

Impact of RUSA on Higher Education:A Critical Review

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Abstract

The arrangement of advanced education of a country is an immense passage for its acknowledgment at the worldwide level. It's amazingly significant to get change the country and the general public. With the assistance of advanced education, any nation can resolve issues in regards to openness, value, improvement, qualities and quality. Advanced education helps the people in growing their abilities and information, mastery their view obviously through composition and discourse, handle the speculations and ideas and increment a comprehension about world just as their networks. Advanced education unquestionably helps in improving the personal satisfaction. The advanced education structure in India is one of the biggest in world, next just to USA and China. India is additionally the single greatest supplier for worldwide ability which has 1 of every 4 alumni from the Indian schooling framework. The essential administering body in India is UGC. It implements the norms, exhorts government and furthermore helps in coordination between the state and the middle.

Keywords: RUSA, Indian education system, higher education India

Introduction

Advanced education is the highspeed administration industry which is presented to privatization, progression and globalization during the cutting edge times. For enticing the students and for catering to their requirements as well as aspirations, the providers of higher education are expected to involve themselves actively in the procedure to understand the expectations as well as their perceptions of the students regarding quality measurements within the structure. They are also expected to make use of the techniques to measure the quality of the inputs as well as the procedure of their education just like the other sectors would estimating nature of the administrations is in this manner significant which is utilized for giving the input on various parts of value which ought to be considered in future. Quality which is also called quality observing is the new popular expression of colleges and universities since they are principally answerable for the general public for its end results for example the alumni. The essential administering body at tertiary level is UGC or the Universities Grants Commission that implements the principles, exhorts government and furthermore helps in organizing among state and the middle (Mishra & Van Lalchhanhimi, 2020).

The Indian states in top 8 positions regarding highest colleges in the country are Maharashtra, UP, Rajasthan, Karnataka Tamil Nadu, Haryana and Madhya Pradesh. About 35% of the colleges are run just through one single program and out of these about 83% are managed privately. Amongst these, about 38% of the colleges run just B.Ed courses. The system of higher education as a whole has a lot of challenges to be faced like management, finance, equity, access, reorientation and relevance and programs to lay emphasis on the ethics, values as well as the quality of HEaling with an assessment of the educational institutions as well as their accreditation. These kind of problems have a lot of significance for India since higher education is considered to be one of the most powerful tools for building knowledge base society for making the future of a country prosperous. How enormous the challenge is to provide equal opportunities for good quality education to the ever rising student population is historic opportunity to correct the sectoral as well as social imbalance, reinvigorate the institutions, cross international benchmark for excellence and extend frontier of knowledge.

In a nation which has enormous diversity, region of North East which has 8 states in all including Sikkim, Assam, Tripura, Arunachal Pradesh, Meghalaya, Nagaland, Manipur and Mizoram is a very important entity from the geographical point of view. The development of these regions is impeded by



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different inherent difficulties like insufficient infrastructure, adverse climatic conditions as well as mountainous landscape. The peace as well as social life in these regions are also disturbed through class on the border and also the ethnic tensions. However, these regions are endowed with a rich bio diversity and a lot of natural resources. The rate of literacy in a lot of the states is highest in the whole country. Skilled human resource for exploiting local resources when developed like timber, tea, coal, oil, etc. offer a lot of potential for economic progress of a region. It's quite obvious that the quality of the higher education institutions is the pre-requisite for development and the creation of skilled human resource. Good quality higher education especially in the north-east region would help in circumventing natural resources constraints as well as creation of infrastructure of knowledge for the self-empowerment of people.

However, in spite of everything, higher education structure has a lot of challenges like management, financing, equity, access, reorientation and relevance of the programs and the policies to lay emphasis on the ethics, values as well as the quality of the higher education along with assessment of the institutions and the accreditations they have (Dhar, Mehta, 2020).

Aims of the Study

To critically assess the growth of higher education after implementation of RUSA.

Review of Literature

RUSA completely understands the fact that the system of higher education in India should be considered as long-term social investment for promoting economic growth, social cohesion, cultural development, justice and equity in the country. For fulfilling the aim of 12th plan, it is important to focus on an inclusive growth and for ensuring a genuine endogenous as well as sustainable development and social justice, higher education system has a very important role to play especially for generating the research knowledge. It is additionally essential to foster minimum amount of instructed and talented work force (Heera, 2018). Inside the philosophical, a few difficulties with respect to the arrangement of advanced education have likewise been recognized which must be addressed to adjust the development and improvement of the advanced education framework in India. Subsequently, for setting up the worldwide guidelines in the advanced education framework, RUSA offers various methodologies what start from account till social equity and exploration morals, it predominantly incorporates dynamic side of the advanced education framework in India. It is likewise essential to foster minimum amount of taught and talented work force (Heera, 2018). Inside the philosophical, a few difficulties in regards to the arrangement of advanced education have additionally been distinguished which must be addressed to adjust the development and improvement of the advanced education framework in India. Accordingly, for setting up the worldwide guidelines in the advanced education framework, RUSA offers various methodologies what start from

account till social equity and examination morals, it for the most part envelops dynamic side of the advanced education framework in India (Sahoo and Rout, 2019).

