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RUSA AN ANALYTICAL STUDY IN MP

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ABTRACT

Rashtriya Uchchtar Shiksha Abhiyan (RUSA) is a government-funded initiative aimed at improving the quality, accessibility, and equality of higher education in every state in India. The state government of M.P is responsible for providing degree college faculty with an orientation training program on RUSA. The government of M.P has to watch how it spends RUSA money, and schools need to prioritize boosting GER.

Keywords: Higher education, Gross enrolment ratio, RUSA, Quality, Access, Equity

INTRODUCTION

In India, the demand for higher education has increased thanks to the success of programs like SarvaShikshaAbhiyan (SSA) and RashtriyaMadhyamikShikshaAbhiyan (RMSA). There has not been a concerted attempt to increase accessibility or quality in higher education, however. The number of schools and the number of people enrolled in them have both grown at a rate never seen before in the nation. An educated and productive workforce is essential for capitalizing on the demographic dividend, thus a concerted effort to boost higher education's quality and relevance was required. The XII Plan (2012-2017) advocated for a more all-encompassing strategy toward higher education, with a renewed emphasis on enhancing the Quality of State institutions and also tackling the problem of Access & Equality.

Many crucial areas, including access and equality, the teaching-learning process, research, governance, financing, and monitoring, need a strategy change that could tie financial sources to particular goals and intended effect. Optimal and thorough state-level planning was advocated for by the Planning Commission, which suggested using federal monies strategically. To replace them, the RashtriyaUcchatarShikshaAbhiyan was suggested as a unified federal program to provide financial support for state-run educational establishments (RUSA). Through March of 2020, this overarching plan will be executed in "mission mode," with the primary goal of enhancing the quality of current State universities. There are national, state, and institution-level organizations tasked with carrying out various aspects of the system.

To improve higher education in the state and make it more accessible, equitable, and excellent, the commission came up with a detailed strategy. The Government of India (GOI) has developed a Centrally Supported Scheme (CSS) called the RashtriyaUchchatarShikshaAbhiyan (RUSA), the time frame of which would span the Twelfth and Thirty-Seventh Five-Year Plans. Adoption of accreditation as a necessary quality assurance framework clarified the role of state governments in relation to higher education institutions and paved the way for the establishment of state higher education councils (SHECs). Each state's plan to improve higher education in

terms of accessibility, affordability, and quality should be included in its SHEP. Education System drew on the expertise of several committees, commissions, and the results of periodic reviews such as the Five-Year Plan. The Ministry of Human Resource Development (MHRD), Government of India has been slowly implementing improvements to increase the quality of higher education (HE) and vocational training (TE), based on suggestions from several education-related committees and commissions. Elementary, secondary, and higher education all benefited from the proposals' implementation.

LITERATURE AND REVIEW

Lokanath Mishra (2020) The purpose of this research was to inquire about the perceptions and familiarity with RUSA among M.P's degree college educators. One hundred educators from eight different schools in the Aizawl area served as research participants. In order to gather information from respondents, a self-made questionnaire was created and distributed. The survey found that Mizo instructors are not familiar with RUSA, a program funded by the federal government. The government of M.P is responsible for raising awareness and organizing orientation workshops for faculty members at degree-granting institutions using the RUSA platform. New faculty members may participate in an induction program coordinated by the college's faculty development office.

S. Meenaakshi N. Munjal (2020) The world of higher education has been rapidly evolving thanks to globalization. India's long-term goal is to create a knowledge-based society in which academic research and publishing are highly valued. If we want to raise the bar for higher education and improve our universities' research capabilities, we need to work with other institutions across the world and launch global projects. Significant economic and social milestones have been reached in post-independent India, but higher education desperately needs transformative changes. One of the world's oldest educational systems is India's. Competitions in areas such as public speaking and essay writing are common in higher education.

