राष्ट्रीय उच्चतर शिक्षा अभियान
Rashtriya Uchchatar Shiksha Abhiyan
National Higher Education Mission

Presentation before Central Advisory Board of Education
10th October, 2013
Chronology

- Approved by CABE on 8\textsuperscript{th} November, 2012
- The National Development Council (NDC) approved the Scheme as part of the 12\textsuperscript{th} Plan
- Approved by Cabinet on 20\textsuperscript{th} 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 21\textsuperscript{st} February 2013
- Prime Minister also announced the Scheme in the Governors’ conference on 12\textsuperscript{th} February 2013
- EFC cleared Scheme on 11\textsuperscript{th} September 2013
- Finance Minister cleared Scheme on 23\textsuperscript{rd} September 2013
- CCEA approved RUSA on 3\textsuperscript{rd} October, 2013
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

<table>
<thead>
<tr>
<th>Plan Period</th>
<th>Central Share</th>
<th>State Share</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>12th Plan</td>
<td>16,227 Crores</td>
<td>6,628 Crores</td>
<td>22,855 Crores</td>
</tr>
</tbody>
</table>
### Total Scheme Components and Outlay

<table>
<thead>
<tr>
<th>Component</th>
<th>Unit cost (Rs. Crores)</th>
<th>No of Universities/Colleges/States</th>
<th>Outlay (Rs. crores)</th>
<th>Central Share (Rs crores) 71%</th>
<th>State Share (Rs crores) 29%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up gradation of existing autonomous colleges to Universities</td>
<td>55</td>
<td>108 universities</td>
<td>5940</td>
<td>4217</td>
<td>1722</td>
</tr>
<tr>
<td>Conversion of colleges to Cluster Universities</td>
<td>55</td>
<td>100 New Universities</td>
<td>5500</td>
<td>4125</td>
<td>1375</td>
</tr>
<tr>
<td>Infrastructure grants to Universities</td>
<td>20</td>
<td>306 State Universities</td>
<td>6120</td>
<td>4345</td>
<td>1775</td>
</tr>
<tr>
<td>New Model Colleges (General)</td>
<td>12</td>
<td>288 Model Colleges</td>
<td>3456</td>
<td>2592</td>
<td>864</td>
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<tr>
<td>Upgradation of existing degree colleges to model colleges</td>
<td>4</td>
<td>266 Colleges</td>
<td>1064</td>
<td>798</td>
<td>266</td>
</tr>
<tr>
<td>New Colleges (Professional)</td>
<td>26</td>
<td>100 Professional Colleges</td>
<td>2600</td>
<td>1950</td>
<td>650</td>
</tr>
<tr>
<td>Infrastructure grants to colleges</td>
<td>2</td>
<td>8500 Colleges</td>
<td>17000</td>
<td>12750</td>
<td>4250</td>
</tr>
<tr>
<td>Research, innovation and quality improvement</td>
<td>120</td>
<td>35 States/UTs</td>
<td>4200</td>
<td>2982</td>
<td>1218</td>
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<tr>
<td>Equity initiatives</td>
<td>5</td>
<td>306 State Universities</td>
<td>1530</td>
<td>1086.3</td>
<td>443.7</td>
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<tr>
<td>Faculty Recruitment Support</td>
<td>0.58</td>
<td>20,000 positions in 306 Universities</td>
<td>11600</td>
<td>8700</td>
<td>2900</td>
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<tr>
<td>Faculty improvements</td>
<td>10</td>
<td>67 Academic Staff Colleges</td>
<td>670</td>
<td>475.7</td>
<td>194.3</td>
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<tr>
<td>Vocationalisation of Higher Education</td>
<td>15</td>
<td>306 State Universities</td>
<td>4590</td>
<td>3259</td>
<td>1331</td>
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<tr>
<td>Leadership Development of Educational Administrators</td>
<td>300</td>
<td>-</td>
<td>300</td>
<td>225</td>
<td>75</td>
</tr>
<tr>
<td>Institutional restructuring &amp; reforms</td>
<td>20</td>
<td>35 States/UTs</td>
<td>700</td>
<td>526</td>
<td>175</td>
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<tr>
<td>Capacity building &amp; preparation, Data collection &amp; planning</td>
<td>10</td>
<td>35 States/UTs</td>
<td>350</td>
<td>262.5</td>
<td>87.5</td>
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<tr>
<td>Management Information System</td>
<td>10</td>
<td>35 States/UTs</td>
<td>350</td>
<td>262.5</td>
<td>87.5</td>
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</table>
## Component wise outlay – 12th Plan

