

## CHAPTER : 3

# CONTRIBUTIONS OF UGC FOR CBCS

## **CHAPTER : 03**

### **CONTRIBUTIONS OF UGC FOR CBCS**

*“Education is not preparation for life; education is life itself.”*

– John Dewey

Chapter: 3, ‘Contributions of UGC for CBCS’ excavates the development of the introduction of Choice Based Credit System (CBCS), from the beginning till the ‘Learning Outcomes based Curriculum Framework’ in the Higher Education in India. The chapter begins with the outline of the key manifestations in Higher Education in India and focuses on the elaboration of adopting the Choice Based Credit System (CBCS) and Learning Outcomes based Curriculum Framework (LOCF). It further explains the theoretical support for the research undertaken.

#### **3.1 Higher Education in India: Key Manifestations (2008-2021)**

The unexpected development of the Higher Education Institutions in India with a less development in teaching and material resources has jeopardised the quality of the education. The outdated teaching methods, chalk-and-board drills, outnumbered students in a classroom, declining standards for research, lack of student-friendly material, teacher-centric classroom, insufficient facilities at the institutions, universities and colleges are the primary obstacles which higher education system is facing

nowadays. In spite of substantial improvement over the years, Indian Higher Education System still deals with many comprehensive challenges such as lower quality of teaching-learning process, outdated teaching delivery methods, shortage of ICT tools, lack of multidisciplinary and quality research, same syllabus throughout the decade for the students, uneven access to the opportunities, lack for transparency in management, less emphasis on skills development, etc.

There is a huge gap between introducing and revising the curriculum and how it is implemented by the teachers in the classrooms. Thus, University Grants Commission (UGC) is continuously taking initiatives for the better quality in Higher Education Institutions in India. After curriculum, there is a need for clear, transparent, and relevant evaluation of the examination. With this view, this research also put emphases on the attempts made by the Quality Mandate under UGC for evaluation reforms in undergraduate courses. With reference to UGC's provided guidelines, a detailed elucidation is presented, such as assessment types and tools, continuous internal evaluation, and the integration of External and Internal Semester Examination. The chapter ends with an elaborated list of significant terms such as Programme Learning Outcomes (PLO), Course Learning Outcomes (CLO), Learning Outcomes Based Education (LOBE), Grade Point Average (GPA), Cumulative Grade Point Average (CGPA), Graduate Attributes (GA), etc., that are used through the thesis.

University Grants Commission (UGC) brings new initiatives to improve the quality of the same. One of them was ‘Quality Mandate’ of 2018. Quality Mandate was introduced with five major objectives and ten verticals to improve the quality of teaching-learning process, sustainable development, employability skills, etc. Learning Outcomes Based Curriculum Framework and evaluation reforms are also the part of the same initiative. One of the objectives of the Quality Mandate is to improve the graduate outcomes for the students to access employability for the future. It also focuses on the development of effective communication skills.



**Figure 3.1 : Initiatives to be taken by Higher Education Institutions**  
<https://www.mgmuhs.com/UGC/locf.pdf>

Following table shows the publications and initiatives by the UGC (2008-2021) for improving the quality of education in higher education institutions, imparting life-skills, teaching-learning, and evaluation process:

No	Year	Particulars	Specification	Links
01	January, 2008	New Initiatives under 11 <sup>th</sup> Plan – Action Plan for Academic and Administrative Reforms in the Universities	Annexure-I and II with Notice in March, 2009	<a href="https://www.ksh ec.kerala.gov.in/images/docs/ugc guidelines.pdf">https://www.ksh ec.kerala.gov.in/images/docs/ugc guidelines.pdf</a>
02	March, 2009	Action Plan for Academic and Administrative Reforms	Notice	<a href="https://www.ksh ec.kerala.gov.in/images/docs/ugc guidelines.pdf">https://www.ksh ec.kerala.gov.in/images/docs/ugc guidelines.pdf</a>
03	January, 2011	<i>Higher Education in India: Strategies and Schemes during Eleventh Plan Period (2007-2012) for</i>	XI Plan	<a href="https://www.ugc.ac.in/oldpdf/pub/he/HEIstategies.pdf">https://www.ugc.ac.in/oldpdf/pub/he/HEIstategies.pdf</a>

