

# University of Mumbai



No. UG/19 of 2019-20

**CIRCULAR:-**

Attention of the Principals of the affiliated Colleges in Humanities Faculty is invited to this office Circulars Nos. (1) UG/107 of 2018-19, dated 24<sup>th</sup> August, 2018 relating to the Manual with the rules and regulations and schemes and procedures of LL.B. (3 years) and (B.L.S., LL.B.) (5 Years) (CBCS) (2) क. पदवीपूर्व/११७ of २०१८-१९ dated 21<sup>st</sup> September, 2018 relating to the LL.B. (3 Years) and (B.L.S., LL.B.) (5 Years) (CBCS) (60:40) programmes.

They are hereby informed that the after issued above mentioned circular subsequently was stayed by the Hon'ble High Court for the Academic Year 2018-19 vide Order dated 29<sup>th</sup> October, 2018, which was communicated vide Circular No. UG/124/2018-19 dated 12<sup>th</sup> November, 2018.

They are informed that the resolution passed by the Board of Deans at its meeting held on 5<sup>th</sup> September, 2018 vide item No. 51 have been accepted by the Academic Council at its meeting held on 08<sup>th</sup> September, 2018 vide item No. 4.20 for the same.

Thereafter, resolution was passed by the Board of Studies in Law at its meeting held on 11<sup>th</sup> February, 2019 regarding implementation of CBCS system for the Three years LL.B. and Five Years B.L.S., LL.B. programmes from the academic year 2019-20, subsequently taken note by the Academic Council at its meeting held on 15<sup>th</sup> April, 2019 vide item No. 8.2 accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

All the concerned are requested to kindly note the same.

MUMBAI – 400 032

20<sup>th</sup> May, 2019

To

The Principals of the affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty. (Circular No.UG/334 of 2017-18 dated 9<sup>th</sup> January, 2018.)

A.C/8.2/15/04/2019

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No. UG/ 19 -A of 2019-20

MUMBAI-400 032

20<sup>th</sup> May, 2019

Copy forwarded with Compliments for information to:-

- 1) The I/c Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in Law,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Co-ordinator, University Computerization Centre,

(Dr. Ajay Deshmukh)  
REGISTRAR

# **University of Mumbai**

## **Manual on Choice Based Credit and Grading System For Under Graduate (UG) Law Programmes under the Law Stream in Faculty of Humanities with effect from the Academic Year 2018-19**

Manual on Semester Based Credit and Grading System implemented  
in  
University of Mumbai  
....., 2018

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## UNIT 1:

### INTRODUCTION

#### 1.1 NEED FOR ACADEMIC REFORMS IN INDIAN HIGHER EDUCATION

Higher education today, especially in the Indian context has assumed major importance. Although operating one of the largest systems of higher education in the world and despite the fact that India is a much favoured destination for education especially among the developing countries, there are frequent concerns about the quality of education imparted and its overall impact on the country's nation building process. Particularly under attack is the resistance to bring about long term academic reforms in the system. Among the various lacunas in the system is the absence of a comprehensive national framework for facilitating mutual give and take of the academic programmes offered by the different higher education providers in the country.

With 'twinning programmes' and 'joint degree' initiatives as well as 'study abroad' programmes gaining increased momentum in several parts of the globe, the importance given to 'mobility of learners' and the need for offering flexible curricular choices to them, it has now become necessary to take a serious re-look at the system and introduce reforms wherever possible.

#### 1.2 RECOMMENDATIONS OF NATIONAL EDUCATION REGULATORY AUTHORITIES

- **The University Grants Commission (UGC), the National Assessment and Accreditation Council (NAAC), the Distance Education Council (DEC) and even the National Knowledge Commission (NKC)** have time and again come out with recommendations for improving the quality and effectiveness of Higher education provisions in the country. The ministry of Human Resource Development at the Central level and the Ministry of Higher & Technical Education, Govt. of Maharashtra have also repeatedly stressed on the need for universities to pay prompt attention to some of the weaknesses that plague the system and undermine its very credibility. An important concern voiced more strongly in recent times, is the need to develop a Choice-Based Credit System (CBCS) in tune with global trends and the adoption of a sound grading system for reflecting learner performance. To quote Shri S. K. Tripathi, former Secretary, Dept. of Secondary and Higher Education, Ministry of Human Resource Development, Govt. of India, "..... *The demand for socially relevant, economically productive, globally competitive, culturally sustaining and individually satisfying programmes that cater to the needs of the present times is fast*

*growing. The constraints of pursuing programmes and participation in pre-determined combination of subjects pose rigidities not in keeping with the demands of the changing times.... There is today a need for a fully convertible credit-based system acceptable to other universities.*