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Component</th>
<th>Unit cost (Rs Crores)</th>
<th>No of Universities/College States/Units</th>
<th>Outlay (Rs. Crores)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Creation of Universities by way of upgradation of existing autonomous colleges</td>
<td>55</td>
<td>45 universities</td>
<td>2475</td>
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<td>2</td>
<td>Creation of Universities by conversion of colleges in a cluster</td>
<td>55</td>
<td>35 universities</td>
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<tr>
<td>3</td>
<td>Infrastructure grants to Universities</td>
<td>20</td>
<td>150 universities</td>
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<tr>
<td>4</td>
<td>New Model Colleges (General)</td>
<td>12</td>
<td>60 colleges</td>
<td>720</td>
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<tr>
<td>5</td>
<td>Upgradation of existing degree colleges to model colleges</td>
<td>4</td>
<td>54 colleges</td>
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<tr>
<td>6</td>
<td>New Colleges (Professional &amp; Technical)</td>
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<td>40 colleges</td>
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<tr>
<td>7</td>
<td>Infrastructure grants to colleges</td>
<td>2</td>
<td>3500 colleges</td>
<td>7000</td>
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<tr>
<td>8</td>
<td>Research, innovation and quality improvement</td>
<td>60</td>
<td>20 States</td>
<td>1200</td>
</tr>
<tr>
<td>9</td>
<td>Equity initiatives</td>
<td>5</td>
<td>20 States/UTs</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>Faculty Recruitment Support</td>
<td>0.58</td>
<td>5000 positions</td>
<td>2900</td>
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</tbody>
</table>
## Component wise outlay – 12th Plan

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<tr>
<th>Sl. No.</th>
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<th>No of Universities/Colleges/States/Units</th>
<th>Outlay (Rs. Crores)</th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>Faculty improvements</td>
<td>10</td>
<td>20 States/UTs</td>
<td>200</td>
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<tr>
<td>12</td>
<td>Vocationalisation of Higher Education</td>
<td>15</td>
<td>20 States/UTs</td>
<td>300</td>
</tr>
<tr>
<td>13</td>
<td>Leadership Development of Educational Administrators</td>
<td>5</td>
<td>20 States/UTs</td>
<td>100</td>
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<tr>
<td>14</td>
<td>Institutional restructuring &amp; reforms</td>
<td>20</td>
<td>20 States/UTs</td>
<td>400</td>
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<tr>
<td>15</td>
<td>Capacity building &amp; preparation, Data collection &amp; planning</td>
<td>10</td>
<td>20 States/UTs</td>
<td>200</td>
</tr>
<tr>
<td>16</td>
<td>Management Information System</td>
<td>10</td>
<td>20 States/UTs</td>
<td>200</td>
</tr>
<tr>
<td>17</td>
<td><strong>Sub Total</strong></td>
<td></td>
<td></td>
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<tr>
<td>18</td>
<td>4% Management, Monitoring, Evaluation &amp; Research</td>
<td></td>
<td></td>
<td>879</td>
</tr>
<tr>
<td>19</td>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>22855</strong></td>
</tr>
<tr>
<td>20</td>
<td><strong>Central Share</strong></td>
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<td><strong>16227</strong></td>
</tr>
<tr>
<td>21</td>
<td>State Share</td>
<td></td>
<td></td>
<td>6628</td>
</tr>
</tbody>
</table>
Approach to RUSA

1. States indicate their willingness to participate in RUSA
2. States and institutions meet prerequisites
3. States create and submit State Plans
4. State enters into an agreement with RUSA Mission Authority
5. Plans evaluated on the basis of norms and criteria
6. RUSA funds allocated under specific components
7. Future grants dependent upon previous utilisation
Institutional structure

National Level
- RUSA Mission Authority
- Project Approval Board
- Technical 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

Planning hierarchy
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
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.
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.
The 66 districts will be graded into category A & B on the basis of following criteria, the category A districts 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)
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.**
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
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 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.
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
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
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
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