

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 24th 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 21st 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 29th October, 2018, which was communicated vide Circular No. UG/124/2018-19 dated 12th November, 2018.

They are informed that the resolution passed by the Board of Deans at its meeting held on 5th September, 2018 vide item No. 51 have been accepted by the Academic Council at its meeting held on 08th 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 11th 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 15th April, 2019 vide item No. 8.2 accordingly. (The same is available on the University's website www.mu.ac.in).

All the concerned are requested to kindly note the same.

MUMBAI - 400 032

20th May, 2019

To

(Dr. Ajay Deshmukh)
REGISTRAR

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

A.C/8.2/15/04/2019

No. UG/ 19 -A of 2019-20

MUMBAI-400 032

Copy forwarded with Compliments for information to:-

20th May, 2019

- 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

Rajamode

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Sanpada, Navi Mumbai - 400 705.

मुंबई विद्यापीठ
क्र. पदवीपूर्व/१२४/२०१८-१९


परिपत्रक :-

मुंबई विद्यापीठाचे विधी विभागाचे संचालक/विभागप्रमुख व सर्व संलग्नित विधी महाविद्यालयांचे प्राचार्य यांना असे कळविण्यात येते की, मुंबई विद्यापीठाने LL.B(3Years and B.L.S.,LL.B)(5 Years) (CBCS) चे Revised Syllabus बाबत निर्गमित केलेले परिपत्रक क्र.UG/107 of 2018-19 दिनांक 24th August,2018 संदर्भात मुंबई उच्च न्यायालयाने पारित केलेल्या आदेशान्वये सदर परिपत्रक तात्पुरते स्थगित करण्यात येत आहे.

"In that view of the matter, by way of ad-interim relief, we direct that there shall be stay to the impugned circular dated 24/8/2018 and that the Respondent - University shall conduct the examination for the academic year 2018-19 as per prevailing system."

सर्व संबंधितांनी याची नोंद घ्यावी व त्याप्रमाणे कार्यवाही करावी.

मुंबई - ४०० ०३२
दि.१२ नोव्हेंबर, २०१८


12-11-18
(प्रा. सुनिल भिरुड)
कुलसचिव (प्रभारी)

प्रति,

मुंबई विद्यापीठाचे विविध विभागांचे संचालक/विभागप्रमुख सर्व संलग्नित विधी महाविद्यालयांचे प्राचार्य यांच्या माहिती व योग्य त्या कार्यवाही करिता.

क्र.पदवीपूर्व/१२४/२०१८


मुंबई - ४०० ०३२

दि.१२ नोव्हेंबर, २०१८

प्रत माहिती व पुढील कार्यवाहीकरिता रवाना :-

१. संचालक, परीक्षा नियंत्रक,
२. अधिष्ठाता, मानवविज्ञान विद्याशाखा (Faculty of Humanities)
३. संचालक, विद्यार्थी विकास मंडळ,
४. समन्वयक, विद्यापीठ संगणक केंद्र




12-11-18
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Sanpada, Navi Mumbai - 400 705. प्रभारी कुलसचिव

Revised

मुंबई विद्यापीठ
क.पदवीपूर्व/११७/२०१८-१९

परिपत्रक :-

प्रशासकिय अधिकाऱ्यांच्या आदेशानुसार मुंबई विद्यापीठाचे विधी विभागांचे संचालक/ विभागप्रमुख सर्व संलग्नित विधी महाविद्यालयांचे प्राचार्य यांना असे सुचित करण्यात येते की, मुंबई विद्यापीठाने निर्गमित केलेले परिपत्रक क्रमांक No.UG/107 of 2018-19 दिनांक 24th August, 2018 नुसार राबविण्यात येणारा LL.B. (3 Years) and (B.L.S., LL.B.) (5 Years) (CBCS) (60:40) अभ्यासक्रमाच्या विद्यार्थ्यांना सन २०१८-१९ (Odd Sem.) मध्ये होणाऱ्या अंतर्गत परिक्षांचे Project and other Activities ४० गुणांची Internal Assesment महाविद्यालयांस सादर करण्याची मुदत पुढील आदेश मिळेपर्यंत वाढविण्यात येत आहे, याची कृपया नोंद घ्यावी. तसेच सदर बाब या अभ्यासक्रमाच्या परिक्षेस प्रविष्ट सर्व विद्यार्थ्यांच्या निदर्शनांस आणावी, ही विनंती.

सदर परिपत्रक मुंबई विद्यापीठाच्या (www.mu.ac.in) या संकेत स्थळावर उपलब्ध करण्यात आलेले आहे.

मुंबई - ४०० ०३२
दि. २९ सप्टेंबर, २०१८

J. Allin
21.9.18
कुलसचिव (प्रभारी)
मुंबई विद्यापीठ

प्रति,

मुंबई विद्यापीठाचे विविध विभागांचे संचालक/ विभागप्रमुख सर्व संलग्नित विधी महाविद्यालयांचे प्राचार्य यांच्या माहिती व योग्य त्या कार्यवाही करिता.

क.युजी/११७ अ /२०१८

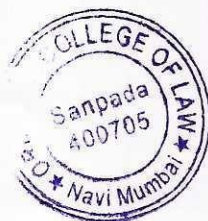
मुंबई - ४०० ०३२

दि. २९ सप्टेंबर, २०१८

प्रत माहिती व पुढील कार्यवाहीकरिता रवाना :-

१. संचालक, परिक्षा व मुल्यमापन मंडळ, महात्मा ज्योतिबा फुले भवन, मुंबई विद्यापीठ, कालिना परिसर, सांताक्रुझ, मुंबई - ४०० ०९८.
२. अधिष्ठाता, मानवविज्ञान विद्याशाखा (Faculty of Humanities) मुंबई विद्यापीठ, फोर्ट, मुंबई - ४०० ०३२

J. Allin
21.9.18
कुलसचिव (प्रभारी)
मुंबई विद्यापीठ



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University OF MUMBAI

No. UG/107 of 2018-19

CIRCULAR:-

Humanities

Attention of the Principals of the Affiliated Colleges in (Interdisciplinary) Studies Faculty is invited to this office circular No. UG/368 of 2001, dated 20th October, 2001 relating to the LL.B. (Three Years and Five Years) degree course.

They are hereby informed that the recommendations made by the Board of Studies in Law at its meeting held on 2nd June, 2018 have been accepted by the Academic Council at its meeting held on 14th June, 2018 vide item No. 4.61 and that in accordance therewith, 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) has been brought into force with effect from the academic year 2018-19, accordingly. (The same is available on the University's website www.mu.ac.in).

Mulank

(Dr. Dinesh Kamble)
I/c REGISTRAR

MUMBAI-400 032
24th August, 2018

To

The Principals of the Affiliated Colleges, in Interdisciplinary Studies Faculty (Circular No. UG/334 of 2017-18 dated 9th January, 2018.)

A.C/4.61/14/06/2018

No. UG/107 -A of 2018

MUMBAI-400 032 24th August, 2018

Copy forwarded with Compliments for information to:-

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

Mulank

(Dr. Dinesh Kamble)
I/c REGISTRAR

Rajmode Adv.

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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



*Rajamode
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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 jaw.*"

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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



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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:



as outlined in the
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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.



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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.



Principals
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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.

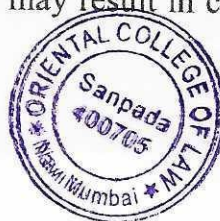
B] At the institutional level

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.



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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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UNIT 3:

CURRICULUM DEVELOPMENT POLICY OF UNIVERSITY OF MUMBAI

3.1 INTRODUCTION

University of Mumbai is one of the largest and oldest Universities to impart the various programmes and various courses through the various levels of programmes in the systems of higher education. These programmes has been designed by the concerned Board of Studies of the various faculties on the basis of the UGC guidelines and subsequently approved by the Academic Council and Management Council. These programmes are conducted at the University Departments and at the affiliated colleges & recognized institutions. The examinations for the semesters I to IV (First and Second Year) of UG programmes conducted by the Colleges and Institutions on behalf of the University and remaining two semesters V & VI (Third Year) by the University. The examinations for all semesters of PG programmes are conducted by the University only. The examinations for other programs like certificate and diploma is conducted by the colleges and departments and certificate is being issued by the Vice Chancellor of the University of Mumbai.

