



ISSUES IN CHOICE BASED CREDIT SYSTEM FOR UNDER GRADUATE PROGRAMMES IN HIMACHAL PRADESH

Dr T D Verma

Associate Professor Department of Commerce Govt. College Rampur Bushahr (H P)

ABSTRACT

The education scenario in India has been witnessing paradigm shift in learning and teaching system in the wake of globalisation process. Several large scale mission mode programmes such as the District Primary Education Programme, Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan, Rashtriya Uchchattar Shiksha Abhiyan have been initiated to bring equity, access, innovation and academic excellence. India has been one of fastest growing economies in the world in the backdrop of global economic meltdown. Paradigm change in our approach to education and employment of youth must become the centrepiece of India's development philosophy to ensure successful realisation of Make in India drive, Skill Development Programme and to reap the benefits of demographic dividend. It is matter of concern that around 10% of graduates are only employable in engineering sector and 43% in other streams. The need of hour is to strike the right balance between the twin goals of social inclusion and academic excellence. The CBCS under RUSA plan has been implemented in Himachal Pradesh from the academic session 2013-14 to enhance gross enrolment ratio and quality education compatible with global standards. Hence an attempt has been made to study the issues being faced in the implementation of new higher education system in the state.

Keywords: globalisation, innovation, skill, employable, demographic dividend.

1. Introduction

With the entry of free trade economy of liberalisation, privatisation and globalisation in India in 1991 onwards, the road of higher education system of affiliated colleges started getting halts and breakdowns due to entry of foreign universities, faster growth of information technology and knowledge. Now our education system is at cross roads. It has to poise for facing competition and challenges from within and without. Though GATT and WTO agreements in education sector are making progress in India. At this juncture, reengineering of traditional educational system through enhancement of quality with committed assurance is the need of time.

India has one of the largest higher education systems in the world next to USA, the total number of students hardly represent 6% of the relevant age group, i.e., 18-23, which is much below the average of developed countries, which is about 47%. Thus access, equity, accountability and quality should form the four guiding principles, while planning for higher education development in India in the twenty-first century. With ever increasing market for specialized professionals, universities and colleges in the country are concentrating on starting courses with vocational approach offering specialized and focused training. There has been a constant endeavour to provide meaningful education by offering a plethora of courses to enable the country to maintain place with the rapidly changing world. But today, we need to gaze over many questions pertaining to higher education and its quality that have remained unexplored over the decades.

True education involves the development of head, heart and hand. Gandhi Ji wrote- "by education I mean an all round drawing out of the best in the child and man – body , mind and spirit." Vivekananda has asserted: "Education is not the amount of information that is put into your brain and runs riot there, undigested all your life. We must have life - building, man- making, character – making assimilation of ideas. The ideal, therefore, is that we must have the whole education of our country, spiritual and secular, in our own hands , and it must be on national lines, through national methods as far as practical." But today, we need to gaze over certain questions – does the education today that is imparted in various institutions and universities really lead to the worthwhile transformation in students? Has our education system been able to ensure the quality standards? No doubt, education today has increased the intelligence level, diversity and depth of knowledge and specialization in almost every facet of life, but, has it really lead to overall development of an individual? These questions have remained unexplored since last so many decades. When India became independent, it had only 20 universities and 500 colleges located in different parts of the country. It enrolled around a hundred thousand students in higher education.

Education is the most powerful weapon used in the world. The above famous quote sums up the cardinal importance of education and it is all the more true as far as our country is concerned. As a young democracy, India is growing in leaps and bounds on the education front. The farsightedness of the founders of the nation in providing ample importance to educational growth has paid rich dividends to us as a Nation. Historically education occupied prominent role in India. The priestly class in ancient studied to gain knowledge while the kshatriyas and the vaishyas studied for specific area towards earning a living. Intely also India was the top destination for students