### **Recommendation of the UGC in its**

#### *Action Plan for Academic and Administrative Reforms*

(Ref. UGC letters January 2008; March 2009)

*“..... Curricular flexibility and learners’ mobility is an issue that warrants our urgent attention. These can be addressed by introducing credit based courses and credit accumulation.*

*In order to provide with some degree of flexibility to learners, we need to provide for course duration in terms of credit hours and also a minimum as well as a maximum permissible span of time in which a course can be completed by a learner... The Choice-Based Credit System (CBCS) imminently fits into the emerging socioeconomic milieu, and could effectively respond to the educational and occupational aspirations of the upcoming generations. In view of this, institutions of higher education in India would do well to invest thought and resources into introducing CBCS. Aided by modern communication and information technology, CBCS has a high probability to be operationalised efficiently and effectively — elevating learners, institutions and higher education system in the country to newer heights...”.*

**The National Knowledge Commission (NKC)** under the chairmanship of Mr. Sam Pitroda, in its report to the Prime Minister on 29th November 2006) has also reiterated the importance of Higher education and the contribution it has made to economic development, social progress and political democracy in independent India. However, the Commission has also pointed out to a “serious cause for concern” at this juncture. According to Mr. Pitroda, “ .... *it is important for us to recognize that there is a quiet crisis in higher education in India which runs deep. And the time has come to address this crisis in a systematic, forthright manner. .... There is today a need for a transition to a course credit system where degrees are granted on the basis of completing a requisite number of credits from different courses, which provides learners with choices....*

### **1.3 AT THE GLOBAL LEVEL**

All the major higher education providers across the globe are operating a system of credits. The European Credit Transfer System (ECTS), the ‘National Qualifications Framework’ in Australia, the Pan-Canadian Protocol on the Transferability of University Credits, the Credit Accumulation and Transfer System (CATS) in the UK as well as the systems operating in the US, Japan, etc are examples of these.

#### **1.4 THE CONCEPT OF CBCS IN BRIEF (Choice Based Credit System)**

While explanations of the several terms related to the development of a Choice-Based Credit System are given later, it is important to know that CBCS essentially implies a redefining of the curriculum into smaller measurable entities or ‘modules’ with the hours required for studying/‘learning’ these– not ‘teaching’ - being at the primary focus and the development of a mechanism whereby these modules can be combined in different ways so as to qualify for a Certificate, Diploma or Degree. In a sense, therefore, the completion of a single ‘Module’ of learning can pave the way for learning other modules either in the same institution or elsewhere and a combination of modules in keeping with the needs and interests of the learners illustrates the much talked about ‘cafeteria approach’ to learning with the Learner at the centre stage of all academic transactions.

#### **1.5 RATIONALE FOR INTRODUCTION OF CBCS**

The UGC while outlining the several unique features of the Choice-Based Credit System (CBCS) has, in fact, given in a nutshell, the rationale for its introduction. Among the features highlighted by the UGC are:

- *Enhanced learning opportunities,*
- *Ability to match learners’ scholastic needs and aspirations,*
- *Inter-Institution transferability of learners, Part-completion of an academic programme in the institution of enrolment and part-completion in another affiliated or recognized institution,*
- *improvement in educational quality and excellence,*
- *Flexibility for working learners to complete the programme over an extended period of time,*
- *Standardization and comparability of educational programmes across the country, etc.*

Some of the specific advantages of using the Credit system as outlined in the available literature on the topic are as listed below:

## **Advantages of the Credit System**

- Shift in Focus: 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.
- Recognition of the Learners' Work-Load: Helps to record course work 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.
- Helps self-paced learning. Learners may undertake as many credits as they can cope with without having to repeat all the courses in a given semester if they fail in one or more courses. Alternatively, they can choose other courses and continue their studies.
- Flexibility to the Learners: It allows the learners to choose inter-disciplinary courses, change majors, programmes, etc.
- Respects 'Learner Autonomy': It allows learners to choose according to their own learning needs, interests and aptitudes.
- Makes Education More Broad-Based: One can take credits by combining unique combinations. For example, if a learner is studying music, he/she can also simultaneously take a course in Business Management.
- Facilitates Learner Mobility: Offers the opportunity to study at different times and in different places, Credits earned at one institution can be transferred to another.
- Helps in working out twinning programmes:
- Is beneficial for achieving more transparency and compatibility between different educational structures.

## **1.6 SCIENTIFIC APPROACH TO IMPLEMENTATION**

Any institution desirous of working out a comprehensive Credit system needs to adopt a systematic approach that handles most, if not all the aspects that need attention. Introducing the Credit system without adequate policy formulation and clear implementation guidelines is quite likely to encounter problems that are dealt with through ad hoc decisions. Such decisions may have long-term consequences which cannot easily be set right.



