

## AN ANALYTICAL STUDY OF RASHTRIYA UCHCHA SHIKSHA ABHIYAN (RUSA)

(IN SPECIAL REFERENCE TO HIGHER EDUCATION, UTTAR PRADESH)

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### ABSTRACT

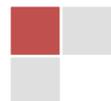
Rashtriya Uchchar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme (CSS), launched in 2013 aims at providing strategic funding to eligible state higher educational institutions. The central funding (in the ratio of 60:40 for general category States, 90:10 for special category states and 100% for union territories) would be norm based and outcome dependent. 46 (70.67%) respondents (faculty members) accepted that RUSA and new education policies may able to uplift the quality and value oriented education in the country. Average 40% respondents accepted that RUSA and new higher education policies can uplift the educational status and quality of education and rate of employment among backward classes and scheduled castes and scheduled tribes. Average 85% respondents accepted that lack of grants or delay in grants, Corruption in education, political interference and Lack of awareness against education among OBC's, SC's and ST's; are the main challenges against the new education policies/RUSA. NEP/RUSA must be applied on applied background in place of theoretical. Education must be free of political interferences and should be declared an independent body like judicial system. Policies must be transparent and well defined and uniformly applied all over the country.

**Key words:** RUSA, NEP, Education

Rashtriya Uchchar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme (CSS), launched in 2013 aims at providing strategic funding to eligible state higher educational institutions. The central funding (in the ratio of 60:40 for general category States, 90:10 for special category states and 100% for union territories) would be norm based and outcome dependent. The funding would flow from the central ministry through the state governments/union territories to the State Higher Education Councils before reaching

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the identified institutions. The funding to states would be made on the basis of critical appraisal of State Higher Education Plans, which would describe each state's strategy to address issues of equity, access and excellence in higher education.



Innovative educational policies in India have been a huge success. Sarva Shiksha Abhiyan (SSA) launched in 2001 for elementary education and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) launched in 2009 for secondary education produced great results in the educational developments.

For higher education University Grants Commission (UGC) has a provision for routine innovation and development fundings. UGC funds are quite adequate for centrally funded universities and colleges, which are recognised under sections 12B and 2(f) of UGC Act. However, as of 31 March 2012 statistics, the higher education sector in India consisted of 574 universities and 35,539 colleges, out of which 214 universities are not covered under 12B of UGC Act, and only 6,787 colleges are registered under 12B and 2(f). Thus a larger number of higher institutes run by state governments, which are limited in their own management, are not provided with sufficient financial support to enhance their facilities for educational reforms. Therefore, a separate scheme for state/UT-managed universities and colleges was proposed by the National Development Council (NDC) as part of the 12th Five-Year Plan in 2012.[3] The Cabinet Committee on Economic Affairs approved it in October 2013.[4]

The salient objectives of RUSA are

1. Improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.
2. Usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions.
3. Ensure reforms in the affiliation, academic and examination systems.
4. Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.
5. Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.
6. Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets.
7. Correct regional imbalances in access to higher education by setting up institutions in unserved & underserved areas.
8. Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons.

RUSA would create new universities through upgradation of existing autonomous colleges and conversion of colleges in a cluster. It would create new model degree colleges, new professional colleges and provide infrastructural support to universities and colleges. Faculty recruitment support, faculty improvements programmes and leadership development of educational administrators are also an important part of the scheme. In order to enhance skill development the existing central scheme of Polytechnics has been subsumed within RUSA. A separate

component to synergise vocational education with higher education has also been included in RUSA. Besides these, RUSA also supports reforming, restructuring and building capacity of institutions in participating state.

