



Maharashtra Shikshan Samiti's

# Maharashtra Mahavidyalaya, Nilanga

## CBCS Implementation Policy

## CONTENTS

Introduction .....	03
Advantages of CBCS System.....	03
Disadvantages of CBCS .....	04
Outline of the CBCS.....	04
Admission Committee.....	06
Functions of the Admission Committee.....	06
Academic Planning Committee .....	07
Functions of the Committee .....	07
Skill Enhancement Committee.....	08
The Functions of the Committee.....	08

## CBCS Implementation Policy

### Introduction

In the academic year 2015-16 University Grants Commission introduced the CBCS (choice-based credit system) into the higher education of India in order to overcome certain limitations of the earlier education system. National Education Policy-2020 also insists on implementing CBCS policy in the entire syllabus framework of higher education. This policy was a part of University Grants Commission's active participation in developing national education policy and the execution and promotion of higher education in India. The aim of The University Grants Commission was to bring equity, efficiency and academic excellence in Indian Higher Education. The major contribution given by the commission was introducing innovation and improvement, in course curricula, paradigms shift in learning and teaching, pedagogy, evaluation and education system. In order to replace marks or percentage based evaluation system, which university grants commission believes, obstructs the flexibility for the students to study the subjects or courses of their choice and their mobility to different institutions, CBCS was rolled out. As such, Choice-Based Credit System provides the students flexibility to choose interdisciplinary, intra-disciplinary and skill-based courses. This system is already accepted world over. It offers the students to learn core courses, along with the courses and skills beyond and unlike these core courses. Our college is affiliated to S. R. T. M. University Nanded. The university has implemented CBCS in all of its programmes and courses.

### Advantages of CBCS System

- The CBCS is designed so as to shift the focus of the entire educational system from teacher-centred to student-centred.
- The students have a freedom to undertake as many credits as they can cope with. However, care should be taken that they are not repeating all courses in a given semester.

- The system focuses on breaking the barriers of disciplines by offering the students a choice of choosing interdisciplinary, intra-disciplinary and skill oriented courses as per the needs of the job market or their personal interests and aptitude.
- By adopting and successfully implementing CBCS into Indian higher education, The University Grants Commission has brought Indian higher education at par with global educational systems.
- Moreover, CBCS also provides flexibility for the learners to study at different times, and at different institutions to complete one course.
- The credits earned by student at one educational institution are completely transferable to any other educational institution offering the same course.

### Disadvantages of CBCS

- The institutions offering higher education in one discipline only will not be able to offer interdisciplinary courses.
- An exact estimation of the marks achieved by the students is difficult.
- It requires good infrastructure in order to disseminate the education envisioned by CBCS.
- The workload of the teachers may also fluctuate.
- The successful implementation of the system largely depends on good elementary and secondary education.

### Outline of the CBCS: (As provided by the UGC in its Guidelines)

- 1. Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables

an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

**2.1 Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

**2.2 Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

**2.3 Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

**3. Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii. English/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

**3.1 Ability Enhancement Compulsory Courses (AECC):** Environmental Science, English Communication/MIL Communication.

**3.2 Skill Enhancement Courses (SEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

### **Introducing Research Component in Under-Graduate Courses**

**Project work/Dissertation** is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Maharashtra Mahavidyalaya Nilanga has formed various committees to successfully implement CBCS. Effective implementation of choice-based credit system first depends on the admission process. It is important that the students should have awareness regarding the system to which they are being introduced. The student should have an understanding of their own aptitude and internal or intra-disciplinary interests. Moreover, the possible combinations and their utility in the future also needs to be estimated by them. We have made some provisions to respond to all these demands of the policy. In order to ensure that the students choose the subjects mostly suitable to their attitudes and also practically useful in the future Maharashtra Mahavidyalaya forms an admission committee composed of the teachers from all the disciplines and programmes.

### Functions of the Admission Committee

- \* The committee makes an enquiry regarding their interests and aptitude in various subjects and counsels the students accordingly.
- \* As per the students' choice and its potential for career making, the students are advised.
- \* The committee provides guidelines to the students regarding making the most suitable and accurate choices as per the structure of the CBCS.
- \* The students are explained the course outcomes as well as program outcomes.
- \* The curriculum framework of the CBCS is also clarified to them.
- \* The terms like *Generic Elective, Core Course, Skill Enhancement Courses, Ability Enhancement Courses, Discipline Specific Elective, Generic Elective* etc. are explained so that, the students are enabled to make informed choices.

## Academic Planning Committee

The effective implementation of Choice Based Credit System partly depends on the proper choice by the students and partly on the academic activities carried out by the college. Without proper academic planning, CBCS may not be able to deliver its desired results. A carefully planned academic activities and teaching learning process can only make the best of the policy. The college needs to organise various activities in order to provide various skills to the students. The ability enhancement courses and research component in the syllabus needs a lot of other supporting activities. To plan and monitor the same, Academic Planning Board is formed.

## Functions of the Committee

- The Academic Planning Committee plans all the curricular, co-curricular activities for the entire academic year and monitors its successful implementation.
- The recommends Field visits, study, tours, industrial visits, Bank visits, etc.
- Teaching-learning process, practical and experiential learning are planned and monitored by the committee.
- The management of the internships and collaborative activities is also monitored by the committee.
- Plans the master timetable of the college.
- At the beginning of the Semester, the academic planning is collected from the departments.
- At the end of each semester, syllabus completion reports are collected.
- Also, the feedback regarding fulfilment of the course outcomes is also collected, analysed and necessary actions are recommended by the committee.

## Skill Enhancement Committee

In the second and third year of their degree programmes, the students have to make choices regarding the *Skill Enhancement Course*. To create an awareness and to enable the students to make informed choices, a committee entitled Skill Enhancement Course Monitoring Committee is formed by Maharashtra Mahavidyalaya Nilanga. The committee comprises of the teachers from all the disciplines.

## The Functions of the Committee.

- To invite applications from the students regarding Skill Enhancement Course
- To sort the applications subject-wise and grant the permission to admit in a course after ensuring that the student is eligible to the course.
- To ensure that the students fill up the SEC data in the examination forms accurately.
- To redress the issues arising regarding the selection of Skill Enhancement Courses.

Policy Signed by

Co-Ordinator (IQAC)  
Maharashtra Mahavidyalaya,  
Nilanga-413521, Dist.Latur



Principal  
Maharashtra Mahavidyalaya  
Nilanga 413521 Dist Latur