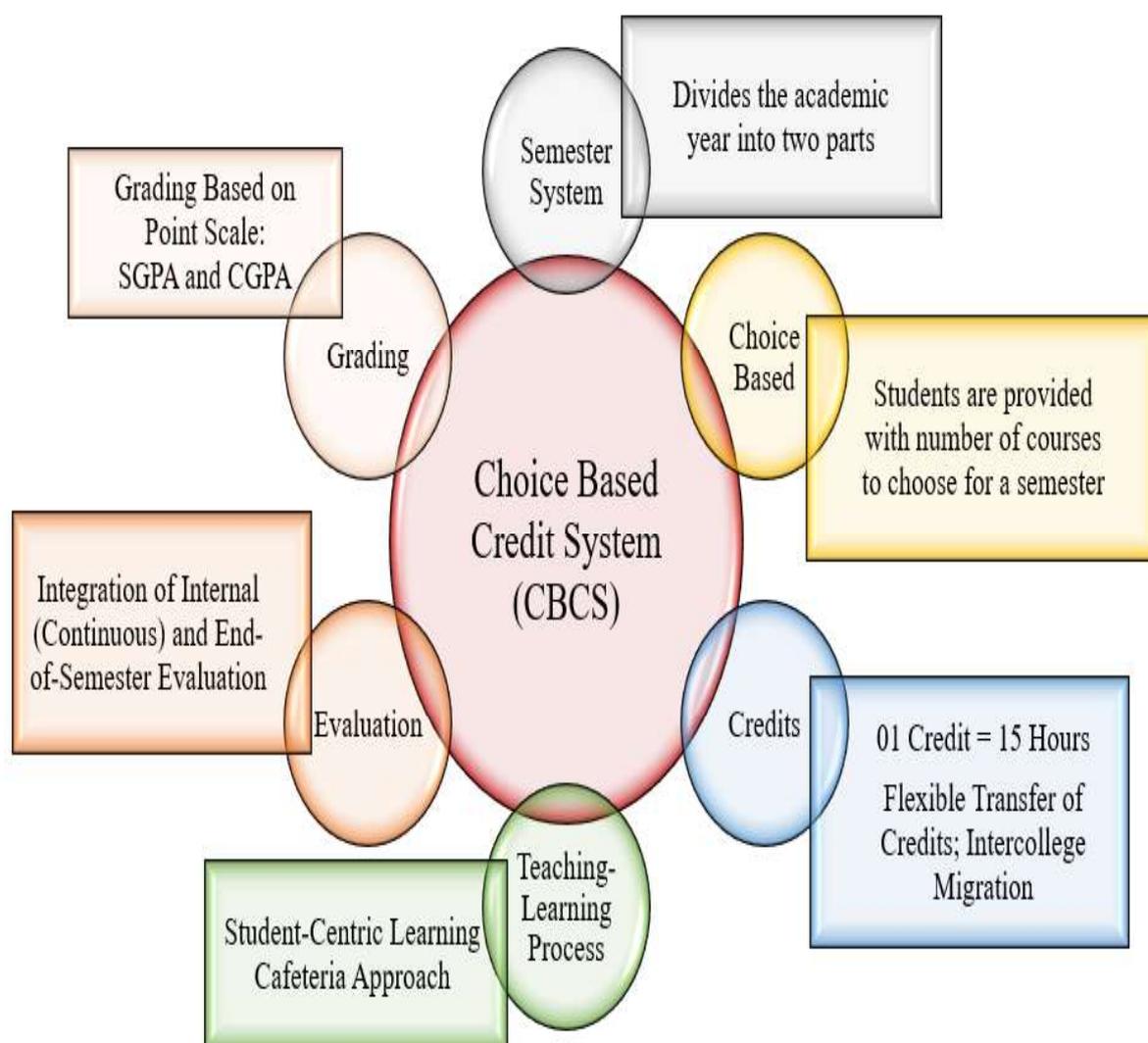
		<i>Universities and Colleges</i>		
04	November, 2011	<i>Inclusive and Qualitative Expansion of Higher Education: 12th Five-Year Plan, 2012-2017</i>	XII Plan	<a href="https://www.ugc.ac.in/ugcpdf/740315_12FYP.pdf">https://www.ugc.ac.in/ugcpdf/740315_12FYP.pdf</a>
05	April, 2015	Instructional Template for Facilitating Implementation of Choice Based Credit System (CBCS)	Notice and Guidelines	<a href="https://www.ugc.ac.in/pdfnews/4426331_Instructional-Template.pdf">https://www.ugc.ac.in/pdfnews/4426331_Instructional-Template.pdf</a>
06	August, 2016	Effective Implementation of Choice Based Credit System (CBCS) in the institutions of Higher Learning.	Notice	<a href="https://www.ugc.ac.in/pdfnews/7760483_Letter_reg_CBCS.pdf">https://www.ugc.ac.in/pdfnews/7760483_Letter_reg_CBCS.pdf</a>

07	July, 2018	Introducing LOCF - Learning Outcomes Based Curriculum Framework	Guidelines	<a href="https://www.ugc.ac.in/pdfnews/4598476_LOCF-UG.pdf">https://www.ugc.ac.in/pdfnews/4598476_LOCF-UG.pdf</a>
08	August, 2019	Learning Outcomes Based Curriculum Framework (LOCF) for English as Generic Elective for Undergraduate Programme	Guidelines / Committee Report Model Curriculum	<a href="https://www.ugc.ac.in/pdfnews/4028137_English-Generic_NEW.pdf">https://www.ugc.ac.in/pdfnews/4028137_English-Generic_NEW.pdf</a>
09	August, 2019	Learning Outcomes Based Curriculum Framework (LOCF) for English Literature (B.A. Hons.) Undergraduate Programme	Guidelines / Committee Report Model Curriculum	<a href="https://www.ugc.ac.in/pdfnews/7176330_Formatted_English-report_Final.pdf">https://www.ugc.ac.in/pdfnews/7176330_Formatted_English-report_Final.pdf</a>

