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# A Theoretical Study on RUSA and Quality Higher Education in Karnataka

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**ABSTRACT:** In this globalized world which is full of challenges as well as opportunities, the prospect of an individual as well as a country has become critically dependent on the quality and content of its education system. While the foundation of knowledge and skill is laid down at the primary and secondary levels education, it is at the level of higher education that a human skill attains perfection. This paper aims at identifying and specifying the significance of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) and its significance in the quality of higher education is measured. Considering that, access, equity and excellence are the backbone of educational reforms supported by teacher bodies have to be parallel remedied by governments. The bodies also have to pragmatically approach this reform scheme and provide collective wisdom for further quality refinement. Hence, RUSA is an excellent opportunity to the State Universities to upgrade educational and research ambience of infrastructure, knowledge resources and skill development expertise to produce international quality manpower.

**KEYWORDS:** RUSA, Higher Education, Equity, Excellence, Knowledge Resources, Skill Development, Quality Manpower

## I. INTRODUCTION

The development of any country mostly depends upon the expansion and dissemination of education in society. Progress of a society is possible only when its citizens are educated, dynamic, resourceful, enterprising, and responsible and so forth. Without such citizens, development of a country can hardly be achieved in any field. Hence, Higher education is of paramount importance for economic and social development. It has long been recognized as a major contributing factor to the social, cultural and intellectual life of society by providing and improving those skills, competencies that are required in different spheres of human activity, ranging from administration to agriculture, business, industry, health and communication and, extending to the arts and culture.

In India, Higher education refers to a level of education that is imparted after +2 stages i.e. at collegiate and university level. It is based on (10+2+3) system of education recommended by National Policy of Education (NPE), 1986. It is provided at colleges, universities, community colleges, liberal arts colleges, institutes of technology and certain other collegiate institutions such as vocational schools, trade schools and career colleges that award academic degrees or professional certifications. The faculty of higher education includes: Arts, Science, Commerce, Engineering, Medicine, Agriculture, Veterinary, Law etc. Various educational experts, committees and commissions in India in the recent past felt the importance of higher education as an instrument of social change and progress.

Considering the enhancement of higher education in India, the government has made a significance on improving the quality of higher education by imparting RUSA grants. Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a holistic scheme of development for higher education in India initiated in 2013 by the Ministry of Human Resource Development, Government of India. The centrally sponsored scheme aims at providing strategic funding to higher educational institutions throughout the country. Funding is provided by the central ministry through the state governments and union territories (UT), which in coordination with the central Project Appraisal Board will monitor the academic, administrative and financial advancements taken under the scheme and total of 316 state public universities and 13,024 colleges will be covered under it.

Adding on further, these grants have significantly influenced quality of higher education through the development of Faculty, Infrastructure, Research work, Curriculum, Evaluation, Management, Learning Environment, Contribution to the human society, and other quality props up the morale of the higher education system at the delivery end i.e., institutional, and at the receiving and i.e., students. Quality dimensions seem to have two implications, i.e. functionality of the output and meeting the basic standards.



## II. LITERATURE REVIEW

**Sharma (2020)** said that the Indian Higher education system didnot get required attention towards quality and fitness of purpose while it grew with addressing the skills factors like access, equity, quality and employability. **Nagaraj (2019)** examined the enrolment trend and patterns; graduation and employment patterns; and the quality assurance framework for HEIs in India and found that despite access to higher education in India has increased, challenges remain. **Puram (2019)** opined that the impetus for improving quality of higher education and scrutiny by the accreditation agencies and the corporate employers is gaining momentum in India. **Sahoo and Sarat (2019)** studied the awareness of teachers about the academic provisions of RUSA in relation to its various aspects like access, equity, faculty, reform in admission process, curriculum development and examination process, research and development etc., which are concerned to improve the quality of higher education. **Vanengmawii (2017)** said that the RUSA scheme is one of the important landmarks for higher education for an economically challenged state like Mizoram. She opined that the funds from RUSA would definitely help all the institutions for the development in terms of quantitative and qualitative growth. **Kumar et.al (2017)** explored the extent of RUSA for quality education of college students; to investigate the outcomes of RUSA in higher education; to identify the impact of RUSA on college students and faculty members; to find out the problems faced by faculty members with new policies. **Das (2016)** stated in his article Jharkhand set to emerge as educational hub revealed to improve Gross Enrollment Ratio (GER) in higher education. The government is putting all efforts to improve Gross Enrollment Ratio (GER) in higher education path. It is currently 13.1 against the national average of 23. **Singh (2016)**, in article on the changing higher education scenario in Karnataka. Access, Equity and Excellence- are the three major features for higher and technical education. However, for us- at this point the greatest challenge is to increase the GER. It is 13 and we need to take it to 32 by 2022.

## III. OBJECTIVES OF THE STUDY

1. To study the funding process & implementations of RUSA
2. To identify the rationale mission & components of RUSA
3. To generalize mission objective to improve the quality of education through RUSA

### 4.1 Research Methodology:

This study is mainly based upon the secondary sources of Data. Books, Magazines, Research Journals, Published Articles, MHRD Documents, and RUSA Documents are used to get the appropriate relevant information.

