



## From Tradition to Choice: Faculty Responses to CBCS in Higher Education

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The Choice-Based Credit System (CBCS) was brought into India to improve the higher education system in India. CBCS was taken as a great reform in higher education. The CBCS system accepts the child-centric education system in place of the teacher-centric one, so that the education system can be given a new dimension. The CBCS system proved to be a milestone in India's higher education system, where every student can choose an elective subject along with the core subject, as per their choice and interest. CBCS has helped adapt India's education system to global standards, and along with academic achievement, vocational skills are also being promoted among the students. In the above research paper, the researcher interviewed 84 faculty members of CSJM University, Kanpur, Uttar Pradesh. Through this research work, a comparative study is conducted among faculty members of the Arts and Science Stream of CSJM University regarding awareness of CBCS. A 5-point opinionnaire based on the Likert Scale regarding CBCS. After administering the tool, researchers found that faculty Members of the Arts Stream are more aware than Faculty Members of the Science Stream.

**Keywords:** *Arts Stream, Choice-Based Credit System, CBCS, CSJM University, Child Centric Education, Science Stream, Vocational Skill.*



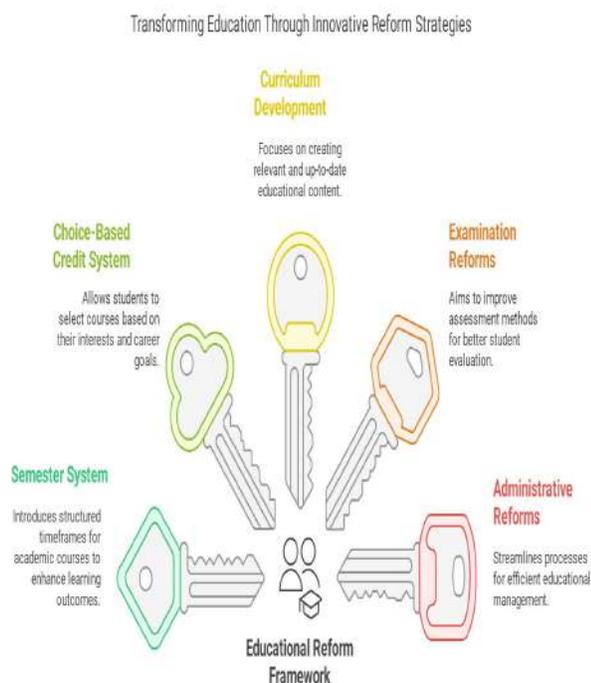
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### 1. Introduction

There were many flaws in the Traditional Evaluation System of Higher Education in India [Sonia Mahakur, Rajshree Baral, Venkateswar (2019)]. For example, A weaker relationship

between learning outcomes and assessments, no right of students to know how they have been assessed, and no involvement in the assessment process. In the last two decades, higher education in India has been unimpressive with traditional procedures of the evaluation system (Gupta, S.

2024), rigid curriculum and outdated teaching-learning practices, which were far below the international level. Different Provisions are made at different times to improve the education system in India by the Ministry of Education (MHRD). In the same sequence, to improve the quality of Higher Education, the University Grant Commission (UGC) introduced the Choice-Based Credit System (CBCS) in the 11th five-year plan for Graduate, Undergraduate, Diploma, and Certificate Programs. In the CBCS system issued by UGC, instead of Traditional Evaluation, the emphasis was on applying the Grading System. Keeping in view the challenges of the changing times and to make higher education in Indian Universities compatible with the universities of developed nations, the UGC (11th Five-Year plan, March 2009) and later on the Association of Indian Universities (AIU) stressed the following recommendations (Gupta, S., Sharma, M., & Shukla, P., 2025):



Shahid Mazid Bhat (2017) stated that implementing CBCS is a great initiative to improve higher education. The basic purpose is to enhance Academic Quality in all aspects, from the curriculum to the teaching process to the examination and evaluation system. Gupta, Suraj

and Singh, Vimal (2025) in *CBCS in Higher Education: An Impact Analysis* evaluated the system's impact on flexibility, student outcomes, and institutional challenges. The study found that CBCS enhanced academic mobility, interdisciplinarity, and learner freedom but faced hurdles like inadequate infrastructure, faculty shortages, heavy workload, and administrative issues. It recommended orientation programs, digital support, and continuous faculty training for sustainable implementation.

