Awareness and Attitude of College Teachers in Mizoram on Rashtriya Uchchatar Shiksha Abhiyan

Dissertation Submitted in Partial Fulfilment for Degree of Master of

Philosophy in Education

Submitted by
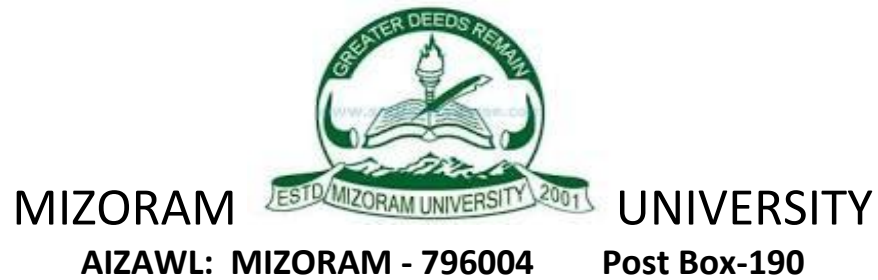
VANLALCHHANHIMI

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Under the supervision of

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This is to certify that the work incorporated in this Dissertation entitled "**Awareness and Attitude of College Teachers in Mizoram on Rashtriya Uchchatar Shiksha Abhiyan**" is a bonafied research work carried out by **Vanlalchhanhimi** under my supervision for her M.Phil. Degree and the same have not been submitted previously for any degree.

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DECLARATION

I Vanlalchhanhimi, hereby declare that the subject matter of the dissertation entitled "**Awareness and Attitude of College Teachers in Mizoram on Rashtriya Uchchatar Shiksha Abhiyan**" is a record of work done by me; that the content of this dissertation did not form basis of the award of any previous degree to me, or to the best of my knowledge, to anybody else, and that the dissertation has not been submitted by me for any reason degree in any other University Institutions.

This is being submitted to Mizoram University, Aizawl for the award of Master of Philosophy in Education.

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(Vanlalchhanhimi)

LIST OF ABBREVIATIONS

AISHE- All India Survey on Higher Education

GER- Gross Enrolment Ratio

HEI- Higher Education Institutions

IDP- Institutional Development Plan

MHRD- Ministry of Human Resources Development

NCD- National Development Council

RUSA- Rashtriya Uchchatar Shiksha Abhiyan

SHEC- State Higher Education Council

SHEP- State Higher Education Plans

UGC- University Grants Commission

Sl.No	CONTENTS	PAGE

CHAPTER I

CHAPTER –I

INTRODUCTION

1.0 Introduction

Higher education is regarded as an institution not only for developing knowledge and training young minds but also for disseminating and applying such knowledge. Though some impressive achievements have been made in higher education till today, the prevailing situation is still far from satisfactory. Higher education has immense potential to contribute to the consolidation of democracy and social justice. Higher education must help erode the inherited, socially structural inequalities and provide opportunities for social advancement through equity access and opportunity/quality. Higher education has immense potential to contribute to the consolidation of democracy and social justice and the growth and development of the country and its economy.

A sound higher education sector plays an important role in economic growth and development of a nation. Higher education, in terms of its relevance and importance, enjoys a significant position in the education system as it equips people with appropriate knowledge and skills to be gainfully employed. The general education mainly consists of higher education courses in arts, commerce and science, the technical education on the other hand comprises of programmes of education, research and training in engineering technology, architecture, town planning, management, pharmacy and applied arts and crafts. Professional education includes courses in medical education, law and other specialized fields.

A teacher is the embodiment of competence as well as an agent of its transmission to the young generation. A teacher is the pivot of the educational system. The performance of higher education is likely to be good as a teacher performance. The comprehensive changes in teacher's role would contribute to higher student's achievement and for the development of the academic foundation. The process of education will emphasize active, experiential, inquiry-based learning and real-world problem solving on the campus and in the larger community.

State government's higher education system is one of the largest systems of this kind in the country and is also the fastest growing sector in the state. With the increasing demand for quality higher education in the state it has become imminent

that a consistent plan is laid for the growth and enhancement of quality higher education in the state. The State today is a preferred destination for learning, as it has adequate educational institutions, efficient and committed teachers, strong education policy of the government, and infrastructural facilitates for professional education.

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.

Higher education is the fast growing service industry exposed to the 'liberalization, privatization and globalization' processes in there cent times. In order to attract students and to cater to their and needs aspirations higher education providers have been actively involved in the process of understanding student's expectations and their perceptions about quality in the system. They are expected to adopt techniques of measuring quality of the inputs and process of education just like any other business sector. Measuring quality of the services is, therefore, an important task to provide feedback on the dimensions of quality that needs to be taken care of, in the future. 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 the products, they produce i.e. the graduates. The concept of accountability emphasized as the university has the main responsibility to justify to society how the finances provided by government are used in the teaching-learning process of university students. The concept of consumerism has also emerged, whereby the students, taken as consumers of the service of education have the right to obtain the best of quality education that is possible.

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.

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

. Higher education must satisfy scholarly standards of excellence or quality and be financially sound and accountable, connect with major development needs in the economy and society and also contribute positively to the advancement of knowledge and the education of the profession

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 quality of higher standards to every sphere of work. Therefore, the quality of higher education has become a major 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. A high quality higher education system is characterised by removing all obstacles to access, and facilitating progress and completion, implementing a student-centred approach to learning and fairly assessing students.

