

**IMPLEMENTATION OF RASHTRIYA UCHCHATAR SHIKSHA
ABHIYAN IN MIZORAM: STATUS, PROBLEMS AND PROSPECTS**

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CERTIFICATE

This is to certify that the thesis entitled, '*Implementation of Rashtriya Uchchatar Shiksha Abhiyan in Mizoram: Status, Problems and Prospects*' submitted by **Vanlalchhanhimi**, Ph.D Scholar of the Department of Education, Mizoram University with the Registration no. MZU /Ph.D./1053 of 06.11.2017 has been completed by her under my guidance and supervision.

I hereby certify that Vanlalchhanhimi has complied with all the requirements as laid down by the Ph. D Regulations of Mizoram University and that the thesis is the original work of the scholar and has not been submitted for any degree to any other University.

(Prof. Lokanath Mishra)

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DECLARATION
MIZORAM UNIVERSITY
October 2020

I Vanlalchhanhimi, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University for the degree of Doctor of Philosophy in Education.

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CHAPTER –I

INTRODUCTION

1.1 Introduction

Higher education is an academy for development of knowledge and training young minds. Till date, remarkable accomplishments have been made in higher education, even though current situation is still far from satisfactory. Higher education helped corrode the inherited, socially structural inequalities and provided opportunities for social advancement through equity of access and opportunity/quality. Higher education has immense potential in contributing towards the consolidation of democracy and social justice, economy and the growth and development of the country.

Higher education plays a significant role in the education system as it equips people with appropriate knowledge and skills and be gainfully employed. The general education mainly comprises of higher education courses in arts, commerce and science, the technical education on the other hand includes programmes of education, research and training in engineering technology, architecture, town planning, management, pharmacy, applied arts and crafts. Professional education also includes courses in medical education, law and other specialized fields.

The Higher Education system of a country provides recognition on global platform. It is the most critical component of bringing change in any society and in a nation. Higher education enables individuals to expand their knowledge and skills, express their thoughts distinctly in speech and in writing, grasp abstract concepts and theories, and increase their understanding of the world and their community. Higher education improves an individual's quality of life. India's higher education system is the third largest in the world, next to the United States and China. The main governing body at the tertiary level of Indian Education is the University Grants Commission (UGC), enforcing its standards, advising the government, and providing coordination between the central and the state.

Quality assurance, also termed as quality monitoring, has become the buzz word of colleges and universities now, as they are responsible to the society for their

products, the graduates. The concept of accountability emphasizes that the university's main responsibility is to justify to society, how the finances provided by government are being used in the teaching-learning process of university students. Now, the concept of consumerism has also emerged, whereby students are considered as consumers of the service of education, have the right to obtain as good and high-quality education as possible.

The higher education system as a whole is facing many challenges such as financing and management, access, equity, relevance and re-orientation of policies and programs that lay emphasis on values, ethics and quality of higher education together with the assessment of institutions and their accreditation. These issues are of vital importance for our country, as higher education is the most powerful tool to build a knowledge-based society for the future. The enormity of challenge to provide equal opportunities for quality higher education to an ever-growing number of students is also a classical opportunity for rectifying sectoral and social imbalances, reinvigorating institutions, overtaking international benchmarks of excellence and extending the frontiers of knowledge.

In higher education the challenges now are to fully embrace the concept of equity with determination and to integrate it with long established traditions of excellence and merit and the recent policy pre-occupations with standards, quality, efficiency and relevance to social and economic needs. The two key terms occurring in higher education are equity and access. Equity refers to policies, procedures, and strategies designed to improve the higher education and advancement in the respective fields and access to higher education which before independence was very limited.

Higher education needs to be viewed as a long-term social investment for the promotion of economic growth, cultural development, social cohesion, equity and justice. The globalization era has necessitated inculcation of competitive spirit at all levels. This can be achieved only by bringing up higher quality standards in every sphere of work. Therefore, the quality of higher education has become a cause of concern today.

High quality higher education is of utmost importance for students, institutions and society. An education of high quality provides the right tools for students to meet

future challenges and is characterised by removing all obstacles in accessing and facilitating progress and completion, implementing a student-centred approach to learning and fairly assessing students. This system must also be braced by adequate student support services; ensuring links between learning, teaching and research activities; individual, social and civic training for responsible and active citizens; mobility opportunities; academic freedom where students are considered full members of the academic community and become competent and constructive partners. Higher education has unique academic freedom and has the critical mass and diversity of skills to develop new ideas, to comment on society and its challenges, and to engage in bold experimentation in sustainable living.

1.2 Status of Higher Education in India

Higher education, according to the National Policy on Education (NPE) 1986, provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. Immediately after formation of the education commission (1964-66), it said about the universities that they are dwelling places of ideas and idealism, and it expects high standard of conduct and integrity from all their members. The education commission says – “the universities must learn to encourage individually, variety and dissent within a climate of tolerance”. In the context of the unprecedented explosion of knowledge, higher education has become dynamic never as before, constantly entering uncharted areas, and it proposed large number of universities and colleges in the country that needed improvement and laid main emphasis on immediate future for their consolidation and expansion.

Higher Education Identity

As per AISHE survey 2019, “there are 993 Universities, 39931 Colleges and 10725 Stand Alone Institutions. 298 Universities are affiliating i.e. having Colleges. 385 Universities are privately managed. 394 Universities are located in rural area. 16 Universities are exclusively for women, 3 in Rajasthan, 2 in Tamil Nadu and 1 each in Andhra Pradesh, Assam, Bihar, Delhi, Haryana, Himachal Pradesh, Karnataka,

Maharashtra, Odisha, Uttarakhand and West Bengal. In addition to 1 Central Open University, 14 State Open Universities and 1 State Private Open University, there are 110 Dual mode Universities, which offer education through distance mode also and the maximum 13 of them are located in Tamil Nadu. There are 548 General, 142 Technical, 63 Agriculture & Allied, 58 Medical, 23 Law, 13 Sanskrit and 9 Language Universities and rest 106 Universities are of other categories. The top 8 States in terms of highest number of colleges in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Haryana, Tamil Nadu, Gujarat and Madhya Pradesh. Bangalore Urban district tops in terms of number of colleges with 880 colleges followed by Jaipur with 566 colleges. Top 50 districts have about 32.2% of colleges. College density, i.e. the number of colleges per lakh eligible population (population in the age-group 18-23 years) varies from 7 in Bihar to 53 in Karnataka as compared to All India average of 28. 60.53% Colleges are located in Rural Area. 11.04% Colleges are exclusively for Females. Only 2.5% Colleges run Ph.D. programme and 34.9% Colleges run Post Graduate Level programmes. There are 34.8% Colleges, which run only single programme, out of which 83.1% are privately managed. Among these privately managed colleges, 38.1% colleges run B.Ed. Courses only. 77.8% Colleges are privately managed; 64.3% Private-unaided and 13.5% Private-aided. Andhra Pradesh & Uttar Pradesh has about 88% Private-unaided colleges and Tamil Nadu has 87% Private-unaided colleges. Whereas Assam has 16.0%. 16.3% of the Colleges are having enrolment less than 100 and only 4% Colleges have enrolment more than 3000. As per the Results of the AISHE 2018-19, total enrolment in higher education has been estimated to be 37.4 million with 19.2 million males and 18.2 million females. Females constitute 48.6% of the total enrolment. Gross Enrolment Ratio (GER) in Higher education in India is 26.3%, which is calculated for 18-23 years of age group. GER for male population is 26.3% and for females, it is 26.4%. For Scheduled Castes, it is 23% and for Scheduled Tribes, it is 17.2% as compared to the national GER of 26.3%. Distance enrolment constitutes about 10.62% of the total enrolment in higher education, of which 44.15% are female students. About 79.8% of the students are enrolled in Undergraduate level programme. 1,69,170 students are enrolled in Ph.D. that is less than 0.5% of the total student enrolment. Maximum numbers of Students are enrolled

in B.A. courses followed by B.Sc. and B.Com. courses. 10 Programmes out of approximately 187 cover 80.3% of the total students enrolled in higher education. At Undergraduate level the highest number (35.9%) of students are enrolled in Arts/ Humanities/Social Sciences courses followed by Science (16.5%), Engineering and Technology (13.5%) and Commerce (14.1%). At Ph.D. level, maximum numbers of students are enrolled in Science stream followed by Engineering and Technology. On the other hand, at Post Graduate level maximum students are enrolled in Social Science stream and Management comes at number two. Uttar Pradesh comes at number one with the highest student enrolment followed by Maharashtra and Tamil Nadu. Scheduled Casts students constitute 14.9% and Scheduled Tribes students 5.5% of the total enrolment. 36.3% students belong to Other Backward Classes. 5.2% students belong to Muslim Minority and 2.3% from other Minority Communities. The total number of foreign students enrolled in higher education is 47,427. The foreign students come from 164 different countries from across the globe. The top 10 countries constitute 63.7% of the total foreign students enrolled.”

Table- 1 Enrolment in Different Courses

Year	Ph.D.			M.Phil.			Post Graduate			Under Graduate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2011-12	49296	32134	81430	15913	18241	34154	1769276	1597914	3367190	12612513	10562437	23174950
2012-13	55654	39771	95425	13257	17117	30374	1769101	1679050	3448151	12918796	10971513	23890309
2013-14	64772	43118	107890	13632	17748	31380	1888637	1933582	3822219	13574434	11925891	25500325
2014-15	69584	47717	117301	14107	19264	33371	1867142	1986296	3853438	14467226	12705120	27172346
2015-16	74547	51904	126451	17473	25050	42523	1818443	2098713	3917156	14611603	12808847	27420450
2016-17	81795	59242	141037	16464	26803	43267	1820564	2187006	4007570	14933909	13414288	28348197
2017-18	92570	68842	161412	12287	21822	34109	1891071	2223239	4114310	15052304	13964046	29016350
2018-19	95043	74127	169170	11623	19069	30692	1761330	2281192	4042522	15203346	14625729	29829075

Source-AISHE-2018-19, MHRD, Government of India

The enrolment has grown considerably during the last 5 years, which increased from 3,42,11,673 in 2014-15 to 3,73,99,388 in 2018-19. The overall growth is 9.3%. Highest share of foreign students come from the neighbouring countries of which Nepal is 26.88% of the total, followed by, Afghanistan (9.8%), Bangladesh (4.38%), Sudan (4.02%), Bhutan constitutes (3.82%) and Nigeria (3.4%). There are more than 78.0% colleges running in Private sector; aided and unaided taken together, but it caters to only 66.4% of the total enrolment. The total number of teachers are 14,16,299, out of which about 57.8% are male teachers and 42.2% are female teachers. At All-India level, there are merely 73 female teachers per 100 male teachers. Pupil Teacher Ratio (PTR) in Universities and Colleges is 29 if regular mode enrolment is considered whereas PTR for Universities and its Constituent Units is 18 for regular mode. 40,813 students were awarded Ph.D. level degree during 2018 with 23,765 males and 17,048 females. B.A. (23.3 Lakh) degree has been awarded to maximum number of students. B.Sc. (11.6 Lakh) is the second highest followed by B.Com. (9.6 Lakh). At Post Graduate level M.A. pass number of students is maximum followed by M.Sc. and M.B.A. The highest number of students (23.3 Lakh) has graduated in Arts courses. At Ph.D. level, maximum number of students out-turn is in Science stream followed by Engineering and Technology. On the other hand at PG level maximum students out-turn is observed in Social Science and Management stream comes at number two. The share of Ph.D. Student is highest in State Public University (34.3%) followed by Institute of National Importance (21.6%), Deemed University-Private (21.6%) and State Private University (13.4%). Share of female students is lowest in Institutions of National Importance followed by State Private Open Universities, Deemed Universities-Government”.

Table- 2 Number of Universities by Type during the last 8 years

Year	Central University	Deemed University-Government	Deemed University-government Aided	Deemed University-Private	Institute of National Importance	State Private University	State Public University
2011-12	42	38	11	79	59	105	286
2012-13	42	36	11	80	62	122	292
2013-14	42	36	11	80	68	153	309
2014-15	43	32	11	79	75	181	316
2015-16	43	32	11	79	75	197	329
2016-17	44	33	10	79	100	233	345
2017-18	45	33	10	80	101	262	351
2018-19	46	34	10	80	127	304	371

Source- AISHE 2018-19, MHRD, Government of India

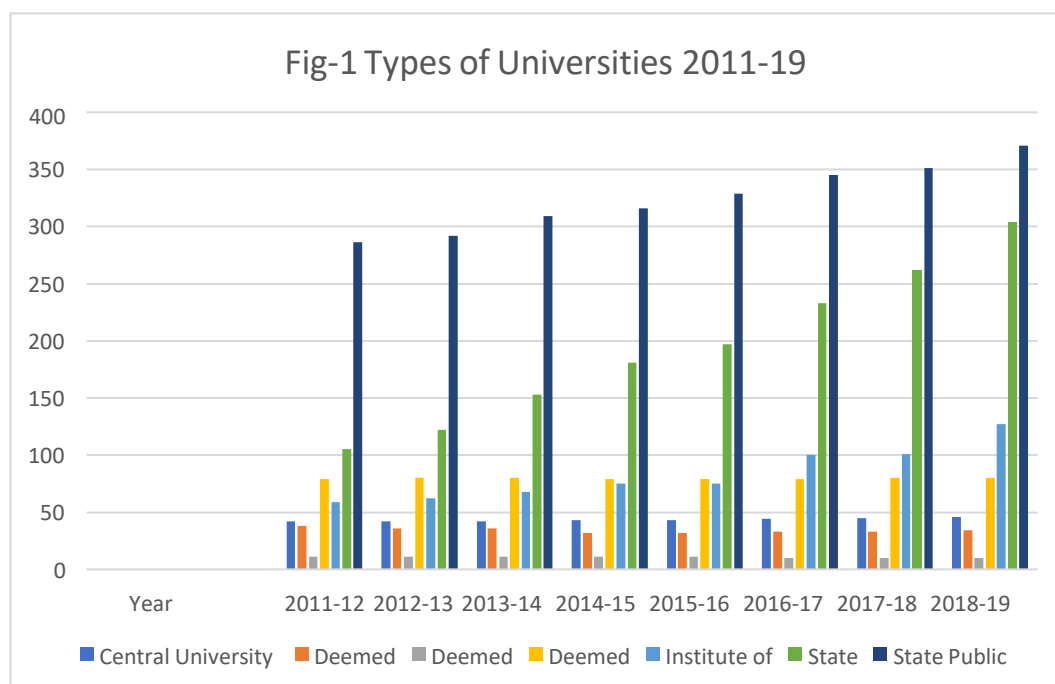
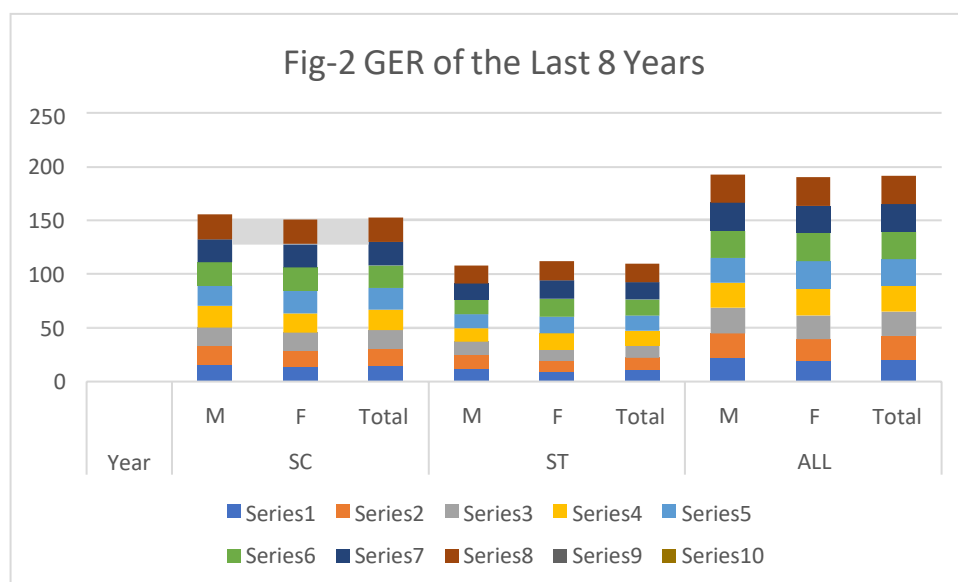


Table- 3 Gross Enrolment Ratio During the last 8 years

Year	SC			ST			ALL		
	M	F	Total	M	F	Total	M	F	Total
2011-12	15.8	13.9	14.9	12.4	9.7	11.0	22.1	19.4	20.8
2012-13	16.9	15.0	16.0	12.4	9.8	11.1	22.7	20.1	21.5
2013-14	17.7	16.4	17.1	12.5	10.2	11.3	23.9	22.0	23.0
2014-15	20.0	18.2	19.1	12.3	15.2	13.7	23.2	25.3	24.3
2015-16	19.0	20.8	19.9	12.9	15.6	14.2	23.5	25.4	24.5
2016-17	21.8	21.8	21.1	14.2	16.7	15.4	24.5	26.0	25.2
2017-18	21.4	22.2	21.8	14.9	17.0	15.9	26.3	25.4	25.8
2018-19	23.3	22.7	23.0	16.5	17.9	17.2	26.3	26.4	26.3



The GER for female in all categories is highest in Chandigarh with 63.9%. Sikkim, Pondicherry, Delhi, Tamil Nadu, Himachal Pradesh, Kerala, Uttarakhand, Telangana, Goa, Punjab, Manipur, Haryana, Jammu & Kashmir and graph indicates that the GER is increasing in each academic year.

Under the XI Plan, 374 districts were identified as Educationally Backward Districts (EBDs) for the establishment of Model Degree Colleges. These were districts with below average GER (below 12.4%). 374 districts had less than 8 colleges per 1 lakh students. This implies that if all these students were willing and able to attend colleges, each college would need to serve upwards of 12500 students. This shows the paucity of higher education institutions serving many remote areas. Also, on an average, about 1/3rd of the educationally backward districts are in tribal/hilly/border/forested areas. Historically, such regions had low access to education; this evidence further demonstrates the need for special development efforts for these areas. The top 7 states in terms of highest number of Colleges in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Tamil Nadu and Gujarat which have 28 or more Colleges per lakh population. In Uttar Pradesh, there are total 7078 Colleges, and for every one lakh population there are 28 Colleges. Similarly, Maharashtra comes second with 4340 Colleges and 33 Colleges per lakh population. Karnataka comes at third position with 3670 Colleges and 53 Colleges per lakh population whereas Rajasthan is at fourth position with 3156 Colleges and 35 Colleges per lakh population. Andhra Pradesh comes at fifth position with 2678 Colleges and has College density of 49. Tamil Nadu comes at sixth position with 2466 Colleges and 35 Colleges per lakh population whereas Gujarat is at seventh position with 2232 Colleges and 31 Colleges per lakh population. Madhya Pradesh has 2191 Colleges and 24 Colleges for every one lakh population. Most of the Colleges run only Under Graduate level programmes. Only 2.5% of Colleges run Ph.D. level programmes and 34.9% of colleges run Post Graduate Level programmes. Majority of the Colleges 77.8%, are privately managed, of which 64.3% are private unaided and 13.5% are Private aided and the remaining 22.2% are Government Colleges in the Country.

Teaching Positions and Pupil Teachers Ratio

As per the AISHE data “the number of total teachers at University level is around 1.90 lakh out of which 63.35% are male and 36.65% are female. At college level, the number of teachers is 10.72 lakh with 56.81% male teachers. In Stand-alone institutes, total number of teachers is 1.53 lakh with 58.31% male teachers. Considering female teachers per 100 male teachers, there are 58 teachers at University level, 76 and 71 female teacher’s per 100 male teachers at College and Stand-alone Institutions, respectively. In different types of Stand-alone Institutions, the number of female teachers per 100 male teachers is varying significantly as there are only 47 female teachers per 100 male teachers in Technical/ Polytechnic Institutions, 68 in Teacher Training, 61 in PGDM Institutions and 18 in Institutions under Ministries, which is the lowest. In contrast nursing courses have 330 female teachers per 100 male teachers which is the highest among all the types. Taking into account all types of Institutions (University, Colleges and Stand-alone Institution), Pupil Teacher Ratio (PTR) at All India level comes out to be 26 and 24 if only regular enrolment is considered. In case of University and its Colleges, PTR is 29 for regular mode. It has been observed that, PTR in 21 Universities along with its Constituent Units is significantly high at 18 in case of Regular Mode, which is a good indicator. Looking at the State wise variation, it is seen that there are large variations among the States. PTR is more than 50 in Bihar, Jharkhand and Uttar Pradesh. Among top 6 major States in terms of Enrolment Pondicherry has the best PTR of 11 followed by Lakshadweep 12, in terms of regular mode in all institutions.”

Table- 4 Staff Positions in Higher Education of Mizoram during the Last 5 years

Year	Professor and Equivalent	Reader and Associate Professor	Lecture and Assistant Professor	Demonstrator	Temporary Teacher	All Teachers	Visiting Teachers
2018-19	128949	152557	971201	73174	77510	1416299	12908
2017-18	126757	149527	958129	71028	70996	1388732	12295
2016-17	125154	147629	945558	68477	66895	1365786	11951
2015-16	146021	174657	1009196	76933	112006	1518813	23381
2014-15	136966	177599	985085	71657	101948	1473255	19168

1.3 Higher Education Status on North East India

In a country with enormous diversity, the North Eastern region comprising eight states viz. Assam, Arunachal Pradesh, Nagaland, Mizoram, Manipur, Meghalaya, Tripura and Sikkim, is an important geographical entity. This region's development is impeded by certain inherent difficulties such as inadequate infrastructure, adverse climate conditions and mountainous landscape. The region's peace and social life is often disturbed by border clashes and ethnic tensions. However, the region is endowed with rich bio-diversity and natural resources. The literacy rate in many of these states is above the rest of the country. Skilled human resources to exploit the local resources, if developed, such as tea, timber, tourism, oil, coal and bio-resources, there is immense potential for the economic progress of the region. It is needless to mention that quality higher education is pre-requisite for creation and development of skilled human resources. Quality higher education, thus especially in North Eastern region will help to circumvent the natural resource constraints and creation of knowledge infrastructure towards self-empowerment of the people.

Before independence of India, there were only 16 colleges in the North Eastern region, majority were located in the Assam area. The establishment of the first University at Guwahati in January 1948 gave a real boost to the expansion of

higher education from the pre-university up to the postgraduate and doctoral level in the whole of North East India. In spite of the late start, higher education in North Eastern India had a very rapid growth in post independent era. The University network in North East India today consists of: (1) Guwahati University, Assam (2) Dibrugarh University, Assam (3) Assam University, Silchar (4) Tezpur University, Assam (5) Rajiv Gandhi University, Itanagar (6) Manipur University (7) Mizoram University (8) The North Eastern Hill University, Meghalaya (9) Nagaland University (10) The Tripura University (11) Sikkim University. (12) Assam Agricultural University, Jorhat (13) Krishna Kanta Handique State Open University, Guwahati (14) and Central Agricultural University. In North East India, higher education suffers from manifold problems. The chief problems of higher education in North East India are inadequate physical infrastructure, negative feelings of full dedication of teachers towards their service, less focus on the establishment of excellent institutions like IITs and IIMs, outflow of the local students to other parts of the country, insufficient number of institutions, and problems of finance. In development of higher education major problem is of inadequate finances. Proper maintenance of libraries, laboratories, hostels and playgrounds, involve huge costs. Quality and standards demand more facilities. Education had been a state subject and state governments always showed their inability to manage their affairs properly. Moreover, misuse of finance or corruption is one of the most important problems of higher education in North East India. Due to lack of excellent institutions like IITs and IIMs in North East India, the students are enticed to move to other parts of the nation and even abroad for higher education. In North Eastern region, the parents usually have the tendency to send their children to metropolitan cities like Bangalore, Mumbai, and Delhi or even to other parts of the country for higher education. As a result, sooner or later the North East India may start to lose the local meritorious students.

The North Eastern part of India has a preponderance of language, some of which are very well developed while others are not. Some states have over 300 dialects. State languages vary from one state to the other. There is a paucity, if not absence, of books in local language for pursuing higher education.

Table- 5 Status of Higher Education in North East India

Sl No	States	Universities			Colleges			Enrolment			GE R
		Centr	State	Privat	Private	Govt.	Total	PG	UG	Total	
1.	Arunachal Pradesh	1	1	6	14	23	37	8083	35942	44025	29.7
2.	Assam	2	11	6	83	443	526	65429	596119	661548	18.7
3.	Manipur	2	2	-	35	57	92	8439	97343	105782	33.7
4.	Meghalaya	1	-	7	28	23	51	9577	72817	82394	25.8
5.	Mizoram	1	-	1	2	30	32	4015	24570	28585	25.7
6.	Nagaland	1	-	3	46	20	66	6298	35913	42211	18.7
7.	Sikkim	1	-	5	5	11	16	15023	23570	38593	53.9
8.	Tripura	1	1	1	8	44	52	12143	64349	76492	19.2
	Total	10	15	28	221	651	872				

Source-AISHE -2018-19, MHRD, Government of India

According to AISHE 2018-19, there are 10 Central universities, 15 State universities, 28 Private universities, 1 Deemed university and 872 Colleges with 221 private and 651 government colleges in North East region. The Public and private dichotomy is a continuous phenomenon in higher education. The above table speaks about each state of North East India has one central university except Assam and Manipur where there are 2 each. With regards to state government universities, 11 universities are in Assam, 2 in Manipur, 1 in Tripura and Arunachal Pradesh each, whereas 4 other states don't have any state government university. Similarly, with respect to private universities Meghalaya has the highest in numbers i.e. 7 and Manipur has no private university. With regards to colleges in North East India, Assam has 526 colleges with 83 private and 443 government colleges. Mizoram has the lowest number of private colleges i.e. 2 in number. In Nagaland and Manipur Private Colleges are more than

Mizoram, Arunachal Pradesh, and Sikkim. Higher education day by day is being governed by the private sector, which mostly has commercial motive rather than educational. In terms of GER Sikkim has the highest 53.9 among the North Eastern States even higher than the national average of GER. The state of Manipur is also having higher than the national average. States like Nagaland, Tripura and Assam are having very low GER in terms of national average.

1.4 Higher Education in Mizoram

The history of higher education in Mizoram started in 1958 when Aijal Night College, (later renamed as Pachhunga College, and now a Constituent College of Mizoram University bearing the name ‘Pachhunga University College’) was established with a donation by Mr. Pachhunga, an education minded businessman of Aizawl. Higher education in the state, therefore, is only a little more than 50 years old and many of the first-generation learners are still alive leading active life. Six years after the establishment of the first College, another College now known as Lunglei Govt. College was established in 1964 in Lunglei, the second largest city of Mizoram. Most of the present Colleges were established only after Mizoram attained the status of Union Territory in 1972. The Directorate of Education was set up under the Mizoram Union Territory in 1972 which continued for about 16 years. In April 1989, following the trifurcation of the then Education Department into Directorate of School Education, Directorate of Higher & Technical Education and Directorate of Art and Culture, Higher & Technical Education (H&TE) Department was established as a separate department with the objective of providing higher and technical education, both in general and technical disciplines. Before 1973, Colleges in Mizoram were affiliated to the Guwahati University and with the establishment of North-Eastern Hill University (NEHU) by an Act of Parliament in 1973, they came under NEHU. The NEHU opened a Mizoram Campus in April 1979 and subsequently Pachhunga Memorial Govt. College was upgraded as a constituent college of NEHU. The last two decades of the 20th Century i.e. 1980’s and 1990’s marked rapid expansion of Colleges across the state. All colleges (general) in Mizoram were then affiliated to NEHU until the formation of Mizoram University, a central university established by an act of Parliament in the year 2000. Mizoram

University started functioning in the middle of 2001 by taking over all the assets and liabilities of the erstwhile NEHU Campus in Aizawl. There were seven PG departments namely, English, Public Administration, Education, Psychology, Economics, Forestry and Mizo at that time. Mizoram University at present runs as many as 25 PG Departments and 4 B.Tech. courses. All Colleges under the state Government became affiliated to Mizoram University. It may be noted that almost all the colleges in the state were initially established by education minded individuals with seed money donated by some wealthy families and were run as private institutions in the formative stage. However, the role of private sector in Higher and Technical education at present is negligible as almost all the under graduate colleges and polytechnics are run by the state government. Under the State's Higher & Technical Education Department there are as many as 21 general degree colleges, one law college, one teacher education institution (IASE), one Hindi training college and two diploma level polytechnics. With the provincialization or taken over by Mizoram Law college, and Kamalanagar College run by the state government with effect from 19.9.2013 all Colleges (General) in the State except Higher & Technical Institute of Mizoram (HATIM) established by the Baptist church came under the direct administration of the state government through Department of Higher & Technical Education. Apart from the higher and technical education institutions directly run by the Higher & Technical Education Department of the State and by Mizoram University, there are various categories of higher & technical institutions mostly run by Ministries of Central Government and the State Government itself operating in the state and can be listed as under:- 1) The Regional Institute of Paramedical and Nursing Sciences (RIPANS), opened in 1996 in Zembawak Aizawl by DoNER and taken over and managed by Ministry of Health & Family Welfare, Govt. of India. It offers various undergraduate courses in Paramedical and nursing. 2) College of Veterinary Sciences and Animal Husbandry, a constituent college of the Central Agricultural University (CAU), Imphal started functioning at Selesih, Aizawl from the academic session 1997-98 and is under the Department of Agricultural Research and Education, Ministry of Agriculture, Government of India. 3) The Department of Electronic Accreditation of Computer Courses (DoEACC) was opened in 2001 at Thuampui, Zembawak, and Aizawl. It functions under the

Ministry of Communications and Information Technology, Government of India. From 10th October 2011 it has become National Institute of Electronics & Information Technology (NIELIT), Aizawl Centre. 4) The Institute of Chartered and Financial Analysis of India (ICFAI), Hyderabad opened Business School in Mizoram for MBA and other related courses with substantial investment from their side following the passing of ICFAI University (Mizoram) Act in April 2006. 5) The MHRD, Govt. of India opened NIT Mizoram in the year 2010 in the state of Mizoram with an objective to impart education, research & training leading to B.Tech., M.Tech., M.Sc. and PhD. degrees. This institute has been declared as an Institute of National Importance by an Act of Parliament. Here the students are admitted through All India Entrance Exam- Joint Entrance Exam (JEE Main). 6) Mizoram College of Nursing (MCON) and other Nursing Schools and Health Worker Training Schools are also functioning in the state which has Civil Hospital Aizawl, Synod Hospital, and Civil Hospital Lunglei as their base where the required qualification for entry is 10+2 level. 7) The first study centre of IGNOU in the state was opened in Aizawl in April 1988 and it was upgraded by opening Regional Centre in December 2001. At present IGNOU Study centres have been opened in most of the Colleges in the state offering Under-Graduate, Post-Graduate courses along with Certificate and Diploma Courses in various areas. Sikkim Manipal, Madurai Kamraj universities are running both undergraduate and Post Graduate Courses as Distance and Open Learning systems are also operating in Aizawl. Despite relative isolation of the state and its difficult terrain, private education providers often with their tall claims but without proven credentials have shown their interest in making inroads into the state particularly in the capital city, Aizawl. The Department of Higher and Technical Education has frequently been approached by such private education providers. Recently, realizing the critical gap in higher education in the State, some wealthy families within Aizawl and Lunglei and some Church based Societies have opened Colleges one in Lunglei and 4 others in and around Aizawl City to cater to the needs of young students. Higher and Technical Education Department of state since its inception has made certain efforts for the improvement of the State higher education system by meeting the mandates of the UGC, AICTE and the affiliating Universities and reforms associated with

administration, academic and examination have also been made from time to time. Even before UGC made NAAC accreditation mandatory for all institutions, the Department aimed to achieve 100% accreditation. It was with the sincere effort of the QAC of the Directorate, Higher & Technical Education that about 80 % of the Colleges under the state government had been assessed in their first cycle of NAAC accreditation during the 11th Plan period itself. Two Diploma level Polytechnics also got their ISO certification during the same plan period. Institutions left out of accreditation are also preparing themselves to volunteer for the process of NAAC accreditation. The state endeavour for improvement of education through the formation of Education Reforms Commission is quite commendable. The Commission was constituted of acclaimed 9 eminent national scholars and educational administrators and also prominent citizens within the state. The report and recommendations of the commission formed an invaluable document for reference to the education planners, policy makers and administrators alike. As pointed out by the said Commission, the undergraduate education tract in terms of curricular provision in Mizoram is very narrow pointing that, the number of subjects offered in each stream are few. There is need to include emerging curriculum areas in different streams like social work, anthropology, business studies and management, sports and physical education, performing arts and music, geology, statistics, environment and life sciences, physical as well as chemical sciences. In the field of technical and professional education, available opportunities are very few particularly under the state higher education system. With the establishment of Mizoram University, ICFAI University and NIT, new opportunities in the field of management, computer applications, engineering are now available but there is need for additional opportunities in the fields like mass communication and journalism, management, banking insurance, performing arts, designing, fashion technology, sports and physical education, foreign languages, medicines, horticulture, mining engineering and many others. At present, there are 32 colleges including one Residential Science College, Two Deficit Colleges including one Law College, two Training Colleges (one B.Ed. Training College and one Hindi Training College i.e. Mizoram Hindi Training College) and two Polytechnics under this Directorate

Table- 6 Indicators of Higher Education

Sl No	Indicators	Data
1.	Institutional Density (ID)	0.0014 per Km ²
2.	College Population Index (CPI)	25
3.	State's Expenditure on HE as a % of GSDP	1.85
4.	Student-Teacher Ratio in regular Mode	15

1.5 Over view of RUSA

The success of Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) laid a strong foundation for primary and secondary education in India, which led to an increase in demand for higher education. However, the sphere of higher education had yet not witnessed any concerted effort for improvement in access or quality. Over the years, there has been an unprecedented expansion in number of institutions and volume of students in the country. To take advantage of the demographic dividend, there was a need for a concerted effort which would improve the quality and relevance of higher education and result in an educated and productive workforce.

The XII Plan (2012-17) argued for a holistic approach to higher education with renewed focus on improving the Quality of State institutions, together with addressing the issues of Access and Equity. A strategic shift was needed in several critical areas ranging from issue of access and equity to teaching-learning process, research, governance, funding and monitoring, which could connect funding streams to specific outcomes and have desired impact. Planning Commission recommended strategic utilization of central funds to ensure comprehensive and optimum planning at the State level. In view of above, a new overreaching Centrally Sponsored Scheme for funding State Level Institutions was proposed called Rashtriya Uchchar Shiksha Abhiyan (RUSA). It is an umbrella scheme to be operated in mission mode till March 2020, and it seeks to mainly improve overall quality of existing State higher educational institutions. The scheme is implemented through a set of bodies with clearly defined roles and functions at the National, State and Institutional level.

In a country with diverse higher education space, centrally funded institutions receive generous funding from the Centre but have a limited coverage in terms of enrolment. On the other hand, 94% of the students who are enrolled in government funded or government controlled private institutions come under the ambit of State higher education system, but their funding is only a fraction of that provided to Central Institutions. UGC mandate allows it to fund only a limited number of institutions that fall under UGC Section 12(B) and are 2(f) compliant. Out of the 286 State universities (now 384 state universities), only 182 State universities are eligible for central assistance leaving a significant number of colleges and universities ineligible for UGC grants. Secondly, UGC is also not allowed to channelize funds through the State Government or any other entity other than Institutions. Thus, States often complained about being unaware of the development funds that come to the State Funded Institutions from Centre, making planning and funding very difficult for States. Over the years, since the allocation to State Higher Education System was not enough, these meagre funds were thinly spread amongst many institutions, impacting the overall quality of infrastructure and teaching.