According to a study, various dimensions have been identified in the Higher Education sector as compared to the other Asian nations. The study reveals the curriculum in the higher education system is quite comprehensive in India but it is less industry oriented as compared to the other Asian nations. For instance, Singapore focusses mainly on the TQM model. Different parameters for accreditation agencies are also different for different nations. Another study shows that the adaptation of the quality control, academic freedom, diluted excise and superficial excise of the higher education institutions is quite evident. It has also been founded that the quality control as well as sustains are some of the major components of quality management in higher education. The diluted and superficial practice can't create a good image in the society (Balu and Rajkumar, 2015).

The researchers procure reform of the higher education system in India. They reveal that reformation of the education system which has happened by far went totally against judgement which was given by Supreme Court. Ruling of the Supreme Court was to eradicate inequalities which wasn't attended by the institutions properly. Some studies also suggest that major sources for funding higher educations are available (Giri and Priyanka, 2015).

RUSA is considered to be a very important initiative of the Indian Government after the Serva Shiksha Abhiyan and the Madhyamik Shiksha Abhiyan. The main concept behind RUSA is bringing the education system in India in sync with the system of higher education of the other developed nations. India has an unusual growth in the sector of higher education. It's also been reflected in excellence and quality in outcomes of the higher education system. The dream of the statesmen is evolving the higher education system in India with the help of global perspective. A lot of researches have been done on the higher education system in India. Different researchers have studied the different components of the system of higher education have been studied. These include the quality, equality and equity in the higher education system (Pandhiya, 2015).

The CABE or the Central Advisory Board for Education have recommended to introduce reforms in the higher education system by protection of the intellectual autonomy in the higher education institutions. In 2014, the Government of India implemented the National Commission of Higher Education and Research which replaced all the regulatory bodies. RUSA is one of the main movements regarding this. It has been established for bringing the national mandate for reforming the higher education system. Amongst all the important stakeholders including the students, principles and the teachers are important components of education. The awareness and the attitude of these stakeholders are also important for the pragmatic

reformation of higher education system in India. In the 12th plan, RUSA studies all the significant aspects of higher education like research, finance, leaning and teaching, community development, infrastructure. Etc. The best innovation and practices in the higher education system m are considered to be the most important areas. A study which was conducted for attitude and awareness about different stakeholders of higher education system revealed that a comprehensive reformation of the Higher Education system is possible only if the respondents are aware as well as positive about their attitude. However, no studies have still been done regarding integration of attitude and awareness of the teachers, students and the principals. Also, these studies even reflect the attitude of stakeholders regarding implementing RUSA(Patra and Mete, 2016).

RUSA is the umbrella scheme which has been presented and subsume the other current schemes also in this sector. The central funding comes from the Human Resources Development Ministry to all the institutors with the budget from the state. The funding's to states are decided on the basis of critical appraisals. The plans describe the strategy of every state for addressing the issues of access, equity as well as excellence in the higher education system. All the funding under RUSA is based on the norms and the future grants are dependent on the outcomes. A commitment for certain administrative, academic as well as governance related reforms are the precondition to receive funds. Under RUSA, the centre and state funds for this scheme are in the ratio of 90 and 10 for the north-eastern states like J&K, Sikkim, Utarakhand and Himachal Pradesh and 65 and 35 for the other states and union territories. Also, funding is available for private aid institutions on the basis of the duration of their existence, for the activities permitted on the basis of some of the parameters and the norms in the ratio of 50,50. The main objectives of the RUSA scheme are achieved with the help of customised and need based equity interventions, programs for quality improvements and compulsory accreditation(Rambilas, 2015).