from other countries coming in for higher studies. Nalanda, one of the biggest centres, had all the branches of knowledge, and housed up to 10,000 students at its peak. The system of higher education in the Indian subcontinent is one of the largest in the world comprising about 260 universities and more than 11,500 colleges, 8 million students and 0.35 million teachers. Today, India enjoys a pride of place in the international arena not only as a fast emerging economy but also as a vast pool of powerful human resource consisting of suitable and educated personnel. Highly educated, tech-savvy and scientifically trained Indian citizens are engaged in a variety of employments in every nook and corner of the world doing India proud. One of the noteworthy achievements over the years has been the increased literacy level. At the time of attaining freedom, India's literacy rate was just 12 percent. Today, as per 2011 census, our literacy rate comes to 74.4 percent, Kerala with 93.91 and Mizoram with 91.58 percent and inspires other states to achieve further heights. The individuals being churned out are unable to think for themselves or to assume ownership and take independent decisions. The education system needs to enable a child to deal effectively with the challenges of society by enriching the school curriculum with life skills training programme. In 2012, the CBSE introduced life skills training programme as part of Continuous and Comprehensive Evaluation targeted at the adolescent students between 10-18 years of age. Sarva Shiksha Abhiyaan (SSA) has under its agenda, the life skills training for the upper primary girls along with providing quality elementary education. Value based education also becomes necessary for the all round development of the child as a citizen of the country which can be achieved by focusing on value inculcation, nurturance and development at the school and college level.

Access in higher education is very limited to the vast majority of the disadvantaged sections of the society. Even those who complete school education facing all odds are not supported by the existing highly commercialised education system to pursue their higher education. India falls behind not only all developed countries but many a developing countries in net enrolment ratio in higher education.

The MHRD Document states that the Gross Enrolment Ratio in higher education remains low at 23.6 percent in 2014-15 in comparison to 26% world average, GER for SCs is 18.5% and STs is 13.3%. The current target is to increase GER to 25.2 percent in 2017-18 and further to 30 percent in 2020-21. GER has been 27%, 36% and 76% in China, Brazil and Russia respectively. India has been ranked low at 105th position globally on a worldwide Human Capital Index, which measures countries ability to nurture, develop and deploy talent for economic growth. The list was topped by Finland. India ranks much below China's 71st position while Bangladesh, Bhutan, and Sri Lanka are also placed higher on the index released by Geneva-based World Economic Forum and Pakistan ranks further lower at 118th place. Historically higher education in India has been starved of financial support; public expenditure on it being \$406 per student, less than even the developing countries like Malaysia (\$11,790), Brazil(\$3,986), Indonesia(\$666) and the Philippines (\$625). Quality wise higher education in the country is going nowhere, our best institutions rank below 240 in global rankings.

The MHRD Doc states that a large proportion of the products of the education system are found to lack employable skills with only 43% of the current youth being considered into the fully employable category. This has substantially lowered the credibility of the higher education system. The utility of higher education in assuring employment remains questionable. Many graduate and post graduate students do not get jobs in their respective fields. The task of enhancing the employability of the products of the education system ought to be accorded higher priority. The statement of the document hides many facts. It should have minimum stated clearly that not only the graduates from liberal courses but also from professional courses are remaining unemployed in great proportions. Three decades ago in preparation of New Education Policy 1986 it was stated that technical and professional courses should be provided more priority as the students who pursue the courses would be employable. India's challenge, however, is a twin one, of both quality and quantity. Given the existing colleges are bursting at the seams, India needs anywhere between 14,000-15,000 more colleges and another 4-5 lacs teachers in disciplines varying from English to Engineering. It is a matter of shame that just one Indian university figures in the top 300 universities globally.