Rubee Singh (2019) Each nation may benefit greatly from investing in higher education as a means of creating a knowledge-based society. Building an effective database on higher education is of vital importance due to the expanding scope of higher education in the fields of management and technical courses. Large-scale reforms have been implemented in the higher education sector. Now is the moment to provide a solid foundation for the future of education and scientific inquiry. India's economy can only thrive with the help of more hardworking and knowledgeable citizens. Some Indian neighbors are well-known for their varied talents. So long as India continues to be a source of skilled labor for other nations, it has no excuse for not becoming a developed nation itself. The success or failure of India's higher education system as a whole is the primary topic of this study. We investigate government efforts to improve the educational system. Challenges and opportunities for India's higher education system were also discussed in this report. In conclusion, this paper addresses the need for strategies that meet the expectations of students, industries, schools, parents, and governments while also meeting the needs of young people.

Priyanka et al (2014) In today's interconnected world, a country's prestige on the international stage begins with the quality of its higher education system. It's the single most important factor in influencing positive change in a country or even a culture. Issues of fairness, accessibility, quality, values, and progress may all be addressed via higher education. Those who have pursued higher education are better able to articulate their ideas verbally and in writing, comprehend more complex ideas and theories, and have a broader perspective on the world and their place in it. An individual's quality of life is unquestionably enhanced by attaining a college degree. After the United States and China, India has the world's third-largest higher education system. Almost one-quarter of all university graduates in the globe have Indian ancestry. The University Grants Commission (UGC) is India's primary higher education regulator, responsible for enforcing standards, providing advice to the government, and facilitating coordination between the federal and state levels. The University Grants Commission created 12 separate agencies to manage university accreditation. The government of India has set up many advisory bodies to help it accomplish the attributes it has set out to have.

METHODOLOGY

The research process relies heavily on research methodologies, which detail the approaches used to address the research questions at hand. This research combined quantitative and qualitative methods. The goals of the research were accomplished with the use of a descriptive survey. Attitudes, beliefs, and behaviors of people or communities are often studied via surveys.

In Madhya Pradesh it is expected that participants from these 22 institutions will participate. There were 10 schools used as a sample. Also, the study's intended participants were both faculty and students from the aforementioned M.P universities. Incidental sampling was used to include five instructors from the Arts and Science departments at each of the ten colleges. This was contingent on the availability of these departments at the institutions that were chosen for the sample.70 educators, 10 RUSA coordinators, 140 students, 10 administrators, and the head of Higher and Technical Education make up the study's sample. Eighty (70 + 10 = 80) college professors and one hundred forty (140) college students were surveyed about their thoughts on RUSA's implementation.

1. The Status of Higher Education in Madhya Pradesh in Regional and National Context

Problems plague the world's higher education systems, including India's. Technology and globalization have had a profound impact on several industries over the last two decades, including higher education in the United States. The idea of a conventional university has been under fire, but it's crucial to remember that education's impact on our country's future development, wealth, social equality, and the full actualization of our vast human resource pool has been bigger than many realize.

India's higher education sector has expanded rapidly over the past two decades. Today, the country is home to numerous prestigious universities, including the Indian Institutes of Science and Technology (IITs), the Indian Institutes of Management (IIMs), and the Indian National

Science Academy (INSA). Among the 10725 separate institutions listed in the 2018-19 AISHE study were 993 universities.

There are 298 affiliated universities with colleges. The majority (385) of the world's universities are privately run. Rural areas are home to 394 universities. Central government funding supports one central university and one constituent college in the state of M.P.