Suman Kumari Katoch (2017) observes that students are capable enough to excel in any career choice. The undergraduate students are provided sufficient provisions for skill practice so that they can learn in depth.

The CBCS is aimed at ushering in a multi-disciplinary approach to the curriculum. The curriculum under the CBCS system has been designed in such a way that it can be reestablished as per the needs of the education system and also ensure globalisation. Along with core subjects, elective subjects are also included in the curriculum. Where the core subject is included in the compulsory subject, which is required to be studied by the student to obtain the specified degree, while under the elective subject, students choose any subject as per their interest. This type of program of CBCS helps the students to realise their capabilities through flexibility in the curriculum and thus can improve the work efficiency of the students. There is flexibility in creating the curriculum and assigning credits based on the course content and hours of teaching. Appropriate principles are also provided for the inclusion of vocational skills in CBCS, which will enable the development of vocational skills among the candidates. Apart from all these, a proposal has also been made to include value-added programs and soft skills in the CBCS program, and arrangements have been made to provide appropriate training to the faculty members from time to time for their successful implementation. CBCS aligns curriculum with industry needs and standards, equipping students with the knowledge, skills, and competencies.

According to Chahal D. & Muneeb Manan(2017), it can be observed that very dull students, when kept engaged, may be able to get mastery over the subject and skill, and workload is not the problem among the students. More involvement increases the ability of students.

**Gupta, Suraj et al. (2024)** conducted a study titled *Tracing challenges in the pathway of CBCS: A status study* to examine implementation challenges and faculty opinions at CSJM University, Kanpur. Using a sample of 140 Arts and Science faculty members and a five-point Likert opinionnaire, the study found no significant difference between Arts and Science faculty, but male faculty showed more positive opinions than female faculty. The study recommended faculty training, counselling, and institutional reforms for effective CBCS implementation.

**Gupta (2023)** analysed CBCS components, noting its strengths in promoting student-centred learning and flexibility, but also challenges like workload, limited guidance, and resource constraints. The study emphasised counselling and capacity-building for effective implementation (**Gupta & Mishra, 2024**).

In a 2024 review, Gupta et al. summarised research on CBCS in India, identifying disciplinary and gender-based perception gaps. The review highlighted the need for policy reforms, orientation programs, and capacity-building to align CBCS with global standards.

**Aithal & Suresh Kumar (2016)**, CBCS maintain the level of the Indian education system at par with the global level and redefines the curriculum to keep pace with liberalisation and globalisation in Education. CBCS provides features to students with an easy mode of mobility to various educational institutions spread across the world, along with the facility to transfer credit earned by students. The CBCS was started in various universities from 2015-16. The CBCS system accepts the concept of a new system (Child-Centred) in place of the old education system, so that the education system can be given a new dimension. "This system is somehow different from the traditional examination-centric system, in which focus was given to only marks of examination at the end of the year; here, much more emphasis is given to the needs and demands of the students." (**Mishra, 2017**). The CBCS system emphasises setting the evaluation and measurement system of the Indian education system based on global standards. "CBCS is beneficial because of the presence of a better evaluation system, such as grading and semester system in India" (**Aitheli and Kumar, 2016**). The CBCS provides a multidisciplinary learning experience, but freedom should be given in

choosing elective subjects to students as per their interests [**Kaur and Sharma (2016)**]. Choice-based paper selection and credit transfer are somewhat difficult for several reasons. Therefore, this problem should be solved by making provisions for credit transfer and choice-based subject selection. The grading system should be adopted with the marking system, and equalisation of the standard of all institutions is required for students' mobility (**Naidu and Shreedevi, 2016**). **Suraj Gupta et al. (2024)** reviewed the objectives, benefits, and challenges of CBCS in India. The study noted that while CBCS enhances flexibility, interdisciplinarity, and student autonomy, its implementation faces issues such as poor infrastructure, limited faculty training, lack of awareness, and administrative hurdles. Faculty surveys also revealed disciplinary and gender-based differences in perceptions. The review emphasised policy reforms, orientation, and capacity-building for effective implementation aligned with global standards. **Gupta, Suraj et al. (2024)** examined challenges in implementing the Choice Based Credit System (CBCS) at CSJM University, Kanpur, comparing views of 140 Arts and Science faculty members. While no significant disciplinary differences were found, male faculty held more positive attitudes. The study recommended faculty training, counselling, and institutional reforms for better implementation.