Hence, there was a need to establish a new institutional mechanism, which would make every stakeholder a partner in the process of higher education transformation. The strategic intervention came through a Centrally Sponsored Scheme called RUSA, which has a complete new approach towards funding State higher education Institutions. The allocation of funds under RUSA is based on well-defined norms and parameters and linked to academic, administrative and governance reforms, while future grants are performance based and outcome dependent. The reforms initiated under RUSA aim to build a self-sustaining momentum to far greater accountability and autonomy of State institutions and impress upon them the need to improve the quality of education.

The Central Advisory Board on Education (CABE), which is the highest advisory body of the Government of India in education on policy matters, constituted a Committee headed by the then Minister of State of HRD which examined the issue of reforms in State higher education system. The CABE Committee in its report dated 19.10.2012 recommended a new scheme called the Rashtriya Uchchar Shiksha Abhiyan, which would subsume all existing schemes in the State Higher

Education sector and bring reforms, especially with respect to academic, affiliation, autonomy and accountability in the universities to address such issues in a comprehensive and integrated fashion. The CABE in its meeting dated 08.11.2012 accepted the recommendations and gave in-principle approval to the RUSA.

The Expenditure Finance Committee (EFC) in its meeting held on 11.09.2013 cleared the Ministry's proposal and the Cabinet approved RUSA in its meeting on 3rd October, 2013. Subsequent to implementation of the 1st phase of RUSA, the Cabinet approved the continuation of RUSA 2.0 on 21st March, 2018. The second phase of RUSA aims to focus on quality and also address concerns of access and equity in underserved, unserved and aspirational districts.

Salient Features of RUSA 2.0

1. **Coverage:** The scheme covers only the Government and Government aided State Higher Education institutions. Open universities and Institutions offering Medical, Agriculture, Veterinary disciplines are not covered under the ambit of RUSA but uni-disciplinary institutions are given low priority under RUSA.
2. **Prerequisites:** In order to be eligible for funding under RUSA, States have to fulfil certain prerequisites that include the academic, administrative and governance reforms. The prerequisites are at two levels: commitments given by institutions to the States and commitments given by States to Center. Unless these commitments are fulfilled, the States and institutions are not able to avail of grants under RUSA.
3. **Bottom-up Approach:** RUSA follows a "bottom-up" approach for planning and budgeting to address multiple and graded inequalities and promote need-based planning. States are encouraged to undertake strategic thinking and planning keeping future needs of the higher education in mind. Both demand side and supply side challenges are required to be addressed by the SHEPs.
4. **Subsuming existing schemes:** Two Centrally Sponsored Schemes of Model Degree Colleges and the Submission on Polytechnics were subsumed under RUSA in the first phase. University Grants Commission (UGC) Schemes such as development grants for State universities and colleges, one-time catch up grants, etc. are dovetailed in RUSA. However, Individual oriented schemes (for teachers, students

etc) would continue to be handled by UGC. During the second phase of RUSA, the scheme on University with Potential for Excellence and Colleges with Potential for Excellence, administered by UGC have now been subsumed under RUSA 2.0, as Enhancing Quality and Excellence in select State Universities and Enhancing Quality and Excellence in select Autonomous Colleges.

5. **Preparatory Grants** (under Institutional restructuring, Capacity Building and Reform):

Under the scheme, a preparatory amount is provided to the State Government to enable them to create/ strengthen necessary institutional framework for complying with the apriori requirements and -commitments under RUSA. These funds can be utilized for setting up/ strengthening the SHECs, State Project Directorate and State Resource Centre; and undertake baseline surveys to help them in capacity building.

6. **Resource Envelope**: The resources allocated to a particular State for a given financial year is termed as the Resource Envelope. The allocation is based on a Fund Equalization formula. The resource envelope for a given financial year is based on a mix of base and performance-based funding, linked to conditionality's and adherence to reforms

7. **IDPs & SHEPs**: All institutions are required to prepare their Institutional Development Plan (IDPs) for all components with financial proposals on parameters that capture their respective need-based requirements. The States aggregate the IDPs and integrate into State Higher Education Plan (SHEP) by superimposing the State relevant components. It is imperative that each State undertakes base line surveys and stakeholder consultations to constitute the basis for preparing IDPs and SHEPs. It is imperative that SHEPs are duly approved by the State Higher Education Councils before onward submission to MHRD.

8. **Appraisal of SHEPs**: The funding to States is made on the basis of critical appraisal of State Higher Education Plans done by Technical Support Group (TSG) at the Centre. The prioritization of components based on the resource envelope of the State is jointly done by the State and the TSG in a collaborative exercise, based on adherence to RUSA norms and State-specific needs. The prioritized components are jointly presented before the Project Approval Board (PAB) for approval.

9. **Funding under RUSA:** All funding under the RUSA is norm based and future grants are outcome dependent. The central funding is strategic and based on SHEPs, which serve as a benchmark against which the performance of a State and its institutions are graded. Centre-State funding is in the ratio of 90:10 for North-Eastern States, Sikkim, J&K, Himachal Pradesh and Uttarakhand and 60:40 for other States and Union Territories (UTs) with Legislature. Also, the UTs without Legislature would be 100% centrally funded under this scheme.

10. **Flow of Funds:** The central funding flows from MHRD to institutions, through the State Governments. The State Higher Education Council is responsible for transfer of central share along with the matching State share to the approved institutions.

11. **State Higher Education Council:** SHEC is the key institution at the State level to channelize resources to the institutions from the State budget. They undertake the process of planning and evaluation, in addition to other monitoring and capacity building functions.

Guiding Principles of RUSA

RUSA is structured on certain inviolable guiding principles. The States are expected to keep these principles as guiding posts while formulating their State Higher Education Plans and developing their strategies.

1. Quality and Research Focus:

RUSA focuses on better quality of State higher education Institutions. The aim is to achieve mass access to higher education having high quality standards. States must ensure that all its institutions adopt NAAC accreditation as mandatory quality assurance framework; and simultaneously seek to upgrade the overall academic quality by implementing reforms. States will be encouraged to promote research and innovation in their institutions. Since research focus can be judged both from input efforts and outcome indicators, the State Higher Education Plans are expected to have a rounded appreciation of both aspects. States and institutions are expected to honestly declare their present status in this area and outline specific strategies for improvement, including the use of ICT. There is a need to improve resource

allocation for universities to enable good quality research and innovation. Criteria such as the number of research publications, impact factors of journals in which papers are published, citations, the amount of research funding attracted, and others should be considered for faculty promotions.

2. Norm based and Outcome-dependent funding:

The cornerstone around which RUSA is designed is that funding under the RUSA is norm based and future grants are outcome dependent. The central funding is strategic and based on SHEPs, which serve as a benchmark against which the performance of a State and its institutions are graded. The funding for the future is decided on the basis of level of past achievements and utilization of funds submitted to MHRD.

3. Incentivizing and dis-incentivizing:

RUSA incentivizes and dis-incentivizes the State actions. Not only compliance to rules, regulations and fulfilment of norms are supported by incentives; non-performance or non-fulfilment of prerequisites and norms invite reduced allocations for States and institutions. This is intended to make the scheme not only demand driven, but also competitive. The states and institutions are encouraged to compete with each other in order to reap benefits of competition based formulaic grants.

4. Apolitical decision-making:

Another basic tenet of RUSA is that the decision-making is done in an unbiased, apolitical and professional manner, on the basis of the SHEPs and the performance of States on the predefined parameters. The process of decision-making and its result are transparent and the methods of decision-making impartial. It is expected that States would also be as unbiased, apolitical and professional while planning and ushering governance reforms at the State level. In order to effectively implement these reforms, the selection of leadership positions in state universities should take into account the imperatives of merit and performance.

5. Autonomy:

Autonomy is an indispensable condition for quality and accountability. RUSA envisages greater autonomy of institutions in terms of decision making. The institutions will have full liberty to plan specific interventions depending on their special needs and requirements. Some key concerns in enforcement of university autonomy are as follows:

- a) Revisiting the Acts: There is a need to revisit the acts of various State Universities to see whether there are some clauses detrimental to their autonomy.
- b) Stream lining the Recruitment Process: The universities must have the autonomy to recruit the most competent faculty as per the laid down procedures and purely on the basis of merit.
- c) Membership of Governing Bodies: A university is administered by its senior functionaries under the guidance of its statutory bodies such as the executive committee, syndicate, senate, etc. The persons to be nominated to these bodies must have specialized knowledge in the relevant disciplines and should not have conflict of interests in so far as decision making in the university is concerned. These bodies should predominantly consist of members from academic background.
- d) Institutional Leadership: It is the duty of the Vice-Chancellor to safeguard the university autonomy. The increasing trend of appointing civil servants as heads of educational institutions needs to be reviewed.
- e) Special Rashtriya Uchchar Shiksha Abhiyan orientation programs or conferences on the management of universities should be organized to enable the Vice-Chancellors, Directors, Pro-Vice Chancellors, Deans, and Heads of Departments to hone their management skills.

6. Disclosure-based Governance:

Disclosure based governance must be followed by institutions in terms of its decision and outcomes. RUSA envisages greater participation of all stakeholders, where the institutions are responsible for their quality not just to the regulatory authorities but also to the students, parents and the society. A policy of full disclosure and clean governance are the first steps towards establishing such a system of higher education.

7. Equity based development:

Equity-based development initiatives must form an essential part of any development or expansion plans, both at State and institution level. Any growth in the higher education sector must create equal opportunities for women, disadvantaged classes and the differently-abled.

Moreover, development must have a greater focus on serving the rural and tribal areas. The plan appraisal process would take this aspect into account while deciding the allocations.

Objectives of RUSA

The major objective of RUSA is to enable and empower the States to develop sufficient capabilities to plan, implement and monitor initiatives for the higher education sector as a whole. The scheme aims to improve the quality of State Universities and colleges and enhance their existing capacities so that they become dynamic, demand-driven, quality conscious, efficient and forward looking and responsive to rapid economic and technological developments occurring at the local, State, national and international levels. The salient objectives of the scheme are enumerated as follows:

1. 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. This objective is a precondition for sanction of funds under all the components of RUSA
2. Enhancing quality of Universities or Model Degree Colleges to upgrade their academic infrastructure and provide better teaching-learning environment to students. Component 1 provides for up gradation of an autonomous college in a university, component 2 allows in creation of a university by conversion of 4-5 colleges in a cluster, component 4 and 8 provide for enhancing quality and excellence in select State Universities and Autonomous Colleges, and component 10 on research, innovation and quality improvement. (Subject to adherence to RUSA norms)
3. Identify and fill critical infrastructure gaps in higher education by augmenting and supporting the efforts of the State Governments. Components 3 and 9 pertaining to

infrastructure grants to universities and colleges address this objective when funds are sanctioned for upgrading the existing infrastructure by way of new construction, renovation or purchase of equipment.

4. Ensure adequate availability of quality faculty in all higher educational institutions.

RUSA addressed this by way of component 12 on faculty recruitment, where the State is required to fill all the vacant sanctioned posts and claim funds under RUSA for additional posts to enable them to achieve the student-teacher ratio of 20:1.

5. Facilitate research and innovation in the State higher educational institutions. Component 10 provides for this objective where State is required to furnish a detailed research and innovation plan.6. Improve Access and Equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently-abled persons.7. Achieve the target of GER of 32% by expanding the institutional base of States by establishing new institutions, in order to achieve high enrolment targets.

8. Usher transformative reforms in the State higher education system by creating an institutional structure for planning and monitoring at the State level (SHEC), promoting autonomy in State Universities and improving governance in institutions.

9. Correct regional imbalances in accessing higher education by facilitating access to high quality institutions in urban, semi-urban and rural areas to get access to quality institutions. This objective is a precondition while deciding allocations for different districts of the State.

10. Commitment of States to undertake reforms: Academic (semester system, CBCS, curriculum development, etc.) and Examination (internal evaluation, end of semester evaluation) in the higher educational institutions. States can also undertake affiliation reforms by restricting the no. of colleges affiliated to a university to 100. Prerequisites, a set of a priori commitments required from the States ensure timely implementation of reforms under RUSA.

Scope of RUSA

All State public universities and colleges (both 12B and 2(f) compliant and non-12B) from all States and Union Territories (UTs) across the country are eligible to be covered under RUSA. Subject to eligibility, an estimated 384 State universities and 8500 colleges (only Government and Government aided) are covered under this initiative to improve the learning outcomes and scale-up research, development and innovations.

Funding Strategy

RUSA is being funded through the Ministry of Human Resource Development (MHRD) with prescribed contribution from the State governments and Union Territories (UTs). The project cost in the public funded institutions for all sub-components is shared between the Central Government and State governments in the ratio of 90:10 for North-Eastern States, J&K, Himachal Pradesh and Uttarakhand and 60:40 for other states and UTs with Legislature. The UTs without Legislature would be 100% centrally funded under this scheme.

Institutional Structure of RUSA

RUSA is implemented and monitored through an institutional structure comprising of bodies with clearly defined roles and powers at the central, state and institutional levels.

National level bodies

RUSA Mission Authority is the Apex body at the national level. The Minister of Human Resource Development (MHRD) is the Chairperson of the Mission Authority. The RUSA Mission Authority delineates overall policy and planning, reviews functioning of Project Approval Board (PAB). The Secretary (Higher Education) chairs the PAB which approves SHEPs, assesses performance of States and institutions and approves release of funds. The National Project Directorate, which is installed in the Ministry, is headed by the Joint Secretary (Higher Education) in his capacity as the National Mission Director. These two bodies are supported by the Technical Support Group (TSG) which examines and appraises SHEPs, monitors flow of funds and information and provides all operational, technical, logistical and managerial support.

State Level Bodies

The scheme is steered in each State/UT through State Higher Education Councils (SHEC). The SHECs are supported in turn by the Project Directorate (created by the State Government) and State TSGs. These bodies are responsible for management, coordination, implementation and monitoring of the project at the State/UT levels. The formation of SHEC forms the primary block towards building a sound planning and funding mechanism for higher education at State level. Given the large number of State universities and the large number of students they cater to, States are the units of planning for higher education under RUSA and it is necessary to create SHEC as a body that is at an arm's length from the State as well as centre and it synergizes their resources and fulfils functions of planning, monitoring, quality control and co-ordination at the State level. The State Project Directorate (SPD) consists of a State Project Director with adequate support staff as may be required for the effective functioning of the State Project Directorate.

Institution Level Arrangements

The project at the Institutional level is managed by two bodies; the Board of Governors (BoG) and a Project Monitoring Unit. The BoG takes all policy decisions with regard to smooth, cost effective and timely implementation of the Institutional project and ensures overall faculty development etc. A Project Monitoring Unit represented by academic officials, faculty, administrative officers and students is responsible for monitoring the project at the institutional level in order to implement the governance reforms proposed under RUSA.

Financial Outlay of the Scheme

The scheme has been accorded extension by the Cabinet till March 2020 with approved financial outlay of Rs. 9,604.58 crores (which includes state share). State Governments will have to enter into an MoU with the Department of Higher Education (MHRD), in order to be eligible for the second phase of RUSA.

RUSA 2.0 Targets

1. Increase the spending of States on higher education as a % of GSDP to 2% or above.
2. Ensure all the State Institutions are NAAC Accredited by the end of March 2020 as a part of mandatory quality assurance framework.
3. Reduce the student-teacher ratio to 15:1 in Institutions by the end of March 2020
Increasing the National GER to 32% by March 2022
4. Ensure growth of GER with more inclusion of disadvantaged groups (SC/ST/Women). Ensure that all the States participate in AISHE and data pertaining to all State institutions is furnished.
5. Ensure that the number of colleges affiliated to State Universities reduce to 200.

Hence RUSA is an excellent opportunity for the state universities to upgrade educational and research ambience of infrastructure, knowledge resources and skill development expertise to produce international quality manpower. It should also be underscored that the upgraded colleges and universities would be mentored for high-quality research outputs with fund-associated expertise through RUSA. Considering that teachers are the backbone of educational reforms, any genuine service-related/administrative concerns highlighted by teacher bodies have to be parallelly remedied by governments. The bodies also have to pragmatically approach this reform scheme and provide collective wisdom for further quality refinement. Resistance to change is born out of inadequate understanding.

1.6 Need of the Study

RUSA will provide new access towards funding higher education in state universities; will be providing key principles of performance-based funding, incentivizing well performing institutions and decision-making through clearly defined norms. RUSA aims to provide better autonomy to universities and colleges and emphasizes on sharper focus on equity-based development, and improvement in higher education.

The key objectives of RUSA are to improve access, equity and quality in higher education through planned development of higher education at the state level. Such

planning will include creating new academic institutions; expanding and upgrading the existing ones, developing institutions that are self-reliant in terms of quality education and are professionally managed and characterized by greater inclination towards research and provide students with education that is relevant to them as well the nation. Mizoram state has one university and a few no of colleges. State Universities and affiliated colleges are covered by RUSA. The State component should address issues related to excellence, spatial and geographical gaps, access, governance and others. The State has to identify unserved/under-served areas and make special provisions for the new institutions in those areas. The plans must also address the problem of institutional congestion and have a strategy to deal with the same. Similarly, state must also look at the state as a single entity to plan for affiliation reforms and creation of new universities Excellence, Access and Equity must form the main thrust areas of the SHEP. The State of Mizoram joined RUSA on 16.10.2013 by committing to reform its higher education sector. The Project Approval Board (PAB) in its 5th and 9th meetings held on 10.12.2014 and 01.12.2015 approved proposals of the State worth Rs.81 crores, comprising of Rs.72.9 crores as Central share (90%) and Rs.8.1crores (10%) as State's share. The State agreed to: scale up to and maintain prescribed levels of funding to higher education as a % of Gross State Domestic Product (GSDP),to share the project cost ofthe Government funded and aided institutions with MHRD in the applicable ratio (10:90, 40:60), implement all reforms mentioned under RUSA to fill up vacant faculty positions. State commits for all State HEIs to apply for accreditation, implement all the Institutional governance/Administrative reforms mentioned under RUSA and agrees for all institutions to participate in AISHE survey and provides requisite data yearly. Higher education in Mizoram faces many problems in providing Quality education, Greater investment in higher education, better transition, higher GER, better equity, better employability, better research yields, creation of universities by way of up-gradation of existing autonomous colleges, creation of universities by conversion of colleges in a cluster infrastructure grants to universities , enhancing quality and excellence in select State Universities, new model colleges, upgrades existing degree colleges to model degree colleges, faculty recruitment support (Posts),faculty improvements institutional restructuring, and

capacity building and reforms. Since RUSA was implemented six years ago. i.e. 2013 in the state of Mizoram and no such studies have been conducted, it is important to know the status, problems and prospects of implementation of RUSA in Mizoram.

1.7 Statement of the Problem

The problem under investigation is,

‘Implementation of Rashtriya Uchchatar Shiksha Abhiyan in Mizoram: Status, Problems and Prospects’.

1.8 Operational Definition of the Terms Used

Status: In this study ‘status’ means the present scenario of higher education in Mizoram.

Problems: In this study ‘problems’ means a matter or situation hindering the implementation of RUSA programme in the state of Mizoram.

Prospects: In this study ‘prospects’ means the expectations and forecast of RUSA programme in the state of Mizoram.

RUSA: Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a centrally sponsored scheme to provide opportunity to Higher Education. Its main aim is to provide strategic funding to higher education.

Research Questions

1. What is the status of higher education in Mizoram in regional and national context?
2. What plans and programmes have been developed for implementation of RUSA in Mizoram?
3. To what extent the objectives of RUSA, in terms of access, equity, and excellence, have been achieved in Mizoram?
4. What is the status of assessment and accreditation of colleges in Mizoram?
5. What is the status of allocation and utilization of funds under RUSA in Mizoram?

6. What innovative practices are being practised in the colleges under RUSA?
7. What are the difficulties in successful implementation of RUSA in Mizoram?
8. What is the perception of college students of Mizoram about RUSA?
9. What is the perception of college teachers of Mizoram about RUSA?
10. What steps can be taken for better implementation of RUSA in Mizoram?

1.9. Objectives of the Study

The study is aimed at understanding the status, problems and prospects of RUSA in Mizoram.

Specific Objectives of the Study:

1. To examine the status of higher education in Mizoram in regional and national context.
2. To critically examine the plans and programmes formulated by the government of Mizoram for implementation of RUSA in the state.
3. To assess the extent of achievement of the objectives of RUSA in Mizoram with respect to Access, Equity and Excellence
4. To assess the accreditation status of government general degree colleges in Mizoram.
5. To examine the allocation and utilization of funds under RUSA in Mizoram.
6. To examine the innovative practices being practised in the colleges of Mizoram.
7. To reveal the problems in successful implementation of RUSA in Mizoram.
8. To assess the perception of college students of Mizoram about RUSA.
9. To assess the perception of college teachers of Mizoram about RUSA.
10. To suggest measures for better implementation of RUSA in Mizoram.

Organization of Thesis

Present thesis has been divided into five (5) chapters to facilitate a systematic presentation.

Chapter I: Introduction – This chapter is an introduction which begins with the concept of Higher education and RUSA. The chapter also deals with the rationale of the study, statement of the problem, research questions, objectives, operational definitions of the terms used.

Chapter II: Review of Related Literature - The second chapter is devoted to a review of the related studies on higher education and RUSA.

Chapter III: Methodology – The method and procedure of the study have been described in this chapter. The sample, the tools used the procedure for data collection and the statistical techniques used for the analysis of data are presented in details in this chapter.

Chapter –IV: Analysis and Interpretation –Analysis and interpretations of data of the present study has been presented in fourth chapter.

Chapter –V: Summary Recommendations and Educational Implications-The fifth chapter which is also the last chapter of the study covers the summary, recommendations and educational implications of the study.

CHAPTER -II

REVIEW OF RELATED LITERATURE

A literature review is a comprehensive summary of previous research on a topic. The literature review surveys scholarly articles, books, and other sources relevant to a particular area of research. The review enumerates, describes, summarizes, objectively evaluates and clarifies the previous research. This chapter deals with the review of existing literature on RUSA and higher education in India.

2.1 Review of Existing Literature

A lot of work has been done on various aspects of higher education in India including some studies on the individual states. The studies on higher education conducted on different themes include: Growth and development of higher education in India; Governance and management of higher education in India; Financing of higher education in India; and Quality concerns in higher education. The important studies among these works are as under:

Parhar, M (2002) while comprehending the considerable amount of growth and development of higher education in India, but it points out that even though there is quantitative expansion, higher education continued to be inaccessible to a large majority of Indian youth in the age group of 17 to 23 years. The enrolment figure of 6% in higher education is no match for the figures of developed and even developing countries. So, in order to continue production of professional manpower, India needs to enlarge its higher education base by increasing the rate of participation to about 30% by 2020. Suggestions were made for access to higher education by increasing investment in higher education infrastructure, by introducing multi-shifts, adding new courses in existing colleges and universities and by offering distance education courses.

Powar, K.B (2002) classified his study under three themes – Global Perspectives and Issues, Internationalization of Indian Higher Education and Programs for Internationalization in Indian Institutions. The discussion is highly productive and

the Roundtable came up with a series of recommendations which would provide Indian educationists, planners and policy-makers sufficient material for developing and making effective policy for the promotion of Indian higher education internationally.

Singh (2003) mentions that higher education in India was being subjected to high pressures of demand requiring increase in investment and expenditure. The Centre and State governments are finding difficulty in granting more funds and because of which there is a gap in demand between higher education and financial allocation for public funding. As a result, financial setback is developing in higher education and the available substitute for the government was to allow the entry of corporate, private trusts and individuals to compose self-financing institutions to meet the demand of the higher education and also to ease burden on public funds.

Kumar, N (2004) studied the major sources of funding higher education. He concludes that for government's own institution government is acceptor and for private institutions; donations, fees and income from endowment form the main sources of income.

U.G.C (2005) published a report on higher education of different countries relating to finance and accountability. It shows that in other countries higher education is in the public sector and is financed by public grants. However, they are gradually moving towards self-financing schemes.

Sharma, S.R (2005) studied the tremendous increase in the number of universities after Independence. The enrolment has gone up by 30% since the period of Independence. The majority of students have enrolled for the attainment of higher education. Out of total, 88.8% were enrolled for the undergraduate courses, 9.5% for masters' level and only 0.7% for research. 83% of the students enrolled were into the faculty of Arts, Commerce and Science and only 17% for went for professional courses. The number of doctorates awarded has decreased from 11,107 in 1998 to 11,067 in 2000, and the maximum degrees were awarded in the faculty of Arts.

Budhiraya, B.D (2006) Studied the aims and objectives of higher education. If there was no drastic improvement in the quality of education, then it cannot reach its objective of equality, justice and opportunity. The 17 universities and colleges are working not only for the dissemination of knowledge but also for its generation. They should also highlight critical thinking, reasoning, tolerance and search for truth. Higher education not only should be restricted to knowledge but it should also include socialization and development of the economy in a broader sense.

Hauptman (2006): Pointed out that funding process of higher education followed in India continues to be on the basis of historical allocation. He suggested a shift to policy-driven funding by introducing policy variables into funding process of performance-based funding that recognize outputs rather than just inputs.

Pillai, K.N.M & Srinivas, G (2006), conducted a study on “The post-accreditation scenario in the North Eastern Region of India: A Meta-evaluation of the National Assessment and Accreditation Council Processes and Procedures”. This study shows that in the ten (10) years of its existence the NAAC has earned a lot of goodwill and appreciation from the academic community. Simultaneously, it also suggests a need for incessant efforts on the part of the NAAC to strengthen and fine-tune its processes and procedures.

Tilak, J.B (2006) –Studied the trend in the public expenditure of higher education in different countries in relation to national income. The study found that even in developed countries the national expenditure on education has fallen after 2008 global recession.

Shukla, S & Srivastava (2007) suggested an internal assessment pattern which should rate the teachers every year, on the basis of their research or academic achievements. With the help of this rating, a merit list can be prepared. Then the funds should be made available to the department for academics and research and teachers get time-bound promotion. In this arrangement, the teachers are left with almost no motivation. Thus, while deciding promotions, the average impact factor and teaching grades from the last promotion should be added. Again a merit list can

be prepared in this manner and instead of the routine interview, only a select few should be promoted based on lowest cut-off ratings.

Gill (2008), on the basis of analysis of data pertaining to the public financing of higher education in Punjab during economic reforms period, has highlighted that the public expenditure and per capita expenditure on higher education remained constant and insufficient over the period of 1991-92 to 2004-05. However, the proportion of Net State Domestic Product allocated to higher education declined during this period. Similarly, the share of higher education in the inter sectoral allocation to education also declined. In this context, he concluded that the relative priority given to the higher education sector in the state was not in tune with the growing importance of higher education in the emerging global scenario.

Lyngdoh, P (2008) carried out an analytical study on the professional education at the degree level in Meghalaya. The study was limited to the professional courses like Teacher education, Law and Management. The findings of the study reveal that most of the institutions were facing financial constraints even for the payment of salary of the teaching and non-teaching staff and also the service condition of the teachers in private professional institutions was deplorable.

Mate (2009), had highlighted the various problems with regard to administration of general colleges in Manipur. His study revealed that there was no proper admission policy; no proper implementation of rules and regulations and no proper provision for reviewing the performance of teachers. In the university, there was prevalence of lack of transparency and accountability, bureaucratic red tape, favouritism in appointment of teachers, huge number of applicants and few numbers of seats, favouritism during admission. It was also revealed that most of the institutions offering general education were found to be inadequately equipped with laboratory facilities, library facilities, computers and others. Another problem revealed was lack of proper maintenance of the infrastructure.

Varghese, N.V (2009): This paper is on reforming the financing of education. It was pointed out that Indian Government finds it difficult to cope with the ever-increasing financial requirements of an expanding system. For this, the study suggested two

major propositions; a) improving efficiency in the functioning of the public institutions on the one hand and; b) mobilizing resources from non- governmental sources on the other. It held that the country needs to invest more resources both at primary and higher domains. Ultimately, these reforms lead to the shifting of the burden of cost from the public to private domains.

Pradhan, J.P (2011) suggested that the high enrolment rate in higher education in India could be achieved by providing access to all people on the basis of merit. Besides, higher education must be refashioned in a manner to nurture excellence and competitiveness at the global level in general and the national level in particular. However he argued that in a country with multifaceted diversities in terms of religion, language, socio-economic status; providing equity and ensuring excellence simultaneously appears to be a myth. The Economic Survey (2011) stated that India, currently had a gross enrolment ratio (GER) of 13.5 percent in higher education (in the age group of 18-23 years) as compared to 81.6 per cent for USA, 22.1 percent in China and 29.7 percent in Malaysia. India currently produces close to 600 Ph.D. per annum as compared to close to 22000 in China. It is possible to quickly double the Gross Enrolment Ratio (GER) and reach 30 percent within a decade now.

Bhutia, Y (2012), reviewed the higher education status and problems in Sikkim. The study highlighted that higher education has remained neglected for a very long period. The study also reveals that the work load of the teacher is heavy. Majority of the teachers are not satisfied with their jobs; method of recruitment is not satisfactory. The study also reveals that, many institutions lack proper infrastructure which hampers teachers' effectiveness in the classroom.

Mero, N (2012) studied the progress and problems of Higher education in Nagaland. The study revealed that general higher education in the state had many problems to excel as the system lacked due to the number of colleges and institutions being clubbed with poor infrastructural facilities and poor maintenance. On the other hand, in the sphere of professional higher education it was found that efforts had been made to improve the existing few colleges and also more professional and technical institutions were being established which the need of the hour was.

Prakash, K (2012) argued that the issues of access, equity, quality and relevance were of paramount significance in today's time. There is a need to focus on such policy measures and programmes to bring good number of students from socially and economically disadvantaged sections into the fold of higher education. He further observed that good quality higher education still remained elite in nature as it was still not accessible to a large bulk of eligible population. This is primarily attributed to policy shift in the mid-1980s by forestalling the growth of public institutions and leaving a wide open market to private institutions offering courses of study having high market premium. Government should realize the limitations of the private sector and strengthen higher education in areas which are very vital in improving nation's competitiveness through fundamental research. Besides, austerity measures in higher education have taken a heavy toll on the quality of higher education. He also suggested that these trends in funding should be reversed and public funding must be provided for higher education.

Rajalakshmy, G (2012) in her research paper 'Higher Education in India : Challenges and Prospects' endeavours to probe into the problems of higher education in India in context of globalization; discusses the various issues which need to be addressed urgently if India has to make rapid strides in the field of education. The data was collected from secondary sources for analysis and study. The data shows that the amount of spending in this sector has not increased commensurate with the global standards and needs. There is a need to involve the industrial houses in helping to build infrastructure, providing guidance, skill building and funding as a part of their corporate social responsibility. The objective of the paper is to study the problems in higher education in India, especially after globalization and the entry of the private sector in higher education and examine some plausible solutions to improve the quality, affordability and availability to those who deserve it. The requirements of higher education cannot be wholly be met by the Government. However, the Government's presence is very crucial to facilitate the implementation of the equity and inclusive growth principles. An increased and active role of the private sector is inevitable, it is essential to encourage research, vocational courses and provide high-quality education. It is necessary to expedite steps to make teaching

an attractive career in order to attract the best talent. It is equally important to improve the quality of college education at the undergraduate level, which will have a direct impact on the quality and calibre of students opting for entry into institutions of excellence in higher education. There is a need for greater coordination of activities and the Government as well as private institutions so that they can co-exist and mutually support to fill in the gaps in higher education just like other countries and USA. For equity and social considerations, the Government can initiate schemes to include the economically backward and other disadvantaged students in the ambit of quality education. While allowing public-private participation, the Government should guide, regulate and monitor the growth of the institutions of higher learning to improve quality. The quality of teaching, learning and research needs to be upgraded if India is to evolve as a world class educational hub.

Bora, S (2013), studied the conditions of higher education in Upper Assam. The study found out that there was a need to provide adequate infrastructure, quality human resources, as well as trained man power so that quality of these educational may be improved to the utmost level. It was found out that the majority of the general colleges had only the arts stream and most of the colleges did not have residential quarters for the teachers and lacked hostel facilities for the students. Further it was found that there was a need to increase professional and technical colleges in the state and the intake of students in these colleges.

Kar (2014) conducted a study on the management of college education and professional development of teachers in Meghalaya. The findings revealed that management of colleges at the state and national level is not satisfactory but over the years the condition has improved. It also highlighted the role of the principal and the governing body in the overall management of the colleges.

Menon, R, Tiwari, A. Chhabra, A. & Singh, D. (2014) Higher education has experienced a rapid spurt in development over the past two decades, which can be extrapolated to be primarily driven because of the measures initiated by the private sector. These measures are suspect, however, and there exist genuine and legitimate concerns that these initiatives are half cooked, substandard and exploitative and have

only served to send the standards of research on a downward spiral and lowered overall academic merit. Some of the problems of the Indian higher education, such as the unwieldy affiliating system, inflexible academic structure, uneven capacity across various subjects, eroding autonomy of academic institutions, and the low level of public funding are all well known. These problems were the primary motivation for the topic “Study on the higher education in India and the need for a paradigm shift” was selected for the study. The objective of the study is to analyse the affects of various facets of higher education in India and the various steps required to address genuine concerns of the Indian higher education on a long-term basis and learn from the experiences of other countries to suggest measures to tackle its various systemic deficiencies. The study has been conducted on a sample of 118 respondents through the circulation of a questionnaire and information gained from secondary data. The respondents consisted mainly of students and teachers. It was found that most of them agreed that India has an average level of existing infrastructure of higher education and also the fact that majority of the respondents felt the education standard of India was far behind the other developed nations. The results of the study indicate that the higher education did not meet the expected standard and revision of syllabus and implementation of pedagogy was needed to bring itto par with western education.

Gupta, T (2015) in his paper ‘Recent Trends in Indian Higher Education System’ concludes that the growth in the system of higher education in India has been impressive over the years and there has been an increasing trend, both in the number of private higher education institutions and enrolments in recent years. The share of enrolment in private unaided higher education institutions has also gone up. Despite the growth in number of higher education institutions, higher education in India is seriously challenged in terms of access. The higher education sector in India currently faces challenges of expansion, excellence and inclusion. There exist rural and urban disparities, gender disparities, inter- religious group disparities, inter- state variations, disparities among social groups within religion, inter- caste disparities and disparities among income groups as well as occupational groups. The pattern of public spending on education has been a major reason for limiting the scope of

educational participation for the weaker sections. Since the 1990's there has been a steady decline in the budgetary allocations made by the government to fund higher education in India. The various models of Public- Private Partnership (PPP) have been explored in the Twelfth Five Year Plan Period (2012-17). This paper explores the recent trends in the Indian higher education system which should be substantially increased.

Mangla, A (2015) in his title emerging trends, issues and strategies in higher education system of India, mentions that there has been a significant change in the approach of the Government of India towards higher education in the recent years. On the whole, the recent initiatives in policy reforms mark a transition in the history of higher education in independent India. But earlier the absence of a clear, coherent, explicit long term policy perspective on higher education continued to be the black mark of Indian higher education. It takes decades to build a good education system that will serve the general population, create centres of excellence and niches in the global knowledge economy.

Sharma, S & Sharma, P (2015) in their paper 'Indian Higher Education System: Challenges and Suggestions indicate that higher education system plays an important role in the country's overall development which includes industrial, social, and economic and others. Indian higher education system is the third largest in the world. The role of Indian higher educational institutes such as colleges and universities in the present time is to provide quality-based education in the field of education and research to empower youth for self-sustainability. It includes the key challenges that India is currently facing in higher education and also includes some initiatives being taken by the government to meet those challenges.

Sheikh, Y.A (2017) in his paper higher education in India: Challenges and Opportunities concluded that the economic success of the states is directly determined by their education systems. Education is a Nation's Strength. A developed nation is inevitably an educated nation. Indian higher education system is the third largest in the world, next to the United States and China. Since independence, India as a developing nation is continuously progressing in the

education field. Although there have been lot of challenges to higher education system of India, but equally there were lot of opportunities to overcome these challenges and to make higher education system much better. It needs greater transparency and accountability, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn is of utmost importance. India needs well skilled and highly educated people who can drive our economy forward. India provides highly skilled people to other countries; therefore, it is very easy for India to transfer our country from a developing nation to a developed nation.