India is gearing up to fuel 60% of the global labour growth in future. The demand for quality higher education and subsequent jobs is set to go north, with the UNDP figures predicting it to touch a billion by 2050. But these burgeoning numbers will serve no purpose if they do not obtain the skills required to match the global work standards. The country is still struggling with a huge pool of low-skilled workforce. What is needed is a drastic change in the entire education paradigm to make it more suitable to the changing times. An effort has been made in the direction by the proposed draft of the NEP 2016. Employability and current quality of education have emerged as the core concern in this policy doctrine, and rightly so. With technology advancements bringing about colossal changes in the work environment, business all over are seeking workers with specific skills to harness this change to its maximum capacity. We need sincere efforts to make strong and robust linkages between higher education and skill-based vocational education. The demographic dividend, if not given the treatment of skills, may simply turn into a demographic disaster. The imbalance between too few skilled workers and fewer jobs for the medium and low-skilled workforce is pointing towards the impending disaster. The NEP can help bridge this gap by making skills an integral part of the curricula and make practical training mandatory in the education curriculum. These recommendations have come at a time when the entire education ecosystem is undergoing a paradigm shift, and if followed and implemented in the right earnest and spirit, it can reap the best out of the demographic dividend the nation has been banking upon.

According to the latest classification of countries released by the World Bank, as of July 1, 2016, countries with a GNI (Gross National Income) per capita, of \$1,025 or less in 2015 are categorised as low-income economies, countries with a GNI per capita between \$4,036 and \$12,475, countries with a GNI per capita exceeding \$12,476 fall under the category of high-income economies. As per this new classification, India with a per capita GNI of around \$1,500 is now classified as a lower middle-income country. Over the two and half decades of post-reform period, India has emerged as one of the most promising nations among emerging economies across the world and has shown tremendous potential for being considered as a global super power in future. But the new classification by the World Bank comes as a surprise to many and is a pressing concern to the policymakers. Progressing to the high income stage is more difficult. As evident in the history of economy development, only 13 of 101 middle-income economies in 1960 reached high-income status by 2008. The current fixation with growth and poverty is understandable but the realization that neither high growth in

the medium term nor sustained poverty reduction is possible without a paradigm change in our approach to education nor employment of youth must become the centrepiece of India development philosophy.

Previous government had tried to clear all hurdles in committing higher education to the General Agreement on Trade in Services (GATS) under WTO through various six bills including the Higher Education and Research Bill which advocated complete abolition of bodies such as UGC, MCI, All India Council for Technical Education and National Council for Teacher Education. The government, however, failed to get these bills passed in Rajya Sabha. Then the government resorted to its pet ploy of bypassing Parliament in launching a Rashtriya Uchchar Shiksha Abhiyan (RUSA) in September 2013 to change the structure of higher education, undermining UGC and promoting public-private partnership. Choice Based Credit System and common syllabus were some of the initiatives to facilitate prospective foreign players. Though 100% FDI through the automatic route is permitted in the education sector since 2000, the present legal structure does not allow granting of degrees by foreign educational institutions in India.

60% of the colleges are located in rural area .10%colleges are exclusively for female . 78%colleges are privately managed, 65% private-unaided and 13% private aided . Andhra Pradesh and Telangana have about 80% private-unaided colleges and Uttar Pradesh has 78% private-unaided colleges,whereas Chandigarh has only 8%. 16% colleges are having enrolment less than 100 and only 4% colleges have enrolment more than 3000 . Total enrolment in higher education has been estimated to be 38.5 million with 19.6 million boys and 18.9 million female . Female constitute 49% of the total enrolment . Gross Enrolment Ratio (GER) in higher education in india is 27.1, which is calculated for 18-23 years of age group .GER for male population is 26.9 and female , it is 27.3 . For scheduled castes it is 23.4 and for scheduled tribes , it is 18.0 as compared to the national GER of 27.1

The state of Himachal Pradesh is committed to provide education to all as education is the key instrument for developing human capability. The concerted efforts of the state government have put the Pradesh as one of the leading state in educational literacy. According to the 2001 census Himachal Pradesh has a literacy rate of 76.5%. Male/female literacy rate differs considerably in the state as against 85.3% literacy rate for males it is 67.4% for females. The state has already 97 degree colleges, 68 in the government sector and 29 in the private sector, 5 Sanskrit colleges and 72 B.Ed colleges, which are far too many for the small state. These colleges churn out 50,000 qualified youth annually for whom there are hardly any jobs. Annual jobs available for graduates in the government sector are only around 5,000 and thus, over 40,000 persons are being added to the ranks of unemployed annually. The situation is worse in case of B.Ed colleges with the number of unemployed already exceeding 60,000 and 8,000 more are being added every year.