**Gupta and Singh (2025)** assessed the impact of CBCS on flexibility, learning outcomes, and institutional challenges. They found it enhanced mobility and interdisciplinary learning, but faced issues such as poor infrastructure, faculty shortages, and administrative hurdles. Recommendations included systematic orientation, digital support, and continuous faculty development.

## 2. Why CBCS?

The Choice Based Credit System was introduced by the University Grant Commission (UGC) to bring reforms in Higher Education, enhance learning opportunities, provide inter-university transfer of students, bring flexibility in subject selection in Higher Education according to their interests, improve in quality of education, and promote vocational education in India. After the CBCS system (**Gupta, S. 2023**), Indian Education Started to be conducted according to the Semester System instead of the annual system,

based on global standards. Students can add interdisciplinary and intradisciplinary subjects to their curriculum voluntarily, so that students can make school education interesting by including subjects of interest in their curriculum. And this way, a student affiliated with the science department can become a writer and a student of the literature department can take Computer Education. In this way, Vocational Education can also be encouraged in school education.

### 3. Objectives

- To calculate the opinions of faculty members of the Arts department regarding awareness of CBCS.
- To calculate the opinions of faculty members of the Science department regarding awareness of CBCS.
- To compare the opinions of faculty members of the Arts and Science departments regarding awareness of CBCS.

### 4. Hypothesis

H<sub>0</sub>: There is no significant difference between faculty members of Arts and Science Streams and their opinions on CBCS Awareness.

### 5. Delimitation of the Study:

The researcher did an in-depth study of the relevance and impact of the CBCS system on the Indian education system, but there are some limitations of this study, which are as follows.

- The study's primary limitation is that it focuses on the Chhatrapati Shahu Ji Maharaj University only; hence, it does not include and does not shed light on the other Universities of U.P. or other states of India. However, the researcher firmly believes that testing practices in other states of India are almost similar.
- The present research will cover most of the Chhatrapati Shahu Ji Maharaj University departments, which offer Graduate and Post Graduate courses in Arts, Language, Humanities and Science. Hence, it will not be able to cover the central university, state-private of Uttar Pradesh.
- The scope of the study is limited to interviewing and the use of an opinionnaire as a main source of data collection instruments; however, there is fear that some teachers may not tend to fill

in the opinionnaire cooperatively. Thus, the researcher will go through each questionnaire minutely and, if needed, may decide not to consider some of them.

### 6. Methodology

In this study, the researchers collect and analyze both Qualitative and Quantitative data; therefore, a Mixed Approach is used by the researchers. The researchers want to know the Impact of the CBCS on the Education System of different departments of CSJM and also compare the awareness of Faculty Members of the Science and Arts Stream of CSJM University. Therefore, this study is a Descriptive type of Research. In this study, the researchers gathered the opinions of the faculty members regarding the orientation of CBCS at different departments of CSJM, so the researchers used the Survey Method in this study. To assess faculty members' awareness of CBCS at CSJM University and the types of issues they encounter following its implementation, the researcher created two 5-point questionnaires for faculty members in various departments. The scale's Cronbach's alpha of **0.9657** indicates that it is suitable for the study. This study was deemed appropriate and dependable based on the factorial and split-half methodologies, which yielded a result of **0.9832**. Instructors and academics can learn a lot from this study on how students' and instructors' perspectives and attitudes are changing as stakeholders.

### 7. Tool

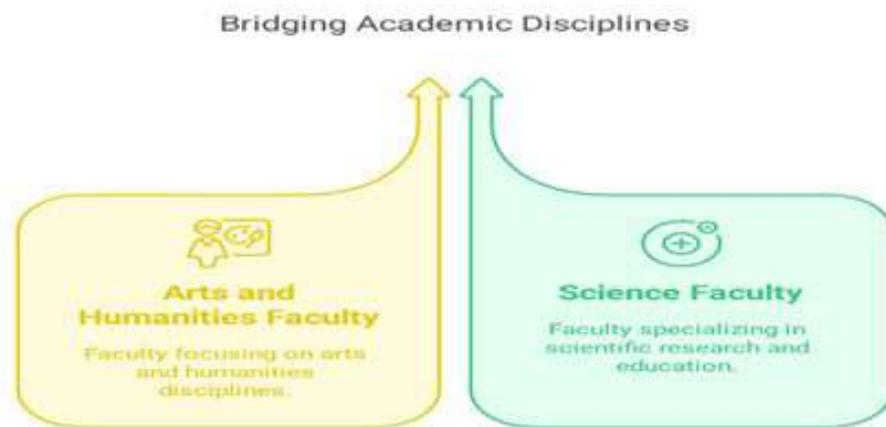
- **Item 1-** The CBCS is aimed at ushering in a multi-disciplinary approach to curriculum.
- **Item 2-** CBCS aims to redefine the curriculum, keeping pace with liberalisation and globalisation in education.
- **Item 3-** A core course consists of compulsory subjects to be studied by a student to get the specified degree.
- **Item 4 -** There is flexibility in creating the curriculum and assigning credits based on the course content and hours of instruction.
- **Item 5-** CBCS helps learners realise their potential by offering courses flexibly.
- **Item 6-** CBCS enhances the vibrancy and dynamism of the Higher Education System of India.

