

**CHOICE BASED CREDIT SYSTEM AT POST
GRADUATE LEVEL IN MIZORAM UNIVERSITY:
A CRITICAL ANALYSIS**

Thesis Submitted in Partial Fulfillment for the Degree of Doctor of
Philosophy in Education

Submitted By

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CERTIFICATE

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DECLARATION**

I, F. Lalrinzuali, hereby declare that the subject matter of this thesis entitled, ‘Choice Based Credit System at Post Graduate Level in Mizoram University: A Critical Analysis’ is the record of work done by me, that the content of this thesis does not form the basis of the award of any previous degree to me or to the best of my knowledge anybody else, and that this thesis has not been submitted by me for any research degree in any other university/institute.

This thesis is being submitted to the Mizoram University for the award of the degree of Doctor of Philosophy in Education.

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ABBREVIATIONS

1.	ABCD	–	Advantages Benefits Constraints Disadvantages
2.	AEC	–	Ability Enhancement Courses
3.	AECC	–	Ability Enhancement Compulsory Courses
4.	AICTE	–	All India Council for Technical Education
5.	CAGP	–	Continuous Assessment Grading Pattern
6.	CATS	–	Credit Accumulation and Transfer System
7.	CBCS	–	Choice Based Credit System
8.	CC	–	Core Courses
9.	CGPA	–	Cumulative Grade Point Average
10.	CSST	–	Curriculum Stipulated Study Tour
11.	DSE	–	Discipline Specific Elective
12.	ECTS	–	European Credit Transfer System
13.	FC	–	Foundation Courses
14.	FGP	–	Final Grade point
15.	FYUP	–	Four Years Undergraduate Programme
16.	GE	–	Generic Elective
17.	GOI	–	Government of India
18.	GP	–	Grade Point
19.	HEI	–	Higher Education Institutions
20.	HOD	–	Head of Department
21.	LTP	–	Lecture Tutorial Practical
22.	MHRD	–	Ministry of Human Resource Development
23.	MOOC	–	Massive Open Online Courses

- 24. MZU – Mizoram University
- 25. OBC – Other Backward Classes
- 26. OE – Open Electives
- 27. PAN – Presence Across Nation
- 28. PG – Post Graduate
- 29. PPP – Public Private Partnership
- 30. SC – Soft Course
- 31. SEC – Skill Enhancement Courses
- 32. SGPA – Semester Grade Point Average
- 33. SWAYAM – Study Webs of Active – Learning for Young Aspiring
Minds
- 34. SWOC – Strengths Weakness Opportunity Challenges
- 35. SWOT – Strengths Weakness Opportunity Threads
- 36. UGC – University Grants Commission

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CHAPTER I

CONCEPTUAL FRAMEWORK

1.0 Introduction:

A good education system is fundamental to a nation, and for a nation like India which is growing, it is of paramount importance to reflect on our present education system and incorporate sustainable changes in it, to make it compatible with the global dynamism. Even with enormous changes happening in the area of higher education, the educational system in India provides us with a bleak picture. Only two percent of Indian colleges have the potential for excellence, according to the University Grants Commission. Globalization affected our tutoring system by bringing in advancement in information broadcasting and best practices; however, it failed to free the education methodologies from some of the older frames.

Higher education is of vital importance for the country, as it is a powerful tool to build a knowledge-based society in the 21st Century. Higher education in India has witnessed a phenomenal development– both in quantitative and qualitative terms, since independence. Higher education from the day of independence has always been under attack from various perspectives; many committees and commissions have been appointed to make necessary recommendations, as reforms are needed in a globalized world which is not possible without addressing the educational system. Many reforms have been made to keep up with the changing times. The Government of India has been steadily increasing the budgetary allocation for education and the country has also made significant strides in higher and technical education. (Kurup 2013). The current conditions of Indian higher education system call for necessary reformation and transformation of the higher

education system by introducing and devising innovations, and also by developing a learner-centered approach as well as a globally claimed evaluation system. However, changes are creeping in to bring the educational system into the global level, focusing on the learner-centered paradigm.

The institutions of higher education are in need of an infusion of new models in order to keep the curriculum in pace with changing environment; which include technology adoption, changing industry requirement, changing aspiration of students' and changing expectations of society. To improve the quality of education, its acceptability to youngsters, its ability to cultivate research and innovation, and keeping the pace of its contribution to the development of industry and the society, changes and innovations in higher education is essential. CBCS or a cafeteria like a system is being proposed as the solution for this type of transformation from the traditional teacher oriented education to a student-centered education. (Aithal & Kumar, 2016). CBCS makes the teaching, learning and evaluation system at par with the global standards and helps higher education institutions in developing programmes and modules as per the intellectual demands of the globalized society. CBCS provides greater flexibility by offering additional avenues of learning beyond the core subjects for holistic development of an individual. CBCS enables Universities and colleges to cater across different categories of needs and aspirations and therefore extend a helping hand in fulfilling educational and occupational demands of the next generations. Thus, CBCS contributes in inculcating 21st-century skills among learners and thereby intends to enroot responsible learners in the society with social commitments and objectives. The CBCS imminently fits into the emerging socio-economic milieu, and could effectively respond to the educational and occupational aspirations of the upcoming generations. Aided by modern

communication and information technology, CBCS has a high probability to be operationalized efficiently and effectively - elevating students', institutions and higher education system in the country to newer heights.

The 11th Five Year plan of India proposed various measures for academic reforms in higher education. The National Knowledge Commission in its report to the nation in 2008-2009 on higher education and Yashpal Committee Report in 2009 recommended revamping of higher education through academic and administrative reforms. Keeping in view the challenges of the changing times and to make the higher education in Indian Universities compatible with the universities of developed nations, the UGC (11th plan, March 2009) and later on the Association of Indian Universities (AIU) stressed on the following recommendations:

1. Semester System
2. Choice Based Credit System.
3. Curriculum Development
4. Examination Reforms
5. Administrative Reforms

All the above recommendations for reforms have been reviewed by the representatives of various universities in the country and considered for implementation with the aim of transforming higher education – a transformation where students' change from being passive recipients of knowledge to becoming active participants of the knowledge imbibing process. The education system in the country is trying to make a paradigm shift from a teacher-centric to the learner-

centric mode by focusing on the all-round integral development of students' personality so that they become good citizens.

1.1 Choice-Based Credit System: Conceptual Framework

CBCS has several unique features: i) enhanced learning opportunities, ii) ability to match students' scholastic needs and aspirations, iii) inter-institution transferability of students' (following the completion of a semester), iv) part-completion of an academic programme in the institution of enrolment and part-completion in a specialized and recognized institution, v) improvement in educational quality and excellence, vi) flexibility for working students' to complete the programme over an extended period of time, and vii) standardization and comparability of educational programmes across the country.

A large number of universities and institutions in the country are already having their undergraduate and post-graduate 'papers' subdivided into units and sub-units. In switching on to CBCS, the task of such institutions would be relatively easy. In a generalized manner, the sequence of CBCS would be:

Paper - Unit - Sub-unit – Credits

For implementing the CBCS, institutions of higher education need to take the following steps:

- Review of curricular contents (study papers, term papers, assignment, workshop-assignment, experiments etc.) of the certificate, diploma, under graduate, post-graduate, M.Phil. and Ph.D. programmes.

- For the sake of clarity of faculty, students' and examiners, all the curricular contents are specified, and sub-divided into units and, if need be, into sub-units, which are subsequently assigned numerical values and termed 'credits'.
- Faculty of the concerned 'Department' deliberates and decides on (a) core credits, and (b) elective or optional credits for different levels of academic programmes.
- Departmental faculty evaluates and decides on the relative weightage of the core and elective credits.
- Decision on the 'total' credits to be earned (or completed) by students' undergoing certificate, diploma, under-graduate, post-graduate, M.Phil. or Ph.D. programmes.
- Generally, core credits would be unique to the programme and earning core credits would be essential for the completion of the programme and eventually certification.
- On the other hand, elective credits are likely to overlap with other programmes or disciplines of study (for example, languages, statistics computer application etc.).
- Students' enrolled for a particular programme or course would be free to opt and earn elective credits prescribed under the programme, or under other programmes within the department, faculty, and university or even outside recognized university/ institution of higher education.

1.2 Choice Based Credit System: Basic Philosophy

The Choice Based Credit System recalibrates universities and institutions as Academic Superstore in which learner has autonomy to select courses as per their choices, learn as per their own pace, customize learning goals as per their performance, take charge of their own learning and opt for additional courses as per their interests and aptitude. Therefore the degrees shall be architected through multiple choices by the learners. Apart from core courses of the selected discipline, discipline elective papers and generic elective papers are also offered to the learners for giving them complete freedom to choose from the applied, allied and broad areas of the chosen discipline. Thus, the vital spark of the CBCS is an interdisciplinary and cross-disciplinary approach that assists learners in self-knitting their programmes of study. Further, in order to augment employability among the learners CBCS accommodates Ability Enhancement Courses (which are of two types: Ability Enhancement Compulsory Courses and Skill Enhancement Courses) for bridging the gap between skill required for the employability and skills acquired by the learners and aimed at providing hands-on training, competencies and skills to the learner. Further, for improving language proficiency, IT and soft skills among the learners, courses on language and Information Technology are also included in the curriculum.

The Salient Features of CBCS are identified as:

- Anytime, Anywhere Learning – Inter College – Inter-University Transfers.
- Multiple Entry and Multiple Exit with Horizontal and Vertical mobility.
- Reinforced learning through L-T-P (Lectures-Tutorials-Practical Sessions)

- The relative importance of course and the activities are assessed in terms of credits.
- The programmes of the study are structured on the semester scheme where each academic year is divided into two semesters.
- Assessment of the performance of the learner is based on the uniform method of evaluation which is calculated using Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA).
- Common Minimum Syllabi for the programmes in all parts of the country.
- Amalgamation of Skills Development Courses in the Curricula.

1.3 Objectives of CBCS:

1) To enrich the horizon of knowledge of students' by means of Core, Inter disciplinary, extra disciplinary and Life/Job oriented courses, 2) To ensure more interaction between the teacher and taught in class room and extra class room programmes, 3) To offer flexibility in choosing the courses of study according to their needs and learning capacity, 4) To enlighten the students' on the rich culture of our nation and ethical values underlying real life situations, 5) To expose the students' to the world of social commitment through specially designed components of study like NSS/NCC/Sports and Games, 6) To allow the advanced learner to earn extra credits, and 7) To maintain the total credits of each programme on a par with International standards.

1.4 Choice Based Credit System in India:

The current higher education curriculum in India does not impart the necessary skills that would make the students' employable adequately; there is a lack of interdisciplinary approach and very little scope for value-based courses to be taught. The traditional method used teacher-centric approach, the evaluation methods are largely based on memory recall processes which do not allow students' to learn, think or analyze on their own thus, the system is not effective enough in meeting/empowering students' to think on matters/issues independently whereas interdisciplinary approach enables integration of concepts, theories, techniques, and perspectives from two or more disciplines to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline.

While the CBCS is aimed at ushering in a multi-disciplinary approach to curriculum, providing students' a strong foundation across multiple subjects, enabling them to select courses from a wide range of disciplines to gain mastery of a subject of their choice. The guidelines open up opportunities for student mobility, allowing them to take credits earned in one institution to another institution to which they transfer. Thus, CBCS helps to establish uniformity and parity within and across institutions; between Indian higher educational institutions and international institutions, which follow a similar pattern.

The UGC has always initiated measures to bring efficiency and excellence in the Higher Education System of India but as far as CBCS is concerned it is too early to say if this system will be successful in the Indian Universities or not. The basic motive is to expand academic quality in all aspects, right from the curriculum to the learning-teaching process to examination and evaluation systems but the CBCS seems to narrow the role of education from encouraging the development of well-

rounded individuals to training for the marketable skilled workforce. (Sindhi & Shah, 2015)

University Grants Commission (UGC) has suggested the Choice Based Credit System (CBCS) to be adopted in Indian universities 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 the 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'. CBCS has the following features:

- CBCS is uniformly implemented in all central, state, and other recognized universities in India.
- CBCS consists of three types of main courses categorized as Core courses, Elective courses and Foundation courses.
- CBCS also has non-credit courses to be chosen from a pool which will be assessed as 'Satisfactory' or "unsatisfactory'. Non-credit courses are not included in the computation of SGPA/CGPA.
- All the three main courses will be evaluated and assessed for calculation of total credit and grade to provide for an effective and balanced result.
- Core course consists of compulsory subjects to be studied by a student to get the specified degree.

- Elective courses consist of a pool of subjects from which student has to choose a specified number of subjects for his/her studies to get a degree. The elective courses may contain a pool of subjects 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.
- The elective courses are further subdivided into following three categories:
 - (a) Discipline Specific Elective (DSE) Course: These are the elective courses may be offered by the main discipline/subject of study. The College may also offer discipline related Elective courses of interdisciplinary nature.
 - (b) Dissertation/Project: It is 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.
 - (c) Generic Elective (GE) Course: It is an elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure.
- Foundation Courses are also called Ability Enhancement Courses (AEC) and are of two types: (a) Ability Enhancement Compulsory Courses (AECC): These courses are 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. Ability Enhancement Compulsory Courses (AECC) includes Environmental Science, English Communication/MIL Communication. (b) Skill Enhancement Courses (SEC): These include the courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

CBCS Comprises the Following Basic Features:

- *Semester:* Each year is divided into two semesters and the assessment of students' is done semester wise. A student progress is calculated on the basis of the courses taken rather than time taken to complete the course like three years for science, arts, commerce or four years for engineering etc. Each semester will have 15–18 weeks of academic training and assessment 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.
- *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 by taking any amount of time.
- *Provision of Credit Transfer:* If for some reasons, a student cannot cope with the study load or if he falls sick, he has the freedom to study fewer courses and earn fewer credits and then he can compensate this in the next semester. A student can also take the remaining credits in another college.
- *Comprehensive Continuous Assessment:* There is a continuous evaluation of the student not only by the teachers' but also by the student himself through assignments, open book exams along with semester end examinations.
- *Allotment of Grading:* UGC has introduced a 10-point grading system in CBCS to allot grading as shown in Table-1.4.
- *Counting of Credits in Credit System:* 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 this credit system. For instance, the European Credit Transfer System (ECTS) in Europe's universities, the 'National Qualifications Framework' in Australia, the Pan-Canadian Protocol on the Transferability of University Credits the UK Credit Accumulation and Transfer System (CATS) and even in the US system, Japan system, etc. are based on credit system.

Table No.-1.4

Allotment of Grading in CBCS as per UGC Guidelines

Sl. No.	Letter Grade	Grade	Grade Point
1	O	Outstanding	10
2	A+	Excellent	9
3	A	Very Good	8
4	B+	Good	7
5	B	Above Average	6
6	C	Average	5
7	P	Pass	4
8	F	Fail	0
9	Ab	Absent	0

1.5 Review of Related Studies:

A very limited number of researches have been done in this area as CBCS in the Indian context is something new which have been proposed in the 11th Five Year plan of India for academic reforms in higher education, now that the UGC has made it mandatory to implement CBCS in all the central universities across the country, some articles can be seen online and in recent journals, but still, not much empirical research has been taken up on the various provisions relating to CBCS, so the scholar could review only a few empirical types of research and theoretical articles undertaken between 2012-17.

Chaudhary (2012) in his article '*Assessment of adoption of choice based credit system by Indian Universities*' reported that Credit is the weightage given to a course, usually in relation to the instructional hours assigned to it. In Higher Education, the option must be introduced for the students' in undergraduate and post graduate courses to choose additional subjects not related to their core courses. CBCS has the ability to accommodate diverse choices that students' may like to have. It is also recommended to establish centers of excellence in all universities and provisions for core-credits and elective or optional credits for different levels of academic programmes. Core-credits would be unique to the programme, and earning them would be essential for the completion of the programme. Elective-credits are likely to overlap with other programmes or disciplines of study.

Amutha (2012) In her paper '*Choice Based Credit System: The need of the hour*' makes an attempt to identify the unique features of the choice-based credit system and the effect of helping students' to decide on the choice of subjects which they want to learn. Ascertained that higher Education has undergone quite a lot of transformation over the years, after the Kothari Commission report in 1966,

discussions on college autonomy started and a few colleges became autonomous since 1978 and a few of them have completed 25 years of such a freedom. Academic freedom, under autonomy, helped many colleges innovate new curricula, design relevant courses, frame new syllabi and introduce new evaluation methods. But the required flexibility for the students' to have a greater choice of courses appropriate to their interests, needs and long-term goals is not available even in autonomous colleges; rather a rigid and compartmentalized system is perpetuated. She concludes that a credit system can function only when we start to see our students' as mature individuals, capable of making their own decisions.

Barla (2012) in his study '*Nuances of Choice Based Credit System for Education and Career Development*' conducted on a stratified convenience sample of 500 students' at RG Kedia Colleges, ST. Mary's Group of Institutions and Osmania University Campus Hyderabad from November to December 2012, for the purpose of making an empirical evaluation of students' perceptions on CBCS system. The principal Null Hypothesis was that students' do not perceive the CBCS system as a mechanism for enhancement of learning and career development. Data analysis disproved the Hypothesis. It was also found that female students' understand the CBCS system better than male students' and are readily willing for a change over from the next academic year itself. The study makes useful recommendations for policy making on CBCS system for colleges in India and abroad. In the final analysis, the students' liked the CBCS system giving various ratings for the critical dimensions. The CBCS system must be worked out with finer details as in the case of Mysore University and another successful university as an example. The policy makers should yield to grant autonomy to each institution and to every individual teacher to exercise his / her creative freedom to design and

experiment with various pedagogical practices learning from the best institutions in the country.

In a study conducted by **Roy et al., (2013)** on ‘Attitude towards choice based credit system of PG level students’ in higher education: A study on Assam university’, has taken the sample from PG level Arts and Science students’ of Assam University. The sample size is 56 out of which 28 are from Science and 28 from Arts department. Again, from each discipline equal number of boys and girls students’ were selected i.e. 14 boys and 14 girls, the major findings are: a) Boys are having the highest level attitude towards CBCS in comparison to the Girls Students’ of Assam University. b) Science Students’ are having the highest level attitudes towards CBCS in comparison to the Arts Students’ of Assam University. c) There is no significant difference between Arts and Science Students’ of Assam University in their attitudes towards CBCS. d) There is no any significant difference between Boys and Girls Student of Assam University in their attitudes towards CBCS.

Kelkar and Ravishankar (2014) in their study ‘*Choice-based credit system: boon or bane?*’ concluded that teachers’ being an integral part of the system and valuable stakeholders, it is essential to understand their perspective and opinion about the CBCS. Their study analyzed teacher’s opinions, problems faced and recommended suggestions for better implementation of the CBCS. In response to the problems faced by teachers’ in the implementation of the credit system, the following points we re-evaluated: class size, teaching hours, maintenance of records, time spent on evaluation, workload, stress levels and preparation time. Their Study revealed that students’ felt that the increase in class size was a major hurdle in the successful implementation of the credit system.

Habib (2015) in his article '*CBCS: A Much Deeper Damage*' highlighted that a much deeper damage is the fact that the UGC has designed both structure and syllabi for courses. The very act erodes the academic freedom of the Universities to design courses and syllabi. Universities are now to act like franchises of a company. It takes away from the Universities their premier role to debate and discuss issues of pedagogy, to synchronize course curriculum according to the needs of higher education while keeping in mind the needs of their students'. This also begins a dangerous trend where education, its purpose, and content, can be changed overnight by Government.

Teachers' across the country are being told what to teach without their participation in policy-making and designing courses. It will alienate teachers' and educators who are crucial for any change to take shape in classrooms and labs. This refusal to use their expertise in deciding the structure and content is most damaging for the quality of education.

Central universities today have a common curriculum – but they do not have a common syllabus. While a curriculum lays down certain norms and requirements for a course, it does not specify details of each course taught. The proposal to impose uniform syllabi on all universities is against the democratization of education and policy making. It completely ignores the diversity and special needs as well as the histories of different regions and student populations.

It is important to ask if the Government has any will to impose such a uniform structure and syllabi on the private universities, foreign and domestic. The answer is a big NO. The entire idea is to rob public funded colleges and universities from any creative ideas they can offer, to dumb them down, make education they offer

irrelevant and force students' to move out to private institutions to buy innovative, creative and tailor-made credit courses.

The Only Choice before Us

Recent movements of students' and teachers' have shown that students', parents and teachers' are exercised about these "reforms". Continuous deliberate destruction of public funded school education and medical facilities in the country offer us an insight to what higher education is in for. While we can agree to parallel existence of public and private, the fact remains that in this poor developing nation, with a very limited population which has buying capacity, the private cannot flourish if the public funded services are not completely destroyed or made irrelevant. Though the have-nots, who are left to believe on karma theory for their deprived state, form the largest section, they have been pushed outside the realm of policy-making and therefore, do not matter. From the farmers to the youth, the government seems to be ready to rob people of their aspirations. The only hope for the country is to educate people against karma theory, to run another freedom struggle. And in this, universities will have to once again play their vital role.

Habib (2015) in his article '*CBCS: Masquerading choice!*' wrote that, while public spending on education has been reduced, it is important that "reforms" are sold through a jingle – "more choice, right choice", while there is none! Semester system, cafeteria approach and credit transfer are three basic components of CBCS. It proposes that students' will be free to move between universities and earn their credits for degree-requirement from any institution. It is important to investigate these promised choices to bust this hype.

If education has to be sold as a commodity, it is important to modularize it into affordable packets. And therefore, semesterisation became an essential feature of

“reforms”. Universities were forced to adopt semester system on the insistence of the UGC through numerous notifications starting in 2008. Universities were told that accreditation and funding shall depend on the implementation of Semester System and CBCS.

Today, teachers’ and students’ are speaking against semesterisation due to their experiences. Universities and colleges of Kerala, Madhya Pradesh, Gujarat, Assam, Haryana, and Delhi University, have shared their experiences of semester system in the public domain. Semester system has reduced teaching time, overburdened universities and colleges with examination work, reduced the time for in-depth and self-study and failed to provide a structure that caters to need of students’ from disadvantaged backgrounds and varied schooling.

CBCS has been pegged on the catchy phrase – “seamless student-mobility”. Currently, the inter-university and intra-university mobility of students’ depend on the availability of seats in a course. Overburdened classrooms and lack of infrastructure development after the OBC expansion of 2007 has in fact deterred institutions from allowing any such mobility. Therefore, we are forced to conclude that the Government is not really concerned about this kind of mobility. The mobility of students’ between universities and institutions to earn credits for a programme can happen only as per the agreements signed. It is important to highlight that the UGC does not limit these exchange programmes to be established amongst the public funded universities only. Same is the case with the Central Universities Act 2009, which is in operation, and the Central Universities Bill, 2013. This provision basically aims at promoting PPP model. The UGC is completely silent on the questions of reservation policy and fee structure in such cases. The UGC has turned a blind eye to the fact that the affordability of education, not only

tuition fee but also other expenses borne towards it like food/rent, decides mobility of students'!

Thus the “choice” before students’ and teachers’ is to gulp down this bitter pill, made in America, which sees a huge education market in India and will gear the system to run on student loans and adjunct teachers’. There are no real choices for those who are in the system and for the many more that are forced to remain outside. It is important to mask the real issues of quality, equity, massification, lack of infrastructure and shortage of teachers’ through the jingle.

Bhatt (2015) in his article ‘*Choice based credit system: the path ahead*’ highlighted that a calibrated approach, not a one-size-fits-all approach, is the key to its success. The University Grants Commission (UGC), India, has brought out guidelines for the introduction of the choice based credit system (CBCS) in higher educational institutions for graduate, postgraduate, diploma and certificate programmes. The expressive stated purposes of the introduction of the scheme are mainly to provide opportunity for students’ to have a choice of courses or subjects within a programme resembling an la carte menu — as against the mostly fixed set of subjects now being offered except for the limited choice of electives in professional degrees and postgraduate programmes — with the flexibility to complete the programme by earning the required number of credits at a pace decided by the students’.

Sharma (2015) in his article pointed out comments of CBCS by professors and academicians across the country. Romila Thapar renowned historian and Emerita professor at JNU, said, “Centralized control of standardized curriculum is suggestive of a lack of academic rigor. A common syllabus for 51 universities is not

only a mammoth task but also largely unnecessary. Good universities will have to lower standards in order to conform to a common standard of teaching the same syllabus". She cautioned against the system of inter-university mobility being wrongly used to "take punitive action to get rid of students' and teachers' who do not toe the line. In this entire system, there will be two casualties. First, the standard of education in good universities will suffer. The second and bigger casualty is that universities will no longer be autonomous. It is essential for universities to be autonomous to devise reasonable teaching ways. What one fears, then, is that universities will be reduced to teaching shops and coaching centers." Satish Deshpande, Sociology Professor at Delhi University said that "We accept that much needs to be reformed in the country's education system, especially in the higher education system. But what we want is a creative reform, not a top-down, poorly thought out process like this." Farida Khan, Professor at Jamia Millia Islamia's School of Education, commented that "The justifications offered are enhanced employability, skill development and seamless nationwide mobility for students'. However, the reforms fail to differentiate between curricula and syllabi."

Raghvan (2015) in her article '*Choice based credit system: A SWOT analysis*' further stated that the premise behind CBCS is that one cannot compartmentalize disciplines/subjects in today's knowledge society and if we provide such system that students' will be benefitted the most. It will give the student an opportunity to abreast himself/herself about the developments taking place in the field and acquire knowledge on it and apply the knowledge in his/her discipline. Moreover, it also helps the students' to develop a taste in other fields and if possible go for innovation in his/her interested field. In western countries, it is very common that students' studies inter-disciplinary subjects at graduate and post graduate level which help

students' to give better insight into the relevance of one subject in other allied fields. The universities have the flexibility and freedom in designing the examination and evaluation methods that best fit the curriculum, syllabi, and teaching-learning methods, there is a need to devise a sensible system.

Hasan & Parvez (2015) in their article '*Pros of Choice-Based Credit System*' have highlighted the following: *The pros or advantage of credit based choice system:* It can be seen as a major shift from the teacher centred on learner centred education, learners can offer as many credits as they can cope up the pressure of the examination, it permits learners to choose soft courses of different interdisciplinary and intra disciplinary subjects with the core subjects, it is also helpful to the learners to choose courses and papers as per their choice and interest, it promotes mobility of learners from one institution to another one, it would take education system as par the global standard, it also helps to the learners to pursue their courses at different times, it helps learners to realize their potentials through the flexibility in offering courses, it has broadened the base of education system, all round development of learners or multi facets personality of learners can be promoted through it, 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, 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, it is helpful in ensuring the uniformity in education system in terms of evaluation and assessment, learners

could pace their learning or course as per their habit and ability, it is also helpful in building a favourable learning environment, as everyone is supposed to take part in the 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, globally acclaimed education system can be maintained through it, as it has the provision of offering different courses at the same time.

Cons of Choice-Based Credit System

In spite of having advantages, these could be the disadvantages of Choice-Based Credit System: It would be tough to measure or calculate the exact marks, work load of teachers' would be increased a lot, regular teaching would be affected, mobility or transferring of students' from one institution to another would be problematic, maintaining compatibility among main subject's papers and soft papers would be a challenging one, offering more than one programme of different nature simultaneously would be challenging one, extra burden would be experienced by the institution as CBCS has the flexibility in taking or choosing credits, mastery over concerned subject would be hampered, problems of indiscipline would happen as full liberty or choices of students' are given maximum importance, different nature and standard of institution will create problem in maintaining the equality in terms of mobility of students' as everyone would desire to move from sub-standard institution or university to a 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 % weightage.

In a study conducted by **Chaliha (2015)** on “*Scholastic Achievement of the Post-Graduate Students' of Dibrugarh University: A study of some Associated Variables.*” The differences between the Post-Graduate students' of Dibrugarh University studying through Choice-Based Credit System (CBCS) and Non Choice-Based Credit System (Non-CBCS) mode with reference to their Scholastic Achievement, Intelligence, Anxiety, Attitude towards Higher Education, Socio-Economic Status was taken up, the major findings are as follows:

- As the difference is in favor of the post-graduate students' studying through Non-CBCS mode, it seems that the students' studying through Non-CBCS mode are good achievers than the post-graduate students' studying through CBCS mode. The reason behind it may be the heavy workload of the students' studying through CBCS mode which reduced their preparation time for end semester examinations. The students' studying through CBCS mode opined that they have more workload in comparison to Non-CBCS mode students' because internal assessment marks are increased in CBCS mode from earlier 25% (Non-CBCS mode) to 40% of the total marks in each course.
- The study reveals no significant difference between the postgraduate students' of Dibrugarh University studying through CBCS and Non-CBCS mode with reference to their intelligence. No significant difference between the post-graduate

students' of Dibrugarh University studying through CBCS and Non-CBCS mode shows that the entire sample is homogeneous with respect to their intelligence.

- The finding of the study reveals no significant difference between the post-graduate students' of Dibrugarh University studying through CBCS and Non-CBCS mode with reference to their anxiety. The study reveals that the post-graduate students' studying through CBCS and Non-CBCS mode in Dibrugarh University differ significantly in their attitude towards higher education. As the difference is in favor of the post-graduate students' studying through Non-CBCS mode, it seems that the students' studying through Non-CBCS mode have a more favorable attitude towards higher education than the post-graduate students' studying through CBCS mode. As the students' studying through CBCS mode opined that the courses in CBCS mode are very comprehensive and require more time to complete. The increased mark of internal assessment also makes them busier throughout the sessions. Over workload, less free time, negative experiences from different dimensions of higher education etc., creates an unfavorable attitude of the students' studying through CBCS mode towards higher education. Thus, the less favorable attitude of the post-graduate students' studying through CBCS mode towards higher education can be justified.

- A significant difference between the post-graduate students' studying through CBCS and Non-CBCS mode in Dibrugarh University was found in their socio-economic status. As the difference is in favor of the post-graduate students' studying through Non-CBCS mode, it seems that the students' studying through Non-CBCS mode have better socio-economic status than the post-graduate students' studying through CBCS mode.

Sumitha, Krishnamurthy & Winfred (2016) in their study on '*An Empirical Study to Measure the Perception of Management Students' Towards Choice Based Credit System (CBCS): A Case Study*' which was designed in management programme of AIMIT, St. Aloysius College Mangalore. The study was conducted targeting management students' of size 150. Findings of their study highlight the fact that education is not the end of the process but an integral part of educational spiral and a well-designed system of evaluation is a powerful educational device. CBCS is essential for Higher Education as this system increases the sincerity among the students' as they preferred to learn the subjects of their choice.

Choice Based Credit System is essential for Higher Education. This system increases the sincerity among the teacher as well as the students'. CBCS has been efficient in eliminating rote learning and memorizing while introducing critical thinking and analysis which leads to creativity and innovation in the education system. From the empirical evidence, students' perceive the CBCS to be student-centric which provides student autonomy/freedom and has clarity in evaluation with clear syllabi and adequate college resources providing all round development of students'. Thus CBCS will enable the smooth transition from a teacher-centric system to a student-centric regime. This, in turn, will enable the programme to be industry sensitive and tailor-made to meet corporate needs. The prevailing richness in academic tradition must be retained in spirit while allowing the academic framework to cater for a fast-paced technology-based system.

Aithal & Kumar (2016) in their article '*Analysis of Choice Based Credit System in Higher Education*' did the SWOC as well as ABCD analysis of CBCS as follows:

1) SWOC Analysis of CBCS

a) Strength of CBCS: Student-centric, focus on continuous assessment, more elective courses, opportunity to choose Dissertation/Project, opportunity to transfer credit between universities, loss of year/semester due to attendance shortage in any one subject is avoided, student who fails to maintain required attendance in one subject has to reappear only for that subject in order to clear the entire course.

b) Weakness of CBCS: Less focus and credits for core area or main subjects, students' are compelled to study languages in higher education level, the option to take courses according to their ability and pace is limited, there is no freedom for the first year student to take an advanced course or a third-year student to take an introductory course, students' are compelled to be inside the classroom for the entire five hours per day schedule leaving no scope for independent study.

c) Opportunities for CBCS: Students' can choose papers outside of their core area so that they can be specialized in multi-discipline, they have opportunity to take extra credits more than minimum requirement to complete the course which will give weightage to encasing further opportunities, higher education grading are acceptable internationally so that students' can compete for international opportunities, credit-transfer opportunity and possibility of taking different courses in different colleges simultaneously to complete the total credit requirement within minimum period.

d) Challenges for CBCS: For any new system, usually there will be a strong resistance to change from every quarter of the academic world. Accepting grade points in the subject instead of marks and letter grade instead of exact total marks is difficult due to the fact that allotment of individual ranking is not possible by merely

referring grade points and letter grades. Opportunity to take credits outside the core subject area may dilute the depth in the core area of studies. Students' may face a dilemma in choosing the subjects due to their inexperience in predicting future demand.

2) ABCD Analysis of CBCS:

ABCD analysis consists of identifying and reasoning Advantages, Benefits, Constraints, and Disadvantages of the system from the organizational, operational and stakeholders' point of view. Various advantages, benefits, constraints, and disadvantages of CBCS system are listed and reasoned below:

a) Advantages: The CBCS offers a 'cafeteria' approach in which the students' can choose courses of their own choice out of a given menu, this will help a student to study the subjects of his own interest, the credit system allows a student to study what he prefers based on his own interest, this feature allows a student to utilize his free time and manipulate financial situations, students' can learn without rigidity of following fixed set of subjects in each semester, this would help them to work outside during certain semesters, students' can opt for additional courses and can achieve more than the required credits to show their efficiency and weightage in their specialization. Some students' can also take up multi-specialization and earn more credits than required. Students' can also opt for an interdisciplinary approach to learning. Inter college/university migration within the country and outside the country becomes easy with the transfer of Credits, this means that it will be easier for foreign universities to come and offer courses in India, the students' can opt for part of the course in one institute and the other part in another institute, this will help in making a clear choice between good and bad colleges/institutes, the students'

have more scope to enhance their skills and more scope of taking up projects and assignments, vocational training, including entrepreneurship. The system improves the job opportunities of students' and will help in enabling potential employers to assess the performance of students' on a measurable and uniform scale.

b) Benefits: Shift in focus from the teacher-centric to student-centric education, students' may undertake as many credits as they can cope with (without repeating all courses in a given semester if they fail in one/more courses), CBCS allows students' to choose inter-disciplinary, intra-disciplinary courses, skill oriented papers (even from other disciplines according to their learning needs, interests and aptitude and offer more flexibility for students'), it makes education broad-based and at par with global standards, one can take credits by combining unique combinations, For example, Physics with Economics, Microbiology with Chemistry or Environment Science etc., CBCS offers flexibility for students' to study at different times and at different institutions to complete one course (ease mobility of students'), credits earned at one institution can be transferred, students' get better exposure and networking through attending the course in many colleges.

c) Constraints: For the institutions, the number of students' in a given class is not constant due to the fact that students' can take any subject in any college for a given course, the workload of a faculty member may vary during different semesters of a year, the college is compelled to provide good infrastructure, best faculty, a large number of elective at low fees to attract more students' for a given course, it is time-consuming and expensive if a student takes different subjects in different colleges during a same period of time. Students' cannot stay in a hostel of a particular college due to their study in different colleges, students' have to pay college fee for different

colleges for their subjects taken in such a way that the sum of the fees paid will be always higher than the fee paid to an individual college.

d) Disadvantages: In CBCS system it is not very easy to pinpoint the achievers, teachers' workload may fluctuate beyond prediction, there is a need for proper and good infrastructure for a universal spread of education, difficult to estimate the exact marks due to the reason that the marks card contains letter grades and grade points than individual marks scored in a subject, CBCS demands good infrastructure for dissemination of education, since there is no pressure to complete all subjects of a course within a fixed time, many students' once takes break, may not continue to complete the course due to many reasons.

Dutta (2016) in his article '*Choice Based Credit System – Do our Universities prepare for it?*' highlights that Indian higher education is the second largest education system in the world. It has almost 712 universities which includes 43 central universities, 323 state universities, 127 deemed universities, 143 private universities and 68 institutions of national importance and around 36,671 degree colleges and almost 11000 standalone institutions with gross enrolment of 29,629,000 students' in different types programmes (GOI, 2014). These programmes are very diverse in nature and offering innumerable options of subjects within a programme and within a university. i) The very first challenge of university is not only to design the curriculum of core courses but also design the curriculum of elective and foundation courses. While designing the curriculum of elective courses key consideration should be linked with core courses whereas foundation courses are normally skill enhancement courses therefore, skills associated with the core courses. ii) The second challenge the universities will face is on the strength of teachers'. Most of the universities are facing acute shortage of teachers'. Almost

majority of the universities are functioning on half of their sanctioned strength and if students' are given options to choose interdisciplinary courses then they should have enough faculty strength to cater to the demands of the students'. iii) The third challenge comes from the infrastructure side of the university system and similar type of picture can arise with the CBCS system, if for a specified course if large number of students' opt for it, then, imagine the class strength and top of it how a teacher would teach such a large number of students'. iv) Fourth challenge universities have to face related to CBCS is the seamless of the students' among and within the university. If inter-university mobility is allowed, then the very first thing required is the parity of the curriculum between the two universities. Next, whether the university has a fixed number of seats or it is flexible in number with respect to a particular programme. v) Fifth challenge university will face is on time-table area. When the institutions offer students' with choices of their courses from the foundation automatically it will be difficult to set a timetable as it will be further constrained by space and shortage of teachers'. vi) Sixth challenge, university system will face is on the front of training of teachers'. Though, UGC has conducted eight workshops with representatives of Universities and Colleges at different places across the Country from 20th March to 16th April, 2015 and many of the teachers' have undergone training. But, unfortunately thousands of teachers', the real executors of the CBCS system are still untrained in this aspect. So, one can understand how the CBCS system will work in the university system. vii) Seventh challenge university system and especially state universities has to face in the wake of CBCS system is on the evaluation system. There is a two-fold challenge for the university system. One, most of the university and college teachers' is in the habit of

marking the students' numerically. But with CBCS system in place, teachers' have to give them grades on ten point grading system.

No doubt, CBCS has its own merits and heavily inclined towards the students' and their benefits and it is the responsibility of the teachers' not to stall the implementation of the new academic reform. But it is equally important, that university system should readily prepare for it. It is heartening to note that around 71 HEIs have formally agreed to implement the CBCS system from the ensuing academic session as informed by Hon'ble HRD Minister on the floor of the Rajya Sabha as published on 29th July 2015, Central India national newspaper Hitavada. Out of 71 institutions, 39 are central universities, 21 state universities, 5 private universities and six deemed to be universities. It is indeed an excellent beginning and stepping stone towards a new era of higher education.

Zhang & Xue (2017) in their article '*Discussion on the Implementation of the Credit System in Institutions for Higher Education*' have compared the Credit System and Academic Year System as follows:

A. The Academic Year System:

The main advantages: The subject curriculum and class hour are uniforms, which can ensure the consistency of majority students' cultivating specification. It is easy to manage the teaching organizations. It is helpful for the centralized education of political ideology, moral character and collectivism spirit.