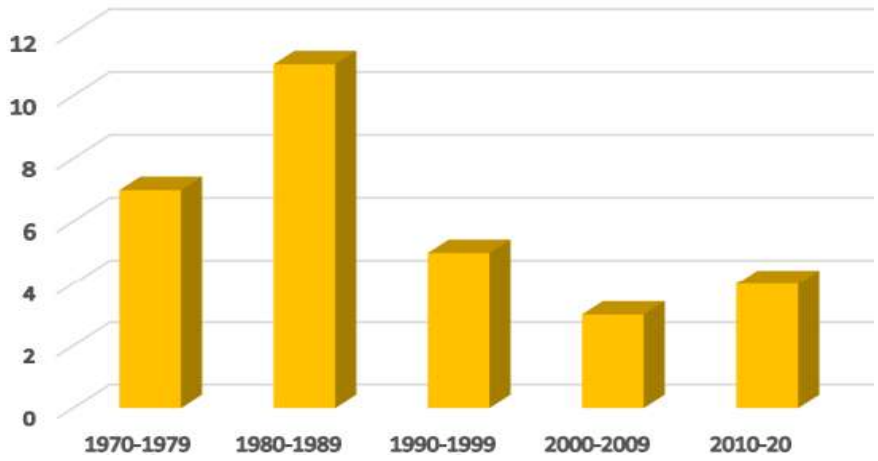


Fig 1. No of Colleges

From 1980-1989, the decade shown in the graph had the greatest increase in the number of new universities.

Table- 2 Growth of Enrolment in Higher Education in the last 8 years

Year	Ph.D.			M.Phil.			Post Graduate			Under Graduate			PG Diploma			Diploma			Others			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2018-19	415	368	783	77	112	189	1919	2096	4015	13095	11475	24570	215	255	470	780	1465	2245	351	215	566	16852	15986	32838
2017-18	347	296	643	71	75	146	2206	1852	4058	12348	10079	22427	20	12	32	613	1140	1753	256	280	536	15861	13634	29495
2016-17	362	256	618	82	95	177	2011	2140	4151	12961	11584	24545	43	13	56	763	1317	2080	56	36	92	16278	15441	31719
2015-16	287	268	555	48	76	124	1807	1844	3651	12151	11044	23195	23	11	34	1979	1836	3815	47	42	89	16342	15121	31463
2014-15	38	35	73	14	24	38	1914	1783	3697	12444	12038	24482	31	14	45	872	1300	2172	9	16	25	15338	15226	30564
2013-14	188	223	411	34	57	91	1824	1742	3566	12378	11401	23779	28	12	40	1136	1642	2778	3	18	21	15591	15095	30686
2012-13	61	87	148	20	36	56	1749	1579	3328	12601	12078	24679	58	6	64	359	937	1296	5	20	25	14853	14743	29596
2011-12	57	71	128	8	23	31	1321	1248	2569	11046	9886	20932	23	8	31	629	1073	1702	2	6	08	13086	12315	25401

Table 2 shows that there are a total of 32838 students enrolled in higher education institutions in M.P in the academic year 2018-2019, with 16852 male and 15986 female students. There were 783 Ph.D. students, 189 M.Phil. students, 4015 students enrolled in post-graduate programs, and 24570 undergraduates. Enrollment is higher for women at the Master's and Doctoral levels than it is for males, and vice versa. This is a graph showing student enrollment rates over the last decade.