10	August, 2019	<i>Curriculum for Life Skills (Jeevan Kaushal</i>	E-Publication	<a href="https://www.mgmuhs.com/UGC/SKILL%20ENG.pdf">https://www.mgmuhs.com/UGC/SKILL%20ENG.pdf</a>
11	November, 2019	<i>Evaluation Reforms in Higher Educational Institutions</i>	E-Publication	<a href="https://www.ugc.ac.in/pdfnews/4258605_Report-of-the-Committee-on-Evaluation-Reforms.pdf">https://www.ugc.ac.in/pdfnews/4258605_Report-of-the-Committee-on-Evaluation-Reforms.pdf</a>
12	January, 2020	<i>Learning Outcomes-Based Curriculum Framework for Undergraduate Education</i>	E-Publication	<a href="https://www.mgmuhs.com/UGC/locf.pdf">https://www.mgmuhs.com/UGC/locf.pdf</a>
13	September, 2020	<i>Good Academic Research Practices</i>	E-Publication	<a href="https://www.ugc.ac.in/e-book/UGC_GARP_2020_Good%20Academic%20Research%20Practices.pdf">https://www.ugc.ac.in/e-book/UGC_GARP_2020_Good%20Academic%20Research%20Practices.pdf</a>
14	2020	<i>National Education Policy 2020</i>	NEP by MHRD, GoI	<a href="https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf</a>

14	February, 2021	<i>Quality Mandate for Higher Education in India</i>	E-Publication	<a href="https://www.ugc.ac.in/e-book/Quality%20Mandate%20E-BOOK.pdf">https://www.ugc.ac.in/e-book/Quality%20Mandate%20E-BOOK.pdf</a>
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### 3.2 Choice Based Credit System (CBCS)



**Figure 3.2 : Choice Based Credit System (CBCS)**

To improve graduate outcomes for the learners to be able to fetch the employability is one of the objectives of the Quality Mandate. To attain this objective, initiatives has been taken by the Government of India and the University Grants Commission such as revising CBCS curriculum with LOCF and reviewing it on regular intervals. A national conference was held in October 2007 to carry out new initiatives under 11<sup>th</sup> Plan for ‘Action Plan for Academic and Administrative Reforms’ (2009:1) in the universities, such as introducing Semester System, CBCS, development in curriculum and reformed examination system. The main objective was to alter the annual examination system wholly with the semester system.

Learner-Centric Approach was introduced by the UGC in 2015 with the provided guidelines in “Instructional Template for Facilitating Implementation of Choice Based Credit System”, (pg. 02). The requirement to let the learners choose their courses of choice that they are interested in, can be feasible only with the Choice Based Credit System (CBCS).

After the introduction to the semester system in all the universities and colleges, the next improvement was made in revising the curriculum with Choice Based Credit System (CBCS). India has persuaded the idea of CBCS from the European Credit Transfer System (ECTS). Originally introduced to offer the flexible allocation and mobility to the students anywhere across Europe with complete transparency, the ECTS is a flexible learning system. The apprentices can move freely with the

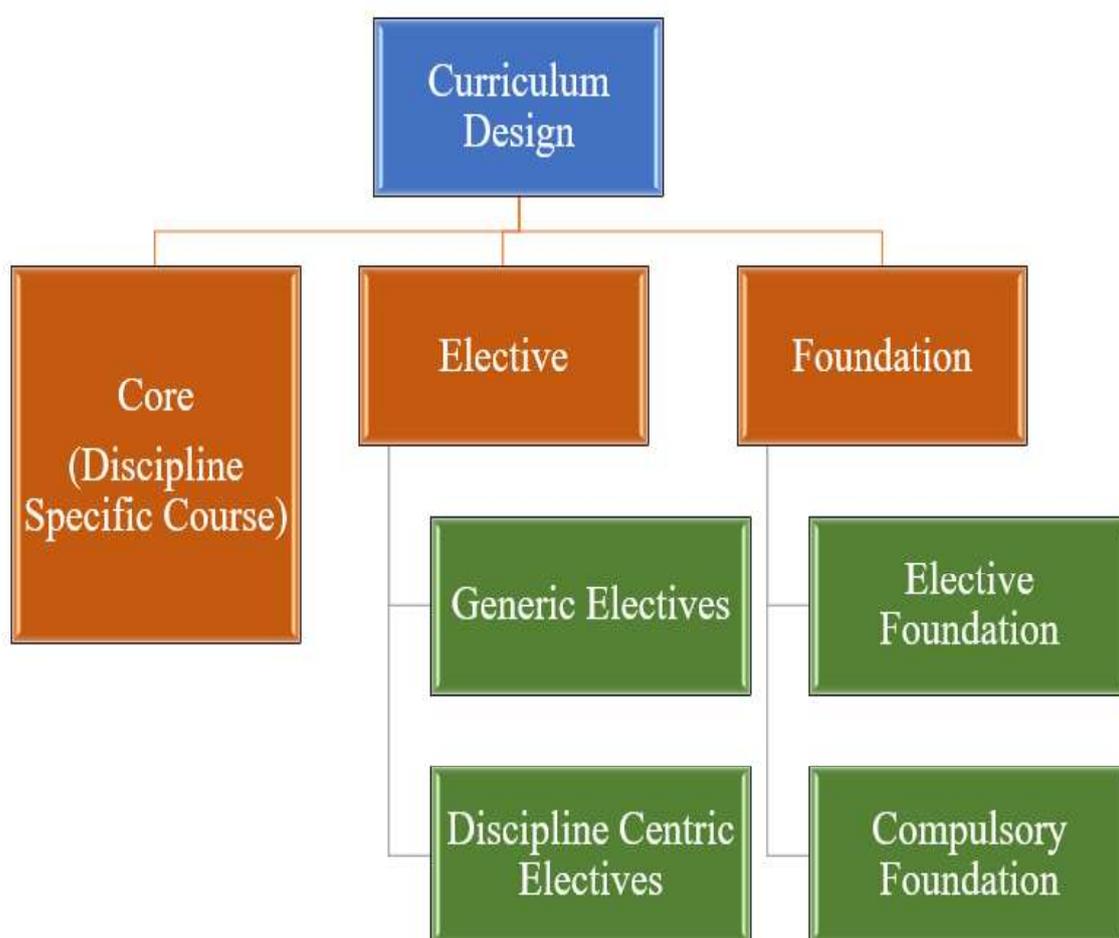
required credits transfer to acquire more credits across the universities and institutions of European Union.