The main disadvantages: It is not conducive to develop the students' personality and potential, and to teach in accordance with their aptitudes. It is not conducive to arouse students' learning initiative and enthusiasm. Time utilization is poor in the school roll management and this is detrimental to make the excellent students'

outstanding. Subjects are fixed which is against raising creative talents and interdisciplinary talents.

B. The Credit System

The main advantages: It is easy to teach in accordance with students' aptitudes, could consider their individual interests, ambitions, and favors the development of students' individual characters. The flexibility of students' course selection also contributes to the teachers' enthusiasm for teaching and scientific research. Resilient school system benefits more people to accept higher education and the higher education massification. It is helpful to allocate resources for running schools reasonably and fully exploit the potential.

The main disadvantages: Teaching management is relatively complex, and the teaching order is not easy to control. Some students' with poor inquisitiveness and low demands would "avoid difficulty and seek the easy" in choosing a class, which can reduce the quality of studies. It is not conducive to develop group activities as well as moral character concentrated education. It is easy to cause knowledge separated, and makes the learning process lack systematic.

As mentioned earlier, very limited number of research have been done in this area as CBCS in the Indian context is something new which have been proposed in the 11th Five Year plan of India for academic reforms in higher education. So, no serious empirical research has been taken up on the various provisions relating to CBCS, yet when the UGC made it mandatory to implement CBCS in all the central universities across the country, there has been many debates, protests and strikes, so many articles and comments have appeared in the print and non- print media, many of them being criticisms about CBCS, so the investigator have highlighted all the related

studies and articles on CBCS that can be seen so far, this is a clear indication that there is a very limited study about CBCS in India. Thus there is a need to undertake the present study to find out the ground reality of CBCS practiced in Mizoram University.

1. 6 Rationale of the Study:

Many of the higher education institutions in India, in the recent past, have introduced the Choice Based Credit System (CBCS) in their UG or/and PG level courses. The CBCS provides a ‘cafeteria’ type approach in which the students’ can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning. The credit-based semester system provides flexibility in designing curriculum and assigning credits based on the course content and hours of teaching.

So far there have been many issues and deliberations all over the country regarding this reform in higher education, there are some universities that opposed this change by means of strikes and protests, they are giving many valid reasons as to whether the University Grants Commission has to stop this reform. CBCS is also implemented without conducting proper research; it is implemented with such haste without giving any time for thorough study even for different Universities before implementing it. There may be various reasons why the University Grants Commission implemented it hurriedly, maybe pressures like inculcating students’ mobility due to globalization and practicing uniformity and the need for using the same yardstick all over the country.

As mandated by the UGC, Mizoram University has implemented the CBCS system in its PG Programmes from 2012 and has already produced two batches of

students' under its 1st Regulation of CBCS. As we know, CBCS has several unique features, which have to be thoroughly thought out and studied before implementing it; we can say that CBCS is taken up by Mizoram University without proper training or orientation for the students', teachers' and heads of the Department as well. This creates many problems and confusions for the teachers' as well as the students'. The first two to three years has been a stage of experimenting and making adjustments to the new system.

When it comes to trying out new things or changing the present system, we have to carefully study and be aware of what the consequences and outcomes will be. No one can take the risk of adopting something new and sleep without looking after it, we have to keep a watch whether the CBCS is fulfilling its objectives, is it possible to be implemented successfully in different Universities, what are the problems that stand in the way for the successful implementation of CBCS, all these have to be considered as this is what the future of our education depends upon.

CBCS has been in practice in Mizoram University for almost six years now, but at the same time, Mizoram University has not yet been able to successfully implement the CBCS in its full form due to various reasons like lack of infrastructure, shortage in number of teachers', long distance of the departments and no uniformity in open electives, sudden increase in the workload of academic departments and no proper training on CBCS on the part of different stakeholders. Though some criticisms are genuine some are unjustified. This study will throw light on the performance of Mizoram University on its implementation of CBCS, what are the problems faced, what improvements can be made to fulfill the different objectives of CBCS, modifications and suggestions that need to be done for the successful implementation of CBCS.

1.7 Objectives of the Study:

1. To study the opinion of students' on different aspects of CBCS.
2. To study the opinion of teachers' on different aspects of CBCS.
3. To study the problems faced by various academic departments with regard to the implementation of CBCS.
4. To examine the choices given under soft courses and open electives by various departments.
5. To study the kind and nature of feedback given by teachers' on internal assessment.
6. To compare the CBCS Regulations-2012 of Mizoram University with CBCS Regulations of other selected universities.
7. To examine whether the CBCS adopted by MZU helps in the attainment of its objectives.
8. To make recommendations for effective implementation of Choice Based Credit system.

1.8 Statement of the Problem:

The title of the present study is *“Choice Based Credit System at Post Graduate Level in Mizoram University: A Critical Analysis.”*

1.9 Operational Definitions of Terms Used in the Study:

- a) **Post Graduate Level:** A Post graduate level here means the academic programmes that are offered by Mizoram University after completion of a degree course.

b) **Choice Based Credit System (CBCS):**

Choice Based Credit System in this study implies as it has been conceptualized by the UGC and implemented by the Mizoram University vide its CBCS Regulation-2012. For its detailed understanding, one can refer to the MZU CBCS Regulation-2012 given in Appendix- 5

1.10 Delimitations of the Study:

The study has been delimited as follows:

1. The study has been delimited only to the CBCS system adopted by the Mizoram University vide CBCS Regulations-2012.
2. The data has been collected from the first two batches of post graduate students' from 25 academic departments, who pursued their education under Mizoram University Regulation Governing Post-Graduate Programmes under the Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP).

CHAPTER II

METHODOLOGY AND PROCEDURE

2.0 Introduction:

The present chapter deals with the method of the study i.e., procedure and design of the study, population and sample, description of tools used, the procedure for data collection and statistical techniques used. For the convenience of its presentation this chapter has been divided into the following subheads:

- 2.1. Method of Study
- 2.2. Population and Sample of the Study
- 2.3. Distribution of Sample
- 2.4. Sources of Data
- 2.5. Procedures of Data Collection
- 2.6. Tools of Data Collection
- 2.7. Development of Tools
- 2.8. Establishment of Reliability of Various Tools of Data Collection
- 2.9. Establishment of Validity of Various Tools of Data Collection
- 2.10. Administration and Scoring Process
- 2.11. Statistical Techniques applied for Analysis of Data

2.1. Method(s) of Study:

Keeping in view the nature of various objectives of the study the investigator followed both quantitative and qualitative methods. For instance, *descriptive survey method* was employed to study the opinions of students', teachers' and heads of departments on various aspects and issues relating to CBCS. At the same time, *content analysis technique* was used for the examination of various provisions of

MZU CBCS Regulations -2012 and its comparisons with the CBCS regulations of selected universities. UGC Guidelines for the adoption of CBCS and the lists of choices given under soft courses and open electives by various academic departments of Mizoram University.

2.2. Population and Sample of the Study:

(a) Population:

As the primary data relating to the various objectives of the study have been collected from the samples drawn from three communities of people, namely, students', teachers' and heads of departments, therefore, this study relates to the following three populations to which the result of the study will be applicable:

- i) Population– I:** All post-graduate students' of Mizoram University who are pursuing their education under CBCS in various academic departments during 2012 to 2015 constituted the population of students' for this study.
- ii) Population–II:** All of the permanent teachers' of Mizoram University, who are associated with CBCS, constituted another population of this study.
- iii) Population–III:** All the Heads of Post-graduate Departments of Mizoram University that offer their PG programmes through CBCS constituted the third population of this study.

b) Sample of the Study:

- i) Sample of students':** The sample for the study relating to students' inputs on nature and feedback given by teachers on internal assessment consisted of 710 students' of the 4th semester from 25 academic departments of Mizoram University, of which 369 were from the 2012-14 batch, and 341 from 2013-15 batch. However, in case of the opinion of students' on different aspects of CBCS, the sample consisted of only 697 students' of which 363 were from the 2012-14 batch, and 334

from 2013-15 batch, here, 13 students' were discarded because of non-response to many items in the opinionnaire. In terms of gender, the sample of study in relation to the opinionnaire on different aspects of CBCS for the year 2012-2014 batches consisted of 363 students'(159 male and 204 female) and from 2013-2015 batches consisted of 334 students'(183 male and 151 female). Regarding the kind and nature feedback given by teachers' on internal assessment, the sample students' from 2012-2014 batches consisted of 369 students' (164 male and 205 female) and from 2013-2015 batches consisted of 341 students' (186 male and 155 female). For details see table 2.2.

ii) Sample of teachers': With regard to the study the teachers' opinions on different aspects of CBCS, 78 teachers' (59 male and 19 female) drawn from 25 academic departments constituted the sample of the study.

iii) Sample of heads of departments: In relation to the study of the problems faced by various departments with regard to the implementation of CBCS, it is pleased to report that out of total 25 head of departments, 22 participated in this study.

c) Sampling Technique:

Since the study was related to only Mizoram University, therefore the scholar resorted to the census survey approach by including all teachers', heads of academic departments and the 4th-semester students' from all the academic departments, who were present on the day of the visit of the investigator for the collection of data.

2.3 Distribution of Sample:

The sample of the present study consists of 710 students' and 78 teachers' and 22 heads of departments. The following table-2.1 shows that in total there are 8 Schools in Mizoram University; out of these 8 schools the sample for the study was

taken from 6 schools which were fully functional during the time of data collection, so, the data was collected from 25 academic departments.

Table 2.1

Names of Academic Departments of Mizoram University for Collection of Data on Opinion of Students', Teachers' and Heads of Departments

Name of Schools	Name of departments	
Earth Sciences and Natural Resource Management (SES & NRM)	1.	Environmental Science
	2.	Forestry
	3.	Geography and Resource Management
	4.	Geology
	5.	Horticulture, Aromatic & Medicinal Plants
Economics, Management and Information Sciences (SEMIS)	1.	Commerce
	2.	Economics
	3.	Library & Information Science
	4.	Management
	5.	Mass Communication
Education and Humanities (SEH)	1.	Education
	2.	English
	3.	Hindi
	4.	Mizo
Social Sciences (SSS)	1.	History & Ethnography
	2.	Political Science
	3.	Psychology
	4.	Public Administration
	5.	Social Work
Life Sciences (SLS)	1.	Biotechnology
	2.	Botany
	3.	Zoology
Physical Sciences (SPS)	1.	Chemistry
	2.	Mathematics & Computer Science
	3.	Physics

Table 2.2
Sample of Students

Sl. No.	Departments	Questionnaire on Kind and Nature of Feedback given by Teachers' on Internal Assessment							Opinionnaire for Students' on Different Aspects of CBCS						
		2012-2014 Batch			2013-2015 Batch			Grand Total	2012-2014 Batch			2013-2015 Batch			Grand Total
		M	F	Total	M	F	Total		M	F	Total	M	F	Total	
1.	Environmental Science	2	3	5	2	2	4	9	2	3	5	2	2	4	9
2.	Forestry	3	2	5	5	0	5	10	3	2	5	5	0	5	10
3.	Geography and Resource Management	8	3	11	8	2	10	21	7	3	10	8	2	10	20
4.	Geology	5	6	11	10	2	12	23	5	6	11	9	1	10	21
5.	Horticulture, Aromatic & Medicinal Plants	5	4	9	2	6	8	17	5	4	9	2	6	8	17
6.	Commerce	13	10	23	3	7	10	33	13	10	23	3	7	10	33
7.	Economics	12	18	30	12	10	22	52	13	17	30	12	10	22	52
8.	Library & Information Science	6	9	15	7	8	15	30	6	9	15	7	8	15	30
9.	Management	17	8	25	13	5	18	43	17	8	25	16	4	20	45
10.	Mass Communication	3	3	6	0	3	3	9	3	3	6	0	3	3	9

11.	Education	6	17	23	2	14	16	39	6	17	23	3	17	20	43
12.	English	1	19	20	6	13	19	39	1	19	20	7	12	19	39
13.	Hindi	1	4	5	1	3	4	9	1	4	5	1	3	4	9
14.	Mizo	8	12	20	14	11	25	45	8	12	20	14	10	24	44
15.	History & Ethnography	8	17	25	25	5	30	55	6	17	23	23	6	29	52
16.	Political Science	18	7	25	19	6	25	50	20	9	29	19	6	25	54
17.	Psychology	6	18	24	4	9	13	37	6	18	24	4	8	12	36
18.	Public Administration	12	8	20	8	10	18	38	11	7	18	11	10	21	39
19.	Social Work	5	12	17	11	10	21	38	6	11	17	9	11	20	37
20.	Biotechnology	4	8	12	5	5	10	22	2	8	10	6	5	11	21
21.	Botany	5	1	6	5	6	11	17	5	1	6	2	5	7	13
22.	Zoology	7	7	14	7	8	15	29	6	6	12	7	7	14	26
23.	Chemistry	3	4	7	4	5	9	16	2	4	6	0	3	3	9
24.	Mathematics & Computer Science	5	3	8	10	4	14	22	4	4	8	10	4	14	22
25.	Physics	1	2	3	3	1	4	7	1	2	3	3	1	4	7
TOTAL		164	205	369	186	155	341	710	159	204	363	183	151	334	697

As shown in the following Table 2.3 the Opinionnaire for teachers' was administered in 25 academic departments, the data were collected from 59 male teachers' and 19 female teachers', so the total sample comprises of 78 teachers'.

Table 2.3
Sample of Teachers

Sl. No.	Name of Department	Male	Female	Total
1.	Environmental Science	2	1	3
2.	Forestry	5	-	5
3.	Geography and Resource Management	5	-	5
4.	Geology	4	1	5
5.	Horticulture, Aromatic & Medicinal Plants	3	-	3
6.	Commerce	3	1	4
7.	Economics	2	1	3
8.	Library & Information Science	1	1	2
9.	Management	3	-	3
10.	Mass Communication	2	1	3
11.	Education	1	4	5
12.	English	1	1	2
13.	Hindi	1	1	2
14.	Mizo	-	1	1

15.	History & Ethnography	3	-	3
16.	Political Science	5	-	5
17.	Psychology	-	3	3
18.	Public Administration	3	1	4
19.	Social Work	1	2	3
20.	Biotechnology	2	-	2
21.	Botany	3	-	3
22.	Zoology	4	-	4
23.	Chemistry	2	-	2
24.	Mathematics & Computer Science	2	-	2
25.	Physics	1	-	1
Total		59	19	78

The following Table 2.4 highlights that the sample consists of 22 heads of departments out of 25 departments, here 3 of them are female and 19 are male. These are the heads of department who were available and present at the time of data collection.

Table 2.4
Sample of Heads of Academic Departments

Sl. No.	Departments	Gender
1.	Environmental Science	Male
2.	Forestry	Male
3.	Geography and Resource Management	Male
4.	Geology	Male
5.	Horticulture, Aromatic & Medicinal Plants	Male
6.	Commerce	Male
7.	Library & Information Science	Male
8.	Management	Male
9.	Mass Communication	Female
10.	English	Male
11.	Hindi	Male
12.	Mizo	Male
13.	History & Ethnography	Male
14.	Political Science	Male
15.	Psychology	Female
16.	Public Administration	Female
17.	Social Work	Male
18.	Botany	Male
19.	Zoology	Male
20.	Chemistry	Male
21.	Mathematics & Computer Science	Male
22.	Physics	Male

2.4. Tools of Data Collection:

Since the area of present research is very new, and very little research has been undertaken, no pre-recorded tools were available for collection of data relating to the objectives of this study. Therefore, the investigator; after consulting the relevant conceptual literature and regulations/guidelines of UGC as well as the CBCS regulations of various universities including Mizoram University; and having a series of meetings and discussions with the supervisor; prepared the draft of each of the following four tools, and distributed the same to various experts for comments and suggestions. Based on their suggestions, some items were modified and added, and final drafts of these tools were prepared. Brief descriptions of each of these tools are given as under:

1. *Opinionnaire for Students' on Different Aspects of CBCS:* Opinionnaire relating to students' opinions on different aspect of CBCS was developed by the investigator. This opinionnaire comprises of 25 statements of which 3 are of open-ended questions. (Appendix 1)

2. *Opinionnaire for Teachers' on Different Aspects of CBCS:* Opinionnaire for teachers' consisting of 48 statements on different aspects of CBCS. This Opinionnaire was divided into 7 dimensions, namely

- Impact of CBCS on Teachers' - 8 statements
- The need for Training on CBCS - 7 statements
- Issues Relating to Choice of Open Electives - 7 statements
- Impact of CBCS on Students' - 7 statements
- Impact on the Functioning of Departments - 7 statements
- Problems Relating to Successful Implementation of CBCS - 6 statements

- Impact of CBCS on Quality and Flexibility of Education - 6 statements.

(Appendix 2)

3. *Opinionnaire for Heads with Regard to the Problems faced by the Academic Departments in the Implementation of CBCS:* Opinionnaire to collect data from heads of departments was developed by the investigator. This questionnaire comprises of 19 questions of which 2 are open-ended questions. (Appendix 3).

4. *Questionnaire on Kind and Nature of Feedback Given by Teachers' on Internal Assessment:* Questionnaire on students' perceptions on feedback given by teachers' on formative evaluation (Internal tests) was developed by the investigator. This questionnaire comprises of 17 questions of which 3 are open-ended questions. (Appendix 4)

2.5. Procedures for Data Collection:

Regarding Objective no.1 and 5, to get more reliable and dependable data and findings, the researcher collected the data from two batches of students' i.e. 2012-2014 and 2013-2015 batches; the data for the 2012-2014 batch were collected in the year 2014, and for the 2013-2015 batch data was collected in the year 2015, this was done in order to get more quality data and clearer picture of how Choice Based Credit System is practiced in Mizoram University and the kind and nature of feedback given by teachers' on internal assessment. Primary data for the proposed study was collected by visiting 25 sample departments. Prior permission has been taken from the Head of the Department and with the consent of the head of department one period or their convenient time was given to the investigator for data collection. After giving a brief introduction and purpose of the present study the questionnaire and Opinionnaire were distributed to the 4th Semester students' and the filled in questionnaire and Opinionnaire was collected.

Opinionnaire on different aspects of CBCS was also administered to all the teachers' and to all the Heads of the departments by personally visiting the entire department and again collecting the filled in Opinionnaire.

To collect information related to objective no. 6 regulations of four Universities i.e., Mizoram University, NEHU, Mysore University and Bangalore University was studied and compared. Regulations of NEHU, Mysore University and Bangalore University were downloaded from the internet.

For objective no. 4, information was collected from secondary sources by visiting all the academic departments of Mizoram University and taking departmental records of CBCS course structure for the year 2012 - 2014. Annual report of Mizoram University for the year 2014-2015 was also consulted.

2.6. Sources of Data:

The study has used both primary and secondary sources of data for the attainment of its objectives:

- a) Primary data relating to opinions of students', teachers', and heads were personally collected by visiting all 25 academic departments of Mizoram University.
- b) Secondary data relating to objective no. 6 on regulations of four Universities i.e., Mizoram University, NEHU, Mysore University and Bangalore University was studied and compared. Regulations of NEHU, Mysore University and Bangalore University were downloaded from the internet.

Likewise, the secondary data relating to objective no. 4 on the choices available to students' various departments under soft courses and open electives was collected from the relevant official records of various departments, annual reports and Website of Mizoram University.

2.7. Development of Tools:

As CBCS is a new system there is no proper empirical research about this system so far, so there were no standardized tools available. Therefore, the investigator with the help of the supervisor prepares the four tools, following appropriate procedure for formation of tools. The following tools were developed by the researcher for the collection of the required data.

a) Opinionnaire for Students' on Different Aspects of CBCS:

As Choice Based Credit System is newly introduced in Mizoram University there are many issues that need to be studied and looked after, for this Opinionnaire for the students' was developed by the investigator with the intention of finding out the opinions of students' of Mizoram University regarding different issues relating to Choice Based Credit System, like the impact of CBCS on quality of education, adequacy of choice in selecting papers on open electives, factors affecting students' choice of open electives, impact of CBCS on the work load of students', difficulties encountered by students' under CBCS and their suggestions for effective implementation of CBCS. There are 25 statements, with 3 open-ended questions.

- Do you think that quality of education has improved with the introduction of Choice Based Credit System (CBCS)?
- Do you think that CBCS is a right step for quality education?
- Do you think that CBCS overburdens students' with too many tests and other evaluative exercises?
- Do you believe that CBCS is more job oriented than the old system?
- Do you believe that CBCS is more students' centric?

- Do you agree that the students' face problems in attending open electives classes due to the long distance between departments?
- Do you think that all restrictions imposed on the selection of open electives should be removed and students' be given complete freedom in the selection of their open electives?
- Has your department appointed Academic Adviser to assist students' in the selection of open electives and soft courses?
- Who in your department helped you in selecting your soft courses?
- Who in your department helped you in selecting your open electives?
- Could you select the soft courses of your choice in 2nd Semester?
- Could you select the soft courses of your choice in 3rd Semester?
- Could you select the open electives of your choice in 3rd Semester?
- What was the status of your classes in open electives in a 2nd semester?
- What was the status of your classes in open electives in 3rd semester?
- How many open electives you could select as per your choice?
- Did you ever miss your class in your own (parental) department due to non-availability of buses in time?
- Do you agree that students' should not be allowed to select open electives from their own department?
- Do you think that students' be allowed choose open electives from within their school?
- Do you believe that CBCS has transformed the traditional teacher-centered education to a student-centered education?
- What benefits do you have from Choice Based Credit System?

- Suggestions to overcome the problems in the successful implementation of CBCS.

b) Opinionnaire for Teachers' on Different Aspects of CBCS:

Opinionnaire for teachers' consists of 48 statements on different issues relating to Choice Based Credit System. This is divided into 7 dimensions:

Table 2.8.1
Dimensions of CBCS

Dimension No.	Name of the Dimension	No. of Items
Dimension-1	Impact of CBCS on Teachers'.	8
Dimension-2	Need of Training on CBCS	7
Dimension-3	Issues Relating to Choice of Open Electives	7
Dimension-4	Impact of CBCS on Students'	7
Dimension-5	Impact on the Functioning of Departments.	7
Dimension-6	Problems Relating to Successful Implementation of CBCS	6
Dimension-7	Impact of CBCS on Quality and Flexibility of Education	6

c) Opinionnaire for Heads with Regard to the Problems faced by the Academic Departments in the Implementation of CBCS:

Opinion on CBCS for heads of the departments consisting of 19 statements with two open-ended questions was developed and administered. The Opinionnaire covers different areas of CBCS like:

- Have you received any training on the implementation of CBCS?
- Do you have the adequate supporting staff to handle the additional work generated by CBCS?

- How do you assess the understanding of your teachers' with regard to the provisions in 'Regulation on CBCS'?
- Who takes classes of open elective in your department?
- How has the introduction of CBCS affected your functioning as HOD?
- Are you happy with the present number of open electives offered by your department?
- Do you think reducing the number of Open Electives from four to two will give you relief from too much of administrative work relating to OE's?
- Do you feel overburdened with the compiling of marks for class tests, assignments, seminars, field reports etc., under C-1 and C-2 in each semester?
- Do you feel that with the introduction of CBCS, the focus of departments has shifted from teaching to testing and evaluation?
- Do you administer the attendance of students' in open electives?
- Do you receive the attendance records of students' of your department who are attending Open Electives in other departments?
- Do you communicate the attendance records of students' who are coming to your departments for their open electives?
- Do you think that students' should have the freedom to select of Open Electives even from their own department?
- Do you think that allowing students' to select of Open Electives from their own department works against the basic spirit of CBCS?
- Do you think with the introduction of CBCS teachers' are not able to finish their course in main courses in time?

b) Questionnaire on Kind and Nature of Feedback Given by Teachers' on Internal Assessment

Questionnaire on feedback given by teachers' on internal assessment was developed by the investigator in order to find out the various issues relating to formative evaluation, there are 17 questions and 3 of them are open-ended questions.

This questionnaire cover areas like:

- Whether the teachers' give feedback for internal assessment?
- How much time is spent on giving feedback?
- What is form and nature of feedback given by teachers'?
- How much time taken for returning answer scripts
- What benefit they gain from feedback given by teachers'?
- Do the teachers' give freedom in discussing their performance in internal assessment?
- Have you ever complained regarding marks assign by your teachers'?
- Does your department display internal marks on the notice board before communicating it to the Controller of Examination?
- Are you satisfied with the marks given in Internal Assessment?
- Do you think too much internal assessment leaves little time for teachers' to do justice with the course?
- Suggestions for weightage of internal assessment
- Problems faced by students' regarding internal assessment
- Suggestions for effective implementation of internal assessment

2.8 Establishment of Reliability of Various Tools of Data Collection:

The reliability of the questionnaire and the opinionnaire is not the same as that of a test for which scores are obtained. The responses to different tests items of this questionnaire and opinionnaire are not scored in the usual sense of the term. Moreover, every item in this questionnaire and opinionnaire is independent and measures a different dimension; therefore, responses to the various items cannot be added up like scores. So, the well-known methods of establishing reliability like split-half, alternate or parallel form, and rational equivalence cannot be used. To test the reliability of the tools, the investigator applied 'test-retest' method by administering the schedules twice on a small sample for the teachers' and the students' and found them to be reliable.

2.9 Establishment of Validity of Various Tools of Data Collection

Since the questionnaire and the opinionnaire were not prepared as tests but constructed to obtain data from different stakeholders on different, but unconnected issues relating to CBCS, therefore, a single overall index of validity for these tools cannot be established. However, there are certain ways to improve the validity of questionnaire and opinionnaire. To ensure the tools measure what they proposed to measure, the following principles were kept in mind while selecting and framing statements of this questionnaire and opinionnaire:

1. It was ensured that items included in the questionnaire and opinionnaire have a significant aspect of the investigation.
2. Content validity was established by using expert's comments where the investigator distributed it to a team of experts and their suggestions and comments were incorporated.
3. It was ensured that the tools covered all the areas relating to CBCS.

2.10. Administration and Scoring Process:

As a preliminary step for making the opinionnaire and questionnaire for the students, teachers and heads of the academic department, a draft was made on different aspects of Choice Based Credit System and also on the kind and nature of feedback given by teachers on internal assessment and then it was distributed to experts with a request to make their comments and necessary modifications. Based on their suggestions, some items were modified and added. The modified opinionnaires/questionnaire was then administered to the selected sample of students, teachers and head of the department.

Opinionnaire consisting of 23 statements was administered on 697 students to study their opinions on different aspects of CBCS, and a questionnaire consisting of 17 questions on the kind and nature of feedback given by teachers' on internal assessment was administered to 710 students of 4th semester of 2012-14 and 2013-15 batches of 25 academic departments.

Likewise, teachers' opinionnaire, consisting of 48 statements relating to 7 dimensions of choice based credit system was administered to 78 teachers from 25 academic departments. Besides, the Opinionnaire for Heads with regard to the Problems faced by the academic departments in the implementation of CBCS consisting of 19 statements, with two open-ended questions, for the head of the department was administered to 22 heads of the academic department out of 25 academic departments.

All of the four tools of data collection were administered on the selected sample of students', teachers' and heads of the departments. The respondents were requested to put a tick mark on the answer of their choice provided against each

statement in all four opinionnaires/questionnaire. Other than the ‘opinionnaire for teachers’ on different aspects of CBCS’, there were two to three open-ended questions in the remaining three tools. The filled in copies of the opinionnaires/questionnaires were then collected, and scoring in terms frequency distribution was done and the percentage was taken for each statement in all four opinionnaires/questionnaires according to the nature of the statement.

The final form of the opinionnaires/questionnaire has been given in Appendices 1, 2, 3 and 4.

2.11. Statistical Techniques Applied for Analysis of Data:

Given the nature of data and the objectives of the study descriptive statistics i.e., frequency distribution, and percentages and were applied for the analysis and interpretation of data.

CHAPTER – III

ANALYSIS AND INTERPRETATION OF DATA: A Perusal of MZU CBCS Regulations-2012 and its Comparison with the CBCS Regulations of Selected University

In this chapter, the investigator has examined the provisions under MZU CBCS regulations 2012 with regard to the number of soft courses and open electives offered by different academic departments. MZU CBCS Regulations-2012 has also been compared with selected universities from various regions in the country, and comparison has also been made between MZU CBCS regulations of 2012 and 2015. Besides, the investigator has also examined whether the MZU CBCS regulations 2012 will facilitate the attainment of various objectives of CBCS as conceptualized by its planners.

For a meaningful and systematic presentation, this chapter has been divided into the following sections:

- 3.1 Examination of Provisions under MZU CBCS Regulations-2012 with Regard to Course Structure, Soft Courses & Open Electives.
- 3.2 Comparison of MZU CBCS Regulations-2012 with CBCS Regulations of Selected Universities.
- 3.3 Comparison of MZU CBCS Regulations -2012 and 2015 for PG Programmes.
- 3.4 Examination of MZU CBCS Regulation-2012 in Terms of Attainment of CBCS Objectives

3.1 Examination of Provisions under MZU CBCS Regulations-2012 with Regard to Course Structure, Soft Courses and Open Electives:

a) *Course Structure*

The Course Structure for PG Programs under MZU CBCS Regulations 2012 (without practical components) are Core Courses = 56 credits, Soft Courses = 16 credits, Open Elective Courses = 8, Total Credits = 80. Whereas, Course Structure for PG Programs under MZU CBCS Regulations 2012 (with practical components) are Core Courses = 64 credits, Soft Courses = 16 credits, Open Elective Courses = 8, Total Credits = 88. The Course Structure for PG Programs under MZU CBCS Regulations 2015 are Core Courses = 60 credits, Soft Courses = 16 credits, Open Elective Courses = 4, Foundation Courses = 8, Total Credits = 88. However, MBA programme being a professional course carries 100 credits.

Table 3.1.1
Course Structure for PG Programs under MZU CBCS Regulations 2012 and 2015

Course Structure for PG Programs under MZU CBCS Regulations 2012 (without practical components)		Course Structure for PG Programs under MZU CBCS Regulations 2012 (with practical components)		Course Structure for PG Programs under MZU CBCS Regulations 2015	
Category of Courses	Credits	Category of Courses	Credits	Category of Courses	Credits
Core Courses	56	Core Courses	64	Core Courses	60
Soft Courses	16	Soft Courses	16	Soft Courses	16
Open Elective Courses	8	Open Elective Courses	8	Open Electives	4
-	-	-	-	Foundation Courses	8
Total Credits	80	Total Credits	88	Total Credits	88

**Course structure for M.B.A in 2012 regulation- CC = 60, SC = 32, OE = 8.*

b) Variation in Number of Soft Courses Offered by Different Departments:

The number of soft courses offered by various academic departments also varies from one another, For instance, in case of Soft Courses, no choice was given to students' in many departments such as such History, Political Science, Chemistry, Mathematics, Management and Commerce. Adequate choices for Soft Courses were given in departments like Horticulture, Geology, Environmental Science, Library Science, Economics and Mass Communication. Students' had to select 4 from 8 courses. A maximum number of choices is available in departments like MSW, Psychology, Education, Physics, Biotechnology, Zoology and Botany. Students' had to choose 4 from 10-13 courses. Besides many of these departments did not actually offer all the soft courses they projected in their course structure, this may be due to less number of faculties or lack of infrastructure.

c) Variation in Number of Open Elective Courses Offered by Different Departments

Regarding Open Electives, almost all the departments follow the same structure; there are 4 departments who offer 8 Open Electives, which were MSW, Horticulture, Forestry and Environmental Science and the other 21 departments offer 4 Open Electives. The total credits for Open Electives are of 8 Credits.

Table 3.1.2
Choices Given to Students under Soft Courses and Open Electives by Various Academic Departments

Sl. No	Department	Core Courses		Soft Courses			Open Electives		
		No. of courses	Credits	No. of Courses Listed	No. of Courses to be Selected by students	No. of Credits	No. of Courses Listed	No. of Courses to be Selected by students	No. of Credits
School of Social Sciences									
1	History	12	56	4	4	16	4	4	8
2	MSW	18	68	10	4	12	8	4	8
3	Political Science	12	56	4	4	16	4	4	8
4	Psychology	15	64	12	4	16	4	4	8
5	Public Administration	12	56	8	4	16	4	4	8
School of Education and Humanities									
6	Mizo	14	56	8	4	16	4	4	8
7	English	12	56	8	4	16	4	4	8
8	Hindi	15	56	8	4	16	4	4	8
9	Education	12	56	13	4	16	4	4	8
School of Physical Science									
10	Chemistry	18	64	4	4	16	4	4	8
11	Mathematics	16	64	4	4	16	4	4	8
12	Physics	16	64	12	4	16	4	4	8
School of Life Science									
13	Biotechnology	18	64	12	4	16	4	4	8
14	Botany	17	64	12	4	16	4	4	8
15	Zoology	14	64	12	4	16	4	4	8
School of Earth Science & Natural Resource Management									
16	Horticulture	17	64	8	4	16	8	4	8
17	Forestry	14	64	8	4	16	8	4	8
18	Geography	17	64	8	4	16	4	4	8
19	Geology	20	64	8	4	16	4	4	8
20	Environmental Science	19	64	8	4	16	8	4	8

School of Economics, Management & Information Science									
21	Management	20	60	8	8	32	4	4	8
22	Library & Information Science	16	64	8	4	16	4	4	8
23	Economics	14	56	8	4	16	4	4	8
24	Commerce	20	64	4	4	16	4	4	8
25	Mass Communication	14	64	8	4	16	4	4	8

3.2 Comparison of Mizoram University CBCS Regulations-2012 with CBCS Regulations of Selected Universities:

a) Year of Implementation of CBCS:

Mizoram University has been practicing CBCS from 2012, NEHU has been using CBCS from 2008, Mysore University has implemented from the year 2012 and Bangalore University from 2014.

b) CBCS through Semester or Annual System:

Regarding the duration of the programme, all the Universities follow the same pattern which is four semesters in each PG programme, mostly consisting of 90 actual working days.

c) Types of Courses under CBCS:

The categories of courses offered in the four Universities are mostly similar, for instance, Mizoram University offered a) Core Courses (CC), b) Soft Courses (SC), c) Open Electives (OE) courses in the year 2012-2014, in 2015 the regulations were revised and changed to a) Foundation Courses (FC), b) Core Courses (CC), c) Elective Courses, Specialization Courses (SC), and d) Open Electives (OE), NEHU offers a) Core Courses and b) Open Courses. Mysore University offers (a) Core

course - Soft Core and Hard Core; (b) Elective Courses- Discipline Centric Electives, Open Electives, Support Electives. Bangalore University offers a) Core Course (CC), b) Soft Core (SC), and c) Open Electives (OE).

d) Weightage of Continuous Assessment:

For Continuous assessment Mizoram University follows total marks for each course = 100, Continuous assessment (C1) = 20 % marks, Continuous assessment (C2) = 20% marks, Semester End Examination (C3) = 60% marks. Whereas in Mysore University the total is of 100%, Continuous assessment C1 = 25%, Continuous assessment C2 = 25%, End Exam = 50%, here the internal assessment and external assessment carries the same amount of weight. In Bangalore University total marks for each course = 100, Continuous assessment (C1) = 15% marks, Continuous assessment (C2) = 15% marks, Semester End Examination (C3) = 70% marks, here internal assessment carries only 30%.

e) Number of Open Electives

Regarding the number of open electives, Mizoram University in its 2012 regulation has put forward four Open Elective Courses of 2 Credits each which were offered in 2nd and 3rd semester. However, in CBCS Regulations-2015 not only the number of open electives (OE) has been reduced from four to two but also the total credits for OE have been reduced from 8 to 4. NEHU offered 4 Open elective courses for 12 credits which are offered only in 2nd and 3rd semesters. Bangalore University offered one open elective in 3rd semester weighing 4 credits.

Table 3.2.1

Comparison of CBCS Regulations of Mizoram University in Terms its Core Features with Selected Universities

Features of CBCS	Mizoram University	Mizoram University	NEHU	Mysore University	Bangalore University
	Year of Implementing CBCS				
	2012	2015	2008	2012	2014
Duration of Programme	There shall be <i>four semesters</i> in each PG programme. <ul style="list-style-type: none"> ➤ One academic year shall consist of two semesters each of 18 weeks. ➤ There shall be 90 days teaching in each semester 	There shall be <i>four semesters</i> in each PG programme. <ul style="list-style-type: none"> ➤ One academic year shall consist of two semesters each of 18 weeks. ➤ There shall be 90 days teaching in each semester 	There shall be <i>four semesters</i> in each PG programme.	There shall be <i>four semesters</i> in each PG programme. <i>Each semester consists of 18th – 20th week.</i>	There shall be four semesters in each PG programme. There shall be 90 actual working days of instruction in each semester
Courses	<ul style="list-style-type: none"> ➤ Core Course (CC) ➤ Soft Course (SC) ➤ Open Electives (OE) 	<ul style="list-style-type: none"> ➤ Foundation Courses(FC) ➤ Core Courses (CC) ➤ Elective Courses <ul style="list-style-type: none"> • Specialization Courses(SC) • Open Electives (OE) 	<ul style="list-style-type: none"> ➤ Core Course ➤ Open Courses 	<ul style="list-style-type: none"> ➤ Core <ul style="list-style-type: none"> • Soft Core • Hard Core ➤ Elective <ul style="list-style-type: none"> • Discipline Centric elective • Open elective • Support elective 	<ul style="list-style-type: none"> ➤ Core Course (CC) ➤ Soft Core (SC) ➤ Open Electives (OE)

Credits	20-25 credits each semester PG programmes with practical components – 88 credits PG programmes without practical component – 80 credits MBA – 100 credits	22 credits each semester 88 Credits for whole academic year	72 credits	120 credits	The number of credits per semester may vary from 24-26, an average of 25 credits per semester and a total of around 96-104 credits for the programme.
Continuous Assessment	<ul style="list-style-type: none"> ➤ Total Marks for each course = 100% • Continuous assessment (C1) = 20 % marks • Continuous assessment (C2) = 20 % marks • Semester End Examination (C3) = 60% mark 	<ul style="list-style-type: none"> ➤ Total Marks for each course = 100% • Continuous assessment (C1) = 20 % marks • Continuous assessment (C2) = 20 % marks • Semester End Examination (C3) = 60% marks 		<ul style="list-style-type: none"> ➤ Total - 100% • Continuous assessment C1 = 25% • Continuous assessment C2 = 25% • End Exam = 50% 	<ul style="list-style-type: none"> ➤ Total Marks for each course = 100% • Continuous assessment (C1) = 15% marks • Continuous assessment (C2) = 15% marks • Semester End Examination (C3) = 70% marks
No. of open Electives	<i>Four open elective Courses of 2 Credits each shall be mandatory for successful implementation of each PG programme. Open elective Courses shall be offered simultaneously in 2nd and 3rd semesters of all programme in the University.</i>	<i>Two open elective courses of 2 Credits each shall be mandatory for successful implementation of each PG programme.</i>	<i>4 open elective courses 12 credits Open Courses offered only in 2nd and 3rd semesters.</i>	<i>Soft Core/ Elective in the trans-border/cross-discipline of study 4-8 c\\ edits.</i>	<i>One open elective in 3rd semester weighing 4 credits.</i>

f) Comparison of MZU CBCS Regulations 2012 in Terms of Divisions and CGPA with Selected Universities:

Comparison of CBCS Regulations of Mizoram University in terms of percentage of Marks/CGPA in determining divisions with Selected Universities reveals that in Mizoram University 10 point grading scale was used and $CGPA < 5$ is considered as Fail, and $5 \leq CGPA < 6.5$ is second class, $6.5 \leq CGPA < 8$ is first class and $8 \leq CGPA \leq 10$ is distinction. Whereas in Mysore university also follow ten-point scale and the pass class is lower than compared to Mizoram University which is $4 \leq CGPA < 5$, second class is $5 \leq CGPA < 6$, $6 \leq CGPA < 7.5$ is first class and $7.5 \leq CGPA \leq 10$ is a distinction. NEHU did not display the CGPA in their regulations, so below 40% is Fail, 40% to 49% is Pass, 50% to 59% is Second class, 60% to 69% is First (Good), 70% to 79% is First (Very Good), 80% to 89% is First (Excellent) and 90% to 100% is First (Outstanding) and they are using seven-point grading scale. In Bangalore University ten-point grading scale was practiced and below 40 is Fail/Reappear, 40.0-<50.0 is Pass Class, 50.0-<55.0 is Second Class, 55.0-<60.0 is High Second Class, 60.0-<70.0 is First Class, 70.0-<80.0 is First Class Distinction, 80.0-<90.0 is First Class Exemplary , 90.0-100 is Outstanding.

