राष्ट्रीय उच्चतर षिक्षा अभियान

Rashtriya Uchchatar Shiksha Abhiyan

National Higher Education Mission

Presentation before Central Advisory Board of Education

10th October, 2013

Chronology

- Approved by CABE on 8th November, 2012

- The National Development Council (NDC) approved the Scheme as part of the 12th Plan

- Approved by Cabinet on 20th June 2013 as the only CSS for the Department of Higher Education

- The President of India announced the Scheme in his address to the joint sitting of Parliament on 21st February 2013

- Prime Minister also announced the Scheme in the Governors' conference on 12th February 2013

- EFC cleared Scheme on 11th September 2013

- Finance Minister cleared Scheme on 23rd September 2013

- CCEA approved RUSA on 3rd October, 2013

12th plan outlay

Centre-State funding will be in the ratio of :

- 90:10 for special category States (NE states, Sikkim, J&K, Himachal Pradesh and Uttarakhand)
- 65:35 for other States and UTs
- 50% of state share can be mobilized through private participation/PPP

Plan Period	Central Share	State Share	Total
12th Plan	16,227Crores	6,628 Crores	22,855 Crores

Total Scheme Components and Outlay

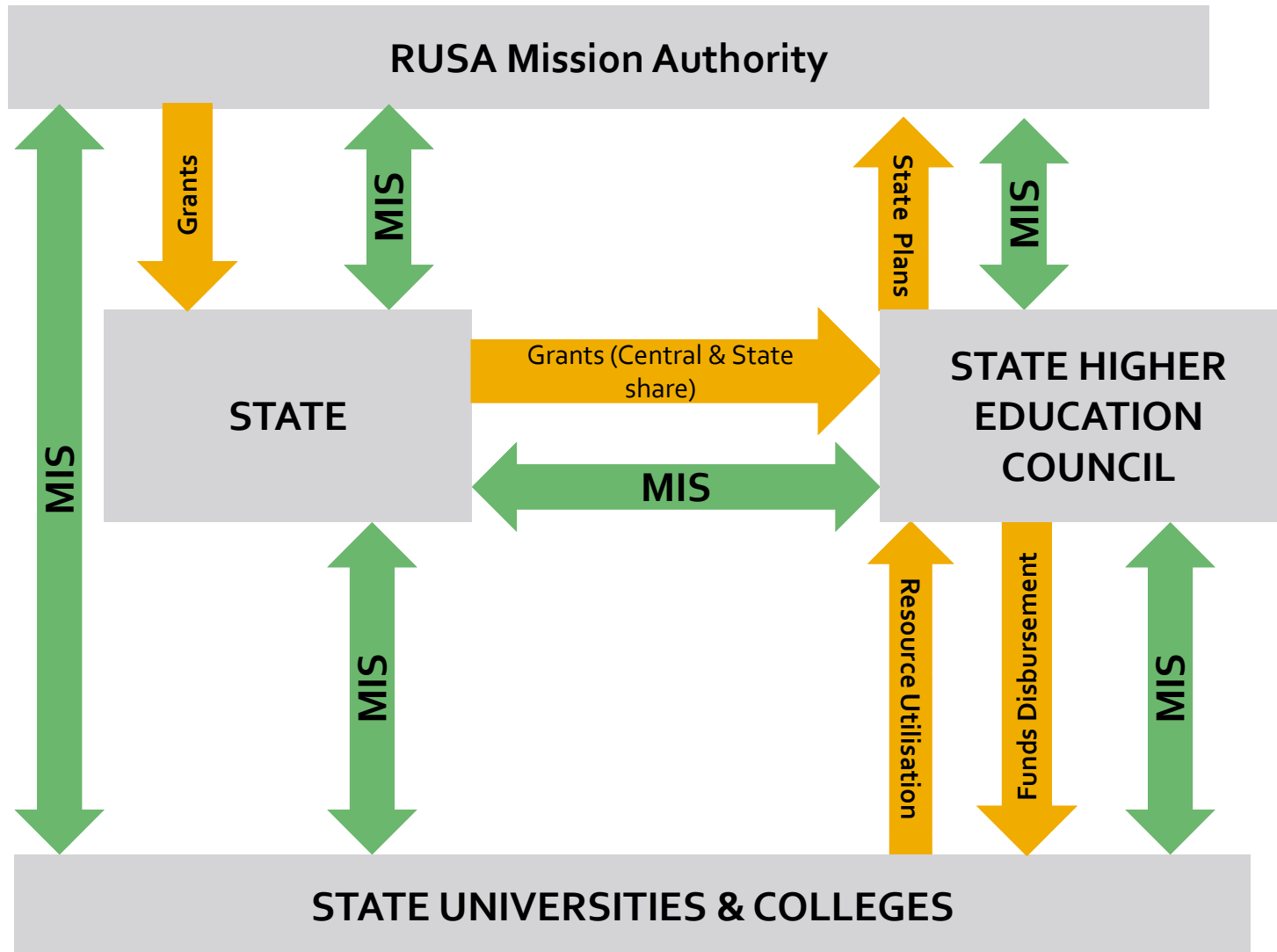| Component	Unit cost (Rs. Crores)	No of Universities Colleges/ States	Outlay (Rs. crores)	Central Share (Rs crores) 71%	State Share (Rs crores) 29%
Up gradation of existing autonomous colleges to Universities	55	108 universities	5940	4217	1722
Conversion of colleges to Cluster Universities	55	100 New Universities	5500	4125	1375
Infrastructure grants to Universities	20	306 State Universities	6120	4345	1775
New Model Colleges (General)	12	288 Model Colleges	3456	2592	864
Upgradation of existing degree colleges to model colleges	4	266 Colleges	1064	798	266
New Colleges (Professional)	26	100 Professional Colleges	2600	1950	650
Infrastructure grants to colleges	2	8500 Colleges	17000	12750	4250
Research, innovation and quality improvement	120	35 States/UTs	4200	2982	1218
Equity initiatives	5	306 State Universities	1530	1086.3	443.7
Faculty Recruitment Support	0.58	20,000 positions in 306 Universities	11600	8700	2900
Faculty improvements	10	67 Academic Staff Colleges	670	475.7	194.3
Vocationalisation of Higher Education	15	306 State Universities	4590	3259	1331
Leadership Development of Educational Administrators	300	-	300	225	75
Institutional restructuring & reforms	20	35 States/UTs	700	525	175
Capacity building & preparation, Data collection & planning	10	35 States/UTs	350	262.5	87.5
Management Information System	10	35 States/UTs	350	262.5	87.5