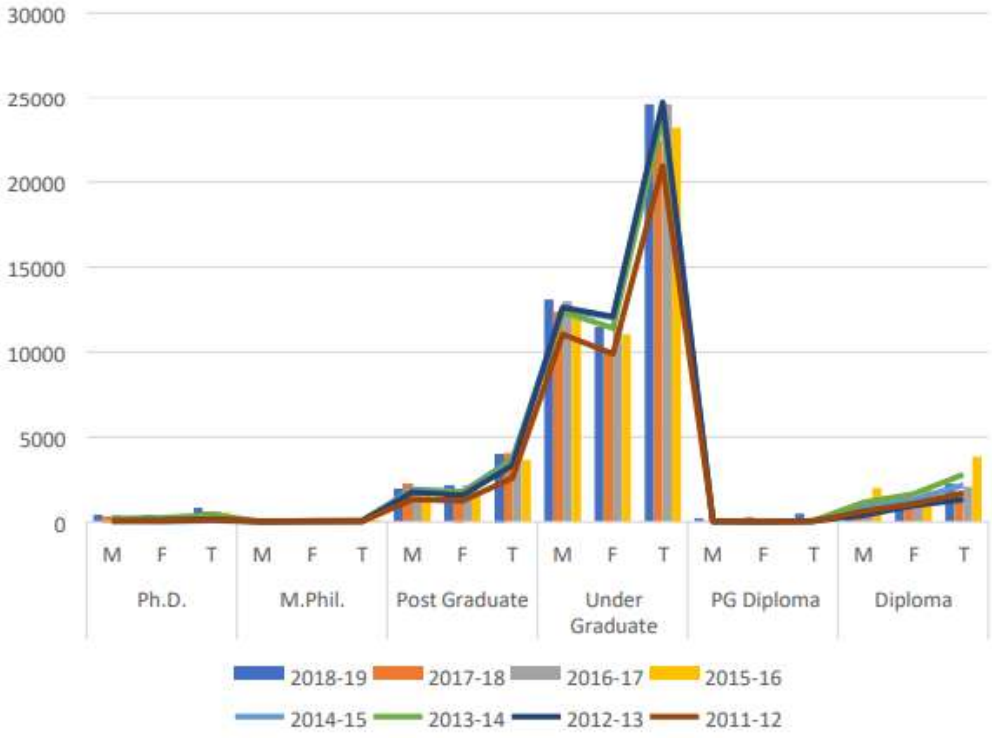
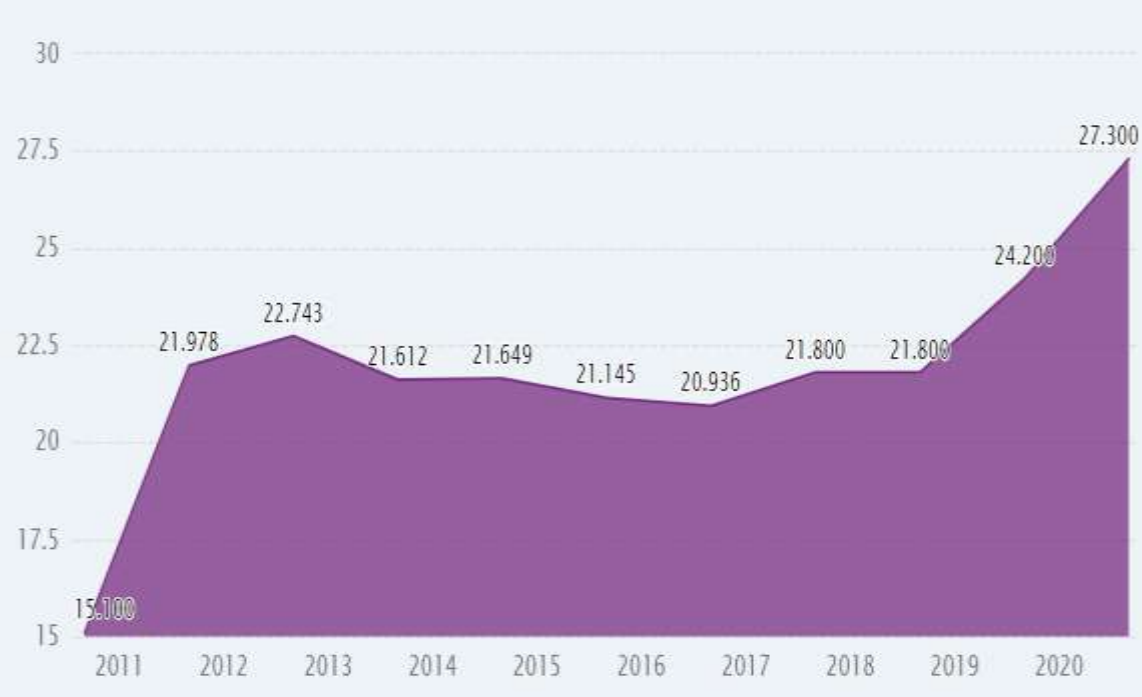


Fig-2 Enrolment in Higher Education

Table- 3 GER of MP in the Last 10 years



M.P has a GER of 21.8 in 2018-2019, with 26.5 males and 24.8 females. The GER for the SC category is 13.25 (males are 13.49 and females are 12.83), while the GER for the ST category is 25.9 (the male and female breakdowns are 26.8 and 25.0, respectively).