Table No. 3.2.2
Comparison of MZU CBCS Regulations 2012 in terms of Divisions and CGPA with Selected Universities

Mizoram University		Mysore University		NEHU Shillong		Bangalore University	
CGPA	Division	CGPA	Division	Percentage of Marks	Division	Percentage of Marks	Division
$CGPA < 5$	Fail	$4 \leq CGPA < 5$	Pass Class	Below 40%	Fail	Below 40	Fail/Reappear
$5 \leq CGPA < 6.5$	Second Class	$5 \leq CGPA < 6$	Second Class	40% to 49%	Pass	40.0-<50.0	Pass Class
$6.5 \leq CGPA < 8$	First Class	$6 \leq CGPA < 7.5$	First Class	50% to 59%	Second	50.0-<55.0	Second Class
$8 \leq CGPA \leq 10$	Distinction	$7.5 \leq CGPA \leq 10$	Distinction	60% to 69%	First (Good)	55.0-<60.0	High Second Class
				70% to 79%	First (Very Good)	60.0-<70.0	First Class
				80% to 89%	First (Excellent)	70.0-<80.0	First Class Distinction
				90% to 100%	First (Outstanding)	80.0-<90.0	First Class Exemplary
						90.0-100	Outstanding

3.3 Comparison of MZU CBCS Regulations - 2012 and 2015 for PG Programmes:

The Mizoram University developed its 'CBCS Regulations 2012' after consulting the CBCS regulations of many other universities from all over the country and implemented its CBCS from the academic session 2012-13. However, 'CBCS Regulations 2015' was framed as per the UGC guidelines for adoption of CBCS. Mizoram University has already produced 2 batches of students' after implementation of its CBCS as per the 2012 regulations. Since the investigator had already completed her data collection from the 2012-14 and 2013-15 batches of students' & other stakeholders, before the new 2015 regulations came into force, it was not possible for the investigator to cover the provisions under the new CBCS regulations. Thus, this research is focused on the 'MZU CBCS Regulations 2012'. However, the important changes introduced in new CBCS regulations have been highlighted as follows:

1. Programme Design:

In 2012 regulations PG programmes with practical component were of 88-credits and PG programme without practical were of 80 credits under semesters system, which was distributed in 4 semesters, whereas in 2015 regulations each of the PG programme, without any differentiation between practical and non-practical based department, is of 88-credit, equally distributed over all semesters. However, MBA programme being a professional course carries 100 credits.

2. Types of Courses Offered:

In 2012 regulations each PG programme consists of four types of courses, i) Compulsory courses designated as Core Courses (CC) usually of 4 credits each. ii) Four elective/ major specialization courses designated as Soft Courses (SC) usually of 4 credits each. iii) Four choice based/interdisciplinary Open Elective (OE) Courses of 2 credits each. Students' were initially allowed to choose their OE's from within the department/school or from unrelated disciplines with an objective to seek exposure. However, the provision of selecting OE's from the parental department was withdrawn, and the students' were required to select their OE's from any other department other than their own department. Project work was usually of 8 credits, however, the departments were allowed to assign up to maximum 12 credits if entire semester was assigned for project work. Project work was covered under the Core Course with L: T: P pattern as L=0, T=0, P=8.

Courses Offered in 2015 Regulations:

i) Core Course (60 Credits): there is one or more core courses in every semester. This is the course which is to be compulsorily studied by a student as a core requirement to complete the requirement of a programme in a said discipline of study.

ii) Elective Courses (20 Credits): Elective course is a course which can be chosen from a pool of papers. It may be of two types:

a) Specialization Courses (16 Credits): The Specialization Courses are designed to build knowledge bases – theoretical, practical or procedural – in a particular subject. They are meant to supplement and extend understanding acquired in the core areas through deeper engagement with specific aspects of subject. Students' are allowed to choose from a combination of 2, 3 or 4 credit electives available within the

department to obtain the 16 credits required. The Specialization courses are offered in 3rd and 4th semesters only.

b) Open Elective (4 Credits): Students' are required to choose their OE from unrelated disciplines. Two Open Elective courses of 2 credits each are mandatory for successful completion of each PG programme. The OE courses are offered only in 2nd and 3rd semesters.

iii) Foundation Courses (8 Credits): These courses guide students' through the fundamentals of mathematics, social sciences, pure sciences, and humanities in order to develop strong analytical and communication skills across disciplines. Foundation courses are discipline-centric and are offered by each department.

4. Conversion table for Grade to Grade point: In 2012 regulations 10 point scale was used. The Grade (G) and Grade Point (GP) are worked out by using percentage of marks obtained and the credit value of the respective course as given in table Conversion:

Table 3.3.1

Conversion Table for Finding of Grade and Grade Point for Each Course

P (% marks obtained in (C1+C2)+C3 component)	G	GP= V x G
90-100	10 A ⁺⁺	V x 10
80-89	9 (A ⁺)	V x 9
70-89	8 (A)	V x 8
60-69	7 (B ⁺⁺)	V x 7
50-59	6 (B ⁺)	V x 6
Passed with Grace	5 (P)	Vx5

00-49	0 (F)	0
Non-appearance in examination (incomplete)	I	0

The 2015 CBCS regulations proposed relative grading system to be practiced in the University, but due to some technical difficulties, it has been deferred by Mizoram University.

For conversion of Grade to Grade Point, in 2015 regulations 10 point scale is used. The cutoff score used for “F” grade is 50 marks (C1+C2+C3), i.e. if marks (P) obtained are less than 50 then a student will be declared as FAIL in that particular subject irrespective of the value of cut off for “F” grade. If marks obtained in C3 component (end semester examination) are less than 40, the F grade shall be awarded irrespective cut-off student shall be declared FAIL in that course. (See table 3.3.2)

Table 3.3.2
Conversion of Grade to Grade Point

Grade	Grade Point	Performance
O	10	Outstanding
A+	9	Excellent
A	8	Very good
B+	7	Good
B	6	Above Average
C	5	Average
P	4	Pass
F	0	Fail
Ab	0	Absent

5. SWAYAM-MOOC

Meeting of Deans of all Schools & CBCS Committee held on 1st August, 2017 has agreed on joining of Massive Open Online Courses (MOOCs) and SWAYAM which is a platform indigenously developed by Ministry of Human Resource Development (MHRD) and All India Council for Technical Education (AICTE) with the help of Microsoft and would be ultimately capable of hosting 2000 courses and 8000 hours of learning: covering school, under-graduate, post – graduate, engineering, law and other professional courses. This issue has been taken up in the 33rd meeting of the academic council meeting held on 7th. December 2017 and it was passed by the academic council and it will be implemented from the next semester for the 2nd-semester students' from February 2018, and the online courses will be optional for the students'.

3.4 Examination of MZU CBCS Regulation - 2012 in Terms of Attainment of CBCS Objectives.

This section deals with the presence or absence of salient or core features of CBCS in the CBCS implemented by Mizoram University. Vide its CBCS regulation-2012.

a) Uniform Grading System

One of the salient features of CBCS is that there will be a uniform grading system which will facilitate seamless mobility of students' across institutions, in India and abroad, regarding this uniform grading system, it is very difficult for all Universities across the country to follow the same pattern, even Mizoram University has its own grading styles.

b) Consultations with Potential Employers

One of the features of CBCS is that it will help potential employers, and will make the process easier when they have to assess the performance of students'. Mizoram University, like many other universities in the country, while planning and developing courses/syllabi/curriculum for its various PG programmes under CBCS, has not consulted the potential employers of its manpower; therefore it will not be easy for them to assess the performance of students'.

c) Cafeteria Approach in Selection of Courses

The salient feature of CBCS relating to cafeteria approach, wherein students' will be able to pick courses of their choice has been partially implemented as *a)* Students' admitted in a PG Course shall take the choice based open elective courses offered by the Departments/Faculties, subject to stipulation as to the minimum (10 students') and maximum (50 students') ceiling strengths in each course. *b)* Sometimes due to lack of infrastructure and limitation in a number of faculties the students' cannot opt for the OE courses of their first choice. Besides, the list of Soft Courses given by most of the academic departments under CBCS is much longer than the Soft Courses actually offered.

d) Courses Offered and Grading System:

MZU offered three types of courses under its CBCS Regulation 2012, namely, Core Courses (CC), Soft Courses (SC) and Open Electives (OE). However, with the adoption CBCS Regulation-2015, the type of courses offered has increased to four, namely, Foundation Courses (FC), Core Courses (CC), Specialization Course (SC) and Open Electives (OE). This recommendation of UGC on the application of grade

points and letter grades, to maintain fairness during assessments, has been implemented by the Mizoram University under its CBCS Regulation 2012 and CBCS Regulation 2015. The Mizoram University has already worked out and implemented its formulae for SGPA and CGPA. Besides, it has also worked out the formula for conversion of CGPA into a percentage.

e) Investment of Time in Learning, Not in Teaching

One of the objectives of CBCS is based on the investment of time in learning, not in teaching, but in many Universities and also in Mizoram University teaching is given more importance even in the classrooms. Under the CBCS adopted by Mizoram University the time spent on Lectures (L), Tutorials (T) and Practical/Practicums (P) is reflected separately under L, T and P in the Course Structure of every discipline. Continuous and comprehensive evaluation of students'; which includes class tests, assignments, and seminars etc.; is done under C1 and C2 that relate to the first half and second half of the semester, respectively. And C3 relates to the end semester examination carrying 60 percent weightage, the time taken for learning and preparation for examination is not taken into consideration.

f) Self-paced Learning

The CBCS adopted by the Mizoram University does not support the self-paced learning as it is not much different from its traditional system (Non-CBCS) in terms of its provisions on self-paced learning. All students' of a particular department or school are required to undertake the same number of credits. The provision to not repeat all the courses in a given semester if a student fails in one or more courses was also there in the Non-CBCS.

g) *Learner Autonomy*

CBCS respects 'Learner Autonomy'. It allows learners to choose according to their learning needs, interests and aptitudes. Mizoram University prepares the list of Open Electives (OE's) of which students' are supposed to choose their OE(s) is quite comprehensive and students' has lots of choices. Students' are allowed to select their OE's from any academic department in the university; however, they are not allowed to choose open electives from their parental department. The students' in Mizoram University have limited autonomy, as a considerable percentage of students' are not able to choose the Open Electives of their First Choice, and many others are not even able to choose the Open Electives of their Second Choice. This is largely because of the limitations imposed on the intake capacity of the departments in relation OE courses. As per this limit, no department can admit more students' than its intake capacity, approved by the university. All Soft Course courses included by the departments in their respective courses are not actually offered because of lack of faculty, which further imposes restrictions on the choice/autonomy of students' in selecting the courses of their choice.

h) *Transferring of Credits*

CBCS offers the opportunity to study at different times and in different places. Credits earned at one institution can be transferred to another. Unfortunately, none of the universities in the country including Mizoram University has yet implemented this salient feature of the CBCS. As of now, the students' are supposed to earn all their credits from their parental institution. The absence of this the provision of transfer of credits from/to other institution has killed the basic spirit or philosophy of CBCS.

i) Amalgamation of Skills Development Courses in the Curricula:

Another important objective of CBCS is an amalgamation of Skills Development Courses in the Curricula. Since most of the FCs, CCs, SCs and OE's offered by various departments are theoretical in nature, therefore, it can be said that the CBCS adopted by the Mizoram University has not focused on the amalgamation of skills development courses in the Curricula. There is no provision for the Multiple Entry and Multiple Exit with Horizontal and Vertical mobility in the CBCS Regulation 2012 and 2015 adopted by Mizoram University. All universities including Mizoram University, which has adopted the CBCS as per the Guidelines of UGC, have Common Minimum Syllabi for their programmes in all parts of the country. The nature of CBCS; implemented by Mizoram University through its CBCS Regulations 2012 as well as CBCS Regulations 2015; is such that it will not be able to meet the needs of national and international employment market which requires individuals with extraordinary skills, vast knowledge and strong moral values, as such components have not been incorporated in it.

j) From Teacher-Centric to Learner-Centric:

The expected paradigm shift from teacher-centric to learner-centric education is not yet visible under the CBCS adopted by Mizoram University. This is largely because of the fact that even after five years of adoption of CBCS, the workload in the Mizoram University is still estimated on the basis of investment of time in teaching, not in learning.

From the following table, we can see the different features of CBCS and how it is implemented by Mizoram University. CBCS has been implemented in Mizoram University at its PG level in 2012.

Table 3.4.1
Examination of MZU CBCS Regulations-2012 in Terms of Attainment of Objectives of CBCS

Sl. No.	SALIENT FEATURES OF CBCS	STATUS OF THEIR IMPLEMENTATION /ADOPTION BY MZU
1	The guidelines for adoption of CBCS are applicable to all undergraduate and postgraduate level degree, diploma and certificate programmes.	CBCS has been implemented at PG level from the year 2012
2	A uniform grading system will facilitate seamless mobility of students across institutions, in India and abroad.	All universities, including Mizoram University, which has adopted CBCS, have worked out their own grading systems which are not uniform. In the absence of this uniformity, it will not facilitate seamless mobility of students across institutions, in India and abroad.
3	It will help potential employers and will make the process easier when they have to assess the performance of students.	Since, the Mizoram University, like many other universities in the country while planning and developing courses/syllabi/curriculum for its various PG programmes under CBCS, has not consulted the potential employers of its manpower; therefore it will not be easy for them to assess the performance of students.
4	There is a 'cafeteria' approach being taken under CBCS, wherein students will be able to pick courses of their choice, understand, and learn at their own speed. They can also take up additional courses and receive more than the required credits.	1.This salient feature of CBCS relating to cafeteria approach, wherein students will be able to pick courses of their choice has been partially implemented as: a) Students admitted in a PG Course shall take the choice based open elective courses offered by the Departments/Faculties, subject to the stipulation as to the minimum (10 students) and maximum (50 students) ceiling strengths in each course. b) Sometimes due to lack of infrastructure and limitation in a number of faculties the students cannot opt for the OE courses of their first choice.

		<p>2. Besides the list of Soft Courses given by most of the academic departments under CBCS is much longer than the Soft Courses actually offered.</p> <p>3. The provision on the taking of extra courses to earn additional credits is completely absent under the CBCS regulations adopted by Mizoram University</p>
5	There will be three kinds of courses – Core, Elective and Foundation.	MZU offered three type of courses under its CBCS Regulation 2102, namely , Core Courses(CC), Soft Courses (SC) and Open Electives (OE). However, with the adoption CBCS Regulation the type of courses offered has increased to four, namely, Foundation Courses (FC), Core Courses (CC), Specialization Courses (SC) and Open Electives (OE).
6	UGC recommends the application of grade points and letter grades under the system to maintain fairness during assessments.	This recommendation of UGC on the application of grade points and letter grades, to maintain fairness during assessments, has been implemented by the Mizoram University under its CBCS Regulation 2012 and CBCS Regulation 2015.
7	The calculation of the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) will be done with the help of formulae.	The Mizoram University has already worked out and implemented its formulae for SGPA and CGPA. Besides, it has also worked out the formula for conversion of CGPA into a percentage.
8	CBCS is based on the investment of time in learning, not in teaching	In Mizoram University, teaching is given more importance even in the classrooms.
9	CBCS helps to record coursework and to document learner workload realistically since all activities are taken into account- not only the time learners spend in lectures or seminars but also the time they need for individual learning and the preparation of examinations etc.	Under the CBCS adopted by Mizoram University the time spent on Lectures (L), Tutorials (T) and Practical/Practicums (P) is reflected separately under L, T and P in the Course Structure of every discipline. Continuous and comprehensive evaluation of students; which includes class tests, assignments, and seminars etc.; is done under C1 and C2 that relate to the first half and second half of the semester, respectively. And C3 relates to the end semester examination carrying 60 percent weightage, The time taken for learning and preparation for examination is not taken into consideration.
10	CBCS helps self-paced learning Learners may undertake as many credits as they can	The CBCS adopted by the Mizoram University does not support the self-paced learning as it is not much different from its traditional system (Non-CBCS) in

	cope with without having to repeat all the courses in a given semester if they fail in one or more courses.	terms of its provisions on self-paced learning. All students of a particular department or school are required to undertake the same number of credits. The provision of not to repeat all the courses in a given semester if a student fails in one or more courses was also there in the on-CBCS .
11	CBCS respects 'Learner Autonomy'. Allows learners to choose according to their own learning needs, interests and aptitudes.	<p>1. The list of Open Electives (OEs) of which students are supposed to choose their OE(s) is quite Comprehensive, and students have lots of choices.</p> <p>2. Students are allowed to select their OEs from any academic department in the university; however, they are not allowed to choose open electives from their parental department.</p> <p>3. The students in Mizoram University have limited autonomy, as a considerable percentage of students are not able to choose the Open Electives of their First Choice, and many others are not even able to choose the Open Electives of their Second Choice. This is largely because of the limit imposed on the intake capacity of the departments in relation OE courses. As per this limit, no department can admit more students than its intake capacity approved by the university.</p> <p>4. All Soft Course courses included by the departments in their respective courses are not actually offered because of lack of faculty, which further imposes restrictions on the choice/autonomy of students in selecting the courses of their choice.</p>
12	Offers the opportunity to study at different times and in different places. Credits earned at one institution can be transferred to another.	None of the universities in the country including Mizoram University has yet implemented this salient feature of the CBCS. As of now, the students are supposed to earn all their credits from their parental institution. The absence of this the provision of transfer of credits from/to other institution has killed the basic spirit or philosophy of CBCS.

13	Amalgamation of Skills Development Courses in the Curricula.	Since most of the FCs, CCs, SCs and OEs offered by various departments are theoretical in nature, therefore, it can be said that the CBCS adopted by the Mizoram University has not focused on the amalgamation of skills development courses in the Curricula.
14	Multiple Entry and Multiple Exit with Horizontal and Vertical mobility.	There is no provision for the Multiple Entry and Multiple Exit with Horizontal and Vertical mobility in the CBCS Regulation 2012 1nd 2015 adopted by Mizoram University
15	Common Minimum Syllabi for the programmes in all parts of the country.	All universities including Mizoram University, which has adopted the CBCS as per the Guidelines of UGC, have Common Minimum Syllabi for their programmes in all parts of the country.
16	The system fulfills the needs of national and international employment market which requires individuals with extraordinary skills, vast knowledge, and strong moral values.	The nature of CBCS; implemented by Mizoram University through its CBCS Regulation, 2012 as well as CBCS Regulation, 2015; is such that it will not be able to meet the needs of national and international employment market which requires individuals with extraordinary skills, vast knowledge and strong moral values, as such components have not been incorporated in it.
17	Represents a much-required shift in focus from teacher-centric to learner-centric education since the workload estimated is based on the investment of time in learning, not in teaching.	The expected paradigm shift from teacher-centric to learner-centric education is not yet visible under the CBCS adopted by Mizoram University. This is largely because of the fact that even after five years of adoption of CBCS, the workload in the Mizoram University is still estimated on the is basis of investment of time in teaching, not in learning.

CHAPTER – IV

ANALYSIS OF DATA AND INTERPRETATION: Opinion of Students, Teachers and Heads of Departments on CBCS

This chapter is an attempt to analyze the opinions of the students', the teachers' and the Head of the Department on various issues relating to CBCS. After collecting all the necessary information related to CBCS from primary sources, the following analysis has been done and interpretations were made on the basis of the analysis. For a meaningful and systematic presentation, this chapter has been divided into the following sections

- 4.1 Opinion of Students' on different aspects of CBCS.
- 4.2 Opinion of Teachers' on different aspects of CBCS.
- 4.3 Opinion of Heads with Regard to the Problems faced by the Academic Departments in the Implementation of CBCS.
- 4.4 Kind and Nature of Feedback given by Teachers' on Internal Assessment.

4.1 OPINION OF STUDENTS ON DIFFERENT ASPECTS OF CBCS

1) Impact of CBCS on Improvement in Quality of Education:

The main reason for the introduction of CBCS is for the improvement in quality education. CBCS has many important features for the improvement of quality education like enhanced learning opportunities, ability to match students' scholastic needs & aspirations, inter-institution transferability of students' (following the completion of a semester), part-completion of an academic programme in the institution of enrolment and part-completion in a specialized (and

recognized) institution, improvement in educational quality and excellence, flexibility for working students' to complete the programme over an extended period of time, standardisation and comparability of educational programmes across the country, etc. From Table-4.1.1 we can see that 84 percent of the students' agreed that quality of education has improved with the introduction of CBCS, whereas the remaining 16 percent did not think so. When asked the degree of its impact on quality improvement, 28 percent reported that it has been improved to a great extent, 72 percent opined to some extent.

Table-4.1.1
Opinions of Students' on Impact of CBCS on Improvement in Quality of Education

Sl. No.	Statement	Response	N	%
1.	Has the quality of education has improved with the introduction of CBCS?	Yes	587	84%
		No	119	16%
		If yes, to what extent	162	28 %
		(a) To great extent		
		(b) To some extent	414	72%

Note: Out of 587 students', who reported the positive impact of CBCS on quality of education, 11 did not give a response to the question on degree of its impact on quality.

2) Impact of CBCS on Student's Work-load:

Under CBCS system 40 percent marks in each paper have been assigned for internal assessment for which departments are expected to undertake class tests, assignments and seminars etc. on regular basis throughout the semester. While answering to the question of the impact of such exercises on students' work load, 65 percent of the students', as per Table-4.1.2, reported that CBCS has overburdened them with too many tests and other evaluative exercises. On the contrary, 35 percent of them reported that CBCS has not overburdened students'. When asked about the

degree of such overburdening, 22 percent of students' reported it is to a great extent, whereas 78 percent said to some extent.

Table-4.1.2
Opinion of Students' on Impact of CBCS on Students' Work-load

Sl. No.	Statement	Response	N	%
1	DOE's CBCS overburden students' with too many tests and other evaluative exercises?	Yes	447	65%
		No	236	35%
		If yes, to what extent (a) To a great extent	95	22%
		(b) To some extent	330	78%

Note: Out of 447 students', who reported CBCS overburdens the students', 22 did not respond to the question on the degree to what extent.

3) **Job-Oriented Courses under CBCS:**

One of the prime objectives of CBCS is to offer skill-based and job oriented course under open electives. We can see from the Table-4.1.3 that 66 percent of students' think that CBCS implemented by the Mizoram University is relatively more job oriented than the old system, while 34 percent of students' do not think so.

4) **Impact of CBCS on transforming the Teacher-Centric System to Student-Centric System:**

One of the basic assumptions of the introduction of CBCS is that it will result in a paradigm shift from a teacher-centric system to student-centric system. However, when asked whether CBCS is more student-centric than the traditional system, 27 percent did not agree with this proposition, whereas 73 percent of them reported positively on this issue (See Table-4.1.3).

Table-4.1.3
Opinion of Students' on Various Paradigm Shifts under CBCS

Sl. No.	Statement	Response	N	%
1	Is CBCS more jobs-oriented than the old system?	Yes	455	66%
		No	238	34%
2	Is CBCS more students'-centric?	Yes	503	73%
		No	182	27%
3	Do students' face problems in attending Open Electives classes due to the long distance between departments?	Yes	633	90%
		No	68	10%

5) *Problems Faced by Students' in Attending Open Elective Classes:*

A quick glance at data relating to problems encountered in attending Open Elective classes, vide Table-4.1.3 reveals that 90 percent of students', who participated in this study, reported that they faced problems in attending Open Electives classes due to the long distance between their parental department and department offering their selected open elective. Only 10 percent of them were of the view that they did not face such problem. Maybe they had selected their open electives from nearby departments.

6) *Factors Affecting the Students' Selection of Open Electives(OE's):*

A quick glance at data vide Table-4.1.4 shows that 24 percent of the students' opted for Open Electives (OE's) due to short distance of the department, 3 percent selected their open electives because it was opted by their close friends, 2 percent of the students' selected their OE's due to the popularity of the teacher-in-charge of the open elective, and 5 percent of the students' select their open elective in view of the advice given by Head/Senior teacher/Academic Adviser. It is pleasing to report that 41 percent and 14 percent of students' selected their OE's on the basis of their personal interest, and relevance of the open elective, respectively. Whereas, 11

percent of the students' did not have freedom in selecting their Open Electives, as they were compelled to take certain OE's due to non-availability of seats.

Table-4.1.4
Opinion of Students' on Factors Affecting the Students' Selection of Open Electives

Sl. No.	Statement	Factors Affecting Choice of Open Electives	N	%
1.	Which of the following factor(s) influenced your selection of Open Electives?	The short distance of the department	214	24%
		My personal interest	357	41%
		The relevance of the Open Elective	127	14%
		Selection of Open Elective by close friends	29	3%
		Advice is given by the Head/Senior teacher/Academic adviser of the department.	40	5%
		The popularity of the teacher.	20	2%
		I was compelled to take certain Open Electives due to non-availability of seats.	92	11%

7) *Removal of All Restrictions Imposed on Selection of Open Electives:*

A quick glance at the data vide Table-4.1.5 shows that 85 percent of students' agreed that all restrictions imposed on selection of Open Electives be removed and students' be given complete freedom in the selection of their open electives, however, 15 percent of the students' think otherwise, maybe they are the one who could select the Open Elective course of their choice in both 2nd and 3rd semester, and hence doesn't mind the continuation of existing restrictions.

Table-4.1.5

Opinion of Students' on Removal of All Restrictions Imposed on Selection of Open Electives and Availability of Academic Advisors

Sl. No.	Statement	Response	N	%
1	Whether students' be given complete freedom in the selection of their open electives?	Yes	587	85%
		No	100	15%
2	Has your department appointed Academic Adviser to assist students' in the selection of their Open Electives and Soft Courses?	Yes	277	41%
		No	403	59%

8) Availability of Academic Adviser for Students':

As per the provisions under CBCS Regulation of MZU, each of the academic departments expected to appoint an Academic Adviser to facilitate students' decision in the selection of open electives and soft courses. While responding to this issue 41 percent of the students' reported that their department did not appoint any Academic Adviser, while 59 percent reported the availability of Academic Adviser in their respective departments.

9) Availability of Help in the Selection of Soft Course:

While responding to this issue 21 percent of the students' said that the head of the department himself/herself helped them in selecting their open electives and soft courses, 8 percent reported that academic adviser assisted them in their selection of open electives, 14 percent said that senior teachers' helped them in their selection. However, 57 percent of them had to take this decision on their own as no one in their department helped them in taking such an important decision.

Table-4.1.6
Opinion of Students' on Availability of Help in the Selection of Soft Course
(SCs) and Open Electives (OE's)

Sl. No.	Statement	Response	Soft Courses		Open Electives	
			N	%	N	%
1	Who helped you in selecting your soft courses and open electives?	Head of Dept.	81	26%	143	21%
		Academic Adviser	1	9%	58	8%
		Senior Teachers'	103	15%	99	14%
		No one	349	50%	390	57%

10) Selection of Soft Courses of their Choice:

With regard to the selection of Soft Courses, it was shocking to know that only 54 percent students' in 2nd semester, and 49 percent in 3rd semester could select the Soft course of their choice, whereas the remaining 46 percent in 2nd semester and 51 percent in 3rd semester could not select the Soft Courses of their choice. It may be due to the fact that many academic departments include many papers in the list of soft courses but due to the shortage of faculty are not able to offer all these courses.

Table-4.1.7
Opinion of Students' on Selection of Soft Courses of their Choice/Interest in 2nd
and 3rd Semesters

Sl. No.	Statement	Response	In 2 nd Semester		In 3 rd Semester	
			N	%	N	%
1	Could you select the Soft Courses of your choice in 2 nd Semester and 3 rd Semester?	Yes	365	54%	337	49%
		No	315	46%	348	51%

11) *The regularity of Classes in Open Elective:*

As per the arrangement under CBCS, students', during their 2nd and 3rd semester, were expected to attend first two classes on Monday and Tuesday in other departments on their open electives. When asked on the regularity of their open elective classes, it is pleasing to report that 86 to 90 percent of students' opined that their OE classes in both 2nd and 3rd semesters were quite regular; however, 10 to 14 percent reported such classes to be irregular.

Table-4.1.8

Opinion of Students' on Regularity of Classes in Open Elective Papers in 2nd and 3rd Semesters

Sl. No.	Statement	Response	2 nd Semester		3 rd Semester	
			N	%	N	%
1	How regular were your classes in Open Electives in 2 nd and 3 rd semester?	a) Very regular	145	21%	111	16%
		b) Regular	482	69%	486	70%
		c) Irregular	70	10%	93	13%
		d) Very irregular	-	-	7	1%

12) *Freedom in Exercising the Selection of Open Electives:*

One of the core features of the CBCS is freedom in choosing their open elective and soft courses. While examining the issue of freedom given to students' in exercising their choice in selection of their open elective courses, it was found vide Table-4.1.9 that only 65 percent of the students' in 2nd semester and 52 percent in 3rd semester could exercise their freedom in selecting both of their open electives, which implies that the remaining 35 percent of students' of 2nd semester, and 48 percent students' of 3rd semester were not that fortunate. As 26 percent students' of 2nd semester and 34 percent of the 3rd semester could select only one open elective of their choice, whereas, 9 percent of students' of 2nd semester and 14 percent of the 3rd semester could not select both open electives of their choice.

Table-4.1.9

**Opinion of Students' on Freedom in Exercising the Selection of Open Electives
(OE's)**

Sl. No.	Statement	Response	N	%
1	Number of OE's you could select as per your choice in 2 nd Semester.	Both	447	65%
		One	179	26%
		None	60	9%
	Number of OE's you could select as per your choice in 3 rd Semester.	Both	356	52%
		One	231	34%
		None	98	14%

13) Missing of Classes in Parental Department:

While responding to the question, whether they had ever missed their core and soft course classes in their parental department due to non-availability of buses in time after attending open elective classes in other departments, 64 percent of students' reported having missed their class, whereas the remaining 36 percent did not report so. When asked how often it happened, 21 percent said many times and 79 percent said sometimes.

Table-4.1.10

Opinion of Students' on Missing of Classes in Parental Department due to Non-availability of Busses on Time

Item No.	Statement	Response	N	%
1	Did you ever miss your class in your own (parental) department due to non-availability of buses on time?	Yes	445	64%
		No	252	36%
		If yes, how often (a) Many times	93	21%
		(b) Sometimes	352	79%

14) Selection of Open Electives from within the Department, and School:

The CBCS system, in order to give multidisciplinary flavor to students' learning, does not allow students' to choose open electives from their parental department, and at the same time makes provision to allow students' to select their OE's from any academic department in the university. When asked their opinion on this issue of not allowing students' to select their OE's from parental department, it was interesting to find that 31 percent of students' expressed their agreement with this restriction, however, 69 percent of students' were against this restriction, and wanted that university should do rethinking on this restriction. Further, when asked about the selection of OE's only from within the school, 88 percent of students' expressed their agreement, whereas, only 12 percent of them are not in agreement with this statement.

15) CBCS and Student Centric System:

One of the serious criticisms against the traditional system of education is its teacher centrism. It is presumed that adoption of CBCS will bring a paradigm shift from teacher-centered system to student-centered system. When asked on this issue 69 percent of the students' reported that CBCS has transformed the traditional teacher-centered education to a student-centered education; whereas 31 percent of the students' do not think so.

Table-4.1.11
Opinion of Students' on Selection of Open Electives from within the
Department and School

Sl. No.	Statement	Response	N	%
1	Do you agree that students' should not be allowed to select Open Electives from their own department?	Yes	213	31%
		No	472	69%
2	Do you think that students' be allowed to choose Open Electives only from within their school?	Yes	602	88%
		No	86	12%
3	Do you believe that CBCS has transformed the traditional teacher-centered education to a student-centered education?	Yes	472	69%
		No	215	31%

16. Students' Perceptions on Benefits of CBCS:

Some of the prominent benefits of CBCS, as reported by the sample students' to an open-ended question are given as under:

1. It reduces monotony.
2. Gives chance to listen to more experienced and popular teacher of other departments.
3. Punctuality in the submission of assignments.
4. Frequent seminar creates confidence in the students'.
5. It gives quality education.
6. Provides scope for social interaction with students' from other disciplines.
7. It improves students' attendance in classes.
8. It helps them to score more marks.
9. It gives them knowledge about other disciplines.
10. Makes students' to be more competitive.
11. It motivates students' to do better in their studies.
12. They can select the open electives according to their interests.

13. Provision of regular feedback helps students' to know where they stand.
14. Frequent tests make students' alert and active.

17. Problems Faced with Regard to CBCS:

When asked about the problems encountered by them while pursuing their courses under CBCS, they reported the following difficulties and concerns:

1. Due to the long distance between the departments, when students' came back from their open elective classes to their parental department they have no time for eating their tiffin and no time even for going to the bathroom.
2. The seriousness of students' will go away from the examination as much weightage is given to continuous or internal assessment and evaluation.
3. The grading system is not satisfying. It should be replaced by marks.
4. No leisure time under CBCS.
5. Reduction in the differentiation of students' performance by grading system under CBCS may discourage the gifted and talented students'.
6. Teachers' are not interested enough in open elective subject.
7. Unavailability of study materials.
8. Academic departments offer only selected, not all Soft Courses included in the syllabi, this restricts students' choice of Soft Courses.
9. No time for social activities.
10. Lots of choices, but getting the open electives of one's choice depends on luck.
11. Too many internal evaluative exercises overburden the students' and create lots of stress on students'.

12. Too much variation in the marking system for open electives in various academic departments.
13. Sudden implementation of CBCS without proper training and orientation creates confusion among teachers' and students'.
14. Long distance of the department makes students' miss their class in parental department.
15. Due to lack of infrastructure and less number of teachers' Mizoram University is not yet in position for the proper implementation of CBCS.

18. Suggestions to Overcome the Problems for the Successful Implementation of CBCS in Mizoram University:

1. Students' should be allowed to see their end semester answer scripts.
2. The teachers' should give feedback at the earliest.
3. The number of test in one day should be reduced.
4. Students' should be allowed to choose OE from the parental department.
5. The teachers' should be more regular in classes.
6. Diploma/Certificate should be awarded on OE papers.
7. OE's should be stopped as they dilute the core courses.
8. The syllabus should be adjusted as it is too vast to finish within stipulated time.
9. Every department should follow the uniform system in giving marks in OE's.
10. OE's should be clearly described in the syllabus.
11. A number of OE papers should be reduced.
12. There should be a proper timetable for internal tests and it should be informed to the students' in advance.

13. A number of tests/assignments/seminars should be reduced.
14. Orientation programmes and workshops should be organized for teachers' to understand the details about grading, semester, credit system, credit transfer etc. by inviting and involving resource persons with appropriate expertise.
15. The students' should be allowed and given complete freedom in their selection of open electives.

4.2 OPINION OF TEACHERS ON DIFFERENT ASPECTS OF CBCS

The successful implementation of CBCS largely depends on the teachers'. For the success of any system in education, the effectiveness of the teacher greatly affects the outcome. CBCS has come up with many new changes that have been lacking in the previous system, so the teachers' are left with many challenges. So, in this section, we will be discussing the views of the teachers regarding problems and difficulties they encountered and steps that have been taken for the successful implementation of CBCS.

Dimension -1

Impact of CBCS on Teachers'

The UGC has admitted in its guidelines that one of the negative aspects of CBCS is fluctuations in the teachers' workload. With the introduction of CBCS, the workload for the teachers' increased to a very great extent; it increases their administrative, teaching, testing and evaluative workload, they have to finish their syllabus on time, but due to many evaluative exercises like C1, C2, seminars, assignments etc., it is difficult to focus only on the teaching part, one of the important features of CBCS is open elective, which increases the workload for the

teachers' as well as the office workers, as the department has to send all the attendance and marks for open electives to their parental department, they have to tabulate and calculate all the marks of C1, C2 and C3. The data vide table 4.2.1 here shows the opinion of the teachers' regarding the impacts of CBCS.

1) Increase in Teaching Work Load: With the introduction of CBCS, the workload for the teachers' increases to a very great extent; it increases their administrative, teaching, testing and evaluative workload. A quick glance from the table-4.2.1 here shows that 87 percent of the teachers' respond that CBCS has increased the teaching workload of the teachers' while 13 percent of the teachers' did not agree with this statement. Of those who agreed with this statement, 65 percent said it increased their teaching workload to a great extent, whereas the remaining 35 percent reported that it added to their workload to some extent.

2) Increase in Administrative Work Load: While responding to the statement whether CBCS has increased the administrative workload for the teachers', the majority of the teachers' i.e., 78 percent teachers' opined that CBCS has increased their administrative workload; on the other hand 22 percent did not agree with this statement. Of those who agreed with this statement, 36 percent said it increased their administrative workload to a great extent, whereas the remaining 64 percent reported that it had increased to their workload to some extent.

3) Increase in Testing and Evaluation Work Load: A large number of teachers' 88 percent agree with this statement with the introduction of CBCS, there is a sudden increase in testing and evaluation, when further asked to what extent 52 percent agreed with this to a very great extent, 48 percent said to some extent, on the other hand, only 12 percent did not agree with this statement.

4) *Due to Open Electives Teachers' are not Able to Pay Attention to their Main*

Courses: The data vide Item No. 4 indicates that 82 percent of the teachers' did not agree that with the introduction of open electives under CBCS teachers' are not able to pay due attention to the main courses in their respective departments, majority of the teachers', 4 percent were undecided about it, whereas 14 percent agree to this statement.

5) *An Inadequate Number of Teachers':*

The problem which some of the teachers' used to point out is that due to a limited number of teachers' CBCS cannot be implemented in its full form. When teachers' were asked to express their opinion on this issue, vide Item 5 in table-4.2.1, almost half of the teachers' (54 percent) reported that their departments did not have any problem regarding the number of teachers' for the implementation of CBCS, 32 percent reported about the inadequacy of number of teachers', and 14 percent were undecided about it.

6) *Too Much of Internal Evaluation Leaves Less Time for Teachers' to Teach:*

While responding to the statement too much of internal evaluation leaves less time for teachers' to teach, 55 percent of the teachers' did not agree to this statement, 42 percent agree to it and the remaining 3 percent were undecided about it.