Choice Based Credit System (CBCS) in higher education system emphasizes at the inclusive development of the students. It provides the learners to choose the courses of their own choice from the given or prescribed subjects. The courses in a programme are divided into three kinds: Core course i.e., the main subject and a compulsory requirement of a programme. They are also called as Discipline Specific Course (DSC) Elective course is a complementary course which is intended to enrich the study of core subjects, allowing students to specialize in one or more branches of the subject area.

Elective Courses are further divided into Generic Elective, Projects, and Interdisciplinary courses. This helps students to choose the course of their choice to nurture their undergraduate programme in a useful multidisciplinary approach. Lastly, the Foundation Courses which are of two kinds: Elective Foundation which focuses on Value Education and Compulsory Foundation i.e., English (on which the researcher focuses on in this research study).

Ability Enhancement Courses provide the learners to upgrade their language and other technical skills. Compulsory English Course is a part of Ability Enhancement Compulsory Course (AECC). These courses focus on the enhancement of knowledge. AECC are kept mandatory for all the undergraduate streams. English Communication is one the compulsory

foundations provided to the students. The template suggests providing at least 08 credits (02 papers and 04 credits per paper) (Ibid: 11) for the Compulsory Foundation. Communication Skills: verbal, non-verbal, speaking skills, reading, and understanding are the suggested for the courses mainly. Furthermore, the learners can opt for as many as credits they wish to and are also ‘Allowed to Keep Terms (ATKT)’ if they miss the mark.



**Figure 3.3 : Curriculum Design in CBCS**

The third step for implementing CBCS smoothly was to laid emphasis is on the examination system with continuous internal assessment to “reduce the written examination component to a reasonable level” (Ibid: 4). For assessment, Cumulative Grade Point Score was recommended to improve Grading System, later the term became popular CGPA (Cumulative Grade Point Average) and SGPA (Semester Grade Point Average). The students will be provided with scale grade as a replacement for percentage and marking system. Choice of courses for the undergraduates was another major concern. With the introduction of Choice Based Credit System (CBCS), flexibility is prearranged for the students to select the subject of their individual interests and choices from the provided lists.

The curriculum provides the learners to transfer their credits from one institute to the other as well. Furthermore, the evaluation system was introduced with Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) to bring the uniformity in CBCS and transparency in Grading System. The point scale of 10, 9, 8, 7, 6, 5... is provided with grading of O, A, B, C, D, E... or O, A+, A, B+, B... respectively.

“The CBCS provides for inbuilt flexibilities in which the students have a choice of pursuing courses of their choice in the form of electives. This not only broadens their horizons but also

intends to make students well rounded in all spheres of development.” (UGC Notice: 2016)

### **3.3 Learning Outcomes Based Curriculum Framework (LOCF)**

“The fundamental premise of LOCF is to specify what graduates completing a particular program of study are expected to know, understand and to be able to do at the end of their programme of study.” (QIP, 2018)

To boost the employability skills among the graduates, the University Grants Commission introduced the first draft in 2018 on Learning Outcome Based Education (LOBE). The main objective of Learning Outcomes Based Curriculum Framework (LOCF) is to make the learners clear about the course they are selecting by providing them the probable learning outcomes in the beginning of the syllabi for a specific paper. This way, the learners would be able to know what they already know and what they are going to learn by the end of the selected paper or subject. Furthermore, the students will be able to decide what courses to opt for by perceiving the contents of the syllabi from the list of subjects provided.