3.2 LEVELS OF THE PROGRAMMES

The levels of the various programmes have been designed as per the UGC guidelines, the various programmes conducted at the various levels under the faculty of Law of the University of Mumbai is shown below:

Sr No	Levels of the Programmes	Nomenclature of Degree/ Diploma/ Certificate	Eligibility	Minimum Duration
1	Certificate	Certificate Course in		
2	Post-Graduate Diploma	Post Graduate Diploma Course in Intellectual Property Rights (IPR)		
3	Post-Graduate Diploma	Post Graduate Diploma in Alternative Dispute Resolution (ADR)		
4	Post-Graduate	Post Graduate Diploma		



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	Diploma	in Securities Law		
5	Post-Graduate Diploma	Post Graduate Diploma in Cyber Law and Information Technology		
6	Under Graduate (P.G.)	LL.B.	Graduation/Degree in any discipline or equivalent	3 years
7	Under Graduate (P.G.)	B.L.S.-LL.B.	Higher Secondary Examination or equivalent	5 years
8	Under Graduate (P.G.)	B.B.A-LL.B	Higher Secondary Examination or equivalent	5 years
9	Post Graduate (P.G.)	LL.M.	Graduation/Bachelors Degree in Law	2 years
10	Pre Doctoral	Master of Philosophy (M. Phil.)	Post Graduation/ Masters Degree in Law	
	Doctoral	Ph.D. in Law	Post Graduation/ Masters Degree in Law or equivalent	
	Post Doctoral	D. Lit.	Ph.D. in Law or equivalent	

Note: -

1. For eligibility criteria for each individual programme, refer the relevant Ordinance and regulations.
2. The above list is only indicative. Many other Diplomas, PG Diplomas & Certificate courses offered by various departments /affiliated colleges in the subjects as approved by the Academic Council as per the UGC guidelines are listed in the Catalogue regarding admission criteria published by UG / PG section of the University.



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UNIT 4

INTRODUCTION OF THE GRADING SYSTEM IN UNIVERSITY OF MUMBAI

4.1 INTRODUCTION

The intellect, physique, emotions, ethics and aesthetics are some of the aspects of the learner's personality. Each of these aspects is complementary to one another and therefore it is necessary to pay attention to the simultaneous development of each. A well designed evaluation system attempts to integrate all these aspects, with due attention to their relative importance in the context of any given academic programme.

The examination system has its existence since time immemorial. It has also been recognized as one of the most debatable features of the Indian education system since nearly half a century. The magnitude of the problems associated with Examinations has been growing at an alarming rate and it has in fact become one of the biggest challenges for the academic administrators and policy makers to create a transparent, fair and objective system that is self sustaining. Unfortunately, although recommendations regarding Examination Reforms have been made from time to time, nothing substantial has yet appeared on the scene by way of implementation.

Curriculum design, teaching-learning and evaluation are the three important parameters of the educational system. The relationship between them is intimate and Evaluation plays an important role so that any improvement in this parameter automatically results in the improvement of others. Several commissions & committees had been constituted in the past to deliberate on the issue of Examination Reforms. One of the major recommendations made by all these Commissions and Committees is the introduction of the Grading system in place of the marking system.

4.2 WHAT IS GRADING?

The word Grade is derived from the Latin word *gradus*, meaning step. Grading, in the educational context is a method of reporting the result of a learner's performance subsequent to his evaluation. It involves a set of alphabets which are clearly defined and designated and uniformly understood by all the stake holders. A properly introduced grading system not only provides for a comparison of the learners' performance but it also indicates the quality of performance with respect to the

amount of efforts put in and the amount of knowledge acquired at the end of the course by the learners.

4.3 ENCUMBRANCES TO EVALUATIONS REFORMS

The issues related to examination and evaluations do not have any state or national boundaries, but are global in nature. It is accepted by all the stakeholders that our educational system is examination ridden. The declaration of examination results with award of marks and class has become of paramount importance for all the stakeholders in the system. In many cases, once the results are out, there is no scope for improvement in marks or performance improvement. This results in a lot of learners being deprived from further opportunities. In spite of the repeated regulations and reminders from the UGC and similar continuous follow up from the state government to implement some reforms in the examination system, the fact remains that most universities and higher education institutions have not adopted the same.

Some reasons for the delay in implementation of reforms in the academic and examination system are as follows:-

- 1) Unfortunately, a large section of the society suffers from inertia and is, therefore, reluctant to accept any change.
- 2) The new system which is planned for implementation has not been clearly explained.
- 3) Most of the teachers, academic administrators and community at large are inattentive to the intricate technicalities of examinations which affect their reliability, validity & objectivity.
- 4) There are vested interests that perpetuate the existing practices.
- 5) Additional time is required to prepare proper guidelines and manuals so as to enable the various stakeholders in understanding the new system.

4.4 DEFICIENCIES IN THE TRADITIONAL MARKING SYSTEM

Learners' Evaluation is the process of collecting, analyzing and interpreting performance by the individual learner or a group of learners for the purpose of making the decision of achievement level. The prevailing practice of evaluation of learners that has been in existence since long involves evaluating the performance of an individual or group of individuals at the end of an academic year within a



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stipulated time. The learners are often required to express their understanding of the content included in their curriculum for a complete semester within a span of three hours and their efforts over the year are often completely ignored. The present system of evaluation also does not provide for the application of multiple techniques of assessment of the learner's performance in a valid and reliable way. The current practice of awarding numerical marks for reporting the performance of learners suffers from several drawbacks and is a source of a variety of errors. Further, the problem gets compounded due to the variations in the marks awarded in different subjects. The 'raw score' obtained by the learner, is, therefore, not a reflection of his true ability.

Our aim to assess the learner's true ability is not being served by the current practice of evaluation. Excellence in quality education can be achieved by evaluating the true ability of the learners with the help of continuous evaluation. Some deficiencies in the present marking system are listed as follows:-

- 1) A difference of one mark is an unrealistic indication of difference in ability. Calibrating learners on a 101 point scale (0 to 100) as required in the marking system cannot be objectively achieved.
- 2) The score of zero which is artificially created for the convenience of the user does not represent zero ability; so also the score of hundred does not reflect perfection in performance.
- 3) Marks tend to be unreliable as a consequence of subjectivity due to inter and intra examiner variability.
- 4) The magnitude of the subjective errors in marking is reported to vary from ten to twenty five (10-25) percentages.
- 5) Marks obtained in the examinations are considered as the yardstick of the quality of performance which is very sacrosanct for the society, thereby the true talent, potential and the work put up by him is ignored.
- 6) The marks awarded by examiners are often affected by many factors such as unfair means, erratic marking, and subjectivity of the examiners, etc.
- 7) It is unfair to label a learner as 'pass' or 'fail' on the basis of such unreliable evaluation.
- 8) The 'pass' or 'fail' system often results in promoting corrupt practices besides being discriminatory.



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4.5 ADVANTAGES OF GRADING SYSTEM

In view of the deficiencies mentioned above, it is desirable that the marking system used for the declaration of results is replaced by the grading system. According to the grading system, learners are placed in ability bands that represent a range of scores. These ability bands may vary according to the number of categories for the classification of the performance of the learners. This ability range may be designated with alphabetical letters called as GRADE. The system of awarding grades would provide a more realistic picture of learner's ability than the prevailing marking system.

However, before we go in for the introduction of grades in place of marks, let us be very clear about one thing. Each method of reporting learner performance –marks or grades has its own set of problems and limitations. However, this should not prevent the efforts to use a more scientific and reliable system so as to minimize the shortcoming and difficulties. Due to the superiority of the grading system over the conventional marking system, several premier institutions and universities of high repute in India as well as abroad have introduced it successfully. There are several advantages of the grading system; some of them are listed below:

- 1) Grading is a far more satisfactory method than the numerical marking system as it reflects an individual learner's performance in the form of a certain level of achievement in relation to the whole group of learners.
- 2) The Grading system ensures natural classification in qualitative terms rather than quantitative terms since it expresses a range /band of scores to which a learner belongs such as O, A, B etc....
- 3) The award of grades provides a permanent record of the learner's growth and development that might be helpful for institutions of higher education for allocating seats for prospective employers.
- 4) It may be very helpful for the institutions itself in making a kind of decisions pertaining to placement and promotions.
- 5) Grading does not require making fine distinctions in performance when no such distinctions actually exist.
- 6) It is based on a realistic concept of 'errors of measurement'.
- 7) Grades are relatively free from extraneous factors like difficulty of the examination, examiner bias, nature of the subject being examined, etc.



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- 8) Grades can be interpreted easily and directly and can be used to prepare an accurate 'profile' of a learner'.
- 9) The system of assigning Grades as opposed to giving Marks will help the creation of healthy competition among learners since the rat race for obtaining marks will be eliminated. This will indirectly contribute to relieving the learners from undue tension and pressure that may occasionally lead to suicides, trauma, etc.

4.6 THE TEN POINT GRADING SYSTEM

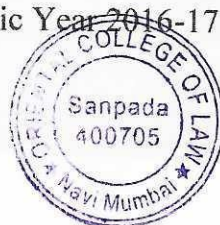
Grading may be carried out in a variety of ways. The classification of grades depends upon the reference point. Grading may be classified in terms of direct grading and indirect grading when the reference point is 'Approach', whereas it can be classified as Absolute and Relative grading when the reference point is 'Standard of judgment'.

When the performance exhibited by the examinees is assessed in qualitative terms and the impressions so obtained by the examiners are directly expressed in terms of letter grades, it is called, 'Direct Grading'.

When the performance displayed by the examinees is first assessed in terms of marks and subsequently transformed into letter grades by using different modes, it is called, 'Indirect Grading'.

The method that is based on a predetermined standard which becomes a reference point for the learner's performance is called 'Absolute Grading'. This involves direct conversion of marks into grades irrespective of the distribution of marks in a subject. This method of grading has several advantages such as, the procedure is simple and straightforward to use, each grade is distinctly understandable, the learner has the freedom to strive for the attainment of the highest possible grade and it enables the learners to know their strengths and weaknesses. The limitations in this method are that the distribution of scores is taken at its face value regardless of the errors of measurement creeping in due to various types of subjectivity. Besides, the cutoffs of different categories are also arbitrarily decided.

