries**

For the CBCS in other parts of globe in higher education especially in USA, Canada, even China and European Union countries they followed very effetyly implemented and they go for collaborations with other education institutions, research institutions and Universities. Their Curriculum is very flexible and even other certification and licensing in teacher education programme.

### **Comparison between India and Vietnam**

In India CBCS still follow the traditional and initial level .The curriculum or system allow the student to select the choice course from prescribed syllabus only .Because limited resource ,in Vietnam University /Higher Education system adopted CBCS, an decade back .For example National University of Education(NUEd), Teacher Education the Pre-service (B.Ed) programme for their choice select their even core and optional papers (80 Opetional Papers they select any 8 papers ) by trainees in four year B.Ed., Programme for their Internship go to any collaborative university Like Keyoto University(KU) ,Japan , Pusan University(PU) ,South Korio , Ireland and some of the university's in USA. Even they learn any foreign Language from the Linguistics and Foregoing Language University. In the same way they lean any subject from their comprehensive Universities. This CBCS experience



helps to student's future in their professional growth.

### **Suggestions on CBCS**

Following points could be considered as the suggestions/opinions regarding the CBCS

1. CBCS is students' friendly but things are yet to be needed to justify the efficacy of it.
2. Class room teaching should be given importance.
3. Seminars, Conferences and debate should be organized to discuss its merits and demerits in detail.
4. Professional training should be given to the teachers to handle it effectively.
5. Provision of both Percentage and grading system should be maintained.

Finally in my opinion its adaptation should be optional or choice based rather than mandatory. All the Universities and Colleges of Education in India should also be brought under the CBCS, as they also catering the responsibility of Teacher Education on a large scale. Equalization in standard of education system should be maintained so that mobility of students could be checked. Selection of papers and choosing credits should be governed by the concerned department/ institution. To make it more effective, guidance and counselling services should be arranged for the teachers and students while choosing soft core

papers. Care should be taken about the gap between Central and state Universities in regard to quality of education as well as the availability of infrastructure at point.

### **Conclusion**

Indian education system is expected to go under reformatory process. Keeping it in mind, UGC has sought the feedback from the experts in relation to the formulation of New Education Policy-2106. However, UGC has confirmed compulsory that CBCS to be implemented across the National level. It would cast positive effect on the Teacher Education system. But, India is a giant country in terms of education system which is consisted of primary, secondary and tertiary education, i.e. higher education. The last one is considered more complex because it houses different nature of courses and streams. Therefore, maintaining harmony, among all the courses and streams, is a tough task. It should be better for educationists and policy makers to go with the having open debates, seminars and conferences as well as go through the basic nuances of CBCS and its implications to the broader perspectives.

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