The faculty issues are addressed with the help of creation of the new posts, by filling the current posts by the full time faculty members and programs for improvement of faculty. RUSA equities interventions are also built into the scheme. Thus, RUSA is considered to be a wonderful opportunity for state colleges and universities for upgrading their research and educational ambience of knowledge resources, infrastructure as well as skill development for producing international standard manpower (Sahu and Jain, 2015). Further, it also needs to be noted that upgraded universities and colleges need to be mentored in order to get good quality output on research with funding related expertise through the RUSA scheme. Keeping in mind that the teachers are spine of an education reform, any good service related and administrative issues highlighted by teaching institutions should be remedied immediately by respective government agencies. This scheme covers just the Govt and the

Govt aided state higher educational institutions (Shah, 2015).

The open institutions and universities which offer agricultural, medical, vet nary and other such disciplines do not come under RUSA. Also, the uni-discipline education institutions are offered a low priority within the ambit of RUSA. For being eligible for getting funding under the RUSA scheme, the states need to fulfil some of the prerequisites. These include administrative, academic as well as governance reforms. These prerequisites are mainly at the 2 levels i.e. commitment given by the educational institutions to states and the commitments offered by the states to the centre. Until and unless these kind of commitments are met, states as well as educational institutions can't avail the grants from RUSA. This scheme also follows the bottom up approach to plan and budget for addressing multiple and grade inequalities and for promoting the needs based planning. The states are also motivated to undertake the strategic planning and thinking considering the future needs of higher education. The challenges regarding the demand and the supply side need to be addressed. The 2 centrally sponsored schemes were also subsumed under the RUSA scheme during the 1st phase (Kumar, 2016).

The schemes of UGC like development grants for the state colleges and universities, 1 time catch up grant, etc. are dovetailed under RUSA. However, the individual oriented educational schemes for the students and the teachers continue to be managed by the University Grants Commission. Under the 2nd phase of RUSA, scheme on universities with a potential for colleges and excellence with a potential for excellence, under UGC have been subsumed by RUSA 2.0. Under this scheme, the preparatory amount is offered to state governments for enabling them to strengthen and create the required institutional framework to comply with the priorities requirements as well as commitments within RUSA. These funding may be used for strengthening or setting up of the state projects. They undertake the baseline surveys for helping them build their capacity. The assets which have been assigned to the particular state for a specific monetary year perhaps named as asset envelope. Designation of the assets depends principally on reserves levelling recipe. The assets envelope for some random monetary year follows a blend of execution and subsidizing and is connected with the adherence and contingency of changes. Every one of the instructive foundations are relied upon to set up the institutional improvement plans for every one of the parts with the monetary recommendations in regards to the boundaries which catch the necessities based prerequisites (Kumar,2016).

States then, at that point total IDPs and furthermore coordinate into the state advanced education plan by basically superimposing state important parts. It's additionally significant that each state embraces the benchmark review and the partner's interviews for comprising the base to set up the IDPs. It's additionally significant that these plans are endorsed by imperative state higher

instructive gatherings before the onwards accommodation to the service of human asset improvement. The subsidizing to the states is done dependent on the basic examination by the State Higher Education Plan which is finished by the specialized care groups at Centre. Prioritisation of the components is based on resources envelope of states which is done jointly by TSG and the State collaboratively. It is based on the adherence of the norms of RUSA and the specific needs of the state. The components which are important are presented jointly before Projects Approval Board for getting the necessary approvals.

All the funding under RUSA scheme are based on norms and the future grants are dependent on the outcome. The central funds are strategic and they are based on the projects that serve as the benchmarks against which performance of the states and the educational institutions are offered grades.

For ensuring good quality higher education, various regulatory bodies are introduced as accreditation and assessment bodies. These agencies constitute quality assurance mechanisms for the system of higher education. The efficient of the quality assurance system for maintaining quality in the higher education institutions is the major area which captures attention of the researchers (Alom, 2016).

Conclusion

Even though various studies have been done on different type of aspects of HE, no study was done on RUSA earlier. It's a comparatively new domain for research and thus researchers are finding it interesting to conduct research on it. RUSA follows a totally new methodology towards subsidizing of the advanced education establishments from the state colleges. It depends chiefly on the standards of the subsidizing framework which depends on the exhibition, boosting the establishments which perform well and dynamic with the assistance of standards which are characterized unmistakably. Adaptation of the academic, superficial and quality controlled excises of the higher education institutions found that sustainability as well as quality control is the major factors for quality management.

The study explores the various aspects of RUSA as a policy that contributes to the betterment of the higher education by providing various facilities to the higher educational institutions. The scheme should set up the criteria for inclusion of maximum number of institutions under the scheme. Further, the time bound accountability should be set to for the colleges so that the scheme becomes result oriented. The colleges should make a team of faculty members who are accountable for ensuring the fulfilment of the objectives of the scheme.

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