### A. Funding Process of RUSA:

RUSA is provided by the central Ministry of Human Resource Development directly to the state governments. From the state budget the funds are disbursed to individual institutions and the funding to states would be made on the basis of critical appraisal of state plans for higher education plans. The amount of funding from central government will be 65% of the total grants, and 35% will be contributed by the state as matching share. Considering the 12th Five-Year Plan period 2012–2017, RUSA is allotted a financial outlay of INR 228.55 billion, of which INR 162.27 billion is contributed by the central government. During the first phase, 80 new universities are created by converting autonomous colleges in a cluster to state universities. 100 new colleges are set up and 54 existing colleges would be converted into model degree colleges. Infrastructure grants would be given to 150 universities and more than 3,500 colleges.

As far as planning in India is concerned, this is the most favorite quote. In the next five year plan i.e. 12th Five Year Plan, MHRD is going to launch its one of the ambitious project, called as, Rashtriya Uchchatar Shiksha Abhiyan (RUSA) – National Higher Education Mission. Like Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan (RMSA), RUSA is being developed to boost Higher Education Sector in India. Every once and while when the news related to International Ranking of Higher Education Institutes are popping, the policy-makers in Higher Education is found busy in searching for the best suitable excuses. This time, hopefully, rather engaging their energy in finding the ways and means for escaping, an approach towards the damage control and then development of Higher Education Sector is coming up.

### B. Implementations of RUSA:

To participate in RUSA, each state must create a State Higher Education Council (SHEC), which will be approaching RUSA authorities with the State Plan. RUSA will Create New Universities 20% Create New Colleges 9% Infrastructure Grants to University / College 46% Faculty Recruitment and Improvement 15% Research, Quality,



Equity, MIS and Institutional Restructure 10% disburse Grants to State Government, which will transfer these grants to SHEC. SHEC will allocate grants to the Universities / Colleges / Institutes and in return, all the grantee Universities / Colleges / Institutions will be required to submit Resource Utilization Certificated and Financial Accounts to SHEC. SHEC will create an MIS for the same. RUSA authorities will also collect information from both State Govt. and SHEC. As mentioned above, to participate in RUSA, states will be asked to complete certain perquisites. They are as follow; States Institutions Higher Education Council reforms administrative reforms share and timelines governance reforms improvement and innovation effort.

### **C. Mission of RUSA in Karnataka:**

Mission of RUSA in Karnataka is to create conducive academic environment of high standard and impart Higher Education with a State of the art infrastructure and high moral climate. The broad mission is to provide higher education to all who need, with equal opportunity and excellence by developing trained human resources as per Global standard of expertise, Socially Inclusive Perspective, Cross-Cultural Competencies and Ethical Charter meeting employee-employment and knowledge aspirations locally.

### **D. Components of RUSA:**

To improve the overall quality of existing state institutions by ensuring that all institutions conform to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework, below are the components of RUSA,

1. Creation of Universities by way of up-gradation of existing Autonomous Colleges
2. Creation of Universities by conversion of colleges in a cluster
3. Infrastructure Grants to Universities
4. New Model Colleges (General)
5. Up-gradation of existing Degree Colleges to Model Degree Colleges
6. New Colleges (Professional)
7. Infrastructure Grants to Colleges
8. Research, Innovation and quality improvement
9. Equity Initiatives
10. Faculty Recruitment Support
11. Faculty Improvement
12. Vocationalization of Higher Education
13. Leadership Development of Educational Administrators
14. Institutional Restructuring and Reforms
15. Capacity Building and Preparation, Data Collection and Planning
16. Management Information System
17. Support to Polytechnics
18. Management Monitoring Evaluation and Research (MMER)

### **E. Focus Areas of RUSA to improve the Quality Higher Education in Karnataka:**

**1. Enrolment enhancement:** The enhancement of enrolment capacity needed to be enhanced to meet GER 32 in 2023. New Means of enrolment Enhancement need to be explored.



**2. Research and Development:** To make strategic interventions that give scope for genuine exploration and the spirit of inquiry thereby producing high-end research, the subtext of which is to stem brain drain and as a result ensure investment of knowledge in the state.

**3. Skill Development:** To achieve a just representation of vocational skills in Higher Education while endeavoring to simultaneously nurture indigenous skills and knowledge. The goal is a modernity that is not warped by cultural notions of 'white collar' respectability.

**4. Faculty Development:** To develop the faculty of colleges and universities with regard to teaching methodology, up gradation of knowledge and demonstrating exemplary leadership qualities, consequentially creating a progressive society which is marked by open mindedness, humaneness and rational thinking.

**5. Global Standards:** There is only one standard and that 'one' may exist in any part of the globe. The aspiration is to make Karnataka 'knowledge capital' and 'innovation hub' by foregrounding high-end research and fostering holistic education.

**6. Human Resource Development:** To make a long-term social investment, (that is by widening the reach of higher education) and witnessing the ensuing social transformation through the steep rise in the CPI and HDI.