The University of Mumbai vide its circular bearing No. UG/79 of 2016-17 dated 14th October 2016 laid down that, the 10 point Grading System prepared by the Special Committee constituted for the purpose at its meeting held on 1st September 2016, has been accepted by the Academic Council at its meeting held on 30th September 2016 and that in accordance therewith, the following Scheme for the uniform 10 point grading system from the Academic Year 2016-17 be implemented



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Grading System shall be adopted for the University of Mumbai which is as follows:-

Marks	Grade Points	Grade	Performance
80 & above	10	O	Outstanding
70 to 79.99	9	A+	Excellent
60 to 69.99	8	A	Very Good
55 to 59.99	7	B+	Good
50 to 54.99	6	B	Above Average
45 to 49.99	5	C	Average
40 to 44.99	4	D	Pass
Less than 40	0	F	Fail

Note: - Consider 1 Grade Point is equal to Zero for CG calculations of failed learner/s in the concerned course/s.

4.7 CONVERSION OF MARKS TO GRADES AND CALCULATIONS OF GPA (Grade Point Average)

In the Credit and Grade Point System, the assessment of individual Courses in the concerned examinations will be on the basis of marks only, but the marks shall later be converted into Grades by some mechanism wherein the overall performance of the Learners can be reflected after considering the Credit Points for any given course. However, the overall evaluation shall be designated in terms of Grade. The abbreviations and formulae used are as follows:-

4.7.1 Abbreviations and Formula's Used:-

- G: Grade
- GP: Grade Points
- C: Credits
- CP: Credit Points
- CG: Credits X Grades (Product of credits & Grades)
- Σ CG: Sum of Product of Credits & Grades points
- Σ C: Sum of Credits points

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$$SGPA = \frac{\Sigma CG}{\Sigma C}$$

$$CGPA = \frac{\Sigma CG}{\Sigma C} \text{ for all semesters taken together.}$$

SGPA: Semester Grade Point Average shall be calculated for individual semesters. (It is also designated as GPA)

CGPA: Cumulative Grade Point Average shall be calculated for the entire Programme by considering all the semesters taken together.

While calculating the CG the value of Grade Point 1 shall be consider Zero (0) in case of learners who failed in the concerned course/s i.e. obtained the marks below 40.

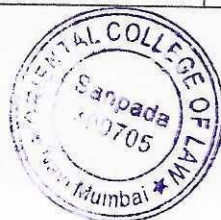
After calculating the SGPA for an individual semester and the CGPA for entire programme, the value can be matched with the grade in the Grade Point table as per the Seven (07) Points Grading System and expressed as a single designated GRADE such as O, A, B, etc....

4.7.2 Illustrations of Calculation:-

The illustration for the conversion of marks into grades in theory & practical, if any in individual courses are as shown below:-

1) Pass in all the courses with more than 40 marks in the Semesters:

Courses in Semesters	Marks * Obtained	Grade	Grade Points(G)	Credits(C) per Course	$\Sigma CG = (C \times G)$	SGPA = $\Sigma CG / \Sigma C$
Course- I	55	B+	7	4	28	152/20 = 7.6
Course- II	60	A	8	4	32	
Course- III	70	A+	9	4	36	
Course- IV	80	O	10	4	40	
Course-V	40	D	4	4	16	
Passes Credit Earned = 20				$\Sigma C = 20$	$\Sigma CG = 152$	



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2) Failed in two courses & passed in three courses:

Courses in Semesters	Marks * Obtained	Grade	Grade Points(G)	Credits(C) per Course	Σ CG = (C x G)	SGPA = Σ CG/ Σ C
Course- I	42	D	4	4	16	50/11 = 4.6
Course- II	28	F	0	0	0	
Course- III	40	D	4	4	16	
Course- IV	32	F	0	0	0	
Course-V	52	B	6	3	18	
Fails Credit Earned = 11				Σ C = 11	Σ CG = 50	

*: the marks indicated above are after applying the Gracing Criterion.

4.8 REPORTING OF LEARNERS PERFORMANCE (GRADE CARD)

The grade cards can be issued to the Learners on the basis of the above calculations in a uniform format given by the University for all the concerned Programmes wherein the emblem of the University shall be printed on the right side & the emblem of the college will be on the left side of the face of the Grade Card. The Principal of the affiliated colleges/Director of the recognized institutions only will be authorized to sign the grade cards for the examinations conducted by Colleges/Institutions on behalf of the University in case of semesters I to IV.

The grade cards of the Examinations conducted by the University shall be signed by the Controller of Examinations only as per the provision in the University Act.

The grade card will reflect the marks obtain by the learner, Credit points of the individual Course as well as Semester, conversion of marks into grades, calculation of SGPA for each individual semester and the CGPA for the complete Programme.

The grade card shall be issued with SGPA & Grade in case of middle semesters or CGPA & Grade in case of final semester only to those learners who have completed all the courses & semesters of that programme successfully. However, the learners those who are unsuccessful or carry the courses under ATKT rule will not get the SGPA & Grade in case of middle semesters or CGPA & Grade in case of the final semester unless and until they successfully complete their pending courses or semesters under the concerned programme. The credits points earned or accumulated will be shown on the grade card only. The calculation of SGPA for two-three cases is shown above in the illustrations.



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Specimen of Grade Card

University of Mumbai

ABC COLLEGE OF Law

(Affiliated to University of Mumbai)

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College
Logo

GRADE CARD

PROGRAMME: Bachelor of Law (LL.B.)

SEMESTER-I

Examination Seat No	Name of the Candidate	Month and Year of Examination
1	A.B.C.D.	October 2018

Photo

Course Code	Course Title	Marks Obtained		Total Marks (100)	Grades	Grade Points	Credit Points	CG = CxG	GPA = Sum(CG)/Sum(C)
		Int. Asst. (40)	Sem. End (60)						
1		25	30	55	B+	7	4	28	104/16 = 6.5
2		10	15	25	F	0	4	0	
3		30	40	70	A+	9	4	36	
4		32	48	80	O	10	4	40	
							16	120	



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UNIT 5:

ASSIGNING COURSE WISE CREDIT: STEPS FOR IMPLEMENTATION

5.1 GENERAL GUIDELINES

The Credits are defined in terms of the learner's hours which are divided into two parts such as Actual and Notional. The value of a particular course can be measured in number of Credit Points. The value of One (01) Credit is equal to 30 Hours.

The scheme of Examination shall be divided into two parts i.e. Internal Assessment includes Assignments, Seminars, Case Studies and Unit Tests which will be of 40 marks and the Semester End Examinations which will be of 60 marks. The semester wise Credit Points will be varied from program to program but the value of Credits for Under Graduate Programmes shall be of 120 Credits in the Faculty of Law.

5.2 ASSIGNMENT OF CREDITS

One (01) credit is approximately equal to thirty (30) hours of the learners load for all UG (Undergraduate) programmes and these credits is divided in to two parts,

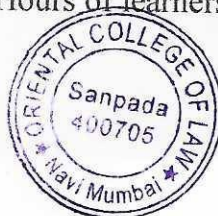
- one half of the hours actually spent in class room/practical/field work instructions
- other half of the hours notional spent for self study in library, institutions or at home, case study, writing of journal and assignments, projects, visiting Government Offices/ Police Stations/ Jails/ Juvenile Homes/ Offices of the Non-Governmental Organization/ Courts/ Registrars Office and all other places, offices etc for the purposes of collecting the data or understanding of the working of the respective system by the learners him/her self for the completion of that course.

The UG programmes carry following values credits for 3 years LL.B. programme and 5 years integrated B.L.S.,LL.B. programme in the Law Stream in the Faculty of Humanities:

Undergraduates 3 years LL.B. Programme:

3 years LL.B. (U.G.) programme is of 120 credits

- 20 credits in each semester
- One (01) Credit = Thirty (30) Hours of learners load



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Undergraduates 5 years B.L.S., LL.B. Programme of Law:

5 years B.L.S.,LL.B. (U.G.) programme is of 180 credits

- 15 credits each in semesters 1 to 4 (4 semesters)
- 20 credits each in semesters 5 to 10 (6 semesters)
- One (01) Credit = Thirty (30) Hours of learners load

5.3 CREDIT BASED EVALUATION SYSTEM

5.3.1. Scheme of Examination for Undergraduate 3 Years LL.B. and 5 Years B.L.S., LL.B. programme shall be as mentioned below:

The performance of the learners shall be evaluated into two components. The learner's performance shall be assessed by Internal Assessment with 40% marks in the first component by conducting the Semester End Examinations with 60% marks in the second component. The allocation of marks for the Internal Assessment and Semester End Examinations are as shown below:-

a) Internal Assessment – 40%

(40 Marks)

1	One periodical class test held in the given semester	10 Marks
2	Subject specific Term Work Module/assessment modes as decided by the department in the beginning of the semester (like Extension/(field or experimental work, Short Quiz; Objective test, open book etc and written assignments, Case study, Judgment Analysis, Projects, Papers and exhibits etc as shall be designed by the respective colleges for which the assessment is to be based on class room presentations if so found desirable by the college) to be selflessly assessed by the teacher/s concerned.	20 Marks
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work, extra/co curricular Activities etc as the case may be)	05 Marks
4	Overall conduct as a responsible learner, mannerism and Articulation and exhibit of leadership qualities in organizing related academic activities.	05 Marks

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b) Semester End Examinations – 60%

(60 Marks)

- i. Duration – These examinations shall be of **2 Hours** duration.
- ii. Theory Question Paper Pattern:-
 - 1) There shall be four questions as mentioned hereinbelow.
 - 2) All questions shall be compulsory with internal choice within the questions.
 - 3) Question may be subdivided into sub-questions a, b, c... and the allocation of marks depends on the weightage of the topic.