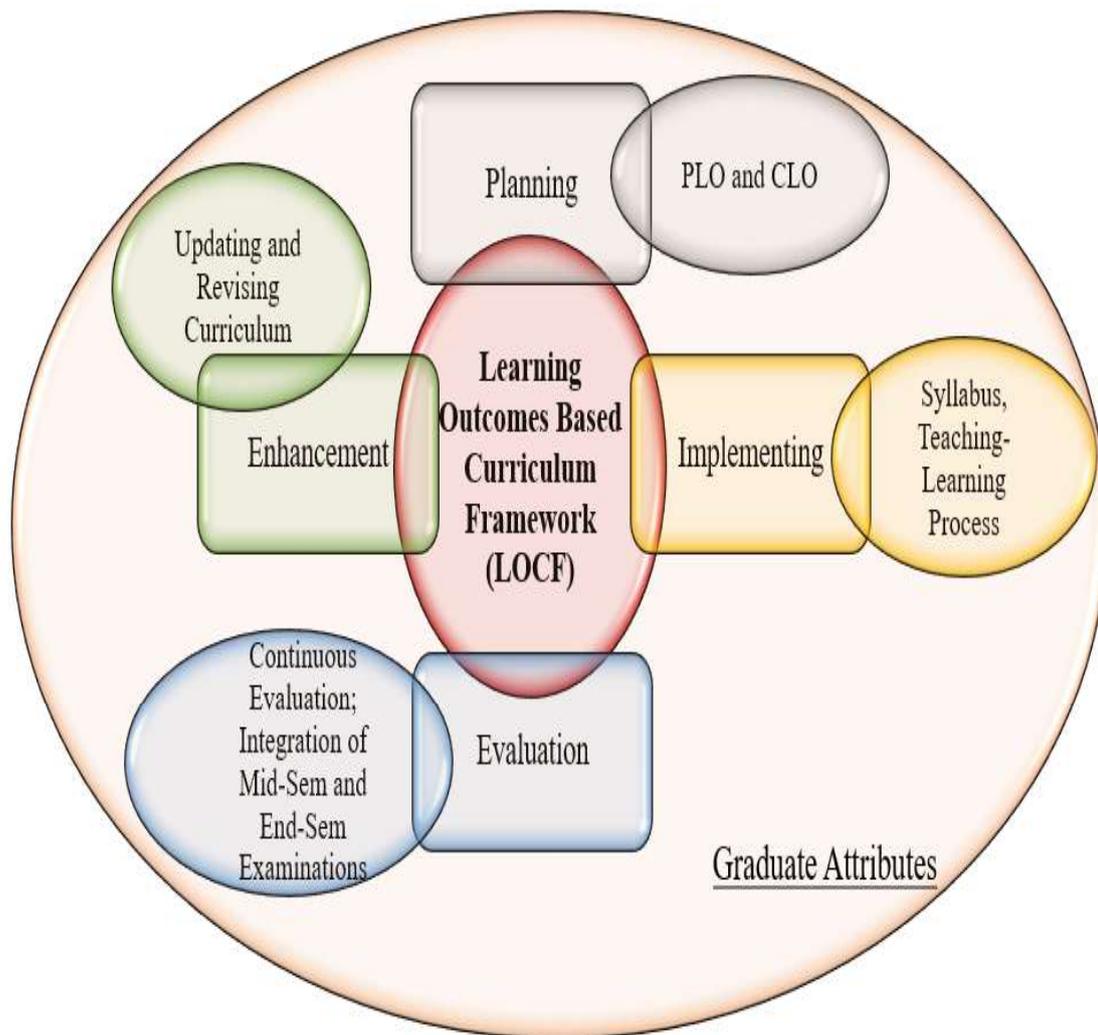
For the Compulsory Foundation Courses in English, the committee recommends including the following courses for undergraduate students in

*Learning Outcomes based Curriculum Framework (LOCF) for English as Generic Elective for Undergraduate Programme, 2019 (pg.-04):*

- Basic English Communication Skills
- Advanced English Communication Skills
- Dictionary and Study Skills
- Creativity Through Language
- Appreciating Literature

The two basic elements of Learning Outcomes Based Curriculum Framework are PLO and CLO. Programme Learning Objectives (PLO) are the expected outcomes to be attained by the learners by the end of their graduate programme and Course Learning Objectives (CLO) are the expected outcomes to be attained by the learners by the end of the selected course or subject. Criterion Referenced Assessment (CRA) is used to align the performance of the students with the mentioned learning objectives in a course.

Thus, LOCF brings clarity in the education process, flexibility to choose courses, and portability for credit transfer. Employability and job-ready skills, communication skills, critical thinking, negotiation skills, research related skills, coordination with team, digital literacy, etc., are the graduate attributes which are expected from the learners to know by the end of their graduation. It is preferable to at least provide 08 Credits for Compulsory / Foundation English, i.e., four credits per paper (two semesters).



