

## Current Higher Education Grading Practices in India

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## Introduction

Prior to 2015, Indian universities operated under a high-stakes, exam-based education system with a focus more on rote memorization than on the development of analytical and critical learning skills. This traditional system used a system of marks out of 100 – a percent scale – in which marks function not only as grades, but weight as well. An example of this would be that a mark (grade) of 70/100 (70%) would be a higher grade than a mark (grade) of 70/150 (47%). The subject out of 150 also carried half-again as much weight, or credit, as the subject out of 100. After a series of strategic planning commissions and reports, it was recommended that Indian universities shift away from the marks-based and toward the credit-based higher education models to bring their institutions more in line with global standards. Part of this reorganization included the introducing the Choice-Based Credit System (CBCS) and adopting a 10-point grading scale. While the CBCS grading scale intended to establish uniformity in grading, reviewing examples of this scale at different institutions shows a wide variability of usage of the 10-scale, with variations in corresponding letter grades and descriptors. With a new influx of Indian applicants seeking graduate study in the United States, international credential evaluators at U.S. colleges and universities had to learn about the new Indian system quickly. This white paper seeks to describe the new system—its changes to grades and measures of weight, and to help U.S. credential

evaluators navigate with confidence the variety of ways that Indian universities have chosen to implement the 10-scale, making customizations while still adhering to the spirit and intent of the scale mandated by the University Grants Commission (UGC). By paying careful attention to the grading scales at Indian institutions and familiarizing themselves with the 10-scale, U.S. international credential evaluators will be able to ensure accurate interpretations and conversions of Indian students' grade point averages.

### **Background and History**

India's *National Knowledge Commission (NKC) Report to the Nation* (2006-2009) highlighted a number of focus areas "in order to bring about quality and transformational change in Indian higher education" (Vishal, 2023). The NKC called for numerous recommendations and initiatives related to education "as a central instrument for achieving rapid and inclusive growth with specific emphasis on expansion, excellence and equity" (Government of India, 2007). The Commission acknowledged the importance of higher education and the need for a "systematic overhaul, so that India can educate much larger numbers without diluting academic standards" (Government of India, 2009). Among their recommendations was creating Higher Education Institutions (HEIs), including establishing 50 national universities to expand to approximately 1,500 universities throughout the country.

The NKC recommended additional higher education reforms such as curriculum revisions, assessments, and the introduction of credit-based programs.

Modeled after British-patterned education, Indian colleges and universities operated initially under the teacher-centric, annual exam or marks-based model, which tested memory rather than understanding and critical thinking. Furthermore, the rigidity of the marks-based system prevented student mobility, making the process of transferring between institutions a challenge, if not impossible. The NKC recognized the challenges of this system, citing that it “stifles the teaching-learning process” and offers too few options for students (Government of India, 2009). Additionally, course content and syllabi remained stagnant and in need of revisions. As such, the NKC also encouraged the adoption of course credits offering more flexibility and a uniform grading scale plus recommendations to revise curricula.

In 2015, under the recommendations of the NKC, the UGC mandated that colleges and universities adopt the CBCS in line with higher education institutions globally. Under the CBCS, students are offered a wider variety of courses that consist of core, elective, and soft skills (Biswas, 2018). The CBCS transitioned colleges and universities from yearly, marks-based courses to semesterly under a uniform grading scale. The marks-based system “obstructs the flexibility for students to

study the subjects/courses of their choice” (UGC, 2015), while the CBCS allows students to explore additional courses “for holistic development of an individual” (UGC, 2015). The marks-based system put undue pressure on students to perform well at the end of their studies, resulting in graduates lacking the critical thinking skills necessary in a competitive global economy (Mondal and Mallick, 2024).