Duration	Questions to be attempted	Number of Sub questions	Marks for Sub questions
120 min	Long Answers	2 out of 4	12 marks each
	Short Notes	2 out of 4	6 marks each
	Situational Problems	2 out of 4	6 marks each
	2 Sentences Answers	6 out of 10	2 marks each
	Total Marks		60 marks

For the Semesters I to IV of the 5 years B.L.S.,LL.B programme, the assessment of 'Part A' i.e. Internal Assessment and Part B i.e. Semester End Examination shall be processed by the Colleges / Institutions of their learners on behalf of the University and declare their results as per the procedure laid down by the University. The Colleges / Institutions shall accordingly issue the grade cards to them after conversion of marks into grade as per the procedure mentioned in this manual. The format of the grade card is given hereinbelow to maintain the uniformity across the all colleges for the examinations conducted by the colleges on behalf of the University.

For the Semesters I to IV of the 3 years LL.B. programme and Semesters V to VIII of the 5 years B.L.S.,LL.B programmes, the assessment of 'Part A' i.e. Internal Assessment and Part B i.e. Semester End Examination shall be processed by the Colleges / Institutions of their learners on behalf of the University and declare their results as per the procedure laid down by the University. The Colleges / Institutions shall accordingly issue the grade cards to them after conversion of marks into grade as per the procedure mentioned in this manual. The format of the grade card is given hereinbelow to maintain the uniformity across the all colleges for the examinations conducted by the colleges on behalf of the University.



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For the Semesters V & VI of the 3 years LL.B. programme and Semesters IX and X of the 5 years B.L.S.,LL.B programmes, the assessment of 'Part A' i.e. Internal Assessment shall be processed by the Colleges / Institutions on behalf of the University of the learners admitted for the programme while the University shall conduct the assessment of 'Part B' i.e. Semester End Examination. The Internal Assessment marks of learners appearing for these Semesters shall be submitted to the University by the respective colleges/Institutions before commencement of respective Semester End Examinations. The Semester End Examinations for Semesters V & VI of the 3 years LL.B. programme and Semesters IX and X of the 5 years B.L.S.,LL.B programmes shall be conducted by the University and the results shall be declared after processing the internal assessment and the marks awarded to the learners. The grade cards shall be issued by the University after converting the marks into grades.

c) Conducting Applied Component Courses' Examinations:

The examinations for the Applied Component Group Courses/Papers of the of the 3 years LL.B. programme and of the 5 years B.L.S.,LL.B. programme respectively shall be conducted by the respective college / institutions of their learners on behalf of the University and finalise their results as per the rules and regulations laid down by the University from time to time. The marks of the Applied Component Courses of learners appearing shall be submitted to the University by the respective colleges/Institutions before commencement of the next ensuing Even Semester's semester end examinations.

5.3.2 Passing Standard (for Undergraduate Law Programmes)

The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate of Internal Assessment & Semester End Examination taken together; however the learners shall have to obtain minimum of 30% marks in the Internal Assessment (i.e. 12 out of 40) and 30% marks in Semester End Examination (i.e. 18 Out of 60) separately, to pass the course and minimum of Grade E in each course, to pass a particular semester. A learner will be said to have passed the course if the learner passes the Internal Assessment & Semester End Examination.

5.3.3 Carry Forward of The Marks in Case if The Learner Gets 'F' Grade in One or More Subjects:

- 1) A learner who PASSES in the Internal Examination but FAILS in the Semester End Examination of the course shall reappear for the Semester End Examination



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- of that course. However his/her marks of the Internal Examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.
- 2) A learner who PASSES in the Semester End Examination but FAILS in the Internal Assessment of the course shall reappear for the Internal Examination of that course. However his/her marks of the Semester End Examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.
 - 3) No learner shall be allowed to appear at the End Semester Examinations of Semester 2, 4 and 6 of three years LL.B. programme and Semesters 6, 8 and 10 of the five years B.L.S.,LL.B. programme unless he/she has passed in the Applied Component Courses/Papers of the respective academic years (corresponding semesters) of the 3 years LL.B. programme or the 5 years B.L.S.,LL.B. programme as the case may be; and the colleges shall be at liberty to conduct re-examinations of the Applied Component Courses either in the same semesters and/or in the next semesters of the both the programmes. In case of the learner's failure to pass in the abovementioned respective Applied Component Courses/Papers the marks and the credits obtained by such learner in Internal Assessment shall be carried forward.
 - 4) A learner who, before coming into force of these CBGS pattern rules, is already admitted to the first or second year of the three years or the first to fourth years of the five years B.L.S.,LL.B. programmes under the presently prevailing examination system, shall have shall be evaluated for his higher classes/semester (i.e. to the class/semesters to which he will be admitted hereinafter) under the evaluation pattern as per the provisions of rules under 5.3 hereinabove for his higher classes ; i.e. the said learner in his higher classes has to undertake Internal Assessment and End Semester Examinations and to pass in both Internal Assessment of 40 marks and End Semester Examination by obtaining a minimum of 40% marks in aggregate of Internal Assessment & Semester End Examination taken together with minimum of 30% of the marks each in the Internal Assessment and in Semester End Examination separately, to pass the course and minimum of Grade E in such course/courses, to pass a particular semester. However such learner shall not be granted any grades or credit as envisaged herein.
 - 5) A learner who, before coming into force of the CBGS pattern, is already admitted to the first or second year of the three years or first to fourth of the five years B.L.S.,LL.B. Programme under the present examination system and who



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has not passed in any or either of the subjects/courses shall be evaluated under the evaluation pattern as per the provision contained hereinabove this revised evaluation pattern for the courses/subjects he has not passed; and in the subject/course in which he is not passed has to pass in both Internal Assessment and End Semester Examination by obtaining a minimum of 40% marks in aggregate of Internal Assessment & Semester End Examination taken together; with minimum 30% of marks each in the Internal Assessment and in Semester End Examination separately, to pass the course to pass a particular previous semester. However, for such learner, who is reappearing for the examination in the remaining (failed) course/courses, the Internal Examination will consist of one project of 40 marks which will be divided into 20 marks for the documentation of the project, 10 marks for the presentation and 10 marks for the viva. And in his final marksheet of the said semester total of the Internal Assessment and End Semester Examination shall be shown in aggregate (without showing split of Internal Assessment Component and Semester End Examination Components) as the marks obtained by the learner in such course/courses (i.e. subject/ subjects) for which he reappeared. However such learner shall not be granted any grades or credit as envisaged herein.

- 6) When a learner does not pass in all the courses/subjects of the semester in one and the same attempt/examination held, and passes in all the courses/subjects of any semester by passing in the remaining subjects in the subsequent attempt or examinations held subsequently, the last marksheet be issued to the learner by incorporating the passing marks obtained by the learner in the courses he passed in the previous attempts/examinations held by carrying forward the passing marks obtained by the learner in all the courses at the previous examinations/attempts.

5.4 ALLOWED TO KEEP TERMS (ATKT)

- a) A learner shall be allowed to keep term for Semester 2, 4 and 6 of the 3 years LL.B. programme and Semesters 2, 4, 6, 8 and 10 of the 5 years B.L.S.,LL.B. programme irrespective of number of heads of failure in the Semester 1, 3 and 5 of the three years LL.B. programme and Semesters 1, 3, 5, 7 and 9 of the five years B.L.S.,LL.B. programmes respectively.
- b) A learner shall be allowed to keep terms of both the semesters of the higher semesters of the law programmes if he has not failed in more than 2 subjects/courses out of the subjects/courses of both the semesters of the respective law programmes taken together of the immediately preceding year and has passed in all the subjects/courses of all the semesters of the respective law



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programmes preceding to the immediately preceding semesters of the year he is seeking admission. (e.g. a learner seeking admission to the third year (semesters V and VI) of either of the LL.B. programmes shall have to pass in all the courses of the semesters I and II and shall also have pass in any six courses of semesters III and IV taken together)

- c) The result of Semester VI of the three years LL.B. programme or of Semester X of the five years B.L.S.,LL.B. programme shall be kept in abeyance until the learner passes in each and all of the subjects/courses of all the courses in all the semesters of the respective law programme.