**Figure 3.4 : Learning Outcomes Based Curriculum Framework (LOCF)**

### **3.4 Teaching-Learning Process**

Teaching-Learning is thought-provoking process. With the ‘learner-centric’ view, Outcome Based Education (OBE) suggests Knowledge Delivery Methods (KDM) to encourage more participation in the classrooms and provides holistic development for the same. They are lectures, discussions, simulations, case studies, role playing, team work and study tours or field visits. (*LOCF for English as Generic Elective,*

2019: 12-13). This promotes 'process-based' learning. Along with this, it also suggests the teaching-learning ratio of 20:30:50 (Ibid: 12), viz., twenty percent of hearing (delivering knowledge or information), thirty percent of visuals (use of audio-visual method), and fifty percent of practice (experiencing).

Lectures should be in a communicating way where students can learn new perceptions about the selected subject. Most of the times, lectures are the one-way process in which the teacher deliver the knowledge and the learners are just passive participants. Rather, it should be a collaborative work where the learners can get new insights and it should not hinder their critical thinking. Besides, developing reasoning and critical thinking among the students, it is also important for them to understand that every idea matters. One should accept and respect each other's points of view and to express the ideas on the platform must be provided to the learners to build their competency and performance. For this, discussion method is one the best feasible ways. Along with developing creativity, simulations are also required to understand real-life scenarios and circumstances.

Case studies are also useful at the same time to develop scientific temper amongst the apprentices to bring the best possible solutions to the obstacles. To enhance decision-making skills, role-playing is the best knowledge delivery method where through the role-plays, the learners would be able to know the impact of their decisions. To test classroom

learning outside, study trips or field trips are must. This way the learners would be able to understand ‘the functional diversity in the learning spaces’ (Ibid: 13). Lastly, teamwork, group projects, pair-and-share kindles the empathy and compassion among the learners and will be accommodating to develop communication and collaborative skills.

### **3.5 Evaluation Reforms**

With the execution of Choice Based Credit System in Higher Education Institutions in India, there is a change in effort from teacher-centric to student-centric instruction, yet undergraduates lack proficiency in communication skills even by the end of their graduation. There is a need for strong and relevant evaluation of the examination system in the universities and colleges. With this view, this research also put emphases on the attempts made by the ‘Quality Mandate’ under UGC for the reforms in evaluation system in undergraduate courses such as assessment types and tools, ‘Continuous Internal Evaluation’ and the ‘Integration of Mid-Sem and End-Sem Examination’. Learning Outcomes-Based Approach entails a shift from passive learning to active learning (from teacher-centric to learner centric).

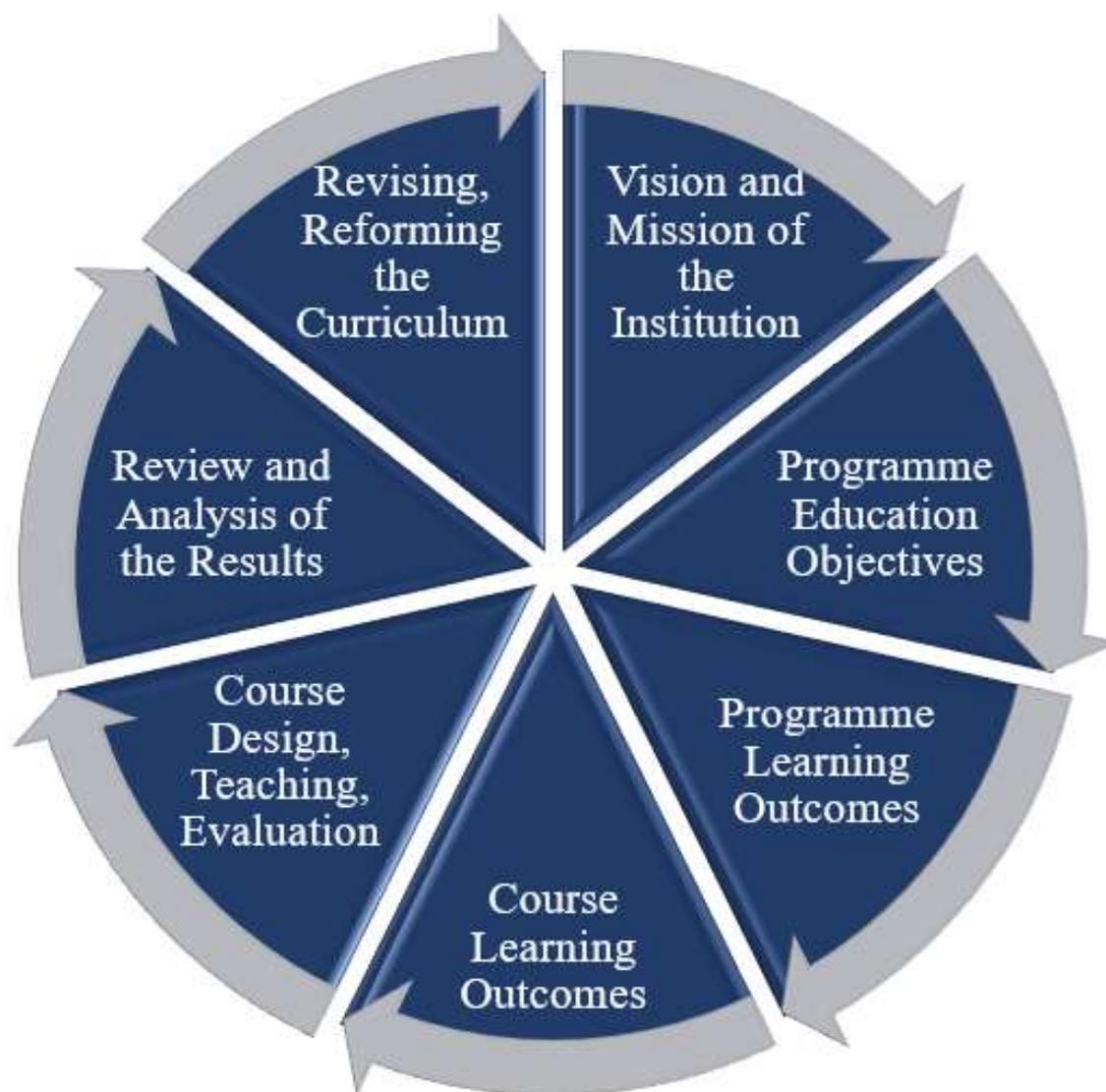
To reform the current evaluation system, the Quality Mandate of the UGC introduced *Evaluation Reforms in Higher Educational Institutions* in 2019. The report lay importance on the ‘continuous evaluation system’ which can be linked with the learning outcomes of the undergraduate