In implementing the new CBCS, the UGC also mandated that colleges and universities transition away from numerical percentage marks to grading. The adoption of this scale was promoted to offer more uniformity and a more realistic assessment of the student’s abilities. Table 1 below demonstrates the original 10-point scale as mandated by UGC:

**Table 1:**
*UGC-Mandated 10-Point Scale*

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

*Source:* University Grants Commission. “Minimum Course Curriculum for Undergraduate Courses Under Choice Based Credit System.” University Grants Commission. 2015. Accessed June 19, 2024, [https://www.ugc.gov.in/pdfnews/8023719\\_guidelines-for-cbcs.pdf](https://www.ugc.gov.in/pdfnews/8023719_guidelines-for-cbcs.pdf).

From “Minimum Course Curriculum for Undergraduate Courses Under Choice Based Credit System,” by University Grants Commission, 2015, University Grants Commission. ([https://www.ugc.gov.in/pdfnews/8023719\\_guidelines-for-cbcs.pdf](https://www.ugc.gov.in/pdfnews/8023719_guidelines-for-cbcs.pdf)).

**Significance of the 10-Point Scale Overhaul**

Prior to 2023, China sent the most international students to the United States for the last 15 years (Fischer and Bauman, 2023). But now the tides have changed, and India is the number one sending country for international students (Fischer and Bauman, 2023). As of Fall 2023, 320,000 people from India had active student visas

versus 254,000 people from China with active student visas (Fischer and Bauman, 2023). This marks a significant upswing in Indian students coming to the United States, and many are graduate students. Over 75% of the students from India are those entering a graduate program (Fischer and Bauman, 2023). More than half of India's 1.4 billion citizens are under 30, and the higher education system has struggled to offer enough seats at university for everyone who is interested and qualified to attend (Fischer and Bauman, 2023).

India is still grappling with changes to the 10-point scale, such as making it more uniform and dealing with universities that refuse to change to the new scale.

However, this paper focuses more on the impact on credential evaluators in the United States. Universities in the United States must be prepared for more and more students with undergraduate transcripts (mark sheets) on the 10-point scale from Indian HEIs. During this time of transition to the new scale, universities must create new policies that allow for some flexibility, as not all Indian universities adopted the new scale. There are some small differences in the scales, as the interpretation of how to adopt the 10-point scale is not universal. With hundreds of thousands of Indian graduate students coming to the United States, there is a renewed responsibility for U.S. institutions to help those making admissions decisions by correctly interpreting the 10-point grading scale.

## Challenges for Credential Evaluators

As hinted at in the last paragraph, credential evaluators face some specific challenges related to the new changes in the Indian higher education grading system. The COVID-19 pandemic presented difficulties across higher education. Different regions of India could have experienced outbreaks of COVID-19 at different times. It is not uncommon to find transcripts/mark sheets with missing semesters due to universities being closed or students being ill. It is advisable to ask for more information if an explanation is not offered on the transcript/mark sheet.

The next issue that can present a challenge for credential evaluators is that of three-year versus four-year bachelor's degrees. Some bachelor's degrees are only three years in length in India. This leads to many questions about whether those three-year degrees should be accepted as full bachelor's degrees in the United States. This can be especially challenging since universities have no general consensus yet about how to handle these situations. There are also older credentials under the old system still being used for graduate school applications. Credential evaluators must know how to convert the old system to the U.S. 4.0 scale.



Finally, India is a huge country with many different degree-granting institutions. The quality of the education offered differs, and it can be hard to determine if an institution has prepared a student to continue with graduate education. These are just some of the many challenges that credential evaluation professionals experience related to the Indian higher education grading scales.

### **Examples and Guidance for Credential Evaluators**

The implementation of the CBCS offers curricular flexibility for students, a more student-centered model of learning, and brings Indian HEIs in line with countries throughout the globe. However, the UGC's grading mandate never explained how colleges and universities should convert their marks-based grades to the 10-point scale. While the CBCS grading scale was implemented for uniformity, credential evaluators will note wide variability among institutions. As the samples provided below will demonstrate, while universities utilize the 10-point scale, many lack the uniformity the UGC emphasizes .

