

ANALYZING THE CREDIT BASED SYSTEM IN PHYSICAL EDUCATION

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ABSTRACT

Professional course like Physical Education has become a real challenge to actually prepare for the adoption of choice based credit system (CBCS) and to present clear choices in and off the ground. One of the benefits of the CBCS is, teachers have a great deal of freedom to design their courses and students get total freedom to choose courses for their degree program. But when thinking with the mind of improving the field of physical education through the adoption of choice based credit system, some problems crops up and these problems must be critically analyzed. Changing the performance score into credits, Making of skilled calculation sheets, wide range of specialty, less faculty/infrastructure and ranging the credit system are some of the existing obstacles that must be overcome. There are lots of merits of this approach, but there is equally worry of the unpreparedness of the colleges/students to take full advantage of this opportunity. Every effort should be made to make the CBC system fair and transparent

Key Words: Skills, Performance, Specialization and ground Practical.

INTRODUCTION:

The core strength of this system is the choices it offers for a student. In order to increase the choices, the institutions have to offer a reasonable number of courses within different bands of interest. But the discipline like Physical Education has become a real challenge to actually present clear choices in and off the ground. The main obstacle in adoption of Choice Based Credit System (CBCS) in physical education is changing the performance scores of various skill tests or in ground practices. The other main problem for such courses is provision of calculation sheets for the same, in other way how the credits are going to characterize the different difficulty level of the skills. We can also think it in this way- a student who is good in swimming and very keen to learn cycling and the hindrance for the student exists, if there in no swimming pool and no vellodrom for swimming and



cycling respectively. In simple existing practical exam system student are asked to show performance at once by managing sometime in nearby swimmingpool or vellodrom. But here credit based system has to sacrifice three aspects completely one is the value division of degree of difficulty in the games, other is the hour based division and last but not the least is limiting the choices itself. In wide words the credit based system is loosing here the quality credit system. This does not mean that CBCS in not good, rather this is the other way to improve the quality of teaching and learning system in institutions. To adopt this system in physical education like wide area subjects it is highly recommended to first complete the faculty and laboratory requirements. CBCS must be initially applied on short courses. The credit system proposed for collegiate education in Indian universities has been welcomed for its flexibility, choices it provides for students and freedom for teachers to design their own courses. Another highlight of this system is that external evaluation is done away with and is replaced by internal valuation. There are lots of merits of this approach, but there is equally worry of the unpreparedness of the colleges/students to take full advantage of this opportunity.

This seldom happens. At the end of the day the students have either no choice or little choice. In many institutions of physical education there were not many choices available especially in relation with latest upcoming sports or the games that require large scale grounds. It was after long persuasion some elements of choice began to be introduced. The main reason for this is the bare staff strength. There are not enough teachers to offer enough courses. Moreover different teacher is required for different activity in physical education. Physical education is very much different from the sport where one sport means only one coach.

The other demand on the institutes that go for credit system is transparency in evaluating the skills of different games. A good player may not be able to get good in attempting the required hours to earn the credits, because he/she was in represent the interuniversity and nationals. In the courses like physical education it required to arrange for the alternative credit earning methods. When more trust is placed on the teachers and when external evaluation is done away with, the assessment methods must be made clear and informed upfront to the students.

The students must be periodically informed about their internal evaluation and mechanisms must exist for grievance redressal.



The strength of the credit-based system is widely acknowledged but without a mechanism in place and conscious attempt to improve choices, it would never deliver its benefits either to the students or to the faculty.

Many Indian Universities have taken the great initiative of introducing a new academic credit system in all affiliated colleges from the coming academic year.