Sarva Shiksha Abhiyan (SSA) launched by the government of India for achieving the goal of Universal Elementary Education in the country has also been adopted by the state government. Its objective is to provide elementary education to all children up to the age of 6-14 years by 2012 and simultaneously to bridge social, regional and gender gaps, with the active participation of the community in the management of schools. The government of India has approved the implementation of centrally sponsored scheme to universalize access to improve quality of education at secondary stage, called Rashtriya Madyamik Shiksha Abhiyan (RMSA) during the 11th Five Year Plan for providing quality education to the age group of 14-16 years children. Similarly for providing the quality education above the age of 16 years to meet the global standards in the era of globalisation, government of Himachal Pradesh has also implemented the Rashtriya Uchchar Shiksha Abhiyan (RUSA) system under Choice Based Credit System (CBCS) in higher education as centrally sponsored scheme at initial stage from the academic session 2013-14. The state government plans to raise the gross enrolment ratio (GER) from the current 24, which is already higher than the national GER of 18 to 32 over the next 10 years under the RUSA system.

1.1 Choice Based Credit System

Ministry of Human Resource Development (HRD),Govt. of India, has already initiated the process for developing New Education Policy (NEP) in our country to bring out reforms in Indian education system. University Grants Commission (UGC) Participates more actively in developing National Education Policy , its execution and promotion of higher education in our country . The UGC has already initiated several steps to bring equity , efficiency and academic excellence in course – curricula, introduction of paradigm shift in learning and teaching pedagogy, examination and education system. The education plays enormously significant role in building of a nation . There are quite a large number of educational institutions, engaged in imparting education in our country. Majority of them have entered recently into semester system to match with inte educational pattern. However, our present education system produces young minds lacking knowledge, confidence, values and skills. It could be because of complete lack of relationship between education, employment and skill development in conventional education system, not only by introducing innovations but developing learner – centric approach in the entire education delivery mechanism and globally followed evaluation system as well. Majority of Indian higher education institutions have been following marks or percentage based evaluation system, which obstructs the flexibility for the students to study the subjects /courses of their choice and their mobility to different institutions. There is need to allow the flexibility in education system, so that students depending upon their interests and aims can choose interdisciplinary , intra-disciplinary and skill- based courses. This can only be possible when choice based credit system(CBCS), an intely acknowledged system,is adopted. The choice based credit system not only offers opportunities and avenues to learn core subjects but also exploring additional avenues of learning beyond the core subjects for holistic development of an individual. The CBCS will undoubtedly facilitate us bench mark our courses with best inte academic practices. The CBCS has more advantages than disadvantages.

1.2 Advantages

- a) Shift in focus from the teacher – centric to student – centric education.
- b) Student may undertake as many credits as they can cope with (without repeating all courses in a given semester if they fail in one/ more courses).
- c) CBCS allows students to choose inter- disciplinary , intra- disciplinary courses, skill oriented papers (even from other disciplines according to their learning needs,interests and aptitude) and more flexibility for students .
- d) CBCS makes education broad- based and at par with global standards. One can take credits by combining unique combinations. For example, Physics with Economics, Microbiology with Chemistry or Environmental Science etc.

e) CBCS offers flexibility for students to study at different times and at different institutions to complete one course (ease mobility of students). Credits earned at one institution can be transferred.

1.3 Disadvantages

- a) Difficult to estimate the exact marks.
- b) Workload of teachers may fluctuate.
- c) Demand good infrastructure for dissemination of education.