Although marks-based grading has been phased out of many Indian HEIs, some universities still continue to grade based on marks, and credential evaluators may encounter older transcripts/mark sheets from when marks were still in use. Table 2

below shows percentage marks and AACRAO EDGE’s recommended U.S. grade conversion:

**Table 2**

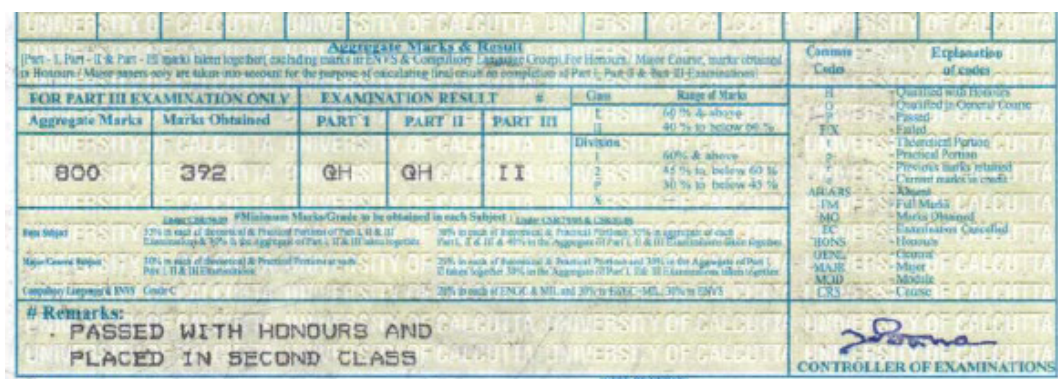
Indigenous Grade Percentage	Indigenous Grade Classification	Suggested U.S. Equivalence
70 — 100%	Distinction	A
60 — 69%	First Class	A
45 — 59%	Second Class	B
**35 — 44%	Pass Class	C

Note: AACRAO EDGE recommended percentage grading scale equivalencies. From “India Grading Scales,” by AACRAO, 2024, AACRAO EDGE. (<https://www.aacrao.org/edge/country/grading/india>).

Authors’ Note: \*\*Minimum passing marks differ based on program or university.

**Figure 1**

*Snippet from an Indian mark sheet.*



UNIVERSITY OF CALCUTTA				UNIVERSITY OF CALCUTTA		UNIVERSITY OF CALCUTTA		UNIVERSITY OF CALCUTTA		
Aggregate Marks & Result										
FOR PART III EXAMINATION ONLY										
Aggregate Marks	Marks Obtained	EXAMINATION RESULT			Class	Range of Marks	Code	Explanation of codes		
		PART I	PART II	PART III						
800	392	QHS	QH	CALL II	II	40 % to below 60 %	EX	Failed		
# Remarks: PASSED WITH HONOURS AND PLACED IN SECOND CLASS										

Using the example in Figure 1, to calculate the student’s final grade for the year, evaluators should take the marks obtained divided by the aggregate marks, in this case, 392/800. In this example, the student achieved marks in the 49th

percentile for the year passed, equating to roughly a B average on the U.S. scale, as shown in the AACRAO EDGE recommended scale in Table 2.

Table 3 is AACRAO EDGE’s recommended equivalency for the CBCS grading scale as mandated by the UGC. The equivalency also lists the degree classifications which some universities will list on the student’s transcripts/mark sheets.

**Table 3**

Indigenous Grade			Indigenous Grade Classification	Suggested U.S. Equivalence
O	Outstanding	10	First Class with Distinction (70-100%)	A
A+	Excellent	9		
A	Very Good	8		
B+	Good	7	First Class (60-69%)	B
B	Above Average	6	Second Class (50-59%)	
C	Average	5	Third (Pass) Class (40-49%)	C
P	Pass	4		
F	Fail	0	-	F
Ab	Absent		-	

Note: AACRAO EDGE recommended CBCS grading scale equivalencies. From “India Grading Scales,” AACRAO, 2024, AACRAO EDGE.