5.5 ADDITIONAL EXAMINATIONS

A) Additional Internal Assessment:

Eligibility norms to appear for the additional class test or assignment or project for learners who remained absent:-

- a) The learner must apply to the Head of the Institution giving the reason(s) for absence within 8 days of the conduct of the examination along with the necessary documents and testimonials.
- b) If the learner is absent for participation in Inter Collegiate events, State or National or International level events, Training camp or coaching camp organized by authorized university or state or national or international bodies, NSS / NCC Events / Camps / cultural activities / sports activities / research festival or any other activities authenticated by the head of the institution, or for any other reason which is considered valid under the circumstances and to the satisfaction of the Principal or the Head of the Institute OR fails in Internal Assessment the head of the Institution shall generally grant permission to the learner to appear for the additional class test or assignment.
- c) The Head of the Institution, on scrutiny of the documents and testimonials, may grant the permission to the learner to appear for the additional examination.

Class test or assignment for Internal Assessment:

- a) A learner who is absent for the class test and the assignment/s will be declared fail in the Internal Assessment Scheme.



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- b) A learner who is absent for the class test and has appeared for the assignment/s will be allowed to appear for the additional class test of 10 marks.
- c) A learner who has appeared for the class test but remains absent for the assignment/s will be allowed to appear for one additional assignment/class test for of 30 marks and the internal assessment will be calculated as out of 40 marks.
- d) A learners who is absent for the class test or one assignment as the case may be the learner will be allowed to appear for the additional class test/assignment and the internal assessment will be calculated as out of 40 marks.

The Additional Class Test (or viva examination) or Assignment must be conducted 15 days prior to the commencement of the Semester End Examination after following the necessary procedure and completing the formalities.

B) Semester End Examinations

Eligibility to Appear for Additional Semester End Examination:

- a) A learner who does not appear i.e. remains absent in some or all the courses on medical grounds or for representing the college/university in sports, cultural activities, or in the activities of NSS, NCC or sports training camps conducted by recognized bodies/competent authorities or for any other reason which is considered valid under exceptional circumstances and to the satisfaction of the Principal or the Head of the Institute OR fails in some or all the subjects is eligible to appear for the additional examination.
- b) A learner who does not appear for both the Internal Assessment and Semester End Examination shall not be eligible to appear for the additional Semester End Examination.
- c) The additional Semester End Examination shall be of two hours duration and of 60 marks per course. The learner shall appear for the course of the Semester End Examination for which he/she was absent or has failed. Learners who are punished under O.5050 are not eligible to appear for this additional examination.

B) Additional Semester End Examinations

Eligibility to Appear For Additional Semester End Examination:

- a) There will be one additional Semester End Examination for semester I, II, III and IV only for those who have failed or remained absent.



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- b) The absent learner will be allowed to appear for the examination by the head of the institution after following the necessary formalities subject to the reasons to the satisfaction of the head of the institution.
- c) A learner who does not appear i.e. remains absent in some or all the courses on medical grounds or for representing the college / university in sports, cultural activities, activities of NSS, NCC or sports training camps conducted by recognized bodies / competent authorities or for any other reason which is considered valid under exceptional circumstances and to the satisfaction of the Principal or the Head of the Institute OR fails in some or all the subjects is eligible to appear for the additional examination.
- d) This examination will be held 20 days after the declaration of results but not later than 40 days.
- e) The additional Semester End Examination shall be of two hours duration and of 60 marks per course. The learner shall appear for the course of the Semester End Examination for which he/she was absent or has failed. Learners who are punished under O.5050 are not eligible to appear for this additional examination.

A learner who does not appear for both the Internal Assessment and Semester End Examination shall not be eligible to appear for the additional Semester End Examination.

5.6 CALCULATIONS OF GPA & SGPA

5.6.1 Grade Point Average (SGPA Calculation)

Semester Grade point Average (SGPA):- It is the summation of product of Credit Points and Grade Points divided by the summation of Credits of all Courses.

$$SGPA = \frac{\sum CG}{\sum C} \text{ for a semester.}$$

Where G is grade and C is credit for Course.

5.6.2 Cumulative Grade Point Average (CGPA) for the Entire Course

$$CGPA = \frac{\sum CG}{\sum C} \text{ for all semesters taken together.}$$

- The total credits cover the core, elective, field work or extension activities, etc.



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- GPA is calculated at the end of each term after grades have been processed and after any grade have been updated or changed.
- Same criteria are to be followed for Individual assignment / Quizzes / Test / Unit Test / Tutorials / Practical / Projects/ Seminar.
- The teacher should convert his/ her marking in to the quality points and letter grade.

5.7 PERFORMANCE GRADING

The Performance Grading of the learners shall be on the TEN point system as under:

Marks	Grade Points	Grade	Performance
80 & above	10	O	Outstanding
70 to 79.99	9	A+	Excellent
60 to 69.99	8	A	Very Good
55 to 59.99	7	B+	Good
50 to 54.99	6	B	Above Average
45 to 49.99	5	C	Average
40 to 44.99	4	D	Pass
Less than 40	0	F	Fail

- *The performance grading shall be based on the aggregate performance of Internal Assessment and Semester End Examination.*

Note:

- The marks obtained by the student/s to be converted in to grade points and accordingly letter grade by the concerned teacher/s.
- The total credit covers the core, elective, field work or extension activities, soft skills etc.
- GPA is calculated at the end of each term after grades are processed and after any grade is upgraded or changed. Same criteria is to be followed for Internal assessment/quizzes/test/tutorial/practical project /seminar etc

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UNIT NO. 6

PROGRAMMES ALONG WITH THEIR CREDITS ASSIGNMENT UNDER THE FACULTY OF LAW

The course content of the Under Graduate Programme leading to LL.B. degree is such that the difficulty level of subjects is gradually raised to enable the learner to grasp all that is taught and also as a stepping stone to Post Graduate level study. The course content also incorporates non-core subject components aimed at all-round development.

6.1. SUBJECT COMPOSITION AT LL.B. LEVEL

There are Core subjects, non-core subject, non credit (add on) optional component, compulsory component / electives etc. The total credits cover the core, elective, field work or extension activities, soft skills etc.

Each core and elective course has 4 credits;

General applied component course have 2 credits each.

There is a project component (2 in number) for 2 credits in the last Semester.

6.2. SUBJECT GROUPS

The division of subjects prescribed for LL.B. and B.L.S.,LL.B Degree programmes is in four groups:

viz. **1. Non-Legal Subject Group** (Language and Social Sciences etc.)

2. Core Subject Group

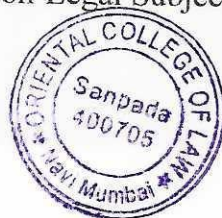
3. Electives Subject Group

4. Applied Component group

6.3. COMPOSITION OF THE SUBJECT GROUPS

6.3.1 Non-Legal Subject Group comprising Language and Social Science:

Unless and until further changed, modified or amended either on the recommendation of the U.G.C. or Regulatory Authority or the State Government or the University of Mumbai Non-Legal Subject Group shall comprise of:



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6.3.1 Part-I

- English-I
- Logic-I
- Economics

6.3.1 Part-II

- History
- Political Science-I
- Legal Writing and Legal Language

6.3.1 Part-III

- Political Science-II
- Sociology
- History of Court

6.3.1 Part-IV

- English-II
- Logic-II
- Political Science-III

6.3.2 Core subject Group:

Unless and until further changed, modified or amended either on the recommendation of the U.G.C. or Regulatory Authority or the State Government or the University of Mumbai Core Subject Group shall comprise of:

6.3.2 Part-I for Semester I of the 3 yrs and Semester V of the 5 yrs programmes

- Labour Laws
- Contract-I
- Torts and Consumer Protection Laws
- Legal Language including Legal Writing and General English

6.3.2 Part-II for Semester II of the 3 yrs and Semester VI of the 5 yrs programmes

- Law of Crimes
- Constitutional Law
- Family Law-I
- Environmental Laws



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6.3.2 Part-III for Semester III of the 3 yrs and Semester VII of the 5 yrs programmes

- Administrative Law
- Family Law-II
- Transfer of Property Act and Easement Act
- Company Law

6.3.2 Part-IV for Semester IV of the 3 yrs and Semester VIII of the 5 yrs programmes

- Jurisprudence
- Contract-II
- Land Laws

6.3.2 Part-V for Semester V of the 3 yrs and Semester IX of the 5 yrs programmes

- Cr. P.C.
- C.P.C. and Limitation Act
- Interpretation of Statutes
- Public International Law and Human Rights

6.3.2 Part-VI for Semester VI of the 3 yrs and Semester X of the 5 yrs programmes

- Alternative Dispute Resolution System
- Law of Evidence

6.3.3 Electives Subjects Group

Unless and until further changed, modified or amended either on the recommendation of the U.G.C. or Regulatory Authority or the State Government or the University of Mumbai the Elective Group shall comprise of:

6.3.3 Part-I for Semester IV of the 3 yrs and Semester VIII of the 5 yrs programmes

- Criminology
- Taxation
- Bankruptcy

6.3.3 Part-II for Semester VI of the 3 yrs and Semester X of the 5 yrs programmes

- Banking Law and Negotiable Instruments Act
- Law of Insurance
- Intellectual Property Law
- Conflict of Law



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- Law relating to Women and Children
- Law and Medicine

6.3.4 Applied Component Group

Unless and until further changed, modified or amended either on the recommendation of the U.G.C. or Regulatory Authority or the State Government or the University of Mumbai Applied Component Group shall comprise of:

6.3.4 Part-I for Semester I of the 3 yrs and Semester V of the 5 yrs programmes

- Practical Training-I

6.3.4 Part-II for Semester II of the 3 yrs and Semester VI of the 5 yrs programmes

- D.P.C.-I

6.3.4 Part-III for Semester III of the 3 yrs and Semester VII of the 5 yrs programmes

- Practical Training-II

6.3.4 Part-I for Semester IV of the 3 yrs and Semester VIII of the 5 yrs programmes

- D.P.C.-II

6.3.4 Part-II for Semester V of the 3 yrs and Semester IX of the 5 yrs programmes

- Practical Training-III

6.3.4 Part-III for Semester VI of the 3 yrs and Semester X of the 5 yrs programmes

- D.P.C.-III

6.4 SYLLABI

Unless otherwise modified or amended by the University as per the decision of its authorities or as per the directions given by the Government etc. the syllabi for the various subjects/courses shall be as follows:

- 1) Syllabi for all the subjects/courses in the Non-Legal Subject Group (Language and Social Sciences), Core Subject Group and Electives Subject Group shall be the same as is being presently followed and pursued for the programme
- 2) Syllabi for the subjects/courses of Practical Training-I, Practical Training-II and Practical Training-III shall be the same as is being presently followed for the programme for the present Practical Training-I, Practical Training-II and Practical Training-IV.