13

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; and where students are considered full members of the academic community and competent, constructive partners. Higher education has unique academic freedom and 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.

1.1 Present Scenario of Higher Education in India

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 is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the Centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000-01 to 2010-11.

As of 2016, India has 44 central universities, 307 state universities, 130 deemed universities, 170 private universities, 50 institutes of national importance 5 institutions of state importance established.

There are 799 Universities, 39071 colleges and 11923 Stand Alone Institutions listed on AISHE web portal out of which 268 Universities are affiliating i.e. having Colleges. 277 Universities are privately managed. 307 Universities are located in rural area. 14 Universities are exclusively for women, 4 in Rajasthan, 2 in Tamil Nadu and 1 each in Andhra Pradesh, Assam, Delhi, Haryana, Karnataka, Maharashtra, Uttarkhand and West Bengal. In addition to 1 Central Open University, 13 State Open Universities and 1 State Private Open University, there are 118 Dual mode Universities, which offer education through distance mode also and the maximum (19) of them are located in Tamil Nadu. There are 459 General, 101 Technical, 64 Agriculture and Allied, 50 Medical, 20 Law, 11 Sanskrit and 7

Language Universities. The top 8 States in terms of highest number of colleges in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Telangana, Tamil Nadu and Madhya Pradesh. Bangalore district tops in terms of number of colleges with 970 colleges followed by Jaipur with 616 colleges. Only 1.7% Colleges run Ph.D. programme and 33% Colleges run Post Graduate Level programmes. There are 40% Colleges, which run only single programme, out of which 75% are privately managed. Among these, 30% colleges run B.Ed. Courses only. 78% Colleges are privately managed; 64% Private-unaided and 14% Private aided. Andhra Pradesh & Telangana have more than 80% Private-unaided colleges and Tamil Nadu has 76% Private-unaided Colleges, whereas, Bihar has 13% and Assam has only 10% Private-unaided colleges. 22% of the Colleges are having enrolment less than 100 and only 4.3% Colleges have enrolment more than 3000. Total enrolment in higher education has been estimated to be 34.6 million¬ with 18.6 million boys and 16 million girls. Girls constitute 46.2% of the total enrolment.

Fig-1 – Growth of Colleges in India

Table-1 Growth of Universities, Colleges and Enrollment in India (1947-48 to 2014-15)

Year	Number of Institutions			
	Universities/University level Institution	Colleges	Total	Enrolment(In millions)
1947-48	20	496	516	0.2
1950-51	28	578	606	0.2
1960-61	45	1819	1864	0.6
1970-71	93	3277	3370	2.0
1980-81	123	4738	4861	2.8
1990-91	184	5748	5932	4.4
2000-01	266	11146	11412	8.8
2005-06	346	17625	17973	10.5
2006-07	367	18064	18431	11.2
2008-09	467	25951	26418	13.6
2010-11	611	31324	31935	14.6
2041-15	757	38056	38813	29.6

Source- University News Vol. 55 No. 26

Gross Enrolment Ratio (GER) in Higher education in India is 24.5%, which is calculated for 18-23 years of age group. GER for male population is 25.4% and for females, it is 23.5%. For Scheduled Castes, it is 19.9% and for Scheduled Tribes, it is 14.2% as compared to the national GER of 24.5%. Distance enrolment constitutes about 11.05% of the total enrolment in higher education, of which 46.3% are female students. About 79.3% of the students are enrolled in Undergraduate level programme 1, 26,451 students are enrolled in Ph.D that is less than 0.4% of the total student enrolment. Maximum numbers of Students are enrolled in B.A. programme followed by B.Sc. and B.Com. programmes. Only 10 programmes out of approximately 180 cover 83% of the total students enrolled in higher education. At Undergraduate level the highest number (40%) of students is enrolled in Arts/Humanities/Social Sciences courses followed by Science (16%), Engineering

and Technology (15.6%) and Commerce (14.1%). At Ph.D. level, maximum number of students is 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 13.9% and Scheduled Tribes students 4.9% of the total enrolment. 33.75% students belong to Other Backward Classes. 4.7% students belong to Muslim Minority and 1.97% from other Minority Community. The total number of foreign students enrolled in higher education is 45,424. The foreign students come from 165 different countries from across the globe. The top 10 countries constitute 62% of the total foreign students enrolled. There are more than 78% colleges running in Private sector; aided and unaided taken together, but it caters to only 67% of the total enrolment.