Boruah, P.J (2018) conducted a study entitled “Problems and Future Prospects of Higher Education in North East India” and found that every year, hundreds and thousands of students from the North East India come to the universities and colleges of Delhi, Calcutta, and Bangalore etc. for education in various fields. The intent of the present paper is to identify the various problems of higher education in North East India as well as to study the future prospects of higher education in this region.

Singh, J (2018) in his paper highlighted the higher educational scenario in the Northeast India after post-independence. Most of the Government and Government aided higher educational institutions of the region are funded by MHRD, UGC, NER and the state Governments of the respective states but considering the ever-increasing need of the students, the facilities provided are inadequate. With the help of secondary data, it was found that the disparity in quality and quantity of the students among the North-eastern states is due to the variation in physical, socio-economic and cultural development of different states. Though, there are number of universities and colleges and with mushroom growth of private colleges, the quality of education maintained by the authority as well as infrastructures of the institutions have not been upgraded to meet the requirement of the students and globalization criteria of the University Grants Commission. It has pointed about the late thinking of the good infrastructures and application of modern education technology by providing ICT, sufficient funds for research works, skill and opening of self-employable Degree Programmes- Academic Credit System (ACS) so that students of the region can compete with national and global standard.

2.2 Reviews on RUSA

Singh (2013) argued that in the ongoing education policy discourse the rhetoric of equality in general and especially of gender equality aimed at inclusion of disadvantaged sections of population by including females in basic education through social safety net programmes like Sarva Shiksha Abhiyan (SSA) and also to ensure their participation in emerging market by equipping them with some basic necessary skills. When a society is marred by gender-based discrimination along with social and economic considerations-based discrimination, then within the disadvantaged sections of the society females have to face multiple discriminations. Females from rural areas and those belonging to marginalized sections of the society face the maximum onslaught of such discriminations. Gender equality is possible only by achieving a substantial equality in the society. If education has to play a role in this direction then only equality based educational provision for all would serve the purpose. Otherwise such discourse would be providing mere access to low quality education to females especially from the socio-economically disadvantaged sections of the society amid continuously exacerbating inequality in the society by creating only a smokescreen.

In order to ensure quality of higher education, a number of regulatory bodies have been established along with NAAC for assessment and accreditation. These bodies constitute the quality assurance mechanism for higher education in India. The effectiveness of this quality assurance mechanism in maintaining quality in higher educational institutions has been a major area of attention of the researchers. Though a number of studies have been conducted in different aspects of higher education, it is found that no such studies have been conducted in Rastriya Uchhatar Shiksha Abhiyan (RUSA).

Singh, N.R & Devi, M (2014) conducted a study on RUSA titled “Rashtriya Uchchatar Shiksha Abhiyan (RUSA) Current Higher Education Trends in Manipur”. The paper explains about the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) National Higher Education Mission, a Centrally Sponsored Scheme (CSS) for reforming the State Higher Education System in India. And also the economic impact

of the scheme on the current Higher Education System of Manipur in the North-Eastern States of India. It concluded by mentioning that most of the Colleges are understaffed with inadequate Teaching Faculty. But the enrolment of students had increased from 12,152 in 2008-09 to 41,608 in 2012-13 and the total enrolment was 123,497 in 2012-13. However, the sanctioned posts of college teachers have remained stagnated at 1264 since the last 20 years and it has vacancy of 301 posts at present. As per the mandate of the UGC/Manipur University, there is a need of 2130 posts of Govt. College Teachers which necessitates creation of 866 posts. The State Govt. has been unable to increase the no. of posts so far due to its acute financial constraints. All unemployed qualified citizens for these vacant posts in this small State are dreaming that RUSA will help the State in tackling such crucial issues.

Balu, A and Rajkumar, P (2015) in their study RUSA-Present Higher Education Trend in India convey about RUSA as a trend in higher education for enhancement of quality and equity. Through RUSA it aims to cover 316 state's public universities and 13,024 colleges across the country. During this time, the countries have transformed from developing to advanced economies due to strategic planning and a larger vision that correlated economic development to transformation in the education sector, in particular Higher Education and Research, to become globally competitive. Despite many new National Missions/Programs and reforms agenda, by both the central and state governments with private sector intervention, the higher education sector is in a state of complete flux in India. While we have tremendously enhanced capacity, we lag in quality, given inadequate autonomy to our Universities. This paper, freshly explains about the Rashtriya Uchcharat Shiksha Abhiyan (RUSA)/National Higher Education Mission, a Centrally Sponsored Scheme (CSS) for reforming the State Higher Education System in India and funding approach of this plan.

Kachari, N & Dutta, J (2015) in their paper "A Study of the Prospects of Higher Education in the Context of Rastriya Uchcharat Shiksha Abhiyan (RUSA)": conclude that RUSA somewhat brings a significant strategic change towards developing higher education system, by directing state level institutions which have

been neglected over the years in relation to centrally funded institutions. It seeks to introduce measures such as performance and norm-based funding as well as governance and academic reforms at the institutional and state levels to address some of the challenges in higher education in India. If implemented swiftly and efficiently, RUSA can be a turning point for the Indian higher education system as it seeks to achieve higher enrolment rates and address access, equity and quality related concerns found that a radical change is required in the approach that has been traditionally adopted for development of higher education in the country.

Kumar, R (2016) in his paper, 'State higher education councils in India under purview of RUSA: Opportunities and Challenges' aims at analyzing the contribution of the Central Government in imparting education throughout the state. It focuses on the assessment, organizing and access and tries to find the problems and challenges in higher education. He mentions the importance of Faculty Development and recommended that proper guidance and mentoring be given to students by experts and administered training for all members of the faculty. The researcher mentioned that the review of almost all the recommendations given by the Yashpal Committee (2009) National Knowledge Commission Report (2009), UGC Annual Report (2009-10), suggest that the challenges being faced by the higher education system is documented and good remedies have been also suggested. He feels there is a need to implement all the valid recommendations with great consideration and ensured that the necessary step is taken and that it does not falter.

Bakshi. R (2017) in her paper Higher education in India: RUSA and challenges mismatch in supply and demand of productive workforce deal with low enrolment rates, problem of access, poor infrastructure and their irrelevance to societal needs. The UGC has taken measures towards structural, systemic as well as academic reforms by setting up Centres for Advanced Studies and Internal Quality Assurance Cells, reforming the Academic Staff College (ASC), establishing New Faculty Development Centres, initiating evaluation of teachers by students and peer assessment, strengthening and expanding e-initiatives and reforming the Self-financed Teaching Programmes, just to name a few. In addition, the UGC provides

financial assistance to teachers teaching in Universities and Colleges to promote excellence in teaching and research. In the session 2012-13, the UGC has supported as many as 987 Major Research Projects and 7501 Minor Research Projects and incurred an expenditure of Rs 61.86 crores. In this way, capacity building and optimum utilization of land, space, and faculty have been the key concerns of the UGC. Here thought is to promote the qualitative expansion of Higher education, the project RUSA is being implemented.

Devi, A & Bushan, B (2018) In their paper, ‘Rashtriya Uchhtar Shiksha Abhiyan (RUSA) and its significance and challenges on inclusive growth of higher Education’ examines the objectives and foundation of Rashtriya Uchchatar Shiksha Abhiyan and significance on the status of higher education in India. They mentioned key challenges and critical work in enhancement of access, equity and excellence in Higher Education in India under RUSA which could be a challenge for some part of the area. Management Information System (MIS) which is recommended as coordination between National, State and Institutional level would be a challenge to instruct each individual to adhere and provide information into the MIS system. By focusing on state level institutions which have been an oversight over a long time as regard to funded institutions by the central, RUSA propose tactical change in the approach towards evolving the higher education system in India and plans to launch initiatives like governance and academic reforms, performance and norm based funding as well as at the state and institutional levels to talk about some of the challenges in higher education in India. If RUSA is executed accurately, skilfully and promptly it can be a crucial moments in higher education and aim at better enhancement of access, equity and excellence and elevate gross enrolment ratio.

Saini, M & Sood, M (2018) conducted a study on effect of implementation of RUSA on gross enrolment ratio; Higher education plays a vital role in the growth and development of human resource which can take responsibility for social, economic and scientific development of any nation. It not only broadens the intellectual power of an individual but also gives a wider perspective of the world around. In global context, the scope and demand for higher education is increasing

day by day. The major issues in higher education are access, equity and quality. Greater access requires an enhancement of the educational institutional capacity of higher education sector to provide opportunities to all those who deserve and desire higher education. The present study was undertaken to investigate the effect on gross enrolment ratio of higher education institutions in Mandi district of Himachal Pradesh after implementation of RUSA. The findings revealed that the gross enrolment ratio has increased remarkably in higher education institutions after implementation of RUSA.

Sahoo, R & Rout, S (2019) in their paper, discussed about the awareness of teachers about the academic provisions of RUSA to enhance the quality of higher education. The importance of RUSA in higher education sector is being highlighted in many educational policies and exponents' speeches but studies on this area are very limited. Therefore, the present investigation has opened up a new direction in this respect. The problems which have been identified by the investigator will give a proper direction to the authorities concerned in developing and modifying the programs regarding the awareness of teachers about the academic provisions of RUSA to enhance the quality higher education. Through this study it can be understood that by implementing the RUSA scheme, the Government tries to equip all types of facilities with respect to all academic dimensions' access, equity, faculty, academic and research and development to higher education institutions for quality output.

Siddique, S & etal. (2019) in their title 'Central Database of Pass out and Dropout Students in Higher Universities' mentions that Higher education in India reveals a system undergoing considerable transformation. There is a sense of urgency in policy makers, institution leaders and faculty to expand the system at a fast enough pace to meet the surge in demand, while enhancing quality and ensuring equitable access .RUSA has recommended stepping up capacity and improvement of infrastructure which can attract and facilitate the retention of students from rural and backward areas as well as differently-abled and marginalized social groups to enhance equity and inclusion in higher education. It also recommends in developing a quality system

for conscious, consistent and catalytic programmed action to improve the academic and administrative performance of the HEIs.

Raj, N (2020) in his paper *Rashtriya Uchhtar Shiksha Abhiyan (RUSA) and its significance on inclusive growth of higher education: a case study of Jharkhand* aims at identifying and specifying the significance of RUSA in Jharkhand. Statistical analysis of historical and current data has done at the level of higher education in Jharkhand. With access, equity and excellence as a backbone of educational reforms supported by teacher bodies have to be parallel remedied by governments. The concern is whether higher education manpower is acquire at the international-level expertise with high employability. While RUSA is not a direct response to the rankings of economic growth rate, its aim is to attain access, equity and excellence in the State higher education system with greater efficiency, transparency, accountability and responsiveness. Therefore, RUSA is an excellent opportunity to the State Universities to upgrade educational and research with infrastructure, resources and skill development to produce international quality manpower.

The above-mentioned review of literature on higher education in India and implementation of RUSA reveal that there are many studies on almost all aspects of higher education in the country, but to the best of our knowledge there is no worthwhile up to date study on higher education and RUSA implementation in Mizoram, especially after its implementation in 2013. Therefore, the present study is a humble attempt to fill the gap in the existing knowledge on implementation of RUSA, its status, problems and prospects in Mizoram

CHAPTER –III

METHODOLOGY

Entitled chapter provides a brief picture of the method used in conducting the research, the sample and the tools used for conducting research. It also gives the procedure adopted for the collection of the data along with the Statistical techniques used and the rationale underlying them. The ambit of the research is confined to a descriptive survey. The relevant tool for finding out the status, problems and prospects about RUSA was constructed by the researcher.

3.1 Design of the Study

A research design poses the questions that should be posed to answer his research questions and test his hypothesis.

In the words of Kerlinger

“Research design is the plan, structure and strategy of investigations so conceived as to obtain answers to research questions or problem”.

The present study has a descriptive survey research design. In this study, the purpose is to find the implementation of RUSA in Mizoram with a structured investigation. The research followed the qualitative and quantitative methodologies to find out the status, problems and prospects of RUSA in Mizoram.

3.2 Scope and Delimitation

Mizoram is one of the seven sisters of Northeast India, bordered by Myanmar (formerly known as Burma) to its east and south, Bangladesh to its west, and the states of Manipur, Assam, and Tripura to its north. Mizoram means 'Land of the Highlanders' and its local language is Mizo. The Mizo Hills, which dominate the state's topography, rise to more than 2000 m (6560 ft) near the Myanmar border.

According to the census performed in 2011, the population of the state is 1,091,014. Mizoram has 8 districts namely Aizawl, Kolasib, Lawngtlai, Lunglei, Mamit, Saiha, Serchhip, Champhai, with 22 towns and 817 villages. Mizoram has a formal system of education which ranges from elementary to university education, and training to technical courses. By census 2011, the state has the third highest literacy rate in the

country i.e. 92%. There are about 3900 schools and 32 colleges in the state out of which 2 are private and 30 are government managed.

Though, RUSA focuses on colleges, state universities and other vocational institution, the present study is confined to the government general degree colleges of Mizoram only. The examination and assessment of the components of the colleges will be made on the basis of the provisions and guidelines of RUSA. The scope of the present study is limited to Govt. general degree colleges of Mizoram.

Table- 7 Lists of Colleges with Student Enrolment and No of Teachers in Mizoram

SL No	Name of the college	No of students enrolled									No of Teachers		
		ST			SC			General			M	F	Total
		M	F	Total	M	F	Total	M	F	Total	M	F	Total
1	Pachhunga University College	1286	1242	2528	1		1	8	12	20	161	41	202
2	Govt. Lunglei College	444	437	881	-	-	-	-	-	-	42	22	62
3	Govt. Champhai College	308	322	630	-	-	-	-	-	-	29	25	54
4	Govt. Serchhip College	188	187	375	-	-	-	-	-	-	28	14	42
5	Govt. Aizawl College	611	625	1236	3	-	3	12		12	13	42	55
6	Institute of Advanced Study in Education (IASE)	345	322	667	-	-	-	5	2	7	5	12	19
7	Govt. Saiha College	187	156	324	-	-	-	-	-	-	16	9	25
8	Govt. Kolasib College	271	259	530	-	2	2	5	3	8	31	24	55
9	Govt. Hnahthial College	75	52	127	-	-	-	-	-	-	15	14	29
10	Govt. Hrangbana College	914	896	1810	-	2	2	2	2	4	27	39	66
11	Govt. Lawngtlai College	190	115	305	-	2	2	-	-	-	20	17	37

12	Govt. Zirtiri Resi. Sc. College	360	280	640	-	-	-	7	2	9	27	36	63
13	Govt. Mamit College	77	63	140	-	-	-	-	-	-	15	9	24
14	Govt. J. Buana College	212	241	453	1	2	3	-	1	1	18	18	36
15	Govt. Mizoram Law College	74	93	167	-	1	1	-	1	1	3	11	14
16	Govt. Saitual College	90	80	170	-	-	-	-	--	-	15	13	28
17	Govt. Khawzawl College	42	40	82	-	-	-	-	-	-	9	10	19
18	Govt. Zawlnuam College	13	20	33	-	-	-	-	-	-	13	3	16
19	Govt. Aizawl North College	692	565	1257	-	-	-	-	-	-	21	16	37
20	Govt. Aizawl West College	401	396	797	-	-	-	2	5	7	14	20	34
21	Govt. T.Romana College	657	569	1126	-	-	-	-	-	-	15	21	36
22	Govt. J.Thankima College	369	222	591	3	1	4	1	2	3	10	17	27
23	Govt. Kamalanagar College	263	49	311	-	-	-	-	-	-	15	10	25
24	Govt. Johnson College	571	419	990	2	4	6	-	-	-	15	17	32
25	RIPANS	239	444	683	3	8	11	31	22	53	10	28	38
26	NIELIT	264	50	314	2	7	9	-	-	-	18	5	23

27	Mizoram College of Nursing	6	110	116	-	-	-	-	2	2	0	20	20
28	HATIM	110	126	236	-	-	-	-	1	1	15	8	23
29	Aizawl City College	30	20	50	-	-	-	--	-	-	8	6	14
30	Divine Mercy College	13	18	31	-	-	-	-	-	-	2	2	4
31	St. Xavier's College	28	19	47	-	-	-	-	-	-	5	17	22
32	Helen Lowry College	30	29	59	-	-	-	-	-	-	8	11	19
33	DIET, Aizawl	44	50	94	-	-	-	-	-	-	6	14	20
34	DIET, Lunglei	29	21	50	-	-	-	-	-	-	11	8	19
35	SCERT	20	40	60	-	-	-	-	-	-	-	-	11
36	Zoram Medical College	85	113	198	-	-	-	-	-	-	44	40	84
37	College of Nursing, Synod Hospital	2	28	30	--	-	-	-	-	-	0	17	17

Source –Director CDC, Mizoram University (2019-20)

3.3 Methodology

In the research process, research methods play, very important role as these describe various methods used in solving the research problems. The study was both quantitative and qualitative in nature. Descriptive Survey method was used for achieving the objectives of the study. Surveys are generally used to answer various research questions relating to attitudes, belief and behaviours of individuals or groups.

3.4 Population and Sample

At present, there are 37 affiliated colleges in Mizoram out of which 22 are general degree colleges. These 22 colleges constitute the target population of the study. Eight colleges, at least one from each district, located in the district headquarters on the basis of their first establishment were purposely selected. Besides, two more colleges from Aizawl district were also selected purposely on the basis of the same criteria. Thus, the sample size of colleges was ten in number.

Further, the teachers and students of these Mizoram colleges were also the target population of the study. From each of the ten colleges, five teachers from each Arts and Science streams were included in the sample following incidental sampling technique, subject to the availability of the streams in the selected colleges. Likewise, ten students from each Arts and Science streams were included in the sample following incidental sampling technique, subject to the availability of the streams in the selected colleges. Also, the Principals of the concerned colleges, the coordinators of RUSA and the Director of Higher and Technical Education Mizoram were also selected as a sample of the study. In total 70 teachers, 10 RUSA coordinators, 140 students, 10 principals and director Higher and Technical education constitute the sample of the study. Data collected from 80(70+10=80) teachers and 140 students of the colleges regarding the perceptions on implementation of RUSA.

Table- 8 Account of Population Studied.

Sl no	Name of the college	Name of the District	No of Sample teachers			No of Students			No of coordinator
			Science	Arts	Total	Science	Arts	Total	
1	Govt. Hrangbana College	Aizawl	-	5	05	-	10	10	1
2	Govt. Aizawl College	Aizawl	-	5	05	-	10	10	1
3	Govt. Aizawl West College	Aizawl	-	5	05	-	10	10	1
4	Govt. Kolasib College	Kolasib	5	5	10	10	10	20	1
5	Govt. Mamit College	Mamit	-	5	05	-	10	10	1
6	Govt. Saiha College	Saiha	-	5	05	-	10	10	1
7	Govt. Lunglei College	Lunglei	5	5	10	10	10	20	1
8	Govt. Champhai College	Champhai	5	5	10	10	10	20	1
9	Govt. Serchhip College	Serchhip	5	5	10	10	10	20	1
10	Govt. Lawngtlai College	Lawngtlai	-	5	05	-	10	10	1
	TOTAL		20	50	70	40	100	140	10

3.5 Tools Used for the Study:

1. All the literatures relating to RUSA were collected from different offices Like MHRD, UGC, NEC, NUEPA, and SHEC of different states of North East India.
2. Questionnaire was developed and used to study the perception of teachers and students on RUSA in Mizoram.
3. A check list was prepared to collect all this information from the colleges and office of Director Higher and Technical Education Mizoram.
4. An Interview Schedule was prepared for the Director of Higher and Technical Education and coordinators of RUSA to assess and examine the programme of RUSA.

3.5.1 Consultation with the Experts

The drafted questionnaire consisting of perception about RUSA and interview schedule was sent to a panel of experts working in the field of Higher Education of the state. The purpose was:

To suggest any other item to be included in the questionnaire if possible.

To delete any area or areas, item or items which were not relevant to the present study

To correct the ambiguities, biases, poor phrasing and incorrect wording etc.

To examine the relation between the questionnaire and schedules with the objectives of the study.

Researcher thankfully acknowledges all the experts who extended their full Co-operation by giving their views and valuable suggestions.

3.5.2 Preparation of the Final Draft

Taking into consideration the views of the experts regarding improvement of the questionnaire it was properly reviewed and following modifications were made. Instructions were made clearer. The language in some items was simplified. Some new items were added. Some items were dropped and some items were reorganized. The investigator in consultation with her learned guide tried her best to prepare the final draft of these schedules, bringing changes in above mentioned areas. The questionnaire and interview schedule was written in very simple English language. Since a poor design of the format creates a poor impression on the respondent, the investigator tried her best to make the data gathering tools attractive and free from errors.

3.6 Validity of Tool

Validity of a tool refers to the degree to which it measures what it supposes or claims to measure. Before any measuring device is used, its validity should be assessed. Stating the need of the validity of a measuring device **Ross, 1955**, says:

“A good test measures what it claims to measure, consistently, and with a minimum expenditure of time, energy and money, but always the first consideration is validity”.(p.131)

The above stated remarks emphasize that the data gathering tools must be valid else the whole work would be fruitless. Regarding the method of establishing the validity of questionnaires:

It is essential that the questionnaire must have content validity i.e. each question must be related to the topic under investigation; there must be an adequate coverage of the overall topic. The questions must be clear and unambiguous etc. Investigator went through different research reports components, aims and objectives of RUSA and visited Directorate of Higher and Technical Education, Mizoram and prepared the questionnaire. Then the drafted questionnaire was given to a group of experts to comment upon. After getting their valuable suggestions, necessary corrections were made to the drafts. As the questionnaire was developed taking the valuable

suggestions of these esteemed experts into consideration, it has satisfactory degree of *content validity*.

3.7 Reliability of Tool:

Reliability is the second most important characteristic of a measuring device. **Greene et al, 1955**, says.

“A test is said to be reliable when it functions consistently” (p.72)

After the preparation of final draft of the questionnaire for the college teachers and students as per the suggestions and remarks of the experts, the investigator first administered the questionnaire to a sample of 20 college teachers and 20 students from two colleges of Aizawl district. After getting the responses the investigator tabulated the responses. So, to estimate the reliability of the questionnaire the investigator after one month again administered the previous questionnaire on the sample of Aizawl district previously covered. The responses taken from the respondents at the second time were tabulated. Now the investigator got two sets of scores. The investigator, therefore, correlated the two sets of scores by product moment method and used the statistical formula to calculate the coefficient of co-relation given by Garrett. (1971).

$$r_{xy} = \frac{\sum x^1 y^1 - C^1 x C^1 y}{\sqrt{\sum x^1 y^1}}$$

Where x^1, y^1 are the deviations from the assumed mean. N is the size of the sample, c^1_x, c^1_y are co-relation factors. The value of r found was **0.712** which is very high. Thus, the questionnaire was highly reliable.

3.8 Procedure for Data Collection

The investigator covered 10 colleges. She first met the Joint Director of Higher and Technical Education, Mizoram from where she got the information regarding the list of colleges of Mizoram. After getting the information she visited the 10 colleges of Mizoram.

After reaching the college investigator met the principal of the concerned college and collected different information regarding the demographic features of the college. Randomly selected some teachers and students on the basis of their streams from each sample college and met them in their department and established rapport with them. Questionnaires were given to them and requested them to answer the entire questions. It was explained to them how to answer the questions. The above process was adopted for all the colleges; data was collected for present study. Investigator after full satisfaction of genuineness collected the data. Researcher also collected the data from the coordinator of RUSA of the concerned college. Many frequent visits were made to the colleges to collect the information from the sampled students and teachers and some observations were made regarding infrastructural and instructional facilities of the colleges. Doubts raised by some of the teachers were clarified by the researcher. They were given sufficient time to fill in the questionnaires. The filled in questionnaires were collected from the teachers personally and critically examined, cleaned and quantified as far as possible and tabulated systematically for further analysis. In this way the data collection in all the selected colleges was covered.

3.9 Analysis of Data

The data collected from all the respondents was scrutinized and tabulated. The tabulated scores were converted to percentage. The data collected from interview was analyzed qualitatively. In order to triangulate and analyse the data researcher observation was also taken in to consideration.

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

Analysis of data, means studying the tabulated material in order to determine the inherent facts or meanings. It involves preparing down existing complex factors into simple parts and putting the parts together in new arrangement process which enters into research in one form or the other in determination of method and in interpreting and drawing conclusions from data gathered. - **S.P. Shukla**

Analysis involves breaking up of complex factors into simpler sections and putting them in new arrangements for the purpose of interpretation. Interpretation calls for the critical examination of the results of one's analysis and helps researcher in future to attack related problem with appropriate statistical technique, which reduces unnecessary labour. Analysis and interpretation of data help future researcher to attack the related problem with appropriate statistical techniques. All the tables are analyzed according to the data collected, which is available in work sheet and in mastersheet. The whole work of tabulation has been analyzed in a systematic way on the basis of objectives, as stated in the Chapter-I, to evaluate RUSA in Mizoram. Therefore, keeping in view the requirements of the objectives of the study, the present chapter deals with analysis, interpretation and discussion of the results. Analysis means categorizing, ordering, manipulating and summarizing the raw scores to obtain answer to research questions. The purpose of analysis is to reduce data to intelligible and interpretable form so that relation of the research problem can be studied and tested. This chapter will deal with detail analysis of data collected from different sources. 4.1 speaks about the status of higher education in Mizoram in regional and national context. 4.2 highlights the plans and programmes formulated by the government of Mizoram for implementation of RUSA in the state. 4.3 assesses the extent of achievement of the objectives of RUSA in Mizoram with respect to access, equity and excellence. The accreditation status of government general degree colleges in Mizoram is highlighted in 4.4. The allocation and utilization of funds under RUSA in Mizoram are presented in 4.5. The innovative practices being practised in the colleges of Mizoram are highlighted in 4.6. and 4.7 reveals the

problems in successful implementation of RUSA in Mizoram. 4.8 describes the perception of college students and teachers of Mizoram about RUSA. 4.9 present the measures for better implementation of RUSA in Mizoram.

4.1 The Status of Higher Education in Mizoram in Regional and National Context

Higher education system is facing many challenges not only in India but around the world. In the last two decades we have seen the force of technology and globalization transforming various sectors including higher education in the country. The concept of traditional university itself has come under severe pressure and it is important to note that education has played a greater role in contributing to our nation's future in terms of growth, prosperity, social equity and the true realization of our large human talent pool.

The number of Higher education Institutions in India has grown very fast during these two decades and comprise of Central universities, State universities, private universities under the state Act, deemed to be universities under central act and institutions of excellence viz. IISC, IIMs and IITs. As per AISHE survey 2018-19, "there are 993 Universities, 39931 Colleges and 10725 Stand Alone Institutions. 298 Universities are affiliating and having Colleges. 385 Universities are privately managed. 394 Universities are located in rural area.

Mizoram state is having one central university with one constituent college, one National Institute of Technology (NIT) and College of Veterinary Sciences & Animal Husbandry; Selesih affiliated to Central Agricultural University and are funded by central government. There is no state university, has one private university i.e. ICFAI, no technical University, no state agricultural university, and no deemed university.

Mizoram has 37 colleges affiliated to Mizoram University only. Out of 37 colleges, 7 are professional institutions, one Institute of Advance studies in Education, running B.Ed. and M.Ed. programmes, three Nursing Institution namely RIPANS offering B.Sc. Nursing, B.Pharmacy, B.Sc. Medical Lab Technology, Bachelor's in Optometry and Ophthalmic Techniques, Bachelor's in Radiography and Imaging

Technology, M.Pharm in Pharmaceutics, Pharmacology, Pharmaceutical Chemistry, Pharmacognosy and Phytochemistry, Mizoram College of Nursing and College of Nursing, Synod Hospital offering B.Sc. Nursing, one Hindi Training Institute i.e. Mizoram Hindi College, one Law College imparting LL.B and LL.M . The state opened one newly medical college, Mizoram Institute of Medical Education & Research. The details of the courses are given below in the table

Table- 9 Profile of Affiliated/Constituent Colleges under Mizoram University 2019-20

Sl. No	Name of the College/Institution	Year in which Estd.	Subjects offered
1.	Pachhunga University College	1958	BA Core in Eng, Mizo, Edu, Hist, Socio, Psy, Eco, Geog, Phil, Pol.Sc., Pub. Admn. B.Sc Core in Phy, Chem, Maths, Bot, Zool, Geol, Stats.,Env. Studies, Elective in BiotechB. Com, Diploma in Pisciculture
2.	Lunglei Govt. College	1964	BA Core in Edu, Eng, Mizo, Hist, Eco, Pol. Sc., Geog,and Philosophy, B.Sc Core in Phy, Chem, Maths, Bot, Zool, andGeol
3.	Govt. Champhai College	1971	BA Core in Eng, Mizo, Hist, Pol.Sc., Eco, Geog,andEdn B. Core in Phy, Chem, Maths, Bot, andZool, and BCA
4.	Govt. Serchhip College	1973	BA Core in Eng, Pol.Sc., Hist, Eco, Edu, Geog, and Mizo B.Sc Core in Chem, Phy, Bot, Zool,and Maths, and BCA
5.	Govt. Aizawl College	1975	BA Core in Eng, Mizo, Hist, Pol.Sc, Edu, Eco, Socio,and Hindi B.Com
6.	Institute of Advanced Study in Education, (CTE)	1975	B.Ed, M.Ed

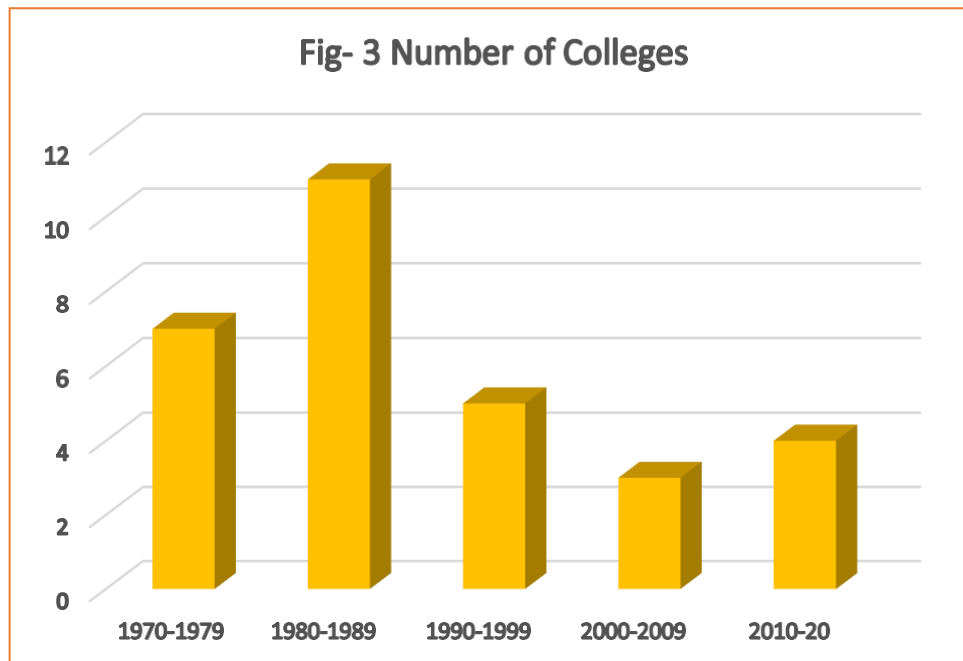
7.	Govt. Saiha College	1978	BA Core in Hist, Pol.Sc, Edu, Eco, Mizo, Eng, Socio,and Envi.Sc
8.	Govt. Kolasib College	1978	BA Core in Eng, Edu, Eco, Hist, Pol.Sc., Mizo, Geog,andPub.Admn B.Sc Core in Phy, Chem, Maths, Bot,and Zoo, and BCA
9.	Govt. Hnahthial College	1979	BA Core in Eng, Hist, Edu, Pol.Sc, Mizo, Eco, Geog
10.	Govt. Hrangbana College	1980	BA Core in Eng, Mizo, Edu, Pol.Sc, Geog, Pub. Admn, Psy, Eco,and Hist B.Com
11.	Govt. Lawngtlai College	1980	BA Core in Eng, Pol.Sc., Hist, Eco, Edu, Mizo, Geog, Socio, Pub Admn,
12.	Govt. ZirtiriRes.Science College	1980	B.Sc Core in Phy, Chem, Zoo, Bot, Maths, Geol, Electronics, Bio Chem, and Home Sc, and BCA
13.	Govt. Mamit College	1983	BA Core in Eng, Mizo, Eco, Pol.Sc, Hist, and Edu
14.	Govt. J. Buana College	1983	BA Core in Eng, Mizo, Pol.Sc, Hist, Eco, Edu, Geog, and Pub. Admn.
15.	Govt, Mizoram Law College	1983	LL.B.
16.	Govt. Saitual College	1984	BA Core in Eng, Mizo, Pol Sc., Hist, Eco, Edu, Geog,and Pub Adm.
17.	Govt. Khawzawl College	1985	BA Core in Eng, Mizo, Edu, Eco, Pol.Sc, and Hist
18.	Govt. Zawnuam College	1986	BA Elective in Eng, Mizo, Pol.Sc., Hist, Edu,and Eco BA Core in Mizo, Eco,and Hist
19.	Govt. Aizawl North College	1988	BA Core in Eng, Eco, Hist, Pol.Sc, Mizo, Edu, andGeog
20.	Govt. Aizawl West College	1990	BA Core in Eng, Eco, Hist, Pol. Sc., Pub. Admn., Psy, Mizo,and Edu
21.	Govt. T. Romana College	1992	BA Core in Eng, Mizo, Hist, Pol.Sc, Eco, Edu, Pub. Admn, and Socio

22.	Govt. J. Thankima College	1992	BA Core in Eng, Mizo, Hist, Pol.Sc, Edu, and Eco
23.	Govt. Kamalanagar College	1992	BA Core in Hist, Eng,Hindi, Pub Admn., Pol Sc., Edu, Eco,and Mizo
24.	Govt. Johnson College	1993	BA Core in Eng, Eco, Mizo, Hist, Pol.Sc, Edu, and Env. Studies
25.	RIPANS	1995	B.Sc. Nursing, B. Pharm, M.Pharm., B.Sc. MLT, B.Sc. RIT, and B.Sc. OOT
26.	NIELIT, Aizawl.	2001	BCA, MCA
27.	Mizoram College of Nursing	2005	B.Sc. Nursing
28.	HATIM	2007	BA core in English/Elective in Mizo, Economics, History, Philosophy, BCA, B. Com,and BSW
29.	Aizawl City College	2016	BA core in English, Mizo, History, Pol. Science, Education and Sociology.
30.	Divine Mercy College	2016	BA Core in English, Mizo, History, Political Science, Geography, Education, Economics,and Bachelor of Social Works
31.	St. Xavier's College	2016	BA Core in Mizo, English, History, Sociology, Political Science, Psychology, Education and Commerce
32.	Helen Lowry College	2017	BA core in English, Education, Sociology or History, Pol Science and Economics or Public Administration,and B.Com.
33	DIET, Aizawl	1953	B.Ed
34	DIET, Lunglei	1974	B.Ed
35	SCERT	1980	B.Ed Special Education (Hearing Impairment & Visual Impairment)
36	Mizoram Institute of Medical Education & Research	2018	MBBS in Anatomy, Biochemistry & Physiology
37	College of Nursing, Synod Hospital	2019	B.Sc Nursing

Source –Director CDC, Mizoram University

From table 9 it is seen that only six colleges offered science and commerce course, 27 colleges are offering arts at graduation level. Maximum no of colleges offered English, Mizo, Political Science, History, Economics, Education, Geography, and Public Administration as a core subject. With regards to years of establishment, Pachhunga University College is the first college in Mizoram established in 1958. Lunglei Govt. College is the second college established in 1964. Mamit District is the only aspirational district in the state. It has the lowest GER in the state and was included among the 374 EBDs of UGC. There are two Colleges both offering UG Course in arts and enrolment is very low. Lawngtlai District situated in the south western most part of the state, and it borders Bangladesh and Myanmar. It is one of the 374 EBDs of the UGC. There are two autonomous district councils under the Sixth Schedule of the Constitution of India. The district has two colleges both offering UG Course in Arts. The district was covered under Backward Regions Grant Fund. Saiha District situated in the southernmost fringe of Northeast India, is included among the 374 EBDs of the UGC. There is one College offering UG course in Arts. The district was covered under Backward Regions Grant Fund. Serchhip District is located at about 110 Km from the State capital Aizawl. There is only one College in the district and offers UG Courses in Arts and Science. It is included among the 374 EBDs of the UGC. Kolasib District situated in the northern most parts of the state and it borders Assam in the north. There is only one college in the district and it offers UG Courses in both Arts and Science. Despite its proximity to other states and better road and railway connection it records low GER. It is EBD as per UGC list. Aizawl is the largest district in terms of population and the most urbanized district of the state. It is acting as an economic and educational hub of the state. It has better infrastructure compared to other districts of the state. Lunglei district situated in the south-central part of Mizoram is the largest district in the state. There are three Govt. Colleges, one private College and one diploma level Polytechnic. One College has UG Course in both Science and Arts and two others

offering only Arts. Champhai District shares its border with Myanmar and trade with Myanmar takes place mostly through informal channels.