Component wise outlay – 12th Plan

Sl. No.	Component	Unit cost (Rs Crores)	No of Universities/Colleges/ States/Units	Outlay (Rs. Crores)
1	Creation of Universities by way of upgradation of existing autonomous colleges	55	45 universities	2475
2	Creation of Universities by conversion of colleges in a cluster	55	35 universities	1925
3	Infrastructure grants to Universities	20	150 universities	3000
4	New Model Colleges (General)	12	60 colleges	720
5	Upgradation of existing degree colleges to model colleges	4	54 colleges	216
6	New Colleges (Professional & Technical)	26	40 colleges	1040
7	Infrastructure grants to colleges	2	3500 colleges	7000
8	Research, innovation and quality improvement	60	20 States	1200
9	Equity initiatives	5	20 States/UTs	100
10	Faculty Recruitment Support	0.58	5000 positions	2900

Component wise outlay – 12th Plan

SI. No.	Component	Unit cost (Rs Crores)	No of Universities/Colleges/ States/Units	Outlay (Rs. Crores)
11	Faculty improvements	10	20 States/UTs	200
12	Vocationalisation of Higher Education	15	20 States/UTs	300
13	Leadership Development of Educational Administrators	5	20 States/UTs	100
14	Institutional restructuring & reforms	20	20 States/UTs	400
15	Capacity building & preparation, Data collection & planning	10	20 States/UTs	200
16	Management Information System	10	20 States/UTs	200
17	**Sub Total**			**21976**
18	4% Management, Monitoring, Evaluation & Research			879
19	**Total**			**22855**
20	**Central Share**			**16227**
21	State Share			6628