(<https://www.aacrao.org/edge/country/grading/india>).

The following examples will demonstrate the 10-point CBCS scale and institution variability . Table 4 shows this example from CVR College of Engineering, an autonomous institution affiliated with Jawaharlal Nehru Technological University. The institution includes the percentage of marks secured along with how they align

with the CBCS grading scale. Note that 60% and above qualifies as an 8 or A at this institution, however, per AACRAO EDGE's recommendation, any mark less than 60% would be considered a 7 or a B+ on the indigenous grading scale. This is an important feature as not all institutions will include the percentage of marks secured on their grading scales. As such, it is important to always note the numerical equivalent on the 10-scale when assessing a candidate's GPA.

**Table 4**
**CVR College of Engineering grading scale**


<b><i>% of Marks Secured (Class Intervals)</i></b>	<b><i>Letter Grade (UGC Guidelines)</i></b>	<b><i>Grade Points</i></b>
<b>80% and above ( ≥ 80% , ≤ 100% )</b>	<b>S (Outstanding)</b>	<b>10</b>
<b>Below 80% but not less than 70% ( ≥ 70% , &lt; 80% )</b>	<b>A<sup>+</sup> (Excellent)</b>	<b>9</b>
<b>Below 70% but not less than 60% ( ≥ 60% , &lt; 70% )</b>	<b>A (Very Good)</b>	<b>8</b>
<b>Below 60% but not less than 55% ( ≥ 55% , &lt; 60% )</b>	<b>B<sup>+</sup> (Good)</b>	<b>7</b>
<b>Below 55% but not less than 50% ( ≥ 50% , &lt; 55% )</b>	<b>B (above Average)</b>	<b>6</b>
<b>Below 50% but not less than 45% ( ≥ 45% , &lt; 50% )</b>	<b>C (Average)</b>	<b>5</b>
<b>Below 45% but not less than 40% ( ≥ 40% , &lt; 45% )</b>	<b>P (Pass)</b>	<b>4</b>
<b>Below 40% ( &lt; 40% )</b>	<b>F (FAIL)</b>	<b>0</b>

From “Academic Regulations-2015 Choice Based Credit System (CBCS) B.Tech. Programmes,” by CVR College of Engineering, 2024, . CVR College of Engineering. (<https://cvr.ac.in/home4/BTech%20academic%20regulations.pdf>).

On the transcript/grade report/mark sheet, note that the percentage marks and grade points are not displayed, but the letter grade and the corresponding credits are displayed. The cumulative grade point average (GPA) listed at the bottom shows that the student obtained a 7.19, which corresponds to a B+ at this institution and on the CBCS scale. Based on AACRAO EDGE’s recommendation, a 7.19 would put the student in the A range. Credential evaluators should carefully note the grade point instead of the letter grade when determining a candidate’s overall GPA.

## Figure 2

CVR College of Engineering mark sheet




## CVR COLLEGE OF ENGINEERING

(An UGC Autonomous Institution)

Affiliated to Jawaharlal Nehru Technological University Hyderabad, Hyderabad

Vastunagar, Mangalpalli (V), Ibrahimpatnam (M), Ranga Reddy District - 501 510, Telangana, India

COLLEGE CODE | 88



### GRADE SHEET

Serial No.: [REDACTED]

Hall Ticket No.: [REDACTED]

Examination : B.Tech III YEAR II SEM MAIN (R18)

Branch : CSE ( DATA SCIENCE )

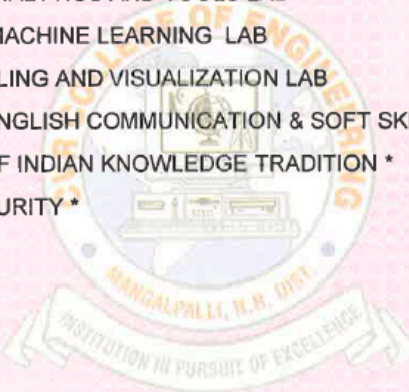
Name : [REDACTED]