The following are the primary components of RUSA that capture the key action and funding areas that must be pursued for the fulfilment of the targets:

- a) Upgradation of existing autonomous colleges to Universities
- b) Conversion of colleges to Cluster Universities
- c) Infrastructure grants to Universities
- d) New Model Colleges (General)
- e) Upgradation of existing degree colleges to model colleges
- f) New Colleges (Professional)
- g) Infrastructure grants to colleges
- h) Research, innovation and quality improvement
- i) Equity initiatives
- j) Faculty Recruitment Support
- k) Faculty improvements
- l) Vocationalisation of Higher Education
- m) Leadership Development of Educational Administrators
- n) Institutional restructuring & reforms

### OBJECTIVES

- 1) To explore the extent of RUSA for quality education of college students.
- 2) To investigate the outcomes of RUSA in Higher Education
- 3) To identify the impact of RUSA on college students and Faculty Members.
- 4) To find out the problems faced by Faculty Members, with new policies.

### HYPOTHESIS

- a) RUSA policies are suitable for the upliftment of Higher Education.
- b) The new policy will be capable to provide quality education.
- c) The new policies in RUSA, favour the backward and scheduled classes.

### METHODOLOGY

For this study, the researchers has purposively selected 60 Faculty Members belonging to different colleges and universities of district Mathura in UP.

### RESULTS AND DISCUSSION

By the analysis of the primary data it is found that-

46 (70.67%) respondents (faculty members) accepted that RUSA and new education policies may able to uplift the quality and value oriented education in the country.

Average 40% respondents accepted that RUSA and new higher education policies can uplift the educational status and quality of education and rate of employment among backward classes and scheduled castes and scheduled tribes.

Average 85% respondents accepted that lack of grants or delay in grants, Corruption in education, political interference and Lack of awareness against education among OBC's, SC's and ST's; are the main challenges against the new education policies/RUSA.

### CONCLUSIONS

By the above discussion it can be concluded that the NEP/RUSA must be

applied on applied background in place of theoretical. Education must be free of political interferences and should be declared an independent body like judicial system.

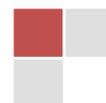
Policies must be transparent and well defined and uniformly applied all over the country.

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**Table (1): Socio-economic status of respondents**

S/N	Variables	Frequencies and percentage			Total
1.	Caste (Category)	General 20(33.3%)	O.B.C. 20(33.3%)	S.C./S.T. 20(33.3%)	60(100%)
2.	Educational status	Qualified NET only 18(30%)	Only PhD 36(60%)	NET and PhD both 6 (10%)	60(100%)
3.	Age of respondents (in years)	22+ 12(20%)	35+ 33(50.5%)	48+ 15 (29.5%)	60(100%)
4.	Urban/rural	Rural 30(50.0%)	Urban 30(50.00%)		60(100%)
5.	Sex	Male 30(50.0%)	Female 30(50.0%)		60(100%)



**Table (02): Views of respondents “if RUSA and new education policies are for betterment of higher education.**

Category	Responses & percentage			Total
	Yes	No	Un-answered	
General	12(60.0)	06(30)	02(0.10)	20(33.3)
O.B.C.	18(90.0)	02(10.00)	--(0.00)	20(33.3)
S.C./S.T.	16(80.0)	02(10.00)	02(10.00)	20(33.3)
Total	46(70.67)	10(10.66)	04(0.67)	60(100.0)

**Table (03): “If RUSA and new higher education policies can uplift the educational status and quality of education among backward classes and scheduled castes and scheduled tribes.”**

S/N	Factors	Responses & percentage			Total
		Yes	No	Un-answered /neutral	
1	Can uplift quality	42(70.00)	8(13.33)	10(16.67)	60(100.0)
2	Can uplift status	39(65.00)	12(20.00)	9(15.00)	60(100.0)
3	Can uplift the rate of employment	20(33.33)	18(30.00)	22(37.67)	60(100.0)
4	Is capable to achieve the goals of Nation building	38(63s.33)	6(10.00)	16(26.67)	60(100.0)

**Table (04): “Problems/challenges for new education policies /RUSA.”**

S/N	Types of challenges	Responses			Total
		General	OBC	ST/SC	
1.	Lack of grants or delay in grants	16	14	17	47(78.33)
2.	Corruption in education	12	13	15	40(66.67)
3.	Political interference	16	18	19	53(88.33)
4.	Lack of awareness against education among OBC's,SC'c and ST's	20	20	20	60(100.0)