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective /minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

2. Need of the Study

In order to bring about qualitative improvement in teaching at the undergraduate level under CBCS to harness the potential of India becoming the economic and Knowledge power during the globalisation process by equipping the students with the requisite knowledge and skills to make them employable to eliminate the shortage of manpower in science, technology, academic and industry . Quality assurance has become global issue with many countries calling for inte standards in higher education. The educational system must produce young men and women of high character and ability committed to national service and development. Even though Indian educational scenario over the past few decades, has been characterised by massive quantitative expansion at all levels, it is still faced with staggering qualitative issues. Hence it is imperative to study the issues being faced in the implementation of CBCS under RUSA plan in the state to reap the benefits of demographic dividend and generate momentum required for the Indian economy to become Atamnirbhar Bharat in the wake of covid 19 pandemic.

2.1 Scope of the Study

The study is confined to Government College Anni (Kullu) established in 2006, located in rural region and Government College Rampur Bushahr(Shimla) which came into existence in 1959, situated in urban area in Himachal Pradesh. The period for study has been divided into pre RUSA period from the academic session 2010-11 to 2012-13 and post RUSA pattern of CBCS from the academic session 2013-14 to 2020-21.

2.2 Objectives of the Study

- 1 To study the trend and composition of enrolment of students.
- 2 To highlight the hurdles being faced in the implementation of CBCS.

2.3 Research Methodology

Relevant information have been collected from the books, periodicals, newspapers and offices of concerned colleges. Data have been analysed with the help of simple percentage and ratio methods.

Table 1 : Enrolment of Students in GC Rampur and GC Anni

Session	Rampur	Percentage	Anni	Percentage
2010-11	2947		348	
2011-12	2946	-0.03	394	13.21
2012-12	2840	-3.59	493	25.12
2013-14	2788	-1.83	468	.5.07
2014-15	3398	21.87	599	27.99
2015-16	3320	-2.29	639	6.67
2016-17	3722	12.04	867	35.68
2017.18	4392	18.00	886	2.19
2018-19	4200	-4.37	975	10.04
2019-20	4267	1.59	807	-11.07
2020-21	4049	-403	783	-2.97

Source: GC Rampur and GC Anni

Negative growth ranging 1-4% has been noticed in GC Rampur in terms of enrolment of students during the period from the academic session 2010-11 to 2015-16 barring the session 2014-15. Positive growth of around 22% registered in this college in 2014-15 over the previous session on account of introduction of Choice Based Credit System under RUSA. But declined in current session due to various misconceptions in respect of the new higher education system and also opening of new colleges in surrounding area like GC Kumarsain and GC Nankhari. Positive growth ranging around 7-28% has been followed in rural college Anni regarding strength of students barring the session 2013-14. Enrolment of students has been increasing in rural college, Negative growth in enrolment witnessed in both colleges at the time of implementation of RUSA in the session 2014-15 and registered significant increase in the next session in both

institutions. Both colleges have witnessed increase in enrolment during the session 2016-17 over the previous session and negative growth noticed in 2020-21 in the backdrop of pandemic.

Table 2: Gender Ratio of Enrolment in GC Rampur and GC Anni

Session	Rampur			Anni			
	M	F	Ratio	M	F	Ratio	
2010-11		1260	1687	0.74 : 1	200	148	1.35 : 1
2011-12		1188	1758	0.67 : 1	200	194	1.03 : 1
2012-13		1050	1790	0.58 : 1	205	288	0.71 : 1
2013-14		1091	1687	0.64 : 1	223	245	0.91 : 1
2014-15		1320	2078	0.63 : 1	274	325	0.84 : 1
2015-16		1368	1952	0.70 : 1	267	372	0.74 : 1
2016-17		1558	2164	0.71:1	409	458	0.89:1
2017-18		1884	2508	0.75:1	386	500	0.77:1
2018-19		1767	2433	0.72:1	405	566	0.71:1
2019-20		1797	2470	0.72:1	322	461	0.69:1
2020-21		1699	2396	0.70:1	337	470	0.71:1

Source:GC Rampur and GC Anni

Positive gender ratio has been registered in favour of girls in GC Rampur during the pre and post implementation of RUSA system whereas adverse ratio has been seen in GC Anni during the 2010-11 and 2011-12 in respect of girls and favourable gender ratio followed in subsequent sessions in favour of girls in the same institution. Overall enrolment of girls is more in urban college than rural college during pre introduction of new system. By and large same same pattern noticed in favour of girls in both colleges after post RUSA period.