Fig-2 GER Percentage in Higher Education

Teaching Position

The total number of teachers have been estimated to be 15,18,813 Out of which more than half about 61% are male teachers and 39% are female teachers. The lowest gender proportion is recorded in Bihar where female to male teacher's ratio is 1:5 which is in percentage terms 82.44% for male and only 17.56% for female teachers. Jharkhand comes close second with 73.55% male teachers and 26.45% female teachers. Uttar Pradesh has 31% female teachers of the total teachers

available in State. A few States Chandigarh, Delhi, Kerala, Meghalaya, Nagaland and Punjab on the other hand have more female teachers than the male teachers. At All-India level, teachers belonging to General category are more than half, that is 65% of the total number of teachers in India; OBC follows with 25.4%; while SC and ST with 7.5% and 2.1% respectively. Merely 3.4% teachers come from Muslim minority group, and 3.3% are from other minorities group. At the all-India level there are 64 female teachers per 100 male teachers. Similarly, in SC category the female teacher is 52 per 100 male teachers and in case of ST and OBC, it is 62 and 62 females per 100 males respectively. For Muslim minorities, it is 48 female teachers per 100 male whereas for other minorities, there are 138 females per 100 male. However, it is to be noted that female representation in teachers belonging to Persons with Disabilities (PWD) category is low, that is 50 females per 100 male teachers. Among various levels of posts, majority of teachers are of the level of Assistant Professor, followed by Associate Professor. The higher the post, lower representation of female is clearly seen. There are 23,381 Visiting teachers also; among them 60.22% are male. The number of total teachers at University level is around 1.83 lakh out of which 67.12% % are males and 32.88% are females. At college level, the number of teachers is 11.76 lakh with 59.91% of male teachers. In Standalone institutes, total number of teachers is 1.6 lakh with 61 % male teachers. Looking at female per 100 male teachers, AISHE 2015-16 of 50 there are 49 teachers at University level, 67and 64 female teachers 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 40 female teachers per 100 male teachers in Technical/ Polytechnic Institutions, 68 in Teacher Training, 62 in Post Graduate Diploma in Management (PGDM) Institutions and 17 in Institutions under Ministries which is the lowest. Contrast to this, nursing courses has 359 female teachers per 100 male teachers which is the highest among all the types.
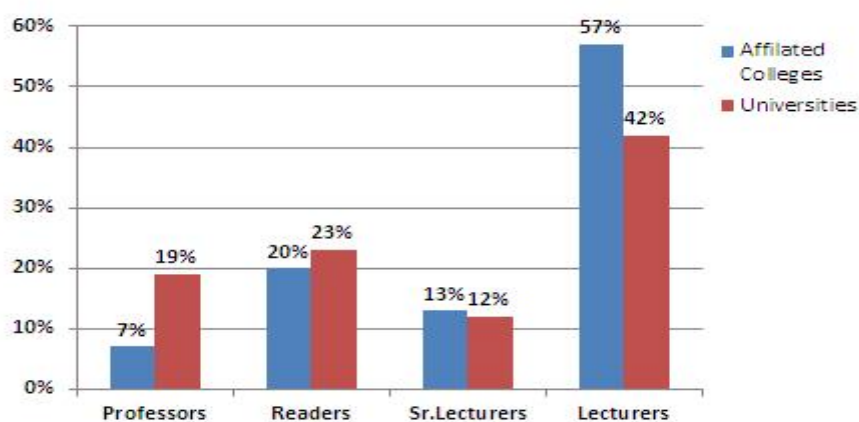
Fig-3 Teaching staffs of Colleges and Universities

1.2 Over view of RUSA

The 12th Plan proposed a holistic plan for the development of higher education in the country by ensuring access, equity and quality. The Plan, which recommended strategic utilization of central funds to ensure comprehensive planning at the State level, recommended a new Centrally Sponsored Scheme (CSS) "Rashtriya Uchchatar Shiksha Abhiyan (RUSA)".

The National Development Council (NDC) approved the Scheme as part of the 12th Plan and subsequently it was included in the list of 66 schemes approved by Cabinet on 20.06.2013, as part of the restructured CSS for implementation in the 12th Plan. The Central Advisory Board on Education (CABE), the highest advisory body of the Government of India in education on policy matters, in its meeting dated 08.11.2012 gave in-principle approval to RUSA. The Expenditure Finance Committee (EFC) approved the Scheme on 11th September 2013 and with the approval of Cabinet Committee on Economic Affairs (CCEA) on 3rd October, 2013, RUSA became the final tier of the CSSs of the MHRD which began with Sarva Shiksha Abhiyan (SSA), graduated subsequently to Rashtriya Madhyamik Shiksha Abhiyan (RMSA).

RUSA would be spread over the 12th and 13th Plan period for funding the State universities and colleges to achieve equity, access and excellence in higher education. The allocation of funds under RUSA would be based on well-defined norms and linked to certain key academic, administrative and governance reforms in the in the State higher education system which currently enrolls over 96% of the students. The Scheme will be implemented through the Ministry of Human Resource Development (MHRD) with matching contributions from the State governments and Union Territories (UTs).

Vision

To attain higher levels of access, equity and excellence in the State higher education system with greater efficiency, transparency, accountability and responsiveness

Objectives

- To achieve the Gross Enrolment Ratio (GER) target of 25.2% by the end of 12th Plan and 32% by the end of 13th Plan
- Improve the overall quality of existing State higher educational institutions by ensuring their conformity to prescribed norms and standards
- Adoption of accreditation as a mandatory quality assurance framework.
- Usher transformative reforms in the State higher education system by creating a facilitating institutional structure for planning and monitoring.
- Ensure governance, academic and examination (and evaluation) reforms and establish backward and forward linkages between school education and the job market.
- Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions in un-served and underserved areas by way of up gradation and consolidation.
- Create opportunities for states to undertake reforms in the affiliating system.
- Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels.