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- 3) The present subject/course of Practical Training-III is replaced by dividing the same into three different components of D.P.C-I, D.P.C.-II AND D.P.C.-III respectively for the semesters as is mentioned hereinabove. The syllabi for D.P.C-I, D.P.C.-II AND D.P.C.-III shall be as given in the Annexure-II to this Manual.

6.5 INSTITUTION SPECIFIC ADD-ON COMPONENT

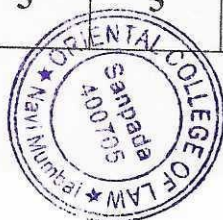
In addition to the above basic course content, affiliated colleges offering LL.B. and /or B.L.S.,LL.B. Degree programmes may augment the value of U.G, learners of University of Mumbai by offering add-on courses at first four semesters of the degree course. An indicative list is given below:

- (1) Add on component may be institution specific, non credit, letter grade course.
- (2) So also Non Grade, Selective Credit course (say on 'written assignment on Functions of a NGO /content analysis of an author's work/a project on contribution of a law in social engineering / a case study on a counseling center/ internet usage for law learning etc) may be an add on component.
- (3) Field Work may be may have 3 to 4 credits
- (4) For all the Institution Specific add-on components, the respective institutions may issue its own certificate.

6.6 COURSES STRUCTURE FOR BACHELOR OF LAWS PROGRAMMES

a) Courses structure for 3 years LL.B. Programme:

Particulars	1 st Sem	2 nd Sem	3 rd Sem	4 th Sem	5 th Sem	6 th Sem	Total
Non Legal Courses	-	-	-	-	-	-	0
Core Law Courses	4	4	4	3	4	2	21
Elective Law Courses	-	-	-	1	-	2	3
Applied Comp. Courses	1	1	1	1	1	1	6
Total	5	5	5	5	5	5	30



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b) Courses for 5 years B.L.S., LL.B. Programme:

Particulars	1 st Sem	2 nd Sem	3 rd Sem	4 th Sem	5 th Sem	6 th Sem	7 th Sem	8 th Sem	9 th Sem	10 th Sem	Total
Non Legal Courses	3	3	3	3	-	-	-	-	-	-	12
Core Law Courses	-	-	-	-	4	4	4	3	4	2	21
Elective Law Courses	-	-	-	-				1		2	3
Applied Comp. Courses	-	-	-	-	1	1	1	1	1	1	6
Total	3	3	3	3	5	5	5	5	5	5	42

The programme structure is defined as per the guidelines issued by the University Grants Commission and Bar Council of India to enable the learner to understand the various facets of law dealing with laws and different allied areas. The courses are prescribed to make the learner well versed with legal arena to enable him to practice law either in litigation or non-litigation areas as per his choice and to excel further in his career.

6.7 SYSTEM OF CREDIT ALLOTMENT

A) In the 3 Years LL.B. 5 years B.L.S.,LL.B. programmes, there are combinations of different courses as follows:

1. Non-Legal Courses Group (Language and Social Sciences)
 2. Core Courses Group
 3. Electives Courses Group
 4. Applied Component Courses group
- Students will have to successfully complete and pass in all the Non Legal Courses comprising Language Courses and Social Sciences Courses mentioned in 6.3.1 Part I and II above in the 1st year of the 5 years B.L.S.,LL.B. Programme.
- Students will have to successfully complete and pass in all the Non Legal Courses comprising Language Courses and Social Sciences Courses mentioned in 6.3.1 Part III-IV above in the 2nd year of the 5 years B.L.S.,LL.B. Programme.



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- In addition to the Eight Core Courses mentioned in 6.3.2 Part-I and Part-II above in the 1st Year of Three Years LL.B. and in the 3rd year of the Five years B.L.S.,LL.B. programmes, students shall also have to successfully complete and pass in -
 - i. Practical Oriented Applied Component Course (Practical Training -I) as shall be devised by the respective institution/college, as per the present course structure for Practical Training-I, in the 1st Semester of the Three Years LL.B. Programme and 3rd Semester of the Five years B.L.S.,LL.B. Programme, and
 - ii. Practical Oriented Applied Component Course (D.P.C.-I) consisting Non-Litigation Drafting (for 50 marks with 2 credits) based on the course structure mentioned in the Annexure-II written hereinbelow and Communication Skills (for 50 marks with 2 credits) as shall be devised by the respective colleges/institutions in the 2nd Semesters of the Three Years LL.B. Programme and 6th Semester of the Five years B.L.S.,LL.B. Programme.
- In addition to the Seven Core Courses mentioned in 6.3.2 Part-III and Part-IV above in the 2nd Year of Three Years LL.B. and 4th year of the Five years B.L.S.,LL.B. programmes, students shall also have to successfully complete and pass in-
 - i. Practical Oriented Applied Component Course (Practical Training-II) as shall be devised by the respective institution/college, as per the present course structure for Practical Training-II, in the 3rd Semester of the Three Years LL.B. Programme and 7th Semester of the Five years B.L.S.,LL.B. Programme, and
 - ii. One Elective Course out of the Courses mentioned in 6.3.3 Part-I in the 4th Semesters of the Three Years LL.B. Programme and 8th Semester of the Five years B.L.S.,LL.B. Programme, and
 - iii. Practical Oriented Applied Component Course (D.P.C.-II) of Non-Litigation Drafting / Conveyancing (4 credits) based on the course structure mentioned in the Annexure-II written hereinbelow, in the 4th Semesters of the Three Years LL.B. Programme and 8th Semester of the Five years B.L.S.,LL.B. Programme as mentioned in the Annexure-I written below.
- In addition to the Six Core Courses mentioned in 6.3.2 Part-V and Part-VI above, in the 3rd Year of Three Years LL.B. programmes and 5th year of the Five years B.L.S.,LL.B. programme, students shall also have to successfully complete and pass in-



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- i. Practical Oriented Applied Component Course (Practical Training-III) as shall be devised by the respective institution/college, as per the present course structure for Practical Training-IV, in the 5th Semester of the Three Years LL.B. Programme and 9th Semester of the Five years B.L.S.,LL.B. Programme, and
 - ii. Two Elective Law Course out of the Courses mentioned in 6.3.3 Part-II in the 6th Semester of the Three Years LL.B. Programme and 10th Semester of the Five years B.L.S.,LL.B. Programme, and
 - iii. Practical Oriented Applied Component Course (D.P.C.-III) of Litigation Drafting (4 credits) based on the course structure mentioned in the Annexure-II written hereinbelow, in the 6th Semester of the Three Years LL.B. Programme and 10th Semester of the Five years B.L.S.,LL.B. Programme as mentioned in the Annexure-1 written below.
- Examinations for Semesters 1, 2, 3 & 4 will be conducted by the colleges on behalf of the University; and examinations for Semester 5th & 6th (other than Practice Oriented Applied Components at Semesters 6) will be conducted by the University.
 - Credits of Courses earned by the learners at lower examinations are to be reported by the colleges to the University before the commencement of VI Semester Examination. However optional non credit letter grades, or non-grade Credits, if gained by the learner, will be declared by the colleges only in the respective Semester Mark sheets.
 - The examinations for the Applied Component Group Courses/Papers of the of the 3 years LL.B. programme and of the 5 years B.L.S.,LL.B. programme respectively shall be conducted by the respective college / institutions of their learners on behalf of the University and finalise their results as per the rules and regulations laid down by the University from time to time. The marks of the Applied Component Courses of learners appearing shall be submitted to the University by the respective colleges/Institutions before commencement of the next ensuing Even Semester's semester end examinations.
 - Credits earned by a learner at lower examinations in the lower semesters (i.e. in the semesters in the academic years earlier than the final year of the respective programme) earned by the learners are to be reported by the colleges to the University before the commencement of the Semester V of the three years LL.B. programme and before commencement of the Semester IX of the five years B.L.S.,LL.B. programme Examinations. However optional non credit letter



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grades, if gained by the learner will be declared by the colleges only in the respective Semester Mark sheets.