Process flow

Approach to RUSA

States indicate their willingness to participate in RUSA

States and institutions meet prerequisites

States create and submit State Plans

State enters into an agreement with RUSA Mission Authority

Plans evaluated on the basis of norms and criteria

RUSA funds allocated under specific components

Future grants dependent upon previous utilisation

Institutional structure

National Level
- RUSA Mission Authority
- Project Approval Board
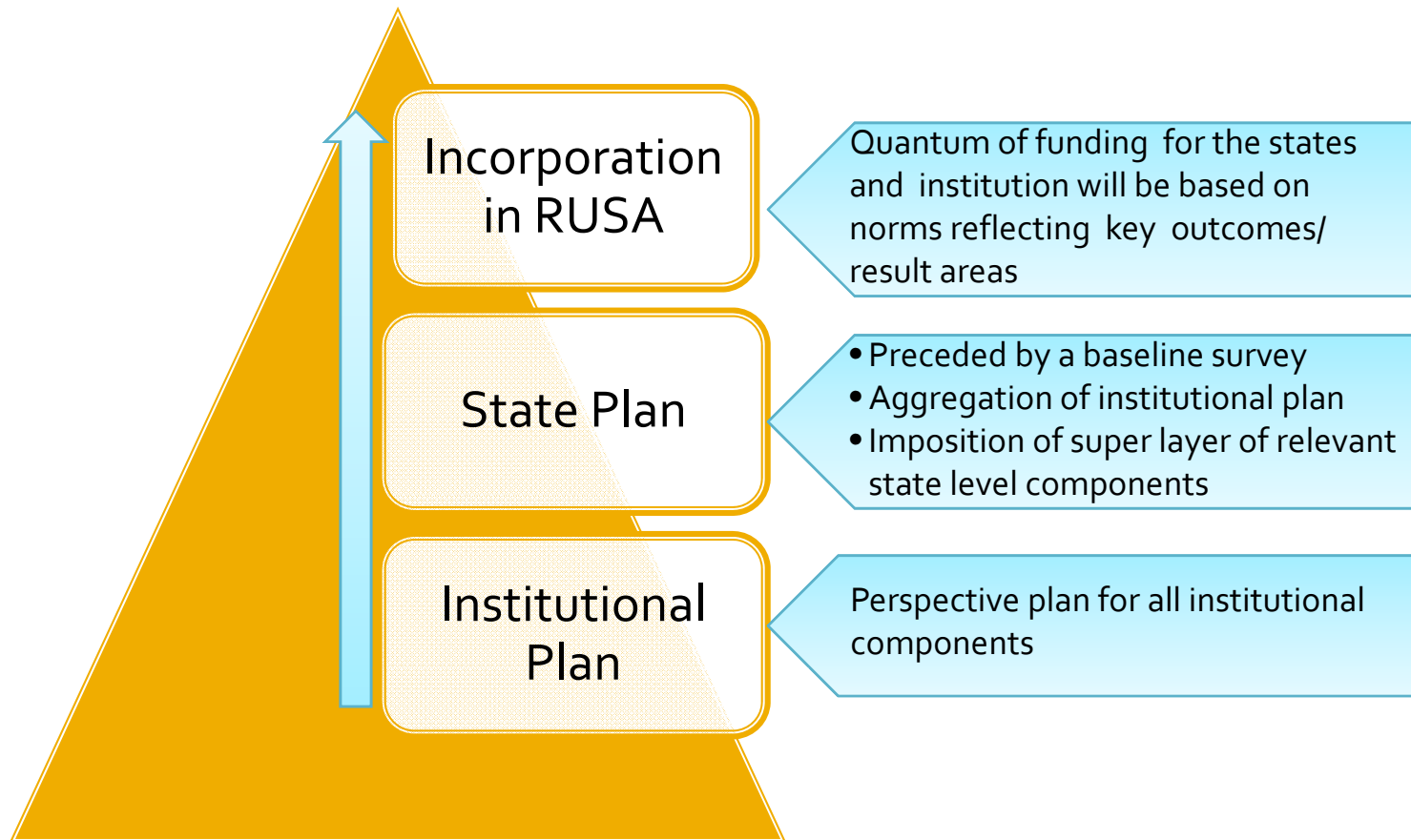- Techincal Support Group
- Project Directorate (in MHRD)

State Level
- State Higher Education Council
- Project Directorate (in State Government)
- Technical Support Group

Institutional Level
- Board of Governors
- Project Monitoring Unit

Incorporation in RUSA

Quantum of funding for the states and institution will be based on norms reflecting key outcomes/ result areas