- Create an enabling atmosphere in institutions to facilitate research and innovation.
- Integrate the skill development efforts of the government through optimum interventions.
- Correct regional imbalances in access to higher education.
- Improve equity in higher education by providing adequate opportunities to socially deprived communities; promote inclusion of women, minorities, SC/ST/OBCs and differently- abled persons.
- To identify and fill up the critical infrastructure gaps in higher education by augmenting and supporting the efforts of the State governments.
- Promote healthy competition amongst states and institutions to address various concerns regarding quality, research and innovation.
- Clearly define role of State governments vis-a-vis higher educational institutions.
- Facilitate the creation of State Higher Educational Councils (SHECs).

Key Features
- RUSA is an umbrella scheme operated in mission mode that would subsume other existing similar schemes in the state higher education sector.
- 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.
- Funds would flow from the Ministry of Human Resource Development (MHRD) to universities and colleges, through the State governments.
- Funding to the States would be made on the basis of critical appraisal of State Higher Education Plans (SHEPs). SHEP should address each State's strategy to address issues of equity, access and excellence.
- Each institution will have to prepare an Institutional Development Plan (IDP) for all the components listed under the Scheme. It will be aggregated at the State level, after imposing a super layer of State relevant components into the SHEP.

- State Higher Education Councils (SHEC) will have to undertake planning and evaluation, in addition to other monitoring and capacity building functions.

- SHEC will be the key institution at the state level to channelize resources to the institutions from the State budget.

- Two on-going Central schemes of Model Degree Colleges and sub-mission on polytechnics will be subsumed under RUSA.

- UGC Schemes such as development grants for State universities and colleges, one-time catch up grants, etc. will be dove-tailed in RUSA. Individual oriented schemes would continue to be handled by UGC.

- 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).

- Funding will be provided for government-aided institutions for permitted activities, based on certain norms and parameters, and in a ratio of 50:50.

- States would be free to mobilize private sector participation (including donations and philanthropic grants) through innovative means, limited to a ceiling of 50% of the State share

- State-wise allocations would be decided on the basis of a formulaic entitlement index which would factor in the population size of the relevant age group, GER and Gender Parity Index (GPI) across categories, State expenditure on higher education, institutional density, teacher-student ratio, issues of access, equity and quality and excellence in higher education etc. Further allocation of funds would be dependent upon performance of the state and its demonstrated commitment to the reforms agenda.

Target Group

- State Universities and colleges {both 12B and 2(f)} compliant and non-12B and non-2 (f)).

- Government-aided colleges would be entitled to some components (including infrastructure support) as approved by the PAB. Funding to such colleges would be decided based on their antiquity and other parameters.

Approach and Strategy

RUSA would follow a bottom-up approach for planning and budgeting to redress multiple and graded inequalities. States would also become equal partners in planning and monitoring. The yardstick for deciding the quantum of funds for the States and institutions under RUSA comprise the norms that reflect the performance in key result area; *access, equity and excellence*- Access, Equity, and Excellence would to be the main thrust areas. Considering the inter-linkages between them and taking into consideration the current realities existing in the country, these objectives would be pursued differently. This would necessitate reforms in governance arrangements at all levels (national, state and institutional), with suitable implementation frameworks and monitoring arrangements. Planning process would begin at the institutional Level, with the International Development Programme (IDP) based on inputs/ discussions with the stakeholders within the institution. These IDPs would be aggregated to form the Supported Higher Education Project (SHEP). The SHEP would have mainly two components; State component and institutional component. The SHEP would be further broken down into annual plans, by taking the various factors under the eighteen components into consideration. These annual plans will constitute the basis for determining the funding to states (format of the IDP and SHEP are placed at Annexure II and Annexure III; also see sections 7.5 and 7.6 of RUSA document). In order to be eligible for funding under RUSA, States will have to fulfill certain prerequisites towards reform process which include academic, sect oral and institutional governance reforms. Each State must undertake a baseline survey against which performance and progress would be measured. Once eligible for funding under RUSA, the States will receive funds on the basis of achievements and outcomes. Future funds flows would be determined based on outcomes and achievements against the targets. The project will be implemented through the Ministry of Human Resource Development (MHRD) of the Government of India as a "Centrally Sponsored Scheme" with matching contribution from the state governments and Union Territories (UTs). Since a five year time frame may not be adequate for such an ambitious project, the project will be spread over two plan periods of XII and XIII Plans. MHRD and states will share the project cost.

Principles of RUSA

There are 3064 state universities and about 8500 colleges that can be covered under RUSA. The funding will be provided in the (Center: State) ratio of 90:10for Special Category States i.e. North-Eastern States, Sikkim, J&K, Himachal Pradesh and Uttarakhand and 65:35 for Other States and UTs. Private aided colleges will be entitled to some component but the funding ratio would be 50:50.

Funding to such colleges would be decided based on their antiquity and relevance. Funding will be available to even private-aided institutions, for permitted activities based on certain norms and parameters, in a ratio of 50:50.Under RUSA, socio-demographic variables like rural/urban distribution; proportion of SC/ST and vulnerable groups; districts with adverse education indicators; difficult, most difficult and inaccessible areas, left wing affected districts etc. would be considered while allocating resources to the districts.