Care has to be taken to see that the learner, who must be the ultimate beneficiary of the system, does not suffer academically because of absence of procedures or lack of adequate attention to detail when evolving the system. Apart from the fact that any form of injustice caused to the learner - the ultimate 'consumer' in the educational process – can lead to legal issues, the lack of a comprehensive approach may affect the key features like curricular flexibility, learner autonomy and learner mobility that are central to the system. The following major steps should, therefore, be taken by any higher education provider wanting to introduce the Credit System. The steps given herein apply to both to the annual pattern as well as the semester pattern. These have been grouped into two categories viz. steps to be taken at the programme level, involving a micro-approach and steps to be taken at the institutional level, involving a somewhat macro approach.

### **A] At the Programme level**

1. Specify for each academic programme considered at the Certificate / Diploma / Degree level (Undergraduate or Post-graduate level), the programme structure (core courses, optional courses, etc and their year wise distribution if applicable), entry level requirements, minimum and maximum duration for successful completion, programme objectives, teaching-learning strategies (number of teaching hours/lecture hours, tutorial hours, practical conduct hours, etc involved) and evaluation components (nature and number of assignments, tutorials, tests, etc.) for the entire programme. Identify also the modules / courses that may be studied either as part of the programme or may be taken up independently.
2. Given the syllabus to be considered under each course included in a given programme, specify the objectives of each course.
3. Break up the syllabus of each course into smaller components called 'Units' and state the Specific Learning Outcomes (SLO) for each Unit.
4. By and large, in a given year consider that on an average a learner may undertake courses totaling between 30 to 40 Credit Points (Taking into consideration that 1 Credit Point is equal to approximately 30 hours of study.)
5. Considering the nature of content to be studied for each course, number of lectures / practicals to be conducted and the evaluation components to be completed under each course, distribute the credit points among the different course components of the programme to be completed in a given year. As a thumb rule, each course should normally be in the range of 4 to 6 Credit Points.

6. Allocate the course wise credits based on an estimate of the number of hours that would be required by an average learner to fulfill the basic requirements of the course including time spent on attending lectures, preparing for all the evaluation components, etc.(Learning hours).
7. Credits should also be allocated to all the units included within a given course – for compulsory or core courses as well as elective courses.
8. Credits should also be allocated to project work, thesis, industrial placements, etc where these components are a part of a degree programme.

## **B] At the institutional level**

1. Programme wise catalogues should be prepared in detail for all the academic programmes offered by the institution. Apart from basic information regarding admission procedure, fees to be paid, eligibility criteria, academic calendar and overall programme structure, each catalogue should contain other details like course choices available (Optional Papers available in the college), course wise syllabi and learners' workload (the time learners typically need to achieve the learning outcomes), expressed in terms of credits.
2. In addition to programme wise catalogues, certain other key documents will also be required viz. the Learning Agreement and the Transcript of Records in order to assist the process of Credit accumulation and Credit Transfer from one programme to another or from one institution to another.
3. An internal Coordination Committee should be established to handle all matters related to the implementation of the Credit System. Apart from assisting in inter-departmental coordination, this Committee should also look into matters like inter-institutional credit transfer arrangements and course equivalence with the assistance of the concerned departments/officials from the university.

### **1.7 GENERAL CONDITION FOR USE OF CBCS**

There are general recommendations for the development and implementation of a Choice Based Credit System as follows

1. It is always advisable that credits are allocated on a “top-down” basis. The starting point should be the full programme taken into account and then one should move on to assigning credits to the constituent courses. Allocating credits to individual course units on a “bottom-up” basis may result in complications that are difficult to handle.

2. The use of decimals in course-wise credit allocations (e.g. 4.85 credits) should be avoided. To the extent possible, unit-wise credit allocations should be limited to the use of half credits.
3. Although credits may be allocated on a unit-wise basis for computational purposes, they should only be awarded to learners who successfully complete the qualifying criteria for an entire course. In other words, learners should not be given credits for partial work completed for a given course like submission of assignments or attendance at tutorials, etc.
4. The mere existence of a facility for credit transfer should not by itself be a sufficient condition for making it available to the learner. The learner wanting to avail such a facility should apply for the same in a prescribed form with a certain 'processing fee' and also with adequate substantiating and properly authenticated documents accompanying his application.
5. In cases where in two or more institutions desire to give joint degrees / diplomas, a Memorandum of Understanding should be signed specifying the particular responsibility of each partner in the Alliance and the operational modalities involved properly documented.

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