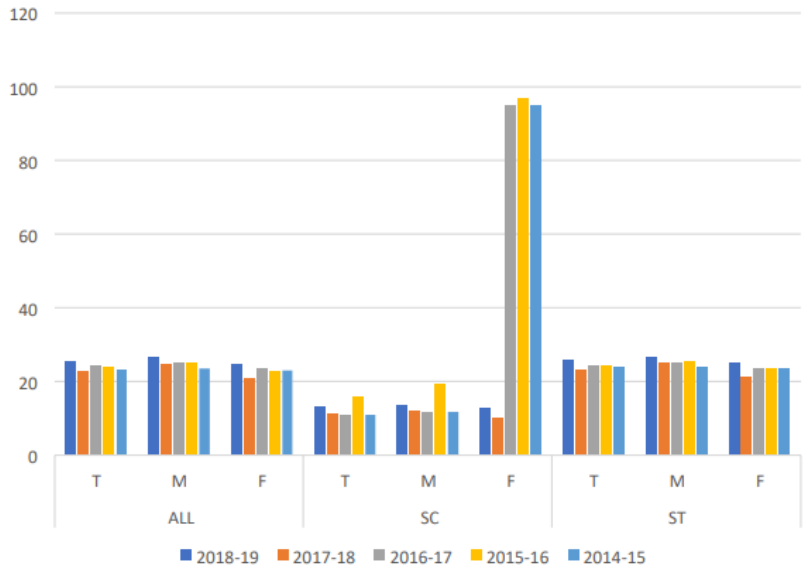


Fig- 3 GER in M.PDuring the Last Five year

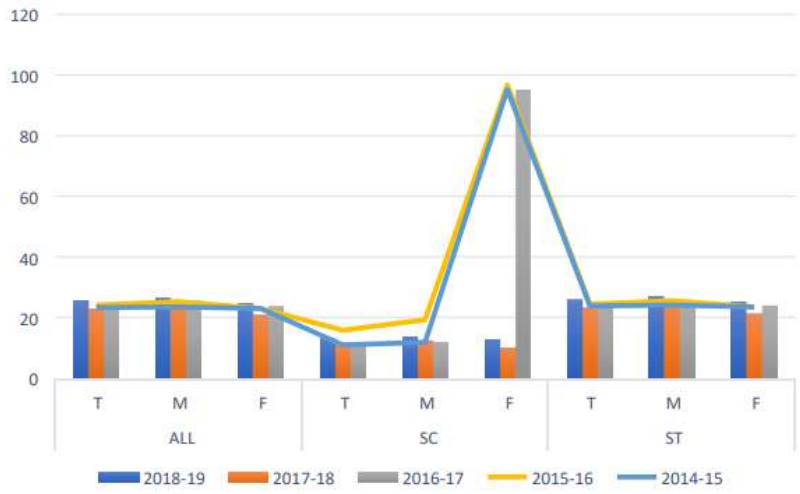


Fig-4 Growth of GER in M.PDuring the Last 5 years

In order to effectively execute high-quality higher education, the student-teacher ratio is crucial. There are 143 full professors, 462 associate professors/readers, 913 assistant professors, 125 demonstrators, 210 temporary instructors, and 138 visiting professors working in M.P. 62 contract teachers were hired by the government of M.P in November 2019 using funds from RUSA. There is a 40% deficit of professors at state institutions, and a 35% shortage at national universities. Ninety percent of M.P University's new hires are professors. M.P's administration has appointed 93% of the state's higher education faculty.

CONCLUSION

M.P state's higher education system falls below the national average. Fewer schools exist, and even fewer students enroll in them, than at the national level. The college-affiliation system and the test are both handled by a single, coordinating university. The faculty at M.P's degree-granting institutions similarly lacked knowledge about RUSA, despite the fact that it had only been launched a few months before. The governing body might set up a system to keep tabs on how the universities are using their RUSA money for civic work.

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