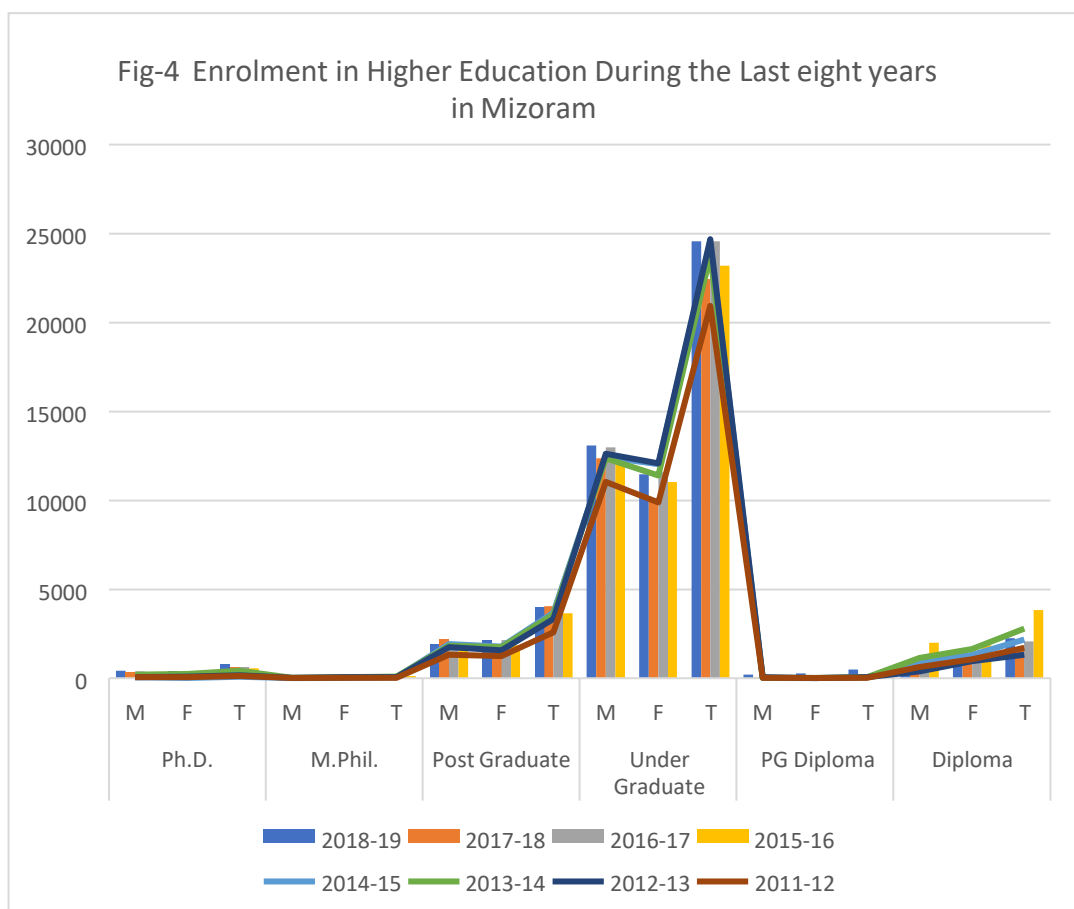


The graphical representation shows that the maximum number of colleges were established in 1980 to 1989. The lowest number of colleges were established during 2000-2009. In comparison to national level the number of colleges established were very few in percentage. There was a mushroom growth of Private colleges all over the country while in Mizoram it was very little. Only three private colleges were opened during the year 2017. One private university namely ICFAI was established in Aizawl, the capital city of Mizoram.

Table- 10 Growth of Enrolment in Higher Education in the last 8 years in Mizoram

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				M	
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

From table 10, it can be seen that the total students enrolment in higher education in Mizoram during the year 2018-19 is 32838 with 16852 male and 15986 female. Out of these, 783 students were enrolled in Ph.D, 189 students enrolled in M.Phil and 4015 enrolled at post Graduate Level and 24570 no of students at graduation level. The no of female enrolment is high at Post Graduate and M.Phil. level whereas the no of male enrolment is high at Ph.D. and graduate level. The graphical representation of enrolment during the last eight years is given below.

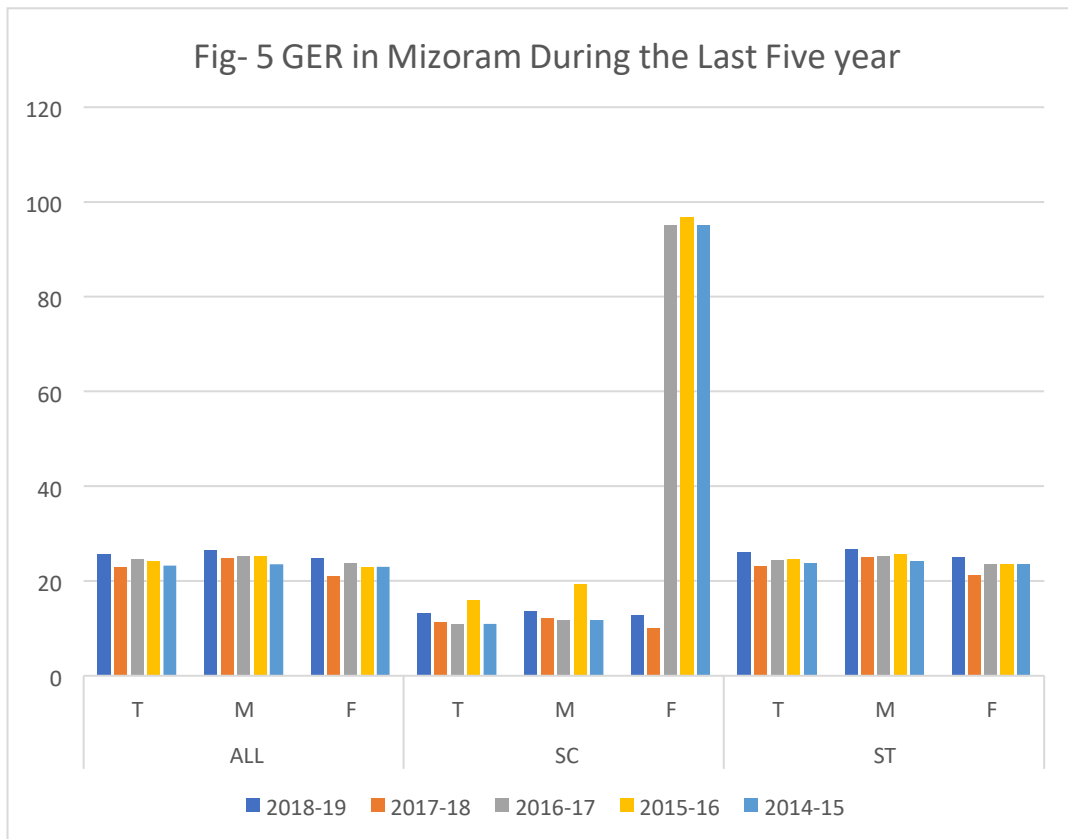


From the above graph, it is seen that at the under graduate level the student enrolment is high in each year with male and female brake up, while at post graduate level it is very low in comparison to under graduate level. It seems many students, after graduation prefers different post graduate diploma or diploma or other profession or prefer to do business that may be the cause of low enrolment in post graduate level.

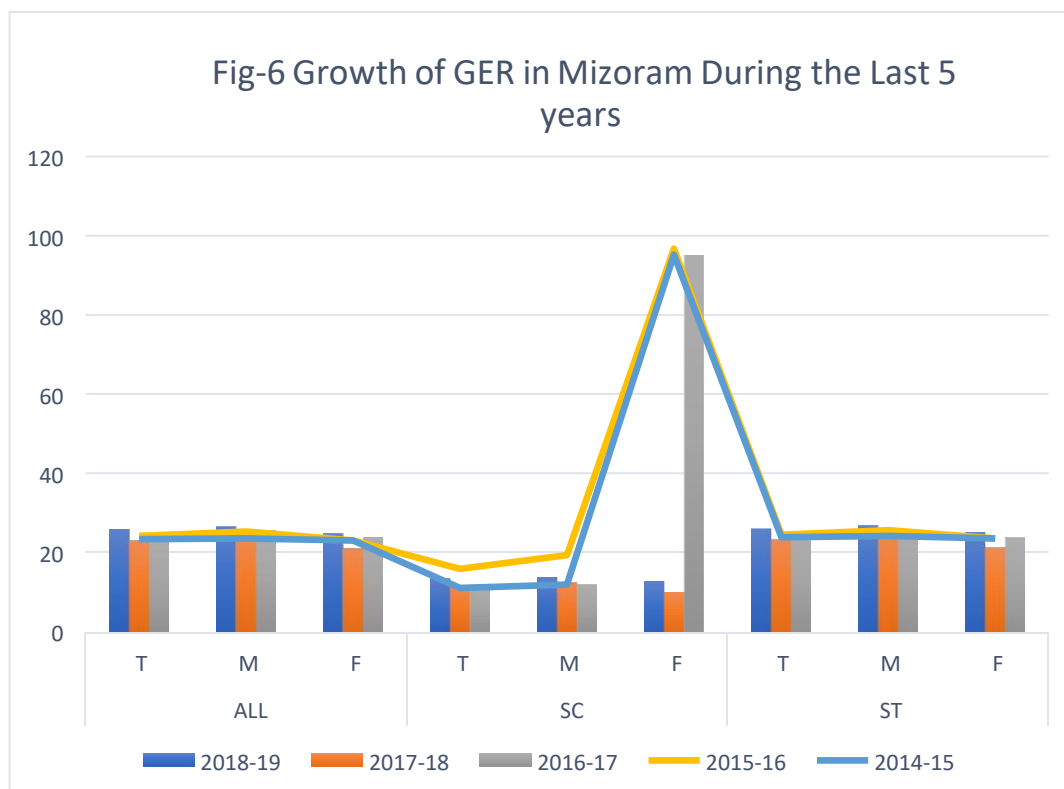
Table- 11 GER of Mizoram in the Last 5 years

Year	ALL			SC			ST		
	T	M	F	T	M	F	T	M	F
2018-19	25.7	26.5	24.8	13.25	13.49	12.83	25.9	26.8	25.0
2017-18	22.9	24.8	21.0	11.37	12.15	10.00	23.1	25.0	21.2
2016-17	24.5	25.3	23.7	10.89	11.68	95.1	24.3	25.1	23.5
2015-16	24.1	25.2	23.0	15.80	19.26	96.7	24.5	25.6	23.5
2014-15	23.3	23.5	23.0	10.99	11.83	95.2	23.8	24.1	23.5

With regards to GER, Mizoram has a GER of 25.7 in the year 2018-19 with 26.5 male and 24.8 female. In case of SC category, the GER is 13.25 with male 13.49 and female 12.83 whereas ST GER is 25.9 with male and female brake up at 26.8 and 25.0 respectively.



In comparison to the GER at National level i.e. 26.3 Mizoram is slightly less i.e. 0.6 during the year 2018-19. In comparison with North eastern states, Assam (18.7) which is biggest state among North eastern states, the GER is high whereas Arunachal Pradesh (29.7) is little higher. The GER of Manipur (33.7) is highest among the North eastern states which is the highest in comparison to national average. While considering the case of Mizoram the GER is increasing, but in the year 2017-18 the GER decreased by 1.6 from the previous year 2016-17. The graphical representation of growth of GER in Mizoram is given below.



The pupil teacher ratio is a very important factor for implementing quality higher education. In Mizoram the pupil teacher ratio is 15 which is slightly higher than Nagaland (12), Meghalaya (13), Manipur (12) and Sikkim (10) and lower than the nearby state Tripura (19)

With regards to teaching faculty, 143 professors are in Mizoram, 462 Associate professors/Readers, 913 Assistant Professors, 125 demonstrators, 210 temporary teachers and 138 visiting teachers. Recently in the month of November 2019, the Government of Mizoram appointed 62 contract teachers under the provision of RUSA. There is a 40% and 35% shortage of faculty in the state and central universities, respectively. Mizoram University appointed 90% teaching staff. The government of Mizoram appointed 93% teaching staff in higher education system.

With regards to Technical Education in the State: There are 2 (two) Polytechnics Institutes viz Mizoram Polytechnic, Lunglei, imparting a 3 (three) years Diploma Course in Civil, Mechanical and Electrical Engineering recognized by All India Council for Technical Education for such Courses, and Women Polytechnic,

Durtlang, Aizawl, which was established with the approval of All India Council for Technical Education in 1998. This Institute has its own building and imparts Courses like Electronics & Telecommunication Engineering, Modern Office Practice, Basic computer course (BCC) and Garment Technology.

Some other colleges and universities that are not governed by the department of Higher & Technical Education in Mizoram like, Pachhunga University College (under university), Aizawl Theological College (Study of theology and divinity under Presbyterian Church of India), Academy of Integrated Christian Studies (Study of theology and divinity under Baptist Church of Mizoram), Indira Gandhi National Open University (aka IGNOU under International University), Madhurai Kamaraj University and National Education Centre (under Himachal University).

The finance of higher education in Mizoram mainly depends upon Centre. It is found that many students are pursuing higher education outside of Mizoram. The reason may be because there is less number of colleges with appropriate course, or low-quality education is provided in Mizoram in the higher education sector. Due to lack of excellent institutions like IITs and IIMs in Mizoram, students are found to have moved to other parts of the nation and even abroad for higher education.

The present higher educational system in the State does not stand up to the desired standard. The quality of education in the colleges has deteriorated due to inadequate infrastructure and improper facilities. There are reports of engagement of substitute teachers by the regular teachers and financial hardship to make payment of teachers' salaries etc. in these colleges. The progresses of higher education in the State, considering the quality is not encouraging. The present higher education system has contributed to the problem of unemployment in the State. There has been increase in the number of graduates in the faculties of arts. There is lack of professional and technical institutions. State government cannot provide employment to all the graduates coming out from the general colleges. The State also has no large-scale industries to absorb these educated youths. It has created a serious unemployment problem in the State. In order to overcome the problems of higher

education in the state of Mizoram, the state government has formulated plans and programmes for implementation of RUSA.

4.2 Plans and Programmes Formulated by the Government of Mizoram for Implementation of RUSA.

The State Higher Education Council of Mizoram was formed by an Executive Order on 13th May 2014. The role of SHEC is to prepare the State Higher Education Plan, Perspective Plan, Annual Plan and Budget Plan. Provide State Institutions inputs for creating their plans and implementing them and coordinating between apex bodies, regulatory institutions and government. The government of Mizoram formulated following plans and programmes for implementation of RUSA1.0 in the state.

- (a) Create new universities by upgrading existing autonomous colleges and conversion of colleges in a cluster.
- (b) Create new model degree colleges, new professional colleges and provide infrastructural support to universities and colleges.
- (c) Faculty recruitment support, faculty improvements programmes and leadership development of educational administrators
- (d) A separate component to synergise vocational education with higher education has also been included in RUSA.
- (e) Besides these, RUSA also supports reforming, restructuring and building capacity of institutions in the participating state.

The following are the primary components of RUSA that state government pursued for the fulfilment of the targets from Academic year 2013 to 2017:

- (i) Upgrading existing autonomous colleges to Universities
- (ii) Conversion of colleges to Cluster Universities
- (iii) Infrastructure grants to colleges
- (iv) New Model Colleges (General)
- (v) Upgrading existing degree colleges to model colleges
- (vi) New Colleges (Professional)
- (vii) Infrastructure grants to colleges
- (viii) Research, innovation and quality improvement
- (ix) Equity initiatives

- (x) Faculty Recruitment Support
- (xi) Faculty improvements
- (xii) Vocationalization of Higher Education
- (xiii) Support to polytechnics
- (xiv) Capacity building and preparation, data collection and planning
- (xv) Management Monitoring Evaluation and Research

Under RUSA 2.0 a State Higher Education Plan (SHEP) for higher education in the state of Mizoram was purposed for a period of 5, 10 and 15 years on 15-05-2018, which would be reviewed by SHEC and appropriate committee constituted by the council. The component (vi),(ix),(xi) and (xiv) of RUSA 2.0 is applicable for the state of Mizoram. Under component (vii) i.e. infrastructure grant to the colleges @ 2 crores, 8 colleges of Mizoram state applied for the same as on July 2018. Subsequently, 25 colleges are also included for this component.

Under component (ix) i.e. equity initiatives for state, the council planned to construct two girls' hostels in two identified places to ensure greater inclusion of women in higher education. The colleges namely Govt. J. Thankima College and Govt. T. Romana College are included under equity initiatives.

It was resolved in the SHEC, that government should apply for RUSA funding under component (v) of RUSA i.e. up gradation of existing colleges to Model degree colleges @ Rs 4 crores. Government plans to include three colleges namely Government Mamit College, located in aspiration district, Government Lawngtlai College, located in most backward district and unserved/underserved areas and government Saiha College, located in the southern part of Mizoram is an underserved area.

The council also planned that all the colleges have to go for NAAC accreditation mandatorily. The government also planned to strengthen SHEC and State Project Directorate with resource centre to organize meetings, workshops, consultations and preparation of plans under component (xiv) of RUSA 2.0. Out of 32 colleges 25 colleges are included under different components of RUSA. The above discussions highlights about the plans and programmes under taken by

state government of Mizoram under RUSA 1.0 and RUSA 2.0. The achievement of the above programmes by the government of Mizoram are discussed in 4.3

4.3 Achievement of the Objectives of RUSA in Mizoram with Respect to Access, Equity and Excellence

In RUSA 1.0, Mizoram was approved for funding under 5- Components: -

- 1) Upgrading of Existing Degree Colleges to Model Degree Colleges- (2- Colleges, viz. Govt. Hrangbana College and Govt. Residential Science College.) – Project Amount 8 crores (@ Rs. 4 crore each)
- 2) Infrastructure Grants to Colleges – (21 Govt. Colleges) – Project Amount 42 crores (at Rs. 2 Crores each)
- (3) New College Professional (Mizoram Engineering College) -Project Amount Rs. 26 crores
- 4) Equity Initiatives (24- Govt. Colleges) – Project Amount 5 crores - for 24 Colleges
- 5) Faculty Recruitment Support (72- posts of Assistant Professors)

All projects under RUSA 1.0 have been completed with the exception of activities being funded under Equity Initiatives 3rd Instalment, Rs. 125/- lakhs (Central share Rs 112.5 lakhs and SMS 12.50 lakhs).

Construction of 8- buildings for Mizoram Engineering College has been completed with RUSA fund (Rs. 26 crores). Sizeable amount of fund is still required to make the College functional to start classes. It is suggested that B.Tech/B.E (Civil) Course be introduced first and other courses/disciplines may be gradually opened in due course. Teaching and Non-Teaching staff requirements must be worked out and sanctioned by the State Government.

Access

The objective of the RUSA 1.0 is to achieve the target of GER of 30% by the year 2020. The government of Mizoram has been increasing the enrolment capacity at graduation and post-graduation level since 2016. Under RUSA 2.0 initiative were taken to increase the GER by capacity enhancement of existing institutions. New

professional college namely Mizoram Engineering College, Lunglei has been established by the government of Mizoram in 2016. The Government of Mizoram invited private bodies to open institutions of higher education level. As a result, four colleges have opened during the year 2016-19.

The state of Mizoram has only one Central University and all the colleges are affiliated to it. Though the government proposes to create universities by converting colleges in a cluster under RUSA, it was rejected in the PAB, because none of the colleges proposed had Continuing Professional Education Directorate (CPED), NAAC's A Grade accreditation.

With regards to upgrading of Existing Degree Colleges to Model Degree Colleges, 11 colleges were proposed, 9 colleges were approved as 7 colleges were located in EBD and meet RUSA norms, the remaining 2 colleges were not prioritized for funding. Government Hrangbana College, Aizwal, and Government Zirtiri Residential Science College, Aizawl were upgraded to model degree colleges in the 5th PAB on 10-12-2014. Four colleges namely Government Mamit College, Government, Hnahthial College, Government Saiha College, Government J. Thankima College have received grant under RUSA 2.0 for upgrading to Model Degree Colleges. No plans have been made by the state government and have not received any grant under RUSA2.0 for converting existing colleges in to universities or converting a cluster of colleges in to universities or conversion to autonomous colleges in RUSA 2.0

Equity

For this component the state is considered as a unit. In the 9th PAB meeting 24 government colleges were included in this component and received the funds. Under RUSA Equity Initiative Component, various activities are being undertaken: -

To address language barrier due to geographical isolation and dominance of Mizo language, 24 Govt. Colleges are equipped with Language Laboratory, Spoken Hindi and English Class are organized in the Colleges. Addition of Spoken Burmese Class is organized in Champhai College, equal opportunity cell and career and

counselling cell are created and strengthened and remedial class for weak and slow learners are organized, Gender and persons with disabilities (PwD) sensitization campaign was organized and Various Personality Development Programmes are also organized in different colleges. The enrolment of SC/ST/OBC/Physically challenged persons has increased.

Total amount of Rs 5 crores for Equity Initiative was approved by PAB in 2015 and Rs 3.750 crores were released as first and second instalment for 24 Colleges/institutions in 2016 and 2017 respectively which was fully utilized. The 3rd and final instalment amounting Rs 1.125 crores, (Central Share) has been released vide F.NO.24-39/2014-U-Policy (MZEI-Gen) dated 7th December, 2018. The state matching share of 10% i.e. Rs 12.50 lakhs was also released and the central share along with state share was transferred to the dedicated RUSA account of 24 beneficiary Colleges vide No.G.21017/2/2016-SPD (RUSA) PT-I dated Aizawl, on the 15th March, 2019. Beneficiary Colleges are still in final stage of utilizing the 3rd and final instalment due to Covid-19 crisis and nationwide lockdown which otherwise would have been fully utilized by April 2020.

Excellence

Infrastructural upgrade is a step towards creation of environment or conditions in higher education system to make the system more useful, progressive, quick, attractive, transparent, responsive and friendly. Under RUSA 1.0, 21 colleges of Mizoram received the grants of Rs 1.8 crores for each college for strengthening of Infrastructure and instructional facilities. Under RUSA 2.0, thirteen colleges received grants of Rs 1.8 crores each for development of infrastructural facilities. Two colleges with Rs 4 crores each have been sanctioned to upgrade existing colleges to model degree colleges under RUSA 1.0. Under RUSA 2.0, four colleges have been sanctioned to upgrade to model colleges. Eight buildings were completed on 16th Nov, 2018 for new professional college i.e. Mizoram Engineering College. Total amount of Rs 5 crores for Equity Initiative was approved by PAB in 2015, of which Rs 3.750 crores was released as first and second instalment for the 24 Colleges/institutions in 2016 and 2017 respectively and fully utilized. Accordingly,

the equity initiative grants were released to the beneficiary colleges/ institutions during April & May, 2019 and colleges are utilizing the fund for conducting Spoken English and Hindi class, remedial class, organising various personality development programmes, computer training, PWD and gender sensitization, Career guidance and awareness programme, and regarding faculty requirement, 69 Assistant Professors posts has been filled up out of 72 posts.

Table- 12 Upgrading of Existing Colleges to Model Degree Colleges under RUSA 1.0 (Rs 4 crores each)

Name of College	New Construction/Upgrade	REMARKS
1.Govt. Hrangbana College	Auditorium, Seminar hall and Classrooms (Rs.140 lakhs)	Completed in March 2017
	New Construction of Classrooms for Commerce Block at Muthi (Rs.140 lakhs)	Completed in August, 2018.
2.Govt. Zirtiri Residential Science College	New Construction of Science Laboratory at Durtlang new Campus. (Rs.140 lakhs)	Completed in March 2017
	Upgradation of existing Boys and Girls Hostel at Durtlang. (Rs.140 lakhs)	Completed in May, 2018

Upgrading of existing Degree College to Model Degree Colleges under RUSA 2.0

Four (4) colleges was approved by the RUSA Project Approval Board for receiving a sum of Rs. 4,00,00,000/- each totaling Rs. 16,00,00,000/-.

Proposed work are listed below-

Table- 13 New Constructions

Sl.No	Name of College	Name of work
1	Govt. Saiha College	Library cum seminar room
2	Govt. Hnahthial College	Academic Block
3	Govt. J.Thankima College	Academic Block
4	Govt. Mamit College	Library cum Seminar Hall

Table -14 Infrastructure Grants to Colleges (21 colleges at 2 crores each) Under RUSA 1.0

Sl.No	Name of Institute	Name of Work (New Construction)
1	Govt. Aizawl College	Construction of cafeteria & Students Common room.
2	Govt. T.Romana College	Construction of administrative building
3	Govt. Aizawl North College	Construction of College building
4	Govt. Aizawl West College	Construction of Auditorium & Library.
5	Govt. Johnson College	Construction of classroom
6	Govt. J.Thankima College	Construction of classroom
7	IASE	Construction of classroom
8	Govt. Mamit College	Construction of classroom
9	Govt. Lawngtlai College	Construction of classroom
10	Govt. Kolasib College	Construction of Laboratory
11	Govt. Champhai College	Construction of computer classroom and laboratory
12	Govt. Kamalanagar College	Construction of classroom and canteen
13	Govt. Hnahthial College	Construction of students' common room and library
14	Govt. J.Buana College	Construction of multipurpose hall

15	Govt. Saiha College	Construction of administrative building
16	Govt. Saitual College	Vertical extension of college building
17	Govt. Khawzawl College	Construction of Multipurpose hall
18	Govt. Mizoram Law College	Construction of Library and cafeteria
19	Govt. Serchhip College	Construction of classroom
20	Lunglei Govt. College	Vertical extension of college building
21	Govt. Zawlnuam College	Construction of classroom

New College (Professional) Mizoram Engineering College:

Mizoram Engineering College was constructed at Pukpui, Lunglei. Construction of Mizoram Engineering College started on 22nd April, 2016 and was completed on 16th November, 2018. On 3rd February 2019 the Prime Minister of India digitally launched the College along with other projects under RUSA from Srinagar, J & K. The constructed buildings of MEC with total cost break up are given below:

Table- 15 New College (Professional) Mizoram Engineering Colleges

Sl.No	Building	Amount (In Rs)
1	Administrative Block	9,37,40,000.
2	Academic Block	9,71,13,000.
3	Laboratory Workshop	1,89,75,000.
4	Library	1,33,95,000.
5	Boy's Hostel	1,67,13,600.
6	Girl's Hostel	1,11,42,400.
7	Student's Common Room	66,97,000.
8	Cafeteria	22,32,000.
Grand Total		26,00,00,000

RUSA 2.0

Proposed list of works

A. Infrastructure Grants to Colleges:

Fifteen (15) colleges are approved by the RUSA Project Approval board for receiving a sum of Rs.2,00,00,000/- each, a total of Rs. 30,00,00,000/-. Proposed work are listed below-

Table- 16 New Constructions

Sl.No	Name of Institute	Name of Work
1	Govt. Aizawl College	Construction of Boys Hostel
2	Govt. T.Romana College	Construction of administrative building
3	Govt. Aizawl West College	Academic block
4	IASE	Construction of Educational Research & Resource Centre cum workshop hall
5	Govt. Champhai College	Construction of Commerce Building
6	Govt. J.Buana College	Multipurpose hall
		Underground Rainwater harvesting
		College Main Gate
7	Govt. Saitual College	Construction of Library Building
8	Govt. Khawzawl College	Construction of Academic building
9	Govt. Serchhip College	Academic Building (science Block)
10	Govt. Lunglei College	Construction of computer centre
11	Govt. Zawlnuam College	Multipurpose building
12	Govt. Zirtiri Residential Science College	Academic Building
13	Govt. Hrangbana College	Cafeteria and Students common room
14	Govt. Aizawl North College	Construction of Classroom
15	Govt. Mizoram Law College	Construction of Classroom

Table-17 Upgrading/Renovation

Sl.No	Name of Institute	Name of Work
1	Govt. Aizawl College	Women Hostel vertical extension
2	Govt. T. Romana College	Upgrading college canteen
3	Govt. Aizawl West College	Vertical extension of building
		Renovation of Admin block
4	Govt. J.Buana College	Classrooms (vertical extension)
		Doors and Windows repair(aluminium)
		Water Supply system repair
		Painting of existing buildings
5	Govt. Serchhip College	Vertical extension of academic building for seminar hall and Library building extension
		Campus beautification
6	Govt. Zawlnuam College	Classroom vertical extension
7	Govt. Zirtiri Residential Science College	Vertical extension of building
8	Govt. Saitual College	Examination hall
		Canteen/cafeteria building
9	IASE	Block III Building vertical extension for Library
		Block II Building vertical extension (M.Ed)
		Upgrading of Students Recreation room
10	Govt. Champhai College	Upgrading of departmental office/library
		Main gate & footpath renovation
		Classroom extension
		Library renovation
		Renovation- students union office, examination office, academic office etc.
		Classroom furniture
Women hostel renovation		

		College front garden beautification
11	Govt. Khawzawl College	Hostel and warden room
		Students' Common room
		Courtyard renovation
12	Govt. Lunglei College	Renovation of laboratories
		Campus fencing
		Boys hostel upgrading
13	Govt.Hrangbana College	Painting of corridor floors
		Reinforcement of corridor floor
		Administrative block renovation
		Campus development
		Hostel Renovation
		Toilet renovation
		Library upgrading
		Classroom upgrading
		Auditorium upgrading
		Faculty room renovation
Electrification		
14	Govt. Aizawl North College	Construction of Classroom
15	Govt. Mizoram Law College	Construction of Classroom

Apart from these, certain amount of the fund will be used for purchase of equipment (desk & benches, books, computers, laboratory equipment, library equipment, etc.) as per the guidelines of RUSA 2.0.

Table- 18 Upgrading/Renovation

Sl. no	Name of College	Name of work
1	Govt. Saiha College	Administrative Building
		Academic Building
		Cafeteria
2	Govt. Hnahthial College	Administrative Building
		Library Building
		Fencing
		Retaining Wall
3	Govt. J.Thankima College	Extension of Existing College Building
		Campus development (4 items)
4	Govt. Mamit College	Academic Block
		Boundary fencing

Apart from these, certain amount of the fund will be used for purchase of equipment (desk & benches, books, computers, laboratory equipment, library equipment, etc.) as per the guidelines of RUSA 2.0.

4.4 Accreditation Status of Government General Degree Colleges in Mizoram.

Education plays a vital role in the development of any nation. Therefore, there is a premium on both quantity (increased access) and quality (relevance and excellence of academic programmes offered) of higher education. The NAAC has been set up to facilitate the volunteering institutions to assess their performance vis-a-vis set parameters through introspection and a process providing space for participation of the institution National Assessment and Accreditation Council (NAAC) that was established in 1994 as an autonomous institution of the University Grants

Commission (UGC) with its Head Quarter in Bengaluru. The mandate of NAAC as reflected in its vision statement is in making quality assurance an integral part of the functioning of Higher Education Institutions (HEIs).

NAAC has identified a set of seven criteria to serve as the basis of its assessment procedures. NAAC has categorized the Higher Educational Institutions into three major types (University, Autonomous College, and Affiliated/Constituent College) and assigned different weightages to these criteria under different key aspects based on the functioning and organizational focus of the three types of HEIs.

The criterion-wise differential weightages for Affiliated college are, Curricular Aspects(100),Teaching-learning and Evaluation(350),Research, Innovations and Extension(120), Infrastructure and Learning Resources (100), Student Support and Progression(130), Governance, Leadership and Management(100),Institutional Values and Best Practices (100). Institutions are graded for each Key Aspect under four categories, viz. A, B, C and D, denoting Very good, Good, Satisfactory and Unsatisfactory levels respectively. The summated score for all the key aspects under a Criterion is then calculated with the appropriate weightage applied to it and the GPA is worked out for the Criterion. The Cumulative GPA (CGPA), which gives the final Assessment Outcome, is then calculated from the seven GPAs pertaining to the seven criteria, after applying the prescribed weightage to each Criterion. Institutions having 3.51 - 4.00-A++, 3.26 - 3.50 -A+, 3.01 - 3.25, -A, 2.76 - 3.00- B++, 2.51 - 2.75- B+, 2.01 - 2.50- B, 1.51 - 2.00-C, and ≤ 1.50 is D grade. The following table shows the accreditation status of Degree colleges of Mizoram. Out of 24-degree colleges 15-degree colleges and one teacher training institution is accredited under NAAC. As per the official statement of Director, Higher and Technical Education, all other colleges are in the process of NAAC accreditation. From the table given in next page it is seen that only one college i.e. Pachhunga University College which is a constituent college of Mizoram University accredited as A+ grade on its second cycle. Lunglei Government College and Government Champhai College accredited as B⁺⁺.

Table- 19 NAAC Accreditation Status of Degree Colleges of Mizoram

Sr. No.	Name of the College	Cycle	CGPA	Grade	Accreditation valid up to
1.	Government Hnahthial College	2	1.86	C	18-01-2021
2.	Government J. Buana College	2	1.85	C	14-11-2020
3.	Government Saiha College	2	1.73	C	09-12-2019
4.	Government Saitual College,	2	2.35	B	09-12-2019
5.	Government T. Romana College	2	2.19	B	09-12-2019
6.	Government Zirtiri Residential Science College	2	2.75	B	24-05-2021
7.	Institute of Advanced Study in Education	1	2.87	B	13-09-2020
8.	Government Aizawl College	3	2.55	B+	04-11-2021
9.	Government Champai College	2	2.78	B++	15-09-2021
10.	Government Mamit College	1	2.08	B	04-11-2021
11.	Government Serchhip College	2	2.51	B+	15-09-2021
12.	Government Zawlnuam College	1	1.63	C	15-09-2021
13.	J. Thankima College	2	1.78	C	15-09-2021
14.	Lunglei Government College	2	2.76	B++	27-03-2022
15.	Pachhunga University College	2	3.51	A+	04-11-2021
16.	Government Aizawl West College	3	2.57	B+	08-06-2022

Source-www.naac.gov.in › images › docs › accreditation status up to 12/09/2019

Government Saitual College, Government T. Romana College, Government Zirtiri Residential Science College, Institute of Advanced Study in Education, and Government Mamit College accredited as B grade. The remaining colleges are accredited as C grade. This analysis indicates that the colleges are not imparting quality education at the graduation level. Except one college, all the other college are B and C grade in the second cycle means they may be lacking in infrastructural facilities, instructional facilities and human resources. So RUSA 1.0 and RUSA 2.0 will give financial support to strengthen the infrastructural and instructional facilities of the above colleges to improve the quality of education at higher education level in Mizoram.