Father's Name: [REDACTED]

Mother's Name: [REDACTED]

Month & Year of Exam: [REDACTED]

S. NO.	SUBJECT CODE	S U B J E C T T I T L E	Grade	Credits
1	65366	DATA MINING AND MACHINE LEARNING	B	3
2	65367	DATA ACQUISITION AND STORAGE TECHNOLOGIES (DAST)	A	3
3	65368	BIG DATA ANALYTICS AND TOOLS	B	3
4	68352	MANAGERIAL ECONOMICS AND FINANCIAL ANALYSIS	B+	3
5	65369	ARTIFICIAL NEURAL NETWORKS	B	3
6	65386	BIG DATA ANALYTICS AND TOOLS LAB	A+	1.5
7	65387	DAST AND MACHINE LEARNING LAB	A+	1.5
8	65388	DATA HANDLING AND VISUALIZATION LAB	A+	1
9	68382	ADVANCE ENGLISH COMMUNICATION & SOFT SKILLS LAB	A	1
10	68351	ESSENCE OF INDIAN KNOWLEDGE TRADITION *	P	--
11	67358	CYBER SECURITY *	P	--



Subjects Registered : 11	Appeared: 11	Passed : 11	Total Credits:	20.0
Semester Grade Point Average (SGPA)				7.15
Cumulative Grade Point Average (CGPA)				7.19

\* Marks obtained in the course will not be included in calculation of SGPA & CGPA

The next example in Figure 3 shows the grading scale and corresponding cumulative GPA from Presidency University, a private institution.

### Figure 3

*Presidency University grading scale listed on its mark sheet*

**(Extracts of Academic Regulations)**

The performance is given in letter grades O, A+, A, B+, B, C, D, F. Each of these letter grade has qualitative meaning and grade point as follows:

Letter Grade	O	A+	A	B+	B	C	D	F
Qualitative Meaning	Outstanding	Excellent	Very Good	Good	Above Average	Average	Pass	Fail
Grade Point	10	9	8	7	6	5	4	0

This university follows the CBCS and AACRAO recommended scale with one exception: where AACRAO EDGE recommends a 4 equates to a P or passing grade, this Indian university considers a 4 a D grade. While it also notes that the 4/D equates to a passing grade, U.S. faculty reviewing this transcript/mark sheet, shown in Figure 4, with “D” may be misled to assume that the student performed poorly in the course. Like the previous example, this transcript/grade report/mark sheet displays the letter grade obtained for each course completed. Regardless, this student obtained a cumulative GPA of 7.54, putting them in the A range for U.S. grading per AACRAO EDGE’s recommendations.

### Figure 4

Presidency University semester grade card



# PRESIDENCY UNIVERSITY

Presidency University Act, 2013 of the Karnataka Act No. 41 of 2013 | Established under Section 2(f) of UGC Act, 1956  
 Approved by AICTE, New Delhi

Bengaluru, Karnataka - 560 064, India

## GRADE CARD

End Term Final Examinations, [REDACTED]  
 Sixth Semester B.Tech (Computer Science and Engineering)

Student Name: [REDACTED] Batch: [REDACTED]  
 UID Number: [REDACTED] Roll Number: [REDACTED]  
 Father's Name: [REDACTED] Mother's Name: [REDACTED]

Course Code	Course Name	Credits	Grade
CSE2013	Cloud Computing	3	A
CSE2014	Software Engineering	3	B+
CSE2052	Distributed System	3	B+
CSE3078	Cryptography and Network Security	3	B+
CSE3082	Object Oriented Analysis and Design	3	B+
CSE3150	Front End Full Stack Development	3	B
CSE3151	JAVA Full Stack Development	3	B+
MGT 113	Digital Entrepreneurship	3	A
PIP 101	Professional Practice I	5	A+
SIC 502	Social Immersion Course	-	S

**Credits Registered / Completed:** 29 / 29      **SGPA:** 7.45  
**Cumulative Record :**  
**Credits Registered:** 146  
**Credits Completed:** 146  
**CGPA:** 7.54

The example in Figure 5 is from St. Stephen's College. The institution operates under the same grading scale and numerical/letter system as Presidency University.