State Plan

- Preceded by a baseline survey
- Aggregation of institutional plan
- Imposition of super layer of relevant state level components

Institutional Plan

Perspective plan for all institutional components

Prerequisites

States

- State Higher Education Council
- State Higher Education Plan
- State funding commitment – share and timelines
- Filling faculty positions
- Affiliation and examination reforms
- Governance and administrative reforms
- Academic reforms

Institutions

- Institutional governance reforms
- Academic reforms
- Examination reforms
- Project Management Teams
- Equity Commitments
- Commitments on research and innovation efforts
- Faculty recruitment & improvement
- Establishment of MIS
- Regulatory compliance

Programmatic Norms

Component wise

Upgradation of autonomous colleges

- The college must have been in existence for at least 15 years.
- Accredited by NAAC with a grading not less than 'A'
- Preferably enjoy the status of College with Potential for Excellence (CPE) conferred by UGC.
- Robust internal governance structure - Academic Council, Board of Studies/Research Councils and Finance Committees.
- Teaching programmes both in under-graduate and post-graduate courses.
- Credible research evidence by faculty through publications, undertaking research projects and guiding research students.
- Demonstrated inter-disciplinary programmes in teaching and research.
- Healthy Student – Teacher ratio (15:1)
- Minimum existing enrollment of the college must be 2000 and proposed no. of students must be enough to sustain the institution as a university (4000).

Upgradation of autonomous colleges

- Land already available with the college must be enough to support the additional enrollments and capacity (at least 25 acres, the university can grow horizontally as well as vertically)
- College should be able to function and be managed as a University., including the strength and experience of the administrative staff, the number of years that the college has been functioning, degree of autonomy it has enjoyed in past etc.,
- The new university must address the affiliation issues of the existing universities in the State. i.e. it should be established as an affiliating university.
- Adequacy of academic, physical and technical infrastructure including library, hostel, equipment, ICT enabled services
- Conversion plan must include stage wise treatment of expansion in infrastructure, students, departments, administration, academic functions, research activities, assimilation of affiliated colleges etc.
- Autonomous Colleges seeking a University status must clearly specify;

  a) why the need for a University status,
  b) what innovations they are contemplating in academics and governance and,
  c) a plan in place to make innovations sustainable and scale up.

Creation of cluster college universities

The State Higher Education Plan must justify the creation of Cluster University keeping in mind the following: The Participating colleges should:

- Have been in existence for 15 years.
- Have a NAAC rating of 'Grade A'.
- Have the potential to become a Multi-Campus Cluster University.
- Cluster universities will be created by pooling the resources of 3 to 5 existing institutions which have adequacy of academic, physical and technical infrastructure in the college including library, hostel, equipment, ICT enabled services as in the case of Model Degree Colleges as specified.
- Robust internal governance structure - Academic Council, Board of Studies, Research Councils and Finance Committees.
- Have a combination of colleges which are Autonomous status/ College with Potential for Excellence/Special Assistance received from reputed international or national funding agencies/'Centers of Excellence' as identified by State Governments etc.
- Have teaching programme both in under-graduate and post-graduate courses or demonstrate ability to undertake post-graduate programmes and demonstrate credible research evidence by some faculty members.

Creation of cluster college universities

- Have a healthy Student – Teacher ratio (15:1)
- Have an existing combined enrollment of 2000 students and proposed enrollment no. of students must be enough to sustain the institution as a university (4000).
- The physical proximity of the institutions (15-20 km) should be such that they are able to share physical and human resources and not hamper student and faculty mobility
- The creation of the new cluster university must address critical gaps in spatial distribution of institutions across the State.
- Coverage of socially and economically backward groups must be ensured.
- The new university must address the affiliation issues of the existing universities in the State.

Infrastructure grants to Universities

- All State Universities will be graded into category A, B & C on the basis of following criteria. Category A universities will be given priority.
- Priority will be given to those State Universities which have either already implemented or given the commitment to earliest implementation of the following reforms that have been mentioned in the RUSA scheme document:
  - Institutional governance reforms
  - Examination reforms
  - Academic reforms
  - Vocationalisation of higher education
- Priority will be accorded to universities considering their accreditation status on the following basis of NAAC Grade received if not accredited then on the status of applying for accreditation
- Antiquity
- Special attributes/handicaps
- Socially & educationally backward classes enrolment
- The grant shall be utilised for critical infrastructural gaps which lead to immediate quality gains such as upgrading of libraries, laboratories, equipments, hostels and toilets etc.