4.5 Allocation and Utilization of funds under RUSA in Mizoram.

Education Budget (2020-21) “By 2030, India is set to have the largest working-age population in the world. Not only do they need literacy but they need both job and life skills,” said Sitharaman in her budget speech. ₹ 99,300 crores have been allocated towards the education sector, including ₹3,000 crores for skill development initiatives. This is a ₹4,500 crores increase from last year’s allocated ₹94,800 crores towards education. Considering most of our learning is focused on knowledge, the budget’s focus on skilling is commendable .The RUSA 2.0 scheme has been accorded extension by the Cabinet till March 2020 with approved financial outlay of Rs. 9,604.58 crores (which includes state share).1st instalment amounting to Rs.11.70 crores central share have been released by the MHRD on 13/02/2019. The Central share has been transferred to the State Higher Education Council (SHEC) account on 27.06.2019 and to the RUSA Bank accounts of the 13 - beneficiary Colleges on 04.07. 2019. State matching share amounting to Rs.1.3 crores have been allocated. Construction works have been started in 4 - Colleges from March, 2019. 1st instalment amounting to Rs.7.2 crores central share has been released by the MHRD. State matching share amounting to Rs. 80,00,000/- was allocated. Apart from this, the fund received is also utilised for purchase of equipment (i.e. books,

computer, furniture, laboratory equipment, sport facilities etc.). The fund is already received in full (i.e. Rs. 4 crores for each college) and utilised in full.

Table- 20 Allocation & Utilization of Funds under RUSA 1.0 (Rs.in crores)

	Allocation		Utilizations	Percentage of utilization	Balance
	Central	State			
2014-15	2.3625	0.2625	2.625	100	Nil
2015-16	32.56875	3.6188	36.18755	100	Nil
2016-17	11.475	1.275	12.75	100	Nil
2017-18	24.3287	2.703	27.0317	100	Nil
2018-19	2.165	0.24	2.0925	87	0.3125
Total	72.89995	8.0993	80.68675	97.4	0.3125

The above table reveals the fact that Mizoram state got 2.3625 crores under RUSA grant from the Government of India and the state share is 0.2625 crores. Similarly in 2015-16 Central and State Government grant for RUSA is 32.56875 crores and 3.6188 crores respectively and utilized fully. With regards to utilization of funds all funds during the year 2014-15, 2015-16, 2016-17 and 2017-18 have been utilized fully, whereas in the year 2018-19 eighty seven percent of the funds released under RUSA have been utilized. The graphical representation is given below

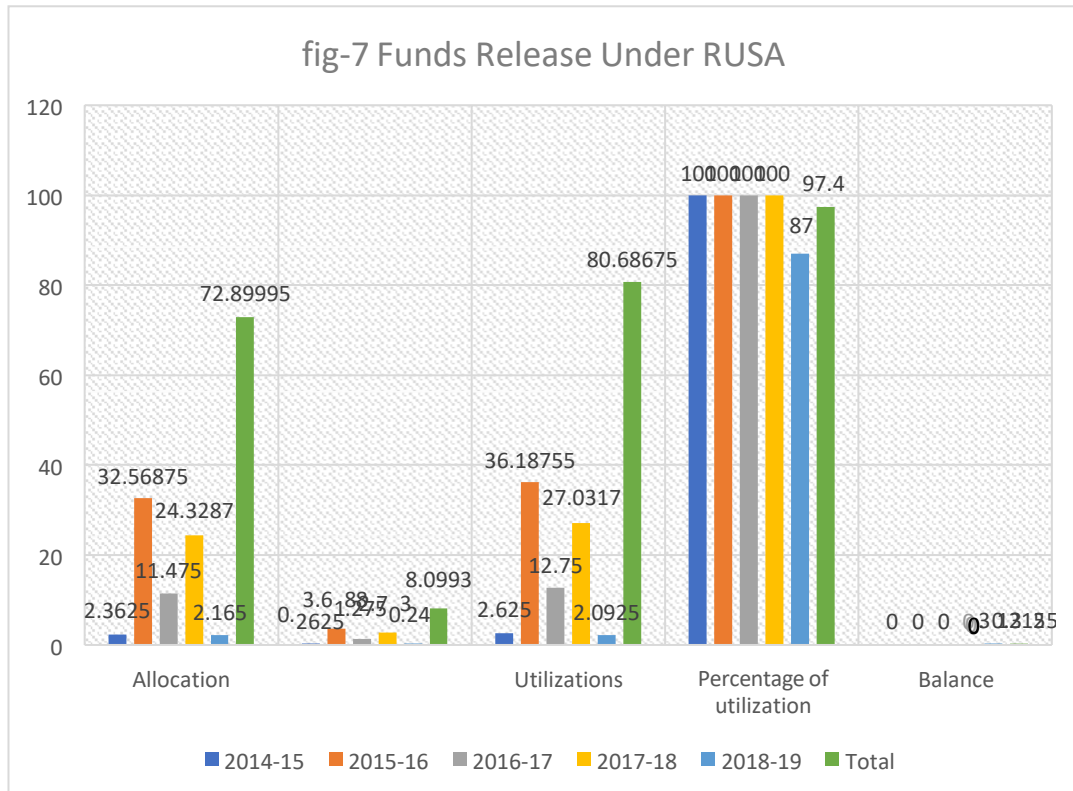
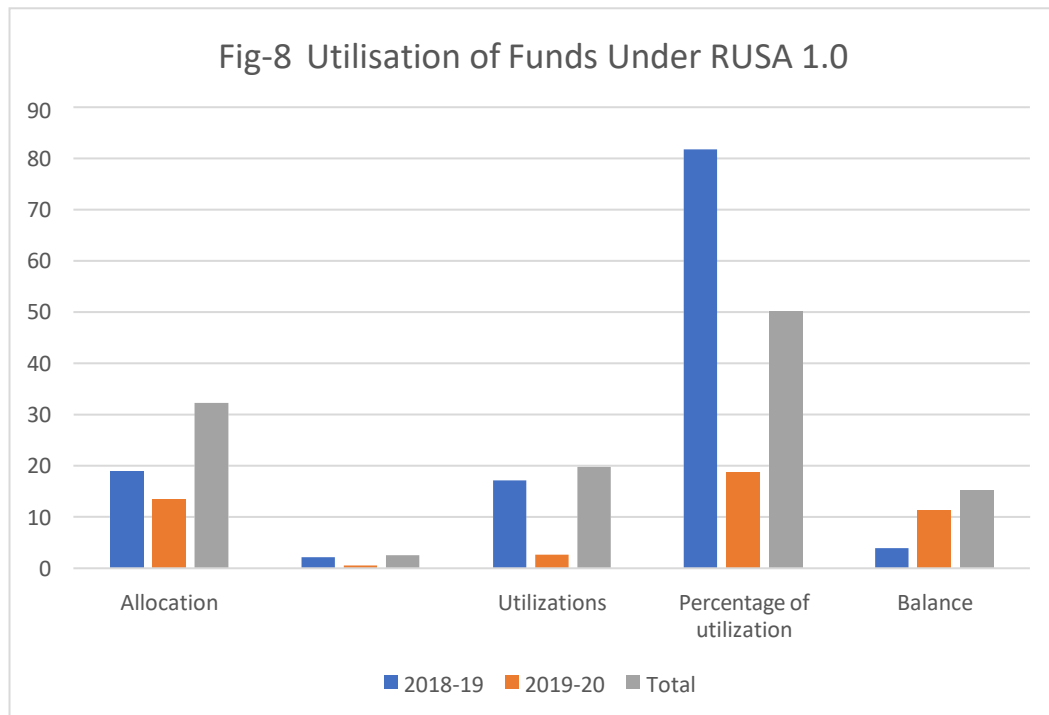


Table- 21 Allocation and Utilization of Funds under RUSA 2.0 (Rs.in crores)

	Allocation		Utilizations	Percentage of utilization	Balance
	Central	State			
2018-19	18.9	2.1	17.115	81.7	3.885
2019-20	13.4082	0.4898	2.6114206	18.79	11.2865794
Total	32.3082	2.5898	19.72642	50.245	15.17158

From the above table it is seen that in the year 2018-19 the Central Government has released 18.9 crores and State Government has also released 2.1 crores under RUSA 2.0. As far as utilization is concerned 81.7% of the total funds have been utilized under RUSA 2.0 during the financial year 2018-19. In the year 2019-20, 18.79% of the total funds have been utilized. So, in total 32.3082 crores of central share and 2.5898 crores of state share has been released and 50.245% has been utilized under RUSA 2.0



In addition to Grants received under various Project Components shown in the above table, Mizoram received Preparatory Grants 1st instalment Rs. 3 crores (Central share 2.7 crores on 27.02.2014 and State share Rs. 0.3 crore) and 2nd Instalment Rs. 3 crores (Central share 2.7 crores on 03.08.2017 and state share Rs. 0.3 crore). It also received Management Monitoring Evaluation and Research (MMER) grants 1st Instalment of Rs. 0.03 crore (Rs. 0.027 core on 31.3.2014 and state share Rs. 0.003 crore) and 2nd Instalment Rs. 0.03 crore (Rs. 0.027 core on 3.08.2017 and state share Rs. 0.003 crore).

Table- 22 College Wise Allocation and Utilization of Funds RUSA 1.0

(Rs.in crores)

SI No	Name of the college		2014-15	2015-16	2016-17	2017-18	2018-19	Total	Balance
1	Govt. Mamit College	Allocation	0.125	1.0415	0.0521	0.9375	0.045	2.2011	0.01125
		Utilization	0.125	1.0415	0.0521	0.9375	0.03375	2.18985	
2	Govt. ZawInuam College	Allocation	0.125	1.0415	0.0521	0.9375	0.0402778	2.196378	0.010078
		Utilization	0.125	1.0415	0.0521	0.9375	0.0302	2.1863	
3	Govt. Kolasib College	Allocation	0.125	1.0415	0.0521	0.9375	0.045	2.2011	0.01125
		Utilization	0.125	1.0415	0.0521	0.9375	0.03375	2.18985	
4	Govt. Aizawl College	Allocation	0.125	1.0415	0.0521	0.9375	0.0638889	2.219989	0.015989
		Utilization	0.125	1.0415	0.0521	0.9375	0.0479	2.204	
5	Govt. Aizawl North College	Allocation	0.125	1.0415	0.0521	0.9375	0.045	2.2011	0.01125
		Utilization	0.125	1.0415	0.0521	0.9375	0.03375	2.18985	
6	Govt. Aizawl West College	Allocation	0.125	1.0415	0.0521	0.9375	0.0638889	2.219989	0.015989
		Utilization	0.125	1.0415	0.0521	0.9375	0.0479	2.204	
7	Govt. Hrangbana College	Allocation		0.604	2.5521	1	0.0638889	4.219989	0.015989
		Utilization		0.604	2.5521	1	0.0479	4.204	
8	Govt. Johnson College	Allocation	0.125	1.0415	0.0521	0.9375	0.045	2.2011	0.01125
		Utilization	0.125	1.0415	0.0521	0.9375	0.03375	2.18985	
9	Govt. J.	Allocation	0.125	1.0415	0.0521	0.9375	0.045	2.2011	0.015989

	ThankimaCollege	Utilization	0.125	1.0415	0.0521	0.9375	0.03375	2.18985	
10	Govt. Mizoram Law College	Allocation	0.125	1.0415	0.0521	0.9375	0.045	2.2011	0.01125
		Utilization	0.125	1.0415	0.0521	0.9375	0.03375	2.18985	
11	Govt. T. Romana College	Allocation	0.125	1.0415	0.0521	0.9375	0.0638889	2.219989	0.015989
		Utilization	0.125	1.0415	0.0521	0.9375	0.0479	2.204	
12	Govt. Zirtiri Residential Science College	Allocation		0.604	2.5521	1	0.0638889	4.219989	0.015989
		Utilization		0.604	2.5521	1	0.0479	4.204	
13	IASE	Allocation	0.125	1.0415	0.0521	0.9375	0.0638889	2.219989	0.015989
		Utilization	0.125	1.0415	0.0521	0.9375	0.0479	2.204	
14	Mizoram Hindi Training College	Allocation		0.104	0.0521		0.0402777	0.196378	0.010078
		Utilization		0.104	0.0521		0.0302	0.1863	
15	Govt. Saitual College	Allocation	0.125	1.0415	0.0521	0.9375	0.045	2.2011	0.01125
		Utilization	0.125	1.0415	0.0521	0.9375	0.03375	2.18985	
16	Govt. Khawzawl College	Allocation	0.125	1.0415	0.0521	0.9375	0.045	2.2011	0.01125
		Utilization	0.125	1.0415	0.0521	0.9375	0.03375	2.18985	
17	Govt. Champhai College	Allocation	0.125	1.0415	0.0521	0.9375	0.0638889	2.219989	0.015989
		Utilization	0.125	1.0415	0.0521	0.9375	0.0479	2.204	
18	Govt. Serchhip College	Allocation	0.125	1.0415	0.0521	0.9375	0.0638889	2.219989	0.015989
		Utilization	0.125	1.0415	0.0521	0.9375	0.0479	2.204	

19	Govt. Hnahthial College	Allocation	0.125	1.0415	0.0521	0.9375	0.045	2.2011	0.01125
		Utilization	0.125	1.0415	0.0521	0.9375	0.03375	2.18985	
20	Lunglei Govt. College	Allocation	0.125	1.0415	0.0521	0.9375	0.0638889	2.219989	0.015989
		Utilization	0.125	1.0415	0.0521	0.9375	0.0479	2.204	
21	Govt. J. Buana College	Allocation	0.125	1.0415	0.0521	0.9375	0.0638889	2.219989	0.015989
		Utilization	0.125	1.0415	0.0521	0.9375	0.0479	2.204	
22	Govt. Lawngtlai College	Allocation	0.125	1.0415	0.0521	0.9375	0.0402777	2.196378	0.010078
		Utilization	0.125	1.0415	0.0521	0.9375	0.0302	2.1863	
23	Govt. Kamalanagar College	Allocation	0.125	1.0415	0.0521	0.9375	0.0402778	2.196378	0.010078
		Utilization	0.125	1.0415	0.0521	0.9375	0.0302	2.1863	
24	Govt. Saiha College	Allocation	0.125	1.0415	0.0521	0.9375	0.045	2.2011	0.01125
		Utilization	0.125	1.0415	0.0521	0.9375	0.03375	2.18985	
25	Mizoram Engineering College	Allocation		13	6.5	5.35	1.15	26	Nil
		Utilization		13	6.5	5.35	1.15	26	

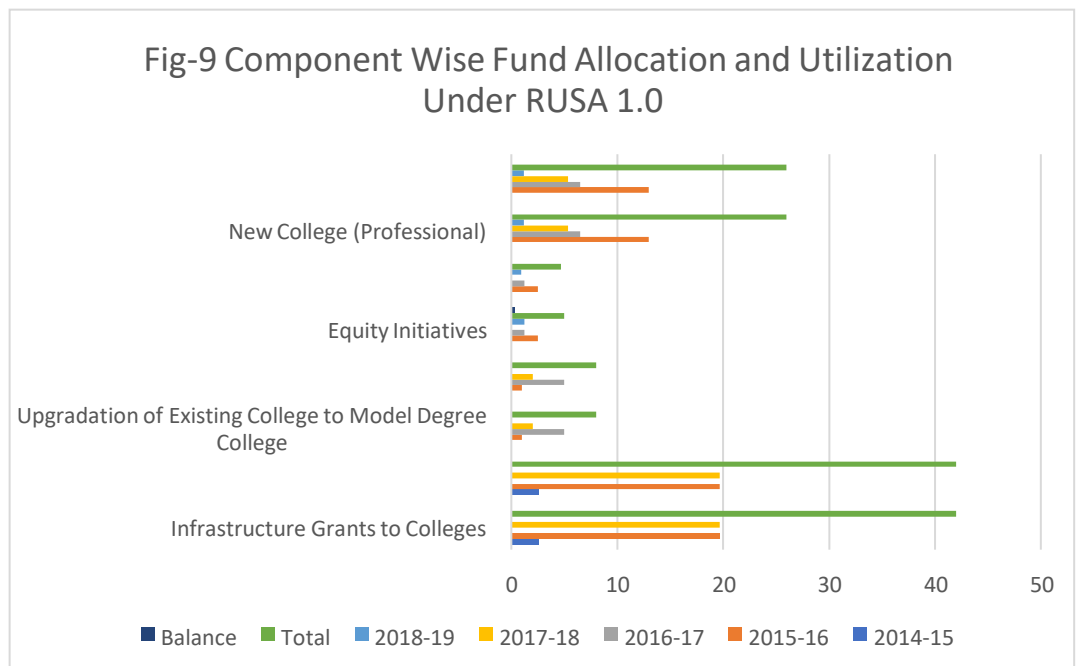
Note: Balance shown in the above table pertains to Equity Initiative Grants 3rd Instalment for which U.C has not been submitted by beneficiary colleges /institutions

Table 22 shows the allocation and utilization of funds combined with all the components college wise. It shows year wise from 2014-2019, the total amount of fund received and funds used with the balance from all 24 colleges and 1 New Professional College

Table- 23 Component Wise Allocation and Utilization of Funds on RUSA in Mizoram RUSA 1.0 (Rs.in crores)

Sl No	Name of the component		2014-15	2015-16	2016-17	2017-18	2018-19	Total	Balance
1	Infrastructure Grants to Colleges	Allocation	2.625	19.6875		19.6867		41.99925	Nil
		Utilization	2.625	19.6875		19.6867		41.99925	
2	Upgrading of Existing College to Model Degree College	Allocation		1	5	2		8	Nil
		Utilization		1	5	2		8	
3	Equity Initiatives	Allocation		2.5	1.25		1.25	5	0.3125
		Utilization		2.5	1.25		0.9375	4.6875	
4	New College (Professional)	Allocation		13	6.5	5.345	1.155	26	Nil
		Utilization		13	6.5	5.345	1.155	26	

Table 23 shows the allocation and utilization of funds within the different components of RUSA (1.0). From 2014-2019 a total of 41.9 crores were allocated and utilized for infrastructure grants to colleges. During 2014-15 a sum of 2.6 crores was allocated and utilized. In 2015-16, 19.6 crores were allocated and utilized. In 2017-18, 19.6 crores were allocated and utilized. In 2016-17 and 2018-19 no funds were allocated. For Upgrading of Existing College to Model Degree College, a total of 8 crores were allocated and utilized within 2014-2019. In 2015-16, 1 crore was allocated and utilized, in 2016-17; 5 crores were allocated and utilized, in 2017-18 2 crores were allocated and utilized. In the year 2014-15 and 2018-19 there were no funds allocated for upgrading. For Equity Initiatives a total of 5 crores were allocated and 4.6 crores were utilized with a balance of 0.31 crore, no funds were allocated in 2014-15 and 2017-18. For New College (Professional) a total of 26 crores were allocated and utilized in the years 2015-2019. In 2014-15 no funds were allocated or utilized for New College. In 2015-16, 13 crores were allocated and utilized. In 2016-17, 6.5 crores were allocated and utilized. In 2017-18, 5.3 crores were allocated and utilized. In 2018-19, 1.15 crores were allocated and utilized.



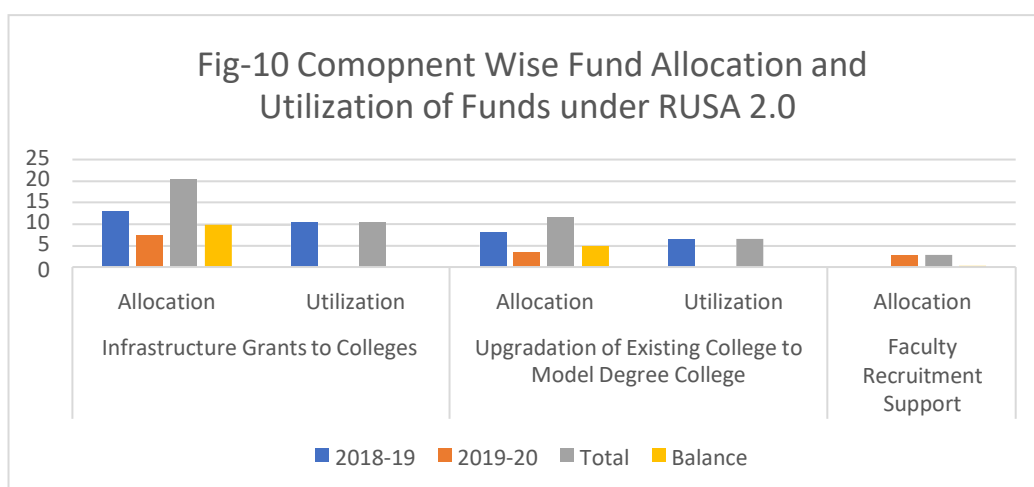
In addition to Grants received under various Project Components shown in the above table (RUSA 1.0), Mizoram received Preparatory Grants 1st instalment Rs. 3 crores (Central share 2.7 crores on 27.02.2014 and State share Rs. 0.3 crore) and 2nd Instalment of Rs. 3 crores (Central share 2.7 crores on 03.08.2017 and state share Rs. 0.3 crore). It also received Management Monitoring Evaluation and Research (MMER) grants 1st Instalment Rs. 0.03 crore (Rs. 0.027 core on 31.3.2014 and state share Rs. 0.003 crore) and 2nd Instalment Rs. 0.03 crore (Rs.0.027 crore on 3.08.2017 and state share Rs. 0.003 crore).

Table- 24 Component Wise Allocation and Utilization of Funds on RUSA in Mizoram RUSA 2.0 (Rs.in crores)

Sl. No	Name of the component		2018-19	2019-20	Total	Balance
1	Infrastruct ure Grants to Colleges	Allocation	13	7.4	20.4	9.8878344
		Utilization	10.512165 6	0	10.5121656	
2	Upgrading of Existing College to Model Degree College	Allocation	8	3.6	11.6	4.9963052
		Utilization	6.6036948	0	6.6036948	
3	Faculty Recruitme nt Support	Allocation		2.898	2.898	0.2865794
		Utilization		2.6114206	2.6114206	

From the above table, it shows that 13 crores were allocated in infrastructure grants to collage and 10.5 cores were utilized in 2018-19. In 2019-20, 7.4 cores were allocated with no utilization. A total of 20.4 cores were allocated from 2018-2020 and 10.6 cores were utilized with a balance of 9.8 cores. For upgrading an existing

college to a model degree college a sum of 8 cores were allocated and a sum of 6.7 cores were utilized in the year 2018-19. In the year 2019-20, 3.6 cores were allocated with zero utilization. A total of 11.6 crores were allocated and 6.6 cores were utilized from 2018-2020 with a balance of 4.9 cores. For faculty recruitment support there was no allocation and utilization of funds during 2018-19. A total of 2.8 cores were allocated and a total sum of 2.6 cores were utilized in 2019-2020 with a balance of 0.28 crore.



4.6 Innovative Practices being practiced in the Colleges of Mizoram.

One of the most remarkable best practices of Mizoram under RUSA scheme is creation of Digital Language laboratory in all 24 Govt. Colleges in the State. The idea of creating Language lab is to address the language barrier faced by the students due to the dominance of Mizo Language and geographical isolation of the state. It is expected to improve vocabulary, pronunciation, listening skills and (communicating skills) of the students. This would enable students to improve their academic performance and enhance their employability. Apart from language education through language lab, Spoken English and Hindi have also been introduced in all Government Colleges in the State. Burmese was also introduced in Govt. Champhai College and Govt. Lawngtlai College.

4.7 Table- 25 Problems in Successful Implementation of RUSA in Mizoram.

Sl. No	Statements	Yes	Percentage (%)
1.	Improper flow of Fund from the Central Government	10	12.5%
2.	Improper flow of Fund from the State Government	8	8%
3.	College admission and further studies	18	22.5
4.	Worried about Recruitment	54	67.5
5.	Affect teaching learning process	59	73.75
6.	Project monitoring unit is not functioning properly	34	42.5

The above table clearly speaks about the problems faced by government of Mizoram for successful implementation of RUSA. About 12.5% respondents said that improper flow of funds from the central government was a big problem for successful implementation of RUSA in Mizoram. Though the Central Government released the funds, State Government did not release the funds to the college in time which was a serious problem in Mizoram for implementation of RUSA as shared by 8% of the teachers. College admission and further studies were affected due to improper implementation of RUSA in colleges as informed by 22.5% of the teachers. Though RUSA appointed 69 teachers, recruitment was a big problem in implementing RUSA in Mizoram. Teachers were always engaged in RUSA work which affected the teaching learning process as told by 73.75% of the teachers. In colleges, 42.5% of teachers said that the project and monitoring units were not functioning properly.

Table- 26 Problems faced Related to Constructions of New Buildings:

Sl.No	Statement	Yes %
1.	Insufficient fund received from the State Government	13
2.	Lack of Land for college premises	21
3.	Funds allotted to construction of new building used for different purposes	0
4.	The Project Monitoring Unit not procuring Goods, works and services	7
5.	Lack of monitoring in project implementation	13

The above table speaks about the problems faced related to construction of new buildings. About 13% of the teachers said that they did not receive sufficient funds to construct a building. About 21% said that lack of land was a problem to construct new building so they constructed the building on the roof of the old buildings. About 7% stated that the delay of the work was due to Project Monitoring Unit not procuring Goods, works and services in time. Similarly, 13% of them said that there was a lack of monitoring in project implementation. Three percent of the teachers faced difficulties due to incomplete civil work in colleges of Mizoram under Rashtriya Uchatar Shiksha Abhiyan. A few teachers responded saying there was lack of additional room facilities to run class regularly in their college. A few teachers faced disturbance in regular class room. Some teachers faced lack of teaching staff in their college. It was found that nothing was done to enhance the teaching abilities of teacher. Some teachers opined lack of separate class room for every class in their colleges. Some teachers complained about non provision of grants on time for construction of classroom in colleges under Rashtriya Uchattar Shiksha Abhiyan. In the study, it was found that colleges lacked transportation facility for Children with Special Needs (CWSNs). Some colleges had no facility for resource room. Teacher faced problems during teaching learning process of Children with Special Needs (CWSNs.). Thus in the opinion of teacher's problems faced by them are briefed like, parents awareness, shortage of teaching staff, lack of basic facility, non-availability

room facility, problem of incomplete building work and non-implementation of a few good policies were primarily affecting the process of universalization of higher education.

Table- 27 Problems faced in Enrolment of Students:

Sl.No	Statement	Yes in %
1.	No hostel facilities for girls	50
2.	Procedure of admission is defective	0
3.	No separate toilet facilities for girls	0
4.	Building is not fully disabled friendly	89
5.	No Special innovative programs for focus groups and Open and Distance Learning (ODL) strategies	98
6.	Insufficient furniture for all the students	69
7.	Inadequate laboratory facilities	78
8.	Inadequate Library facilities	65
9.	Insufficient and irregular scholarship for the students	45
10.	Lack of subject Teachers	35
11.	Lack of ICT facilities	76
12.	College is located at isolated place	65
13.	No transport facilities for students	23
14.	Courses found unsuitable for the students	78
15.	Non start of any add on programme for students in college	89
16.	Non start of any vocational course or skill-oriented course in college.	96

Table 27 shows the problems faced by students in their college. Fifty percent complained there were no hostel facilities for girls. Eighty -nine percent felt the college was not fully disabled friendly. Seventy- eight percent experienced

inadequate laboratory facilities and seventy-six students found lack of ICT facilities in the college. Seventy-eight percent found out the courses provided were not satisfactory for the students. Eighty-nine percent told their college had not started any add-on programs and ninety-six percent spoke about no vocational course or skill-oriented course was initiated. Forty-five percent stated there were insufficient and irregular scholarships with sixty-nine percent commented there was inadequate furniture in the classroom. Seventy-eight percent mentioned that inadequate laboratory facilities may hamper the enrolment ratio. Sixty-five percent of the teachers pronounced that Inadequate Library facilities may be the cause of less enrolment in colleges. Insufficient and irregular scholarship for the students was one of the causes of low enrolment as believed by 45 % of the teachers. Similarly, Lack of subject Teachers and Lack of ICT facilities seems to be the causes of low enrolment as mentioned by 35% and 76% of the students respectively. Sixty-five percent said that the College is located in isolated place. Twenty-three percent said that there are no transport facilities available for students. Also, the courses were found to be unsuitable for the students as said by 78% of the students. Eighty-nine percent of the students said the College had not started any add-on programme for students and has not started any vocational course or skill-oriented course as mentioned by 96% of the teachers.

Table- 28 Problems faced on Autonomy

Sl.No	Statement	Yes in %
1.	Non-Introduction of new courses	89
2.	Autonomy in admission	76
3.	Undertaking innovations for periodic revision in curriculum making	87
4.	No autonomy for doing individual research	98
5.	No autonomy of departments within the institutional set-up.	86
6.	Internal resource generation to fund and encourage	67

	participation in national and international consultations, seminars, workshops, conferences, etc.	
7.	Outsourcing of non-academic activities to achieve better efficiency	56
8.	Mechanisms for deciding the fee structure.	65
9.	Providing seed money or grant for research projects.	73
10.	Funding for publication	25
11.	Institutional governance (administrative) reforms	27
12.	Examination reforms	45

The table shows the problems experienced by an autonomy college. Eighty-nine percent said that there was not any introduction of new courses. Eighty-seven percent told there was difficulty in undertaking innovations for periodic revision of curriculum making and ninety-eight percent expressed there was no autonomy for doing individual research. Sixty-seven percent spoke there were no internal resources generated for funding and encouraging participation in national and international consultations, seminars, workshops, conferences, etc. Fifty-six percent suggested the outsourcing of the non-academic activities to achieve better efficiency. Sixty-five percent mentioned the inadequacy in the mechanism of deciding fee structure. Seventy-three percent of the teachers proposed the creation of seed money required for conducting the research. Similarly, 25% of the teachers requested for publication grant to be given to the teachers for publications of magazines. Twenty-seven percent of the teachers proposed requirement of administrative reforms in colleges as well as at state level for better implementation of RUSA. Similarly, 45% of the teachers opined that examination reforms were required for the benefits of the students and teachers.

Table- 29 Problems faced on Research Innovation and Quality Improvement

Sl.No	Problems	Yes in %
1	Funds have not been sanctioned to this component	100
2	Teachers not interested to conduct research	65
3	Colleges did not submit plan for innovation	73
4	Teachers were engaged in other activities	21
5	No seminar/ workshop/ conference was organized by the college	47
6	College did not provide leave to attend the faculty development programme	76
7	Principal did not attend any academic leadership development programme	89

The table indicates that hundred percent agreed that no funds were sanctioned for research Innovation and quality Improvement and sixty-five percent showed that teachers were not interested in conducting research. Seventy-three percent complained that the college did not submit any plan for innovation. Twenty-five percent informed that the teachers were engaged in other activities. Forty-seven percent commented that no seminar/ workshop/ conference were organized by the college. Eighty-nine percent of the respondents informed that the Principal did not attend any academic leadership development programme and seventy-six percent said the college did not provide leave to attend the faculty development programme.

4.8 Perception of College Students and Teachers of Mizoram about RUSA.

Table-30 Perception of College Students and Teachers of Mizoram about RUSA

Sl.No	Do you find the state of Mizoram needs to focus more on Implementation of RUSA? If yes, in which area: -	Students (%)	Teachers (%)
1.	Gross enrolment ratio (GER)	100	100
2.	More funds may be allocated for scholarship of the students	89	92
3	Providing more infrastructural facilities to colleges	82	80
4	Appointment of staffs	86	89
5	Opening of Cluster Universities	92	95
6	Opening of Vocational Colleges	56	67
7	Opening of State University	42	57
8	Providing autonomy to the colleges	67	93
9	Upgrading existing colleges to model degree colleges	56	87
10	Upgrading of different laboratories	89	96
11	Upgrading Libraries	90	95
12	Construction of disable friendly boys' and girls' hostels	89	67
13	Construction of disable friendly	91	89

	Administrative buildings		
15	Construction of disable friendly Academic block	93	86
16	Research, Innovation and quality improvement	78	80
17	Providing seed money to the faculty members for conducting projects	42	76
18	Allowing faculty members to attend different faculty development programmes on rotation basis	46	90
19	Organization of seminar, conference and workshops in the colleges	50	76
20	All colleges must go for NAAC Accreditation	65	98
21	Opening of post graduate course in colleges	86	94
22	Allowing teachers for supervising M.Phil. and Ph.D. students	65	98
23	College must have interdisciplinary programmes in teaching and research	62	76
24	Student teacher ratio to be maintained	76	80
25	College must have internal governance structure	76	94
26	Must recruit more administrative and supportive staff	76	56

27	Examination reforms are required	83	87
28	Management informative system must be strengthened	72	98
29	ICT facilities in colleges must be strengthened	93	96
30	Separate project management Team must be framed in colleges	69	67

From table 30, it shows that all the teachers and students agreed that government of Mizoram should focus on GER, and 89% of the students and 92% of the teachers perceived that the government of Mizoram may allot more money for scholarship to the students. Eighty-two percent of the students and 80% of teachers proposed that more funds may be allocated for development of infrastructural facilities in colleges. Eighty-six percent of the students and 89% of the teachers discerned that more teachers may be appointed in higher education of Mizoram.

Opening of cluster universities was required in Mizoram and was acknowledged by 92% and 95% of the students and the teachers respectively. Fifty-six percent of the students and 67% of the teachers viewed opening of vocational college was required in the state of Mizoram. Similarly, 42% of students and 57% of the teachers deemed that the government of Mizoram should open one state university. With regards to autonomy of the colleges 67% of the students and 93% of the teachers agreed that more autonomy should be given to the colleges of Mizoram. Fifty-six percent of students and 87% of the teachers conveyed that at least one college in each district to be upgraded to a model degree college.

Construction work was the main component under RUSA. Eighty-nine percent of the students and 96% of the teachers considered upgrading of laboratory in each college is a must. Similarly, 90% of the students and 95% of the teachers viewed upgrading of collage libraries as a necessity in Mizoram State. Construction

of disable friendly building was required as viewed by 89 % of the students and 91% of the teachers. Similarly, majority of the students and teachers agreed that construction of disable friendly academic and administrative block in the college was required.

Research, Innovation and quality improvement is an important part of the colleges. Seventy eighty percent of the students and 80% of the teachers became cognizant that research and the government should take necessary steps for improving research, innovation and quality of the teaching learning process in colleges. Forty-two percent of the students and 76% of the teachers felt that seed money needs to be provided to the faculty members for conducting project and publications. Ninety percent of the teachers stated that the government authority should allow the teachers to participate in faculty development programme. Organization of seminar conference and workshops in the colleges is required as perceived by 50% of the students and 76% of the teachers.

All colleges must go for NAAC accreditation was the consensus of 65% of the students and 98% of the teachers. Opening of post graduate course in colleges was the opinion of 86 % of the students and 94 % of the teachers. Allowing of teachers to supervised M.Phil. and Ph.D. students was also suggested by 65% of the students and 98% of the teachers. College must have interdisciplinary programmes in teaching and research as conceived by 62% of the students and 76% of the teachers. Student teacher ratio to be maintained in the colleges was the opinion of 76% of the students and 80% of the teachers. College on having internal governance structure was viewed by 76 % of the students and 94% of the teachers. College must recruit more administrative and supportive staff was recognized by 76% of the students and 56% of the teachers. Examination reforms were required as suggested by 83% of the students and 87% of the teachers. Management informative system must be strengthened as told by 72% students and 98 % teachers. Similarly, ICT facilities in colleges must be strengthened was agreed by 93% of the students and 96 % of the teachers and separate project management Team must be framed in colleges was suggested by 69% of the students and 67% of the teachers.

4.9 Impact of RUSA on Higher Education in Mizoram

There are 24 RUSA beneficiary colleges under RUSA 1.0 affiliated to Mizoram University (a Central University). There is no State University in Mizoram and all the colleges are undergraduate colleges (except IASE, Aizawl which is a teacher training college) run by the government following Choice-Based Credit System. Out of the 24 colleges, 21 colleges received ‘Infrastructure Grants to Colleges’ amounting to Rs 2 crores each. Two (2) colleges came under the component, ‘Upgrading of Existing Colleges to Model Degree Colleges’ and received Rs 4 crores each. Under “Creation of New Professional College,” the State received Rs 26 crores for establishment of Mizoram Engineering College. Moreover, all colleges received a combined amount of Rs 5 crores under “Equity Initiatives.” The component “Faculty Recruitment Support” approved under RUSA 1.0 has been carried over in RUSA 2.0 after approval from the RUSA-PAB.