- **Item 7-** Work efficiency can be enhanced development of professional skills, can be possible through CBCS.
- **Item 8-** CBCS stressed exercising the maximum use of ICT in classroom teaching.
- **Item 9-** Students can take extra credit more than the minimum requirement to complete the course.
- **Item 10-** CBCS helps potential employers assess students' performance on a measurable and uniform scale.

## 8. Sampling Procedure:

The primary data related to the various objectives of the study were collected from a sample drawn from faculty members of different departments of CSJM University. Therefore, this study relates to the following two populations to which the results of the study will be applicable:

- **Population-1:** Faculty Members of the Arts, Humanities and Social Science departments of CSJM University.
- **Population-2:** Faculty Members of the Science departments of CSJM University.



In this study, the researchers gathered the opinions of the faculty members regarding the orientation of CBCS, so There searchers gathered the opinions of 84 faculty members of the art and science department, out of which 84 members belong to the science department and the rest of them belong to the art department. there will be 2 types of sampling procedures used for the selection of faculty members and the College and university (Gupta, S., et. al. 2024). The Researcher used a Purposive Sampling technique to select the department and an unstratified random sampling technique to select the faculty members of different departments.

## 9. Statistical Technique

To determine whether the association between two qualitative variables is statistically significant, the researcher must conduct a test of

significance called the Chi-Square Test. There are five steps to conduct this test. The chi-square statistic measures the distance between the observed counts and the expected counts. The formula for the Statistic is:

$$\chi^2 = \sum \frac{(\text{Observed} - \text{Expected})^2}{\text{Expected}}$$

## 10. Finding and Analysis:

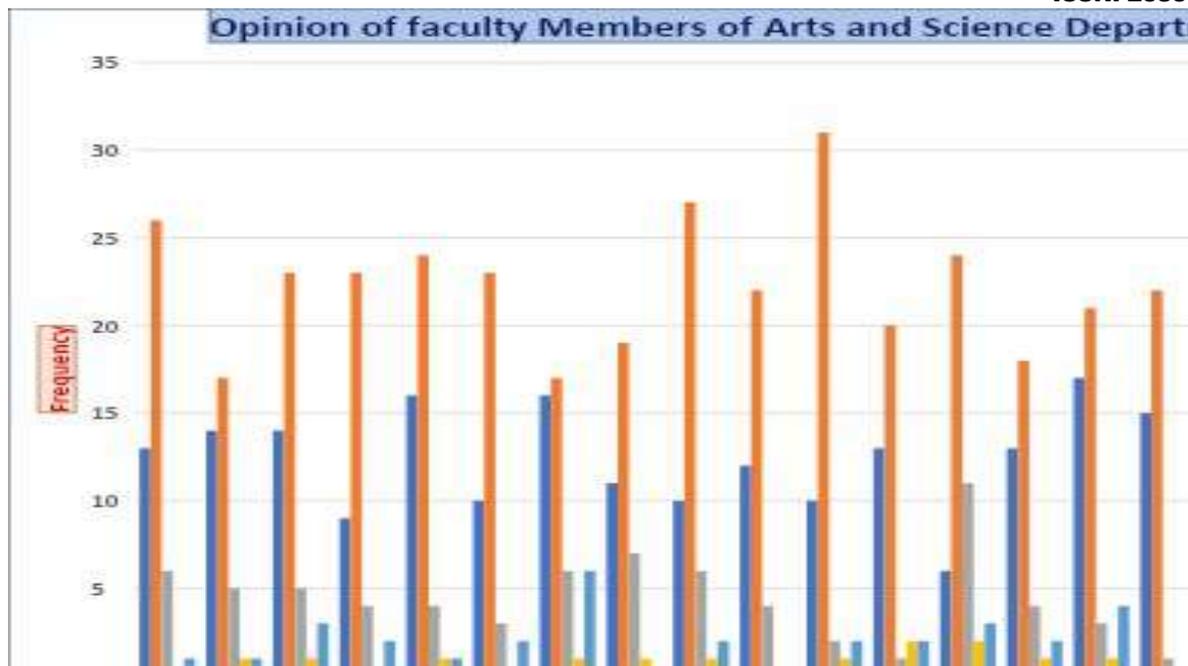
To compare the opinions of faculty members of the Arts and Science departments regarding awareness of CBCS.