17

Infrastructure grants to colleges

Colleges will be divided in category A, B & C on the following basis:

- No of Students
- Antiquity of Institutions
- % of SC/ST/OBC and Women students
- Priority will be given to colleges considering their accreditation status on the following basis of NAAC Grade received
- If not accredited then on the status of applying for accreditation
- The grant shall be utilised for critical infrastructural gaps which lead to immediate quality gains such as upgrading of libraries, laboratories, equipments, hostels and toilets etc.

New model colleges (General)

The 66 districts will be graded into category A & B on the basis of following criteria, the category A districts will be will be given priority

- District with 0 - 1 colleges – Category A
- District with 2- 4 college – Category B
- Districts in Category A will be given priority over Category B, within each category priority will be given on the following basis:
- Low CPI (College Population Index, No of Colleges per 1,00,000 students of 18-23 age group)
- High proportion of socially and economically backward population
- Low GER for female students
- Low GER (SC/ST)

Upgradation of colleges to model colleges

Priority for proposals will be given on the basis of College Population Index, the districts with lower CPI will get preference. Amongst similarly placed districts, following criteria will be used to prioritize.

- High proportion of socially and economically backward population
- Low GER for female students
- Low GER (SC/ST)
- Sanctioned under the Model Degree College scheme
- Antiquity
- Special attributes/handicaps

The Model Degree College must contain the following:
- Girls Hostels and girls toilets
- New hostels wherein 50% of capacity would be used for socially and economically weaker sections
- Converting existing buildings into fully disabled friendly environs (e.g. ramps, tactile pathways)
- Special facilities/equipments of disabled (e.g. computers, lab equipment's)

New colleges (professional)

The State can form proposals on the basis of number of colleges in the district:

- District with 0 professional college – Category A
- District with 1 professional college – Category B
- Districts in category A will be given priority over B, within category B, priority will be given on the following basis:

- Spatial distribution of institutions
- High proportion of socially and economically backward population
- Low GER for female students
- Low GER (SC/ST)

- **States which are over-saturated (in terms of institutional density and vacant seats) will not be considered.**

Research, innovation & quality improvement

Priority will be given to those State Universities which have either already implemented or given the commitment to earliest implementation of the reforms to enable institutions to emerge as autonomous research-driven institutions

- Establishing industry linkages
- Improving Student-teacher ratio
- Plans for providing structures and facilities that support research institutions such as research hubs/parks etc.
- Adoption of meta university concept to offer cross university education and allow credit transfer to students
- Procuring high Quality e-resources
- Upgrading library and laboratory facilities
- Setting up incubation centres, innovation hubs
- Attracting top rate international faculty and providing competitive Faculty compensation
- Attracting top quality researchers and students
- Offering merit based scholarships, fully funded doctoral fellowships, post-doctoral fellowships

Research, innovation & quality improvement contd..

- Support faculty and students exchange to world class institutions
- Promote inter-disciplinary and trans-disciplinary research centers
- Developing research and entrepreneurial activities
- Support to setting up Science Parks and cutting edge Technology and Instrumentation facility
- Support different types of research programs – Base Research, Key Technology (R&D), High end (R&D),
- Job Skills Training and Leadership Development and Capacity Building
- Identify a few departments or fields of critical importance to the university and move them into a position of world leadership while working to prevent others from losing such stature.

Equity initiatives

- Enrolment of SC/ST/OBCs against specified percentages of reservations in the State The number of institutions that have or plan to create:
- Creation of equal opportunity cells
- Providing of remedial classes, language labs etc.,
- Financial aid and scholarships for socially and economically backward students
- Equity and gender sensitization campaigns
- Innovative schemes/programmes to enhance equity and inclusion

Faculty recruitment support

Faculty Recruitment Support will be given keeping the following under consideration:

- All state universities will be eligible
- Commitments of States to take over the liability of faculty positions at the end of the scheme
- Priority will be given to those states where more recruitment has taken place in Universities in the last 3 years
- Faculty positions vacant
- Student teacher ratio
- For the purpose of support under the scheme, priority will be given to new institutions.