**7. Innovation:** To expand the frontiers of knowledge by tapping the enormous inventive potential of the youth by encouraging entrepreneurial ventures and ingenious futuristic projects, thereby paving the way for sustaining diversified professional excellence.

**8. Art and Culture:** To explore, encourage and support and give equal impetus for the promotion of art and culture in accordance with the rich cultural heritage of the Karnataka and nation, eventually nurturing a balanced, healthy and progressive society.

**9. Meaningful and Self-Enriching Employability:** To evolve a skill based knowledge system with diversification in order to break the hegemony of market-driven education by promoting and popularizing neglected courses (i.e., democratization of Higher Education).

**10. Industry Institution Symbiosis:** To achieve a synergy between the burgeoning industry requirements and the demands of the educational sector so as to equip the students with knowledge which is relevant, for when an individual's inherent talents and interests find a meeting point with the needs of the society, one may say that individuals have found life's vocation.

#### F. Status of Higher Education in Karnataka:

Sl. No	Category	Number of Colleges/Institutions
1	Universities	20
2	Engineering Institutions	192
3	Medical Colleges	42
4	Dental Colleges	38
5	Polytechnics	248
6	R&D Centers	103
7	Law Colleges	109
8	B. Ed Colleges	100
9	Pharmacy Colleges	100

*Source: Dept. of HRD, Karnataka*

**Table 1: Status of Higher Education in Karnataka**

The National Mission on Higher Education with an assistance of RUSA has foreseen a great transformation in higher education for India as a nation by effective measures taken at the grassroots level and touching the lives of people and

the nation at large through the institutes of Higher Education. The objectives of drawing more people into colleges and universities, enrolling them in courses that develop their potential by providing them an environment needed for quality education. This is summed up in the RUSA guidelines as “Equity, Access and Excellence”.

### **G. Performance against Specific Goals in Karnataka:**

#### **Access- At institutional Level.**

The above listed number of Universities, Constituent Colleges, Aided Colleges and Private Universities inclusive of various courses are listed in Table 1. This is relatively small number of institution catering large number of enrolled students. Most of the universities is run by state Government. There are few but nationally reputed private institutions.

It had already been discussed that, many of the institutions and their efforts had been taken in last decade and resulted in significant growth accesses and quality.

#### **Equity –at College level**

Karnataka is an economically backward state with very low capita income. Providing higher Education to all needful people does not mean to providing access opportunity but also affordable to the masses. The highly subsidized higher education is the solution.

#### **Free Education in Government and Aided Colleges**

In the interest and welfare of students, who come from the weaker sections of the society and to encourage more number of students to pursue higher education, all Government Arts and Science Colleges and Technical College provide very low cost Education up to PG level. All Government Aided Arts and Science Colleges provide Free Education up to UG level to All SC, ST and Women. Stipends are also provided to OBCs students. In Technical Education, five percent seats have no fee for meritorious students.

#### **Hostel**

Hostels for SC/ST and women's are running in most of major colleges as they provide free or very low cost accommodation.

#### **Reservation Policy**

The Quota earmarked in the Reservation Policy for the differently abled candidates is strictly adopted in admission. Special care in teaching to the differently abled students is provided. The students admitted under this reservation are properly educated to avail the financial assistance provided by the Government and other statutory bodies. The scheme of total fee concession to the differently abled candidates has been implemented as per the direction of the Government.

### **H. Strategic Plan towards enhancing Quality Higher Education:**

A plan strategy based on certain targets will be meaningful and fruitful and a target-based approach can yield better results for the state like Karnataka, wherein, they aim at GER 22% at the end of 20th plan and 32% at the end of 22nd plan for the state. The strategy of the State is to accommodate and introduce new courses and programs by expanding existing programs through large-scale investment in Infrastructural facilities along with requisite H.R support to Universities and Colleges.

A well-researched strategy to bring down disparity across geographical region, gender and Socio economic and Socio-religious groups of utmost significance in overall development of higher education and in long run excellence can be made possible through enrichment of competent faculty leading to excellent students and yield overall academic excellence. The strategy is to incentivize the existing the proposed faculty and students for quality research.

In general, the proposals are aimed at up gradation of lab, equipment's, student and faculty resource etc., and consequently, these facilities/steps are going to bring more research projects and consultancy services. Majority Faculty members from science disciplines already have good record of accomplishment of undertaking research projects and consultancy assignments. The SHEP once implemented will make rapid progress in research and consultancy services in Universities of Karnataka.



## V. CONCLUSION

This study has helped to understand the importance RUSA and its support for the enhancement of quality in higher education of Karnataka. RUSA grants offered to the educational institutions are utilized by more than 65% of the educational institutions in Karnataka and its effectiveness had helped the institutions to build on their infrastructure, laboratory advancement, and adaptation to technological equipment has significantly contributed for the advancement of students in all disciplines in Karnataka. This study has also helped to come across the criteria for RUSA implementation and its goals and focus areas to enhance the quality education for the needed students across the state and also providing them the opportunity to me more competitive in the technological driven state of the nation.

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