Under RUSA 2.0, the PAB approved 15 colleges to receive “Infrastructure Grants to College” amounting to Rs 2 crores each. Furthermore, 4 colleges received grants under “Upgrading of existing College to Model Degree College” with an amount of Rs 4.00 crores each. As mentioned above, the grant component ‘Faculty Recruitment Support’ has been approved to be carried forward to RUSA 2.0 for recruitment of 72 Assistant Professors in various colleges.

Impact under RUSA 1.0

Infrastructure and Upgrading Grants: All projects under RUSA 1.0 have been completed. The accounts of all beneficiary colleges have been subjected to audit and the UCs have already been submitted to the Ministry. The Infrastructure and Upgrading Grants were fully utilized for creation/ procurement of assets as follows:

- 1) Academic Buildings
- 2) Students’ Amenities like offices, toilets, safe drinking water, etc.
- 3) Students’ Hostels
- 4) College Auditorium and Multipurpose Halls

- 5) Laboratory Buildings
- 6) Library Buildings
- 7) Sports Infrastructure and Equipment's
- 8) Extension and renovation of college building and classrooms
- 9) Creation of IT enabled classrooms
- 10) Procurement of various laboratory equipment's
- 11) Enhancement of library digitization and security system,

Mizoram Engineering College (MEC): Prior to this Project, there were no State Govt. engineering colleges in Mizoram. Construction work for MEC under this project has been completed and the state is now on its way to having a new engineering college. MEC was digitally launched by Shri Narendra Modi, Hon'ble Prime Minister (among 150 projects) from J & K on 3.2.2019.

Equity Initiatives: The fund received was utilized for creation of Language Labs in all beneficiary colleges. These labs were utilized for conducting Spoken English, Spoken Hindi, and Spoken Burmese classes. The fund was also used for conducting Remedial Classes, Personality Development training, Gender sensitization, Equal Opportunity awareness for PWDs, strengthening Career Counselling and skilling programmes. More than 90% of fund received have been utilized by beneficiary Colleges. UC is pending for submission.

Impact under RUSA 2.0

Infrastructure and Upgrading Grants: The first instalment of Infrastructure Grant for executing various projects proposed by 15 colleges has been received. Out of these 15 colleges, two (2) colleges have not started works as sanction for these two colleges were received late. In addition, one (1) college could not commence works due to technical issues regarding identifying land for construction of classroom building. Except for these 3 colleges mentioned, works for 12 colleges (Infrastructure Grant) and 4 colleges (Up gradation Grant) were executed

satisfactorily despite the nationwide lockdown due to Covid-19 pandemic. UCs for these colleges has been sent and the 2nd Instalment received on 26.3.2020. The Infrastructure and Upgrading Grants were being utilized for creation/ procurement of similar assets as mentioned under RUSA 1.0 above.

Faculty Recruitment Support: PAB has approved creation of 72 posts of Assistant professors (3 posts for each of 24 colleges). However, the State has been able to recruit 69 Asst. Professors due to reasons mentioned below. Sanction for 69 posts of Asst. Professors was received vide No. F.No.24-38/2014-U.Policy(Mz)Multi-Gen/SC/ST dated 11th Oct. 2019. The following is the status of the Project:

1) Recruitment process was accomplished for 69 posts through the State Public Service Commission and appointments were made during November 2019.

2) Out of the 3 pending posts, two (2) posts are under reserved category (PWD) and 1 post for teaching Mathematics in teacher training college. These posts have not been filled-up due to non-availability of suitable candidates.

Collective Impact of RUSA 1.0 & RUSA 2.0

Creation of New Assets: RUSA beneficiary colleges are equipped with new assets classroom building, hostels, college halls, sports infrastructure, laboratory building and equipment's, library building and books, and IT infrastructure for teaching-learning process.

Enrolment: Students' enrolment has increased by 7 - 9% (approx.); expected to further increase when RUSA 2.0 is completed

Faculty Strength and Quality: The faculty strength has been significantly enhanced in all beneficiary colleges. Some of the colleges are beginning to aspire to open PG subjects. More than 95% of faculty is newly recruited under RUSA funding and has the essential qualification specified by UGC regulation 2018.

NAAC Accreditation: NAAC grading has markedly improved; on an average, the enhancement in grading has improved from ranges B to B++ (from C and B

respectively). The percentage of colleges having valid NAAC accreditation has increased to 92%.

Output in Achieving Academic Quality: With enhanced teaching-learning infrastructure facilities, all beneficiary colleges are on their way to enhanced learning outcomes and better performances in academics, including research.

Skilling of Learners: Skill-oriented learning like communication skill and personality development, add-on courses like certificate in computer courses, vocational skills like mushroom culture/ mobile repairing etc., have boosted the confidence and employability of learners.

Professional Degree College: Even though still in its infancy, the State has taken the first few steps in establishing a new Engineering College, which would not have been possible without funding from RUSA.

4.10 Suggestive Measures for better Implementation of RUSA in Mizoram

As per the data collected from the Director Higher and Technical Education in an interview, he said that “In higher education system of Mizoram, there is lack of academic-industry cohesion and this leads the industry to the darkness of depression. The oldest universities in India especially North East region are still averse to collaboration of academic world and industrial world.

4.11 Discussions

RUSA plans to have completely new approach towards funding higher education in state universities; it will be based on key principles of performance-based funding, incentivizing well performing institutions and decision making through clearly defined norms. It aims to provide greater autonomy to universities as well as colleges and have a sharper focus on equity-based development and improvement in teaching learning quality in higher education.

The key objective of RUSA is improved access, equity and quality in higher education through planned development of higher education at the state level. Such planning would include creating new academic institutions, expanding and upgrading

the existing ones, developing institutions that are self-reliant in terms of quality education. Evaluation is the collection of analysis and interpretation of information about aspects of a programme of education or training as part of a recognized process of judging its effectiveness and its efficiency in any other outcomes it may have.

Assessment is a process that critically examines a programme. It involves collecting and analyzing information from multiple and diverse sources in order to develop a deep understanding about a programme activities, characteristics and outcomes. It is to make judgments about a programme. In order to understand whether the programme is fit and satisfactory for Higher Education, we must evaluate and assess that programme. It is necessary to assess the programme and examine the outcomes it had on the institutions since its inception.

The number of enrolments had increased tremendously during the last couple of years, but still it is not satisfactory. On national level the number of colleges established is very less in percentage. There is a mushroom growth of private colleges all over the country while in Mizoram it is not much. Only three private colleges opened during the year 2017. The total student's enrolment in higher education in Mizoram during the year 2018-19 is 32838. Under graduate level, the student enrolment is increasing each year, while at post graduate level it is very low in comparison to under graduate level. It seems many students after passing graduation they prefer to join different post graduate diploma courses or diploma or other profession or some may prefer to do business that may be the cause of low enrolment at Post graduate level. With regards to GER, Mizoram is having 25.7 in the year 2018-19. In comparison to the GER at National level which is 26.3, Mizoram is slightly less i.e. 0.6 during the year 2018-19. In comparisons to North Eastern states, Assam (18.7) which is biggest state in the region, the GER is high. While considering the case of Mizoram the GER is increasing, but in the year 2017-18 the GER decreased by 1.6 from the previous year 2016-17. The pupil teacher ratio is also an important factor for implementing quality higher education. In Mizoram the pupil teacher ratio is 15 which is slightly higher than other Northeast states except Tripura which is 19. With regards to teaching faculty 143 professors are in Mizoram, 462 Associate professors/Readers, 913 Assistant Professors, 125

demonstrators, 210 temporary teachers and 138 visiting teachers. Recently in the month of November 2019 Government of Mizoram appointed 62 contract teachers under the provision of RUSA. There is 40% and 35% shortage of faculty in the state and central universities, respectively. Mizoram University appointed 90% teaching staff. The government of Mizoram appointed 93% teaching staff in higher education system. Infrastructural upgrading is a step towards creation of empowering environment or conditions in higher education system to make the system more useful, progressive, quick and attractive, transparent, responsive and friendly. All projects under RUSA 1.0 have been completed with the exception of activities being funded under Equity Initiatives 3rd Instalment.

The objective of the RUSA 1.0 was to achieve the targeted GER of 30% by the year 2020. The government of Mizoram has increased the enrolment capacity at graduation and post-graduation level since 2016. Under RUSA 2.0 initiatives were taken to increase the GER by capacity enhancement of existing institutions. Government of Mizoram invited private bodies to open institutions at higher education level. As a result, four colleges were opened during the year 2016-19. The state of Mizoram has only one central university and all the colleges are affiliated to this. There is no plan by the state government and it has not received any grant under RUSA 2.0 for converting existing colleges in to universities, converting a cluster of colleges in to universities, conversion to autonomous colleges in RUSA 2.0. The enrolment of SC/ST/OBC/Physically challenged persons has also increased.

Most of the funding is used for Infrastructural upgrading. Under RUSA 1.0, 21 colleges of Mizoram received the grants for strengthening of Infrastructure and instructional facilities. Under RUSA 2.0, thirteen colleges received grants for development of infrastructural facilities and regarding faculty requirement 69 Assistant professors' vacancies have been filled up out of 72 posts.

Education plays a vital role in the development of any nation. Therefore, there is a premium on both quantity (increased access) and quality (relevance and excellence of academic programmes) offered in higher education. RUSA 1.0 and RUSA 2.0 will give financial support to strengthen the infrastructural and instructional facilities of the above colleges to improve the quality of education at

higher education level in Mizoram. “By 2030, India is set to have the largest working-age population in the world. Not only do they need literacy but they need both job and life skills,” said Sitharaman in her budget speech.

The present higher educational system in the State is not up to the desired standard. The quality of education in the colleges has deteriorated due inadequate infrastructures and proper facilities. There are reports of engagement of substitute teachers by the regular teachers and institutions face financial hardship to make payment of teachers’ salaries etc. in these colleges. The progress of higher education in the State in terms of quality is not encouraging. The present higher education system has contributed to the problem of unemployment in the State. There has been increase in the number of graduates in the faculties of arts. There is shortage of professional and technical institutions. State government cannot provide employment to all the graduates coming out of the general colleges. The State has no large-scale industries to absorb these educated youths. This has created a serious unemployment problem in the State. In order to overcome the problems of higher education in the state of Mizoram, the state government formulated plans and programmes for implementation of RUSA.

During RUSA 1.0, Mizoram was approved for funding under 5 Components: Upgrading of Existing Degree Colleges to Model Degree Colleges, Infrastructure Grants to Colleges, New Professional College, Mizoram Engineering College, Equity Initiatives and Faculty Recruitment Support. New construction for classroom and Laboratory and upgrading of existing hostel were completed. Library cum seminar room Academic Block Library cum Seminar Hall were also constructed in some of the colleges. Out of 24-degree colleges 15-degree colleges and one teacher training institution were accredited under NAAC.

RUSA 2.0. As far as utilization is concerned 81.7% of the total funds have been utilized under RUSA 2.0 during the financial year 2018-19. In the year 2019-20, 18.79% of the total funds have been utilized. So, in total 32.3082 crores central share and 2.5898 crores of rupees state share have been released and 50.245% has been utilized under RUSA 2.0. Most of the students agreed that no funds were sanctioned

for research Innovation and quality Improvement and teachers were not interested in conducting research. It shows that some colleges have not submitted plan for innovation. Even though hostel facilities were constructed, there are still colleges not having hostel facilities for girls. Some of the colleges are still not fully disabled friendly. There is a need to strengthen ICT facilities in the college and there is inadequate furniture in the classroom. In Mizoram out of the 14 components of RUSA, only 5 components were granted approval of funding. There is still much to be done in developing the higher education system in Mizoram. Research shows, failure in increasing suitable means to keep up with enrolment growth trends show reduced learning and even lower graduation rates. RUSA initiatives have helped tremendously in upgrading colleges and are seen with positive attitude.

CHAPTER-V

SUMMARY, MAJOR FINDINGS AND RECOMMENDATIONS

The final outline must be reflected what was actually done rather than what was originally planned – Tyrus Hillway.

This chapter is divided into three sub sections. Summary of the study is followed by Major findings and recommendations of the study. Summary has been presented in section 5.1, Major findings in 5.2, and recommendations in 5.3.

5.1 Summary

5.1.1 Need of the Study

RUSA will provide new access to funding higher education in state universities; providing key principles of performance-based funding, incentivizing well performing institutions and decision-making through clearly defined norms. RUSA aims to provide better autonomy to universities and colleges and emphasis is on sharper focus on equity-based development, and improvement in higher education.

The key objectives of RUSA are to improve access, equity and quality in higher education through planned development of higher education at the state level. Such planning will include creating new academic institutions, expanding and upgrading the existing ones, developing institutions that are self-reliant in terms of quality education, professionally managed, and characterized by greater inclination towards research and provide students with education that is relevant to them as well the nation. Mizoram state has one university and a few number of colleges. State Universities and affiliated colleges are covered by RUSA. The State component should address issues related to excellence, spatial and geographical gaps, access, and governance. The State has to identify unserved/under-served areas and make special provisions for new institutions in those areas. The plans must address the problem of institutional congestion and have a strategy to deal with the same. Similarly, State must look at the State as a single entity to plan for affiliation reforms and creation of new universities. Excellence, Access and Equity must form the main focus areas of the SHEP. The State of Mizoram joined RUSA on 16.10.2013 by

committing to reform its higher education sector. The Project Approval Board (PAB) in its 5th and 9th meetings held on 10.12.2014 and 01.12.2015 approved proposals of the State worth Rs.81 crores, comprising of Rs.72.9 crores as Central share (90%) and Rs.8.1crores (10%) as State's share. The State agreed to: scale up and maintain prescribed levels of funding to higher education as a % of State Gross Domestic Product (GSD),to share the project cost of the Government funded and aided institutions with MHRD in the applicable ratio (10:90, 40:60), implement all reforms mentioned under RUSA to fill up vacant faculty positions, State committed for all State HEIs to apply for accreditation, implement all the Institutional governance/Administrative reforms mentioned under RUSA and agreed for all institutions to participate in AISHE survey and provide requisite data yearly. Higher education in Mizoram faces many problems in providing Quality education, Greater investment in higher Education, Better transition, Higher GER, Better Equity, Better Employability, Better research yields, Creation of Universities by way of upgrading existing autonomous college, Creation of Universities by conversion of colleges in a cluster Infrastructure grants to Universities , Enhancing Quality and Excellence in select State Universities, New Model Colleges, Upgrading of existing degree colleges to model degree colleges, Faculty Recruitment Support (Posts),Faculty Improvements and Institutional Restructuring, and Capacity Building and Reforms. Since RUSA was implemented seven years ago. i.e. 2013 in the state of Mizoram and no such studies have been conducted; it becomes imperative to know the status, problems and prospects of implementation of RUSA in Mizoram.

5.1.2 Statement of the Problem

The problem under investigation is,

'Implementation of Rashtriya Uchchatar Shiksha Abhiyan in Mizoram: Status, Problems and Prospects.'

5.1.3 Research Questions

1. What is the status of higher education in Mizoram in regional and national context?
2. What plans and programmes have been developed for implementation of RUSA in Mizoram?

3. To what extent the objectives of RUSA, in terms of access, equity, and excellence, have been achieved in Mizoram?
4. What is the status of Assessment and Accreditation of colleges in Mizoram?
5. What is the status of allocation and utilization of funds under RUSA in Mizoram?
6. What innovative practices are being practised in the colleges under RUSA?
7. What are the problems for successful implementation of RUSA in Mizoram?
8. What is the perception of college students of Mizoram about RUSA?
9. What is the perception of college teachers of Mizoram about RUSA?
10. What steps need to be taken for better implementation of RUSA in Mizoram?

5.1.4 Objectives of the Study

The study aims at understanding the status, problems and prospects of RUSA in Mizoram

Specific Objectives of the Study:

1. To examine the status of higher education in Mizoram in regional and national context.
2. To critically examine the plans and programmes formulated by the government of Mizoram for implementation of RUSA in the state.
3. To assess the extent of achievement of the objectives of RUSA in Mizoram with respect to: Access, Equity and Excellence.
4. To assess the accreditation status of government general degree colleges in Mizoram.
5. To examine the allocation and utilization of funds under RUSA in Mizoram.
6. To evaluate the innovative practices being practised in the colleges of Mizoram.
7. To find out the problems faced in successful implementation of RUSA in Mizoram.
8. To appraise the perception of college students of Mizoram about RUSA.
9. To gauge the perception of college teachers of Mizoram about RUSA.
10. To suggest measures for better implementation of RUSA in Mizoram.

5.1.5 Methodology

In the research process, research methods play, very important role as these describe various steps taken in solving the research problems. The study was both quantitative and qualitative in nature. Descriptive Survey method was used for achieving the objectives of the study. Surveys are generally used to answer various research questions relating to attitudes, belief and behaviors of individuals or groups.

5.1.5.1 Population and Sample

At present, there are 37 affiliated colleges in Mizoram out of which 22 are general degree colleges. These 22 colleges constitute the target population of the study. Eight colleges, at least one from each district, located in the district headquarters on the basis of first establishment were purposively selected. Besides, two more colleges from Aizawl district were also selected purposively on the basis of the same criteria. Thus, the samples of colleges are ten in number.

Further, the teachers and students of these colleges of Mizoram also became the target population of the study. From each of the ten colleges, five teachers from each Arts and Science streams were included in the sample following incidental sampling technique, subject to the availability of the streams in the selected colleges. Likewise, ten students from each Arts and Science streams were included in the sample following incidental sampling technique, subject to the availability of the streams in the selected colleges. Also, the Principal of the concerned colleges, the coordinators of RUSA and the Director of Higher and Technical Education Mizoram were selected as a sample of the study. In total 70 teachers, 10 RUSA coordinators, 140 students, 10 principals and director Higher and Technical education constitute the sample of the study. Data collected from 80 ($70+10=80$) teachers and 140 students of the colleges regarding the perceptions on implementation of RUSA.

Table- 31 Account of Population Studied.

Sl no	Name of the college	Name of the District	No of Sample teachers			No of Students			No of coordinator
			Science	Arts	Total	Science	Arts	Total	
1	Govt. Hrangbana College	Aizawl	-	5	05	-	10	10	1
2	Govt. Aizawl College	Aizawl	-	5	05	-	10	10	1
3	Govt. Aizawl West College	Aizawl	-	5	05	-	10	10	1
4	Govt. Kolasib College	Kolasib	5	5	10	10	10	20	1
5	Govt. Mamit College	Mamit	-	5	05	-	10	10	1
6	Govt. Saiha College	Saiha	-	5	05	-	10	10	1
7	Govt. Lunglei College	Lunglei	5	5	10	10	10	20	1
8	Govt. Champhai College	Champhai	5	5	10	10	10	20	1
9	Govt. Serchhip College	Serchhip	5	5	10	10	10	20	1
10	Govt. Lawngtlai College	Lawngtlai	-	5	05	-	10	10	1
	TOTAL		20	50	70	40	100	140	10

5.1.5.2 Tools Used for the Study:

1. All the literatures relating to RUSA were collected from different offices Like MHRD, UGC, NEC, NUEPA, and SHEC of different states of North East India.
2. Questionnaire was developed and used to study the perception of teachers and students on RUSA in Mizoram.
3. A check list was prepared to collect requisite information from the colleges and office of Director Higher and Technical Education Mizoram.
4. An Interview Schedule was prepared for the Director of Higher and Technical Education and coordinators of RUSA to assess and examine the programme of RUSA.

5.2 Major Findings of the Study

The findings of the study are:

1. Mizoram is a state having one Central University with one Constituent College, one National Institute of Technology (NIT) and College of Veterinary Sciences and Animal Husbandry, Selesih affiliated to central agricultural university and they all are funded by the Central Government. The state has no State University, no Technical University, no State Agricultural University, and no Deemed University. There is one private university i.e. ICFAI.
2. Mizoram has 37 colleges affiliated to Mizoram University only. Out of 37 colleges 7 are professional institutions, one Institute of Advance studies in Education, running B.Ed. and M.Ed. programmes, Two Nursing Institutions namely RIPANS offering B.Sc. Nursing, B. Pharmacy, B.Sc. Medical Lab Technology, Bachelor's in Optometry & Ophthalmic Techniques, Bachelor's in Radiography & Imaging Technology, M. Pharm in Pharmaceutics, Pharmacology, Pharmaceutical Chemistry, Pharmacognosy & Phytochemistry, the other Mizoram College of Nursing offering Bachelor of Nursing (BSc Nursing) and Diploma General Nursing (DGN), one Nursing college namely, College of Nursing, Synod Hospital ,one Hindi training

college namely, Mizoram Hindi College, one Law college imparting LL.B and LL.M . Newly Medical College (Mizoram Institute of Medical Education & Research) has also been opened in Mizoram.

3. The Maximum number of colleges in the state offered English, Mizo, Political Science, History, Economics, Education, Geography and Public Administration as core subjects.
4. The Maximum numbers of colleges were established from 1980 to 1989. During 2000-2009 few colleges were established. In comparison to national level the number of colleges established in Mizoram are still less.
5. Student's enrolment in higher education in Mizoram during the year 2018-19 was 32838 with male 16852 and female 15986. Out of these 783 students were enrolled in Ph.D, 189 enrolled in M.Phil, 4015 enrolled at post Graduate Level, and 24570 no of students at graduation level. Female enrolments were high at Post Graduate and M.Phil. level whereas male enrolment were high at Ph.D. and graduate level.
6. With regards to Gross Enrolment Ratio, Mizoram has a GER of 25.7 % in the year 2018-19 with 26.5 male and 24.8 female. In case of SC category, the GER was 13.5 % with 13.49 male and 12.83 female, whereas ST GER was 25.9 with male and female brake up as 26.8 and 25.0 respectively.
7. In Mizoram, the pupil teacher ratio was 15 which were slightly higher than Nagaland (12), Meghalaya (13), Manipur (12) and Sikkim (10) and less than the nearby state Tripura (19).
8. There is a 40% and 35% shortage of faculty in colleges and central universities, respectively.
9. Many students are moving out of Mizoram to pursue higher education. It may be due to fewer colleges with appropriate course, or low-quality of education provided in Mizoram in higher education sector. Due to lack of excellent institutions like IITs and IIMs in Mizoram the students are compelled to move to other parts of the nation and even aboard for higher education.
10. The government of Mizoram created new model degree colleges, new professional colleges and provided infrastructural support to colleges under RUSA 1.0

11. Faculty recruitment support, faculty improvements programmes and leadership development of educational administrators were organised by the government of Mizoram
12. A separate component to synergise vocational education with higher education was also included in RUSA.
13. Under equity initiatives many programmes were conducted by different colleges under RUSA 1.0
14. Out of the 15 components, component no 6 i.e. opening new colleges (Professional), component no.9 i.e. equity initiatives and component no 11 and 14 i.e. Faculty recruitment and support and capacity building of RUSA 2.0 were also applicable in the state of Mizoram.
15. Under component 11 i.e. equity initiatives in state, the council planned to construct two girls' hostels at two identified places to ensure greater inclusion of women in higher education. The colleges namely Govt. J. Thankima College and Govt. T. Romana College were included under equity initiatives.
16. Under component 14 of RUSA 2.0, out of 37 colleges 25 colleges were included under RUSA 2.0.
17. In RUSA 1.0, Mizoram was approved for funding under 5 Components: - Upgrading of Existing Degree Colleges to Model Degree Colleges, Infrastructure Grants to 21 government colleges, opening of new Professional College, Equity Initiatives to 24 Govt. Colleges and recruitment of 72 Assistant Professors in different colleges.
18. All projects under RUSA 1.0 have been completed with the exception of activities being funded under Equity Initiatives 3rd Instalment, Rs. 125/- lakhs (Central share Rs 112.5 lakhs and SMS 12.50 lakhs) have also been released.
19. Construction of 8 buildings for Mizoram Engineering College has been completed with RUSA fund (Rs. 26 crores). Sizeable amount of funds were still required to make the College functional or start classes.
20. The objective of the RUSA 1.0 was to achieve target of GER of 30% by the year 2020. The government of Mizoram has increased the enrolment capacity at graduation and post-graduation level since 2016. Under RUSA 2.0

initiative were taken to increase the GER by capacity enhancement of existing institutions.

21. Under RUSA 2.0, thirteen colleges received grants of Rs 1.8 crores for development of infrastructural facilities. Two colleges with Rs 4 crores each were sanctioned for upgrading of existing colleges to model degree colleges under RUSA 1.0. Under RUSA 2.0 4 colleges were also sanctioned for upgrading of model colleges.
22. Out of 24-degree colleges 15-degree colleges and one teacher training institution was accredited under NAAC. Out of which only one college was graded A⁺⁺, Two colleges with B⁺⁺, two colleges with B⁺, four colleges with B and the remaining were given C grade. As per the official statement of Director, Higher and Technical Education, all other colleges were in the process of NAAC accreditation.
23. Central government allocated Rs 72.89995 crores for the state of Mizoram under RUSA and the allocation of state share was Rs 8.0993crores for RUSA during the year 2013-2020. All funds during the year 2014-15, 2015-16, 2016-17 and 2017-18 have been utilized fully, whereas in the year 2018-19 eighty-seven percent of the funds released under RUSA have been utilized.
24. One of the most remarkable best practices of Mizoram under RUSA scheme was the creation of digital language laboratory in all 24 –Govt. Colleges in the State.
25. About 12.5% respondents said that improper flow of funds from the central government was a big problem for successful implementation of RUSA in Mizoram.
26. Teachers were always engaged in RUSA work affecting the teaching learning process as informed by 73.75% of the teachers.
27. About 21% of the teachers said that lack of lands to construct new building was a problem so they constructed the building at the roof of the old buildings.
28. Fifty percent said that there were no hostel facilities for girls. Similarly, eighty-nine percent said that the college was not fully disabled friendly. Seventy-eight percent said there were inadequate laboratory facilities with

seventy-six percentage students saying that there was lack of ICT facilities in the college.

29. Seventy- eight percent said that the courses provided by the college were not good enough for the students. Eighty-nine percent said their college had not started any add-on programs, similarly, ninety-six percent said that no vocational course or skill-oriented courses were initiated by the college.
30. Sixty-seven percent said there were no internal resources generated for funding and encouraging participation in national and international consultations, seminars, workshops, conferences, etc.
31. All the teachers said that no funds were sanctioned for research and Innovation component. Seventy-three percent said that the state government had not submitted any plan for innovation.
32. Seventy-six percent said the college did not provide leave to attend the faculty development programme.
33. Seventy-six percent of the teachers said that seed money was required for the faculties to conduct research.
34. With regards to the impact of RUSA in colleges of Mizoram, it was found that out of the 24 colleges, 21 colleges received 'Infrastructure Grants to Colleges' amounting to Rs 2 crores each. Two (2) colleges coming under the component, "Upgrading of Existing Colleges to Model Degree Colleges" and received Rs 4 crores each. Under "Creation of New Professional College," the State received Rs 26 crores for establishment of Mizoram Engineering College. Moreover, all colleges received a combined amount of Rs 5 crores under "Equity Initiatives." The component "Faculty Recruitment Support" approved under RUSA 1.0 was carried over to RUSA 2.0 after approval being accorded by the RUSA-PAB.
35. Under RUSA 2.0, the PAB approved 15 colleges to receive "Infrastructure Grants to College" amounting to Rs 2 crores each. Furthermore, 4 colleges received grants under "Upgrading of existing College to Model Degree College" with an amount of Rs 4.00 crores each. As mentioned above, the grant component 'Faculty Recruitment Support' was agreed to be carried

forward to RUSA 2.0 for recruitment of 72 Assistant Professors in various colleges.

36. It was found that colleges lacked transportation facility for Children with Special Needs (CWSNs). Some colleges lacked the facility of the resource room. Teachers faced problems during teaching learning process with Children with Special Needs (CWSNs.).

5.3 Recommendations

The recommendations of the present study can be made in two directions.

A Recommendations in the results of the findings to overcome those problems

B Recommendations for further research

A in the list of the findings the following recommendations may be made

1. As the state does not have state university, or cluster university, State Government should submit the plans to Ministry of Education, New Delhi for opening of one State University or upgrading of one college to cluster university under RUSA grant.
2. Mizoram has 37 colleges affiliated to Mizoram University only. Out of which 7 are professional institutions, one Institute of Advance studies in Education, running B.Ed. and M.Ed. programme, Two Nursing Institution namely RIPANS Mizoram College of Nursing, one Mizoram Hindi Training College, one Law College imparting LL.B and LL.M. The state opened one newly medical college (Mizoram Institute of Medical Education & Research). More professional college may be opened in the state of Mizoram so that the students going out of the state for higher education may retain in the state for their study and GER will be increased.
3. As it was found that the maximum no of colleges were offering English, Mizo, Political Science, History, Economics, Education, Geography, Public Administration as core subject more subjects like Physics, Chemistry, Mathematics, Botany, zoology, computer science, BBA, BCA BSc Home Science may be opened

for the students. State Government may take initiative for opening these courses under RUSA.

4. As evident, number of colleges in Mizoram is very few in comparison to national level, Government of Mizoram may establish colleges. Similarly, private organisation should come forward to establish the colleges and universities in Mizoram. The Government of Mizoram may provide all kinds of support for the establishment of colleges and universities in Mizoram, so that GER could be increased in next five years in Mizoram.
5. As seen from data the no of girl's enrolment was high at Post Graduate and M.Phil. level whereas no of male enrolment was high at Ph.D. and graduate level. The Government of Mizoram should take necessary steps like opening of more girls and boy hostels in the university as well as in colleges and more vocational courses be included in the syllabus of post-graduation level.
6. As observed, the pupil teacher ratio in higher education of Mizoram was 15 which were slightly higher than Nagaland (12), Meghalaya (13), Manipur (12) and Sikkim (10) but less than the nearby state Tripura (19) and there was 40% and 35% shortage of faculty in colleges and central universities, respectively. The Government of Mizoram as well as Mizoram Central University should recruit the teachers to fill up the vacant posts.
7. As seen, there was lack of excellent institutions like IITs and IIMs in Mizoram the students were compelled to move out to other parts of the nation and even abroad for higher education. Hence government should take initiatives to open IIT, IIM, professional institutions and institutions of national importance in Mizoram state.
8. Vocational education should be strengthened in higher education system of Mizoram.
9. Out of 15 components, only 4 components have been granted to Mizoram State Higher Education Department, therefore, State Government should submit plans to the central government to include more components.
10. Only two colleges have been upgraded to model degree colleges, more colleges should be included in upgrading.
11. As can be seen, out of 24-degree colleges 15-degree colleges and one teacher training institution were accredited under NAAC. Out of them only one college

have A++, Two colleges have B ++, two colleges with B+, four colleges were with B and remaining were having C grade. Government should issue an order for NAAC accreditation of all colleges. Those colleges having B and C grade must go for immediate NAAC reaccreditation.

12. Improper flow of funds from the central government was a big problem for successful implementation of RUSA in Mizoram. So adequate and timely flow of funds was required for successful implementation of the programme.
13. Teacher must be freed from RUSA work and adequate training programme should be organized by the state government for the professional development of teachers.
14. For promotion of research and publication seed money should be given to teachers.

B-Recommendations for further research

The following recommendations are made for taking up further research work.

Research work may be taken in the following areas. The present study had the appraisal of Rashtriya Uchhatar Shiksha Abhiyan in development of Higher Education in Mizoram. The study has analysed the role, contribution and implementation of various strategies and aspects of Rashtriya Uchhatar Shiksha Abhiyan in Mizoram. Based on the findings of the present study and taking into consideration its limitations and delimitations, following suggestions are being made for further research in this area:

- A similar study can be conducted on colleges of Management and Development Committee.
- A similar study can be conducted on the achievements of the students under Rashtriya Uchattar Shiksha Abhiyan.
- Colleges run by private management can also be the subject of the study.
- Similar study may be designed to study the status of Rashtriya Uchattar Shiksha Abhiyan in other states also.
- Study can also be conducted on other programmes under Rashtriya Madhyamik Shiksha Abhiyan.

- Further research may be planned to study the other initiative in quality improvement and management in college education under RUSA.
- The present study was confined to RUSA only. Therefore, it is suggested that other programmes of Higher Education may also be made the subject of the study.
- It is also advisable to conduct some longitudinal studies as it is likely to go a long way to evaluate the impact of RUSA.
- Case studies can also be conducted for those colleges which have shown extra ordinary performance.

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APPENDIX-A

QUESTIONNAIRE FOR TEACHERS AND STUDENTS

Dear Madam/Sir,

With due respects I, Vanlalchhanhimi, Ph.D. Scholar of Department of Education, Mizoram University under the guidance of Prof. Lokanath Mishra is conducting a research entitled, “**Implementation of Rashtriya Uchcharat Shiksha Abhiyan in Mizoram: Status, Problems and Prospects**”. This questionnaire is meant to assess the perception of teachers and students on Implementation of RUSA. Your full co-operation is expected for answering the following questions. It is assumed that the information given by you will be used only for this study purpose. Please read the instructions carefully before answering. You are required to record your responses best on your own experiences and feelings. Please rests assure that your responses will be kept strictly confidential and used for research purpose only. Your whole heart co-operation is solicited. Kindly, spare your valuable time for this purpose.

PART A

1. Name of the Institution: _____
2. Accreditation status _____
3. Gender: _____ Age: _____
4. Qualification: _____
5. Designation: _____
6. Experience (in years): _____
7. Stream of Education: _____
8. District: _____

PART B

Problems Faced:

1. What problems do you face regarding the implementation of RUSA?

- a) Improper flow of Fund from the Central Government
- b) Improper flow of Fund from the State Government
- c) Worried about college admission and further studies
- d) Worried about recruitment
- e) Affect teaching learning process
- f) Project monitoring unit is not functioning properly
- g) Any other: _____

2. Problems faced related to construction of New Buildings

- a) Insufficient fund received from the State Government
- b) Lack of Land for college premises
- c) Funds allotted to construction of new building used for different purpose
- d) The Project Monitoring Unit not procuring Goods, works and services
- e) Lack of monitoring in project implementation
- f) Any other: _____

3. Problem faced in enrolment of students?

- a) No hostel facilities for girls
- b) Procedure of admission is defective
- c) No separate toilet facilities for girls
- d) Building is not fully disabled friendly
- e) No Special innovative programs for focus groups and Open and Distance Learning (ODL) strategies
- f) Insufficient furniture for all the students
- g) Inadequate laboratory facilities
- h) Inadequate Library facilities

- i) Insufficient and irregular scholarship for the students
- j) Lack of teachers
- k) Lack of ICT facilities
- l) College is located at isolated place
- m) No transport facilities for students
- n) Courses are found unsuitable for the students
- o) College has not started any add on programme for students
- p) College has not started any vocational course or skill-oriented course

4. What are the problems faced on Autonomy?

- a) Introduction of new courses
- b) Procedure of admission
- c) Undertaking innovations for periodic revision of curriculum making
- d) No autonomy for doing individual research
- e) No Autonomy of departments within the institutional set-up
- f) Internal resource generation to fund and encourage participation in national and international consultations, seminars, workshops, conferences, etc.
- g) Outsourcing of non-academic activities to achieve better efficiency
- h) Mechanisms for deciding the fee structure
- i) Providing seed money or grant for research projects
- j) Funding for publication
- k) Institutional governance (administrative) reforms
- l) Examination reforms

5. Problems faced related to Research Innovation and Quality Improvement:

- a) Funds has not been sanctioned to this component
- b) Teachers are not interested in conducting research
- c) Colleges has not submitted plan for innovation

- d) Teachers are engaged in other activities
- e) No seminar/ workshop/ conference has been organized by the college
- f) College did not provide leave to attend the faculty development programme
- g) Principal is not attending any academic leadership development programme.
- h) Any other : _____

Perception about the prospects of RUSA in Mizoram

1. Do you find the state of Mizoram needs to more focus on implementation of RUSA?

If yes in which area

1. Gross Enrolment Ratio (GER)
2. More funds may be allocated for scholarship of the students
3. Providing more infrastructural facilities to colleges
4. Appointment of staffs
5. opening of Cluster Universities
6. opening of Vocational Colleges
7. opening of State University
8. providing autonomy to the colleges
9. upgrading existing colleges to model degree colleges
10. upgradation of different laboratories
11. Up gradation of Libraries
12. Construction of disable friendly boys' and girls' hostels
13. Construction of disable friendly Administrative buildings
14. Construction of disable friendly Academic block
15. Research, Innovation and quality improvement
16. Providing seed money to the faculty members for conducting projects

17. Allowing faculty members to attain different faculty development programme on rotation basis
18. Organization of seminar, conference and workshops in the colleges
19. All colleges must go for NAAC Accreditation
20. Opening of post graduate course in colleges
21. Allowing teachers for supervising M.Phil. and Ph.D. students
22. College must have interdisciplinary programmes in teaching and research
23. Student teacher ratio may be maintained
24. College must have internal governance structure
25. Must recruit more administrative and supportive staff
26. Examination reforms are required
27. Management informative system must be strengthening
28. ICT facilities in colleges must be strengthen
29. separate project management Team must be framed in colleges
30. any other _____

APPENDIX-B

INTERVIEW SCHEDULE

1. Do the funds flowing from the Central Government come in a timely manner?
2. Is there adequate space for construction of building (Hostel) in the college campus?
3. Are you getting/ enjoying institutional autonomy? If yes, what kind of autonomy?
4. Are you facing any kind of problem for requirement of teachers? If yes, please mention the problems?
5. What are the problems of grading the college to university?
6. Do you face any problem for up gradation/ renovation of infrastructure of colleges?
7. How many colleges have been up graded to model colleges?
8. Have you open new model colleges? If No, please state the problem?
9. What problem have you faced for organizing faculty Development Programme
10. Have you taken any step for vocationalization of Higher Education?
11. Have you organized Leadership Development Programme for educational Administrators? If no, please mention the problem?
12. Do you have management, monitoring and evaluation research?
13. Are you conduction Project approval Board (PAB) regularly?
14. Have you submitted the Annual Plan to the Central Govt. regularly?
15. Have the State's share to RUSA funded in due course of time?
16. Have you had any kind of problem for research innovation and improvements?

