

## MULTIPOINT ENTRY AND CREDIT SYSTEM (MPECS)

### Introduction

NITTTR Bhopal helped the Directorate of Technical Education and Board of Technical Examinations in launching its new innovation Multipoint Entry and Credit System (MPECS) in 1987. Based on the implementation scheme provided in the project document, design and development of detailed curricula in 155 courses were completed between 1987 and 1990 in collaboration with NITTTR Bhopal. The establishment of guidance and counselling units, conduct of in-house orientation programmes, preparation of laboratory workbooks, conduct of content updating programmes on newly introduced courses, preparation of a plan for implementation of MPECS, printing of curricula research study on assessment analysis etc. were done in collaboration with NITTTR Bhopal. In 1989 a new programme of Diploma in Water Resources Engineering was designed for the Govt. polytechnic at Bhuj.

The World Bank Assistance Project (WBAP) report of Gujarat state included the introduction of more than 10 diversified programmes during the project period. The Directorate and the Board educated the other 8 states in Phase I of the World Bank Assisted Project in introducing flexibility in Technical Education through a 3-day seminar conducted in Ahmedabad. This motivated some other states under WBAP to launch Multipoint Entry and Credit System in selected polytechnics.

### Outcomes and Necessary Changes Implemented

#### i. MULTI POINT ENTRY

Students who passed 10+ 12+, 10+ ITI, 10+ Tech., 12+ Tech., 12+ Vocational etc., were admitted and exemption of credits granted as per entry level.

#### ii. DURATION FOR DIPLOMA PROGRAMME

2 to 3 years as per the level of entry

#### iii. FLEXIBILITY IN OFFERING THE COURSES (SUBJECTS)

Choices and alternatives available to students through offering of new courses. This may increase number of classes – each class with a smaller number of students.

#### iv. STAGGERED TIMINGS

Due to flexibility and options, institution workings were staggered. Working hours were rescheduled as time span for daily working were extended.

#### v. ADDITIONAL RESOURCES

Marginal additional resources and reorganisation of student's services and record keeping was done.

#### vi. CRITICAL COURSES (SUBJECTS) IN ALL SEMESTERS

Certain critical subjects were offered in all semesters.

#### vii. EFFECTIVE RECORD SYSTEM

A reliable MIS was established to keep relevant records of admissions and examinations.

#### viii. CHANGES AT EXAMINATIONS BOARD

To match with the provisions and objectives of the MPECS, the record system and result declaration system were modified at the Board level. Curriculum development activities of the Board were also strengthened to introduce new courses to revise curricula and structure and to bring about examination reforms. A reliable record system and organisation of sections was introduced.

#### ix. GUIDANCE & COUNSELLING (G & C) CELL

Due to inherent character of flexibility in MPECS i.e. choice of courses, choice of route, choice of timings, choice of alternatives, choice of programmes etc., proper guidance and counselling services to students was necessary and a G & C cell was established at each institution. Following functions of the Guidance & Counselling (G&C) unit were envisaged:

- Educating entrants about the structure and operation of the MPECS.
- Guiding entrants for the first/ Initial as well as subsequent registrations, exemptions and choice of courses.
- Counselling students, who wish to withdraw/ change courses already registered.
- Maintaining individual records of progress of students through the programme.
- Advising for each term.
- Providing academic profile of each student's department as well as course tutor and related database.
- Furnishing/ gathering data regarding results to/from the Technical Examinations Board and feeding data to the computer system.
- Conducting studies on entry categories/ course choices/ performance in various courses.
- Developing and maintaining a data base on entry levels/ characteristics/programme duration/pass rate/ employment etc.
- Gathering data from industry and providing information on career opportunities to students.

This unit, for its effective functioning had representation from all Departments, the programmes of which were offered under the proposed flexible system. Most of the work done by the student section in each institute came within the purview of this unit. This unit had peak working loads only prior to and during admissions, immediately after declaration of results and during registration. Deploying faculty from respective departments helped in implementing the system effectively and efficiently. Following was the structure of this unit.

- One or more faculty members from each department, depending upon magnitude of work, one of them acting as a coordinator.
- Secretarial services through retraining of existing office and departmental staff.
- Computer hardware and software services as per need.