Table 3: Gender-wise enrolment of students on category basis

Session	General						SC		ST		OBC					
	Rampur		Anni		Rampur		Anni		Rampur		Anni		Rampur		Anni	
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
2010-11	818	112	136	11	311	342	60	27	108	211	0	0	23	6	3	3
2011-12	687	115	142	16	306	364	58	28	168	165	0	0	27	74	0	5
2012-13	657	123	139	22	298	355	69	57	91	188	2	0	4	8	5	6
2013-14	639	112	169	18	364	384	51	54	85	117	0	0	3	7	3	2
2014-15	745	134	200	23	456	526	66	78	110	197	1	1	9	12	7	8
2015-16	749	123	212	31	484	527	51	51	119	179	0	1	16	8	4	4
2016-17	846	132	271	31	568	605	129	136	134	209	0	0	10	24	9	9
2017-18	101	152	248	34	673	700	128	142	189	253	0	1	10	26	9	14
2018-19	960	150	248	38	643	677	147	156	166	231	0	0	9	24	10	29
2019-20	972	148	174	31	642	715	134	127	174	253	0	0	10	20	15	22
2020-21	944	142	183	32	594	741	119	127	149	218	0	0	12	12	15	22

Source : GC Rampur and GC Anni.

Table 4: Ratio of Gender of Enrolment

Session	General		SC		ST		OBC	
	Anni	Rampur	Anni	Rampur	Anni	Rampur	Anni	Rampur
2010-11	0.72 : 1	1.15 : 1	0.90 : 1	2.22 : 1	0.51 : 1	3.83 : 1	1 : 1	
2011-12	0.59 : 1	0.88 : 1	0.84 : 1	2.07 : 1	1.01 : 1	0.36 : 1		
2012-13	0.53 : 1	0.61 : 1	0.83 : 1	1.21 : 1	0.48 : 1	0.50 : 1	0.83 : 1	
2013-14	0.56 : 1	0.89 : 1	0.94 : 1	0.94 : 1	0.72 : 1	0.42 : 1	1.5 : 1	
2014-15	0.55 : 1	0.84 : 1	0.86 : 1	0.84 : 1	0.55 : 1	1 : 1	0.75 : 1	0.87 : 1
2015-16	0.60 : 1	0.67 : 1	0.91 : 1	1 : 1	0.66 : 1	2 : 1	1 : 1	
2016-17	0.63:1	0.86:1	0.93:1	0.94:1	0.64:1	0.41:1	1:1	
2017-18	0.66:1	0.72:1	0.96:1	0.90:1	0.74:1	0.38:1	0.64:1	
2018-19	0.64:1	0.65:1	0.59:1	0.94:1	0.71:1	0.37:1	0.34:1	
2019-20	0.65:1	0.55:1	0.48:1	1.05:1	0.68:1	0.50:1	0.68:1	
2020-21	0.66:1	0.57:1	0.54:1	0.93:1	0.68:1	1:1	0.68:1	

Calculated from Table 3

Positive ratio of gender of enrolment in respect of girls belonging to general category observed during the pre as well as post implementation of RUSA system in GC Rampur and same pattern seen in GC Anni except the session 2010-11. Enrolment of girls is more in respect of SC category in all sessions in GC Rampur whereas in GC Anni girls outnumber boys during the sessions 2013-14 and 2014-15. Ratio of girls has been more in respect of ST category in GC Rampur barring the session 2011-12 owing to proximity of District Kinnaur and enrolment of girls is insignificant in GC Anni in this category. Girls outnumber boys belonging to OBC category barring the sessions 2010-11 and 2015-16 in GC Rampur and same pattern followed in GC Anni. In this way girls irrespective of category are taking more interest in education in the globalised world.