BIO-DATA OF THE CANDIDATE

Name : Vanlalchhanhimi

Father's Name : Dawngliana Vanchhawng (L)

Date of Birth : 25th December, 1990

Address : H.No – A 14/2, Aizawl Venglai
Aizawl, Mizoram 796001

Gender : Female

Religion : Christianity

Marital Status : Unmarried

Educational Qualification : Master of Philosophy (M.Phil), NET

Ph D Registration No : MZU/Ph.D./1053 of 06.11.2017

Department : Education

Title of Thesis : Implementation of Rashtriya Uchcharat Shiksha Abhiyan in Mizoram: Status, Problems and Prospects.

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PERCEPTIONS OF COLLEGE TEACHERS ON RASHTRIYA UCHCHATAR SHIKSHA ABHIYAN

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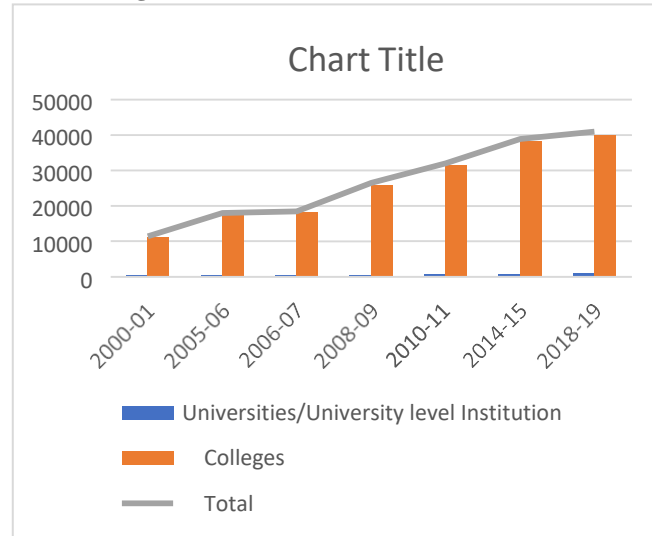
ABSTRACT: The present study aims at examining the attitude and awareness of degree college teachers of Mizoram toward the RUSA program. In all, 100 teachers were chosen randomly as samples of the study from 8 colleges of Aizawl district. A self-made questionnaire was developed and administered to collect data from respondents. The findings of the study concluded that the teachers of Mizoram are not aware of the centrally sponsored scheme RUSA. The Government of Mizoram must ensure wide-spread awareness and arrange orientation training programs for degree college teachers through RUSA. The faculty development center of the respective college may organize a faculty induction program for their newly recruited teachers.

KEYWORDS: Higher education, attitude, awareness, teachers, degree colleges

I. INTRODUCTION

Higher education is a fast-paced service industry exposed to “liberalization, privatization, and globalization” processes during modern times. To entice students and cater to their needs and aspirations, higher education providers are required to actively involve themselves in the process of understanding students’ expectations and their perceptions about the quality measurement in the system. They are expected to use techniques for measuring the quality of inputs and their education process just as any other business sector would. Measuring the quality of services is, therefore, an important task used to provide feedback on the aspects of quality that need to be taken care of in future. Quality assurance, also termed as quality monitoring, has become the buzzword of colleges and universities now, as they are responsible to the society for the final products, that is, the graduates. The main governing body at the tertiary level is the University Grants Commission (UGC), which enforces its standards, advises the government, and helps coordinate between the center and state. Government of India has 993 universities, 39,931 colleges, and 10,725 stand-alone institutions. In addition to a central open university, 14 state open universities, and a state private open university, 110 dual mode universities offer education through distance mode; among them, 13 are located in Tamil Nadu. India has 548 general, 142 technical, 63 agriculture & allied, 58 medical, 23 law, 13 Sanskrit, and 9 language universities, and the rest 106 universities are of other categories. The states in the top eight positions in terms of the highest number of colleges in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Haryana, Tamil Nadu, Gujarat, and Madhya Pradesh. In all, 34.8% colleges run only a single program of which 83.1% are privately managed. Among these, 38.1% colleges run only the B.Ed. course. The higher education system as a whole faces many challenges such as financing and management, access, equity, and relevance and reorientation of policies and programs for laying emphasis on values, ethics, and quality of higher education together with the assessment of institutions and their accreditation. These issues are of vital importance for the country, as higher education is the most powerful tool to build a knowledge-based society for a prosperous future. The enormity of the challenge of providing equal opportunities for a quality higher education to an ever-increasing number of students is also a historic opportunity for correcting sectoral and social imbalances, reinvigorating institutions, crossing international benchmarks of excellence, and extending the frontiers of knowledge.

Growth of higher education institutions in India (2000–2019).



As per the All India Survey on Higher Education, Government of India (2019), gross enrollment ratio (GER) in higher education in India, which is calculated for the age group of 18–23 years, is 26.3%. GER for the male population is 26.3%, and for the female group, it is 26.4%. For scheduled castes, it is 23%, and for scheduled tribes, it is 17.2%, as compared with the national GER of 26.3%. Distance enrollment constitutes 10.62% of the total enrollment in higher education of which 44.15% comprises female students. Approximately 79.8% of the students are enrolled in undergraduate-level programs. Less than 0.5% of the total student enrollment group, that is, 1,69,170 students, are enrolled in PhD. The pupil–teacher ratio (PTR) in universities and colleges considering enrollment through regular mode is 29, whereas PTR in universities and their constituent units through regular mode is 18. At the postgraduate level, the number of students who passed their MA is the highest, followed by MSc and MBA. The number of students (23.3 lakh) graduating in Arts courses is the highest. At the PhD level, the maximum number of students’ out-turn is found in the science stream, followed by engineering and technology. Conversely, at the postgraduate level, the maximum number of students’ out-turn is observed in the social science and management stream at the second position. The number of PhD students is the highest in state public universities (34.3%), followed by institutes of national importance (21.6%), private deemed universities (21.6%), and state private universities (13.4%). Uttar Pradesh, with its highest number of student enrollment in India, has 49.30% male and 50% female students. Maharashtra has the second highest student enrollment number with approximately 54.95% male and 45.05% female students. Moreover, Tamil Nadu has 50.87% male and 49.13% female students, and West Bengal has 50.37% male and 49.63% female students. In Karnataka, the percentage of females students enrolled is 50.04%, whereas in Rajasthan, an increased number of male students are enrolled as compared with female students. Of the total number of 14,16,299 teachers during 2018–2019, about 57.85% are male and 42.15% are female teachers. The lowest gender proportion is recorded in Bihar, where the female to male teachers’ ratio is 1:4, that is, 78.97% for male and only 21.03% for female teachers. Jharkhand follows Bihar, with 69.8% male and 30.2% female teachers. Uttar Pradesh has 32.3% female teachers of the total teachers in the state. Conversely, states such as Kerala, Punjab, Haryana, Chandigarh, Meghalaya, Nagaland, Delhi, and Goa have a greater number of female teachers than male teachers.

In a country with enormous diversity, the North Eastern region comprising eight states viz. Assam, Arunachal Pradesh, Nagaland, Mizoram, Manipur, Meghalaya, Tripura and Sikkim, is an important geographical entity. This regions development is impeded by certain inherent difficulties such as inadequate infrastructure, adverse climate conditions and mountainous landscape. The regions peace and social life is often disturbed by border clashes and ethnic tensions. However, the region is endowed with rich bio-diversity and natural resources. The literacy rate in many of these states is above the rest of the country. Skilled human resources to exploit the local resources, if developed, such as tea, timber, tourism, oil, coal and bio-resources, offer immense potential for the economic progress of the region. It is needless to mention that quality higher education is pre- requisite for creation and development of skilled human resources. Quality higher education, thus especially in north eastern region will help to circumvent the natural resource constraints and creation of knowledge infrastructure towards self-empowerment of the people.

Before independence of India, there were only 16 colleges in the north eastern region majority were located in the Assam area. The establishment of the first University at Guwahati in January 1948 gave a real boost to the expansion of higher education from the pre-university up to the postgraduate and doctoral level in the whole of North East India. In spite of the late start, higher education in North Eastern India had a very rapid growth in post independent era. The University network in North East India today consists of: (1) Guwahati University, Assam (2) Dibrugarh University, Assam (3) Assam University, Silchar (4) Tezpur University, Assam (5) Rajiv Gandhi University, Itanagar (6) Manipur University (7) Mizoram University (8) The North Eastern Hill University, Meghalaya (9) Nagaland University (10) The Tripura University (11) Sikkim University. (12) Assam Agricultural University, Jorhat (13) Krishna Kanta Handique State Open University, Guwahati (14) and Central Agricultural University. According to AISHE 2018-19, there are 10 Central university, 15 State university, 28 Private university, 1 Deemed university and 872 Colleges with 221 private and 651 government colleges in North East region.

The Central Advisory Board on Education, the highest advisory body of the Government of India in education on policy matters, gave its in-principle approval to Rashtriya Uchchatar Shiksha Abhiyan (RUSA). RUSA's vision is to attain higher levels of access, equity, and excellence in the state higher education system with greater efficiency, transparency, accountability, and responsiveness. RUSA is an umbrella scheme operated in mission mode that would subsume other existing similar schemes in the state higher education sector. The key features of RUSA is norm- and performance-based funding in which commitment by states and institutions to certain academic, administrative, and governance reforms will be a precondition for receiving funding. Funding to the states would be decided based on a critical appraisal by State Higher Education Plans (SHEPs). State Higher Education Councils will be required to undertake planning and evaluation in addition to other monitoring and capacity-building functions. Center–state funding would be in the ratio of 90:10 for northeastern states such as Sikkim, Jammu & Kashmir, Himachal Pradesh, and Uttarakhand and 65:35 for other states and union territories (UTs). The objectives of RUSA can be achieved through need-based and customized equity interventions, quality improvement programs, and obtaining mandatory accreditation. Faculty issues would be addressed through the creation of new posts, filling of existing posts by full-time faculty, and faculty improvement programs. RUSA will have a completely new approach toward funding higher education in state universities; it will be based on key principles of performance-based funding, incentivizing well performing institutions, and decision-making through clearly defined norms. A management information system will be established to gather essential information from all institutions. RUSA will aim to provide increased autonomy to universities as well as colleges and sharply focus on equity-based development and improvement in teaching–learning quality in higher education. The key objectives of RUSA are to improve access, equity, and quality in higher education through a planned development of higher education at the state level. Such planning will encompass creating new academic institutions; expanding and upgrading the existing ones; and developing institutions that are self-reliant in terms of the quality of education, professionally managed, and characterized by increased inclination toward research and providing students with education that is relevant to them as well the nation as a whole.

II. FEATURES OF RUSA 1.0

The scheme has the following salient features:

- It is an umbrella scheme to be presented in a mission mode project that would subsume other existing schemes in the sector.
- The central funding would flow from Ministry of Human Resource Development (MHRD) to institutions through the state budget.
- The funding to states would be decided based on a critical appraisal by the SHEP The plans would describe each state's strategy to address issues of equity, access, and excellence in higher education.
- All funding under the RUSA would be norm based, and future grants would be outcome dependent. A commitment to certain academic, administrative, and governance reforms will be a precondition for receiving funding. Under the RUSA, center–state funding for the scheme will be in the ratio of 90:10 for northeastern states, such as Sikkim, Jammu & Kashmir, Himachal Pradesh, and Uttarakhand and 65:35 for other states and UTs. Moreover, funding will be available to private-aided institutions, subject to their duration of existence, for permitted activities (not all) based on certain norms and parameters, in a ratio of 50:50.

The objectives of RUSA would be achieved through need-based and customized equity interventions, quality improvement programs, and mandatory accreditation. Faculty issues would be addressed through the creation of

new posts, filling of existing posts by full-time faculty, and faculty improvement programs. RUSA equity interventions are being built into the scheme rather than them being stand-alone, low impact interventions.

Hence, RUSA is an excellent opportunity for the state universities and colleges to upgrade their educational and research ambience of infrastructure, knowledge resources, and skill development expertise to produce international-quality manpower. Furthermore, it should be noted that the upgraded colleges and universities would be mentored for high-quality research outputs with fund-associated expertise through RUSA. Considering that teachers are the backbone of any educational reform, any genuine service-related/administrative concerns highlighted by the teacher bodies have to be immediately remedied by the respective governments.

SALIENT FEATURES OF RUSA 2.0 BY MHRD, GOVERNMENT OF INDIA

“1. **Coverage:** The scheme covers only the Government and Government aided State Higher Education institutions. Open universities and Institutions offering Medical, Agriculture, Veterinary, etc. disciplines are not covered under the ambit of RUSA. Also, uni-disciplinary institutions are given low priority under RUSA.

2. **Prerequisites:** In order to be eligible for funding under RUSA, States have to fulfil certain prerequisites, which include the academic, administrative and governance reforms. The prerequisites are at two levels: commitments given by institutions to the States and commitments given by States to Center. Unless these commitments are fulfilled, the States and institutions are not able to avail of grants under RUSA.

3. **Bottom-up Approach:** RUSA follows a “bottom-up” approach for planning and budgeting to address multiple and graded inequalities and promote need-based planning. States are encouraged to undertake strategic thinking and planning keeping future needs of the higher education in mind. Both demand side and supply side challenges are required to be addressed by the SHEPs.

4. **Subsuming existing schemes:** Two Centrally Sponsored Schemes of Model Degree Colleges and the Submission on Polytechnics were subsumed under RUSA in the first phase. University Grants Commission (UGC) Schemes such as development grants for State universities and colleges, one-time catch up grants, etc. are dovetailed in RUSA. However, Individual oriented schemes (for teachers, students etc) would continue to be handled by UGC. During the second phase of RUSA, the scheme on University with Potential for Excellence and Colleges with Potential for Excellence, administered by UGC have now been subsumed under RUSA 2.0, as Enhancing Quality and Excellence in select State Universities and Enhancing Quality and Excellence in select Autonomous Colleges.

5. **Preparatory Grants** (under Institutional restructuring, Capacity Building and Reform): Under the scheme, a preparatory amount is provided to the State Government to enable them to create/ strengthen necessary institutional framework for complying with the a priori requirements and -commitments under RUSA. These funds can be utilized for setting up/ strengthening the SHECs, State Project Directorate and State Resource Centre; and undertake baseline surveys to help them in capacity building.

6. **Resource Envelope:** The resources allocated to a particular State for a given financial year is termed as the Resource Envelope. The allocation is based on a Fund Equalization formula. The resource envelope for a given financial year is based on a mix of base and performance-based funding, linked to conditionalities and adherence to reforms.:

7. **IDPs & SHEPs:** All institutions are required to prepare their Institutional Development Plan (IDPs) for all components with financial proposals on parameters that capture their respective need-based requirements. The States aggregate the IDPs and integrate into State Higher Education Plan (SHEP) by superimposing the State relevant components. It is imperative that each State undertakes base line surveys and stakeholder consultations to constitute the basis for preparing IDPs and SHEPs. It is imperative that SHEPs are duly approved by the State Higher Education Councils before onward submission to MHRD.

8. **Appraisal of SHEPs:** The funding to States is made on the basis of critical appraisal of State Higher Education Plans done by Technical Support Group (TSG) at the Centre. The prioritization of components based on the resource envelope of the State is jointly done by the State and the TSG in a collaborative exercise, based on adherence to RUSA norms and State-specific needs. The prioritized components are jointly presented before the Project Approval Board (PAB) for approval.

9. **Funding under RUSA:** All funding under the RUSA is norm based and future grants are outcome dependent. The central funding is strategic and based on SHEPs, which serve as a benchmark against which the performance of a State and its institutions are graded. Centre-State funding is in the ratio of 90:10 for North-Eastern States, Sikkim, J&K, Himachal Pradesh and Uttarakhand and 60:40 for other States and Union Territories (UTs) with Legislature. Also, the UTs without Legislature would be 100% centrally funded under this scheme.

10. **Flow of Funds:** The central funding flows from MHRD to institutions, through the State Governments. The State Higher Education Council is responsible for transfer of central share along with the matching State share to the approved institutions.

11. **State Higher Education Councils:** SHECs is the key institution at the State level to channelize resources to the institutions from the State budget. They undertake the process of planning and evaluation, in addition to other monitoring and capacity building functions.”

III. NEED OF THE STUDY

To ensure a steady high quality of higher education, a number of regulatory bodies have been established along with NAAC as assessment and accreditation bodies. These bodies constitute the quality assurance mechanism for higher education in India. The effectiveness of this quality assurance mechanism in maintaining quality in higher educational institutions had been a major area that has captured the attention of researchers. Although a number of studies had been conducted on different aspects of higher education, no such study was conducted on RUSA. It is a relatively new area for conducting research, and hence, the researcher is interested in conducting this research. RUSA has a completely new approach toward funding higher education in state universities; it is based on key principles of performance-based funding, incentivizing well-performing institutions, and decision-making through clearly defined norms. The adaption of quality-controlled, academic freedom and superficial and diluted excises of higher education institutional ² and found that quality control and sustainability are two major factors of quality management of higher education. The major sources of funding in higher education is that for government-owned institutions, government-accepted funding, and private institutions, donation, fees, and income in endowment form are the main sources of income ³. National Knowledge Commission ⁴ studied the higher education system and recommends that research, collaboration, equality and assessment, rationalization of fees, private investment, public-private partnership, and developing international students' trust need to be implemented. A study on the awareness of students, teachers, principals, and policy makers on RUSA and recommended that higher education enables individuals to expand their knowledge and skills, express their thoughts clearly in speech and writing, grasp abstract concepts and theories, and increase their understanding of the world and their community ⁵. Definitely, higher education improves an individual's quality of life. India's higher education system is the third largest in the world, next to the United States and China. India is the single largest provider of global talent, with one in four graduates in the world being a product of the Indian system. The main governing body at the tertiary level of Indian education is the UGC, which enforces its standards, advises the government, and helps coordinate between the center and the state. Accreditation for higher learning is overseen by autonomous institutions established by the UGC. To achieve desired qualities, the Government of India has constituted many committees and commissions. It concludes that although there have been challenges to higher education in the past, these most recent calls for reform may provoke a fundamental change in the higher education sector.

This change may not occur as a direct response to calls for greater transparency and accountability, but rather because of the opportunity to reflect on the purpose of higher education, role of colleges and universities in the new millennium, and emerging scientific research on how people learn. This disparate literature has not been tied together in a way that would examine the effect of fundamental change from the policy level to institutional level and to the everyday lives of college and university administrators, faculties, and students. Now, the time has arrived to create a second wave of institution building and of excellence in the fields of education, research, and capability building. We need highly educated people who are skilled and who can drive our economy forward. When India can provide skilled people to the outside world, then we can transfer our country from a developing nation to a developed nation effortlessly and rapidly. The study on RUSA titled Rashtriya Uchchar Shiksha Abhiyan (RUSA) Current Higher Education Trends in Manipur explains about the RUSA National Higher Education Mission, a centrally sponsored scheme (CSS) for reforming the state higher education system in India ⁶. The Indian higher education system from a micro to macro level and recommended that comprehensive development of stakeholders' perception must be considered. Moreover, higher education must be refashioned in an effective manner to nurture excellence and competitiveness at the global level in general and at the national level in particular ⁷. However, he argued that in a country with multi-sided diversities in terms of religion, language, and socioeconomic status, providing equity and ensuring excellence simultaneously appears to be a myth. A management information system must be established to gather essential information from institutions. RUSA aims to provide greater autonomy to universities as well as colleges and have a sharper focus on equity-based development and improvement in teaching learning quality in higher education.

THE SPECIFIC OBJECTIVES OF THE STUDY ARE AS FOLLOWS:

1) To examine the awareness on RUSA among college teachers in Mizoram

- 2) To determine the perceptions of college teachers in Mizoram toward RUSA
- 3) To determine the difference in perceptions of college teachers in Mizoram on RUSA with reference to the following variables:
 - 3.1) Qualification
 - 3.2) Designation
 - 3.3) Stream of education
- 4) To determine the difference in the perceptions of college teachers in Mizoram toward RUSA with reference to the following variables:
 - 4.1) Qualification
 - 4.2) Designation
 - 4.3) Stream of education
- 5) To study the best practices of one college of Mizoram

IV. METHODOLOGY

The present study is limited to eight general degree colleges of Aizawl district that offer BA, BSc, and BCom courses. In the present study, a descriptive survey approach was followed, and a quantitative method was used. The questionnaire was administered to teachers of different streams of education from different colleges of Aizawl district. The population of the study was teachers of general degree colleges of Aizawl district. A total of eight colleges were selected for data collection. The number of teachers working in those colleges in total was 412 as on the date of data collection. Of these, 100 teachers were chosen randomly as samples for the study. These 100 teachers were selected randomly taking into consideration their availability on the date of data collection and their stream of education. Of these 100 teachers, 76 were from arts, 20 are from science, and 4 are from commerce streams. A self-made questionnaire was used by the researcher to collect data. The questionnaire was administered personally by the investigator. It was developed taking into consideration concepts and components of RUSA. Data were analyzed quantitatively using descriptive statistics such as frequency and percentage.

V. FINDINGS OF THE STUDY

The major findings on the awareness level of teachers on RUSA are as follows:

It was found that 7% science teachers held the post of associate professors and 18% held the post of assistant professors; similarly, 36% teachers from the arts stream held the associate professor post, while 3% teachers from the commerce stream held the same post. Most of the teachers from all the streams had heard about RUSA, but they were not completely aware of the program and its components. With respect to GER, almost all the teachers were not aware about the present status of GER in higher education. It seemed that they were not aware of the components of RUSA. Regarding the funding pattern of RUSA, the teachers were not well acquainted with the same, irrespective of their qualification, stream of education, and designation. So far as the quality of higher education is concerned, most of the teachers were not aware of RUSA as a program for promoting quality assurance in higher education.

Regarding the first component of RUSA, that is, access to higher education, teachers from all backgrounds, qualifications, and designations were oblivious to it. RUSA as a program for opening new universities and opening new model colleges in an educationally backward district was not known to a high percentage of college teachers. Regarding the attitude of college teachers toward RUSA, almost all teachers knew that RUSA is a national-level program and is a CSS by MHRD for the promotion of higher education. Many teachers, irrespective of their designation, qualification, and stream of study, were unaware of the year in which RUSA was launched. Most of the teachers were unfamiliar with the funding pattern of RUSA, which is 90:10 (central–state) for northeastern states. Moreover, a high percentage of teachers were unaware regarding the funding to states, which could be decided based on a critical appraisal of SHEP. All the teachers knew that RUSA is not a program for decreasing GER; more than 90% of the teachers irrespective of their designation,

qualification, and stream of study were unaware of the present status of GER. The teachers lacked knowledge about the target of GER by 2020.

The degree college teachers irrespective of their designation, qualification, and stream of study were not familiar with RUSA as a program for the improvement of the quality of teaching–learning process. Almost all teachers had a favorable attitude toward the objectives of RUSA. Few teachers were unaware of the affiliation system of higher education. Maximum number of teachers are oblivious to the fact that this program is meant for colleges affiliated both at 2(f) and 12 (B).

Almost all teachers were unacquainted with RUSA as a fair access for poor and socially disadvantage groups and that it is a value-based education system. A large number of teachers expressed their disagreement and were uncertain regarding RUSA having a lower impact on higher education in Mizoram, and they were uncertain whether RUSA will help in overcoming the obstacles faced by higher educational institutions. The teachers were uncertain about RUSA as a means for improving the higher educational institutions. High percentages of teachers were skeptical about the role of UGC when RUSA come into force. A maximum number of teachers irrespective of their designation, qualification, and stream were uncertain about RUSA as a means for expanding and upgrading degree colleges to model college and monitoring and evaluation as a criterion for evaluation; as a result, the teachers are not completely familiarized with the program.

Best practices adopted in government kolasib college: To size up and upsize learning outcomes the college started the practice of monthly departmental teacher-student interface. The Practice aims to address the problem of graduates not getting jobs due to stiff competitions, to prepare them for competition, by giving them good knowledge of their courses. There are only three classes of a department in a semester. Interface could take an hour or two, or even three hours. In any case, three Interface(s) could be held in one day. Two or three departments could hold Interface on the same day depending on their students' subject-combinations. Outreach Programmes is to reach out to the society and contribute to its wellbeing; thereby, cultivating a sense of social responsibility in the students. Outreach Programmes were started also with the purpose of giving back whatever we can to the society.

VI. SUGGESTIONS

The government should take initiative to orient the teachers and students of degree colleges of Mizoram about RUSA, its components, criteria, and objectives. A special refresher course or summer school program may be organized by the Mizoram University in which teachers from all streams can participate. MHRD should take steps for providing grants to teachers for conducting small research projects on RUSA. Awareness program, seminars/conferences, and workshops should be conducted so that teachers can maintain a positive attitude toward it.

Educational Implications of the Study

This study has implications for teachers, students, educators and educational leaders, innovators, and all those who are involved and concerned with the educational system, especially in higher education. The state should focus on further expanding the scope and components of RUSA. It should be properly implemented for better resource allocations and an increased satisfactory enrollment ratio at the higher education level. The teachers working in the higher education system should be made aware of the concept and components of RUSA. They should aim to achieve a better future for their college with respect to access, equity, and quality.

VII. CONCLUSION

The higher education system of Mizoram state is not as per the convention of the national-level system. The number of institutions is less; student's enrollment is also less as compared with the national level. Only one central university handles both the affiliation system of colleges and conducts the examination. Teachers working in the degree colleges of Mizoram were also not aware of the recently launched program RUSA. The quality of education depends mainly on three aspects, that is, the human resource, infrastructural facility, and instructional facility of the colleges. Due to lack of awareness, teachers show neither positive nor negative attitude toward this program. Hence, the state government should orient the teachers about this program in a phased manner. The teachers should be oriented with the pros and cons of the program. Many aspects such as the promotion of research, funding pattern, upgradation of colleges to universities, and transforming the colleges into an autonomous institution are still unknown to the teachers. Hence, it is the responsibility of the University Grant Commission- Human Resource Development Center to conduct a special refresher course or

summer course on RUSA in which teachers from all streams may participate. Seminars and workshops and conferences on the topic may be conducted to sensitize the teachers of Mizoram state.

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IMPLEMENTATION OF RASTRIYA UCCHATAR SIKHYA AVIYAN IN MIZORAM

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ABSTRACT

Rastriya Ucchatar Sikhya Aviyan (RUSA) a central sponsored programme to attain higher levels of access, equity and excellence in the state higher education system with greater efficiency, transparency, accountability and responsiveness. Mizoram is a north eastern state having 32-degree colleges only not progressed much in higher education with respect to quality and accesses. The present study examined the awareness on RUSA among college teachers in Mizoram and study the best practices implemented in the colleges of Mizoram. evaluated the RUSA programme in Mizoram. A structured interview schedule was developed and administered to collect the data from the 52 respondents. The findings of the study that the teachers of Mizoram are not aware about the centrally sponsored scheme RUSA. Government of Mizoram must take care of that and arrange orientation training programme for the degree college teachers on RUSA. Government of Mizoram must take care to proper utilize the funds under RUSA and colleges should give more emphasis to increase GER.

KEYWORDS- *Higher education, Gross enrolment ratio, RUSA, Quality, Access, Equity*

INTRODUCTION

The Higher Education system of a country is the gateway of its recognition in the global platform. It is the most critical component of bringing change in a society and a nation. Through Higher Education, a nation can address the issues relating to equity, accessibility, quality, values and development. Higher education enables individuals to expand their knowledge and skills, express their thoughts clearly in speech and in writing, grasp abstract concepts and theories, and increase their understanding of the world and their community. Higher education improves an individual's quality of life. India's higher education system is the third largest in the world, next to the United States and China. The main governing body at the tertiary level of Indian Education is the University Grants Commission (UGC), which enforces its standards, advises the government, and helps coordinate between the centre and the state. The higher education system as a whole is faced with many challenges such as financing and management, access, equity, relevance and re-orientation of policies and programs for laying emphasis on values, ethics and quality of higher

education together with the assessment of institutions and their accreditation. These issues are of vital importance for the country, since higher education is the most powerful tool to build a knowledge-based society for the future. The enormity of the challenge of providing equal opportunities for quality higher education to an ever-growing number of students is also a historic opportunity for correcting sectoral and social imbalances, reinvigorating institutions, crossing international benchmarks of excellence and extending the frontiers of knowledge.

As per All India Survey on Higher Education, Government of India (2019), there are 993 Universities, 39931 Colleges and 10725 Stand Alone Institutions in India. Out of 993 universities 385 Universities are privately managed. 394 Universities are located in rural area. 16 Universities are exclusively for women, 3 in Rajasthan, 2 in Tamil Nadu & 1 each in Andhra Pradesh, Assam, Bihar, Delhi, Haryana, Himachal Pradesh, Karnataka, Maharashtra, Odisha, Uttarakhand and West Bengal. In addition to 1 Central Open University, 14 State Open Universities and 1 State Private Open



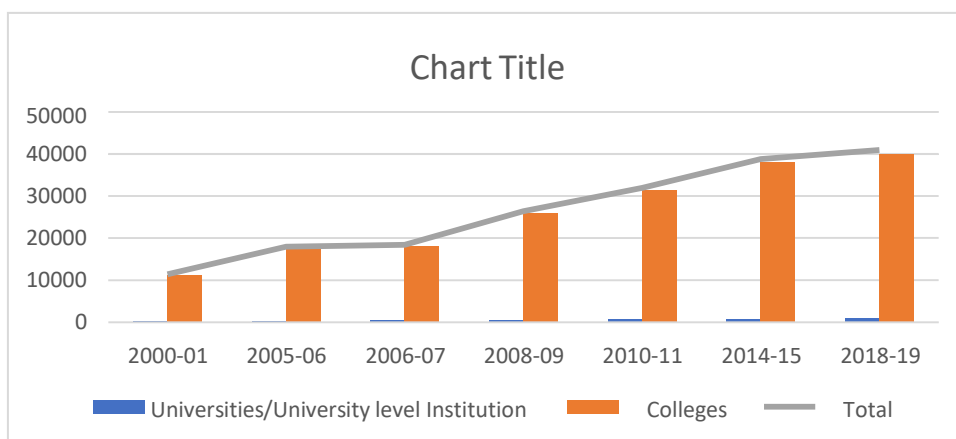
University, there are 110 Dual mode Universities, which offer education through distance mode also and the maximum 13 of them are located in Tamil Nadu. There are 548 General, 142 Technical, 63 Agriculture & Allied, 58 Medical, 23 Law, 13 Sanskrit and 9 Language Universities and rest 106 Universities are of other categories. The top 8 States in terms of highest number of colleges in

India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Haryana, Tamil Nadu, Gujarat and Madhya Pradesh. There are 34.8% Colleges, which run only single programme, out of which 83.1% are privately managed. Among these, 38.1% colleges run B.Ed. Courses only.

Year	Universities/University level Institution	Colleges	Total
2000-01	266	11146	11412
2005-06	346	17625	17973
2006-07	367	18064	18431
2008-09	467	25951	26418
2010-11	611	31324	31935
2014-15	757	38056	38813
2018-19	993	39931	40924

Table-1 Growth of Higher education Institutions in India (2000-2019)

Source -University News



As per All India Survey on Higher Education, Government of India (2019),

“Gross Enrolment Ratio (GER) in higher education in India is 26.3%, which is calculated for 18-23 years of age group. GER for male population is 26.3% and for females, it is 26.4%. For Scheduled Castes, it is 23% and for Scheduled Tribes, it is 17.2% as compared to the national GER of 26.3%. Distance enrolment constitutes about 10.62% of the total enrolment in higher education, of which 44.15% are female students. About 79.8% of the students are enrolled in Undergraduate level programme. 1,69,170 students are enrolled in Ph.D. that is less than 0.5% of the total student enrolment. Pupil Teacher Ratio (PTR) in Universities and Colleges is 29 if regular mode enrolment is considered whereas PTR for Universities and its Constituent Units is 18 for regular mode. At Post Graduate level M.A. pass number of

students is maximum followed by M.Sc. and M.B.A. The highest number of students (23.3 Lakh) have graduated in Arts courses. At Ph.D. level, maximum numbers of students out-turn is in Science stream followed by Engineering and Technology. On the other hand, at PG level maximum students out-turn is observed in Social Science and Management stream comes at number two. The share of Ph.D. student is highest in State Public University (34.3%) followed by Institute of National Importance (21.6%), Deemed University-Private (21.6%) and State Private University (13.4%). Around 26.99 lakh students and out of this majority of students are enrolled in Teacher Training, Nursing and Technical streams. Uttar Pradesh, with its highest student enrolment in India, has 49.30% male and 50% female students. Maharashtra has the second highest student enrolment with approx. 54.95% male and approx. 45.05% females. Thereafter, Tamil



Nadu has 50.87% male and 49.13% female, West Bengal with 50.37% male and 49.63% female students. In Karnataka, percentage of females enrolled is 50.04% whereas in Rajasthan more male students are enrolled as compared to female students. Out of total no. of 14,16,299 teachers for 2018-19 about 57.85% are male teachers and 42.15% are female teachers. The lowest gender proportion is recorded in Bihar where female to male teachers" ratio is 1:4 which in percentage terms is 78.97% for male and only 21.03% for female teachers. Jharkhand comes close second with 69.8% male teachers and 30.2% female teachers. Uttar Pradesh has 32.3% female teachers of the total teachers in the State. A few States like Kerala, Punjab, Haryana, Chandigarh, Meghalaya, Nagaland, Delhi and Goa on the other hand have more female teachers than male teachers".

The Central Advisory Board on Education (CABE), the highest advisory body of the Government of India in education on policy matters, gave in-principle approval to Rastriya Uchatar Sikhya Aviyan (RUSA). The vision of the RUSA is to attain higher levels of access, equity and excellence in the state higher education system with greater efficiency, transparency, accountability and responsiveness.