7) *Teachers' Involvement in Testing and Evaluation Leaves Less Time for*

Supervising M. Phil. And Ph.D. Scholars: There is quite a diversion of opinions as seen from Item No. 7, here 53 percent of the teachers' agree to the statement, too much involvement of teachers' in testing and evaluation under CBCS does not leave much time for teachers' for supervision M. Phil. and Ph.D. scholars, while 14 percent were undecided about it, on the other hand, 33 percent disagree to it.

8) *Teachers' Involvement in Testing and Evaluation Leaves less Time for their*

Personal Research: As Item 8 shows that 70 percent agree to the statement, too

much involvement of teachers' in testing and evaluation under CBCS did not leave much time for teachers' for their personal research, while 3 percent were undecided about it, while 27 percent disagree to this statement.

Table-4.2.1
Opinion of Teachers' on Various Issues Relating to the Implementation of CBCS

Item No.	Statement	Response	N	%
1.	Increased the teaching workload of teachers'	Yes	68	87%
		No	10	13%
		If yes, To what extent	44	65%
		(a) Large extent		
		(b) Some extent	24	35%
2.	Increased the administrative workload of teachers'	Yes	61	78%
		No	17	22%
		If yes, to what extent	22	36%
		(a) Large extent		
		(b) Some extent	39	64%
3.	CBCS increased the testing and evaluation workload of teachers'	Yes	69	88%
		No	9	12%
		If yes, to what extent	36	52%
		(a) Large extent		
		(b) Some extent	33	48%
4.	With the introduction of Open Electives under CBCS, teachers' are not able to pay due attention to the main courses in their respective departments.	Disagree	64	82%
		Undecided	3	4%
		Agree	11	14%
5.	An inadequate number of teachers' in my department is not able to do justice with open electives.	Disagree	42	54%
		Undecided	11	14%
		Agree	25	32%
6.	Do you think that too much of internal evaluation exercises in CBCS do not leave much time for teachers' to teach?	Disagree	43	55%
		Undecided	2	3%
		Agree	33	42%

7.	Too much involvement of teachers' in testing and evaluation under CBCS does not leave much time for teachers' for supervision M. Phil. and Ph.D. scholars.	Disagree	26	33%
		Undecided	11	14%
		Agree	41	53%
8.	Too much involvement of teachers' in testing and evaluation under CBCS does not leave much time for teachers' for their personal research.	Disagree	22	27%
		Undecided	2	3%
		Agree	54	70%

Dimension -2

Need of Training of Teaching and Non-Teaching Staff on CBCS

One of the very important criteria for successful implementation of any new idea or change is the training/orientation of the personnel involved in the implementation of the process. Since CBCS has to be implemented by the teachers' and educational administrators, its success largely depends on how much training has been imparted. So, there are many issues that have to be thoroughly studied and discussed, the need for orientation or training on CBCS is very much required for the teachers'. This particular section has been executed to examine issues related to training of teachers', office workers, examination branch, heads of departments and Deans, regarding CBCS. Here are the opinions of the teachers' regarding these issues.

1) Training of New Heads and Deans Regarding CBCS: In view of the rotation policy adopted by the university there is a change in headship and deanship in certain departments and schools in every semester. In view of such changes, there is a need to conduct orientation/training programmes for new heads and deans for the effective implantation of CBCS. When teachers' were asked their opinion on this question, 82 percent of them agreed that the new heads and deans should undergo

such training, whereas 9 percent of the teachers' disagreed with it and the remaining 9 percent of them were undecided.

2) ***Frequent Training of Teachers' Regarding CBCS:*** Regarding training of teachers' on CBCS, the majority of the teachers' 70 agree that there should be the frequent training of teachers' regarding CBCS, 12 percent did not have an opinion on this, whereas 18 percent disagree with this statement.

3) ***Frequent Training of Office Staff of Examination Branch Regarding CBCS:*** Item 3 highlights that 60 percent of the teachers' agree that there should be frequent training of office staff of examination branch regarding CBCS, it is surprising to find that 27 percent of the teachers' have no opinion on this, whereas 13 percent did not feel the need for training of office staff of examination branch regarding CBCS.

4) ***Workshop Should be Organized for Teachers' By Inviting and Involving Resource Persons with Appropriate Expertise:*** Responding to the statement special workshop should be organized for teachers' to understand the details about grading, semester, credit system, credit transfer etc. by inviting and involving resource persons with appropriate expertise, 9 percent of the teachers' disagree with it, 1 percent did not have opinion about it, whereas large majority 90 percent of the teachers' agree to it.

5) ***Training to New Heads and Deans on CBCS:*** Regarding providing mechanisms for training to new Heads and Deans on CBCS, 7 percent of the teachers' disagree, Whereas 4 percent of the teachers' were undecided about this statement, on the other hand, majority of the teachers' 90 percent agree that the new Heads and Deans should be provided training on CBCS.

6) Provisions for Training for the Officers and Staff of Examination Branch:

Responding to the statement there should be provisions to provide training on CBCS to the officers and staff of examination branch, 3 percent of the teacher did not agree to this, again 3 percent of the teachers' are undecided, where on the other hand 94 percent of the teachers' agree with this statement that training should be provided for office staff and examination branch.

7) Need to Conduct a Centralized Orientation Programme: All academic departments, every year, conduct orientation on CBCS, wherein issues relating to CBCS are discussed. Many of these departments either do not have a very complete understanding of the various provisions under CBCS or do not give that much focus or the desired attention to it while explaining. Thus, the researcher felt the need of conducting a centralized training on CBCS for students' by inviting the University CBCS committee. This centralized team should be over and above the orientation training organized by the department. Item 7, vide table-4.2.2, shows that 83 percent of teachers' agreed that there is a need to conduct a Centralized Orientation Programme on CBCS for students' every year soon after admission, on the other hand, 10 percent of the teachers' did not have an opinion on this and only 7 percent of the teachers' disagreed with this.

Table-4.2.2
Opinion of Teachers' on Training on CBCS

Item No.	Statement	Response	N	%
1.	There should be frequent training of new Heads and Deans regarding CBCS.	Disagree	7	9%
		Undecided	7	9%
		Agree	64	82%
2.	There should be frequent training of teachers' regarding CBCS.	Disagree	14	18%
		Undecided	9	12%

		Agree	55	70%
3.	Do you feel that there should be frequent training of office staff of examination branch regarding CBCS?	Disagree	10	13%
		Undecided	21	27%
		Agree	47	60%
4.	A special workshop should be organized for teachers' to understand the details about grading, semester, credit system, credit transfer etc. by inviting and involving resource persons with appropriate expertise?	Disagree	7	9%
		Undecided	1	1%
		Agree	70	90%
5.	There should be a mechanism to provide training to New Heads and Deans on CBCS.	Disagree	5	6%
		Undecided	3	4%
		Agree	70	90%
6.	There should be provisions to provide training on CBCS to the officers and staff of examination branch	Disagree	2	3%
		Undecided	2	3%
		Agree	74	94%
7.	There is a need to conduct a Centralized Orientation Programme on CBCS for students' every year soon after admission	Disagree	5	7%
		Undecided	8	10%
		Agree	65	83%

Dimension -3

Issues Relating to Choice of Open Electives (OE) under CBCS

One of the very important features of CBCS is the provision of open elective (OE) courses, where the student can opt or select the OE's of their choice from other disciplines. As the concept of OE is new, many of the teachers' are still in confusion which is evident from the reactions of the teachers' with regard to the various provisions on the number, selection, credits, and time allocation relating to OE's under CBCS. From the table-4.2.3 we can see the opinions of the teachers' regarding different issues relating to open electives.

1) ***A Long List of OE's Creates Confusion Among Students'***: Regarding the issues relating to open electives, 27 percent of the teachers' disagreed that long lists of open electives create confusion among students' in selecting their desired OE's, 14 percent of the teachers' had no opinion about this, whereas 59 percent of the teachers' agreed with this statement.

2) ***Number of OE's Need to be Reduced from Two to One:*** Item 2 highlights that 24 percent of the teachers' disagreed that the number of open electives should be reduced from two to one, 14 percent of the teachers' have no clue about this and 62 percent of the teachers' agreed that the number of open electives should be reduced from two to one to give more time to teachers' to teach their main courses.

3) ***Students' Should be Given Complete Freedom in Selection of their OE's:*** Item 3 shows that 6 percent of the teachers' disagreed that the students' should be given complete freedom in their selection of open electives, 1 percent of the teacher remains undecided and large majority of teachers' 93 percent agreed that the students' should be given complete freedom in selection of their OE's.

4) ***Restrictions Imposed on Departments with Regard to their Intake of Students' in OE's Should be Removed:*** Regarding the statement 'restriction imposed on departments with regard to the admission of students' in open electives beyond their intake capacity should be removed', 53 percent of the teachers' agreed with this, on the other hand 12 percent of the teachers' remained neutral and 35 percent of the teachers' disagreed with this statement.

5) ***Students' Should Exercise their Selection of OE's Before the Closing of Preceding Semester:*** Responding to the statement students' should exercise their selection of open electives before the closing of preceding semester, so as to start the open elective classes soon after the commencement of the 2nd/3rd semester classes, 1

percent of the teachers' disagreed to it and 1 percent of the teachers' are undecided about it, whereas majority of the teachers' 98 agreed with this statement.

6) *Students' Have Adequate Freedom in Selecting the OE's of their Choice:*

Item 6 shows that 34 percent of the teachers' disagreed that the students' have adequate freedom in selecting their open electives, 10 percent of the teachers' did not have opinion about this, whereas 56 percent of the teachers' think that the students' have adequate freedom in selecting their open elective.

7) *Academic Advisers to Assist the Students' in Selection of their SCs and OE's:*

Regarding the statement 'Academic Advisers in department are playing their due role in assisting students' in selection of their soft courses and open electives, 21 percent of the teachers' disagreed with this statement, whereas, 19 percent are undecided about it. On the other hand majority of the teachers' 60 percent agreed to it.

Table-4.2.3

Opinion of Teachers' on Choices regarding Open Electives

Item No.	Statement	Response	N	%
1.	A long list of Open Electives creates confusion among students' in selecting their desired OE's.	Disagree	21	27%
		Undecided	11	14%
		Agree	46	59%
2.	A number of open electives offered by each academic department need to be reduced from two to one, so as to give more time to teachers' to teach the main courses in their respective departments.	Disagree	19	24%
		Undecided	11	14%
		Agree	48	62%
3.	Students' should be given complete freedom in selecting their open electives.	Disagree	5	6%
		Undecided	1	1%
		Agree	72	93%

4.	The restriction imposed on departments with regard to the admission of students' in open electives beyond their intake capacity should be removed.	Disagree	27	35%
		Undecided	9	12%
		Agree	42	53%
5.	Students' should exercise their selection of open electives before the closing of preceding semester, so as to start the open elective classes soon after the commencement of the 2 nd /3 rd -semester classes.	Disagree	1	1%
		Undecided	1	1%
		Agree	76	98%
6.	Students' have adequate freedom in selecting the course of their choice under the existing CBCS?	Disagree	26	34%
		Undecided	8	10%
		Agree	44	56%
7.	Academic Advisers in the department are playing their due role in assisting students' in the selection of their Soft Courses and Open electives.	Disagree	16	21%
		Undecided	15	19%
		Agree	47	60%

Dimension - 4

Opinion of Teachers' with Regard to the Impact of CBCS on Students'

With the introduction of CBCS, many changes have been made in the educational system. CBCS is expected to create provisions for students': to have a flexible learning within a structured model, to have wider choices outside the discipline of their study, and to have the facility of Credit transfer across the country. The ultimate goal of CBCS is that students' develop thinking as well as analytical ability, get equipped with necessary skills ultimately making them suitable for employment and to integrate values of our culture with education. The question which arises is that have we implemented CBCS as it should have been? From the table-4.5.4 we can see that what impact CBCS have on the students' from the opinion of the teachers'.

1) Interaction Among Students' from Various Departments under CBCS will help in:

i) *Providing enriched educational experiences:* 16 percent of the teachers' agree with this statement.

ii) *Integration of knowledge:* 29 percent of the teachers' believed that the students' will have integration of knowledge.

iii) *An interdisciplinary approach to learning:* the majority of the teachers' i.e., 53 percent agrees that it will provide an interdisciplinary approach to learning.

iv) *Students' in the understanding unity of knowledge:* only 1 percent of the teachers' believed that it will help the students' in the understanding unity of knowledge.

v) *None of these:* 1 percent of the teachers' think that none of the above will be the result of interaction among students' of various departments.

2) CBCS Provides More Interactive Relationship Between the Teacher and the Taught: Responding to item 2 CBCS provides more interactive relationship between the teacher and the taught, only 35 percent of the teachers' disagreed with this statement, whereas 10 percent of the teachers' did not have opinion on this, on the other hand, 55 percent of the teachers' were agreeing to it.

3) There are Still Certain Confusions Among Students' About CBCS: As CBCS is a new system, till now there are certain confusions among the students' about it, the opinion of the teachers' on this is that 9 percent of them strongly believe that there is no confusion, whereas, 13 percent of the teachers' were undecided about this, majority of the teachers' 78 percent agreed that there are still confusions among the students'.

4) *Students' are more Motivated by CBCS:* In response to the statement students' are more motivated by CBCS than the old system, 36 percent of the teachers' did not agree with this statement, it is surprising to found that 35 percent of the teachers' did not have an opinion on this, whereas 29 percent of the teachers' expressed their agreement with this issue.

5) *With the Introduction of CBCS Students' Performance has Improved:* On asking if they believe that with the introduction of CBCS students' performance has improved, the majority of the teachers' 63 percent responded 'Yes', 37 percent believed that the introduction of CBCS did not improve the performance of the students'. Further asking on to what extent CBCS improves the performance of the students', 18 percent of the teachers' believed there is an improvement to a very great extent, and 82 percent opined there is an improvement to some extent.

6) *CBCS Increased the Physical and Mental Workload on Students':* Item 6 showed that the introduction of CBCS has increased the physical and mental workload on students', 86 percent of the teachers' responded yes to the statement, 14 percent did not agree with the statement.

a) Physical workload: Regarding the physical workload 66 percent of the teachers' believe that it increased the physical workload to a very great extent and 34 percent agree that it increased to some extent.

b) Mental workload: Regarding mental workload, 46 percent of the teachers' think that CBCS increased the workload too great extent and 54 percent of the teachers' believe it to some extent.

7) *Open Electives have Improved the Employability of Students':* One of the core features of CBCS is open electives, the teachers' while responding to the question, do you believe the open electives in the CBCS has improved the employability of

students', 56 percent of them responded yes, whereas 44 percent did not think so. Those who responded yes, were further asked to what extent, here 7 percent of the teachers' believed it helps in improving the employability of the students' to a very great extent, 50 percent of the teachers' believed it does so to some extent and the other 43 percent said that it depends on the type of open elective offered.

Table-4.2.4

Opinion of Teachers' with Regard to the Impact of CBCS on Students'

Item No.	Statement	Response	N	%
1.	Do you agree that the opportunities provided for interaction among students' from various departments under CBCS will help in:	a) Providing enriched educational experiences	21	16%
		b) Integration of knowledge	39	29%
		c) An interdisciplinary approach to learning	71	53%
		d) Students' in the understanding of the unity of knowledge	2	1%
		e) None of these	1	1%
2.	CBCS provides a more interactive relationship between the teacher and the taught.	Disagree	27	35%
		Undecided	8	10%
		Agree	43	55%
3.	There are still certain confusions among students' about CBCS.	Disagree	7	9%
		Undecided	10	13%
		Agree	61	78%
4.	Students' are more motivated by CBCS, than the old system	Disagree	28	36%
		Undecided	27	35%
		Agree	23	29%
5.	Do you believe that with the introduction of CBCS students' performance has improved?	Yes	49	63%
		No	29	37%
		<i>If yes, To what extent?</i> (a) To great extent	9	18%

		(b) To some extent	40	82%
6.	CBCS Increased the Physical and mental Workload on students’.	Yes	67	86%
		No	11	14%
	i) The degree of increase in the physical workload	<i>If Yes, to what extent</i> (a) To Great extent	44	66%
		(b) To some extent	23	34%
	ii) The degree of increase the mental workload	<i>If Yes, to what extent</i> (a) To Great extent	31	46%
		(b) To some extent	36	54%
7.	Do you believe the Open Electives in the CBCS have improved the employability of student?	Yes	44	56%
		No	34	44%
		<i>If Yes, to what extent</i> (a) To a Great Extent	3	7%
		(b) To a Some Extent	22	50%
		(c) Depends on the type of Open Electives offered	19	43%

Dimension -5

Opinion of Teachers’ with Regard to the Impact of CBCS on the Functioning of Academic Departments

There is a general perception in the university that with the introduction of CBCS the workload of academic departments has increased to a great extent, as it demands too much involvement of the department in testing and evaluation, compiling of results and other clerical work. Thus, the researcher, in order to validate this perception, seeks teachers’ opinions on various issues relating to certain paradigm shifts in the functioning of departments and workload of teachers’. Analyses of data relating to the opinions of teachers’ on the impact of CBCS on the working of the department have been discussed as under:

1) *With the Introduction of CBCS, the Workload of the Examination Department Relating PG Examination has been Transferred to Academic*

Departments: One of the core features of CBCS is Internal/Formative Assessment on regular intervals. The CBCS Regulation, 2012 of Mizoram University requires the academic departments to conduct 3 tests each under C-1 and C-2 within one semester. Besides, the setting of question papers and evaluation of answer scripts have to be done internally by teachers' for their respective courses. All these provisions under CBCS seem to have a certain impact on the functioning of departments and workload of teaching and non-teaching staff. There is a generalized feeling among the university fraternity that with the introduction of CBCS the workload of examination branch has been shifted to the academic departments. When teachers' were asked to express their opinion on this issue it is interesting to report that a huge majority 93 percent of the teachers' agreed with this statement, whereas only 6 percent of the teachers' disagreed with this statement, and 1 percent of the teachers' were undecided about this issue.

2) *Too Much of Internal Evaluation Exercises in my Department Under*

CBCS: In response to the statement there are too much of internal evaluation exercises in departments under CBCS, majority of the teachers' 72 percent agreed with this statement, 8 percent of them were undecided about this one, on the other hand, 20 percent disagreed that there is too much of internal evaluation under CBCS.

3) *Teachers' Remain Too Busy in Conducting Evaluation Exercises:*

As we have pointed out under CBCS there is too much evaluation, responding to the statement, 'teachers' in department remain too busy in conducting evaluation exercises under CBCS', 21 percent of the teachers' disagreed with this statement; 13 percent of the teachers' were undecided about this, majority of the teachers' 66

percent agreed that the teachers' in their department were too busy with their evaluation exercise.

4) *Too Much Involvement of Academic Departments in Testing, Evaluation and Compiling of Results has impacted the Quality of Education:* With the introduction of CBCS, the evaluation has increased in different spheres, therefore, too much involvement of academic departments in testing, evaluation and compiling of results, there is a fear that the quality of teaching might have been compromised. Here, 68 percent of the teachers' agreed with this statement, 10 percent are undecided about it; on the other hand, 22 percent of them disagreed with this statement.

5) *Supporting Staff are not Adequately Trained in CBCS:* In response to Item 5 Vide Table-4.2.5, 'supporting staff in my department are not adequately trained in CBCS,' 15 percent of the teachers' opined that the supporting staff in their department are adequately trained on CBCS and 8 percent of the teachers' were undecided about the adequacy of their training, whereas, majority of the teachers' 77 percent expressed their agreement with this statement.

6) *Without I.T Support, Maintenance and Retrieval of Office Records Relating to CBCS are not possible:* As CBCS required a lot of clerical works, without I.T support, maintenance and retrieval of official records relating to CBCS are not possible. Here, 19 percent of the teachers' disagree with this statement, whereas, 9 percent of the teachers' have no opinion on this, on the other hand, the majority of the teachers' 72 percent agreed that without I.T support successful implementation of CBCS is not possible.

Table-4.2.5
Opinion of Teachers' with Regard the Impact of CBCS on the Functioning of
the Academic Departments

Item No.	Statement	Response	N	%
1.	With the introduction of CBCS, the workload of the examination department relating PG examination has been transferred to academic departments.	Disagree	5	6%
		Undecided	1	1%
		Agree	72	93%
2.	There are too much of internal evaluation exercises in my department under CBCS.	Disagree	16	20%
		Undecided	6	8%
		Agree	56	72%
3.	Teachers' in my Department remain too busy in the conducting of evaluation exercises under CBCS.	Disagree	17	21%
		Undecided	10	13%
		Agree	51	66%
4.	Too much involvement of academic departments in testing, evaluation and compiling of results, the quality of teaching has been compromised.	Disagree	17	22%
		Undecided	8	10%
		Agree	53	68%
5.	Supporting staff in my department is not adequately trained in CBCS.	Disagree	12	15%
		Undecided	6	8%
		Agree	60	77%
6.	Without I.T support, maintenance and retrieval of official records relating to CBCS are not possible.	Disagree	15	19%
		Undecided	7	9%
		Agree	56	72%

Dimension – 6

Opinion of Teachers' on Problems Relating to Successful Implementation of CBCS

This section deals with the perceptions of teachers' with regard to problems encountered by teachers' in the successful implementations of all provisions of CBCS Regulation-2012

1) *Problems Faced by Students' in Attending Open Electives:* Responding to the statement 'students' face problems in attending open elective classes in other departments due to the long distance between departments', 8 percent of the teachers' disagreed with the statement, whereas, 2 percent of the teachers' did not have opinion on this. On the other hand, the majority of the teachers' 90 percent agreed that students' face problem in attending open elective classes due to the long distance between departments.

2) *Missing of Classes by Students' in their Parental Departments due to Non-Availability of Buses:* Due to non-availability of buses on time after OE classes, many students' miss their classes in their parental department, responding to this statement, 11 percent of the teachers' disagreed with this statement, whereas, 10 percent did not have opinion regarding this. On the other hand, the majority of the teachers' 79 percent agreed that due to non-availability of busses many students' miss their class in their parental department.

3) *CBCS Introduced by Mizoram University is not Fully Choice Based:* When asked to express their opinion whether the CBCS introduced by Mizoram University gives full freedom to students' in selecting their courses choice based, 11 percent of the teachers' believed it to be fully choice based and 18 percent of the teachers' were undecided about this, on the other hand, majority i.e., 71 percent of the teachers'

agreed that there are too many restrictions on the students' in selecting their open electives.

4) *Required Infrastructure for the Successful Implementation of CBCS:* While responding to the statement, 'the University do not have the required infrastructure for the successful implementation of CBCS', 18 percent of the teachers' disagreed with this statement, where 14 percent of the teachers' did not have an opinion on this. On the other hand, 68 percent of the teachers' agreed that for now, Mizoram University does not have the required infrastructure for successful implementation of CBCS.

5) *Role of Academic Advisers in Helping the Students' in their Selection of Open Electives:* Responding to this statement, 37 percent of the teachers' believed that Academic Advisers are playing their role in helping the students' in their selection of open electives, whereas, 20 percent of the teachers' did not have opinion about this one, 43 percent of the teachers' agreed that Academic advisers in their respective department have not been playing their due role in helping students' in selection of their Open Electives.

6) *Impact of CBCS on Teaching-Learning of the Core and Soft Courses:* With the implementation of CBCS in the university, first two periods on Monday and Tuesday in a five days week in 2nd and 3rd Semester in all its academic departments have been assigned to open electives that might have seriously affected the teaching-learning of the Core and Soft Courses. When teachers' were asked about their opinions on this issue, 44 percent of the teachers' were agreed with this statement. Whereas 41 percent of the teachers' disagreed with this statement and 15 percent of the teachers' were undecided about this statement.

Table-4.2.6
Opinion of Teachers' on Problems Relating to Successful Implementation of CBCS

Item No.	Statement	Response	N	%
1.	Students' face problems in attending Open Elective classes in other departments due to the long distance between departments.	Disagree	6	8%
		Undecided	2	2%
		Agree	70	90%
2.	Due to Nonavailability of buses in time after OE classes, many students' miss their classes in their parental departments.	Disagree	9	11%
		Undecided	8	10%
		Agree	61	79%
3.	The CBCS introduced by Mizoram University is not fully choice based, as it imposes many restrictions on students' in selecting their open elective.	Disagree	9	11%
		Undecided	14	18%
		Agree	55	71%
4.	The University does not yet have the required infrastructure for the successful implementation of CBCS.	Disagree	14	18%
		Undecided	11	14%
		Agree	53	68%
5.	Academic advisers in the department have not been playing their due role in helping students' in the selection of their Open Electives.	Disagree	29	37%
		Undecided	16	20%
		Agree	33	43%
6.	Assigning of first two periods on two days in a five days week to Open Electives has seriously affected the teaching-learning processes in the Core and Soft Courses	Disagree	32	41%
		Undecided	12	15%
		Agree	34	44%

Dimension – 7

Opinion of Teachers' in Relation to the Impact of CBCS on Quality and Flexibility of Education

The main aim of CBCS is to improve the quality of education and enable students' to have a flexible learning by opting open electives from various disciplines, so as to give interdisciplinary & multidisciplinary flavor to students' learning. Besides, the CBCS is expected to offer more skill based and job oriented courses than the traditional old system. To examine the CBCS system adopted and implemented by the Mizoram University from this perspective, the teachers' opinions on the following issues were collected and analyzed.

- 1) ***Quality Education can be Achieved Better through Choice Based Credit System than the Old System:*** Responding to this statement 25 percent of the teachers' did not believe that quality education can be achieved better through choice-based credit system than the old system; 18 percent of the teachers' were undecided about this, whereas, 57 percent of the teachers' agreed that quality education can be achieved better through CBCS than the old system.
- 2) ***There is More Flexibility in Choice Based Credit System than the Old System:*** While responding to this issue 71 percent of the teachers' agreed that there is more flexibility in Choice Based Credit System than the old system, whereas, 17 percent of the teachers' disagreed with this, on the other hand, 12 percent of the teachers' did not have opinion on this issue.
- 3) ***Most of the Open Electives Offered under CBCS are Job Oriented:*** In response to the statement, most of the open electives offered by my department under CBCS are job oriented, 50 percent of the teachers' disagreed with this

statement, whereas, 17 percent of the teachers' were undecided about this one and 33 percent of the teachers' agreed with this.

4) CBCS, Which Works on Credits, is A Better Way of Evaluation: Regarding the issue, CBCS, which works on credits, is a better way of evaluation, a large majority of the teachers' 70 percent expressed their agreement with this issue, 21 percent of them disagreed with the statement, and 9 percent of them were undecided.

5) CBCS, with its Interdisciplinary Approach, Helps Students' to Integrate their Understanding of Various Disciplines: While responding to the statement, CBCS with its interdisciplinary approach, helps students' to integrate their understanding of various disciplines, this is not supported by 17 percent of the teachers' as they disagreed with this statement, here 1 percent of the teachers' were undecided about this, whereas, majority of the teachers' i.e., 82 percent were agreeing with this statement.

6) The Number of Class Tests/Seminars/Assignments etc. Under CBCS Need to be Reduced: Responding to this statement, CBCS has too many evaluative exercises, here, majority of the teachers' 65 percent agreed that the number of class tests/seminars/assignments etc., under C-1 and C-2 in CBCS adopted by the Mizoram University, need to be reduced, whereas 13 percent of the teachers' were undecided about this, and the remaining 22 percent of the teachers' did not find the need for reducing it.

Table-4.2.7
Opinion of Teachers' on Quality Education through Choice Based Credit System

Item No.	Statement	Response	N	%
1.	Quality education can be achieved better through Choice Based Credit System than the old system.	Disagree	19	25%
		Undecided	14	18%
		Agree	44	57%
2.	There is more flexibility in Choice Based Credit System than the old system.	Disagree	13	17%
		Undecided	9	12%
		Agree	55	71%
3.	Most of the open electives offered by my department under CBCS are job oriented	Disagree	39	50%
		Undecided	13	17%
		Agree	25	33%
4.	CBCS, which works on credits, is a better way of evaluation.	Disagree	16	21%
		Undecided	7	9%
		Agree	54	70%
5.	CBCS, with its interdisciplinary approach, helps students' to integrate their understanding of various disciplines.	Strongly Disagree	13	17%
		Undecided	1	1%
		Agree	63	82%
6.	The number of class tests/seminars/assignments etc. under C-1 and C-2 in CBCS need to be reduced.	Disagree	17	22%
		Undecided	10	13%
		Agree	50	65%

From the responses of teachers' on various issues, covered under the seven dimensions, it can be concluded that the implementation of CBCS in Mizoram University was done in haste without adequate and proper training or orientation of

its academic administrators like deans and heads, teaching, non-teaching staff and even students'; as the UGC has made it mandatory for implementing CBCS in all the Universities. These confusions could have been avoided if the university had given itself little more time to have open debate on core issues relating to CBCS like the nature of courses on open electives, total credits for professional and non-professional post graduate programmes, transfer of credits, earning of additional credits etc. orientation of academic advisers in discharging their role in assisting students' in selection of their open electives and soft courses. Besides, the problems relating to lack of infrastructure, a limited number of teachers', long distance of the academic departments, variations in the number and nature of exercises in relation to internal assessment could also be addressed. Even after six years of the implementation of CBCS, a considerable percentage of students' were not able to select the open electives as well as the soft course of their first choice due to the aforesaid reasons.

4.3 OPINION OF HEADS WITH REGARDS TO THE PROBLEMS FACED BY THE ACADEMIC DEPARTMENTS IN THE IMPLEMENTATION OF CBCS

In this section we will be discussing the opinions of the head of the department on various issues regarding CBCS:

1) ***Training on the Implementation of CBCS:*** From the table 4.3.1a, we can see that 41 percent of the heads of departments claimed to have received training regarding CBCS, whereas the majority of the heads i.e., 59 percent did not receive any kind of training on CBCS. All of the 9 heads, who claimed to have undergone training, reported it to be adequate. When asked who organized such training and

for how long, they responded that the training was organized by CBCS committee and it was held for one day. The resource persons were Prof. R.P. Tiwari and Prof. S.K. Mehta. Further responding to the question do you feel that the University should conduct workshops for teachers', heads and deans to understand the concept of CCE, grading, semester, creditization, additional credits and credit transfer system under CBCS? Majority of the heads i.e., 86 percent responded yes and 14 percent of them did not find the need for such workshops.

Table-4.3.1a

Opinion of HODs on Training on the Implementation of CBCS

Item No.	Statement	Response	N	%
1.	Have you received any training on the implementation of CBCS?	Yes	9	41%
		No	13	59%
	If yes, Do you feel that the said training provided to you was adequate?	Yes	9	100%
		No	0	0%
2.	Who organized that training?	CBCS Committee		
3.	What was the duration of the said training?	1 day		
4.	Who were the resource persons?	Senior Professors who were members of CBCS Committee (Prof. R,P.Tiwari & Prof.S.K Mehta)		
5.	Do you feel that the University should conduct workshops for teachers', heads and deans to understand CCE, comprehensive evaluation, grading, semester, creditization, and credit transfer system under CBCS etc.?	Yes	19	86%
		No	3	14%

2) Office Staff on CBCS

a) Adequate supporting staff to handle the additional work generated by

CBCS: While responding to the question, do you have adequate supporting staff to handle the additional work generated by CBCS?, majority of the heads of departments

i.e. 68 percent, reported to have shortage of staff to handle the workload generate by CBCS, whereas 32 percent of them responded that they have adequate supporting staff.

b) Regarding training of office staff relating to CBCS: On this issue, 32 percent of the heads responded that the office staff in their department had gone for training where 68 percent of the heads said that the staff in their department did not go for any kind of training regarding CBCS. When further asked, if they feel the need for training of office staff 93 percent of the heads responded yes, whereas 7 percent did not feel the need for such training.

Table-4.3.1b
Opinions of HODs on Training of Office Staff on CBCS

Item no.	Statement	Response	N	%
1.	Do you have the adequate supporting staff to handle the additional work generated by CBCS?	Yes	7	32%
		No	15	68%
2.	Has your office staff been trained/oriented on the office work relating to CBCS?	Yes	7	32%
		No	15	68%
	If no, Do feel the need for such training to your office staff?	Yes	14	93%
		No	1	7%

3) Understanding of Teachers' with Regard to the Provisions in Regulations on CBCS

a) Understanding of teachers' with regard to the provisions in regulations on CBCS: While responding to the question relating to the teachers' understanding of various provisions in Regulation on CBCS, 68 percent of the heads reported that *all teachers'* in their department have thorough understanding of all provision of

CBCS, 14 percent of them believed that only a *few teachers* have thorough understanding of all the provisions, and 14 percent of them felt *only senior teachers* have thorough understanding of all provisions and 4% opined that *no teacher* in their department, including senior teachers, have complete understanding of all provisions under CBCS regulation.

b) Who takes classes of open electives? : When asked the question who takes classes of open elective in their department, 23 percent of the heads responded that mostly the senior teachers' take classes of open elective, 5 percent of the head said that mostly junior teachers' take open elective class in their department and 72 percent of the heads responded that both senior and junior teachers' take class in their department.

Table-4.3.2

Opinion of HODs on Understanding of Teachers' with Regard to the Provisions in 'Regulations on CBCS'

Item No.	Statement	Response	N	%
1.	How do you assess the understanding of your teachers' with regard to the provisions in 'Regulation on CBCS'?	No teacher in the department including senior teachers' has a thorough understanding of all provisions.	1	4%
		Only senior teachers' have a thorough understanding of all provisions	3	14%
		Only a few teachers' have a thorough understanding of all provisions	3	14%
		All the teachers' have a thorough understanding of all provisions	15	68%
2.	Who takes classes of open elective in your department?	Mostly senior teachers'	5	23%
		Mostly junior teachers'	1	5%
		Both senior and junior teachers'	16	72%

4) Effect of Introduction of CBCS on Heads : A quick glance at data relating to the impact of CBCS on the functioning of Heads of Departments, vide table-4.3.3, shows that with the introduction of CBCS, 40 percent of the head reported to have been over occupied with office/administrative work, 26 percent of the heads responded that they rarely get time for personal reading and research, 18 percent of the heads replied that it has impacted their own teaching, whereas, 16 percent of the heads responded that CBCS has not affected their functioning at all.

Table-4.3.3
Opinion of HODs on Effect of Introduction of CBCS

Item No.	Statement	Response	N	%
1.	How has the introduction of CBCS affected your functioning as HOD?	I am over occupied with office /administrative work	15	40
		I rarely get time for personal reading and research	10	26
		It has impacted my own teaching.	7	18
		It has not affected my functioning at all.	6	16

5) Number of Open Electives Offered:

a) Number of open electives offered: With regard to the number of open electives a student is expected to take up under CBCS, the data vide table 4.3.4 shows that 82 percent of the heads were happy with the provision of four (4) open electives. On the other hand, 18 percent of them were not happy with the said number of open electives of which 75 percent wanted to reduce the number of open electives from four to two.

b) Will reducing of number of open electives give a relief to heads from administrative work: When asked whether reducing the number of open electives, from four to two, will give them some relief from too much of administrative work relating to OE's, majority of the heads i.e., 59 percent of them agreed that it will relieve the workload, whereas 41 percent of the heads did not think that reducing the number of OE will make much difference.

Table-4.3.4
Opinion of HODs on Number of Open Electives Offered

Item No.	Statement	Response	N	%
1	Are you happy with the present number of open electives offered by your department?	Yes	18	82%
		No	4	18%
	If No, Do you feel that the number of Open Electives by your department be <i>reduced from four to two</i> ?	Yes	3	75%
		No	1	25%
2	Do you think reducing a number of Open Electives from Four to Two will give you relief from too much of administrative work relating to OE's?	Yes	13	59%
		No	9	41%

6) Appointment of Academic Adviser:

As per the provision under CBCS, every academic department is required to appoint an academic adviser for students' to facilitate their decision in selecting their open electives and soft courses. When the heads, were asked about the appointment of such academic adviser in their departments, it was discovered that only 73 percent of the department heads have appointed academic advisers, whereas 27 percent of the department heads reported that they have not done so. On further asking if the

academic adviser actually assists the students' in their selection of open electives, 94 percent responded yes and 6 percent said that the academic adviser did not play their role. Regarding their selection of soft courses, 81 percent of the heads responded that the academic adviser helps the students' in the selection of their soft courses and 19 percent respond that the advisers did not assist the students'.

Table-4.3.5
Opinion of HODs in Appointment of Academic Adviser

Item no.	Statement	Response	N	%
1.	Has your department appointed Academic Advisers for students'?	Yes	16	73%
		No	6	27%
2.	If yes, do they actually assist students' in the choice of their <i>Open Electives</i> ?	Yes	15	94%
		No	1	6%
3.	If yes, do they actually assist students' in the choice of their <i>Soft Courses</i> ?	Yes	13	81%
		No	3	19%

7) CBCS has shifted the Focus of Departments from Teaching to Testing and

Evaluation:

In response to the question, do you feel that with the introduction of CBCS focus of departments has shifted from teaching to testing and evaluation, the majority of the heads i.e., 71 percent responded yes and 29 percent responded 'No'. Responding further to the question how you assessed the impact of this shift in focus; 20 percent of the head thinks that continuous testing will make students' to focus on their studies. Again 20 percent of the head agree that variety of testing and evaluative exercises will help in the complete/comprehensive testing of students'. On the other hand, 47 percent of the head also agreed that too much of testing and evaluation leaves very little time for teaching. Lastly, 13 percent of the heads

believed that too much testing and evaluation exercises will have a negative impact on the mental health of students’.

Table-4.3.6
Opinion of HODs on Shifting of Focus from Teaching to Testing and Evaluation

Item No.	Statement	Response	N	%
1.	Do you feel that with the introduction of CBCS, the focus of departments has shifted from teaching to testing and evaluation?	Yes	16	71%
		No	6	29%
		If yes, how do you assess the impact of this shift in focus?	3	20%
		(a) Continuous testing will make students’ to focus on their studies		
		(b) Variety of testing and evaluative exercises will help in the complete/comprehensive testing of students’.	3	20%
		(c) So much of testing and evaluation leaves very little time for teaching.	7	47%
		(d) So much of testing and evaluation exercises will have a negative impact on the mental health of students’.	2	13%

8) Attendance of Students’ for Open Electives:

a) Administration of attendance of students’ in open electives Data vide table 4.3.7, item 1 shows that when responding to the question do you administer the attendance of students’ in open electives 91 percent of the head replied yes, whereas 9 percent of the department heads said that they did not administer the attendance of open electives.

b) Receiving of attendance records of students’ in open electives from other departments: In response to whether their department received attendance records of their students’ from the department wherein they are pursuing their open electives,

64 percent of the departmental heads responded yes they have been receiving their attendance, whereas 36 percent of the heads said that they did not receive such attendance,

c) Communicating the attendance records of students': Responding to the question, do you communicate the attendance records of students' who are coming to your departments for their open electives, 73 percent of the heads reported that they communicate the attendance to their parental departments, whereas 27 percent of the heads said that they did not do so.