Table 6 Library and Computer Facilities during 2020-21

	No. of Books	Ratio	No. of Computers	Ratio
GC Rampur	20,800	5.07:1	90	45.5:1
GC Anni	1400	1.58:1	40	22.07:1

Source:- Office of GC Rampur and Anni

The Library of GC Rampur Bushahr and GC Anni possess about 20,800 & 1400 books of various disciplines respectively during the current academic session. The ratio of student book is about 5.07:1 in Rampur Bushahr whereas it is about 1.58:1 in Anni and student: computer ratio of Rampur Bushahr and Anni is 45.5:1 and 22.07:1 respectively.

3. Findings

- 1 The enrolment of students has declined during the implementation of Choice Based Credit System in both colleges in 2013-14. But in subsequent session witnessed increase in both institutions.
- 2 Enrolment decreased in the current session owing to outbreak of pandemic.
- 3 Girls outnumber boys in enrolment in GC Rampur during pre and post RUSA system and same pattern observed in GC Anni in the wake of new higher education system.
- 4 The strength of girls is more in general category in both colleges in the backdrop of new system. Girls outnumber boys in GC Rampur in respect of SC category in all sessions and same pattern followed in GC Anni in the wake of implementation of new system. Boys outnumber girls during pre implementation of system in GC Anni in SC category. The ratio of girls belonging to ST category is more in GC Rampur barring the session 2011-12 whereas enrolment of girls is insignificant in GC Anni. Girls outnumber boys in OBC category in Rampur barring the sessions 2010-11 and 2015-16. The gender ratio is by and large same in this category in Anni.
- 5 The rate of growth of enrolment during 2016-17 in Anni (36%) is unprecedented than Rampur Bushahr (12%) signifying growth of rural college.
- 6 Weekly hourly work load has increased significantly in both colleges in 1st semester in Hindi and English under UGC based CBCS.
- 7 The classes of Environment Science affected due to lack of Faculty.
- 8 Five posts and four posts of Faculty of various subjects are lying vacant in Anni and Rampur respectively.
- 9 Anni has more computer facilities than Rampur Bushahr.
- 10 Functioning of Library of both colleges affected owing to shortage of para staff and Librarian.

4. Suggestions

- 1 Weekly work load should be fixed as per UGC norms.
- 2 Additional posts of 2 each in Hindi and English are to be created in GC Anni to cope with the enhanced work load under new pattern.
- 3 The creation of post in Environment Science is imperative in both colleges required under new CBCS. Post of Assistant Librarian, Book Restorer and Attendant required to be created in GC Rampur to ensure proper management of Library. The same vacant posts of Library needed to be filled up in GC Anni.
- 4 Shifted posts from GC Anni in respect of Journalism & Mass Communication and Tourism & Travel should be restored in keeping view demand of the students to ensure wider choice of the subjects.
- 5 The creation of post of Physical Education in GC Anni is urgently required to explore the latent potential of students in sports arena.
- 6 Computer Application Course should be universally introduced in all colleges as Compulsory Skill Based Course to make the students computer savvy so that they may fill up on line examination forms themselves in the college.
- 7 Timely declaration of results should be ensured by the Univerisity.
- 8 Keeping in view increasing strength of girls in Ani , hostel facility should be made available.
- 9 Staff accommodation is required at Haripur where the college is situated which is about 7km away from the main town of Anni.
- 10 The process of NAAC should be completed in both colleges at the earliest to avail RUSA /UGC grants in future.

5. Conclusion

In near future, while opening new colleges, the focus should be on proper locations, subject areas, disciplines and types of institutions to ensure imparting inclusive and quality education for holistic development of students under new higher education policy and compatible with global standards. Capacity in the existing institutions should also be increased, wherever there is demand. An innovation in higher education needs to be encouraged and curriculum review should be carried out to ensure that the students in higher education institutions are ready for the job markets or self employment. Creating a network of institutions will help addressing problem of experienced faculty. Research in the area of higher education needs to be encouraged through proper allocation of budgetary provision by the government. Budgetary allocation of around 6% of annual budget under RUSA plan should be earmarked for education sector to meet requisite physical infrastructure and regular Faculty in all higher educational institutions during the era of globalization to make India global educational hub. 76

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