RUSA is an umbrella scheme operated in mission mode that would subsume other existing similar schemes in the state higher education sector. The key features of RUSA is Norm-based and performance-based funding, commitment by States and institutions to certain academic, administrative and governance reforms will be a precondition for receiving funding. Funding to the states would be made on the basis of critical appraisal of State Higher Education Plans (SHEPs). State Higher Education Councils (SHEC) will have to undertake planning and evaluation, in addition to other monitoring and capacity building functions. Centre-State funding would be in the ratio of 90:10 for North-Eastern States, Sikkim, J&K, Himachal Pradesh and Uttarakhand and 65:35 for Other States and Union Territories (UTs). The objectives of RUSA would be achieved through need based and customized equity interventions, quality improvement programs, and obtain mandatory accreditation. Faculty issues would be addressed through creation of new posts, filling of existing posts by full time faculty and faculty improvement programmes. Largosen, et al (2004) studied the adaption of quality controlled, academic freedom and superficial and diluted excises of higher education institutional. He founded that quality control and sustains are two major factors of quality management of higher education. Kumar (2004) studied the major

sources of finding higher education. He concludes that for government own institution government acceptor and for private institution donation, fees and income from endowment form are the main sources of income. National Knowledge Commission (2006) studied the higher education system and recommends that, research, collaboration; equality and assessment, rationalization of fees, private investment, public private partnership and developing international student"s trust need to be implemented.

Tilak (1995) studied the funding of higher education in India. The study found that higher education, in particular, has been considered a better and more effective instrument for ensuring equity and social justice than many other direct measures (Tilak 1995, Basari1, G. 2016, Chandra,2005,).Agarwal (2006) specifically pointed out that a higher level of education has contributed towards the inculcation of human values and also towards building democratic civil societies even in developed countries the national expenditure has fallen after 2008 global recession. Sing J D (2007) studied issues and challenges in higher education. It concludes that although there have been challenges to higher education in the past, these most recent calls for reform may provoke a fundamental change in higher education. This change may not occur as a direct response to calls for greater transparency and accountability, but rather because of the opportunity to reflect on the purpose of higher education, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn. These disparate literatures have not been tied together in a way that would examine the impact of fundamental change from the policy level to the institutional level and to the everyday lives of college and university administrators, faculty and students. Now the time has come to create a second wave of institution building and of excellence in the fields of education, research and capability building. We need higher educated people who are skilled and who can drive our economy forward. When India can provide skilled people to the outside world then we can transfer our country from a developing nation to a developed nation very easily and quickly

The Economic Survey (2011) stated that India, currently had a gross enrolment ratio (GER) of 13.5 percent in higher education (in the age group 18-23 years) as compared to 81.6 per cent for USA, 22.1 percent in China and 29.7 percent in Malaysia. There is a need to focus on such policy measures and programmes that can bring good number of students from socially and economically disadvantaged sections into the fold of higher education. He further observed that good quality higher education still remained elite in nature as it was still not accessible by a large bulk of eligible population. Government should realize the limitations of the private sector and strengthen higher education in areas which are very



vital in improving nation's competitiveness through fundamental research. Besides, austerity measures in higher education have taken a heavy toll on the quality of higher education. He also suggested that these trends in funding should be reversed and public funding for higher education should be substantially increased.

Studies conducted on RUSA (Naorem R. Singh, M 2014 Balu, A & Kumar, P 2015, Giri,D,2018) explains about the Rashtriya Uchchar Shiksha Abhiyan (RUSA) National Higher Education Mission, a Centrally Sponsored Scheme (CSS) for reforming the State Higher Education System in India. and also, the economic impact of the scheme on the current Higher Education System of India. It concludes by mentioning that most of the Colleges are understaffed with inadequate Teaching Faculty. The Primary and Secondary education is the right of every person and therefore it is the main duty of government to provide education for all. But so far higher education is concerned the main problem is that of funding the system and it is important issue which the higher education is facing. The teachers belong to the intellectual class of the society and they are affected with privatization of higher education. Mizoram is one of the seven sisters of Northeast India, bordered by Myanmar (formerly known as Burma) to its east and south, Bangladesh to its west, and the states of Manipur, Assam, and Tripura to its north. Mizoram means 'Land of the Highlanders' and its local language is Mizo. The Mizo Hills, which dominate the state's topography, rise to more than 2000 m (6560 ft) near the Myanmar border. Aizawl, the state capital, is 1220 m (4000 ft) above sea level. The state covers a total area of 8,139.4 sq miles or 21,087 sq. km.

According to the census performed in 2011, the population of the state is 1,091,014. Mizoram has 8 districts namely Aizawl, Kolasib, Lawngtlai, Lunglei, Mamit, Saiha, Serchhip, Champhai, with 22 towns and 817 villages. Mizoram comprises of a formal system of education which ranges from elementary to university education, training to technical courses. By census 2011, the state has the third highest literacy rate in the country i.e. 92%. There are about 3900 schools 32 colleges (report of college development council) in the state which are either privately owned or are fully or partially managed by the government. Mizoram state is having only one university and a few numbers of colleges. The history of higher education in Mizoram started in 1958 when Aijal Night College, (later renamed as Pachhunga College, and now a Constituent College of Mizoram University bearing the name „Pachhunga University College“) was established with a donation by Mr. Pachhunga, an education minded businessman of Aizawl. Higher education in the state therefore is only a little more than 50 years old and many of the first-generation learners are still alive leading active

life. Six years after the establishment of the first College, another College now known as Lunglei Govt. College was established in Lunglei, the second capital of Mizoram. Most of the present Colleges are established only after Mizoram attained the status of Union Territory in 1972. Mizoram University started functioning in the middle of 2001 by taking over all the assets and liabilities of the erstwhile NEHU Campus in Aizawl. There were as many as seven PG departments viz. English, Public Administration, Education, Psychology, Economics, Forestry and Mizo at that time. Mizoram University at present runs as many as 25 PG Departments and 4 B.Tech. Courses. All Colleges under the State Government got their affiliation to Mizoram University. The teachers may or not be aware about RUSA, and their attitude towards it can be different. Teacher's awareness is important for better implementation of plans and programmes in higher education sector. The present study examined the awareness on RUSA among college teachers in Mizoram and study the best practices implemented in the colleges of Mizoram. evaluated the RUSA programme in Mizoram.

METHODOLOGY

Keeping in view the objectives of the study and nature of the problem survey method has been used for the present study. Descriptive survey research aims at gathering and tabulating the data, interprets the meaning and finds out the significance of the results. The population of the study was 1004 teachers of general degree colleges of Mizoram. Simple random sampling procedures were adopted for the study. The researcher selected eight colleges (one college from each district) of Mizoram. Fifty-two teachers of degree colleges, eight principals and Director higher and technical education, Mizoram was taken as sample of the study. The investigator met the principal from whom he collected different information regarding RUSA programme and about the teachers. With the help of principal from each sample college, the investigator randomly selected teachers who are available on the day of data collection. Fifty-two teachers were interviewed in the present study by self-made interview schedule which includes concepts, components and implementation of RUSA. The interview schedule was administered personally by the investigator. One Focus Group Discussion was conducted for the study.

MAJOR FINDINGS

Awareness of college teachers on RUSA refers to the factual knowledge about important aspects of RUSA and its allied problems. It also refers to the capacity on the part of the individual to make proper diagnosis and thereby develop an attitude of mind. With regards to the concept of



RUSA a programme for Higher Education. 76% of teachers accepted it. Similarly, 12% of teachers said that GER of Higher Education is 25%. It indicates that only 12% of teachers knew about the GER of Higher Education. Regarding the funding pattern and structure of RUSA, only 21% of the teachers were aware about it. Fifty-three percentage of the teachers reported that they are not aware about the quality components of RUSA. Similarly, 89% teachers said that they are not aware about the provisions of professional development of teachers under RUSA. From the above analysis it is found that most of the teachers were not aware about RUSA and its Implementations. State government has not sensitized them about RUSA. The teachers were not familiar about the basic components of RUSA i.e. the objectives, structures, funding pattern and the Gross Enrolment Ratio.

Before 2013, Government of Mizoram (GoM) have not been able to allocate enough funds to its higher education sector, as a result, the quality of infrastructure and teaching in the State Higher Education Institutions (HEIs) is far below the acceptable levels. All colleges are inadequate infrastructure for creating good academic ambience After Implementation of RUSA, 8 colleges out of 32 colleges accredited and got 2.56 CGPA by National Assessment and Accreditation Council (NAAC). It implies poor academic quality, less valid NAAC accredited Institutions with high CGPA score. Hence government of Mizoram should upgrade academic facilities, strengthening of Quality Assurance Cell.

Case-1

Best Practice - Reviving Culture and Traditional Values to Promote National Unity and Integrity

The state of Mizoram and the Mizo are much influenced by the westerners because their religion, their alphabets and the modern lifestyle can be credited to the Christian missionaries. The Mizo youth need to retrieve their traditional cultural values and preserve their folksongs, dances and folklore that could be in danger of being forgotten. The influence of the colonizers and also the experience at the hands of the Indian armed forces during insurgency has also resulted in non -acceptance of the ways and lifestyle of mainland India or the rest of India. Mizo youth began to consider themselves different and apart from the rest of the Indians. There is a need to raise and strengthen the spirit of unity and affirm our identity as Indians.

The College has a Govt. registered cultural club known as the Thingsiri Cultural Club which is the first club to be registered from among the colleges in the state. The club takes the responsibility to teach various dances to all students who desire to learn. The club has represented the state in various cultural events and performed in different states of India. The club has won various competitions in the

state. Cultural day is observed in the college where students are requested to come to college in their traditional attire. Motivational speech on Traditional values is presented by teachers in the classroom. Cultural exchange program was organized to celebrate the Silver Jubilee celebration of the college. Another recent National level event, the North East Natya Sangam was jointly hosted by the college with Sangeet Natak Akademi and Deptt. of Art and Culture, in which cultural and drama troupes from all states of the North East and Delhi participated. Most students have received awareness on our own culture, tradition, and traditional values of the past and those of our brothers and sisters of different states. The understanding and acceptance of the Indian brotherhood became easier through the activities of the cultural clubs and their opportunity to go on tours to mainland India. Hosting cultural programs has instilled values in the students to become mature and responsible citizens of India. RUSA has given financial Support for the above programme and implementation of student cultural exchange programs. Under RUSA college has constructed one girls" hostel and academic block. Computers are also installed in the college for improving the quality of higher education.

Case-2

Best Practice - To Protect and Preserve Natural Environment

As one of the most grievous universal problem faced today is environmental imbalance, the college has adopted the protection and preservation of the natural environment as one of the best practices of the college. Planting of trees and plants is a mission for the Eco club and the Cleanliness and Beautification Cell. They take up the task of taking care of the trees and plants in the campus. Deforestation cannot be avoided due to development of infrastructure in the campus with a number of constructions works going on. The cells and NSS also help keep the locality clean and green by organizing Cleanliness Drive and social works.

Workshop on E-waste Management was conducted. Awareness is given to students regarding cleanliness, social work is conducted in collaboration with NSS in the campus and the locality where the college is located. The civic sense to reach out and help to preserve a clean and green environment is instilled in the students. The college was the first institution to volunteer and help the District Commissioners Office to clean Chite River in the Save Chite Project of the Government. To put a check to ourselves, Green Audit was initiated by the college and was done by the State Pollution Control Board. Regular checking is done to make sure that students and staff have a pollution free certificate for all vehicles that enter the campus. It is a must that each department of the college contributes towards planting of trees. NSS also take care of the tree



plantations in the forest reserve area. The effort of the authorities and cells concerned has borne fruits. The college campus is one of the cleanest and greenest campus of the city. Financial support was provided by government of Mizoram under RUSA component for the implementation of the above programs.

Case-3

Best Practice - Gender Equality Ambiance

The status of women in the country and state has improved but is far from being equal with men. Mizo girls often lack confidence to rise high as the home and social environment does not permit her to equip herself as much as she wants to or is capable of. Therefore, Gender Equality Ambiance is included among the best Practices of the college. A Remedial class for weak learners is also conducted in the college. Girl Students are encouraged to attend it and improve their knowledge. The college aims at equipping women students to fight against all odds to reach the best of what they can be.

The Mizo society has evolved to a modern society with a high literacy percentage. However, the status of a girl child, or a daughter, a wife or a daughter in law has never been equal to their counterparts. The woman in the family is often deprived of the various opportunities of life of life which are open to the men of the family. A girl student has less studying atmosphere in the home where she has to perform all her household chores. Our college has been a blessing since long for economically and academically disadvantaged students from remotest areas of the state. Financial assistance has been often provided. Girls from outside the city stay as maids or take up part time jobs and depend on their distant relatives by staying in their house and help them in the household work. It is difficult for them to spare much time for studies. Therefore, running a girls' hostel with minimum fees was the priority of the college.

Equipping the girls with self-defence Taekwando training, making them aware of laws that are in the favour of their safety (Jurisprudence Course), improving their skills through cooking and baking classes and other such related programs has made them confident and brave. Realizing that running of girls' hostel by the college has been a blessing for many girls in utter need has inspired the college to open another hostel for economically disadvantaged students. Remedial classes have proved effective as pass percentage among the girls has increased. The College has received funds from UGC for a girls hostel and is going to receive more to open a new hostel from Ministry of Tribal Affairs. conducting of value-added Courses was possible through the funds received from RUSA under equity. Professors have often financed and freely donated for the upliftment of the status of the girl students in the college.

CONCLUSION

The Higher education system of Mizoram state is not as per the National level. The number of institutions is very less; student's enrolment is also less in comparison to National level. Only one central university takes care about the affiliation system of colleges and conducts the examination also. Teachers working in the degree colleges of Mizoram were also not aware about the recently launched programme RUSA. The quality of education depends mainly in three aspects i.e. the human resource, infrastructural and instructional facilities of the colleges. Due to lack of awareness, teachers are showing neither positive nor negative attitude towards this programme. Hence state government should orient the teachers about this programme in a phased manner. They should know the pros and cons of the programme. Many aspects like promotion of research, funding pattern, up gradation of colleges to universities and making colleges more autonomous are still unaware by the teachers. So, it is the responsibilities of the UGC-HRDC to conduct special refresher course or summer course on Rastriya Uchchar Shiksha Abhiyan in which teachers from all streams may participate. Seminars and workshops and conferences on the above topic may be conducted to sensitize the teachers of Mizoram state. The colleges will put more focus to increase GER. The administrative authority may develop a mechanism to monitor the progress of civil work in colleges and proper utilisation of RUSA funds in different components.

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ABSTRACT

IMPLEMENTATION OF RASHTRIYA UCHCHATAR SHIKSHA ABHIYAN IN MIZORAM: STATUS, PROBLEMS AND PROSPECTS

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

VANLALCHHANHIMI

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DEPARTMENT OF EDUCATION

SCHOOL OF EDUCATION AND HUMANITIES

MIZORAM UNIVERSITY, AIZAWL

OCTOBER, 2020

INTRODUCTION

Higher education is an academy for development of knowledge and training young minds. Till date, remarkable accomplishments have been made in higher education, even though current situation is still far from satisfactory. Higher education helped corrode the inherited, socially structural inequalities and provided opportunities for social advancement through equity of access and opportunity/quality.

Higher education enables individuals to expand their knowledge and skills, express their thoughts distinctly in speech and in writing, grasp abstract concepts and theories, and increase their understanding of the world and their community.

The higher education system as a whole is facing many challenges such as financing and management, access, equity, relevance and re-orientation of policies and programs that lay emphasis on values, ethics and quality of higher education together with the assessment of institutions and their accreditation. The enormity of challenge to provide equal opportunities for quality higher education to an ever-growing number of students is also a classical opportunity for rectifying sectoral and social imbalances, reinvigorating institutions. In higher education the challenges now are to fully embrace the concept of equity with determination and to integrate it with long established traditions of excellence and merit and the recent policy pre-occupations with standards, quality, efficiency and relevance to social and economic needs. The two key terms occurring in higher education are equity and access.

Over view of RUSA

The success of Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) laid a strong foundation for primary and secondary education in India, which led to an increase in demand for higher education. However, the sphere of higher education had yet not witnessed any concerted effort for improvement in access or quality. Over the years, there has been an unprecedented expansion in number of institutions and volume of students in the country. To take advantage of the

demographic dividend, there was a need for a concerted effort which would improve the quality and relevance of higher education and result in an educated and productive workforce.

The XII Plan (2012-17) argued for a holistic approach to higher education with renewed focus on improving the Quality of State institutions, together with addressing the issues of Access and Equity. Planning Commission recommended strategic utilization of central funds to ensure comprehensive and optimum planning at the State level. A new overreaching Centrally Sponsored Scheme for funding State Level Institutions was proposed called Rashtriya Uchchar Shiksha Abhiyan (RUSA). It is an umbrella scheme to be operated in mission mode till March 2020, and it seeks to mainly improve overall quality of existing State higher educational institutions. The scheme is implemented through a set of bodies with clearly defined roles and functions at the National, State and Institutional level

Need of the Study

RUSA will provide new access towards funding higher education in state universities; will be providing key principles of performance-based funding, incentivizing well performing institutions and decision-making through clearly defined norms. RUSA aims to provide better autonomy to universities and colleges and emphasizes on sharper focus on equity-based development, and improvement in higher education.

The key objectives of RUSA are to improve access, equity and quality in higher education through planned development of higher education at the state level. Such planning will include creating new academic institutions; expanding and upgrading the existing ones, developing institutions that are self-reliant in terms of quality education and are professionally managed and characterized by greater inclination towards research and provide students with education that is relevant to them as well the nation. Mizoram state has one university and a few no of colleges. State Universities and affiliated colleges are covered by RUSA. The State component should address issues related to excellence, spatial and geographical gaps, access, governance and others. The

State has to identify unserved/under-served areas and make special provisions for the new institutions in those areas. The plans must also address the problem of institutional congestion and have a strategy to deal with the same. Similarly, state must also look at the state as a single entity to plan for affiliation reforms and creation of new universities Excellence, Access and Equity must form the main thrust areas of the SHEP. The State of Mizoram joined RUSA on 16.10.2013 by committing to reform its higher education sector. The Project Approval Board (PAB) in its 5th and 9th meetings held on 10.12.2014 and 01.12.2015 approved proposals of the State worth Rs.81 crores, comprising of Rs.72.9 crores as Central share (90%) and Rs.8.1crores (10%) as State's share. The State agreed to: scale up to and maintain prescribed levels of funding to higher education as a % of Gross State Domestic Product(GSDP),to share the project cost of the Government funded and aided institutions with MHRD in the applicable ratio (10:90, 40:60), implement all reforms mentioned under RUSA to fill up vacant faculty positions. State commits for all State HEIs to apply for accreditation, implement all the Institutional governance/Administrative reforms mentioned under RUSA and agrees for all institutions to participate in AISHE survey and provides requisite data yearly. Higher education in Mizoram faces many problems in providing Quality education, Greater investment in higher education, better transition, higher GER, better equity, better employability, better research yields, creation of universities by way of up-gradation of existing autonomous colleges, creation of universities by conversion of colleges in a cluster infrastructure grants to universities , enhancing quality and excellence in select State Universities, new model colleges, upgrades existing degree colleges to model degree colleges, faculty recruitment support (Posts),faculty improvements institutional restructuring and capacity building and reforms. Since RUSA was implemented six years ago. i.e. 2013 in the state of Mizoram and no such studies have been conducted, it is important to know the status, problems and prospects of implementation of RUSA in Mizoram.

Statement of the Problem

The problem under investigation is, *'Implementation of Rashtriya Uchchatar Shiksha Abhiyan in Mizoram: Status, Problems and Prospects'*.

Research Questions

1. What is the status of higher education in Mizoram in regional and national context?
2. What plans and programmes have been developed for implementation of RUSA in Mizoram?
3. To what extent the objectives of RUSA, in terms of access, equity, and excellence, have been achieved in Mizoram?
4. What is the status of assessment and accreditation of colleges in Mizoram?
5. What is the status of allocation and utilization of funds under RUSA in Mizoram?
6. What innovative practices are being practiced in the colleges under RUSA?
7. What are the difficulties in successful implementation of RUSA in Mizoram?
8. What is the perception of college students of Mizoram about RUSA?
9. What is the perception of college teachers of Mizoram about RUSA?
10. What steps can be taken for better implementation of RUSA in Mizoram?

Objectives of the study

The study is aimed at understanding the status, problems and prospects of RUSA in Mizoram.

Specific Objectives of the Study:

1. To examine the status of higher education in Mizoram in regional and national context.
2. To critically examine the plans and programmes formulated by the government of Mizoram for implementation of RUSA in the state.
3. To assess the extent of achievement of the objectives of RUSA in Mizoram with respect to Access, Equity and Excellence

4. To assess the accreditation status of government general degree colleges in Mizoram.
5. To examine the allocation and utilization of funds under RUSA in Mizoram.
6. To examine the innovative practices being practised in the colleges of Mizoram.
7. To reveal the problems in successful implementation of RUSA in Mizoram.
8. To assess the perception of college students of Mizoram about RUSA.
9. To assess the perception of college teachers of Mizoram about RUSA.
10. To suggest measures for better implementation of RUSA in Mizoram.

Delimitation of the study

RUSA focuses on colleges, state universities and other vocational institution, the present study is confined to the government general degree colleges of Mizoram only. The examination and assessment of the components of the colleges will be made on the basis of the provisions and guidelines of RUSA. The scope of the present study is limited to Govt. general degree colleges of Mizoram.

Methodology

The study was both quantitative and qualitative in nature. Descriptive Survey method was used for achieving the objectives of the study.

Population and Sample

At present, there are 37 affiliated colleges in Mizoram, out of which 22 are general degree colleges. These 22 colleges constitute the target population of the study. Eight colleges, at least one from each district, located in the district headquarters on the basis of their first establishment were purposely selected. Besides, two more colleges from Aizawl district were also selected purposely on the basis of the same criteria. Thus, the sample size of colleges was ten in number.

Further, the teachers and students of these Mizoram colleges were also the target population of the study. From each of the ten colleges, five teachers from each Arts and

Science streams were included in the sample following incidental sampling technique, subject to the availability of the streams in the selected colleges. Likewise, ten students from each Arts and Science streams were included in the sample following incidental sampling technique, subject to the availability of the streams in the selected colleges. Also, the Principals of the concerned colleges, the coordinators of RUSA and the Director of Higher and Technical Education Mizoram were also selected as a sample of the study. In total 70 teachers, 10 RUSA coordinators, 140 students, 10 principals and director Higher and Technical education constitute the sample of the study. Data collected from 80(70+10=80) teachers and 140 students of the colleges regarding the perceptions on implementation of RUSA.

Tools and technique used

1. All the literatures relating to RUSA were collected from different offices Like MHRD, UGC, NEC, NUEPA, and SHEC of different states of North East India.
2. Questionnaire was developed and used to study the perception of teachers and students on RUSA in Mizoram.
3. A check list was prepared to collect all this information from the colleges and office of Director Higher and Technical Education Mizoram.
4. An Interview Schedule was prepared for the Director of Higher and Technical Education and coordinators of RUSA to assess and examine the programme of RUSA.

Major Findings of the Study

The findings of the study are:

1. Mizoram is a state having one Central University with one Constituent College, one National Institute of Technology (NIT) and College of Veterinary Sciences and Animal Husbandry, Selesih affiliated to central agricultural university and they all are funded by the Central Government. The state has no State University,

no Technical University, no State Agricultural University, and no Deemed University. There is one private university i.e. ICFAI.

2. Mizoram has 37 colleges affiliated to Mizoram University only. Out of 37 colleges 7 are professional institutions, one Institute of Advance studies in Education, running B.Ed. and M.Ed. programmes, Two Nursing Institutions namely RIPANS offering B.Sc. Nursing, B. Pharmacy, B.Sc. Medical Lab Technology, Bachelor's in Optometry & Ophthalmic Techniques, Bachelor's in Radiography & Imaging Technology, M. Pharm in Pharmaceutics, Pharmacology, Pharmaceutical Chemistry, Pharmacognosy & Phytochemistry, the other Mizoram College of Nursing offering Bachelor of Nursing (BSc Nursing) and Diploma General Nursing (DGN), one Nursing college namely, College of Nursing, Synod Hospital ,one Hindi training college namely, Mizoram Hindi College, one Law college imparting LL.B and LL.M . Newly Medical College (Mizoram Institute of Medical Education & Research) has also been opened in Mizoram.
3. The Maximum number of colleges in the state offered English, Mizo, Political Science, History, Economics, Education, Geography and Public Administration as core subjects.
4. The Maximum numbers of colleges were established from 1980 to 1989. During 2000-2009 few colleges were established. In comparison to national level the number of colleges established in Mizoram are still less.
5. Student's enrolment in higher education in Mizoram during the year 2018-19 was 32838 with male 16852 and female 15986. Out of these 783 students were enrolled in Ph.D, 189 enrolled in M.Phil, 4015 enrolled at post Graduate Level, and 24570 no of students at graduation level. Female enrolments were high at Post Graduate and M.Phil. level whereas male enrolment were high at Ph.D. and graduate level.
6. With regards to Gross Enrolment Ratio, Mizoram has a GER of 25.7 % in the year 2018-19 with 26.5 male and 24.8 female. In case of SC category, the GER

was 13.5 % with 13.49 male and 12.83 female, whereas ST GER was 25.9 with male and female brake up as 26.8 and 25.0 respectively.

7. In Mizoram, the pupil teacher ratio was 15 which were slightly higher than Nagaland (12), Meghalaya (13), Manipur (12) and Sikkim (10) and less than the nearby state Tripura (19).
8. There is a 40% and 35% shortage of faculty in colleges and central universities, respectively.
9. Many students are moving out of Mizoram to pursue higher education. It may be due to fewer colleges with appropriate course, or low-quality of education provided in Mizoram in higher education sector. Due to lack of excellent institutions like IITs and IIMs in Mizoram the students are compelled to move to other parts of the nation and even aboard for higher education.
10. The government of Mizoram created new model degree colleges, new professional colleges and provided infrastructural support to colleges under RUSA1.0.
11. Faculty recruitment support, faculty improvements programmes and leadership development of educational administrators were organised by the government of Mizoram.
12. A separate component to synergise vocational education with higher education was also included in RUSA.
13. Under equity initiatives many programmes were conducted by different colleges under RUSA1.0
14. Out of the 15 components, component no 6 i.e. opening new colleges (Professional), component no.9 i.e. equity initiatives and component no 11 and 14 i.e. Faculty recruitment and support and capacity building of RUSA 2.0 were also applicable in the state of Mizoram.
15. Under component 11 i.e. equity initiatives in state, the council planned to construct two girls' hostels at two identified places to ensure greater inclusion of

women in higher education. The colleges namely Govt. J. Thankima College and Govt. T. Romana College were included under equity initiatives.

16. Under component 14 of RUSA 2.0, out of 37 colleges 25 colleges were included under RUSA 2.0.
17. In RUSA 1.0, Mizoram was approved for funding under 5 Components: - Upgrading of Existing Degree Colleges to Model Degree Colleges, Infrastructure Grants to 21 government colleges, opening of new Professional College, Equity Initiatives to 24 Govt. Colleges and recruitment of 72 Assistant Professors in different colleges.
18. All projects under RUSA 1.0 have been completed with the exception of activities being funded under Equity Initiatives 3rd Instalment, Rs. 125/- lakhs (Central share Rs 112.5 lakhs and SMS 12.50 lakhs) have also been released.
19. Construction of 8 buildings for Mizoram Engineering College has been completed with RUSA fund (Rs. 26 crores). Sizeable amount of funds were still required to make the College functional or start classes.
20. The objective of the RUSA 1.0 was to achieve target of GER of 30% by the year 2020. The government of Mizoram has increased the enrolment capacity at graduation and post-graduation level since 2016. Under RUSA 2.0 initiative were taken to increase the GER by capacity enhancement of existing institutions.
21. Under RUSA 2.0, thirteen colleges received grants of Rs 1.8 crores for development of infrastructural facilities. Two colleges with Rs 4 crores each were sanctioned for upgrading of existing colleges to model degree colleges under RUSA 1.0. Under RUSA 2.0 4 colleges were also sanctioned for upgrading of model colleges.
22. Out of 24-degree colleges 15-degree colleges and one teacher training institution was accredited under NAAC. Out of which only one college was having A⁺⁺, Two colleges with B⁺⁺, two colleges were having B⁺, four colleges were having B and remaining were having C grade. As per the official statement of Director,

Higher and Technical Education, all other colleges were in the process of NAAC accreditation.

23. Central government allocated Rs 72.89995 crores for the state of Mizoram under RUSA and the allocation of state share was Rs 8.0993crores for RUSA during the year 2013-2020. All funds during the year 2014-15, 2015-16, 2016-17 and 2017-18 have been utilized fully, whereas in the year 2018-19 eighty-seven percent of the funds released under RUSA have been utilized.
24. One of the most remarkable best practices of Mizoram under RUSA scheme was creation of digital language laboratory in all 24 –Govt. Colleges in the State.
25. About 12.5% respondents said that improper flow of funds from the central government was a big problem for successful implementation of RUSA in Mizoram.
26. Teachers were always engaged in RUSA work affecting the teaching learning process as informed by 73.75% of the teachers.
27. About 21% of the teachers said that lack of lands to construct new building was a problem so they constructed the building at the roof of the old buildings.
28. Fifty percent said that there were no hostel facilities for girls. Similarly, eighty-nine percent said that the college was not fully disabled friendly. Seventy- eight percent said there were inadequate laboratory facilities with seventy-six percentage students saying that there was lack of ICT facilities in the college.
29. Seventy- eight percent said that the courses provided by the college were not good enough for the students. Eighty-nine percent said their college had not started any add-on programs, similarly, ninety-six percent said that no vocational course or skill-oriented courses were initiated by the college.
30. Sixty-seven percent said there were no internal resources generated for funding and encouraging participation in national and international consultations, seminars, workshops, conferences, etc.

31. All the teachers said that no funds were sanctioned for research and Innovation component. Seventy-three percent said that the state government had not submitted any plan for innovation.
32. Seventy-six percent said the college did not provide leave to attend the faculty development programme.
33. Seventy-six percent of the teachers said that seed money was required for the faculties to conduct research.
34. With regards to the impact of RUSA in colleges of Mizoram, it was found that out of the 24 colleges, 21 colleges received 'Infrastructure Grants to Colleges' amounting to Rs 2 crores each. Two (2) colleges coming under the component, "Upgrading of Existing Colleges to Model Degree Colleges" and received Rs 4 crores each. Under "Creation of New Professional College," the State received Rs 26 crores for establishment of Mizoram Engineering College. Moreover, all colleges received a combined amount of Rs 5 crores under "Equity Initiatives." The component "Faculty Recruitment Support" approved under RUSA 1.0 was carried over to RUSA 2.0 after approval being accorded by the RUSA-PAB.
35. Under RUSA 2.0, the PAB approved 15 colleges to receive "Infrastructure Grants to College" amounting to Rs 2 crores each. Furthermore, 4 colleges received grants under "Upgrading of existing College to Model Degree College" with an amount of Rs 4.00 crores each. As mentioned above, the grant component 'Faculty Recruitment Support' was agreed to be carried forward to RUSA 2.0 for recruitment of 72 Assistant Professors in various colleges.
36. It was found that colleges lacked transportation facility for Children with Special Needs (CWSNs). Some colleges lacked the facility of the resource room. Teachers faced problems during teaching learning process with Children with Special Needs (CWSNs.).

Recommendations

The recommendations of the present study can be made in two directions.

A Recommendations in the results of the findings to overcome those problems

B Recommendations for further research

A in the list of the findings the following recommendations may be made

1. As the state does not have state university, or cluster university, State Government should submit the plans to Ministry of Education, New Delhi for opening of one State University or upgrading of one college to cluster university under RUSA grant.
2. Mizoram has 37 colleges affiliated to Mizoram University only. Out of which 7 are professional institutions, one Institute of Advance studies in Education, running B.Ed. and M.Ed. programme, Two Nursing Institution namely RIPANS Mizoram College of Nursing, one Mizoram Hindi Training College, one Law College imparting LL.B and LL.M. The state opened one newly medical college (Mizoram Institute of Medical Education & Research). More professional college may be opened in the state of Mizoram so that the students going out of the state for higher education may retain in the state for their study and GER will be increased.
3. As it was found that the maximum no of colleges were offering English, Mizo, Political Science, History, Economics, Education, Geography, Public Administration as core subject more subjects like Physics, Chemistry, Mathematics, Botany, zoology, computer science, BBA, BCA BSc Home Science may be opened for the students. State Government may take initiative for opening these courses under RUSA.
4. As evident, number of colleges in Mizoram is very few in comparison to national level, Government of Mizoram may establish colleges. Similarly, private organisation should come forward to establish the colleges and universities in Mizoram. The Government of Mizoram may provide all kinds of support for the establishment of colleges and universities in Mizoram, so that GER could be increased in next five years in Mizoram.

5. As seen from data the no of girl's enrolment was high at Post Graduate and M.Phil. level whereas no of male enrolment was high at Ph.D. and graduate level. The Government of Mizoram should take necessary steps like opening of more girls and boy hostels in the university as well as in colleges and more vocational courses be included in the syllabus of post-graduation level.
6. As observed, the pupil teacher ratio in higher education of Mizoram was 15 which were slightly higher than Nagaland (12), Meghalaya (13), Manipur (12) and Sikkim (10) but less than the nearby state Tripura (19) and there was 40% and 35% shortage of faculty in colleges and central universities, respectively. The Government of Mizoram as well as Mizoram Central University should recruit the teachers to fill up the vacant posts.
7. As seen, there was lack of excellent institutions like IITs and IIMs in Mizoram the students were compelled to move out to other parts of the nation and even aboard for higher education. Hence government should take initiatives to open IIT, IIM, professional institutions and institutions of national importance in Mizoram state.
8. Vocational education should be strengthened in higher education system of Mizoram.
9. Out of 15 components, only 4 components have been granted to Mizoram State Higher Education Department, therefore, State Government should submit plans to the central government to include more components.
10. Only two colleges have been upgraded to model degree colleges, more colleges should be included in upgrading.
11. As can be seen, out of 24-degree colleges 15-degree colleges and one teacher training institution were accredited under NAAC. Out of them only one college have A++, Two colleges have B ++, two colleges with B+, four colleges were with B and remaining were having C grade. Government should issue an order for NAAC accreditation of all colleges. Those colleges having B and C grade must go for immediate NAAC reaccreditation.

12. Improper flow of funds from the central government was a big problem for successful implementation of RUSA in Mizoram. So adequate and timely flow of funds was required for successful implementation of the programme.
13. Teacher must be freed from RUSA work and adequate training programme should be organised by the state government for the professional development of teachers.
14. For promotion of research and publication seed money should be given to teachers.

B-Recommendations for further research

The following recommendations are made for taking up further research work.

Research work may be taken in the following areas. The present study had the appraisal of Rashtriya Uchhatar Shiksha Abhiyan in development of Higher Education in Mizoram. The study has analysed the role, contribution and implementation of various strategies and aspects of Rashtriya Uchhatar Shiksha Abhiyan in Mizoram. Based on the findings of the present study and taking into consideration its limitations and delimitations, following suggestions are being made for further research in this area:

- A similar study can be conducted on colleges of Management and Development Committee.
- A similar study can be conducted on the achievements of the students under Rashtriya Uchattar Shiksha Abhiyan.
- Colleges run by private management can also be the subject of the study.
- Similar study may be designed to study the status of Rashtriya Uchattar Shiksha Abhiyan in other states also.
- Study can also be conducted on other programmes under Rashtriya Madhyamik Shiksha Abhiyan.
- Further research may be planned to study the other initiative in quality improvement and management in college education under RUSA.

- The present study was confined to RUSA only. Therefore, it is suggested that other programmes of Higher Education may also be made the subject of the study.
- It is also advisable to conduct some longitudinal studies as it is likely to go a long way to evaluate the impact of RUSA.
- Case studies can also be conducted for those colleges which have shown extra ordinary performance.

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