6.8 OVERRIDING EFFECT

All the rules and provisions made in this Manual on the various aspect of the education of law pertaining to the Three Years LL.B. Programme and the Five Years B.L.S.,LL.B. programme of the Mumbai University shall have overriding effect over all the regulations, rules and resolutions pertaining to education in law, syllabi, examination pattern, evaluation system, procedure and processes for declaration of the results of the examination in the above programme etc. passed and approved by the concerned authorities of the Mumbai University from time to time till now in so far as such regulations, rules and resolutions are inconsistent with the rules and provisions made in this Manual.

Acknowledgement

It is my pleasure to place on record my sincere thanks to all the Members of the Board of Studies in Law, Principals, Prin. Dr. Muralidhar Kurhade, Dean of the Faculty of Humanities and various College Principals and teachers who have contributed for finalization of this draft with their valuable suggestions. Special thanks to Prof. Dr. Ghatule, Director of the Board of Examination and Evaluation and all the staff of the University who constantly supported in finalizing the draft.

I wish to take this opportunity to express my gratitude to Hon'ble Vice Chancellor, Prof. Dr. Suhas Pednekar who has been the driving spirit behind the process of introduction of the system in the stream of Law in our University.

Dated

Prof. Dr. Rashmi Oza,
Head of the Department of Law, &
Chairperson of the BOS in Law
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Annexure - I

Programme/Course structure for the 3 years LL.B. Degree programme and
for the 5 years B.L.S., LL.B. Degree Programme

1. Non-Legal Subject Group (Language and Social Sciences etc.)

A) For the Sem-I (5 years B.L.S.,LL.B.) programme

- English-I
- Logic-I
- Economics

B) For the Sem-II (5 years B.L.S.,LL.B.) programme

- History
- Political Science-I
- Legal Writing and Legal Language

C) For the Sem-III (5 years B.L.S.,LL.B.) programme

- Political Science-II
- Sociology
- History of Court

D) For the Sem-IV (5 years B.L.S.,LL.B.) programme

- English-II
- Logic-II
- Political Science-III

2. Core Subject Group

A) For Sem-I (3 years LL.B. and Sem-V (5 years B.L.S.,LL.B.) programme

- Labour Laws
- Contract-I
- Torts and Consumer Protection Laws



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- Legal Language including Legal Writing and General English
- B) For Sem-II (3 years LL.B.) and Sem-VI (5 years B.L.S.,LL.B.) programme
- Law of Crimes
 - Constitutional Law
 - Family Law-I
 - Environmental Laws
- C) For Sem-III (3 years LL.B.) and Sem-VII (5 years B.L.S.,LL.B.) programme
- Administrative Law
 - Family Law-II
 - Transfer of Property Act and Easement Act
 - Company Law
- D) For Sem-IV (3 years LL.B.) and Sem-VIII (5 years B.L.S.,LL.B.) programme
- Jurisprudence
 - Contract-II
 - Land Laws
- E) For Sem-V (3 years LL.B.) and Sem-IX (5 years B.L.S.,LL.B.) programmes
- Cr. P.C.
 - C.P.C. and Limitation Act
 - Interpretation of Statutes
 - Public International Law and Human Rights
- F) For Sem-VI (3 years LL.B.) and Sem-X (5 years B.L.S.,LL.B.) programme
- Alternative Dispute Resolution System
 - Law of Evidence

3. Electives Subject Group:

- A) For Sem-IV (3 years LL.B.) and Sem-VIII (5 years B.L.S.,LL.B.) programme
- Criminology



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- Taxation
- Bankruptcy

B) For Sem-VI (3 years LL.B.) and Sem-X (5 years B.L.S.,LL.B.) programme

- Banking Law and Negotiable Instruments Act
- Law of Insurance
- Intellectual Property Law
- Conflict of Law
- Law relating to Women and Children
- Law and Medicine

4. Applied Component group:

A) For Sem-I (3 years LL.B.) and Sem-V (5 years B.L.S.,LL.B.) programme

- Practical Training-I

B) For Sem-II (3 years LL.B.) and Sem-VI (5 years B.L.S.,LL.B.) programme

- D.P.C.-I

C) For Sem-III (3 years LL.B.) and Sem-VII (5 years B.L.S.,LL.B.) programme

- Practical Training-II

D) For Sem-IV (3 years LL.B.) and Sem-VIII (5 years B.L.S.,LL.B.) programme

- D.P.C.-II

E) For Sem-V (3 years LL.B.) and Sem-IX (5 years B.L.S.,LL.B.) programme

- Practical Training-III

F) For Sem-VI (3 years LL.B.) and Sem-X (5 years B.L.S.,LL.B.) programme

- D.P.C.-III



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Annexure – II

Syllabus for the Course of D.P.C.-I, D.P.C.-II and D.P.C.-III
Sem-II (3 years LL.B.) and Sem-VI (5 years B.L.S.,LL.B.) programme

1. Letter for obtaining permission from a statutory authority;
2. Letter of Attornment;
3. Accountable receipt;
4. Promissory note;
5. Affidavit for change of name;
6. Declaration;
7. Adjournment Application in criminal matters;
8. Vakalatnama for High Court;
9. Vakalatnama for City Civil Court / District Court
10. Schedule of property – plot of land with structure thereon;
11. RTI Application,
12. Will;
13. Codicil;
14. General Power of Attorney;
15. Special Power of Attorney;



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Syllabus for the Course of D.P.C.-I, D.P.C.-II and D.P.C.-III
Sem-II (3 years LL.B.) and Sem-VI (5 years B.L.S.,LL.B.) programme

1. Public Notice;
2. Agreement for Sale;
3. Sale Deed;
4. Simple Mortgage;
5. English Mortgage;
6. Lease Deed;
7. Exchange Deed;
8. Gift Deed;
9. Leave and License Agreement;
10. Partnership Deed;
11. Franchise Agreement;
12. Indemnity Bond;
13. Board Resolution;
14. Memorandum of Understanding;
15. Confidentiality Agreement;
16. Registration of Documents;



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Syllabus for the Course of D.P.C.-I, D.P.C.-II and D.P.C.-III
Sem-II (3 years LL.B.) and Sem-VI (5 years B.L.S.,LL.B.) programme

1. Caveat;
2. Legal Notice – recovery of money for goods supplied;
3. Legal Notice – winding up under Companies Act, 1956;
4. Legal Notice – Section 138 of Negotiable Instruments Act;
5. Legal Notice for defective goods;
6. Plaint;
7. Notice of Motion & Affidavit in support thereof;
8. Chamber Summons & Affidavit in support thereof;
9. Written Statement;
10. Appeal;
11. Writ Petition – Article 226;
12. Winding up Petition;
13. Summary Suit;
14. Testamentary Petition for Succession Certificate;
15. Complaint for dishonor of cheque;
16. Consumer Complaint;
17. Bail Application;
18. Anticipatory Bail Application;
19. Petition for Divorce by Mutual Consent.



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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:



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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.



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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.



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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.



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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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UNIT 2:

BASIC CONCEPTS

2.1 OVERVIEW

In the last Unit, we have studied the rationale and advantages of introducing the Choice Based Credit System for any institution of higher education. While there is complete consensus among educationists and policy-makers about its need and importance, there is relatively less clarity about operationalising the system. The development of any comprehensive Choice-Based Credit System pre-supposes that there is complete conceptual understanding of the associated terms and their interpretation. These terms must not only be understood uniformly by all those using the system, but must also be well documented so as to facilitate provisions for learner mobility between two or more academic programmes within a single institution or across educational institutions within and outside the country. A review of the Credit Systems operating in many parts of the globe does indicate some nationwide variations in terms of the numerical values assigned to a single Credit Point, but the conceptual meanings of the related terms remain uniform across the board. In this Unit, an attempt has been made to explain some of the concepts that are central to the Choice-Based Credit System. The reader is advised to apply some of these terms in his/her own context and refine his/her understanding of the same.

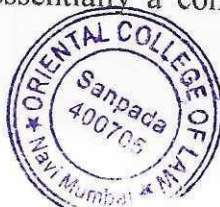
2.2 KEY TERMS (Terminology)

2.2.1 Programme:

A Programme is a set of courses that are linked together in an academically meaningful way and generally ends with the award of a Certificate or Diploma or Degree depending on the level of knowledge attained and the total duration of study. For example, Diploma Course in Intellectual Property Rights, LL.B., LL.M. etc. would be called as 'Programmes' at the Certificate, Diploma, Degree and Post Graduate Degree level respectively. Over the years, most of the Universities have been using the term 'Course' to indicate what is meant here by 'Programme'. In order to use common nomenclature, therefore, let us refer to LL.B., B.L.S.-LL.B., B.B.A.-LL.B., LL.M. as Programmes, and not Courses.

2.2.2 Course:

A 'course' in simple terms corresponds to the word 'subject' used in many Universities. A course is essentially a constituent of a 'programme' and may be



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conceived of as a composite of several learning topics taken from a certain knowledge domain, at a certain level. All the learning topics included in a course must necessarily have academic coherence, that is, there must be a common thread linking the various components of a course. A number of linked courses considered together are in practice form a programme.