courses. “The examination pattern that currently exists in universities structure, test memory learning.” (Ibid: 11). Moreover, the marks of the evaluation of the long-three-hour examination answer-sheets are to be integrated in individual’s marksheet correctly within limited time.

With ‘continuous evaluation’, there is a pressure to declare the results on time by the universities or colleges which lay a big question mark on the accuracy and reliability of the examiners. This offers awareness to the teachers of the universities and colleges certain facets to look into while determining testing practices. A framework of the assessment modes is provided for the teachers to decide, such as, written mode, oral mode, practical mode, and integrated mode. For current examination system, most of the universities of the Gujarat prefers the integration of Continuous Evaluation and End-Semester Examinations, by provided 30% to 40% of Internal Assessment (IA) and 70% to 60% percent of University (External) Assessment (UA) respectively. Thus, the proportion of the Internal Evaluation (IE) and External Evaluation (EE) for the undergraduate students is 30:70 or 40:60 (recommended).

Outcome Based Education (OBE) points the redesigning of the ‘future-focused’ curriculum where the apprentices already know what they are going to learn from a course and how they can stand by themselves in employability or job-market today. Programme Learning Outcomes plays vital role in deciding and organising teaching-learning process while implementing the curriculum. The expected outcomes from the learners are stated in through Performance Indicators (PI). This provides clarity in

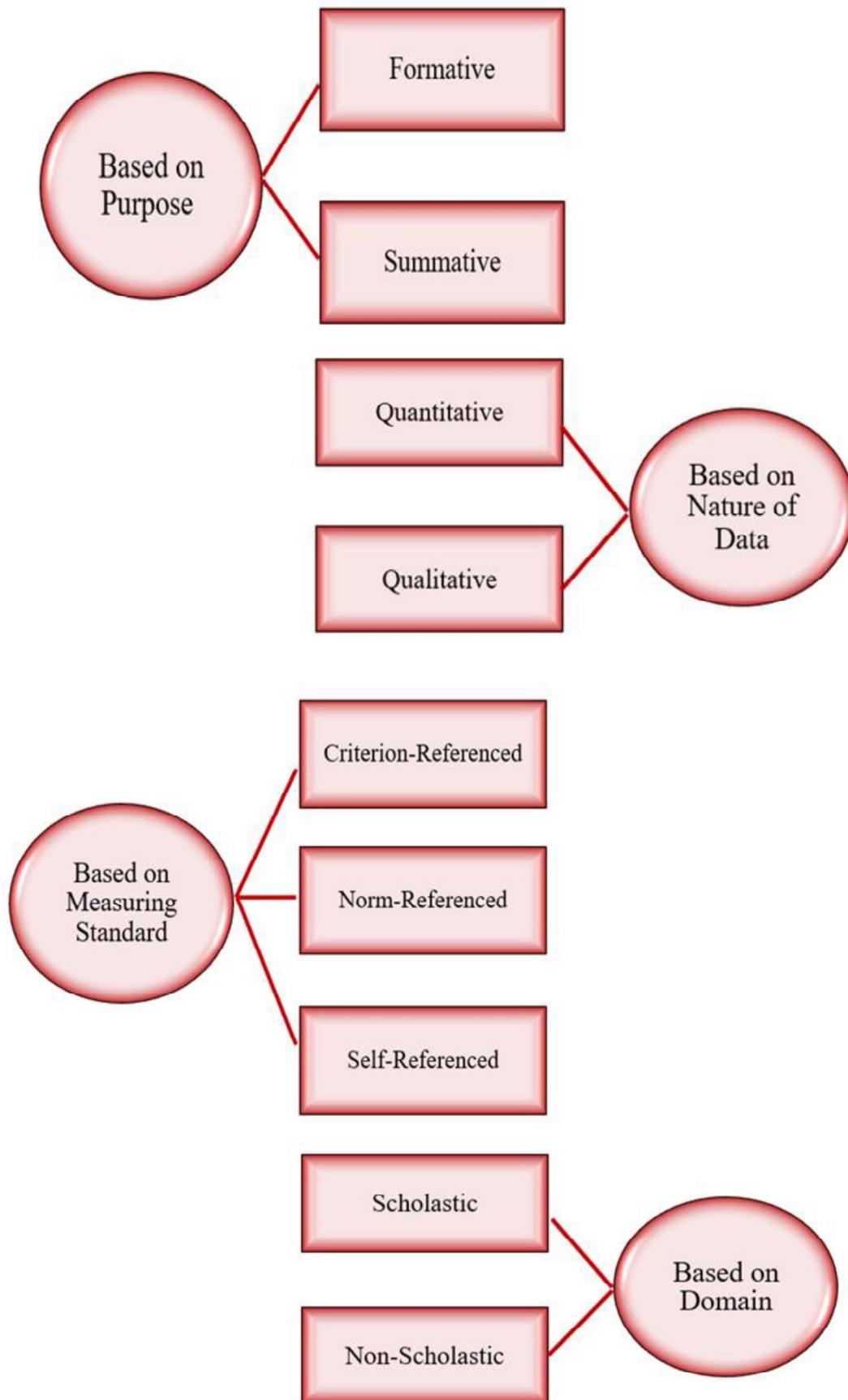
assessment and evaluation of the specific course. As a “dynamic and flexible framework” (Ibid: 19), Learning Outcome Based Education (LOBE) allows the institutions to design the curriculum according to needs of the corporates. It acts as a bridge from Campus to Corporate development. With the specification of Course Learning Outcomes (CLO) in the beginning of the course, the learners are able to get the clarity to choose from the course according to their needs from a list of courses provided by the institutions.