In addition RUSA is structured on certain inviolable guiding principles. These tenets constitute the foundational premise and all the decisions taken under the scheme must be guided by them. It is necessary to list these principles clearly at the outset so as to ensure that this scheme does not degenerate into some kind of infrastructure support scheme. The states are expected to keep these principles as guiding posts while formulating their State Higher Education Plans and developing their strategies.

I. Performance based outlays and outcome based reimbursements
II. Incentivizing and disincentivizing
III. Apolitical decision-making
IV. Disclosure based governance
V. Autonomy to institutions & state
VI. Equity based development
VII. Quality and research focus

Prerequisite for the States

1. State Higher Education Council

2. State Perspective Plan

3. State contribution to higher education as a % of GSDP

4. State commitment to adhere to timelines for fund release

5. Agreement to create separate fund for RUSA

6. Filling faculty vacancies

7. Accreditation reforms

8. Affiliation and examination reforms

9. Governance and administrative reforms at State Level

10. Institutional governance (administrative) reforms

Prerequisites for the Institutions

1. Application of governance (administrative) reforms at Institute level

2. Academic reforms and facilitating inter-disciplinary learning

3. Examination reforms

4. Affiliation reforms

5. Separate project management teams

6. Perspective planning

7. Equity commitment (especially in aided sector)

8. Commitments on research and innovation efforts

9. Mandatory faculty recruitment and improvement

10. Establishment of Management Information System

11. Regulatory compliance

Higher Education System: RUSA Provisions for Academics

- Consolidating and developing through capacity addition, usage of ICT and distance learning
- Model Colleges in each district and integration of various equity schemes currently in place
- States ensure faculty positions are filled in a phased manner
- Proactive steps for faculty recruitment and development
- Credit Based Credit System across HEIs
- Reform in admission process, curriculum development and examination process
- Provision of research and innovation grants/funds
- Support for state endeavors to create Research Universities

Higher Education System: RUSA Provisions for Governance

- Reforms at state level and institutional level including 'Accountability
- Frame- work for universities
- Provision for greater academic, financial and administrative autonomy for
- universities
- Limit on colleges affiliated to a university and creation of College Cluster
- Universities
- Funding to non 12B and 2(f) institutions
- Funding through State Councils
- Norm and performance based
- Infrastructure up gradation of existing institutions with focus on quality and equity

Higher Education System: RUSA Provisions for Quality Improvement

- Three-tier institutional structure to monitor progress and implementation of reforms

- All institutions to be linked to a web-based Management Information System
- Management Information System (MIS)
- Creation of state level accreditation agencies
- Requirement of mandatory accreditation for Higher Education Institutions(HEIs)
- Establishment of appropriate regulatory framework to set quality standards
- Creation of enabling conditions to attract investments - aim to mobilize
- 50% of the state contribution through private participation

1.3 Major Challenges for RUSA

Most important task for RUSA is improvement in access, equity and quality across India. In other words, homogeneous improvement in all the three areas .i.e. access, equity and quality across India would be a key challenge for RUSA. Parts of India which is in the nascent stages of higher education may only be able to work on access and equity, while quality improvement may take some more time to be visible. Reaching out to rural India and socially and educationally backward class may also be another challenge.

RUSA is envisaged as a prime vehicle for strategic funding of state institutions so as to ensure that issues of access, equity and quality are addressed in an equitable manner with the state as a composite unit of planning. The following are the primary components of RUSA that capture the key action and funding areas that must be pursued for the fulfilment of the targets:

1. New Universities

2. Up gradation of existing autonomous colleges to Universities

3. Conversion of colleges to Cluster Universities

4. Infrastructure grants to Universities

5. New Model Colleges (General)

6. Up gradation of existing degree colleges to model colleges

7. New Colleges (Professional)

8. Infrastructure grants to colleges

9. Research, innovation and quality improvement

10. Equity initiatives

11. Faculty Recruitment Support

12. Faculty improvements

13. Research Universities

14. Vocationalisation of Higher Education

15. Leadership Development of Educational Administrators

16. Institutional restructuring & reforms

17. Capacity building & preparation, Data collection & planning

18. Management Information System

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.

Rashtriya Uchchatar Shiksha Abhiyan Equity interventions are being built into the scheme rather than as standalone, low impact interventions. The following components would address the equity issues in a more holistic and integrated manner, thereby making a significant impact on the enrolment of deprived and marginalized sections:

• Girls hostels and girls toilets

• New hostels wherein 50% of capacity would be used for SC/ST and socially and educationally backward classes

• Converting existing buildings into fully disabled friendly environments (e.g. providing ramps, tactile pathways)

• Special facilities/equipment's for the disabled (e.g. computers, lab equipment's)

• Model Colleges in each district

• Special innovative programmes for focus groups and ODL strategies

Quality and Research focus

Another fundamental guiding principle of RUSA is a greater focus on better quality of research and innovation in higher education. The aim is to reconcile the apparently conflicting goals of achieving mass access to higher education with high quality standards. States will be encouraged to promote research and innovations in their institutions. Research is a critical component of higher education; it improves the quality of under graduate and post graduate education, and can also be vastly helpful in improving the quality of teachers who are recruited in to the higher education system. Since research focus can be judged both from input efforts and outcome signs, the State Higher Education Plan 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. Each state can think of re-orienting one of its universities in state into a Research University. Similarly, one existing college in each district can be upgraded into a Model Degree Colleges. It is expected that state institutions would make full use of ICT strategies in such efforts. The key parameters of research efforts are set out in the templates.