Faculty improvement programme

Priority will be accorded to Academic Staff Colleges considering the following:

- % Vacancy in permanent staff positions
- No of refresher courses and number of teachers trained in the past two years.
- Extent of employment of technology-enabled innovative teaching and learning practices.

Vocationalisation of H.E

The States will be provided funding considering the following:

- Strengthening governance, management and financing for VE-modernization of management and governance policies, procedures and instructional structures , design and implementation of an effective mechanisms for monitoring and evaluation of the projects, support for project coordination, implementation and management
- Developing educational standards and core curriculum as the basis for the institutional to design new program, preparation of teacher-training programs for design and delivery of a competency based and modularized curriculum
- Enhancing skills delivery including development and delivery competency based training and continuous skills upgradation
- Counseling for choice of training and career planning
- Infrastructure support towards the creation and delivery of new programs
- Curriculum reforms with backward and forward linkages so as to integrate with school curriculum and demands in job markets

Institutional restructuring & reforms

- This amount will be given to States which have already undertaken sectoral and governance reforms or have committed to undertake them as a part of the prerequisites for RUSA.
- The amount would be utilized for setting up/strengthening State Higher Educational Councils and setting up State Resource Centres.

Leadership Development of Educational Administrators

Support will be provided to States and Institutions with the following criteria:

- All State Universities and Colleges (Government and Government aided) will be eligible.
- All such institutions will be provided support under this scheme which has in place governance pre-requisites as required under RUSA.
- This scheme will support leadership development in positions such as Department Heads, Deans, Registrars, Principals, Vice Principals, Pro-Vice Chancellors and Vice-Chancellors.
- In addition capacity building initiatives will be provided to state level policy makers and members of governing bodies at the institutional level
- Preference will be given to those institutions which have a good NAAC accreditation
- Preference will be given to those faculty/educational administrators who are below the age 50 who have demonstrated leadership skills in their respective institutions.

Leadership Development of Educational Administrators

- Women faculty will be encouraged to participate in this program.
- All those undergoing Leadership Development training under this scheme should be provided appropriate leadership positions at the Institutional level following the required due process.
- All such participants undergoing such trainings would be tracked periodically to ensure that the learning's from such programmes are implemented at the institutional level for providing good leadership and better institutional governance.

Others

- Capacity building & preparation, Data collection & planning
  - ➢ To be given to those States that comply with prerequisites

- Management Information System

  - ➢ The MIS would be centrally designed, developed and implemented.
  - ➢ It would cover all participating bodies and institutions.
  - ➢ A common tool would be developed to generate standardized information that would help in monitoring progress of reforms, utilization of resources etc.
  - ➢ Universities and colleges will be provided adequate infrastructural support to install the MIS and required training to the personnel for using the system.

State Plans

Template

State Plan

- **Table of Contents**
- **Executive Summary**
- **Chapter 1: Introduction**
  - ✓ Mission
  - ✓ Vision
  - ✓ Goals
- **Chapter 2: Background**
  - ✓ Demographic Profile of the State
  - ✓ Higher Education Profile
  - ✓ SWOT Analysis
  - ✓ Academic Information

State plan contd..

- **Chapter 3: Analysis of past performance**
  - ✓ Summary
  - ✓ Detailed Analysis
- **Chapter 4: Preparation of the State Plan**
  - ✓ Methodology
  - ✓ Stakeholder Consultation
- **Chapter 5: Five-year Perspective Plan**
- **Chapter 6: Snapshot of the Annual Plan**
  - ✓ Priority Areas
  - ✓ Strategy
  - ✓ Sources of funds
  - ✓ Major targets and financial outlays
  - ✓ Prerequisites: Essential commitments from the State
  - ✓ Current level and targets for the next year

State plan contd..

- **Chapter 7: Detailed Plan**
  - ✓ Overview of the major initiatives
  - ✓ Private sector participation
  - ✓ Detailed component-wise allocations
- **Chapter 8: University-wise plans and financial impact**
  - ✓ Outlays for all universities and colleges
  - ✓ University wise break up
  - ✓ College wise break up
  - ✓ Detailed Allocations for Universities
- **Annexures**
  - ✓ Annexure I: State Baseline
  - ✓ Annexure 2: Evaluation of State Development Proposal

Thank you