Table-4.3.7
Opinion of HODs on Attendance of Students' for Open Electives

Item No.	Statement	Response	N	%
1.	Do you administer the attendance of students' in open electives?	Yes	20	91%
		No	2	9%
2.	Do you receive the attendance records of students' of your department who are attending Open Electives in other departments?	Yes	14	64%
		No	8	36%
3.	Do you communicate the attendance records of students' who are coming to your departments for their open electives?	Yes	16	73%
		No	6	27%

9) Freedom in Selection of Open Electives:

a) Students' should have freedom in selection of open electives even from their own department : From the following table we can see that in response to the question, do you think that students' should have freedom to select Open Electives even from their own department, majority of the department heads 59 percent believe that the students' should have complete freedom in selecting their open electives even from their own department, whereas, 41 percent of the heads did not find it necessary to give freedom to the students' in their selection of open elective.

b) Selection of open electives from their own department works against the basic spirit of CBCS: When asked do you think that allowing students' to select of open electives from their own department works against the basic spirit of CBCS, responding to this question 45 percent of the department heads believed to be true where on the other hand, 55 percent of the heads did not agree that this is against the basic spirits of CBCS.

Table-4.3.8

Opinion of HODs on Freedom in Selection of Open Electives

Item No.	Statement	Response	N	%
1.	Do you think that students' should have the freedom to select Open Electives even from their own department?	Yes	13	59%
		No	9	41%
2.	Do you think that allowing students' to select of Open Electives from their own department works against the basic spirit of CBCS?	Yes	10	45%
		No	12	55%

10) Effect of CBCS on Teaching:

a) Finishing of main courses in time

With the introduction of CBCS there have been many evaluative exercises, so in response to the question, do you think with introduction of CBCS teachers' are not able to finish their course in main courses in time, 18 percent of the heads agreed that their faculties are not able to finish their courses on time due to CBCS, whereas 82 percent of the heads are not in agreement with this statement.

b) Overburdening due to too many evaluative exercises under CBCS:

Introduction of CBCS, as explained earlier, has increased evaluative exercises to a very great extent for the teachers' as well as the students'. When asked the question

do you and your faculty feel overburdened with the compiling of marks for so many evaluative exercises like class tests, assignments, seminars, field reports etc., under C-1 and C-2 in each semester, 68 percent of the department heads responded 'yes' and 32 percent of the heads responded otherwise.

Table-4.3.9
Opinion of HODs on Effect of CBCS on Finishing of Main Courses and Evaluative Exercises

Item No.	Statement	Response	N	%
1	Do you think with the introduction of CBCS teachers' are not able to finish their main courses in time?	Yes	4	18%
		No	18	82%
2	Do you feel overburdened with the compiling of marks for class tests, assignments, seminars, field reports etc., under C-1 and C-2 in each semester?	Yes	15	68%
		No	7	32%

11) Difficulties Perceived by the Heads of Department in Effective Implementation of CBCS:

1. Office staffs in academic departments, who handle issues relating to CBCS, have not been given any training on CBCS regulation.
2. CBCS has been implemented without thorough discussion and deliberation.
3. Selection/allotment of *open electives* is too cumbersome and creates too much of problem.
4. Too many testing and evaluative exercises under CBCS leave very little time for teaching.
5. In view of heavy engagements of faculty with various evaluative exercises under CBCS, periodic meetings of faculties become rare.

6. Finishing the prescribed syllabus with practical/experiment is not possible with the given time.
7. The long distance between the departments creates problems in the timely conduct of classes for the core as well as soft courses in the parental departments.
8. Teachers' are not as serious in open electives as they are with respect to core course and soft course.
9. Due to a shortage of faculty members, the workload has been increased.
10. Computation of the results by the department within stipulated time is a tedious job.
11. Open electives marks are not received on time from another department, so there used to be a problem for computing the total marks.
12. Lacks uniformity in the evaluation of open elective courses among departments, some departments are too liberal and at the same time, there are many others which are too strict.
13. Too many internal tests under C1 and C2 create lots of problems for faculty in completing their syllabus on time.
14. Entry of C1, C2 and C3 marks in broadsheet is very cumbersome for faculty and office staffs that have no such training and orientation.
15. MBA and MSW students' cannot cope up with *open electives* in another department as they have to go for their fieldwork and summer internship.
16. A considerable percentage of students' are not getting *open electives* of their first or second choice.
17. Most of the open elective courses offered under CBCS are not skill based but subject oriented.

18. Movement of students' from one department to another, especially during rainy season and sunny days, is very difficult due to the long distance between departments.
19. Introduction of CBCS has definitely overburdened the department with setting and moderation of question papers, evaluation of answer scripts and preparing of results within a limited time frame.
20. All responsibilities concerning exams have fallen on the heads, teachers' and non-teaching staff of the academic departments; this has greatly affected the teaching-learning of processes in departments.

12) Suggestions of Heads of Academic Departments for Effective Implementation of CBCS:

1. Proper training needs to be given to all the office staffs and teaching community.
2. Exam related matters are to be taken up by the examination department.
3. At least ten faculty members are required in each department.
4. Proper consultation within the schools is required for an *open elective*.
5. For effective implementation of CBCS, we need to avoid unnecessary holidays.
6. Proper transportation between the departments has to be provided.
7. Some teachers need to change their mindset regarding CBCS.
8. Regular orientation to the faculty on the conduct of examination under CBCS needs to be provided.
9. More active participation of senior teachers' is needed.
10. All the academic departments should strictly comply with CBCS regulations.

11. Short term but more frequent training on CBCS, covering all aspects of its implementations and evaluation, should be imparted to the HODs and at least one senior faculty members for its uniform implementation.
12. Newly appointed teachers', heads, deans and office staffs should be provided basic training on CBCS regulations at the beginning of every semester.
13. Computations of the results should be given to the examination department.
14. A number of evaluative exercises under C1 and C2 should be reduced from 3 each to 2 each.
15. Students' should be given real choice without any restrictions on open electives.
16. Courses of OE should not be specialized as it is offered to students' of the mainstream.
17. Open electives should be knowledge/skill based, not critical or judgmental.
18. Only the evaluation part should be in the hands of respective departments, all tabulations in the hand of examination department.
19. There will be confidentiality if the examination department takes up the marking.
20. Proper monitoring in each department is required.
21. CBCS rules and regulations should be thoroughly debated and simplified.
22. To save more time C1 and C2 need to be clubbed.
23. The departments need to be provided the freedom to decide the number of courses and credits according to their needs, resources and mandate.
24. Students' should be given free choice in selecting their open electives including their own department.

25. Clear-cut guidelines should be there so as to avoid confusions with regard to the implementation of various provisions in CBCS regulations.

4.4 KIND AND NATURE OF FEEDBACK GIVEN BY TEACHERS ON INTERNAL ASSESSMENT

Evaluation is a part of life and of any system of education. Teachers and their institutions have to balance the purposes and expectations of the different stakeholders when it comes to evaluation. Evaluation is an important and delicate process not only from the standpoint of determining the needs and growth of a programme and an individual but also from the standpoint of what it does to the individual who is being evaluated. Teaching, learning and evaluation are the three pillars of any system of education. The examination is an integral part of education. It is an instrument to test what the student has learned and retained in his mind. The defective examination is, thus, an expression of defective education. The main purpose of introducing internal assessment is to integrate teaching and evaluation and to tests the skills and abilities which cannot be tested through one written examination at the end. For this teacher should identify the abilities and skills they are expected to develop in their students. In Mizoram University weightage of internal assessment is 40% out of the total 100%, internal assessment is exercised in the forms of Tests, Seminars, Assignments, Field reports and Project work.

1) Showing Answer Scripts for Class Tests for Internal Assessment :

The CBCS Regulation of Mizoram University has a mandatory provision on a showing of answer scripts of internal assessment to students'. A quick glance at data, vide table 4.4.1, reveals that 90 percent of the students' said that their teachers' show answers scripts to them, however, it is shocking to know 10 percent of the

students' said that some teachers' did not show their answer scripts. But it is relieving to report that a large majority of these students' were from one or two academic departments, wherein some teachers' do violate this mandatory provision. When asked further on the frequency of feedback, 43 percent said that the teachers' always shows answer scripts, 27 percent of the students' reported that teachers' most often show their answer scripts, 19 percent of students' reported that teachers' often show their answer scripts, 11 percent of them said teachers' rarely show their answer scripts.

Table-4.4.1
Opinion of Students' on Showing of Answer Scripts for Class Tests for Internal Assessment

Item No.	Statement	Response	N	%
1.	Do your teachers' show your answer scripts of class tests for internal assessment?	Yes	640	90%
		No	70	10%
		If yes,	275	43%
		(a) Always		
		(b) Most Often	173	27%
		(c) Often	121	19%
		(d) Rarely	71	11%

2) Giving of Feedback for Internal Assessment

Giving feedback to the students' on their performance serves a very fruitful purpose, it is important to let students' know where they have made mistakes so that they will learn from it and take corrective measures. A perusal of data vides Table 4.4.2 reveals that 73 percent of the students' reported that the teachers' gave feedback on their performance in Class tests/assignment, whereas 27 percent of the students' responded that their teachers' never gave feedback on their performance on

various activities relating to formative assessment. When probed further on the type/nature of feedback given by the teachers', 45 percent of students' reported that teacher gave written feedback in the form of *detail comments* (reported by 12 percent students') and *short evaluative remarks* (reported by 33 percent students'). On the other hand 55 percent of students' reported that teachers' gave only oral feedback on their performance either in group situation while distributing their answer scripts etc. (reported by 44 percent) or in one to one situation (reported by only 11 percent students').

Table-4.4.2
Opinion of Students' on Giving Feedback for Internal Assessment

Item No.	Statement	Response		N (710)	%
1.	Do they give feedback on your performance on class tests/assignments for internal assessment	Yes		516	73%
		No		194	27%
		If yes, how do they give feedback?			
		Written Feedback	Detail Comments	64	12%
			Short evaluative remarks	175	33%
		Oral Feedback	Group situation while distributing	225	44%
Each student while distributing	56		11%		

3) *Benefits from the Feedback Given by Teachers':*

It is very satisfying to see that 80 percent of the students' reported having benefitted from the feedback given by their teachers', whereas, the remaining that 20 percent reported it otherwise, which may be due to the type of feedback being given to them. When asked how the feedback given by teachers' helped them, 32 percent reported that it motivated them for further learning, 50 percent pointed out that it

helped them in realizing their mistakes, 16 percent of the of the students' responded that it helped them to improve their performance in consecutive tests, and 6 percent of the students' said that feedback given by teachers' made them more serious in their studies.

Table-4.4.3

Opinion of Students' on Benefits from the Feedback Given by Teachers'

Item No.	Statement	Response	N (710)	%
1.	Do you benefit from the feedback given by teachers' on your performance in class tests/assignments etc., for internal assessment?	Yes	568	80%
		No	142	20%
		If yes, how	181	32%
		(a) Motivated me		
		(b) Helped me in realizing my mistakes	284	50%
		(c) Helped me to do better in future exams	66	12%
		(d) Made me serious in my studies	37	6%

4) Freedom to Students' in Discussing their Performance with Teachers':

Giving of freedom by teachers' to students' to discuss their performance is a very important aspect of CBCS. Students' have their own views, understanding, and misconceptions of their performance on class tests, assignments and field reports, so it is the duty of teachers' to give them time to discuss their performance. When asked whether teachers' give them freedom to discuss their performance on various exercises for internal assessment, it is pleasing to report that 71 percent of the students' said that teachers' gave them freedom in discussing their performance on

internal tests, whereas 29 percent of the students' responded that the teacher did not give a chance for discussion. Regarding their assignments 71 percent of the students' says that the teachers' allowed them to discuss their performance, whereas 29 percent of the students' responded that the teachers' did not give such freedom, in terms of field reports 66 percent of the students' said that the teachers' gave time for discussion whereas 34 percent said that they did not have freedom for discussion. (See table-4.4.4).

Table-4.4.4
Opinion of Students' on Freedom in Discussing their Performance with Teachers'

Item No.	Statement		Response	N	%
1.	Do your teachers' give you the freedom to discuss your performance in various exercises for internal assessment?	Internal tests	Yes	476	71%
			No	197	29%
		Assignments	Yes	473	71%
			No	192	29%
		Field Reports	Yes	373	66%
			No	190	34%

Note: Many students' did not answer certain questions

5) Time Taken to Return Answer Scripts:

An important dimension of feedback is its immediacy. The longer the time gap between the completion of the work and its feedback, the less effective the feedback becomes. Responding to the statement how much time do your teachers' generally take to return your evaluated answer scripts of internal tests, 26 percent of the students' responded that the teachers' usually take two/three days, 51 percent of the students' responded that the teachers' takes around one week to return the evaluated answer scripts, 18 percent of the students' said that the teachers' take around two weeks to return the evaluated answer scripts, 4 percent of the students' said that the

teachers' take around one month and 1 percent of the students' responded that the teacher takes more than one month to return the evaluated answer scripts. (See table- 4.4.5).

Table-4.4.5
Opinion of Students' on Time Taken to Return Answer Scripts

Item No.	Statement	Response	N	%
1.	How much time do your teachers' generally take to return your evaluated answer scripts of class (formative) tests?	Two/Three Days	182	26%
		Around One Week	359	51%
		Around Two Weeks	123	18%
		Around One Month	31	4%
		More than One Month	5	1%

6) Complaint with Regard to the Low Marks Assigned in a Particular Paper:

A perusal of the data vides table 4.4.6, on the issue whether the students' ever complained about low marks assigned to them in internal tests, 38 percent of the students' have filed complaints on the issues mentioned before, whereas 62 percent of the students' did not have any complaint regarding their marks. Responding further to the question on how was the said complaint addressed, 63 percent of the students' said that the teacher explained the reason for assigning the marks, 27 percent of the students' said that teachers' realized his/her mistake and revised the marks. However, it is very sad to report that 10 percent of the students' said that the teachers' did not consider their complaint at all.

Table-4.4.6

Opinion of Students' on Complaint with Regard to the Low Marks Assigned to them in a Particular Paper

Item No.	Statement	Response	N	%	
1.	Have you ever complained to your teachers' with regard the low marks assigned to you in class (internal) tests in a particular paper?	Yes	245	38%	
		No	406	62%	
		If yes, how was the complaint addressed?			
		(a) The teacher explained the reason	154	63%	
		(b) The teacher realized his/her mistake and revised the marks	66	27%	
		(c) The teacher did not consider the complaint at all	25	10%	

7) Complaint with Regard to the Total Marks Assigned in a Particular Semester

From the table 4.4.7, it can be seen that only 9 percent of the students' have complaints with regard to the total marks assigned to them in their class tests, a large majority of the students' did not face this problem. Responding to the question how was the said complaint addressed, 70 percent of them said that the matter was explained and justified by the head of the department, 25 percent of them said that the complaint was addressed by the head of the department by calling a faculty meeting and 5 percent of the students' said that their complaint was referred to the dean of the concerned school.

Table-4.4.7

Opinion of Students' on Complaint with Regard the Total Marks Assigned to them in a Particular Semester

Item No.	Statement	Response	N	%	
1.	Did you ever have a complaint with regard to the total marks assigned to you in class (internal) tests in a particular semester?	Yes	64	9%	
		No	643	91%	
		If yes, how was the complaint addressed?			
		(a) Head of the Department Explained and justified	45	70%	
		(b) Head of the Department called a Faculty Meeting to Address the problem	16	25%	
		(c) The matter was referred to the Dean of the Concerned School	3	5%	

8) Ratings of Teachers' Based on their Evaluation of Internal Assessment:

On responding to the issue regarding ratings of teachers' based on their evaluation of *internal tests*, 6 percent of the students' think that they were lenient in their markings, 73 percent said that the teachers' are average in their evaluation and 21 percent of them think that they were very strict. Regarding *assignments* 8 percent of the students' rate the evaluation of the teachers' very lenient, 76 percent of the students' term it as average, 16 percent said that the teachers' were very strict in evaluating their assignments. For *seminars* 9 percent of the students' think that the teachers' are very lenient, 80 percent thinks that they were average in their evaluation and 11 percent thinks that they are very strict. Regarding *field reports* 9 percent of the students' said that the teachers' were very lenient, 76 percent of the students' think that they were average in their evaluation and 15 percent of the students' opined that the teachers' were very strict in their evaluation for field report.

Table-4.4.8
Opinion of Students' on Ratings of Teachers' in Terms of their Strictness in
Evaluation of Activities Relating to Internal Assessment

Item No.	Statement	Activities	Very Lenient	%	Average	%	Very Strict	%
1.	How will you rate your teachers' in evaluating your following internal (formative) assessment activities?	Internal tests	43	6%	511	73%	150	21%
		Assignments	53	8%	537	76%	113	16%
		Seminars	59	9%	517	80%	74	11%
		Field Reports	40	9%	326	76%	63	15%

9) Displaying the Internal Marks on the Notice Board:

One of the very important duties of the department under CBCS is displaying of internal marks on the notice board at the end of every semester, this brings transparency and reduces the chance of communicating the wrong marks to the Controller of Examination. On responding to the question does your department at the end of every semester display the internal marks on the notice board before their communication to the Controller of Examination, 60 percent of the students' responded that their department always display the internal marks on the notice board before they send it to the controller of examination, 27 percent of the students' responded that they sometimes display their internal marks, However, it is very surprising to find that there are some departments that never display internal marks on the notice board before communicating it to the Controller of Examination, 13 percent of the students' reported this.

Table-4.4.9**Opinion of Students' on Displaying the Internal Marks on the Notice Board**

Item No.	Statement	Response	N	%
1.	Does your department at the end of every semester display the internal marks on the notice board before its communication to the Controller of Examination?	Always	441	60%
		Sometimes	194	27%
		Never	94	13%

10) Satisfaction of Students' with the Marks Given in Internal Assessment:

Responding to the question, whether the students' are satisfied with the marks given to them in their internal assessment, 83 percent of the students' were satisfied and 17 percent of them were not satisfied. Those who are satisfied were asked further to what extent they were satisfied, 29 percent of the students' were satisfied to some extent and 71 percent were satisfied to a great extent (See table-4.4.10).

Table-4.4.10**Opinion of Students' on Marks Given to them in Internal Assessment**

Item No.	Statement	Response	N	%
1.	Are you satisfied with the marks given to you in internal (formative) tests?	Yes	557	83%
		No	114	17%
		If yes, to what extent? (a) To some extent	161	29%
		(b) To great extent	396	71%

11) Time Taken to Return Class Tests:

The earlier the feedback the more effective it becomes. Feedback should be provided within a few hours after the completion of a task. From the table 4.4.11,

we can see that on responding to the question how much time your teachers' generally take to evaluate your internal tests 21 percent of the students' said that two/three days, 52 percent of the students' said that the teachers' takes around one week, 18 percent respond that the teachers' take around two weeks, sadly, 8 percent of the students' respond that they take around one month and the remaining 1 percent said that the teachers' take more than one month for evaluating their internal tests, we can assume that feedback is given after 1 month or longer will not serve a worthwhile purpose to the students' as they will be forgetting most of it by that time.

Table-4.4.11

Opinion of Students' on How Much Time their Teachers' Take to Return their Class Tests

Item No.	Statement	Response	N	%
1.	How much time do your teachers' generally take to evaluate your class (formative) tests?	Two/Three Days	152	21%
		Around One Week	368	52%
		Around Two Weeks	127	18%
		Around One Month	58	8%
		More than One Month	5	1%

12) Too Many Internal Assessments Leave Little Time for Teaching:

Under CBCS system 40 percent marks in each paper have been assigned for internal assessment for which departments are expected to undertake class tests, assignments and seminars etc. on regular basis throughout the semester. The following table 4.4.12 reveals that 53 percent of the students' think that too many tests, assignments and seminars etc., for internal assessment leaves very little time for teachers' to do justice with their courses, whereas 47 percent of the students' did not agree with the statement.

Table-4.4.12

Opinion of Students' on Too Many Internal Assessments Leave Little Time for Teaching

Item No.	Statement	Response	N	%
1.	Do you feel that too many tests, assignments and seminars etc. for internal (formative) assessment leaves very little time for teachers' to do justice with their courses?	Yes	369	53%
		No	331	47%

13) Suggestions of students for Weightage of Internal Assessment:

In each paper, 40% of marks are assigned for internal assessment and 60% for external assessment. Regarding suggestions for weightage for internal assessment 73.71 percent of the students' are satisfied with the present system of internal assessment i.e., 40%, and they did not want any change, whereas 26.29 percent wanted changes in the weightage of internal assessment, here 0.86 percent of the students' wanted to increase it by 45%, 10.34 percent of the students' wanted to increase the internal assessment by 50%, also 7.04 percent of the students' wanted to increase it by 60% and 0.56 percent of students' wanted internal assessment to have 70% weightage. On the other hand, there are also students' who wanted to reduce internal assessment, 0.14 percent wanted it to reduce to 35%, 2.58 percent of the students' wanted it to reduce to 30%, and 3.44 percent of the students' wanted to reduce it to 20%, and the other 1 percent wanted internal marks to carry only 10%.

Table-4.4.13**Suggestions of Students' for Weightage of Internal Assessment**

Item No.	Statement	Response	N	%	
1.	Give suggestions for the weightage of internal assessment	a) No change (40%)	513	73.71%	
		b) To be changed	183	26.29%	
		Suggestions for Increase in Weightage for Internal Assessment			
		i. To be increased to 45%	6	0.86%	
		ii. To be increased to 50%	72	10.34%	
		iii. To be increased to 60%	49	7.04%	
		iv. To be increased to 70%	4	0.56%	
		Suggestions for Decrease in Weightage for Internal Assessment			
		i. To be decreased to 35%	2	0.14%	
		ii. To be decreased to 30%	18	2.58%	
		iii. To be decreased to 20%	24	3.44%	
		iv. To be decreased to 15%	1	0.14%	
		v. To be decreased to 10%	7	1.00%	

14. Problems Faced by Students' in Relation to Internal Assessment:

1. Time is very limited for completion of the whole syllabus.
2. Too many internal tests and evaluation.
3. No proper study materials to be found.
4. There is a very limited time for preparation of tests.
5. Due to frequent tests, there is a huge burden for the students'.
6. Answer papers were not shown to the students'.

7. Teachers' were not strict enough while invigilating the students'.
8. Too much cheating and unfair means practice during the internal assessment.
9. Testing all subjects in one day gives to much tension for the students'.
10. There is a very limited book in the library for preparation for internal assessment activities.
11. Assignments should not be given outside the syllabus.
12. Frequent postponing of internal tests creates problems for the students'.
13. Information used to be very last minute.

15. Suggestions given by Students' for Effective Implementation of Internal Assessment:

1. There should be a properly scheduled timetable for internal tests.
2. There should be at least three days gap for tests preparation.
3. Teachers' should be available for discussion about assignments and internal tests topic.
4. Internal tests should be more strictly invigilated by the teachers'.
5. Online submission of assignments should be practiced.
6. The number of tests should be reduced.
7. There should be an assessment committee to look after the different issues regarding internal assessment.
8. Teachers' should be more lenient when checking the internal tests papers.
9. The answer sheets should be distributed within one week after the tests.
10. There should be proper feedback from the teachers'.
11. The teachers' should give more time and space for tests preparation.
12. There should be a topic discussion for assignments and tests.

13. Assignment or tests materials should be provided to the students' on difficult topics.
14. There should be the latest edition of books in the central library for undertaking activities relating to internal assessment.

CHAPTER - V
MAJOR FINDINGS, DISCUSSIONS, RECOMMENDATIONS AND
SUGGESTIONS FOR FURTHER RESEARCH

5.1 MAJOR FINDINGS OF THE STUDY:

The major findings based on the objectives identified are given below:

5.1.1 Findings Relating to Students' Opinion on Different Aspects of CBCS

5.1.2 Findings Relating to Teachers' Opinion on Different Aspects of CBCS

5.1.3 Findings Relating to Opinion of Heads with Regard to the Problems faced by the Departments in the Implementation of CBCS.

5.1.4 Findings Relating to Kind and Nature of Feedback Given by Teachers' on Internal Assessment

5.1.1 Findings Relating to Student's Opinion on Different Aspects of CBCS:

1) *Impact of CBCS on Improvement in Quality of Education:*

- Eighty-four (84) percent of students' are of the opinion that *quality of education* has improved with the introduction of CBCS.

2) *Impact of CBCS on Student's Work-load:*

- Sixty-five (65) percent reported that CBCS has overburdened them with *too many tests and other evaluative exercises*.

3) *Job-Oriented Courses under CBCS:*

- According to 66 percent of students', CBCS implemented by the Mizoram University is relatively *more job oriented than the old system*, while 34 percent of students' were not in agreement with this.

4) *Impact of CBCS on Transforming the Teacher-Centric System to Student-Centric System*

- Seventy-three (73) percent of students' reported that CBCS has brought a paradigm shift from *Teacher-Centric System to a Student-Centric System*.

5) *Problems Faced by Student's in Attending Open Elective Classes*

- The majority, 90 percent of the students' reported that they faced problems in attending OE's classes due to the *long distance* between their parental department and department offering their selected OE's.

6) *Factors Affecting the Student's Selection of Open Electives (OE's):*

- Forty-one (41) percent of students' selected their OE's on the basis of their *personal interest*; 24 percent of the students' opted their OE's due to *short distance*; 14 percent selected on the basis of *the relevance of the subject*; 5 percent selected their OE's on the *advice of Head/Senior teacher/Academic adviser*; 3 percent selected their OE's based on their *peer influence*; 2 percent selected their OE's because of the *popularity of the teacher-in-charge*. However, 11 percent of the students' did not have freedom in selecting their Open Electives, as they were *compelled* to take certain OE's due to non-availability of seats.

7) *Removal of All Restrictions Imposed on Selection of Open Electives*

- The majority, 85 percent of the students' agreed that *all restrictions imposed* on the selection of OE's should be *removed*, and students' be given complete freedom in the selection of their open electives, however, 15 percent of them think otherwise and hence don't mind the continuation of the existing restrictions.

8) Availability of Academic Adviser for Students'

- Fifty-nine (59) percent of the students' reported the availability of *Academic Adviser* in their respective departments. While 41 percent of the students' reported that their department did not appoint any Academic Adviser.

9) Availability of help in the Selection of Soft Course:

- Fifty-seven (57) percent of the students' had to take a *decision on their own* as no one in their department helped them in the selection of Soft Course, 21 percent of the students' said that the head of the department himself/herself helped them in selecting their open electives and soft courses, 8 percent reported that academic adviser assisted them in their selection of open electives, 14 percent said that senior teachers' helped them in their selection.

10) Selection of Soft Courses of their Choice

- Fifty-four (54) percent students' in 2nd semester and 49 percent in the 3rd semester *could select the Soft course of their choice*, whereas the remaining 46 percent in 2nd semester and 51 percent in the 3rd semester could not select the Soft Courses of their choice.

11) The regularity of Classes in Open Elective:

- Eighty-six (86) to 90 percent opined that their OE classes in both 2nd and 3rd semesters were *quite regular*; however, 10 to 14 percent reported such classes to be *irregular*.

12) Freedom in Exercising the Selection of Open Electives

- Sixty-five (65) percent of the students' in 2nd semester and 52 percent in the 3rd semester could exercise their *freedom in selecting both* of their OE's, which implies that the remaining students' from both semesters were not that fortunate.

- Twenty-six (26) percent students' of 2nd semester and 34 percent of the 3rd semester could *select only one* OE of their choice, 9 percent of students' of 2nd semester and 14 percent of the 3rd semester *could not select* both OE's of their choice.

13) *Missing of Classes in Parental Department:*

- Sixty-four (64) percent reported having *missed their core and soft course* classes in their parental department due to nonavailability of buses in time after attending open elective classes in other departments.

14) *Selection of Open Electives from within the Department, and School*

- Sixty-nine (69) percent of students' opined that they should be *allowed* to select OE's from their *parental departments*, whereas 31 percent of them agree with this proposal. Further when asked, 88 percent of students' opined that they should be *allowed* to select their OE's only from within their school, whereas 12 percent are not in agreement with this.

15) *CBCS and Student Centric System*

- Sixty-nine (69) percent of the students' reported that CBCS has transformed the traditional *teacher-centered education* to a *student-centered education*; whereas 31 percent of the students' do not think so.

5.1.2 Findings Relating to Teachers' Opinions on Different Issues Relating to CBCS:

1. *Opinion of Teachers' on the Impact of CBCS on Teaching Community:*

- a) Eighty-seven (87) percent of the teachers' reported that CBCS has *increased the teaching workload* of the teachers', 13 percent of the teachers' did not agree with this statement. 65 percent said it has increased their teaching workload to a great extent, and 35 percent reported that it has added their workload to some extent.

- b) Seventy-eight (78) percent of the teachers' opined that CBCS has increased their administrative workload and 22 percent did not feel so; 36 percent said it increased their administrative workload *to a great extent*, whereas 64 percent reported that it has added their workload *to some extent*.
- c) Eighty-eight (88) percent of teachers' reported that with the introduction of CBCS, their workload relating to testing and evaluation has increased, whereas, 12 percent did not agree with this statement.
- d) Eighty-two (82) percent of the teachers' did not agree that with the introduction of Open Electives under CBCS teachers' are not able to pay due attention to the main courses in their respective departments, the majority of the teachers', 4 percent were undecided about it, whereas 14 percent agree with this statement.
- e) Fifty-four (54) percent reported that their departments did not have any problem regarding the number of teachers' for successful implementation of CBCS, whereas, 32 percent reported about the inadequacy of a number of teachers', and 14 percent were undecided about it.
- f) Fifty-five (55) percent of teachers' did not agree with the statement that too much of exercises for internal evaluation leaves very little time with teachers' to teach, 42 percent agreed with this statement.
- g) Fifty-three (53) percent agree with the statement that too much involvement of teachers' in testing and evaluation under CBCS does not leave much time for teachers' for supervision of M. Phil. and Ph.D. scholars, while 14 percent were undecided about it, on the other hand, 33 percent did not agree with this statement.

h) Seventy (70) percent agree that too much involvement of teachers' in testing and evaluation under CBCS does not leave much time for teachers' for their personal research; on the other hand, 27 percent disagreed with this statement.

2. Opinion of Teachers' on the Need for Training of Teaching and Non-Teaching Staff on CBCS:

a) Eighty-two (82) percent agreed that the new heads and deans should undergo such training, whereas 9 percent of the teachers' disagreed with this statement.

b) Seventy (70) percent of teachers' agreed that there should be the frequent training of teachers' regarding CBCS, whereas 18 percent did not feel the need for such training.

c) Sixty (60) percent of teachers' felt that there should be the frequent training of office staff of examination branch regarding CBCS, 27 percent of the teachers' have no opinion on this, whereas 13 percent did not feel the need for such training.

d) Ninety (90) percent of the teachers' were of the view that special workshop should be organized for teachers' to understand the various concepts relating to CBCS, namely, grading, credit system, credit transfer, additional credits, nature and types of open electives, cafeteria approach etc. by inviting resource persons with appropriate expertise. 9 percent of the teachers' did not feel the need of such training.

e) Ninety (90) percent of teachers' felt that in view of the change of headship and deanship in many departments and schools every year due to provision of rotation, there is a need to provide training to the new Heads and Deans on various provisions under CBCS regulation. 6 percent of the teachers' did not feel the need of such training.

f) Ninety-four (94) percent of the teachers' agree that training should be provided for office staff and examination branch, 3 percent of the teacher did not agree with this.

g) The majority, 83 percent of teachers' agreed that there is a need to conduct a Centralized Orientation Programme on CBCS for students' every year soon after admission, on the other hand, 10 percent of the teachers' did not have any opinion on this and only 7 percent of the teachers' disagreed with this.

3. Opinion of Teachers' on Selection of Open Electives (OE) Under CBCS:

a) Fifty-nine (59) percent agreed that a long list of OE's creates confusion among students' in selecting their desired OE's, 27 percent of the teachers' disagreed with this and 14 percent of the teachers' had no opinion about this.

b) Sixty-two (62) percent agreed that the number of open electives should be reduced from two each in 2nd and 3rd semesters to one each so as to give more time to teachers' to teach their main courses, 24 percent of the teachers' disagreed with it and 14 percent of the teachers' were undecided about it.

c) Large majority 93 percent of teachers' agreed that the students' should be given complete freedom in selection of their OE's, whereas, 6 percent of the teachers did not agree to provide such freedom.

d) Fifty-three (53) percent of the teachers' agreed that restrictions imposed on departments with regard to the admission of students' in open electives beyond their intake capacity should be removed. On the other hand, 12 percent of the teachers' remained neutral and 35 percent of the teachers' disagreed with this statement.

- e) Majority 98 percent of teachers' agreed with the statement that students' should exercise their selection of open electives before the closing of preceding semester.
- f) Fifty-six (56) percent of the teachers' opined that the students' have adequate freedom in selecting their open electives, 34 percent of the teachers' disagreed with this and 10 percent of the teachers' were undecided.
- g) Sixty (60) percent agreed that Academic Advisers in the department are playing their due role in assisting students' in the selection of their Soft Courses and Open electives, 21 percent of the teachers' disagreed with this statement whereas, 19 percent were undecided about it.

4. Opinion of Teachers' with Regard to the Impact of CBCS on Students':

- a) Sixteen (16) percent of the teachers' opined that CBCS will help in providing *enriched educational experiences to students'*; 29 percent of the teachers' believed that it will facilitate students' efforts in *Integration of their knowledge* and 53 percent agreed that it will provide an interdisciplinary approach to learning.
- b) More than half, 55 percent of the teachers' agreed that CBCS provides a more *interactive relationship between the teacher and the taught*, whereas 10 percent of the teachers' did not have an opinion on this, on the other hand, 35 percent of the teachers' were agreeing to it.
- c) Majority 78 percent agreed that as CBCS is a new system, there are still certain confusions among students', 9 percent did not agree to the statement, whereas 13 percent of the teachers' were undecided about this.
- d) Thirty-six (36) percent of the teachers' did not agree that students' are more motivated by CBCS than the old system, whereas 29 percent of the teachers'

expressed their agreement with this issue. Surprisingly 35 percent of the teachers' did not have an opinion on this.

e) Sixty-three (63) percent of the teachers' believed that the introduction of CBCS has improved the performance of the students', 37 percent did not agree to this. When asked further to what extent 18 percent responded to a very great extent, and 82 percent believed there is an improvement to some extent.

f) Majority 86 percent of the teachers' reported that with the introduction of CBCS the physical and mental workload of students' has increased, whereas, 14 percent did not agree with the statement.

g) Fifty-six (56) percent believed that introduction of OE's has improved the employability of students'. Whereas, 44 percent of the teachers' did not agree with this. When asked further to what extent, 7 percent believed to a very great extent, 50 percent believed it does so to some extent and the other 43 percent said that it depends on the type of OE's offered.

5. Opinion of Teachers' with Regard to the Impact of CBCS on the Functioning of Academic Departments:

a) The majority, 93 percent agreed that with the introduction of CBCS the workload of examination branch has been shifted to the academic departments.

b) Seventy-two (72) percent of the teachers' opined that there are too much of internal evaluation exercises in departments under CBCS.

c) Sixty-six (66) percent agreed that the teachers' are too busy in their department with their evaluation exercise. While 21 percent of the teachers' disagree with this statement, on the other hand, 13 percent of the teachers' are undecided about this.

- d) Sixty-eight (68) percent of the teachers' agreed that too much involvement of academic departments in testing, evaluation and compiling of results has affected the quality of education.
- e) Seventy-seven (77) percent of the teachers' opined that supporting staff in their department is not adequately trained in CBCS.
- f) Majority of the teachers' 72 percent agreed that without I.T support successful implementation of CBCS is not possible. Whereas, 19 percent of the teachers' disagree with this statement.

6. Opinion of Teachers' on Problems Relating to Successful Implementation of CBCS:

- a) Majority 90 percent agreed that the students' faced problem in attending open elective classes due to the long distance between departments.
- b) Seventy-nine (79) percent of the teachers' agreed that due to non-availability of busses many students' miss their class in their parental department.
- c) Seventy-one (71) percent are in agreement that there are too many restrictions on the students' in selecting their Soft Courses and Open Electives.
- d) Sixty-eight (68) percent of the teachers' were of the view that Mizoram University does not have the required infrastructure for successful implementation of CBCS, whereas, 18 percent of the teachers' did not agree with this statement, on the other hand, 14 percent of the teachers' were undecided about this.
- e) Forty three (43) percent of the teachers' reported that Academic Advisers are not playing their role in helping the students' in their selection of open electives, whereas, 20 percent of the teacher did not have opinion about this one, on the other hand, 37 percent of the teachers' were in agreement with this issue.

f) Forty-four (44) percent of the teachers' felt that assigning of first two periods on two days in a five days week to open electives has seriously affected the teaching-learning processes in the core and soft courses, 41 percent of the teachers' did not feel so, whereas 15 percent of the teachers' were undecided about this issue.

7. Opinion of Teachers' in Relation to the Impact of CBCS on Quality and Flexibility of Education:

a) Fifty-seven (57) percent agreed that quality education can be achieved better through CBCS than the old system. Whereas 25 percent of the teachers' did not agree with this, and 18 percent were undecided about this.

b) Seventy-one (71) percent of the teachers' believed that there is more flexibility in CBCS than the old system, whereas, 17 percent of the teachers' disagreed with this, on the other hand, 21 percent of the teachers' did not have an opinion on this issue.

c) Fifty (50) percent did not agree that most of the open electives offered by their department under CBCS are job oriented, whereas, 33 percent of the teachers' agreed with this and 17 percent of the teachers' were undecided about this.

d) Seventy (70) percent of the teachers' expressed their agreement that CBCS which works on credits is a better way of evaluation. Whereas, 21 percent of them disagreed with the statement

e) Eighty-two (82) percent of the teachers' opined that CBCS, with its interdisciplinary approach, helps students' to integrate their understanding of various disciplines, on the other hand, 17 percent of the teachers' disagreed with this statement.

f) Sixty-five (65) percent of the teachers' were of the view that CBCS has too many evaluative exercises which need to be reduced, whereas, 22 percent of the teachers' did not find the need for reducing it.

5.1.3 Findings Relating to Opinion of Heads with Regard to the Problems faced by the Academic Departments in the Implementation of CBCS.

1. Training on the Implementation of CBCS:

a) Forty-one (41) percent claimed to have received training regarding CBCS, whereas 59 percent did not receive any kind of training on CBCS.

b) Eighty-six (86) percent of the heads responded that the University should conduct workshops for teachers', heads and deans to understand the concept of CCE, grading, semester, creditization, additional credits and credit transfer system under CBCS and 14 percent of them did not find the need for such workshops.

c) Only 32 percent of the heads reported that the office staff in their department had gone for training. Whereas, 68 percent of the heads said that the staff in their department did not go for any kind of training regarding CBCS. On further asking if they feel the need for training of office staff 93 percent of the heads responded yes, whereas 7 percent did not feel the need such training.

2. Adequacies of Office Staff for CBCS:

a) A large number 68 percent reported having a shortage of staff to handle the workload generated by CBCS in their department, whereas 32 percent of them responded that they have adequate supporting staff.

b) Thirty-two (32) percent of the heads responded that the office staff in their department had gone for training where 68 percent of the heads said that the staff in their department did not go for any kind of training regarding CBCS. When further

asked, if they feel the need for training of office staff 93 percent of the heads responded yes, whereas 7 percent did not feel the need for such training.

