

Examination and Evaluation system at Undergraduate Level under CBCS

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Abstract

UGC established with the objective of quality in higher education for this it always efforts in the direction of efficiency and excellence in the Higher Education System of India. The main motive of system is to expand academic and co-curricular activities in higher education. UGC wants quality in all aspects, right from the curriculum to the learning-teaching process to examination and evaluation systems. However, so various methods are followed by different universities across the country towards examination, evaluation and grading system. India has diversity in all considering this diversity; the implementation of the choice based credit system seems to be a good system in assessing the overall performance of a student by one way like single grading system. Evaluation is an integral part of education as it is an instrument in identifying and certifying the academic standards accomplished by a student and projecting them also it is indicator of a student's performance. Thus it is a main duty of each University to ensure that evaluation system is carried out in fair manner. Now UGC recommends the new system of evaluation for ensuring checks and balances which would enable Universities effectively and fairly carry out the process of evaluation, assessment and examination. Today it's a need of the undergraduate students to keep up-to-date with development of higher education in India also knowledge of abroad education system. Choice based credit system for undergraduate aims to redefine the all aspects of curriculum keeping pace according to their wants with the liberalisation and globalisation in education system. It gives students an easy mode of mobility to various educational institutions spread across all over the world along with the facility of transfer of credits earned by undergraduate students.

Key words: Grading, Credit, Assessment

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Introduction

Every person is born with less or great talent, intelligence, creativity, interests etc. Each one deserves to get opportunity to nourish and nurture his/her talent. Human beings are blessed with Intelligence, creativity, a verity of interest etc. Education plays a vital role to nourish all the capacities, capabilities and creativity of human beings.

A few years back education was confined to specific stream viz. Science, Arts and Commerce etc. Arts students were bound to achieve in arts only and Science /Commerce students were also not allowed to cross boundaries of their streams, so with the career opportunities. CBCS provides a wide platform to the students to opt the subjects of their interest additionally.

Choice based credit system is wider step taken by UGC (which enhances and promotes educational liberalization of existing conventional higher education models). It provides the students to be knowledge seeker to solve the problem of learning by choosing their course according to their interest or need of their career among various courses for higher learning. The system follows a credit system which is attached to course components. It provides a list of elective, core and soft skill courses for learning. It measures various parameters of students like performance outcomes, innovation and creativity talents, communication skills and contact hours etc in other words we can say that it, not only opens pathways for learning opportunities, but also manifest learning aims and objectives. This system has a student centric approach for learning and acquiring higher education.

Objectives of CBCS are

- Need to raise level of higher education
- Provides better learning opportunities
- Fulfil the learner's scholastic needs and aspirations
- Helpful in Interuniversity transferability of learners
- Enhances the quality of education and excellence
- Flexibility to complete the course
- Standardization and comparability of educational programmes across the country

It helps in ensuring the uniformity in education system in terms of evaluation and assessment. It can be seen as a major shift from the teacher centred to learner centred education. The CBCS offers a buffet approach in which the students can choose courses of their own choice by way of picking subjects of their own interest viz. specializations/ electives, open elective, domain electives, non-teaching credit courses, foreign language. Thus complete freedom is

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provided to student in designing its own academic plan which he wants to undergo in the given semester as per minimum credit requirement.

The traditional or ordinary system of education didn't give flexibility to students. All course and content was predefined and was not up to date that's why students had not much scope of learning as per their interests.

Scope and Career Opportunities

Science students cannot get job opportunities in Commerce & Arts graduates cannot opt science field for their career.

Choice based Credit System gives solution to a large extent. It allows students to step out of their streams. A Science student if talented in music, May opt music and may nurture his /her talent but also gains additional qualification for his career scope widened, same with the other streams.

Sources of happiness and content

Apart from livelihood, when a person is given opportunity to flourish his interest and talents. He achieves real happiness and feels more contented with his life. A happy and contented person can contribute a lot to his society. On the other hand, if a person's interests are not satisfied and his creativity is snubbed, he may use his energy for destruction or criminal acts, which is big danger to the society.

Repair of wrong choice

Sometimes students choose their subjects or streams after their friends or parents interests and expectations. Later, they realize that they had a wrong choice. It is hard to restart and frustration prevails. The Movie "Three Idiots" expresses results & consequences. This kind of frustration, under the circumstances, a further losses his son in the movie. So the system is need of the hour. Now question arises, how the evaluation will be done?

As we know, evaluation plays a vital role in the field of education. Evaluation is directly related with teaching-learning process employed in the class-room situation. It helps the teacher and provides him with knowledge concerning the students' behaviour. He/She comes to know how for this teaching, the strength of his teaching give him confidence in the device used by him and his weakness prompt him to modify his methodology. It also helps the teacher in setting refining and classifying realistic objectives for each student. It helps him in determining, evaluation and refining the instructional techniques i.e learning activities. The teacher can use the result of evaluation to improve his classroom procedures for example, suppose he come to know that only 20% of the students are able to find the area of triangle. Now he realizes that he only demonstrated and the students have not understood individually.

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He then arranges individual to achieve the better understanding. Thus evaluation helps the teacher to schedule learning activities in any logical fashion.

Approaches of Credit Based Choice System are

- Learner Centric Approach
- Subject Categories
- Grading
- Ballot System
- Online System

Learner Centric Approach

Learner centric approach gives flexibility to students in learning to choose inter-disciplinary, intra-disciplinary courses, skill oriented papers (even from other disciplines according to their learning needs, interests and aptitude)

Subject Categories

It allows students the flexibility of selecting the subjects according to their needs, interests and aptitude. The subjects are categorized in to various groups.