Research Grants

The UGC should provide to the state Universities block grants of Rupees 20-40 corer per annum and gives them full autonomy of its utilization. State government or the UGC may allocate sufficient fund (at Rs 2.5 lakh/annum/teacher like the special Assistance Programme (SAP) programme may be given to each Post Graduate department of State University. The faculty of the State Universities could be allowed to take up consultancy work and collaborative research with industry

and other private stake holder. Every State Universities should enhance the relationship between universities and industries for the scientific advancement as well as for developing quality work force.

Incentive to Faculty

For the promotion of research activity, the state government should encourage college teachers by providing seed money or grant for research projects. Faculty with higher research performance and output should be considered for incentive promotions. There should be a non lapsable pool earmarked for research work at the State Universities level with due incentive, awards and recognition for outstanding research work. At the state level, a body involving distinguished scholar/researches having expertise in different areas both at the national and international level should be constituted. Teaching faculty should be considered for reimbursement of travel, accommodation and other related expenses for duty related travel on par with industries and the private sector.

Research Facilities

A separate common fund for developing sophisticated facilities is necessary for developing research capabilities of the State University system. Common research facilities should be available to researchers of all universities in the state. The scholars should be given appropriate research scholarship and the universities should be able to build up facilities like well-equipped laboratories, language laboratories, libraries, archival collections etc.

Hence RUSA is an excellent opportunity to the state universities to upgrade educational and research ambience of infrastructure, knowledge resources and skill development expertise to produce international quality manpower. 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 parallel 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.

RUSA would enable and empower the States to develop sufficient capabilities **to** plan, implement and monitor initiatives for the higher education sector as a whole. Preparatory funds that would be provided to the State governments to equip them for complying with the prerequisites would be based on a differential funding method.

Sl.N0	Type of Institutions Covered under RUSA
1	All state universities and colleges:
2	Both 12B and 2f compliant and non-12B and non-2f from all states and Union Territories (UTs) across the country.
3	Subject to eligibility, an estimated 286 state universities and 8500 colleges will be covered

What Type of Institutions are Covered under RUSA?

Fig -4 Types of institutions are covered under RUSA

1.4   Present Scenario of Higher Education in North East

The north eastern region is a distinct geographical unit connected with the rest of the country through a narrow land corridor. Ninety-eight per cent of their border is touched international borders i.e. Bhutan and China in the north, Myanmar in the east and Bangladesh in the south and Nepal to the west of Sikkim. Among the north eastern states, percentage of tribal population is high and there are four states where proportion is more than fifty percent in Arunachal Pradesh, Nagaland, Mizoram and Meghalaya. This region has seen many inter-ethnic conflicts and disturbances since India's independence. Due to these disturbances socio-economic life is adversely affected and means of transportation and communication are often cut off and directly or indirectly affect the higher educational institutions in the

region. Throughout the British colonial period this region was treated separately and differently from the other regions of British India. In terms of area, Arunachal Pradesh the largest district covered 31.94 percent, followed by Assam with 29.82 percent. Manipur, Meghalaya, Mizoram and Nagaland constitute nearly two-thirds of the total area of North-east. Sikkim (2.71percent) and Tripura (4.00 percent) is at the bottom, respectively. However these ranking become totally different, once the population is taken into account. Arunachal Pradesh which occupies the first position in terms of area is assign to the second last position with a population of3.02 percent. On the other side Assam has the highest position in terms of population with 68.18 percent and occupies a second position in area terms. Tripura (8.03percent) holds the second rank in terms of population but in area terms it is ranked as second last. 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 net working 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) KrishnaKantaHandique State Open University, Guwahati and (14) Central Agricultural University, Imphal. Thus at present there are fourteen Central and State Govt. Universities in North East India. Except in the state of Assam where there are six Universities and Manipur have 2 Universities, all other states have only one University. However this region has another 16 private and deemed universities. The state-wise number of universities and number of Colleges in the North-East included under Section 2(f) and 12 B of the UGC Act, 1956, as on 31.03.2013, is as under:

Table -2 Colleges and Universities in North East

STATE	POPULATION(18-23 years)	Total Enrolment	No of Institutions		GER	Total expenditure on Higher Education
			Universities	Colleges		
Arunachal Pradesh	168,569	25,329	3	16	15	.28
Assam	3,654,299	327,331	10	507	9	1.183
Manipur	332,126	49,181	3	76	14.8	126
Meghalaya	359,172	55,394	9	64	15.4	58
Mizoram	134,318	35,631	3	28	26.5	74
Nagaland	265,224	42,727	4	55	16.1	64
Sikkim	77,530	19,237	5	15	24.8	19
Tripura	464,427	52.786	3	39	11.4	217

Source- University News Vol. 55 No. 26

1.5 Present Scenario of Higher Education in Mizoram

The Higher & Technical Education Department was established in the year 1989 when School Education was trifurcated into School Education, Higher & Technical Education and Art & Culture Department. The main function of this Directorate is to look after Collegiate Education, Technical Education beyond the plus two stages and Technical Education at the Diploma Level and language development.

At present, there are 20 (twenty) Govt. 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) and two Polytechnics under this Directorate.