H0: There is no significant association between faculty members of Arts and Science Streams and their opinion on CBCS Awareness.

Item	Stream	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree	Chi-Square	Result
1.	Arts	13	26	6	0	1	52.66 (Significant)	H0 Rejected
	Science	14	17	5	1	1		
2.	Arts	14	23	5	1	3	26.052 (Significant)	H0 Rejected
	Science	9	23	4	0	2		
3.	Arts	16	24	4	1	1	1.96 (Not Sign.)	H0 Accepted
	Science	10	23	3	0	2		
4.	Arts	16	17	6	1	6	10.70 (Not Sign.)	H0 Accepted
	Science	11	19	7	1	0		
5.	Arts	10	27	6	1	2	23.46 (Significant)	H0 Rejected
	Science	12	22	4	0	0		
6.	Arts	10	31	2	1	2	17.08 (Significant)	H0 Rejected
	Science	13	20	1	2	2		
7.	Arts	6	24	11	2	3	19.72 (Significant)	H0 Rejected
	Science	13	18	4	1	2		
8.	Arts	17	21	3	1	4	44.76 (Significant)	H0 Rejected
	Science	15	22	1	0	0		
9.	Arts	12	26	5	1	2	8.67 (Significant)	H0 Accepted
	Science	12	21	4	0	1		
10.	Arts	9	25	7	1	4	29.11 (Not Sign.)	H0 Rejected
	Science	10	25	2	1	0		

The normal distribution of Faculty Members of the Arts and Science Stream is significantly unequal or different concerning Item No. 1,2,5,6,7,8,10. It shows that the faculty members of the Arts Stream is more aware of 7 Items (i.e. 1,2,5,6,7,8,10) than the Science Stream faculty members. Concerning Items No. 3,4,9, it

shows no significant difference among the faculty members of the Arts and Science stream. Ultimately, researchers interpreted from findings that faculty members from the Art Stream are more aware of CBCS than faculty members of the Science Stream.



## 11. Discussion and Conclusion

The Choice-Based Credit System (CBCS) is a big step for higher education. However, some drawbacks in the CBCS are directly or indirectly affecting the educational system of various educational programs (Gupta, O.P., et. al. 2025). Therefore, various suggestions can be adopted for the smooth implementation of the CBCS in India. The CBCS system advocates for Indian education from teacher-centred or subject-centred to a student-centred education system. However, due to the flexible arrangement achieved by the CBCS system (Gupta, S., et. al. 2025), there may be possibilities of increasing the tendency of indiscipline among the students. Therefore, such practices should be conducted among the students, so that the tendency of student self-discipline can be increased (Rastogi et. al. 2025). The curricula are found to be student-centric and appropriate to the level of the students; they should furthermore be based on the needs of the students and their situations. This should help the student retain interest and study it with higher care, as they may be able to experience the curriculum as realising their needs and relevant to the situations. It is also suggested that the evaluation must incorporate an assessment of all the skills (Gupta, S., Mishra, U., 2024). This will not only lead to stress on teaching all the skills, but will also stress learning all the skills on the part of the students. This will lead to closer attention in

the teaching and learning process, as students will also have to be more participatory in the process. The higher number of students in the classrooms also proves to be a hurdle in the classwork of the curriculum, as a teacher can hardly spend time assessing the students' learning in the classroom. The curriculum should have higher elements to motivate, promote and nurture the talents of students (Gupta, S., Singh, V., 2024). Care should be taken about the gap between central and state universities regarding to quality of education as well as the availability of infrastructure at the time. To make it more effective, guidance and counselling services should be arranged for the teachers and students while choosing soft core papers.

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