3. *Understanding of Teachers' with Regard to the Various Provisions in 'CBCS Regulations'*

- a) Sixty-eight (68) percent of the heads reported that *all teachers'* in their department have a thorough understanding of all provision of CBCS.
- b) Fourteen (14) percent of them believed that only a *few teachers'* have a thorough understanding of all the provisions
- c) Fourteen (14) percent of them believed that *only senior teachers'* have a thorough understanding of all the provisions.
- d) Four (4) percent opined that *no teacher* in their department, including senior teachers', has a complete understanding of all provisions under CBCS regulations.

4. *Who Takes Classes of Open Electives?*

- a) Twenty three (23) percent of the heads responded that *mostly the senior teachers'* take classes of OE's.
- b) Only 5 percent of the heads said that *mostly junior teachers'* take OE's class in their department
- c) Majority (72) percent of the heads respond that *both senior and the junior teacher takes* OE's class in their department.

5. *Impact of CBCS on the Functioning of Heads of Departments*

- a) Forty (40) percent of the heads reported having been over occupied with office/administrative work. Also, 26 percent of the heads responded that they rarely

get time for personal reading and research; 18 percent of the heads replied that it has impacted their own teaching, only 16 percent of the heads responded that CBCS has not affected their functioning at all.

6. Issues Relating to the Number of Open Electives:

a) The majority, 82 percent of the heads were happy with the provision of four (4) open electives. On the other hand, 18 percent of them were not happy with the said number of open electives, when further asked for those who are not satisfied with the number of OE's; 75 percent wanted to reduce the number of open electives from four to two.

b) Fifty-nine (59) percent of heads agreed that reducing the number of OE's, from four to two, will give them some relief from too much of administrative work relating to OE's, it will relieve the workload, whereas 41 percent of the heads did not think that reducing the number of OE's will make much difference.

7. Appointment and Functioning of Academic Advisers for students':

a) Seventy-three (73) percent of the heads reported that they have appointed academic advisers; 27 percent of departments did not appoint academic advisers; 94 percent reported that the academic adviser actually assists the students' in their selection of open elective. 6 percent said that the academic adviser did not fulfill their roles. Regarding their selection of soft courses:

- 81 percent of the heads responded that the academic adviser help the students' in the selection of their soft courses
- 19 percent respond that the advisers did not assist the students'.

8. Paradigm Shift from Teaching to Testing & Evaluation under CBCS:

a) A large number 71 percent of the heads reported that with the introduction of CBCS focus of departments has shifted from teaching to testing and evaluation. Whereas 29 percent did not agree with the statement. Responding further to the question how will you assess the impact of this shift in focus.

- i. 20 percent of the heads think that continuous testing will make students' to focus on their studies.
- ii. 20 percent of the heads agreed that variety of testing and evaluative exercises will help in the complete/comprehensive testing of students'.
- iii. 47 percent of the heads also agreed that too much of testing and evaluation leaves very little time for teaching.
- iv. 13 percent of the heads believe that too much testing and evaluation exercises will have a negative impact on the mental health of students'.

9. Administration of Attendance of Students' in Open Electives:

a) Majority 91 percent of the heads replied that they *administer the attendance* of students' in OE's, whereas 9 percent of the heads said that they did not administer the attendance of OE's.

b) Sixty-four (64) percent of the departmental heads responded they had *received attendance* from another department regarding OE's, whereas 36 percent of the heads said that they did not receive such attendance record.

c) Majority 73 percent of the heads reported that they communicate the attendance of OE's to their parental departments, whereas 27 percent of the head said that they did not communicate the attendance records to another department.

10. Freedom in Selection of Open Electives:

a) Fifty-nine (59) percent of the heads believed that the students' should have *complete freedom* in selecting their OE's even from their own department, whereas 41 percent did not find it necessary to give freedom to the students' in their selection of OE's.

b) Forty-five (45) percent of the departmental heads believed that allowing students' to select of Open Electives from their own department works against the basic spirit of CBCS, on the other hand, 55 percent of the head did not agree with this.

11. Effects of CBCS on Teaching:

a) Large number (82) percent of the heads did not agree that teachers' were not able to finish their main course on time due to the introduction of CBCS, whereas, 18 percent of the heads agree with this.

b) Sixty-eight (68) percent of the department heads responded that they feel overburdened with compiling of marks for class tests, assignments, seminars, field reports etc., under C-1 and C-2 in each semester, whereas, 32 percent of the heads did not face problem regarding the number of evaluative exercises.

5.1.4 Findings Relating to Kind and Nature of Feedback Given by Teachers' on Internal Assessment

1) Showing Answer Scripts for Class Tests for Internal Assessment:

a) A large majority 90 percent of the students' responded that their teachers' showed answers scripts of class test to them. 10 percent of the students' reported that some teachers' did not show their answer scripts. When asked further:

- i. 43 percent said that the teachers' always showed answer scripts.
- ii. 27 percent of reported that teachers' most often showed their answer scripts.
- iii. 19 percent of students' reported that teachers' often showed their answer scripts.
- iv. 11 percent of them said teachers' rarely showed their answer scripts.

2) Giving of Feedback on Internal Assessment:

a) Seventy-three (73) percent of the students' reported that the teachers' gave feedback on their performance in Class tests/assignment, 27 percent of the students' responded that their teachers' never gave any feedback on their performance on various activities relating to internal assessment. 45 percent of students' reported that their teachers' gave written feedback in the form of *detailed comments* (reported by 12 percent) and *short evaluative remarks* (reported by 33 percent); 55 percent of students' reported that teachers' gave only oral feedback on their performance either in group situation while distributing their answer scripts etc. (reported by 44 percent) or in one to one situation (reported by only 11 percent).

3. Benefit From the Feedback Given by Teachers':

a) A large number 80 percent of the students' reported to have benefitted from the feedback given by their teachers'. Whereas, 20 percent reported that they did not get any benefit from the feedback from their teachers'. On further asking how they are benefitted from the teachers' feedback :

- i. 32 percent reported that it motivated them for further learning.
- ii. 50 percent pointed out that it helped them in realizing their mistakes.
- iii. 16 percent of the students' responded that it helped them improve their performance in consecutive tests.
- iv. 6 percent of the students' said that feedback given by teachers' made them more serious in their studies.

4. Freedom of Students' to discuss their Performance on Internal Tests/Assignments with Teachers':

a) Seventy-one (71) percent of the students' said that teachers' gave them the freedom to discuss their performance on internal tests and assignments, whereas, 29 percent of the students' responded that the teachers' did not give a chance for such discussion. Regarding field reports, 66 percent of the students have the freedom to discuss their performance with the teachers.

5. Time Taken to Return Answer Scripts:

a) Fifty one (51) percent of students' responded that the teachers' take around *one week* to return the evaluated answers scripts of internal tests; 26 percent of the students' responded that the teachers' usually take *two/three days*; 18 percent of the students' said that the teachers' take around *two weeks* to return the evaluated answer scripts. 4 percent of the students' said that the teachers' take around *one*

month; 1 percent of the students' responded that the teacher had taken *more than one month* to return the evaluated answer scripts.

6. Complaint with Regard the Low Marks Assigned in a Particular Paper:

a) Sixty-two (62) percent of the students' did not have any complaint regarding their marks. On the other hand, 38 percent reported they had a complaint with regard the low marks assigned in a particular paper.

The said complaint was addressed as:

- 63 percent of the students' said that the teachers' explained the reason for assigning the marks.
- 27 percent of the students' reported that teachers' realized his/her mistake and revised the marks.
- 10 percent of the students' said that the teachers' did not consider their complaint at all.

7. Complaint with Regard the Total Marks Assigned in a Particular Semester:

a) Only 9 percent of the students' have complaints with regard to the total marks assigned to them in their class tests, large majority 91 percent of the students' did not face these problems. Responding to the question how the said complaint was addressed

- 70 percent of them said that the matter was explained and justified by the head of the department,
- 25 percent of them reported that the complaint was addressed by the head of the department by calling a faculty meeting

- 5 percent of the students' said that their complaint was referred to the dean of the concerned school.

8. Ratings of Teachers' in Terms of their Strictness of Internal Assessment:

- a) Only 8 to 9 percent of students' reported that their teachers' were very lenient in the evaluation of students' assignments, seminars and field reports; whereas 76 to 80 percent reported that the teachers' were moderate and 11 to 15 percent of them think that they were very strict.

9. Displaying of Internal Marks on Notice Board:

- a) Sixty (60) percent of students' reported that their department always displays the internal marks on notice board before communicating to the controller of examination; 27 percent of the students' responded that their department *sometimes displays* their internal marks; 13 percent of the students' reported that their department *never displays* internal marks on notice board before communicating it to the Controller of Examination.

10. Satisfaction of Students' with the Marks Given in Internal Assessment:

- a) Eighty-three (83) percent of the students' were satisfied with the marks given to them in their internal assessment, whereas, 17 percent of them were not satisfied with their internal marks.

11. Time Taken to Return Class Tests:

- a) Twenty one (21) percent of the students' said that two/three days, 52 percent of the students' said that the teachers' takes around one week, 18 percent respond that the teachers' takes around two weeks, sadly, 8 percent of the students' respond that they take around one month and the remaining 1 percent said that the teachers' takes more than one month for evaluating their internal tests.

12. Too Many Internal Assessments Exercises Leave Very Little Time for Teaching:

a) More than half of the students' 53 percent believed that too many tests, assignments and seminars etc., for internal assessment leave very little time for teachers' to do justice with their courses under CBCS, whereas 47 percent of the students' did not agree with the statement.

13. Suggestions of students for Weightage of Internal Assessment:

a) Regarding suggestions for weightage for internal assessment 73.71 percent of the students' are satisfied with the present system of internal assessment i.e., 40%, and they did not want any change, whereas 26.29 percent wanted changes in weightage of internal assessment, here 0.86 percent of the students' wanted to increase it by 45%, 10.34 percent of the students' wanted to increase the internal assessment by 50%, also 7.04 percent of the students' wanted to increase it by 60% and 0.56 percent of students' wanted internal assessment to have 70% weightage. On the other hand, there are also students' who wanted to reduce internal assessment, 0.14 percent wanted it to reduce to 35%, 2.58 percent of the students' wanted it to reduce to 30%, and 3.44 percent of the students' wanted to reduce it to 20%, and the other 1 percent wanted internal marks to carry only 10%.

5.2 DISCUSSIONS AND CONCLUSION:

As CBCS is a new system there are many challenges such as drafting the entire new syllabus, defining the credit system, motivating and training staff for smoother implementation, encouraging students' to stay involved throughout the term and improving attendance, and continuous evaluation. The academic boards in the universities will have to play an important role to overcome these challenges and help in preparing the new syllabus in a definite time.

Looking at the course structure of CBCS, there is Core, Electives and Foundation Course, which the student can select their Open Electives from another discipline, but there is hardly any choice in this system, students' have to study what the institution/department offers. All Institution has a shortage of faculty and they will not be able to offer too many elective. Besides many Institutions have a shortage of infrastructure. There cannot be uniformity across the Country. It is a fact that there exists a large disparity between our institutions and the good institutions in India in terms of standard, human resource and facilities and it is practically not possible for us to compete with them on the same curriculum.

It is high time that our political leadership takes note of these ground realities and comes up with practical solutions. In this direction, more coordination is needed between administration and academics to discuss these issues. With regard to the lack of infrastructure and human resource in our institutions, the government should take up this issue with MHRD. CBCS appears to be a ray of hope to rejuvenate our higher education. It is an ideal scheme that may bring out the true power of youth, making them compatible at the global level and resolve their unemployment problems. Our education system has all along been confined to theory, rote learning and getting a high percentage of marks and since this system tends to produce a generation of uneducated people, it has done more harm than good. It is a high time for making changes. The Introduction of choice based credit system is a very challenging task, but it can work well. (Sindhi & Shah 2015).

The Mizoram University implemented its CBCS from the academic session 2012-13 for which it developed its 'CBCS Regulations 2012' after consulting the CBCS regulations of many other universities from all over the country. However, after three years of its implementation, it developed CBCS Regulation 2015 as per

the UGC guidelines issued to all universities for the adoption of CBCS. Mizoram University has already produced 3 batches of students' after its implementation of CBCS. It is almost six years that Mizoram University has been practicing CBCS, but there are many areas where Mizoram University fails to fulfill the objectives of CBCS. From the findings of the study, it can be seen that there are various problems encountered by the students', teachers' and the academic departments with regard to the implementation of CBCS.

One of the very important criteria for successful implementation of any new idea or change is the training/orientation of the personnel involved in the implementation of the process. Since the CBCS has to be implemented by the teachers' and educational administrators, its success largely depends on how much training has been imparted. However, the findings of this study with regard to the opinions expressed by the students' and teachers' it is evident that CBCS has been implemented by the University hurriedly without adequate training and orientation of students', teachers', as well as the office staff of academic departments and the examination branch. In the absence of an adequate and regular training to the new batches of students' and new heads and deans, there still have been many confusions and problems among various stakeholders with regard to certain provisions under CBCS Regulations. Thus it is suggested that CBCS committee of the university, soon after the admission, should conduct a comprehensive centralized training every year for a new batch of students'.

With the introduction of CBCS, there is a sudden increase in the number of testing and evaluation exercises. The findings of the study on this issue reveal that students' are facing many problems as they have to use most of their time for preparation of tests and other evaluative exercises, and have no time for in-depth

study and other personal and social activities. Every stakeholder during his/her interaction with the investigator has expressed the need to reduce the number of tests as well as the syllabus so that teachers' have enough time to complete the courses thoroughly.

Further, with the introduction of CBCS, the workload of the teachers' with regard to teaching, administration, testing and evaluation has increased to a great extent, and they are not left with adequate time to do justice with their syllabus and hurriedly finish their syllabi. So many tests and evaluative exercises like seminars, assignments, field reports, descriptive and objective type tests under C1, C2, within a short span of 3 months, not only overburdens teachers' but also do not leave much time with teachers' for self-study and personal research. All this might have impacted not only the quality of classroom transactions but also the mental health of students' and teachers'. Thus, there is an urgent need for Mizoram University to undertake a comprehensive review of its CBCS system and amicably address such issues before it becomes too late.

One of the very important features of CBCS is the provision of Open Elective (OE) courses, where the student can opt or select the OE's of their choice from other disciplines. As the concept of OE is new, many of the teachers' and students' are still in confusion with regard to the number, selection, credits, and time allocation relating to OE's under CBCS. All such confusions are visible from the finding relating to the problems reported by students' while pursuing their PG programmes under CBCS. Besides, the students' in Mizoram University have limited autonomy, as a considerable percentage of students' are not able to choose the OE's of their first choice, and many others are not able to choose the OE's of their second choice. This is largely because of the limitations imposed on the intake capacity of the

departments in relation OE's courses. As per this limit, no department can admit more students' than its intake capacity approved by the University for its regular PG programme.

The long distance between various academic departments/schools, the hilly terrain and non-availability transport within the campus for movement of students' from one department/school to another creates the problem of students' mobility for attending their OE classes and returning back to their parental department on time. No one has yet taken a note of students' attendance in their respective parental departments after attending their OE classes in other departments. One should not be surprised if students' attendance on such days in their respective parental department may not be very encouraging. If it is so it may prove to be detrimental to the regularity and punctuality of students'. This issue can be addressed by providing proper transport facility within the campus, especially on the days of OE classes.

All Soft Course courses included by the departments in their respective courses are not actually offered because of lack of faculty, which further imposes restrictions on the choice/autonomy of students' in selecting the courses of their choice. Besides, in many departments, the academic advisers are not playing their expected role in guiding students' in the selection of their OE's and SCs. The heads of departments need to be reminded, from time; about the role, academic advisers are expected to play under CBCS.

With the introduction of CBCS, many changes have been made in the educational system. CBCS is expected to create provisions for students': to have a flexible learning within a structured model, to have wider choices outside their discipline of study, and to have the facility of Credit transfer across the country. The

ultimate goal of CBCS is that students' develop thinking as well as analytical ability, get equipped with necessary skills ultimately making them suitable for employment and to integrate values of our culture with education. The question which arises whether CBCS implemented by the Mizoram University fulfills all these commitments of CBCS? A perusal of various provisions under 'MZU CBCS Regulation 2012' and 'MZU CBCS Regulations 2015' clearly reveals the absence of any such provision. However, the university has very recently taken some initiatives at the administrative level in this direction especially with regard to earning of additional credits through SWAYAM/MOOC, This issue has been taken up in the 33rd meeting of the academic council meeting held on 7th. December 2017 and it was passed by the academic council and it will be implemented from the next semester for the 2nd-semester students' from February 2018, and the online courses will be optional for the students'.

The main objective of CBCS is an amalgamation of Skills Development Courses in the Curricula. The nature of CBCS; implemented by Mizoram University through its CBCS Regulation, 2012 as well as CBCS Regulation, 2015; is such that it will not be able to meet the needs of national and international employment market which requires individuals with extraordinary skills, vast knowledge and strong moral values, as such components have not been incorporated in it.

It may be too early to make judgment as to whether CBCS implemented by many universities in the country including the Mizoram University, is a step in the right direction for quality education and whether this paradigm shift will have a better impact on the students' performance; can be known only after a few cycles of implementation. Its effective implementation calls for organizational support, both

human and physical and total devotion and commitment of all the stakeholders. In the end, the investigator would like to conclude with the following statement:

“We may have to wait and watch whether the CBCS adopted by Mizoram University will be able to meet the essential requirements and objectives of CBCS as conceptualized by the UGC”.

5.3 RECOMMENDATIONS:

On the basis of the findings of the present study, it is recommended that:

1. The answer sheets for internal tests should be distributed within one week after the tests.
2. Proper feedback should be given by the teachers' in the internal evaluation.
3. In case there is a complaint regarding internal marks, the teachers' should take prompt necessary actions.
4. Invigilation for internal tests should be conducted more strictly as there are some departments which are very lenient.
5. There should be an assessment committee to look after the different issues regarding internal assessment.
6. As CBCS has many new unique features, orientation programmes and workshops should be organized for teachers' to understand the details about grading, semester, credit system, credit transfer etc. by inviting and involving resource persons with appropriate expertise.
7. Students' should be given proper orientation regarding CBCS as soon as they start their classes.

8. The staff of academic departments and examination branch should also be given proper training on different issues relating to CBCS.
9. Regular orientation for the faculty on the conduct of examination under CBCS needs to be provided.
10. Another issue is that there is a cafeteria of choices in CBCS but the question is on how one knows which combination works best, so there is a need for Academic Adviser in each department who will assist the students' in their selection of courses and they should play their role in assisting the students' in selection of their courses.
11. CBCS puts the focus on the 'learner', thus there is a need to give students' the flexibility to choose a mix of courses and encouraging interdisciplinary studies. But as of now due to different problems, the students' cannot opt for Open Electives of their first or second choice. To resolve this problem the intake capacity of the academic departments for open electives should be increased so as to meet the demands of the students'.
12. There are some departments who are very strict and another department who are very lenient in their evaluation of open elective, so there should be uniformity since there is too much variation among academic department in the evaluation of open electives.
13. There should be uniformity in the number of open electives offered by different academic departments.
14. The lists of open elective courses offered by academic departments for open electives should be made available to students' much in advance for their selection.

15. Students' should be given complete freedom in selection of their open electives (OE's).
16. The departments should regularly review their OE's courses, the courses that are least selected by students' need to be removed from the list of OE's.
17. With the introduction of CBCS, there is a sudden increase in the workload of the teachers' as institutions are supposed to widen their offerings to provide more optional courses, so there is a need for appointing more teachers' in each academic department for successful implementation of CBCS.
18. CBCS allows 'seamless mobility' across higher education institutions and transfer of credit earned by students'. Yet there is no clarity on how students' movement will take place. So until and unless all the universities and colleges follow the same grading system and syllabus this is not possible. Universities all over the country should aim at uniform grading system which will facilitate seamless mobility of students' across institutions in India and abroad.
19. Due to the long distance between different academic departments, there should be regular buses to and fro for the movement of students' as they often miss the next class in their respective parental department.
20. A number of evaluative exercises under CBCS need to be reviewed as the majority of the teachers' and students' have complained that there are too many evaluative exercises.
21. In CBCS, due to many internal evaluative exercises, there is a very limited time to complete the whole syllabus, so, the syllabus should be prepared accordingly.
22. As CBCS focuses on the employment of students', open electives offered by academic departments should be skill oriented.

23. Exam related matters are to be taken up by the examination department so that the academic departments are able to focus more on teaching.
24. CBCS committees of the academic departments need to be further activated so as to monitor the day to day activities relating to the implementation of CBCS.
25. All the academic departments should strictly comply with CBCS regulations.
26. According to UGC guidelines, in the new system, there is a shift in focus from teacher-centric to learner-centric education. Emphasis is on learning and not on teaching, with the learner being at the center stage of all academic transactions. So the university has to change its system so that the students' can move in their pace and style.
27. CBCS encourages teaching through projects and case studies. By enabling students' to access and critically review research papers and projects online, and effectively use them for self-study, teachers' will end up providing students' with critical thinking skills. This requires moving away from the traditional classroom and textbook-based approach but our universities do not have adequate infrastructure to facilitate this, including smart boards, projectors, access to computers and Internet. So, Measures have to be taken to have the required infrastructure for effective implementation of CBCS.

5.4 SUGGESTIONS FOR FURTHER RESEARCH:

The present study aimed to answer research questions rooted in the objectives of this study, however in the process finding out answers to these questions many more questions have arisen which have been suggested for further research as follows:

1. Examination results before and after the implementation of CBCS at UG and/or PG level in any university can also be taken up for research.

2. CBCS adopted by the Indian universities needs to be examined in the background of CBCS adopted by the western countries.
3. The nature and types of open elective courses offered by the various universities in India and abroad under their CBCS can be examined.
4. CBCS at under-graduate level can also be taken up for research.
5. The claim of CBCS with regard to the improvement in quality of education, students' mobility, interdisciplinary and multidisciplinary understandings of students' etc. can also be taken up for research by following appropriate methodologies.
6. A comparative study on different regulations of CBCS followed by different Universities in the country.
7. Attitude of under-graduate and post-graduate students', teachers' and academic administrators towards the CBCS can also be taken up for research.
8. Liking and disliking of students' with regard to the various open elective courses offered by universities be examined.
9. SWOT analysis of CBCS can also be taken up as a research topic.

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Mizoram University Regulation Governing Post-Graduate Programmes under the Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP)

1. Preamble

The Choice Based Credit System (CBCS) enables the student to obtain a degree by accumulating required number of credits prescribed for that degree. The number of credits earned by a student reflects the knowledge or skill acquired by him/ her. Each course is assigned with a fixed number of credits based on the contents to be learned. A student also has choice in selecting courses out of those offered by various departments. The grade points earned for each course reflects the student's proficiency in that course. The CBCS enables the students to earn credits across departments and provides flexibility in duration to complete a program of study.

2. Title and Commencement

This Regulation shall be called Mizoram University Regulation Governing Post-Graduate Programmes under the Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP). CBCS shall be offered in all the Post-Graduate programmes in the Mizoram University Campus from the Academic Year 2012-2013.

3. Coverage

The CBCS and CAGP are applicable to all full-time Post Graduate (PG) programs of study approved by the Academic Council. It shall be also applicable to any other program of study approved by the Academic Council that has been prescribed to follow the CBCS pattern. The teaching and evaluation shall be on semester pattern.

4. Eligibility

Eligibility, qualifications and admission procedure for each program of study shall be as per Mizoram University Ordinances.

5. Credits and Contact Hours

5.1. One credit shall mean one contact hour of teaching for theory or two hours for laboratory / practical course per week in a semester of 18 weeks.

5.2. Two tutorial hours for a course shall amount to one credit.

5.3. One credit shall be assigned to one week of field training program/curriculum stipulated study tour (CSST) where students spend the entire duration in the field along with the faculty member(s).

5.4. Up to two credits shall be assigned to one month of internship undergone in a Company/ Organization/Institutions approved by the Head of the Department.

6. Duration

- 6.1. Courses in the CBCS shall be offered under the existing semester pattern.
- 6.2. There shall be four semesters in each PG programme.
- 6.3. One academic year shall consist of two semesters each of 18 weeks. There shall be 90 days teaching in each semester.
- 6.4. Students will not be permitted to obtain the degree earlier than four semesters or not be allowed to take more than six semesters in a stretch from the date of admission.

7. Courses

Each PG programme shall consists of four types of courses:

- 7.1. Compulsory courses designated as Core Courses (CC) usually of 4 credits each.
- 7.2. Four elective/ major specialization courses designated as Soft Courses (SC) usually of 4 credits each.
- 7.3. Four choice based/interdisciplinary Open Elective Courses (OE) of 2 credits each. OE may be chosen from within the department/school or from unrelated disciplines with an objective to seek exposure.
- 7.4. Project work shall usually carry 8 credits. However, up to 12 credits may be attributed if entire semester is assigned for project work. Project work shall be a Hard-Core Course with L:T:P pattern as L=0, T=0, P=8.

8. Components of Course

8.1. Every offered course shall have three components:

- a. Lecture – L
- b. Tutorial – T
- c. Practical- P

L stands for class room lecture session. **T** stands for tutorial session consisting of participatory discussion / desk work/ brief seminar presentations by students and such other innovative methods. **P** stands for practical session and it consists of hands on experience / laboratory experiments / field studies / case studies etc.

8.2. A course may have either one or two or all the three components. That means a course may have only lecture component (L), or only practical component (P) or combination of any two or all the three components (L,T,P).

8.3. Credit assigned for a particular course shall be distributed among all three components i.e. L:T:P with certain pattern as illustrated below:

If a course is of 4 credits then the different credit distribution patterns in L:T:P format could be any one of the following:

4 : 0 : 0, 1 : 2 : 1, 1 : 1 : 2, 1 : 0 : 3, 1 : 3 : 0, 2 : 1 : 1, 2 : 2 : 0, 2 : 0 : 2,
3 : 1 : 0, 3 : 0 : 1, 0 : 2 : 2, 0 : 4 : 0, 0 : 0 : 4, 0 : 1 : 3, 0 : 3 : 1

8.4. The concerned BoS will choose the convenient credit pattern for every course based on the requirement.

9. Credits Structure for various PG programmes

9.1. Total credits for any M.A., M.Sc., M.Com., MSW and M.B.A. programme inclusive of Core, Soft and Open Elective courses and project work shall be as specified in Table 1.

9.2. The distribution of credits for various course types (CC/SC/OE/Project) shall be as specified in Table 1.

9.3. A Core course cannot be substituted by any other course. -Core courses shall carry usually 4 credits per course. However, as per requirement of a curriculum, a Core course may be assigned 2 to 5 credits.

9.4. The number of Core courses in a semester and for entire PG programme shall be decided by CBCS committee of the concerned department and BoS. However total credits for each semester/entire programme for Core courses shall be within the range as prescribed in Tables 1 and 2.

9.5. Each PG programme shall essentially include at least 4 Soft courses with 3 to 5 credits per course during the entire programme. However, for MBA 8 to 10 Soft courses can be offered each with 3-4 credits.

9.6. There shall be sufficient options available to the students for selecting Soft courses in each PG programme. If required, Soft courses in a programme can be grouped according to specialization of faculties, and there shall be choices available to students for selecting one or two courses from each group.

9.7. During the first week of commencement of each semester, Departments shall notify the list of available **Soft** courses and available seats with name of offering faculty for that semester for each course. However, in view of laboratory constraint, Soft courses may be rotated session wise.

9.8. Four Open Elective courses of 2 credits each shall be mandatory for successful completion of each PG programme. OE may be opted from within the department/school or from unrelated disciplines with an objective to seek exposure.

9.9. Open elective courses shall be offered simultaneously in 2nd and 3rd semesters of all programmes in the University. A list of OE courses, detailed course contents, name of faculty in-charge and schedule shall be put on notice board of departments and on University website.

9.10. Each student shall exercise three options for all open elective courses in the order of preference at least three weeks prior to the end of the semester proceeding the semester in which open elective courses are to be offered.

9.11. Each student shall exercise his/her option in duplicate for open elective, one to the Head of the parent Department and another to the Head of the Department in which he/she is opting for the Open Elective course.

9.12. Students admitted in a PG Course shall take the choice based open elective courses offered by the Departments/Faculties, subject to stipulation as to the minimum (10 students) and maximum (50 students) ceiling strengths in each course.

9.13. Subject to the availability of seats, the offering department shall notify the list of selected candidates before the commencement of the semester.

Table 1: Credit Structure for various PG programmes

Category	Programme	Credits			Total Credits
		CC	SC	OE	
I.	PG programmes with practical component	64*	16	8	88
II.	P.G. programmes without practical component	56*	16	8	80
III.	M.B.A.	60#	32	8	100

* 8 credits can be reserved for project work, if any.

If required, 2-4 credits can be assigned for internship/project/term work etc.

10. Semester wise break-up of courses and credits

10.1 A minimum specified credit, as specified in Table 2, has to be secured by students for successful passing of each and every semester.

10.2. Concern CBCS committee and BOS shall ensure, as much as possible, equal distribution of credits each semester.

10.3. Although number of Core courses (in some cases Soft course also) may vary depending on credits allotted per paper, the total credits for any course (CC/SC/OE) in any semester shall necessarily be as specified in Table 2.

Table 2. Semester-wise break up of credits by course types

Semester	Course Type	Credits		
		PG Programmes with Practical	PG Programmes without Practical	MBA
1st	Core Courses	22	20	25
	Soft Courses	x	X	x
	Open Elective	x	X	x
	Total Credits	22	20	25
2nd	Core Courses	10	08	13
	Soft Courses (two)	08	08	8
	Open Electives (two)	04	04	4
	Total Credits	22	20	25
3rd	Core Courses	10	08	9
	Soft Courses (two)	08	08	12
	Open Electives (two)	04	04	4
	Total Credits	22	20	25
4th	Core Courses	14	20	05
	Project/Dissertation	08	08*	08*
	Soft Courses	x	X	12
	Open Electives	x	X	x
	Total Credits	22	20	25
	Total Credits for entire programme i.e. total credits required for acquiring PG degree)	88	80	100

* In case there is no Project work/Dissertation in a particular PG programme, the assigned credits shall be transferred to the Hard-Core courses.

11. Syllabus Structure

11.1. For all the PG programmes course structure shall prescribe for minimum eligibility of admission, semester wise list of courses, credit for each course, paper/course-wise L:T:P distribution of credit and marks for each course. Credits shall also be assigned for project work, seminar, viva-voce, if any.

11.2. Every course must be specified as Core course (CC), Soft Course (SC) and Open Elective (OE). Project work/ Seminar/ field work/ internship/ training shall be treated as Core Course.

11.3. While Core Courses may be basic and fundamental in nature, the Soft Courses shall be advanced and specialized in nature. Open elective papers should be designed with a view to provide exposure to the students in the unrelated disciplines.

11.4. Each course shall have a character code which indicates (i) Name of the Department, (ii) concerned Semester, (iii) the nature of the Course (CC: Core Course; SC: Soft Course; OE: Open Elective) and (iv) The Course Number, for example,

(a) ECO/1/CC/03

(b) PHY/3/OE/06

(c) HAMP/2/SC/04

11.5. Course structure and detailed syllabus for each PG programme shall be approved by the CBCS Committee of the concerned Department, BoS, School Board and Academic Council.

11.6. New Core or Soft course proposed by a faculty member shall be first approved by CBCS Committee and BoS of the respective department and then shall be placed before the School Board and Academic Council for approval.

11.7. Core and Soft courses may be unitized into 4-6 units as per convenience of the Department.

12. Illustrative Course Structure

12.1. PG PROGRAMMES WITHOUT PRACTICALS

Total Credits = 80 [Core Course (CC)= 56 Credits; Soft Course (SC)= 16 Credits; Open Elective (OE)= 8 Credits]

S.No.	Course Code	Name of Course	Type of course	Credit distribution			Total Credits	Marks (scaled)
				L	T	P		
First Semester: 20 Credits (Core Courses only)								
1.			CC	3	1	0	4	100
2.			CC	3	1	0	4	100
3.			CC	3	1	0	4	100
4.			CC	3	1	0	4	100
5.			CC	3	1	0	4	100
Second Semester: 20 Credits (Core Course = 8 Credits; Soft Course= 8 Credits; Open Elective= 4 Credits)								
7.			CC	3	1	0	4	100
8.			CC	3	1	0	4	100
9.			SC	3	1	0	4	100
10.			SC	3	1	0	4	100
11.			OE	2	0	0	2	100
12.			OE	2	0	0	2	100
Third Semester: 20 Credits (Core Course = 8 Credits; Soft Course= 8 Credits; Open Elective= 4 Credits)								
13.			CC	3	1	0	4	100
14.			CC	3	1	0	4	100
15.			SC	3	1	0	4	100
16.			SC	3	1	0	4	100
17.			OE	2	0	0	2	100
18.			OE	2	0	0	2	100
Fourth Semester: 20 Credits (Core Courses only)								
19.			CC	3	1	0	4	100
20.			CC	3	1	0	4	100
21.			CC	3	1	0	4	100
22.		Project work/ Dissertation, if any	CC	0	0	8*	8	100

* In case there is no Project work/Dissertation in a particular PG programme, the assigned credits shall be transferred to the Hard-Core courses.

Note 1. If required credit adjustment shall be done within a semester and among same type of courses i. e. CC and SC only).

Note 2. Number of papers in a semester or for a course type can be adjusted as per requirement, however; in any case total credits assigned for a semester and for a course type (CC/SC/OE) shall remain unchanged.

12.2. PG PROGRAMMES WITH PRACTICAL COMPONENTS

Total Credits= 88 (Core Course= 64 Credits; Soft Courses= 16 Credits; Open Elective= 8 Credits)

S.No.	Course Code	Name of Course	Type of course	Credit distribution			Total credits	Marks (scaled)
				L	T	P		
First Semester: 22 Credits (Core Courses only)								
1.			CC	2	1	1	4	100
2.			CC	3	1	1	5	100
3.			CC	2	1	1	4	100
4.			CC	3	1	1	5	100
5.			CC	2	1	1	4	100
Second Semester: 22 Credits (Core Course = 10 Credits; Soft Course= 8 Credits; Open Elective= 4 Credit)								
6.			CC	2	1	1	4	100
7.			CC	2	1	1	4	100
8.		Minor Project/ CSST	CC	0	0	2	2	100
9.			SC	2	1	1	4	100
10.			SC	2	1	1	4	100
11.			OE	2	0	0	2	100
12.			OE	2	0	0	2	100
Third Semester: 22 Credits (Core Course= 10 Credits; Soft Course= 8 Credits; Open Elective= 4 Credits)								
13.			CC	3	1	1	5	100
14.			CC	3	1	1	5	100
15.			SC	2	1	1	4	100
16.			SC	2	1	1	4	100
17.			OE	2	0	0	2	100
18.			OE	2	0	0	2	100
Fourth Semester: 22 Credits (Core Course= 14 Credits and Project Work= 8 Credits)								
19.			CC	2	1	2	5	100
20.			CC	2	1	2	5	100
21.			CC	3	1	0	4	100
22.		Project work, if any	CC	0	0	8	8	100

Note1: Total credits for practical component for PG programme in sciences is 27 including CSST and Project work/Dissertation. Other PG programmes having practicals may increase or decrease the credits for practical component (P) by adjusting with the credits for lecture and tutorial components.

Note 2. If required credit adjustment shall be done within a semester and among same type of courses i.e. CC and SC only.

Note 3. Number of papers within a semester or for a course type can be adjusted as per requirement, however, in any case total credits given for a semester and for a course type (CC/SC/OE) shall remain unchanged.

12.3. MBA

Total Credits = 100 (Core Course= 60 Credits; Soft Course= 32 Credits; Open Elective= 8 Credits)

S.No.	Course Code	Name of Course	Type of course	Credit distribution			Total credits	Marks (scaled)
				L	T	P		
First Semester: 25 Credits (Core Courses= 25 Credits)								
1.			CC	2	1	0	3	100
2.			CC	2	1	0	3	100
3.			CC	2	1	0	3	100
4.			CC	2	1	0	3	100
5.			CC	2	1	0	3	100
6.			CC	2	1	0	3	100
7.			CC	2	1	0	3	100
8.			CC	0	1	3	4	100
Second Semester: 25 Credits (Core Course = 13 Credits; Soft Course= 8 Credits; Open Elective= 4 credits)								
9.			CC	2	1	0	3	100
10.			CC	2	1	0	3	100
11.			CC	2	1	0	3	100
12.			CC	2	1	0	3	100
13.			*CC	0	0	1	1	100
14.			SC	3	1	0	4	100
15.			SC	3	1	0	4	100
16.			OE	2	0	0	2	100
17.			OE	2	0	0	2	100
Third Semester: 25 Credits (Core Course= 9 Credits; Soft Course= 12; Open Elective= 4 Credits)								
18.			CC	2	1	0	3	100
19.			CC	2	1	0	3	100
20.			CC	2	1	0	3	100
21.			SC	3	1	0	4	100
22.			SC	3	1	0	4	100
23.			SC	3	1	0	4	100
24.			OE	2	0	0	2	100
25.			OE	2	0	0	2	100
Fourth Semester: 25 Credits (Core Course= 13 Credits; Soft Course= 12 Credits)								
26.			CC	2	1	0	3	100
27.			CC	0	0	2	2	100
28.			CC**	0	0	8	8	100
31.			SC	3	1	0	4	100
32.			SC	3	1	0	4	100
33.			SC	3	1	0	4	100

*Non-lecture course, if any.

** In case there is no Project work/Dissertation in a particular PG programme, the assigned credits shall be transferred to the Hard-Core courses.

Note 1. If required credit adjustment shall be done within a semester and among same type of courses (CC/SC).

Note 2. Number of papers within a semester or for a course type can be adjusted as per requirement, however, in any case total credits given for a semester and for a course type (CC/SC/OE) shall remain unchanged.

13. Registration for a Course under CBCS

13.1. After getting admission in PG programmes, students shall register for a set of courses in a prescribed registration card (Annexure-I) with advice from faculty members of the Department.

13.2. Students shall have to register himself/herself for courses and credits during the first week of semester.

13.3. Each Department shall notify a list of all the courses offered (CC/SC/OE) specifying the credits with L:T:P format, the prerequisites and the time slot shall be displayed on notice board of Department and a copy shall be send to CoE.

13.4. For each student two copies of registration cards shall be made, one shall be kept in Department and other to be sent to Controller of Examinations. A photocopy of the registration card may be provided to student and the corresponding open elective departments.

13.5. Each department shall prepare a consolidated list of students registered for open electives in the department. Similarly, department shall prepare a list of their own students who have registered for open electives in other department as per the format in annexure –II.

13.6. Department shall also prepare a consolidated list of courses registered by the candidates during each semester as per the format in annexure –II.

13.7. CBCS committee of each department shall provide counseling to the students for registration in Soft-Core courses available in the department.

13.8. The maximum number of students registered for a Soft-Core course shall be decided by CBCS committee of the department in view of availability of class room and laboratory.