Grading

It follows the semester pattern where two consecutive semesters (odd & even) constitute an academic year; Grading and evaluation of student performance in each subject takes place at the end of each semester. **In education grading** helps in the process of applying standardized measurements of different levels of achievement in a particular course. Grades can be assigned as letters A through F, as a range 1 to 6, as a percentage (total number of questions answered correctly), or as a number (total of 20 or 100).^[1]

In many countries, all grades from all current classes are averaged to create a **grade point average (GPA)** for the marking period. We calculate the GPA by taking the number of grade points a student earned in a given period of time of middle school through secondary school. In many universities GPAs are calculate for undergraduate and graduate students. The GPA can be used for assess and compare applicants potentialbility of employers or educational institutions. A **cumulative grade point average (CGPA)** is a complete calculation of the average of all. It is total earned points divided by the possible number of points. CGPA in grading system calculates complete education career of students.

Ballot System

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In Ballot system students can select the subject of their choice by dropping a paper with their name on it in bins of the relevant subject. This way the institution will be able to collect data on the preferences of the subject by students. This type of system is appropriate for a small group of students and become tedious confusing for a larger numbers of students.

Online System

An online system should ensure effective and easy implementation of the CBCS system it can improve, customize and make changes in the future.

System and Structure of CBCS provided by are

- Credits can be transferred if the student changes his/her branch of study.
- CBCS is a step towards moving away from numerical marking to grading.
- Grading minimizes the stigma of "fail".
- The credit based grading system is considered desirable because it facilitates student **mobility across institutions within the country and across other countries**. Potential employers can thus assess performance of students, judicially.

Structures of CBCS are

- CHOICE BASED - Choice of multiple courses
- GRADING - Marks secured is in letter grade format
- SEMESTER - Learner- Teacher Engagement Quotient can be measured/ identified semester-wise
- CREDIT - Class hours per week carries additional importance in credit system
- ASSESSMENT - In the form of class room attendance, Mid Term Tests etc; is continuous and wide-ranging.
- UGC has introduced a 10-point grading system as follows:

O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8

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B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

Credits are calculated keeping in mind the following components:

- Lecture (L)
- Tutorial (T)
- Practical (P)

The course may have all components of evaluation or combination of any two; listed above. Although CBCS system is tried and tested, it sometimes lacks accurate estimation of marks. Teachers are further challenged to keep pace with many courses. This system furthers confusion among students; as each student has a different timetable and course of study. Nonetheless, CBCS system is flexible and student - centric, this approach matches today's demands of the student/learner community.

Working system of CBCS system

- **Semesters:** The assessment is done semester wise. Progresses recorded On the basis of the courses taken by students rather than time like three years for science, arts, commerce or four years for engineering etc. Each semester will have divided into 15–18 weeks of academic work which is equal to 90 teaching days. On the course content and hours of teaching there is flexibility in creating the curriculum and assigning credits based.
- **Credit system:** A certain credit is given on the basis of each course is assigned. Students earn the credits which are based on that course when the student passes in course. A student

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does not have to repeat that course later if a student passes a single course in a semester.

According to his pace students can earn credits.

- **Credit transfer:** Students has the freedom to study fewer courses and earn fewer credits even when for some reasons, he cannot cope with the study load or if he falls sick. He can continue or compensate his/her courses in the next semester.
- **Comprehensive continuous assessment:** Continuous and Comprehensive evaluation is not done by the teachers but also by the student himself.

A Campus can do follow thing for implementation of CBCS system

Subject Selection by students:

Once the institution has finalized the subjects, credits, paring, pre-requisite courses etc, for the particular course, the data has to be uploaded in to the system. The system allows students to select the subject and teacher as per their interest.

Timetable Generation:

A time-table should be generated by the system for each students based on their subject selection when the subjects are selected by each student.

Attendance:

It reduces paperwork involved in maintaining attendance registers and the complication while calculating the total attendance percent for each student.

The online system should be able to generate the SGPA and CGPA based on the inputs received by the teachers of each subject the online system capable of printing mark sheets based on institutions requirements makes the work easier to access for universities and autonomous colleges.

Reports and Analytics:

This system should be able to generate report at any time to analyze the progress and effectiveness of implementation of the CBCS.

Store and Access past data:

In this way institutions can evaluate the effectiveness of implementation and improve upon their progress in the future.

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Recommendations by New Education Policy 2019

New Education Policy 2019 recommends assessment for development and not judgement: All assessment systems shall be decided by the HEI, including those that lead to final certification. The Choice Based Credit System (CBCS) of the current UGC will be revised and improved, in order to make clear the basic vision while leaving plenty of room for innovation and flexibility. HEIs should move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme – making the system fairer and outcomes more comparable. HEIs should also move away from high-stakes examinations towards more continuous and comprehensive evaluation. Assessment will be comprehensive along all aspects of learning and would be designed to reflect learning experiences along with learning outcomes. Students should be assessed not only on academic aspects but also on the broad capacities and dispositions that are the goals of liberal education. Assessment must provide a basis for frequent reflection by students to assess their progress, and by faculty to further improve the quality of learning the purpose of assessment must not be to label or rank but to identify areas of strength and areas that need improvement, as students move towards attaining the outcomes defined for their programme. A range of tools and processes for assessment should be used for this purpose, e.g. peer and self-assessment, portfolios, assignments, projects, presentations, and dissertations. The criteria and rubrics for assessment must be determined in a collaborative manner by the faculty and shared with students.

Conclusion:

No doubt that India at present needs a change in the education system and it must be better than the education system of most of the developed countries. Annual system of assessing the student is also no longer recommended as the students study just at the end of the year to clear exams without gaining knowledge. CBCS, on the other hand, is a flexible system in which there is a more academic involvement of students.

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