**Figure 5**

*St. Stephen's College grading scale listed on its mark sheet*

O: Outstanding, A+: Excellent, A: Very Good, B+: Good, B: Above Average, C: Average, D: Pass, F: Fail, AB: Absent, NA: Not Available.



Unique to this college, however, is the inclusion of both the grade letter and the grade point on the student's transcript.

**Figure 6**

St. Stephen's College academic transcript

**ACADEMIC TRANSCRIPT**

This is to certify that [REDACTED] was a bonafide student of B. A. (Honours) History, a three year degree course under CBCS mode of the University of Delhi, offered by St. Stephen's College from [REDACTED]. The credit points obtained by her in all six semesters of the University Examinations under Examination Roll No. [REDACTED] and U Enrollment No. [REDACTED] are as follows:

Paper Code	Paper Name	Paper Type	Sem	Credit	Grade Letter	Grade Point	Credit Point
12311101	Social Formations & Cultural Patterns of The Ancient World-I	CORE	I	6	O	10	60
12311102	History of India-I	CORE		6	O	10	60
12325903	Feminism: Theory & Practice (Swapped by Women, Power & Politics)	GE		6	A	8	48
72032801	English-A	AECC		4	A+	9	36
12105201	Formal Logic	GE		6	A+	9	54
12311201	Social Formations & Cultural Patterns of The Ancient & Medieval World -II	CORE	II	6	B+	7	42
12311202	History of India-II	CORE		6	A+	9	54
72182801	Environmental Science	AECC		4	A+	9	36
12311301	History of India -III (C750-1206)	CORE	III	6	A	8	48
12311302	Rise of Modern West-I	CORE		6	A	8	48
12311303	History of India -IV (C1206-1550)	CORE		6	B+	7	42
12313903	Archives & Museums	SEC		4	A	8	32
12325901	Nationalism in India	GE		6	B+	7	42
12311401	Rise of The Modern West- II	CORE		6	A	8	48
12311402	History of India-V (C. 1550-1605)	CORE	IV	6	B+	7	42
12311403	History of India-VI (C. 1750-1857)	CORE		6	B	6	36
12313902	Art Appreciation: An Introduction to Indian Art	SEC		4	B+	7	28
12105401	Bio Ethics	GE		6	B+	7	42
12311501	History of Modern Europe – I (s.1780-1939)	CORE	V	6	B+	7	42
12311502	History of India- VII (C. 1605-1750)	CORE		6	B+	7	42
12317501	History of USA-I (C-1776-1860s)	DSE		6	A	8	48
12317505	History of Modern East Asia-I (S1840-1919)	DSE		6	B	6	36
12311601	History of India- VIII (C. 1857-1950)	CORE		6	B+	7	42
12311602	History of Modern Europe -II (C1780-1939)	CORE	VI	6	B	6	36
12317601	History of USA-I (C-1860S-1945)	DSE		6	B	6	36
12317605	History of Modern East Asia-II (1868-1945)	DSE		6	A	8	48

Part/Year	Semester	Total Credit	Total Credit Point	SGPA	CGPA
First	I	22	504	9.27	8.86
	II	22	186	8.45	
Second	III	28	212	7.57	7.29
	IV	28	196	7	
Third	V	24	168	7	6.88
	VI	24	162	6.75	

This student's final GPA was 6.88, which would put them in the B range based on AACRAO EDGE's recommended grade equivalency.

Other institutions have adopted the 10-point scale but have diverged significantly from the UGC's recommended rubric. Below is an example from a Master of Technology (M.Tech.) transcript/grade report/mark sheet from the Indian Institute of Technology, Madras (IIT Madras).