13.9. The registration for open electives will be made on first-come-first serve basis provided students fulfils the prerequisite for the course, if any.

13.10. For an open elective, examination and evaluation shall be done by offering department, however, performance report of the candidate shall be given to parent department.

14. Examination and Evaluation

14.1. M.B.A./M.A./M.Sc./M.Com./ degree shall be awarded on the basis of evaluation of the candidate and credits prescribed for the subject concerned out of a total of 100/ 80/88 credits as the case may be. Evaluation of each course shall be done on the basis of performance in Continuous Assessment and End- semester examination.

14.2. Each course shall be evaluated at the scale of 100 marks. For all courses there shall be a Continuous Assessment carrying 40% of total marks and an End-Semester Examination carrying 60% of total marks. The ratio of weightage of marks between End-Semester Examination and Continuous Assessment shall be applicable to each course of study.

14.3. A semester is divided in to three discrete components identified as C1, C2 and C3. The C1+C2 shall have 40% of total marks. There shall be both an End Semester Examination and Continuous Assessment evaluation for each course of study.

14.4. Continuous Assessment

The evaluation of C1 and C2 will be based on test/assignment/seminar. C1 and C2 shall be conducted only for L and P component of each course. The consolidation of marks for C1 and C2 components shall be completed by 9th and 18th weeks of the semester, respectively (Table 3).

14.5. The outline for continuous assessment activities for C1 and C2 shall be proposed by the teacher(s) concerned before the commencement of the semester and will be discussed and decided in the CBCS committee. The Schedule for the test shall be made known to students at the beginning of the semester and each test shall assess the student on the part of the course which is covered during the period preceding the test.

14.6. For C1 and C2 components series of tests shall be conducted at regular intervals. There shall be separate evaluation of C1 and C2 components. The C1 and C2 shall be evaluated separately for 20 marks each, and marks obtained in both components shall be pooled to find final marks (out of 40 marks) in Continuous Assessment. Marks obtained in C1 and C2 evaluation separately shall not be averaged.

14.7. End-semester Examination

Table 3. Scheme of Continuous Assessment and Evaluation

Component	Course coverage and schedule for assessment/examination	Weightage	Schedule for Evaluation and result
C1	Completion of 50% of the syllabus by 9 th week of the semester.	20	To be consolidated by the 9 th week of Semester.
C2	Completion of remaining 50% of the syllabus by 18 th week of the semester.	20	To be consolidated by the 18 th week of Semester.
C3	End-Semester examination during 20 th – 21 st week of the semester.	60	To be consolidated by the 22 nd week of the semester .

- I. Course-in-charge of each course shall set model questions, covering the entire syllabus of the course concerned. The CBCS committee of the Department may review and approve the model questions for each course.
- II. It shall be responsibility of paper setters to ensure that the syllabus for the course is adequately covered in question paper.
- III. **Paper-Setters:** For the end-semester examination (component C3) questions papers in *Two Sets* shall be set ordinarily by course-in-charge from concerned Department. A person to be appointed as a paper-setter must be a regular teacher of University. The Head of concerned Department shall submit the course-wise list of paper setters (usually course-in-charge) to office of Controller of Examination for appointment of paper setters latest by 10th week of each semester.
- IV. **Moderation Board:** There shall be a Moderator Board for each subject and shall consists of :
 - i. Dean of School concern.
 - ii. Chairman, BOS in the subject concern.
 - iii. Two senior teachers nominated by the Head of Department.

Functions of Moderation Board:

- i. To ensure that the question paper has been set strictly in accordance with the syllabus covering broad areas adequately.

- ii. To delete question (s) set from outside syllabus and to make necessary substitutions, if required.
 - iii. To remove ambiguity in the language of question, if any.
 - iv. To moderate all the questions properly giving ample opportunity to candidates of average as well as exceptional capabilities.
 - v. To ensure proper distribution and indication of total marks and credits for the paper and marks and credits for each paper or parts thereof, time prescribed for the paper and to correct errors, if any.
 - vi. Both set of question papers will be moderated and COE will finally select one set for examination.
- V. **Appointment of Examiner:** Ordinarily the paper-setter shall act as examiner/evaluator. Under unavoidable circumstances the practice of appointment of paper setters as examiner may be de-linked, and Vice-Chancellor may appoint examiner who is not paper-setter.
- VI. **End-semester Practical Examination:** End-semester practical examinations shall be jointly conducted by an external and an internal examiner. If for any reason, the external examiner is not available, a board of at least three internal examiners, approved by the Vice Chancellor, shall conduct the practical examination in question.
- VII. **Consolidation of Final Marks :**
- i. The CBCS committee of the Department shall obtain marks from examiners and shall consolidate the marks obtained in C1, C2 and end-semester examinations (C3), and shall prepare a consolidated statement of marks, Grade, Grade Points for each course and S.G.P.A. of concerned semester, if applicable.
 - ii. Evaluation and compilation of marks for each course and for the entire semester shall be completed latest 22nd week. Results are to be notified latest by 23rd week.
 - iii. The statistics of the results prepared by the CBCS Committee of the concerned Department shall be final, and there shall be no further scrutiny/ moderation.
- VIII. **Tabulation of Marks and Grade**
- i. The CBCS Committee of Department will tabulate marks, grade and grade points for all courses and Tabulation shall be sent to the Office of Controller of Examinations.
 - ii.
 - iii. .

14.8.1 Promotion Rules

1. First Semester

I. The candidates who have been admitted in First Semester of PG programme in a session can be placed in the following two categories on the basis of their attendance in the semester:

- (i) Those who have secured the required minimum percentage of attendance for appearing in the first semester examination, and filled- up the examination form in time for appearing at the first semester examination.
- (ii) Those who have not secured the required minimum percentage of attendance for appearing at the First Semester examination or did not filled- up examination form in time for appearing at the First Semester examination.

Candidates under category I(i) shall be eligible for appearing at the examination of First Semester, while candidates under **Category I(ii)** are not allowed to appear at the examination of the Semester. However, category I(ii) candidates will be allowed to take fresh admission in subsequent year(s) after appearing in the Entrance Test/interview conducted by Department/School. **This implies that no readmission is permissible to those who do not secured the required percentage of attendance for taking the examination or did not submit the examination form in time.**

II. After appearing at the examination of First Semester the candidates can be placed in the following categories in the context of declaration of the results of the First Semester:

- i. **Passed:** those who have passed (with minimum passing Grade 'B') in examinations of all courses of the semester.
- ii. **Promoted:** those who have not passed in examinations of all the courses of the semester.
- iii. **Minimum passing grade- Grade 'B⁺'** for each course. However, candidates with Grade 'P' in a course shall be considered as 'Passed' in that course (Table 5).

III. Promotion to second semester:

All students who have put in the minimum percentage of attendance in First Semester and filled-up the examination form in time shall be promoted to the Second Semester whether they have appeared or not appeared in the semester examination and, irrespective of their results i.e. all papers are cleared or not.

2. Second Semester:

- I. Candidates who have secured the minimum required percentage of attendance and have filled-up the examination form in time for appearing at the end semester examination may be allowed to appear in the Second Semester examinations. Candidates who have not secured the minimum required percentage of attendance or did not fill up the examination form in time may be allowed to take re-admission in Second Semester.
- II. After declaration of the results of First and Second semesters, a candidate shall be placed in the following categories:

- i. **Passed:** a candidate who has passed in examinations of all the courses of the Ist and IInd semesters.
- ii. **Promoted:** a candidate, who has not passed in all the courses of either Ist or IInd semester or both, shall be promoted to the Third Semester if he/ she has cleared minimum of 50% of the total number of courses prescribed for Ist and IInd semesters put in together. Student belonging to category 'Promoted' may either opts for '**PENDING**' OR '**DROP**' option.

If a student opts for 'PENDING' option, he/ she will clear backlogs of Ist and IInd semesters in **one more chance** after appearing in the immediate semester examination.

'DROP' option implies that candidate has quit the programme and he/ she may seeks for a fresh admission in **First Semester** of the same or different programme.

- iii. **Minimum passing grade- Grade 'B+' for each course.** However, candidates with grade 'P' in a course shall be considered as passed in that course.
- iv. **Failed:** a candidate who has not cleared a minimum of 50% of the total number of courses prescribed for Ist and IInd semesters taken together shall be called 'Fail'. *Failed candidate shall not be allowed to move in Third Semester and such candidate may seeks a fresh admission and pursue the same or different programme as a fresh candidate.* Further, students, who are declared as 'Failed' after declaration of results of IInd semester, shall not be considered as 'ex-students' and they will not be allowed to appear in subsequent examinations.

- III. **Promotion to the Third Semester:** A candidate who comes under the category '**Passed**' OR '**Promoted**' may move in Third Semester, if otherwise eligible.

3. Promotion from Third Semester to the Fourth Semester

All candidates who have secured the minimum required percentage of attendance in Third Semester and filled-up the examination form in time shall be promoted to the IVth semester irrespective of all courses of semester are cleared or not.

4. Declaration of Results after Fourth Semester (Based on result of Ist, IInd, IIIrd and IVth semester)

Candidates in IVth semester who have secured the minimum required percentage of attendance and have filled-up the examination form in time may be allowed to appear in end semester examination of IVth semester. After declaration of results of 3rd and 4th semesters, a candidate can be placed in the following two categories:

- (i) **Passed:** A candidate who has passed in all the courses of Ist, IInd, IIIrd and IVth semesters and obtained at least C.G.P.A. of 5.0.
- (ii) **Failed:** All candidates who not belong to category “Passed” shall be categorized as “Failed”. Such students may clear ‘failed’ course(s) in immediate due examinations within the stipulated duration of programme. *There shall be no separate supplementary examination.*

14.8.2. Further Regulations on Examinations, Results and Promotion

- I. If the candidate in a course secures less than 40% in C1 and C2, put together, the candidate is said to have ‘DROPPED’ that course, and such a candidate is not allowed to appear at End Semester examination of that course. Teacher in-charge of the courses will place the above details in the Department CBCS committee one week before the commencement of C3 and subsequently a notification pertaining to the above will be made by the Head of the Department before the commencement of C3 examination. A copy of this notification shall also be sent to the office of the Controller of Examinations.
- II. In the case a candidate does not appear in C3, or secures less than 40% in C3, or secures more than 40% in C3 but less than 50% in C1, C2, and C3 if put together, the candidate is said to has NOT completed the course and she/he may opt ‘PENDING’ option.
- III. A candidate may re-register for the DROPPED course when course is offered again by the Department if it is a Core course. The candidate can choose the same or an alternate Soft Core/ Open Elective in case the DROPED course is soft core course or open elective

Table 4: Conditions to be fulfilled for Promotion

SI. No	Semester	Conditions to be fulfilled for Promotion	
1.	From Semester-I to Semester-II	Undergone a Regular Course of Study of Semester-I and registered* for the Semester-I examination.	
2.	From Semester-II to Semester-III	a) Undergone a Regular Course of study of Semesters-II, and b) The number of backlogs if any, of Semester-I and II taken together, shall not exceed 50% of the total number of courses prescribed for Semesters-I and II	
		Number of papers/ subjects prescribed for Semesters-I and II	Number of backlogs permitted
		7/8	4
		9/10	5
		11/12	6
		13/14	7
		15/16	8
		17/18	9
3.	From Semester-III to Semester-IV	Undergone a Regular Course of study of Semester-III and registered* for Semester-III examination.	

course. In case of DROPPED project work candidate has to re-register for the same. The DROPPED courses may be cleared a year following fourth semester i.e. during third year. If a candidate re-registered for the course he/ she has to attend the regular theory and/or practical classes and appear in all three C1, C2 and C3 evaluations. For each DROPPED course candidate has to pay stipulated fees.

- IV. In case of PENDING option candidate may clear the course (C3 component) subsequently in immediate due semesters within the stipulated duration of programme. There shall be only ONE CHANCE to clear PENDING course(s), if any, within maximum stipulated duration for passing the programme.

- V. *No candidate will be allowed to appear in any course more than twice and no candidate shall be allowed to appear in any course beyond six semesters of his/ her first admission to the programme.*

14.8.3. Re-Evaluation:

- i. Re-evaluation is only for C3 component (end-semester examination). A student who desires to apply for re-evaluation shall submit an application along with prescribed fee and grad card to the Controller of Examination within 15 days after the announcement of the results.
- ii. The answer scripts for which re-evaluation is sought for shall be sent to an external examiner appointed by Vice Chancellor. The marks awarded in the re-evaluation shall be the final. During two years PG programme a candidate cannot exercise more than two re-evaluations provided that a course cannot be challenged two times for re-evaluation.
- iii. Grade awarded in practical examinations, major/minor project work, field work, seminar, *viva voce* shall not be challenged for re-evaluation.

14.8.7. Project Work Evaluation

- i. Student shall do their project work under the supervision of a teacher. Students will do an individual project. There shall be no provision of group projects. Project work and supervisor shall be assigned to the student by the concerned department during IIIrd semester to enable student to plan and carry out the work during IVth semester.
- ii. The project work must be submitted by the student at least one week before the commencement of semester examination.
- iii. The project work shall be evaluated by a board of examiners consisting of Supervisor, Head of Department and an External Examiner (from outside University) approved by Vice Chancellor.
- iv. The evaluation of the project shall be completed before the commencement of IV semester examinations.
- v. Right from the initial stage of defining the problem, the candidate has to submit the progress reports periodically and also present his/her progress in the form of seminars in addition to the regular discussion with the guide. Components of evaluation are as follows:

Component –C1:	Periodic Progress Reports (20%)
Component – C2:	Results of Work and Draft Report (20%)
Component– C3:	Final Viva-voce/Presentation (30%) and Project Report/ Dissertation (30%).

- vi. A candidate shall be declared to have passed in the Project work if he/she gets not less than 40% in C1+ C2 and 40% in C3 but not less than of 50% in C1, C2 and C3 if put together.
- vii. If (C1 + C2) marks is less than 40%, candidate cannot submit the project report and he/she has to re-register for the same project.
- viii. In case project report is submitted and *viva-voce* examination conducted, but marks in C3 is less than 40% or C1+C2+C3 marks are less than 50%, the candidate is said to have *NOT* completed the Project Work, and in that case Project Report must be re-submitted. Such candidates need take again the *Viva-Voce* on the re-submitted Project.

14.8.9. Improvements of Grades

- i. Candidates who have passed in theory paper/papers shall be allowed to appear for theory paper/papers once only in order to improve his/her grade, by paying the prescribed fee. Candidate can appear for improvement examination only once in next immediate semester examination only.
- ii. If candidate improves his/ her grade, then his/ her grade will be taken into consideration for the award of GPA only. The improved grade shall not be higher than 9 (A+).
- iii. Improved grade shall not be counted for the award of Medals, Rank and Distinction.
- iv. If candidate not show improvement in grade, his/ her previous grade will be taken into consideration.
- v. Candidates will not be allowed to improve grade in internal assessment, seminars, field work and project work.

14.8.10. Ranking to the candidate

- i. Ranking shall be given to only those candidates who pass all the courses of programme in one attempt.
- ii. Notwithstanding any provision in the ordinance to the contrary, the following category of candidate is also eligible for ranking:

The student who, having been duly admitted to a regular examination of the programme, was unable to take that examination in full or part due to some

disruption of examination, and took the next following examination of that programme and passed the course(s). The marks obtained by him/ her at the examination shall be considered as for the University Ranking, Scholarship, Medal and other distinctions as applicable.

14.8.10. Grievances

- i. The marks awarded for Continuous Assessment shall be made known to the candidates.
- ii. The awards given by the teacher(s) concerned shall be kept confidential until they are moderated and approved by the Departmental CBCS Committee. It shall be the responsibility of CBCS Committee of the Department to maintain the standard evaluation of Continuous Assessment.
- iii. If a candidate, is not satisfied with the evaluation of C1 and C2 components (except project work), he /she can approach the Chairman of Departmental CBCS Committee with the written application together with all facts, the assignments, and test papers etc. which were evaluated, within a week of declaration of marks of C1 and C2 whatever may be.
- iv. The CBCS committee of the Department is empowered to revise the marks if the case is genuine. Decision taken by the CBCS committee of the Department concerned shall be final.
- v. The Departmental CBCS committee shall finalize cases, if any, before starting of end-semester examination.

14.9. Re-admission to the Programme/ semester & Break in the Course

The procedure to be followed for granting re-admission to the students in the following cases:

- i. Student who did not put in the required minimum percentage attendance required in Ist semester shall not be promoted to higher semester. However, student can take fresh admission in PG programme after appearing in the Entrance Test/ interview conducted by Department/ School/ University, and being eligible for admission in the course on the basis of result of test/interview and merit, if any.

All such students of IInd, IIIrd or IVth semesters who have not put in the required minimum percentage of attendance OR not filled in the examination form in time may have the option to be re-admitted in the concerned semester available in subsequent year(s).

No student who has been promoted to the IInd or higher semester and continues to be a student shall be allowed to re-appear in the entrance test/ interview of the same programme for taking fresh admission in the programme.

- ii. A student who did not pass in the required number of papers and thus detained
- iii. A student after completing a semester/year did not continue their studies in the next immediate semester/year on personal /health grounds but desired to continue his/her studies after a short break;
- iv. Candidate admitted in any PG programme shall not be allowed to pursue any other full time programme/ course in the School or elsewhere during entire period of the programme meaning thereby that if a student leaves the programme after passing some of the semesters/ courses and takes up a full-time programme/ course in other School or elsewhere, then he/ she shall not be allowed to continue the programme further in the School.

14.10.

- i. There shall be single evaluation for all theory papers by the examiners. Evaluation shall be done by the Course-In charge immediately after the completion of examination.
- ii. The CBCS Committee of the Department and a nominee of Dean shall consolidate the marks obtained in C1 and C2 and end-semester examinations (C3) and shall prepare a consolidated marks statement that shall be sent to the Controller of Examinations after moderation.
- iii. A consolidated list showing grade/grade points and SGPA for a semester shall be displayed on the notice board of Department.

14.11. Student shall be declared pass in a course if he/ she has obtained:

- i. A minimum of 40% marks in continuous internal assessment (C1& C2 put together) and end-semester examination (C3) separately, **and**
- ii. A minimum of 50% marks in aggregate when continuous internal assessment and end-semester examination marks are taken together (C1+C2+C3), **and**
- iii. Minimum passing grade i.e. 6 (B⁺).

(Section 14.11 should be read along with Sections 14.8.1 and 14.8.2)

15. Attendance

- i. 75% of attendance shall be compulsory to all the students. A student shall not be permitted to appear in end-semester examination if he/she has attended less than 75% of the number of classes, both for regular (CC & SC) and interdisciplinary courses (OE), held up to the end of the semester including tests, seminars and practical etc.
- ii. The existing relaxations described in MZU ordinances shall be applicable for attendance.

16. Award of Grades, SGPA, CGPA

16.1. Final marks M in each course in C3 component shall be calculated by giving weightage of credit.

$$M = [(L+T) \times X + (P \times Y)] / (L+T+P)$$

Where, X is marks secured in theory and tutorial out of 100, Y is marks secured out of 100 in practical. L, T, P are credit values.

Table: Calculation of M

L.T.P. Distribution	Nature of Course	Formula for calculation of M
L:T:P format	Theory with T and P	$[(L+T) \times X + (P \times Y)] / (L+T+P)$
L:(T=0):P	Theory with P and without T	$(L \times X) + (P \times Y) / (L+P)$
L:T:(P=0)	Theory with a tutorial but no practical	X
L:(T=0):(P=0)	Theory only	X
(L=0):T:P	Tutorial and practical without theory	Y
(L=0):(T=0):P	Practical only	Y
(L=0):T:(P=0)	Only tutorial	Z

Example 1: If a course is of credit pattern 2:1:1 with credit value 4, and the marks obtained by a candidate in theory examination is 72 out of 100 and in practical examination 96 out of 100, then the final marks M of C3 component is calculated as:

$$M = [(2+1) \times 72 + (1 \times 96)]/4 = (216+96)/4 = 312/4 = 78$$

Example 2. If a course is of credit pattern 2:0:2 (with missing tutorial component) with credit value 4, and the marks obtained by a candidate in theory examination is 72 out of 100 and in practical examination 96 out of 100, then the final marks M of C3 component is calculated as $M = [(2 \times 72) + (2 \times 96)]/4 = (144+192)/4 = 336/4 = 84$

16.2. After finding the final marks M for each course, final per cent marks P is calculated for each course as:

$$P = (C1+C2) + M$$

(M is out of 60, and (C1+C2) is out of 40 with a total of 100)

16.3. The Grade (G) and Grade Point (GP) will be worked out by using per cent marks obtained and the credit value of the respective course as given in table Conversion table 5:

Table 5. Conversion Table for finding of Grade and Grade Point for each course

P (% marks obtained in (C1+C2)+C3 component)	G	GP= V x G
90-100	10 A ⁺⁺	V x 10
80-89	9 (A ⁺)	V x 9
70-89	8 (A)	V x 8
60-69	7 (B ⁺⁺)	V x 7
50-59	6 (B ⁺)	V x 6
Passed with Grace	5 (P)	Vx5
00-49	0 (F)	0
Non-appearance in examination (incomplete)	I	0

V is the credit value of course. G is the grade and GP is the grade point.

- i. Letter grades **A⁺⁺, A⁺, A, B⁺⁺, B⁺ and P** in course stand that candidate has passed that course.
- ii. **The F grade** is 'fail' grade. A student has to appear at subsequent examination(s), if provided under the ordinance in all courses in which he/ she obtains 'F' grade, until a passing grade is obtained.

- iii. **The I Grade:** The 'I' grade is awarded, when a student does not appear in the examination of a course/ courses. This shall be treated as 'F' Grade.

16.4. Grace Rule:

The CBCS committee of the Department shall award grace marks under the following guidelines:

- A student who fails in not more than 50% courses by total marks of not more than 5, shall be awarded grade 'P' (in place of Grade 'F') with Grade Point 5 in the concerned courses.
- Grace marks will not be awarded for making up shortfall in minimum SGPA/ CGPA or improving the Grade.

16.5. SGPA shall be calculated by using the following formula:

$$\text{SGPA} = \frac{\text{Sum of Grade Point awarded for a semester}}{\text{Total of credits of a semester}}$$

Overall Cumulative Grade Point Average (CGPA) for entire course (i.e. 4 semesters) is calculated as:

$$\text{CGPA} = \frac{\text{Sum of Grade Point awarded for entire programme}}{\text{Total credits for entire programme}}$$

The CGPA shall be calculated to an accuracy of three decimal digits.

17. The classification of the results

The Final Grade Point (FGP) to award to the student shall be based on CGPA secured by candidate as tabulated below:

CGPA	DIVISION
CGPA < 5	Failed
5 ≤ CGPA < 6.5	Second Class
6.5 ≤ CGPA < 8	First Class
8 ≤ CGPA ≤ 10	Distinction

18. Following formula shall be used for conversion of CGPA to % of marks:

$$(CGPA \times 10) - 5 \quad \text{if, CGPA is } < 9$$

$$(CGPA \times 15) - 50 \quad \text{if, CGPA is } \geq 9$$

19. Composition of CBCS Committee of Department

The following shall be the composition of the CBCS Committee:

- Head of the concerned Department : Chairperson
- All Professors in the concerned Department : Members
- All Associate Professors in the concerned Department : Members
- Two senior Assistant Professors in the concerned Department : Members(s)
- A nominee of the concerned Dean : Member

(Prof. S. K. Mehta)
Member

(Prof. B. B. Mishra)
Member

(Prof. Diwakar Tiwari)
Member

(Prof. Lalnundanga)
Member

(Dr. Laldinliana)
Member

(Dr Kalpana Sarathy)
Member

(Sri N. P. Maity)
Member

(Sri S. K. Ghosh)
Convener

(Prof. R. P. Tiwari)
Chairperson

BOT/CBCS(PG)-2015

MIZORAM UNIVERSITY

CIRCULAR

The Draft Regulation was placed before the 28th Meeting of Academic Council held on 04.06.2015. The Committee has approved the Regulations for PG programmes in Mizoram University.

DATED: 11.08.2015

S. K. MEHTA

CHAIRMAN, CBCS (PG) COMMITTEE

MIZORAM UNIVERSITY

“Regulation Governing Post-Graduate Programmes Under the Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP)-2015” Approved by the 28th Academic Council Meeting held on 4th June, 2015

1. Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters. The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students.

The Choice Based Credit System (CBCS) enables the student to obtain a degree by accumulating required number of credits prescribed for that degree. The choice based credit system provides a ‘cafeteria’ type approach in which the students can take courses of their choice, learning at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning. The number of credits earned by a student reflects the knowledge or skill acquired by him/ her. Each course is assigned with a fixed number of credits based on the contents to be learned. The grade points earned for each course reflects the student’s proficiency in that course. The CBCS enables the students to earn credits across departments and provides flexibility in duration to complete a program of study.

2. Title and Commencement

This Regulation shall be called “Regulation Governing Post-Graduate Programmes under the Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP)– (Amendment)-2015.”

3. Applicability

The regulation shall apply to all postgraduate programmes offered by the Mizoram University. It shall be also applicable to any other programmes (postgraduate levels diploma and Certificates) approved by the Academic Council that has been prescribed to follow the CBCS pattern.

4. Eligibility

Eligibility, qualifications and admission procedure for each program of study shall be as per Mizoram University Ordinances.

5. Definitions

- 1) *Academic Year* : Two consecutive (one odd + one even) semesters constitutes one academic year.
- 2) *Choice Based Credit System*: CBCS provides choice for students to select from the prescribed courses (foundation, core and elective courses).
- 3) *Programme*: An educational programme (M.Sc., M.A., M.Phil, Ph.D. etc.) leading to award of a degree, diploma or certificate.
- 4) *Semester*: Each semester will consists of 18 weeks of academic work equivalent to 90 actual teaching days. The odd semester is scheduled from July to December and even semester from January to June.
- 5) *Course*: Usually referred to, as ‘papers’ is a component of a programme. All courses needed not carry the same weight. The course should define learning objectives and learning outcomes. A course is designed to comprise lectures/tutorials/laboratory work/field work/project work/viva/seminars/assignments/presentation etc or a combination of some of these.
- 6) *Credit*: A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit shall mean one hour of teaching (lecture or tutorial) or two hours of laboratory / practical work per week in a semester of 18 weeks.
- 7) *Letter Grade* : It is an index of performance of learners in a said course. Grades are denoted by O, A+, A, B+, B, C, P and F.
- 8) *Grade point*: It is a numerical weight allotted to each letter grade on a 10-point scale.
- 9) *Credit Point* : It is product of grade point and number of credits for a course.
- 10) *Semester Grade Point Average (SGPA)*: It is a measure of performance of work done in a semester. It is a ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.
- 11) *Cumulative Grade Point Average (CGPA)*: It is overall cumulative performance of a student over all semesters. The CPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It shall be expressed up to two decimal places.

- 12) *Grade Card*: Based on the grades earned, a grade card shall be issued to all the registered students after every semester. The grade card will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA earned till that semester.
- 13) *Credit Based Semester System (CBSS)*: Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.

6. Duration

- 1) Courses in the CBCS shall be offered under the existing semester pattern. There shall be four semesters in each PG programme.
- 2) One academic year shall consist of two semesters each of 18 weeks. There shall be 90 days teaching in each semester.
- 3) Students will not be permitted to obtain the degree earlier than four semesters or not be allowed to take more than six semesters in a stretch from the date of admission.

7. Programme Design

- 1) Each PG programme shall be designed as 88-credit, full-time postgraduate degree programme delivered in four (04) semesters.
- 2) Each programme shall be structured with a common core curriculum that lays the foundation, and a wide set of electives based on students choice. Students have flexibility to specialize in one or two specific areas. Specialization is through choosing a specific set of electives (SC & OE) belonging to the chosen area or subject.
- 3) Irrespective of discipline, each PG programme shall be a suitable mix of three types of courses as given in Table 1 :

A. Core Course :

There shall be one or more core courses in every semester. This is the course which is to be compulsorily studied by a student as a core requirement to complete the requirement of a programme in a said discipline of study.

B. Elective Courses:

Elective course is a course which can be chosen from a pool of papers. It may be two types:

Specialization Courses (SC): Discipline centric elective providing an expanded knowledge to the discipline of study. The Specialization Courses are designed to build knowledge bases – theoretical, practical or procedural – in a particular subject. They are meant to supplement and extend understanding acquired in the core areas through deeper engagement with specific aspects of subject. Students may choose from a combination of 2, 3 or 4 credit electives

Table 1. Category of courses and Credit allotment to each course category:

S. No.	Course Category	Credit	Remark
1.	Foundation Courses (FC)	8	Courses from pool of courses on offer within respective Department/ School.
2.	Core Courses (CC)	60	Compulsory
3.	Elective Courses <ul style="list-style-type: none">• Specialization Courses (SC)• Open electives (OE)	16 4	Courses can be selected from pool of courses on offer within respective Department Chosen from unrelated disciplines
	Total	88	

available within the department to obtain the 16 credits required . The Specialization courses shall be offered in IIIrd and IVth semesters.

Open Elective (OE): Enable an exposure to some other discipline/domain and provide an expanded scope. OE shall be chosen from unrelated discipline.

C. Foundation Courses:

These courses guide students through the fundamentals of mathematics, social sciences, pure sciences, and humanities in order to develop strong analytical and communication skills across disciplines. Foundation courses will be discipline-centric and will be offered by each department. Students can freely select required number of foundation courses available in their respective School.

4) Credit assignment for each course/ paper will be as given in Table 2.

Table 2. *Credit assignment to course category*

Course Type	Credits per Course
Core Course (CC)	2-5
Specialization Courses (SC)	3-5
Open Elective Courses (OE)	2
Foundation Courses (FC)	2

5) The number of Core and Specialization courses in a semester and for entire PG programme shall be decided by BOS. However, total credits for each Course Category shall be as prescribed in Tables 1.

- 6) There may be sufficient number of Foundation Courses (more than required) available in the Department/ School for selection by the students. Similarly, sufficient number (more than required) of Specialization Courses shall be offered by the Department for wider range of choice.
- 7) Two (02) Open Elective courses of 2 credits each shall be mandatory for successful completion of each PG programme.

8) Course Selection by the Students:

In addition to specified core courses, each student can select Elective and Foundation courses to make their own curriculum as given in **Table 3:**

Table 3.Course type and Semester-wise distribution

Course Type	Semester	Number of Courses/ papers	Credits earned
Core Courses	I, II, III, IV	To be decided by the respective BOS	60*
Foundation Courses	I	2	4
	II	2	4
Specialization Courses (SC)	III	To be decided by respective BOS	8
	IV	To be decided by respective BOS	8
Open Electives	II	1	2
	III	1	2
			88

*8-10 credits can be reserved for project work, if any. If required, 2-4 credits can be assigned for internship/project/term work/field work not less than 10 days.

8. Components of Course

Every offered course shall have three components:

- a. Lecture – L
- b. Tutorial – T
- c. Practical- P

L stands for class room lecture session. **T** stands for tutorial session consisting of participatory discussion / desk work/ brief seminar presentations by students and such other innovative methods. **P** stands for practical session and it consists of hands on experience / laboratory experiments / field studies / case studies etc. Credit assigned for a particular course shall be distributed among all three components i.e. L:T:P with certain pattern as decided by respective BOS. The concerned BOS will choose the convenient credit pattern for every course based on the requirement.

9. Semester-wise Break-up of Courses and Credits

- I. A minimum specified credit, as specified in Table 4, has to be secured by students for successful passing of each and every semester.
- II. Although number of Core courses and Specialization Courses may vary depending on credits, the total credits for any course category (FC/CC/SC/OE) in any semester (Table 4) shall be as specified in Table 4.

Table 4. Semester-wise break up of credits by course types

Semester	Course Type	Credits
1st	Foundation Courses (two)	04
	Core Courses	18
	Total Credits	22
2nd	Foundation Courses (two)	04
	Core Courses	16
	Open Electives (one)	02
	Total Credits	22
3rd	Core Courses	12
	Specialization Courses (two)	08
	Open Electives (one)	02
	Total Credits	22
4th	*Core Courses	14
	Specialization Courses	08
	Total Credits	22
	Total Credits for entire programme i.e. total credits required for acquiring PG degree)	88

* 8-10 credits can be reserved for project work, if any. If required, 2-4 credits can be assigned for internship/project/term work/field work not less than 10 days. In case there is no Project work/Dissertation in a particular PG programme, the assigned credits shall be transferred to the Core courses.

10. Syllabus Structure

- I. For all the PG programmes course structure shall prescribe for minimum eligibility of admission, semester wise list of courses, credit for each course, paper/course-wise L:T:P distribution of credit and marks for each course. Credits shall also be assigned for project work, seminar, viva-voce, if any.

II. Every course must be specified as Core course (CC), Foundation Course (FC), Specialization Course (SC) and Open Elective (OE). Project work/ Seminar/ field work/ internship/ training shall be treated as Core Course.

III. Each course shall have a character code which indicates (i) Name of the Department, (ii) Concerned Semester, (iii) Nature of the Course (CC, FC, SC, OE),

(a) ECO/1/CC/03

(b) PHY/3/OE/06

(c) HAMP/2/SC/04

IV. Core and Specialization courses may be unitized into 4-6 units as per convenience of the Department.

11. Illustrative Course Structure for All PG Programmes

All PG PROGRAMMES (M.A/ M.Sc/M.Com)

S.No.	Course Code	Name of Course	Type of course	Credit distribution			Total Credits	Marks (scaled)
				L	T	P		
First Semester: 22 Credits (Foundation Courses= 4 Credits; Core Courses = 18 Credits)								
1		Course 1	FC	1	01	0	2	100
2.		Course 2	FC	2	0	0	2	100
3.		Course 3	CC	2	1	0	3	100
4.		Course 4	CC	3	0	1	4	100
5.		Course 5	CC	2	1	1	4	100
6.		Course 6	CC	0	0	4	4	
7.		Course 7	CC	0	0	3	3	
Second Semester: 22 Credits (FC= 4 Cr.; CC = 16 Cr.; OE= 2 Cr.)								
7.		Course 8	FC	1	1	0	2	100
8.		Course 9	FC	2	0	0	2	100
9.		Course 10	CC	2	1	1	4	100
10.		Course 11	CC	3	1	0	4	100
11.		Course 12	CC	2	1	1	4	100
12.		Course 13	CC	3	1	0	4	100
13		Course 14	OE	2	0	0	2	100
Third Semester: 22 Credits (CC = 12 Cr.; SC= 8 Cr.; OE= 2 Cr.)								
14.		Course 15	CC	2	0	1	3	100
15.		Course 16	CC	2	0	1	3	100

16.		Course 17	CC	2	1	0	3	100
17.		Course 18	CC	1	1	1	3	
18.		Course 19	SC	3	1	0	4	100
19.		Course 20	SC	2	1	1	4	100
20.		Course 21	OE	2	0	0	2	100
Fourth Semester: 22 Credits (CC= 14 Cr; SC= 8 Cr)								
21.		Course 22	CC	1	1	1	3	100
22.		Course 23	CC	2	1	0	3	100
23.		Course 24 *Project work/ Dissertation/ Viva-voce, if any	CC	0	0	8	8*	100
24.		Course 25	SC	2	1	1	4	100
25.		Course 26	SC	2	1	1	4	100

* In case there is no Project work/Dissertation in a particular PG programme, the assigned credits shall be transferred to Core courses.

12. Course Registration

- I. Core courses (except project work), Foundation courses and Specialization courses shall be chosen and registered by the students at the beginning of first semester itself. Once registered, the CC, SC and FC cannot be changed during entire programme.
- II. Open Elective courses shall be registered during corresponding semester only. The admission to open electives shall be done as per guide lines issued by Central CBCS Committee time to time.
- III. Each department shall prepare a consolidated list of students registered for open electives in the department. Similarly, department shall prepare a list of their own students who have registered for open electives in other department.
- IV. CBCS committee of each department shall provide counseling to the students for registration courses.
- V. For an open elective, examination and evaluation shall be done by offering department, however, performance report of the candidate shall be given to parent department.

13. Examination and Evaluation

- I. M.B.A./M.A./M.Sc./M.Com./ degree shall be awarded on the basis of evaluation of the candidate and credits prescribed for the subject concerned out of a total of 88 credits.

Evaluation of each course shall be done on the basis of performance in Continuous Assessment and End- semester examination.

- II. Each course shall be evaluated at the scale of 100 marks. For all courses there shall be a Continuous Assessment carrying 40% of total marks and an End-Semester Examination (ESE) carrying 60% of total marks. The ratio of weightage of marks between End-Semester Examination and Continuous Assessment shall be applicable to each course of study.
- III. A semester is divided in to three discrete components identified as C1, C2 and C3. The C1+C2 shall have 40% of total marks.
- IV. **Continuous Assessment**
 - i. The evaluation of C1 and C2 will be based on test/assignment/seminar. C1 and C2 shall be conducted only for L and P component of each course. The consolidation of marks for C1 and C2 components shall be completed by 9th and 18th weeks of the semester, respectively (*Table 5*).
 - ii. The outline for continuous assessment activities for C1 and C2 shall be proposed by the teacher(s) concerned before the commencement of the semester and will be discussed and decided in the CBCS committee. The Schedule for the test shall be made known to students at the beginning of the semester and each test shall assess the student on the part of the course which is covered during the period preceding the test.
 - iii. For C1 and C2 components series of tests shall be conducted at regular intervals. There shall be separate evaluation of C1 and C2 components. The C1 and C2 shall be evaluated separately for 20 marks each, and marks obtained in both components shall be pooled to find final marks (out of 40 marks) in Continuous Assessment. Marks obtained in C1 and C2 evaluation separately shall not be averaged.

14. End-semester Examination

- I. Course-in-charge of each course shall set model questions, covering the entire syllabus of the course concerned. The CBCS committee of the Department may review and approve the model questions for each course.
- II. It shall be responsibility of paper setters to ensure that the syllabus for the course is adequately covered in question paper.
- III. **Paper-Setters:** For the end-semester examination (component C3) questions papers in shall be set ordinarily by course-in-charge from concerned Department. A person to be appointed as a paper-setter must be a regular teacher of University. The Head of concerned Department shall submit the course-wise list of paper setters (usually course-

in-charge) to office of Controller of Examination for appointment of paper setters latest by 10th week of each semester.

Table 5.Scheme of Continuous Assessment and Evaluation

Component	Course coverage and schedule for assessment/examination	Weightage	Schedule for Evaluation and result
C1	Completion of 50% of the syllabus by 9 th week of the semester.	20	To be consolidated by the 9 th week of Semester.
C2	Completion of remaining 50% of the syllabus by 18 th week of the semester.	20	To be consolidated by the 18 th week of Semester.
C3	End-Semester examination during 20 th – 21 st week of the semester.	60	To be consolidated by the 22 nd week of the semester .

- IV. **Moderation Board:** There shall be a Moderator Board for each subject and shall consists of :
- i. Dean of School concern.
 - ii. Chairman, BOS in the subject concern.
 - iii. Two senior teachers nominated by the Head of Department.