**Figure 3.5 : Outcome Based Education (OBE)**  
*Evaluation Reforms in Higher Educational Institutions :*  
[https://www.ugc.ac.in/pdfnews/4258605\\_Report-of-the-Committee-on-Evaluation-Reforms.pdf](https://www.ugc.ac.in/pdfnews/4258605_Report-of-the-Committee-on-Evaluation-Reforms.pdf)

The terms 'evaluation' and 'assessment' are often used synonymously. However, evaluation focuses on the final outcomes grounded on the results provided by assessment. Assessment is a part ongoing and formative teaching-learning process where the educators or the teachers looks into the progress made by the students with the help of 'continuous internal evaluation' system. The types of assessment are divided into four: purpose, domain, nature of data and measuring standard (Ibid: 23). Assessment can be based on the purpose–formative, summative; the nature of data–qualitative, quantitative; the domain–curricular, co-curricular; and the measuring standard–criterion referenced, norm referenced, self-referenced.

The University Grants Commission has suggested a range of assessment modes for evaluating the learners, viz., written mode, oral mode, practical mode, and integrated mode. Essay-type questions, article writing, reports, portfolios, dissertations, KWL, book review, assignments, class tests, open book test, etc. are the example of written mode of assessment. They are usually conducted at the end of each semester. One of the biggest advantages of written mode of assessment is planning. Fixed schedules for examination encourage students to prepare and it also provides a review of the whole course. However, the feedback on the same is less feasible. As the learners are forced to test the subject matter rather than understanding and applying it. It is useful to develop writing skills among the learners.



**Figure 3.6: Assessment Types**

To break the ice, effective communication is must among the apprentices. 'Quality Mandate' describes four aspects: socializing, associating, governing, and experiencing. Higher education institutions must encourage their students to not only interact with other students and teachers but also get acquaint with various departments and places in the campus. Along with developing expertise in the selected subject matter, the learners should also encourage to be aware of the rules and regulation of the system. Thus, only transferring of the information is not sufficient. Along with the understanding of what is written or being said to the apprentices, it is also important for them to understand non-verbal communication aspects as well.

Oral mode of assessment is appropriate to evaluate individual performance. It enhances speaking skills and performance among the learners. Though, the similar interrogations may lead to the later examinee being prepared. Thus, it is also recommended to test the performance of the students with the help of panel of examiners, maybe at postgraduate level. Group discussions, debates, role play, authentic problem-solving technique encourages the teamwork and collaboration among the learners. In most of the colleges and universities, teachers use the integrated mode i.e., the integration of oral and written mode of assessment. Oral mode for the assessment is used during the continuous internal evaluation and written mode for the assessment during end-semester examinations.

The dearth of curiosity and interests among the learners is a matter of concern. The monotonous classroom environment, rigid examination schedules and the constant performance pressure for increasing cumulative grades and attaining degrees slays the urge of learning and understanding among the students. “The focus is on rote learning, memorizing, and taking examinations; consequently, some students may resort to cheating during examinations”, (*Quality Mandate for Higher Education Institutions in India*: 153). Thus, the focus must be on the refining the quality of teaching-learning process to ensure the quality improvement in the current education system.

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