### Figure 7

*Indian Institute of Technology, Madras, grading scale listed on its mark sheet*

Grade		Remarks
Code	Points	
S	10	---
A	9	---
B	8	---
C	7	---
D	6	---
E	4	---
U	0	---
P	0	Pass
F	0	Fail
W	0	Failure due to insufficient attendance in course
I	0	Incomplete
R	0	Grade will be awarded in next semester
X	0	Completed NSO / NCC / NSS requirements
Y	0	Incomplete (in NSO / NCC / NSS)

While the other examples list O for “Outstanding” as the corresponding letter grade for 10, this institution utilizes S for “Superior.” IIT Madras also lists the numerical and letter grades on the transcript; however, faculty unfamiliar with this grading system may misinterpret the S to mean “Satisfactory.” IIT Madras also equates the 8-point grade to a B, while the UGC’s original scale equates it to an A. AACRAO EDGE’s recommended equivalent in this case would be an A; however, a faculty member may focus solely on the letter grade instead of the numerical equivalent. Similarly, this institution lists a 6 as a D, equating to a B on AACRAO EDGE’s recommended equivalent.

**Figure 8**

IIT Madras M.Tech. transcript

## Indian Institute of Technology Madras

### M.Tech. Transcript

Roll No: [REDACTED] Name: [REDACTED]

 Department: Applied Mechanics  
 M.Tech Clinical Engineering


Course	Title	Cat	Cr	Gr	Att	Course	Title	Cat	Cr	Gr	Att
<b>First Semester</b> [REDACTED]						<b>Second Semester</b> [REDACTED]					
AM5010	Biomechanics		9	C	VG	Course work@CMC Vellore					
AM5013	Operating theater instrumentation and surgical technology		9	B	VG	<b>Third Semester</b> [REDACTED]					
AM5050	Biomedical Sensors and Measurements		9	C	VG	Course Work at SCTIMST, Trivandrum					
BT6540	Cellular, Molecular Biology & Genetic Engg		9	A	VG	<b>Fourth Semester</b> [REDACTED]					
GN5003	Personal and Professional Growth		0	P	G	BT6910	Project		20	A	VG
ID6020*	Introduction of Research (Institute Module)		6	A	VG	Earned Credit:20 GPA:9 CGPA:8.25					
MS5040	Financial Accounting		6	B	G	<b>Transfer Credits</b> †					
Earned Credit:48 GPA:7.94 CGPA:7.94						2nd Semester	CMC VELLORE				57
						3rd Semester	SCTIMST, Trivandrum				66

Summary													
Semester	I	II	1S	III	1V	2S	V	VI	3S	VII	VIII	4S	Total
Earned Credits	48	0	0	0	20	0	0	0	0	0	0	0	68
Provisional Registration	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>													<b>68</b>

† Transfer credits are not included in Earned Credits and not considered for CGPA calculation. Transfer credits + Earned Credits should meet the Total Credit requirement.

 Cumulative grade point average secured considering only the successfully completed courses(credits) is **8.25**

Per the student's final GPA of 8.25, shown in Figure 8, they would have an A average by AACRAO EDGE recommendations. However, faculty and credential evaluators focusing on the letter grade may mistakenly put the student in the B range based on this institution's grading scale. This example clearly demonstrates the inconsistency between the letter and numerical grade. Credential evaluators should carefully consider and base their evaluations and final GPA equivalencies on the numerical grade.

## Conclusion

With the increase in Indian students pursuing graduate study in the United States, U.S. credential evaluators must pay careful attention to the variances of the 10-point grading scale. As the examples above demonstrate, outside of the numbering system itself, little uniformity exists between grade points and corresponding letter grades or codes. As such, international credential evaluators must adhere to the numbering system when determining U.S. GPA equivalencies. Educating faculty on this matter is also important, as many will likely reference the letter grade and its U.S. equivalent rather than how the numbered grade reflects the student's academic achievements. Fair and consistent evaluations of these students will allow for more accurate assessments of these students' ability to pursue graduate study in the United States and contribute to increased diversity on U.S. campuses.

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