Functions of Moderation Board:

- i. To ensure that the question paper has been set strictly in accordance with the syllabus covering broad areas adequately.
- ii. To delete question (s) set from outside syllabus and to make necessary substitutions, if required.
- iii. To remove ambiguity in the language of question, if any.
- iv. To moderate all the questions properly giving ample opportunity to candidates of average as well as exceptional capabilities.
- v. To ensure proper distribution and indication of total marks and credits for the paper and marks and credits for each paper or parts thereof, time prescribed for the paper and to correct errors, if any.
- vi. Both set of question papers will be moderated and COE will finally select one set for examination.

- V. **Appointment of Examiner:** Ordinarily the paper-setter shall act as examiner/evaluator. Under unavoidable circumstances the practice of appointment of paper setters as examiner may be de-linked, and Vice-Chancellor may appoint examiner who is not paper-setter.
- VI. **End-semester Practical Examination:** End-semester practical examinations shall be jointly conducted by an external and an internal examiner. If for any reason, the external examiner is not available, a board of at least three internal examiners, approved by the Vice Chancellor, shall conduct the practical examination in question.
- VII. **Consolidation of Final Marks, Grading, Tabulation and Declaration of Results:**
- i. The CBCS committee of the Department shall obtain marks from examiners and shall consolidate the marks obtained in C1, C2 and end-semester examinations (C3), and shall prepare a consolidated statement of marks after giving credit weightage to each course component.
 - ii. For each course respective evaluator shall prepare a list of cutoff marks for grading. Using cutoff list, marks obtained by a students in each course shall be converted to a grade and finally credit point shall be calculated by the evaluator itself.
 - iii. The CBCS committee will further calculate course-wise SGPA and CGPA and Tabulation Sheet shall be sent to the Office of Controller of Examinations within 10 days after examination.
 - iv. The final result shall be declared by the examination Department within 15 days of examination.
 - v. After getting Tabulated marks from the academic Departments, the Grade Cards will be issued to students from the Examination Department.

15. Promotion Rules

1. First Semester

- I. The candidates who have been admitted in First Semester of PG programme in a session can be placed in the following two categories on the basis of their attendance in the semester:
- (i) Those who have secured the required minimum percentage of attendance for appearing in the first semester examination, and filled- up the examination form in time for appearing at the first semester examination.
 - (ii) Those who have not secured the required minimum percentage of attendance for appearing at the First Semester examination or did not filled- up examination form in time for appearing at the First Semester examination.

Candidates under Category (i) shall be eligible for appearing at the examination of First Semester, while candidates under **Category (ii)** are not allowed to appear at the examination of the Semester. However, category (ii) candidates will be allowed to take fresh admission in subsequent year(s) after appearing in the Entrance Test/interview conducted by Department/School. **This implies that no re-admission is permissible to those who do not secured the required percentage of attendance for taking the examination or did not submit the examination form in time.**

- II. After appearing at the examination of First Semester the candidates can be placed in the following categories in the context of declaration of the results of the First Semester:
- i. **Passed:** those who have passed (with minimum passing Grade 'B') in examinations of all courses of the semester.
 - ii. **Promoted:** those who have not passed in examinations of all the courses of the semester.
 - iii. **Minimum passing grade- Grade 'B⁺'** for each course. However, candidates with Grade 'P' in a course shall be considered as 'Passed' in that course (Table 5).

III. **Promotion to second semester:**

All students who have put in the minimum percentage of attendance in First Semester and filled-up the examination form in time shall be promoted to the Second Semester whether they have appeared or not appeared in the semester examination and, irrespective of their results i.e. all papers are cleared or not.

2. **Second Semester:**

- I. Candidates who have secured the minimum required percentage of attendance and have filled-up the examination form in time for appearing at the end semester examination may be allowed to appear in the Second Semester examinations. Candidates who have not secured the minimum required percentage of attendance or did not fill up the examination form in time may be allowed to take re-admission in Second Semester.
- II. After declaration of the results of First and Second semesters, a candidate shall be placed in the following categories:
 - i. **Passed:** a candidate who has passed in examinations of all the courses of the Ist and IInd semesters.
 - ii. **Promoted:** a candidate, who has not passed in all the courses of either Ist or IInd semester or both, shall be promoted to the Third Semester if he/ she has cleared minimum of 50% of the total number of courses prescribed for Ist and IInd semesters put in together. Student belonging to category 'Promoted' may either opts for '**PENDING**' OR '**DROP**' option.

If a student opts for 'PENDING' option, he/ she will clear backlogs of Ist and IInd semesters in **one more chance** after appearing in the immediate semester examination.

'DROP' option implies that candidate has quit the programme and he/ she may seek for a fresh admission in **First Semester** of the same or different programme.

- iii. **Minimum passing grade- Grade 'B+' for each course.** However, candidates with grade 'P' in a course shall be considered as passed in that course.
- iv. **Failed:** a candidate who has not cleared a minimum of 50% of the total number of courses prescribed for Ist and IInd semesters taken together shall be called 'Fail'. *Failed candidate shall not be allowed to move in Third Semester and such candidate may seek a fresh admission and pursue the same or different programme as a fresh candidate.* Further, students, who are declared as 'Failed' after declaration of results of IInd semester, shall not be considered as 'ex-students' and they will not be allowed to appear in subsequent examinations.

III. **Promotion to the Third Semester:** A candidate who comes under the category '**Passed**' OR '**Promoted**' may move in Third Semester, if otherwise eligible.

3. Promotion from Third Semester to the Fourth Semester

All candidates who have secured the minimum required percentage of attendance in Third Semester and filled-up the examination form in time shall be promoted to the IVth semester irrespective of all courses of semester are cleared or not.

4. Declaration of Results after Fourth Semester (Based on result of Ist, IInd, IIIrd and IVth semester)

Candidates in IVth semester who have secured the minimum required percentage of attendance and have filled-up the examination form in time may be allowed to appear in end semester examination of IVth semester. After declaration of results of 3rd and 4th semesters, a candidate can be placed in the following two categories:

- (i) **Passed:** A candidate who has passed in all the courses of Ist, IInd, IIIrd and IVth semesters and obtained at least C.G.P.A. of 5.0.
- (ii) **Failed:** All candidates who not belong to category "Passed" shall be categorized as "Failed". Such students may clear 'failed' course(s) in immediate due examinations within the stipulated duration of programme. *There shall be no separate supplementary examination.*

16. Further Regulations on Examinations, Results and Promotion

- I. If the candidate in a course secures less than 40% in C1 and C2, put together, the candidate is said to have 'DROPPED' that course, and such a candidate is not allowed to appear at End

Semester examination of that course. Teacher in-charge of the courses will place the above details in the Department CBCS committee one week before the commencement of C3 and subsequently a notification pertaining to the above will be made by the Head of the Department before the commencement of C3 examination. A copy of this notification shall also be sent to the office of the Controller of Examinations.

- II. In the case a candidate does not appear in C3, or secures less than 40% in C3, or secures more than 40% in C3 but less than 50% in C1, C2, and C3 if put together, the candidate is said to have NOT completed the course and she/he may opt 'PENDING' option.

A candidate may re-register for the DROPPED course when course is offered again by the Department if it is a Core course. The candidate can choose the same or an alternate Specialization Course/ Open Elective in case the DROPPED course is Specialization core course or open elective course. In case of DROPPED project work candidate has to re-register for the same.

The DROPPED courses may be cleared a year following fourth semester i.e. during third year. If a candidate re-registered for the course he/ she has to attend the regular theory and/or practical classes and appear in all three C1, C2 and C3 evaluations. For each DROPPED course candidate has to pay stipulated fees. In case of PENDING option candidate may clear the course (C3 component) subsequently in immediate due semesters within the stipulated duration of programme. There shall be only ONE CHANCE to clear PENDING course(s), if any, within maximum stipulated duration for passing the programme.

- III. *No candidate will be allowed to appear in any course more than twice and no candidate shall be allowed to appear in any course beyond six semesters of his/ her first admission to the programme.*

IV. Re-Evaluation

Re-evaluation/ re-checking of any course or course components are not permissible.

V. Project Work Evaluation

- i. Student shall do their project work under the supervision of a teacher. Students will do an individual project. There shall be no provision of group projects. Project work and supervisor shall be assigned to the student by the concerned department during IIIrd semester to enable student to plan and carry out the work during IVth semester.
- ii. The project work must be submitted by the student at least one week before the commencement of semester examination.
- iii. The project work shall be evaluated by a board of examiners consisting of Supervisor, Head of Department and an External Examiner (from outside University) approved by Vice Chancellor.

- iv. The evaluation of the project shall be completed before the commencement of IV semester examinations.

Table 6: Conditions to be fulfilled for Promotion

SI. No	Semester	Conditions to be fulfilled for Promotion	
1.	From Semester-I to Semester-II	Undergone a Regular Course of Study of Semester-I and registered* for the Semester-I examination.	
2.	From Semester-II to Semester-III	a) Undergone a Regular Course of study of Semesters-II, and b) The number of backlogs if any, of Semester-I and II taken together, shall not exceed 50% of the total number of courses prescribed for Semesters-I and II	
		Number of papers/ subjects prescribed for Semesters-I and II	Number of backlogs permitted
		7/8	4
		9/10	5
		11/12	6
		13/14	7
		15/16	8
		17/18	9
3.	From Semester-III to Semester-IV	Undergone a Regular Course of study of Semester-III and registered* for Semester-III examination.	

- v. Right from the initial stage of defining the problem, the candidate has to submit the progress reports periodically and also present his/her progress in the form of seminars in addition to the regular discussion with the guide. Components of evaluation are as follows:
- Component –C1: Periodic Progress Reports (20%)
- Component – C2: Results of Work and Draft Report (20%)
- Component– C3: Final Viva-voce/Presentation (30%) and Project Report/ Dissertation (30%).
- vi. A candidate shall be declared to have passed in the Project work if he/she gets not less than 40% in C1+ C2 and 40% in C3 but not less than of 50% in C1, C2 and C3 if put together.
- vii. If (C1 + C2) marks is less than 40%, candidate cannot submit the project report and he/ she has to re-register for the same project.
- viii. In case project report is submitted and *viva-voce* examination conducted, but marks in C3 is less than 40% or C1+C2+C3 marks are less than 50%, the candidate is said to have *NOT*

completed the Project Work, and in that case Project Report must be re-submitted. Such candidates need take again the *Viva-Voce* on the re-submitted Project.

VI. Improvements of Grades

- i. Candidates who have passed in theory paper/papers shall be allowed to appear for theory paper/papers once only in order to improve his/her grade, by paying the prescribed fee. Candidate can appear for improvement examination only once in next immediate semester examination only.
- ii. If candidate improves his/ her grade, then his/ her grade will be taken into consideration for the award of GPA only. The improved grade shall not be higher than 9 (A+).
- iii. Improved grade shall not be counted for the award of Medals, Rank and Distinction.
- iv. If candidate not show improvement in grade, his/ her previous grade will be taken into consideration.
- v. Candidates will not be allowed to improve grade in internal assessment, seminars, field work and project work.

VII. Ranking to the candidate

- i. Ranking shall be given to only those candidates who pass all the courses of programme in one attempt.
- ii. Notwithstanding any provision in the ordinance to the contrary, the following category of candidate is also eligible for ranking:

The student who, having been duly admitted to a regular examination of the programme, was unable to take that examination in full or part due to some disruption of examination, and took the next following examination of that programme and passed the course(s). The marks obtained by him/ her at the examination shall be considered as for the University Ranking, Scholarship, Medal and other distinctions as applicable.

VIII. Grievances

- i. The marks awarded for Continuous Assessment shall be made known to the candidates.
- ii. The awards given by the teacher(s) concerned shall be kept confidential until they are moderated and approved by the Departmental CBCS Committee. It shall be the responsibility of CBCS Committee of the Department to maintain the standard evaluation of Continuous Assessment.
- iii. If a candidate, is not satisfied with the evaluation of C1 and C2 components (except project work), he /she can approach the Chairman of Departmental CBCS Committee with the written application together with all facts, the assignments, and test papers etc. which were evaluated, within a week of declaration of marks of C1 and C2 whatever may be.

- iv. The CBCS committee of the Department is empowered to revise the marks if the case is genuine. Decision taken by the CBCS committee of the Department concerned shall be final.
- v. The Departmental CBCS committee shall finalize cases, if any, before starting of end-semester examination.

IX. Re-admission to the Programme/ Semester & Break in the Course

The procedure to be followed for granting re-admission to the students in the following cases:

- i. Student who did not put in the required minimum percentage attendance required in Ist semester shall not be promoted to higher semester. However, student can take fresh admission in PG programme after appearing in the Entrance Test/ interview conducted by Department/ School/ University, and being eligible for admission in the course on the basis of result of test/interview and merit, if any.

All such students of IInd, IIIrd or IVth semesters who have not put in the required minimum percentage of attendance OR not filled in the examination form in time may have the option to be re-admitted in the concerned semester available in subsequent year(s).

No student who has been promoted to the IInd or higher semester and continues to be a student shall be allowed to re-appear in the entrance test/ interview of the same programme for taking fresh admission in the programme.

- ii. A student who did not pass in the required number of papers and thus detained
- iii. A student after completing a semester/year did not continue their studies in the next immediate semester/year on personal /health grounds but desired to continue his/her studies after a short break;
- iv. Candidate admitted in any PG programme shall not be allowed to pursue any other full time programme/ course in the School or elsewhere during entire period of the programme meaning thereby that if a student leaves the programme after passing some of the semesters/ courses and takes up a full-time programme/ course in other School or elsewhere, then he/ she shall not be allowed to continue the programme further in the School.

X.

- i. There shall be single evaluation for all theory papers by the examiners. Evaluation shall be done by the Course-In charge immediately after the completion of examination.
- ii. The CBCS Committee of the Department and a nominee of Dean shall consolidate the marks obtained in C1 and C2 and end-semester examinations (C3) and shall prepare a consolidated marks statement that shall be sent to the Controller of Examinations after moderation.
- iii. A consolidated list showing grade/grade points and SGPA for a semester shall be displayed on the notice board of Department.

XI. Student shall be declared pass in a course if he/ she has obtained:

- i. A minimum of 40% marks in continuous internal assessment (C1& C2 put together) and end-semester examination (C3) separately, **and**
- ii. A minimum of 50% marks in aggregate when continuous internal assessment and end-semester examination marks are taken together (C1+C2+C3), **and**
- iii. Minimum passing grade shall vary according to cutoffs for each course.

XII. Attendance

- i. 75% of attendance shall be compulsory to all the students. A student shall not be permitted to appear in end-semester examination if he/she has attended less than 75% of the number of classes, both for regular (CC & SC) and interdisciplinary courses (OE), held up to the end of the semester including tests, seminars and practical etc.
- ii. The existing relaxations described in MZU ordinances shall be applicable for attendance.

17. Award of Grades, SGPA, CGPA

- I. Final marks M in each course in C3 component shall be calculated by giving weightage of credit.

$$M = [(L+T) \times X + (P \times Y)] / (L+T+P)$$

Where, X is marks secured in theory and tutorial out of 100, Y is marks secured out of 100 in practical. L, T, P are credit values.

Table7 :Calculation of M

L.T.P. Distribution	Nature of Course	Formula for calculation of M
L:T:P format	Theory with T and P	$[(L+T) \times X + (P \times Y)] / (L+T+P)$
L:(T=0):P	Theory with P and without T	$(L \times X) + (P \times Y) / (L+P)$
L:T:(P=0)	Theory with a tutorial but no practical	X
L:(T=0):(P=0)	Theory only	X
(L=0):T :P	Tutorial and practical without theory	Y
(L=0): (T=0):P	Practical only	Y
(L=0): T:(P=0)	Only tutorial	Z

Example 1: If a course is of credit pattern 2:1:1 with credit value 4, and the marks obtained by a candidate in theory examination is 72 out of 100 and in practical examination 96 out of 100, then the final marks M of C3 component is calculated as:

$$M = [(2+1) \times 72 + (1 \times 96)]/4 = (216+96)/4 = 312/4 = 78$$

Example 2. If a course is of credit pattern 2:0:2 (with missing tutorial component) with credit value 4, and the marks obtained by a candidate in theory examination is 72 out of 100 and in

practical examination 96 out of 100, then the final marks M of C3 component is calculated as M = [(2 x 72) + (2 x 96)]/4 = (144+192)/4 = 336/4 = 84

After finding the final marks M for each course, final per cent marks P is calculated for each course as:

$$P = (C1+C2) + M$$

(M is out of 60, and (C1+C2) is out of 40 with a total of 100)

II. Grading:

The marks obtained (P) out of 100 shall be converted to grades as per guidelines given below.

There shall be relative grading system for awarding of grades in each course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students of the class in a course and the grades are awarded based on "cut-off" marks.

A. Calculation of Average and Standard Deviation

$$\text{Average} = \bar{X} = \frac{\sum \text{Marks}}{n} \text{ Where, } n \text{ is Total Number of Examinee}$$

$$\text{Standard Deviation} = \sqrt{\frac{\sum (x - \bar{X})^2}{(n-1)}} \text{ Where, } x \text{ is individual mark of each student. } \quad \text{student.}$$

B. Table 8 : Award of Grades using Relative Grading System

Range of Marks			Grade Awarded
	Marks obtained	Average + 1.5	O
Average + 1.5 s >	Marks obtained	Average + 1.0	A+
Average + 1.0 s >	Marks obtained	Average + 0.5 s	A
Average + 0.5 >	Marks obtained	Average	B+
Average >	Marks obtained	Average - 0.5	B
Average - 0.5 >	Marks obtained	Average - 1.0	C
Average - 1.0 >	Marks obtained	Average - 1.5	P
	Marks obtained	Average - 1.5	F

- i. The cutoff used for “F” grade is 50 marks (C1+C2+C3), i.e. if marks (P) obtained are less than 50 then student will be declared as FAIL in that particular subject irrespective of value of cutoff for “F” grade. If marks obtained in C3 component (end semester examination) is less than 40, the F grade shall be awarded irrespective cut-off student shall be declared FAIL in that course.

C. Table 9. Table to be used for conversion of Grade to Grade Point

Grade	Grade Point	Performance
O	10	Outstanding
A+	9	Excellent
A	8	Very good
B+	7	Good
B	6	Above Average
C	5	Average
P	4	Pass
F	0	Fail
Ab	0	Absent

Example:

Suppose there are n no. of students appearing for the same subject and each student will score some marks out of 100. The average of marks scored by all n students is called as “X”. The standard deviation (s) is also calculated by the formula as given above section. For each subject value of “X” and “std. dev” is different, and then the cutoffs for different grades are calculated as per table given below.

For example: for semester 1 there are 100 students appearing for 5 courses and the average marks, std. deviation and cutoffs (using Table) for each subject are as follows:

Example: Cut-off marks for each Grade

	Course 1	Course 2	Course 3	Course 4	Course 5
Average (X)	57.77	49.28	48.43	45.97	52.57
Std. Dev.	14.96	12.89	11.16	11.37	12.82
O+	80	68	64	63	71
A+	72	62	58	57	64
A	65	55	53	51	58

B+	57	49	48	46	53
B	50				45
C	42				
P					
F	35	30	32	29	33

a. For course 1 the marks obtained by the students are graded using above cut-offs(*To be worked out by the Evaluator/examiner*)

Course 1				
Marks (P) obtained by students	Grade	Grade Point (C)	Credit (V)	GPA (CxV)
82	O	10	4	40
56	B	6	4	24
68	A	8	4	32
70	A	8	4	32
90	O	10	4	40
42	F	0	4	0
39	F	0	4	0
50	B	6	4	24

b. Grading of a particular student in different courses using above cutoffs
(*To be consolidated by Departmental CBCS Committee job*)

Semester I					
StudentName : xyz Roll No. BOT/xxxx/16					
Course	Credits	Marks obtained (P)	Grade	Grade Point	GPA
Course 1	4	78	A+	9	36
Course 2	4	68	O	10	40
Course 3	4	49	F	0	0
Course 4	3	52	A	8	24
Course 5	2	70	A+	9	18

D. Computation of SGPA and CGPA

- a. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

$$SGPA(S_i) = \frac{\sum C_i \times G_i}{\sum C_i}$$

Where, S_i is the SGPA of the semester, C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course.

- b. The CGPA shall be calculated in the same manner taking in to account all the courses undergone by a student over all the semester of a programme, i.e.

$$CGPA = \frac{\sum C_i \times S_i}{\sum C_i}$$

Where, S_i is SGPA of i^{th} semester, and C_i is the total number of credits in that semester.

- c. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcript.

Illustration : Computation of SGPA and CGPA and Format for Transcripts

a. Computation of SGPA

b.

Course	Credit	Grade Letter	Grade Point	GPA
Course 1	3	A	8	3x8= 24
Course 2	4	B+	7	4x7= 28
Course 3	3	B	6	3x6= 18
Course 4	3	O	10	3x10= 30
Course 5	3	C	5	3x5= 15
Course 6	4	B	6	4x6= 24
	20			139

Thus SGPA shall be $139/20= 6.95$.

b. Computation of CGPA

I Semester	II Semester	III Semester	IV Semester
Credit : 20	Credit : 22	Credit : 25	Credit : 26

SGPA : 6.9	SGPA : 7.8	SGPA : 5.6	SGPA : 6.0
V Semester	VI Semester		
Credit : 26 SGPA : 6.3	Credit : 25 SGPA : 8.0		

$$CGPA = \frac{20 \times 6.9 + 22 \times 7.8 + 25 \times 5.6 + 26 \times 6.0 + 26 \times 6.3 + 25 \times 8}{144} = 6.73$$

Note:

- *The CGPA is cumulative and not average of SGPA of four semesters*
- *In first semester CGPA = SGPA, but second semester onwards it depends on total cumulative credits a student has earned.*
- *The subject credits play significant role in calculation, more the credits more is the weightage in SGPA calculation.*

Transcript (Format): Based on the above recommendations on Letter grades, grade points and SGPA and CCPA, the University shall issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

18. The classification of the results

The Final Grade Point (FGP) to award to the student shall be based on CGPA secured by candidate as tabulated below:

CGPA	DIVISION
CGPA < 5	Failed
5 CGPA < 6.5	Second Class
6.5 CGPA < 8	First Class
8 CGPA 10	Distinction

19. Following formula shall be used for conversion of CGPA to % of marks:

$$(CGPA \times 10) - 5 \quad \text{if, CGPA is } < 9$$

$$(CGPA \times 15) - 50 \quad \text{if, CGPA is } \geq 9$$

20. Composition of CBCS Committee of Department

The following shall be the composition of the CBCS Committee:

Head of the concerned Department	: Chairperson
All Professors in the concerned Department	: Members
All Associate Professors in the concerned Department	: Members
Two senior Assistant Professors of Department	: Members(s)
A nominee of the concerned Dean	: Member

21. Transitory Provisions

Notwithstanding anything contained in these regulations, the Vice-Chancellor has the power to provide by order that these regulations shall be applied to any program with such necessary modification.

(Prof. S. K. Mehta)

Chairperman, Central CBCS Committee

Opinionnaire for teachers' on Different Aspects of CBCS

(Respondents-Teachers)

Name of Teacher _____ Designation: _____

Department: _____ Gender: _____ Age _____

Teaching Experience _____

Dimension -1: Impact of CBCS on Teachers

1. Do you think that introduction of CBCS has affected the following?

Sl. No.	Impact on Work Load of Teachers	Yes	No	If Yes, to what extent		
				Large Extent	Some Extent	Not at all
A	Increased the teaching work load of teachers					
B	Increased the administrative work load of teachers					
C	Increased the testing and evaluation work load of teachers					

Sl. No.	Statement	Disagree	Undecided	Agree
2	With the introduction of Open Electives under CBCS teachers are not able to pay due attention to their main courses in their respective departments.			
3	CBCS gives a chance to students to study from some of the best teachers in the university.			
4	Inadequate number of teachers in my department is not able to do justice with open electives.			
5	Do you think that too much of internal evaluation exercises in CBCS do not leave much time for teachers to teach.			
6	Too much involvement of teachers in testing and evaluation under CBCS does not leave much time for teachers for supervision M.Phil. and Ph.D. scholars.			
7	Too much involvement of teachers in testing and evaluation under CBCS does not leave much time for teachers for their personal research.			
8	Number of Open Electives offered by each academic department needs to be reduced, so as to give more time to teachers to teach their main courses in their respective departments.			

Dimension-2: Need of Training on CBCS

Sl. No.	Statement	Disagree	Undecided	Agree
1	There should be frequent training of new Heads and Deans regarding CBCS?			
2	There should be frequent training of teachers regarding CBCS.			
3	Do you feel that there should be frequent training of office staff of examination branch regarding CBCS?			
4	A special workshop should be organized for teachers to understand the details about grading, semester, credit system, credit transfer etc. by inviting and involving resource persons with appropriate expertise?			
5	There should be a mechanism to provide training to New Heads and Deans on CBCS.			
6	There should be provisions to provide training on CBCS to the officers and staff of examination branch			
7	There is a need to conduct a Centralized Orientation Programme on CBCS for students every year soon after admission.			

Dimension-3: Issues Relating to Choice of Open Electives

Sl. No.	Statement	Disagree	Undecided	Agree
1	A long list of Open Electives creates confusion among students in selecting their desired OEs?			
2	Number of open electives offered by each academic department need to be reduced from two to one, so as to give more time to teachers to teach their main courses in their respective departments.			
3	Students should be given complete freedom in selecting their open electives.			
4	Restriction imposed on departments with regard the admission of students in open electives beyond their intake capacity should be removed.			
5	Students should exercise their selection of open electives before the closing of preceding semester, so as to start the open elective classes soon after the commencement of the 2 nd /3 rd semester classes.			
6	Students have adequate freedom in selecting the course of their choice under the existing CBCS?			
7	Academic Advisers in department are playing their due role in assisting students in selection of their Soft Courses and Open electives.			

Dimension-4: Impact of CBCS on Students

1. Do you agree that the opportunities provided for interaction among students from various departments under CBCS will help in: *(You may tick more than one alternatives, if desired)*
- Providing enriched educational experiences
 - Integration of knowledge
 - Interdisciplinary approach to learning
 - Students in understanding of unity of knowledge
 - None of these

Sl. No.	Statement	Disagree	Undecided	Agree
2	CBCS provides more interactive relationship between the teacher and the taught?			
3	There are still certain confusions among students about CBCS?			
4	Students are more motivated by CBCS, than the old system			

5. Do you believe that with the introduction of CBCS students' performance has improved? **Yes/No**
If yes, to what extent

Impact of CBCS on Performance of Students			
To a Great Extent	To some Extent	Not at all	Has negatively affected performance

6. Do you believe that introduction of CBCS has increased the physical and mental work load on students?
Yes/No. If yes, to what extent?

Physical Workload			Mental Workload		
To a Great Extent	To Some Extent	Not at All	To a Great Extent	To Some Extent	Not at All

7. Do you believe the Open Electives in the CBCS has improved the employability of student? **Yes /No**
If yes, to what extent:

Degree of Impact of CBCS on Employability of Students			
To a Great Extent	To Some Extent	Not at All	Depends on the type of Open Electives offered.

Dimension-5: Impact on the Functioning of Departments

Sl. No.	Statement	Disagree	Undecided	Agree
1	My department has the required infrastructure for CBCS?			
2	Without I.T support, maintenance and retrieval of office records relating to CBCS is not possible?			
3	With the introduction of CBCS, the workload of the examination department relating PG examination has been transferred to academic departments?			
4	Too much involvement of academic departments in testing, evaluation and compiling of results, the quality of teaching has been compromised.			
5	Supporting staff in my department is not adequately trained in CBCS.			
6	There is too much of internal evaluation exercises in my department under CBCS.			
7	Teachers in my Department remain too busy in the conducting of evaluation exercises under CBCS.			

Dimension-6: Problems Relating to Successful Implementation of CBCS

Sl. No .	Statement	Disagree	Undecided	Agree
1	Students face problems in attending Open Elective classes in other departments due to the long distance between departments?			
2	Non availability of buses in time after OE classes, many students miss their classes in their parental departments.			
3	The CBCS introduced by Mizoram University is not fully choice based, as it imposes many restrictions on students in selecting their open elective.			
4	The university does not yet have the required infrastructure for the successful implementation of CBCS.			
5	Academic advisers in department have not been playing their due role in helping students in selection of their Open Electives?			
6	Assigning of first two periods on two days in a five days week to Open Electives has seriously affected the teaching learning processes in the Core and Soft Courses			

Dimension-7: Impact of CBCS on Quality and Flexibility of Education

Sl. No .	Statement	Disagree	Undecided	Agree
1	Quality education can be achieved better through Choice Based Credit System (CBCS) than the old system.			
2	There is more flexibility in Choice Based Credit System than the old system.			
3	Most of the open electives offered by my department under CBCS are job oriented.			
4	CBCS, which works on credits, is a better way of evaluation.			
5	CBCS, with its interdisciplinary approach, helps students to integrate their understanding of various disciplines.			
6	The number of class tests/seminars/assignments etc. under C-1 and C-2 in CBCS need to be reduced.			

Signatures of Respondent Teacher

Questionnaire on Kind and Nature of Feedback given by Teachers on Internal Assessment

(Respondent: Students)

Name of Student: _____ **Department:** _____

Name of School _____ **Gender: Male/Female,**

Class: _____ **Acad. Session** _____

1. Do your teachers show your answer scripts of class tests for internal assessment?

Yes / No

If yes, how often it happens?

Always	Most often	Often	Rarely	Never

2. Do they give feedback on your performance on class tests/assignments for internal assessment?

Yes/No

If yes, how do they give this feedback (tick)?

Written Feedback		Verbal Feedback	
Through detail comments in answer book	Through short evaluative remarks in answer book	In group situation while distributing answer scripts.	To each student while distributing answer scripts

3. Do you benefit from the feedback given by teachers on your performance in class tests/assignments etc. for internal assessment?

Yes/No

If yes, how?

- a) It motivates me to do better.
- b) It helps me in realizing my mistakes.
- c) It helps me to do better in future exams.
- d) It helps me to be more serious in my studies.

4. What is the form feedback given by your teachers?

- a) Written
- b) Oral

5. Do your teachers give you freedom to discuss about your performance in various exercises for internal (formative) assessment?

Internal tests		Assignment		Field Reports		Any Other (Please Specify)	
Yes	No	Yes	No	Yes	No	Yes	No

6. When do your teachers give feedback on your performance in class tests?

- At the time of distributing the papers.
- In a separate class period.
- Do not give feedback at all.

7. How much time do your teachers generally take to return your evaluated answer scripts of class (formative) tests/?

Two/Three Days	Around One Week	Around Two Weeks	Around One Month	More than One Month

8. Have you ever complained to your teachers with regard the low marks assigned to you in class (formative) tests in a particular paper? **Yes/No**

If yes, how was the said complaint addressed?

Teacher explained the reason for assigning of low marks	Teacher realized his/her mistake and revised the marks	Teacher did not consider the complaint at all

9. Did you ever have a complaint with regard to the total marks assigned to you in class (formative) tests in a particular semester? **Yes/No**

If yes, how was the said complaint addressed?

Head of the Dept. Explained and justified	Head of the Dept. Called a Faculty Meeting to Address the problem	Matter was referred to the Dean of the Concerned School

10. How will you rate your teachers in evaluating your following internal (formative) assessment activities?

Sl. No.	Internal(formative)Assessment Activities	Very Lenient	Average	Very Strict
1.	Internal tests			
2.	Assignments			
3.	Seminars			
4.	Field Reports			
5.	Any Other (Please Specify)			

11. Does your department in the end of every semester display the internal marks on the notice board before its communication to the Controller of Examination?

Always	Sometimes	Never

12. Are you satisfied with the marks given to you in internal (formative) tests? **Yes/No**
If yes, to what extent?

To a Great Extent	To Some Extent

13. How much time do your teachers generally take to evaluate your class (formative) tests?

Two/Three Days	Around One Week	Around Two Weeks	Around One Month	More than One Month

14. Do you feel that too many tests, assignments and seminars etc for internal (formative) assessment leaves very little time for teachers to do justice with their courses? **Yes/No**

15. Suggest the weightage for internal assessment :

- a) No change (40%)
- b) To be increased by _____ %
- c) To be decreased by _____ %

16. What are the problems or difficulties faced by you in taking tests, assignments, seminars, field reports etc. for internal (formative) assessment?

- a) _____
- b) _____
- c) _____
- d) _____

17. Suggest measures for the effective implementation of internal(formative) assessment system

- a) _____
- b) _____
- c) _____
- d) _____

(Signature of Respondent)

Opinionnaire for Students on Different Aspects of CBCS

Name of Student: _____ Department _____
Class _____ Gender _____ Session _____

1. Do you think that quality of education has improved with the introduction of Choice Based Credit System (CBCS)? Yes/No

If yes, to what extent?

- a) To a great Extent
- b) To some extent
- c) Not at all

2. Do you think that CBCS is a right step for quality education? Yes/No

3. Do you think that CBCS overburdens students with too many tests and other evaluative exercises?

Yes/No

If yes, to what extent?

- a) To a great Extent
- b) To some extent
- c) Not at all

4. Do you believe that CBCS is more job oriented than the old system? Yes/No

5. Do you believe that CBCS is more students centric? Yes/No

6. Do you agree that students face problems in attending Open Electives classes due to the long distance between departments? Yes/No

7. Which of the following factor(s) influenced your selection of Open Electives? (You can tick more than one)

- a) Short distance of the department offering Open Elective
- b) Relevance of the Open Elective
- c) My personal interest in the Open Elective
- d) Selection of Open Elective by close friends
- e) Advice given by the Head/Senior teacher/Academic adviser of department.
- f) Popularity of the teacher teaching the Open Elective.
- g) None of the above, as I was compelled to take certain Open Electives due to non-availability of seats in the Open Elective of my choice.

8. Do you think that all restrictions imposed on selection of Open Electives be removed and students be given complete freedom in the selection of their open electives? Yes/No

9. Has your department appointed Academic Adviser to assist students in selection of Open Electives and Soft Courses? Yes/No

10. Who in your department helped you in selecting your Soft Courses?
 a) Head of Department
 b) Academic Adviser
 c) Senior Teachers
 d) No one
11. Who in your department helped you in selecting your Open Electives?
 a) Head of Department
 b) Academic Adviser
 c) Senior Teachers
 d) No one
12. Could you select the Soft Courses of your choice in 2nd Semester? **Yes/No**
13. Could you select the Soft Courses of your choice in 3rd Semester? **Yes/No**
14. Could you select the Open Electives of your choice in 2nd Semester? **Yes/No**
15. Could you select the Open Electives of your choice in 3rd Semester? **Yes/No**
16. What was the status of your classes in Open Electives in 2nd semester?
 a) Very regular
 b) Regular
 c) Irregular
 d) Very irregular.
17. What is the status of classes in open electives in 3rd semester?
 a) Very regular
 b) Regular
 c) Irregular
 d) Very irregular
18. How many open electives you could select as per your choice?

No. of OEs you could select as per your choice in 2 nd Semester			No. of OEs you could select as per your choice in 3 rd Semester		
Both	One	None	Both	One	None

19. Did you ever miss your class in your own (parental) department in view non availability of buses in time? **Yes/No**
- If yes, how many times**
 a) Many times
 b) Some times
20. Do you agree that students *should not be allowed* to select Open Electives from their own department? **Yes/No**

21. Do you think that students be allowed choose Open Electives from within their school? **Yes/No**
22. Do you believe that CBCS has transformed the traditional teacher centered education to a student-centered education? **Yes/No**

23. What benefits do you have from Choice Based Credit System?

- a) _____
- b) _____
- c) _____
- d) _____

24. What problems have you faced with regard to Choice Based Credit System?

- a) _____
- b) _____
- c) _____
- d) _____

25. Give suggestions to overcome the problems in successful implementation of Choice Based Credit System in Mizoram University.

- a) _____
- b) _____
- c) _____
- d) _____

(Signature of Respondent)

Opinionnaire for Heads with Regard to the Problems faced by the Academic Departments in the Implementation of CBCS

(Respondent: Head of Department)

Name of HOD: _____ Department: _____
Month and Year of taking over the charge of HOD _____

1. Have you received any training on the implementation of CBCS? **Yes/No**

If yes, then answer the following

- a) Do you feel that the said training provided to you was adequate? **Yes/No**
- b) Who organized that training? _____
- c) What was the duration of the said training? _____ days
- d) Who were the resource persons? _____

If no, then answer the following

- a) Do you feel that the University should conduct workshops for teachers, heads and deans to understand CCE, comprehensive evaluation, grading, semester, creditization, and credit transfer system under CBCS etc.

Yes/No

2. Do you have adequate supporting staff to handle the additional work generated by CBCS? **Yes/No**

3. Has your office staffs been trained/oriented on the office work relating to CBCS? **Yes/No**

If yes, who provided such training? _____

If no, do feel the need of such training to your office staff? **Yes/No**

4. How do you assess the understanding of your teachers with regard to the provisions in 'Regulation on CBCS'?

- a) No teacher in the department including senior teachers has thorough understanding of all provisions.
- b) Only senior teachers have thorough understanding of all provisions.
- c) Only few teachers have thorough understanding of all provisions.

5. Who takes classes of open elective in your department?

Mostly senior teachers	Mostly junior teachers	Both senior and junior teachers
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6. How the introduction of CBCS has affected your functioning as HOD? You may tick more than one choice.

- a) I am over occupied with office /administrative work ()
- b) I rarely get time for personal reading and research. ()
- c) It has impacted my own teaching. ()
- d) It has not affected my functioning at all. ()

7. Are you happy with the present number of open electives offered by your department?

Yes/No

If no, do you feel that the number of Open Electives offered by your department need to be reduced from four (4) to two (2).

Yes/No

8. Do you think reducing of number of Open Electives from Four to Two will give you relief from too much of administrative work relating to OEs?

Yes/No

9. Has your department appointed Academic Advisers for students?

Yes/No

If yes, do they actually assist students in the choice of their Open Electives?

Yes/No

If yes, do they actually assist students in the choice of their Soft Courses?

Yes/No

10. Do you feel overburdened with the compiling of marks for class tests, assignments, seminars, field reports etc., under C-1 and C-2 in each semester?

Yes/No

11. Do you feel that with introduction of CBCS, focus of departments has shifted from teaching to testing and evaluation?

Yes/No

If yes, how do you assess the impact of this shift in focus?

- a) Continuous testing will make students to focus on their studies
- b) Variety of testing and evaluative exercises will help in complete/comprehensive testing of students.
- c) So much of testing and evaluation leaves very little time for teaching.
- d) So much of testing and evaluation exercises will have negative impact on the mental health of students.

12. Do you administer the attendance of students in open electives?

Yes/No

13. Do you receive the attendance records of students of your department who are attending Open Electives in other departments?

Yes/No

14. Do you communicate the attendance records of students who are coming to your departments for their open electives?

Yes/No

15. Do you think that students should have freedom to select of Open Electives even from their own department?

Yes/No

16. Do you think that allowing students to select of Open Electives from their own department woks against the basic spirit of CBCS? **Yes/No**

17. Do you think with introduction of CBCS teachers are not able to finish their course in main courses in time? **Yes/No**

18. Describe difficulties faced by the department in effective implementation of CBCS:

a) _____

b) _____

c) _____

d) _____

19. Suggest measures for effective implementation of CBCS :

a) _____

b) _____

c) _____

d) _____

(Signature)