The greatest benefit if the CBCS is, teachers have a great deal of freedom to design their courses and students get total freedom to choose courses for their degree programme. Most of American universities undergraduate programmes require 120 credits, mostly with three credit classes for the award of the undergraduate degree. The printout containing the names of courses — core, optional and extra-departmental — offered in the university are provided to students immediately after enrolment. The value of each course is listed in units of credits and how many units of credits are required for securing the respective degrees is also stated. The students can take any number of courses to earn extra credits and similarly it is up to them to decide whether they would finish their six trimester programme in five trimesters or four semester programme in three semesters.

There is no external evaluation scheme, since the course teacher herself does the evaluation (100 per cent internal). One requirement of having three credit hours in a Humanities course for Science students and a three credit class in a Science course for their counterparts in Humanities is made compulsory in most of the universities.

INITIAL ADOPTION:

This American academic credit system was first introduced in Indian Central Universities and Dr. Gnanam, the then Vice-Chancellor of Pondicherry University, is credited with implementing this “student friendly” system in his university from the academic year 1992-93. The nomenclature given in Pondicherry University for the new dispensation was Choice-Based Credit System (CBCS). Under the Pondicherry University model, the students in postgraduate courses can take as many courses as they can manage, provided they fulfil the prerequisites of a course, subject to a maximum of 30 credits in any semester. It is to be noted here that for the award of the degree, the university insists on 72 credits, meaning 18 credits per semester. Each programme (M.A., M.Sc., M.Com., M.C.A., etc.) will have two sets of courses, namely hardcore and soft core. The hardcore courses are

compulsory, while choice (limited) is given to students in selecting the soft courses. The students are allowed a minimum of 12 credits for doing courses of their choice. Depending on one's capability, the student can register for a set of courses in appropriate forms in consultation with his or her teacher adviser. Here evaluation is not cent per cent internal.

Other advantage of this system in course like physical education or almost all the fields is the new pattern is expected to close the opportunity gap between the students reading in rural colleges and the students of elite institutions and go a long way in bridging the performance/achievement gap between those students from disadvantaged — educationally, culturally and economically — families and those from higher income households in the state.

One more problem that exists in physical education course is grading range. In grading system, learners are placed in ability bands that represent a range of scores. There are many activities that are very hard to place under different range scores. There are activities which are of very short time span (50m sprint) or of very long (32km run). Therefore care must be taken in ranging the scores in such activities. These ability bands may vary according to the number of categories for the classification of the performance of the learners.

Another problem in CBCS is adoption of unequal credit awards. In the last 10 years, many universities in the nation have followed the CBCS. But there is no uniform pattern followed amongst these institutions. Notwithstanding the modification or dilution done of the original system, the emphasis everywhere unmistakably has been on job-oriented syllabi and socially-relevant courses. The electives introduced in colleges and universities have encouraged inter-disciplinary academic pursuits, enhanced students' competency and thereby their job prospects. The system has also enabled the students to study the subjects in which they are naturally proficient or interested. But the teachers have to marshal their full intellectual and organizational strength to attend to the daunting tasks involved.

Some vice-chancellors, realizing the potential of the CBCS, thought of extending it to affiliated colleges. But their unwarranted fear of resistance from teachers prompted them to shelve the project. Though most universities has fixed the total number of credits for the award of undergraduate degree as 140 and the postgraduate degree as 90, they have given the freedom of computing the credits for each course to the respective Board of Studies. The flexibility in determining the core courses as



well as in identifying major and non-major electives is also left to the Board of Studies concerned. By this master stroke they have pre-empted any resistance from any quarters.

CONCLUSION AND RECOMMENDATION:

The CBCS is equally important and beneficial for Physical education as it is for other. Before the complete adoption of CBCS in Physical education clear and deep thinking is required and most important uniform system must be adopted throughout India. There should be a mechanism at the university level to monitor and address the issues that may crop up periodically in the course of implementing the system. Every effort should be made to make the system fair and transparent. Since the success of the new system is largely dependent on teachers' involvement and commitment, the state should allocate sufficient funds to the universities to appoint new teachers or orient the teachers of affiliated colleges to the proposed task.

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