2.2.3 Module and Unit:

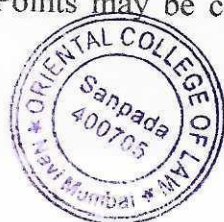
A course which is generally an independent entity having its own separate identity, is also often referred to as a 'Module' in today's parlance, especially when we refer to a 'modular curricular structure'. A module may be studied in conjunction with other learning modules or studied independently. While it is a common practice to treat a single course as an independent module, there are instances where in a single 'Unit' or a Topic within a course is treated as a Module. If this Unit can operate as a single separate entity, it may be called a 'Module'. Structuring the entire curriculum of a programme helps to provide a lot of flexibility and choice for the learner. He can then work out his own combination of courses as per his own inclinations.

2.2.4 Credit Point:

This has a reference to the 'Workload' of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures, counseling sessions, writing assignments, preparing for examinations, participating in Legal Aid activities etc. Generally, a system of assigning Credit Points (CP) for a single course is practiced in most countries across the globe. Credits assigned for a single course always pay attention to how many hours it would take for an average learner to complete a single course successfully. The fallacy of assigning credits to a course purely based on how many lectures needs to be avoided. Although there is no hard and fast rule regarding how many credit points a single course should have, by and large a course may be assigned anywhere between 3 to 8 credit points.

2.2.5 Credit Completion and Credit Accumulation:

Each module of an academic programme that has been assigned specific credit points also has a certain scheme of learner evaluation as well as certain specific criteria defining successful completion. Credit completion or Credit acquisition may be considered to take place after the learner has successfully cleared all the evaluation criteria with respect to a single course. Thus, a learner who successfully completes a course having 4 Credit Points may be considered to have collected or acquired 4



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credits. His level of performance above the minimum prescribed level (viz. grades / marks obtained) has no bearing on the number of credits collected or acquired. A learner keeps on adding more and more credits as he completes successfully more and more courses. Thus he 'accumulates' course wise credits.

2.2.6 Credit Bank:

The process of accumulating Credits over a period of time, leads to the idea of a 'Credit Bank'. Conceptually, a Credit Bank in simple terms refers to stored and dynamically updated information regarding the number of Credits obtained by any given learner along with details regarding the course/s for which Credit has been given, the course-level, nature, etc. In addition, all the information regarding the number of Credits transferred to different programmes or credit exemptions given may also be stored with the individual's history. In short, like a regular Bank, this would involve maintaining all the Credit-related transactions of an individual. Credit Banking, when practiced would go a long way in facilitating credit transfers and learner mobility.

2.2.7 Credit Transfer:

Apart from maintaining an account of credits acquired by a learner over a period of time for a wide range of courses, the main idea behind implementing the credit system is to make provision for learner mobility. Credit Transfer means that credits earned at one institution for one or more courses under a given programme are accepted under another programme either by the same institution or another institution. In practice this means that it is accepted that a certain chunk of learning has already been successfully completed by a learner. This acceptance of earlier acquired credits may be reflected in one of two ways:

- (i) Direct Performance Transfer, or
- (ii) Course exemption.

2.2.8 Performance Transfer:

When a learner who has successfully completed a certain academic programme, is allowed to transfer his past performance to another academic programme having some common courses, *performance transfer* is said to have taken place. In such cases, the grades or marks obtained by the learner in the common courses of the earlier completed programme are reflected unchanged in the new programme. Thus for example, if two academic programmes have three common courses, the grades



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(or marks) in each of them would be reflected in the same way when considering the new academic programme.

2.2.9 Course Exemption:

Occasionally, two academic programmes offered by a single university or by more than one university may have some common or equivalent course-content. The learner who has already completed one of these academic programmes is then allowed to skip these 'equivalent' courses when registering for the new programme. He is then 'exempted' from 're-learning' the common or equivalent content area and from re-appearing for the concerned examinations. It is thus taken for granted that the learner has already collected in the past the credits corresponding to the exempted courses.

2.2.10 Block Transfer:

This refers to a group of courses, such as a completed certificate or diploma programme that are accepted for transfer of credit into a degree programme.

2.2.11 Shelf Life:

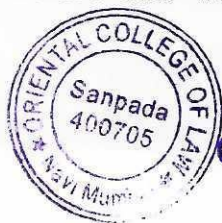
This has a reference to the time duration for which the content of a given course is relevant and is directly linked with the obsolescence of knowledge in a certain field. Some institutions have time limits for granting credit transfer. Courses with a short 'shelf life' are most common in areas such as Computer Science and Information Technology where dynamically updated curriculum is essential.

2.2.12 Transfer Agreement:

This is an agreement that may be made between two institutions (a sender and a receiver) that specifies how the sending institution's course or programme will be accepted (for transfer of credits) at the receiving institution.

2.3 DIMENSIONS OF CREDIT TRANSFER

Credit Transfer may be conceived of as operating along two planes: lateral (or horizontal) and vertical. When an individual having successfully completed the courses included in an academic programme at a certain level, is allowed to transfer his achievement in some of these courses to another same-level academic programme having these courses in common, this may be referred to as 'Horizontal or Lateral credit transfer'. This would mean in practice that credit transfer takes



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place between two certificate level programmes, two diploma level programmes, two degree-level programmes or two post-graduate level programmes. For example, a learner completing his B. Sc (Computer Science / Electronics) degree from Pune University may seek Horizontal / Lateral Credit Transfer for the common courses while securing admission to the B.C.A (Bachelor in Computer Applications) programme in the same university. 'Vertical credit transfer', sometimes referred to as 'Career Laddering' may be said to occur when an individual's performance in some courses within a certain academic programme at a particular level is carried over to a higher-level academic programme having these or equivalent courses in common. Making a provision for 'upward mobility' of the learner is the rationale behind this dimension of credit transfer. An example of this would be when in a conventional university, a learner completing a Diploma programme in Engineering gets direct admission to the Second Year in an Engineering degree programme, the credits obtained by him in the Diploma Programme should be brought over to the Degree Programme.

2.4 TYPES OF CREDIT TRANSFER

Besides the fact that credit transfer may operate along either of the two above-mentioned planes, it may also be seen as being of one of two types: intra-institutional or inter-institutional.

When the process of credit transfer takes place *within* a university or institution, it may be called intra-institutional credit transfer; on the other hand, when the credit transfer process operates *across two or more* institutions, this may be viewed as inter-institutional credit transfer. Both inter-institutional / intra-institutional credit transfer may operate across levels vertical or horizontal. Thus, the following four possible combinations of credit transfer emerge:

2.4.1 Intra-Institutional Lateral Credit Transfer:

This would be illustrated if there is movement from one Diploma/Degree to another at the same level in the same or related field within the same university.

2.4.2 Intra-Institutional Vertical Credit Transfer:

An example of this is seen in the case of a learner from Mumbai University who after completing a 3-year Diploma in Computer Science from MSBTE, gets admission directly to the Second year of the B. Sc. (IT) programme.



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2.4.3 Inter-Institutional Lateral Credit Transfer:

This would be illustrated in all cases of learners moving from one university to another for doing academic programmes at the same level viz. two different Diplomas or two different Degrees, etc.

2.4.4 Inter-Institutional Vertical Credit Transfer:

This is best illustrated if a learner who completes one year of the Bachelor of Law /Science programme at say, Babasaheb Ambedkar Marathwada University, Aurangabad gets admission directly to the Second year of the degree programme at Mumbai University subject to such conditions as required to complete the courses in Mumbai University in the previous programme years.

By and large, when implementing the different types of Credit Transfer as stated above, a simple thumb rule would be to directly reflect the grades/marks obtained for one or more courses that have been successfully completed for all cases of Intra-institutional Credit Transfer.

On the other hand, a convenient way to handle cases of Inter-Institutional Credit Transfer would be to grant Course Exemptions for the common or equivalent courses.

2.5 ISSUES TO BE ADDRESSED

Even though there are institutions as well as universities in the country that have implemented a Choice-Based Credit System, it must be recognized that there are issues that need to be handled through appropriate policy guidelines so as to ensure smooth implementation. Some of these are stated in the following.

- Need for using a common nomenclature e.g. 'Programme', 'Course', for all the academic offerings of the university.
- Arriving at a common meaning of the term Credit in strict numerical terms.
- Extent of content equivalence expected between two or more courses before considering them for credit transfer arrangements.
- Amount of permissible time lapse between the successful study of certain courses and the admission to courses/ programmes for which transfer is sought.
- Degree of 'openness' vs 'restricted entry' (like for instance, stipulating a minimum achievement level) to be exercised when considering vertical credit transfer.



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- Need to evolve uniform definitions of terms like 'Certificate', 'Diploma' and 'Degree' level programmes, both in terms of hours of study generally required as well as depth of content to be covered.
- Proportion of the total number of courses to be studied under a new programme that may be given the benefit of past collection of credits. (i.e. maximum number of credit points that may be considered under Credit Transfer at any given point of time for a given programme level.

These and other issues when worked out in detail will lead to the formulation of a full-fledged Credit Transfer Policy document that must be evolved by any university desirous of introducing the Choice-Cased Credit System. To sum up, it may, therefore, be emphasized that merely expressing courses offered in terms of Credit Points is not adequate for implementing the Choice-Based Credit System. Rather, a comprehensive exercise taking into account all the major implications of the system from the point of view of the learner must remain at the core of all activities in this regard.

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