

# Examination of MZU CBCS Regulation - 2012 in Terms of Attainment of CBCS Objectives

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**Abstract:** As mandated by the UGC, Mizoram University has implemented the CBCS system in its PG Programmes from 2012 and has already produced four batches of students under CBCS. As we know, CBCS has several unique features, which have to be thoroughly thought out and studied before implementing it; we can say that CBCS is taken up by Mizoram University without proper training or orientation for the students', teachers', head of the Department as well. This creates many problems and confusions for the teachers' as well as the students. The first two to three years has been a stage of experimenting and making adjustments to the new system. So, this paper deals with the presence or absence of salient or core features of CBCS in the CBCS implemented by Mizoram University. Vide its CBCS regulation-2012.

**Key Words:** Choice Based Credit System, Regulations, cafeteria approach, Credit, Grading System.

## 1. INTRODUCTION:

Mizoram University has drafted two regulations for Post Graduate programmes under CBCS, the first one in 2012 and the second one in the year 2015. There have been various modifications and changes in the second regulation; there has been a change in the course structure, modifications have been made. However, the present study has been confined on the various provisions under CBCS Regulation-2012 of Mizoram University in terms of its attainment of the objectives of CBCS.

### a) Uniform Grading System

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

### b) Cafeteria Approach in Selection of Courses

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

### c) Courses Offered and Grading System:

MZU offered three types of courses under its CBCS Regulation 2012, namely, Core Courses (CC), Soft Courses (SC) and Open Electives (OE). However, with the adoption CBCS Regulation-2015, the type of courses offered has increased to four, namely, Foundation Courses (FC), Core Courses (CC), Soft Courses (SC) and Open Electives (OE). This recommendation of UGC on the application of grade points and letter grades, to maintain fairness during assessments, has been implemented by the Mizoram University under its CBCS Regulation 2012 and CBCS Regulation 2015. The Mizoram University has already worked out and implemented its formulae for SGPA and CGPA. Besides it has also worked out the formula for conversion of CGPA into percentage.

### d) Investment of Time in Learning, Not in Teaching

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

and second half of the semester, respectively. And C3 relates to the end semester examination carrying 60 percent weightage, the time taken for learning and preparation for examination are not taken into consideration.

**e) Self-paced Learning**

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

**f) Learner Autonomy**

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

**g) Transferring of Credits**

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

**h) Amalgamation of Skills Development Courses in the Curricula**

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

**i) From Teacher-Centric to Learner-Centric:** The expected paradigm shifts from teacher-centric to learner-centric education is not yet visible under the CBCS adopted by Mizoram University. This is largely because of the fact that even after seven years of adoption of CBCS, the workload in the Mizoram University is still estimated on the basis of investment of time in teaching, not in learning.

**2. CONCLUSION:**

CBCS has been in practice in Mizoram University for almost seven years now, but at the same time, Mizoram University has not yet been able to successfully implement the CBCS in its full form due to various reasons like lack of infrastructure, shortage in number of teachers', long distance of the departments and no uniformity in open electives, sudden increase in the workload of academic departments and no proper training on CBCS on the part of different stakeholders. Though some criticisms are genuine some are unjustified. It may be too early to make judgment as to whether CBCS implemented by many universities in the country including the Mizoram University, is a step in the right direction for quality education and whether this paradigm shift will have a better impact on the students' performance; can be known only after a few cycles of implementation. Its effective implementation calls for organizational support, both human and physical and total devotion and commitment of all the stakeholders. ***"We may have to wait and watch whether the CBCS adopted by Mizoram University will be able to meet the essential requirements and objectives of CBCS as conceptualized by the UGC"***.

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