1.6 Need of the Study

In order to ensure quality of higher education, a number of regulatory bodies have been established along with NAAC as an assessment and accreditation body. 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 attracting the attention of the researchers. Though a number of studies had been conducted in different aspects of higher education, it is found that there is no such studies conducted in Rashtriya Uchhatar Shiksha Abhiyan (RUSA).It is a new area for conducting the research. The researcher is interested to conduct this research

RUSA will have a 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 define norms. A management information system will 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 .

As mentioned 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 is having only one university and a few numbers of colleges. 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 education sector. State Universities and affiliated colleges are covered by RUSA. With higher education the main problem is that of funding the system and it is important issue which the higher education is facing. The teachers belonged to the intellectual class of the society and they are affected by the development and advancement of higher education. So it is important to know their attitude.

1.7 Statement of the Problem

The problem under investigation reads as, 'Awareness and Attitude of College Teachers in Mizoram on Rashtriya Uchchatar Shiksha Abhiyan'

1.8 Operational Definition of the Terms Used

Awareness- A psychological construct, which signifies basic knowledge about the fundamentals of something and about current developments in a particular area.

Attitude- A psychological construct which defines a relatively stable system of beliefs in relation to a particular object or the way a person. views something or tends to behave towards it, often in an evaluative way.

College Teacher – Teachers working in general degree colleges of Mizoram.

Rashtriya Uchchatar Shiksha Abhiyan (RUSA): It is a centrally sponsored scheme to provide opportunity to higher education. It is to ensure quality, equity and excellence in higher education. Its main aim is to provide strategic funding to higher educational institution.

1.9. Objectives of the study

The study aimed at understanding the awareness and attitude of college teachers on RUSA

Specific Objectives of the Study:

In pursuance of the aim of the study the specific objectives are:

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

2-To find out the attitude of college Teachers in Mizoram on RUSA

3-To find out the difference in awareness 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 find out the difference in attitude of college Teachers in Mizoram on RUSA with reference to the following variables:

3.1) Qualification

3.2) Designation

3.3) Stream of Education

1.10 Hypothesis of the Study:

1) There is significant difference in the awareness of college teachers in Mizoram on RUSA.

2) There is significant difference in the attitude of college teachers in Mizoram regarding RUSA.

CHAPTER II

CHAPTER -II

REVIEW OF RELATED LITERATURE

2.0 Meaning of Review of Related Literature

Related literature enables the researcher to define the limits of his field. It helps the researcher to delimit and define his problem, allowing the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research.

2.1 Importance of Review of Related Literature

The knowledge about related literature brings the researcher up-to-date on the work which others have done and state the objectives clearly and concisely. By reviewing the related literature the researcher can avoid unfruitful and useless problem areas. The researcher can avoid unintentional duplication of well-established findings. It gives and understanding of the research methodology which refers t the way the study is conducted, also the importance for reviewing the related literature is to know about the recommendations of previous researchers listed in their studies for further research.

The review of related literature is an essential pre-requisite for actual planning and execution of any research work. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow and naive. Practically all human knowledge can be found in books and libraries. Unlike other animals that must start anew with each generation, man builds upon the accumulated and recorded knowledge of the past (Best & Kahn, 2003). This fact is of particular importance in research. Research takes advantage of the knowledge which has accumulated in the past as a result of constant human endeavor. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. A careful review of the research journals, books, dissertations, theses and other sources of information on the problems to be investigated is one of the

important steps in the planning of any research study. A review of the related literature must precede any well planned research study (Koul, 2009).

2.2 Review of Existing Literature

Balu. A & Rajkumar. P (2015) in their title RUSA-Present Higher Education Trend in India convey about RUSA as a trend in higher education for enhancement of quality and equity. Union Ministry of Human Resource Development has launched its ambitious programme to revamp the higher education sector in the country, Rashtriya Uchchatar Shiksha Abhiyan (RUSA). Through RUSA it aims to cover 316 states public universities and 13,024 colleges across the country. During this time, the countries 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, newly 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 funding approach of this plan.

Basari1. G (2016) in their research Assessment of the Quality Management Models in Higher Education it involves the assessment of the quality management models in Higher Education by explaining the importance of quality in higher education and by examining the higher education quality assurance system practices in other countries. The qualitative study was carried out with the members of the Higher Education Planning, Evaluation, Accreditation and Coordination Council and Director of Higher Education and External Affairs Unit of the Ministry of National Education. Purposive sampling and snowball/chain sampling was done due to low number. The semi-structured interview form was designed in light of the theoretical framework as the data collection tool. The data was analyzed through content analysis. The results of the study showed that higher education authorities are not

able to perform their responsibilities with the current bureaucratic structure and major duties fall onto the higher education institutions in terms of quality management.

Balachandra, K.K (2004) observed the expansion of higher education in India was not accompanied by quality. No doubt India is producing largest number of skilled manpower, but there is unemployment among its educated youth due to mismatch of degree with jobs

Gupta, T (2016) in his paper 'Recent Trends in Indian Higher Education System' conclude that the growth in the system of higher education in India has been impressive over the years and 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 occupation 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) are been explored in the Twelfth Five Year Plan Period (2012-17). This paper explores the recent trends in the Indian higher education system.

