

## Choice Based Credit System under Rashtriya Uchchar Shiksha Abhiyan in Himachal Pradesh: A SWOT Analysis

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### Abstract

The introduction of National Higher Education Mission (NHEM) entitled “Rashtriya Uchchar Shiksha Abhiyan (RUSA)” under the Ministry of Human Resource and Development, Government of India has forced Indian education system specially universities and college to adopt and reform academic, examination and administrative activities. In this paper, the various strengths, weakness, opportunities and threats (SWOT) of choice based credit system have been analyzed. The paper highlights the academic burden which a student will have to bear under the six semesters it highlights that how this system can kill the creativity of a student. This paper also highlights the shortcoming in faculty student ration and infrastructure short coming in Himachal Pradesh.

**KEYWORDS:** SWOT, Choice Based Credit, RUSA

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### Introduction

After the implementation of Sarva Shiksha Abhiyan (SSA) in primary level and Madhyamika Shiksha Abhiyan in secondary level, the Cabinet Committee on Economic Affairs on 3rd October 2013 approved the Rashtriya Uchchar Shiksha Abhiyan (RUSA), a Centrally Sponsored Scheme (CSS) for reforming the state higher education system in India. The Abhiyan during 12th Five Year Plan aimed at creating 80 new Universities by converting autonomous colleges/colleges into a cluster of State universities. Apart from this Abhiyan also aimed at setting up new colleges and upgrading existing universities and colleges. A financial outlay of Rs. 22, 855 crore (out of which Rs 16, 227 will be central share) has been made in the 12th Five Year Plan. In addition, allocation of Rs. 1,800 crore in the 12th Plan for the existing scheme Sub-Mission polytechnics would also be subsumed in RUSA. Thus the total central share, including the existing scheme of polytechnics will be Rs. 18,027 crore during the 12th Plan. Centre-State funding would be in the ratio of 90:10 for North-Eastern States, Sikkim, Jammu and Kashmir, Himachal Pradesh and Uttarakhand and 65:35 for other States and Union Territories.

RUSA is a new Centrally Sponsored Scheme spread over two plan periods, for improving access, equity and quality in the state higher education system. With over 96 percent of

students enrolled in the state higher education system, there is a need for State colleges and universities to be strengthened through strategic central funding and implementing certain much needed reforms. RUSA also aims to incentivize States to step up plan investments in higher education. The important objectives of the scheme are:

1. Improving the overall quality of existing state higher educational institutions by ensuring conformity to prescribed norms and standards and adoption of accreditation as a mandatory quality assurance framework.
2. Correct regional imbalances in access to higher education through high quality institutions in rural and semi urban areas as well as creating opportunities for students from rural areas to get access to better quality institutions.
3. Setting up of higher education institutions in unserved and underserved areas.
4. Improve equity in higher education by providing adequate opportunities to socially deprived communities; promote inclusion of women, minorities, SC/ST and OBCs as well as differently abled persons.
5. Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels.
6. Create an enabling atmosphere in higher educational institutions to devote themselves to research and innovation.
7. Integrate skill developments efforts of the government with the conventional higher education system through optimum interventions.

All funding under RUSA would be norm based and future grants would be performance based and outcome dependent. Commitment by States and institutions to certain academic, administrative and governance reforms will be a precondition for receiving funding.

### RUSA in Himachal Pradesh

Himachal Pradesh is one of the first states in India to implement Rashtriya Uchchatar Shiksha Abhiyan (RUSA). In colleges the Abhiyan has been implemented by taking a major shift from its earlier annual system to a semester system. The shift is not only from annual to semester but it includes an overall change in curriculum, evaluations and even grading of students. The new system referred as Choice Based Credit System (CBCS) includes credit based courses aimed at providing students with inter-disciplinary approach of studies. A typical programme structure under the new system has following structure:

Table: CBCS Programme Structure for a typical Student

Semester	No. of Major Courses	No of Minor Courses	Compulsory	GI & H	No. of time evaluation of student done Per Semester			
					Assignment, Projects etc	House Exam	Annual Exam	Total
I	2	2	2	1	7	14	7	28
II	2	2	2	1	7	14	7	28
In Year – I					14	28	14	56
III	2	2	2	1	7	14	7	28

IV	3	2			5	10	5	20
In Year – II					12	24	12	48
V	3	2			5	10	5	20
VI	2	Plus additional courses to complete 120 credits for the completion of graduation			--	--	--	--

The new system after various discussions and deliberations is being implemented since the academic year 2013 – 14. With one year of experience with the implementation of choice based credit system under the Rashtriya Uchchatar Shiksha Abhiyan in the paper SWOT analysis of CBCS for the state of Himachal Pradesh has been made:

**Table: SWOT Analysis of Choice Based Credit System (CBCS) under RUSA**

<p style="text-align: center;"><b>STRENGTH</b></p> <ul style="list-style-type: none"> <li>• More choice and more flexibility available for the students</li> <li>• Inter-Disciplinary Approach</li> <li>• Better, Comprehensive and up-to-date curriculum</li> <li>• Demands for Innovative teaching methodologies</li> </ul>	<p style="text-align: center;"><b>WEAKNESS</b></p> <ul style="list-style-type: none"> <li>• Lack of infrastructure to implement the new approach holistically</li> <li>• Vacancies of teaching cadre especially in sub-urban and rural colleges</li> <li>• Lack of time and resources for research</li> <li>• Complicated Programme Structure with various heads such as Major, Minor, Compulsory and General Interest &amp; Hobby</li> <li>• Inter-college variation in implementation of curriculum</li> <li>• Lack of Infra-structure and IT enabled networking across the state</li> <li>• Gaps in technical, academic and research based competencies across various colleges</li> <li>• Lack of attention towards co-curricular activities such as sports, NCC, NSS, Rovers &amp; Rangers activities</li> <li>• More “Teaching” centric approach and less time for “Research”</li> <li>• Examination and evaluation pattern under new scheme is blockage as colleges remains busy in conducting house examinations (twice in a semester) and checking of answer scripts (Thrice in a semester).. In addition to this students also burdened with assignment and various other project reports of at least 5-6 subjects in a semester.</li> </ul>
<p style="text-align: center;"><b>OPPORTUNITY</b></p> <ul style="list-style-type: none"> <li>• Creation of additional infrastructure</li> <li>• IT enabled teaching practices</li> <li>• Multidisciplinary approach</li> <li>• Improved employability of students</li> </ul>	<p style="text-align: center;"><b>THREAT</b></p> <ul style="list-style-type: none"> <li>• Transparencies and comparability in inter &amp; intra college evaluations.</li> <li>• Shift of students from Himachal Pradesh University towards other Universities such as IGNOU, or other</li> </ul>

<ul style="list-style-type: none"> <li>• Reforms in University Database management of students</li> <li>• More faculty recruitments to improve the student : teacher ratio</li> <li>• Fund Raising</li> </ul>	<p>neighboring or state based private universities.</p> <ul style="list-style-type: none"> <li>• Can lead to less interest towards college education and more towards professional education</li> <li>• Faculty &amp; Staff Development</li> <li>• In the absence of student data management the system is bound to get complex</li> </ul>
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### Conclusion

Given the fact that choice based credit system is globally accepted and more student friendly, there is a need to look at the supply side of the state colleges that they can and have capacity to offer to the students. In the absence of adequate faculty availability and various other infrastructures, geographical and other implementation bottlenecks to achieve the true spirit of the system still remains at distance. Student creativity should be kept in mind, faculty student ratio should be as per the norm and proper infrastructure should be provided only then this system will be successfully implemented.

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