Johson. I (2004) studied the role of female faculty as role models for female students in relation to their performance. The studied showed that female instructor have significant positive effect on female student performance in higher education institution. However the result did not find any statistically effect on male student's performance

Kamran, P.R (2004) while studying the quality of teacher education institutions opined that many newly started private teacher education institutions were not having proper qualified staff. The institutions were charging high amount of fee, though these were not able to provide quality education according to the standards. He concluded that the institutions had commercialized teacher education and it appeared as if these were opened for minting money and not for the sake of preparing quality teachers.

Kumar. N (2004) studied the major sources of finding higher education. He concludes that for government own institution government accepter and for private institution donation, fees and income from endowment form are the main sources of income.

Largosen. S (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.

Mehta. S (2004) carried out role analysis of teachers in university system as perceived by students. He reported that (i) there should be easy availability of research grants and scholarships for students. Besides, they should have right kind of motivation since higher education demands commitment, (ii) proper knowledge regarding scope and admission to higher education through internet service should be provided to the students at cheaper rates and through enquiry cells. (iii) The students have emphasized both on the professional and expressive role orientations of teachers for better role relationship in between them. Further, increased interaction in formal and informal settings can reduce distance between them and make teaching-learning an effective process.

Teachers and students do not show a good level of satisfaction with regard to existing government system in the institutions. The level of awareness of teachers regarding quality assessment increases from lower to higher stages in tertiary education. Both teachers and students have favorable attitude towards evaluation criteria, the measurement of quality concerns either through teachers or students perceptions need to be validated to conduct more comprehensive surveys for

awareness and quality assurance in higher education. A number of studies have argued that as students are important stakeholders in higher education, therefore, it is important to ensure their participation in the processes of quality monitoring and assessment

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.

NIEPA (1986) studied the enrolment trends of Scheduled Castes (SCs) student's in higher education level. The study 37 concluded that SC students were still lagging far behind the non-SC communities at all levels of education. The educational differentiation between SCs and non-SC communities were becoming more acute from the primary to secondary level and from secondary to higher levels of education.The rates of stagnation and dropout among the SCs were considerably higher than those among non-SCs. It had been reported that over the last five decades there had been phenomenal expansion of the higher education system in India. Yet in the fast changing socio-economic context and need of skilled manpower, the higher education system would be exposed to still greater pressures for expansion. It may be because of demands for social equity and justice, for providing a training ground for skilled manpower to meet the needs of expending industry, trade and commerce or for self-employment, for initiating and managing social change, or just for intellectual curiosity.

Naorem. R & Devi, M (2014) Studied 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 conclude by mentioning that most of the Colleges are understaffed with inadequate Teaching Faculty. But the enrollment of students had increased from 12,152 in 2008-09 to 41,608 in 2012-13 and the total enrollment was 123,497 in

2012-13. However, the sanctioned posts of College Teachers have stagnated at 1264 since the last 20 years, which has vacancy of 301 posts at present. As per the mandate of the UGC/Manipur University, there is a need for 2130 posts of Govt. College Teachers which necessitates creation of 866 posts. The State Govt. had been unable to increase the number of posts so far due to its acute financial constraints. All unemployment qualified citizens for these vacant posts in the State are dreaming that RUSA will help the State in tackling such crucial issues.

Parasuraman. P (1995) conducted a study to identify various dimensions of quality in Higher Education in India in comparison to other Asian Countries. His study was delimited to Pakistan, Bangladesh, China and Singapore. He found that the Higher Education Curriculum of India is much comprehensive but less industry oriented in comparison to other Asian countries. Singapore focuses on USA TQM model. The parameters of accreditation agencies are different for different countries.

Pradhan, J.P (2011) suggested that the low enrollment 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 multi-sided 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 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.Ds 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

Prakash. K (2012) argued that the issue 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 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. 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 that have 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 for higher education should be substantially increased.

Sanyal, B.C & Martin. M (2006) studied the reformation of higher education of china in relation to economic reform. The studies found that the key reform is the revenue sources by massive expansion of student's enrolment, the emergence of private higher education institution increasing accountability and reduces growing in equality in access.

Singh, J.D (2007) studied issues and challenges in higher education. It conclude 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.

Singh. J (2012) argued that in the ongoing education policy discourse the rhetoric of equality in general and especially that of gender equality aimed at inclusion of

disadvantaged sections of population including females in basic education through social safety net programes 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, and then within the disadvantaged sections of the society the 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 a role to play in this direction then only equality based educational provision for all would serve the purpose. Otherwise such discourse that by providing merely access to low quality education to females especially from the socio-economically disadvantaged sections of the society amid continuously exacerbating inequality in the society is creating only a smoke screen.

Shukla, A & Singh, D.K (2011) conducted a study on Attitude of Teachers towards Privatization of Higher Education. In their study they believed that Education is the one of the best antipoverty sword in the hand of any government. 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. So it is important to know their attitude.

Tilak, J.B (2006) studied the trend 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 has fallen tremendously.

U.G.C (2005) reveals a report on the higher education of different countries in relation to their finance and accountability. The studies show that in other countries higher education is the public sector and financed by public grants.

Varghess, N.V (2009) in his paper on reforming the higher education in related to finance suggested that to improve the financial health of institution the nongovernmental sources to be mobilized and endowment fund through social investment to be increased.

Yash Pal Committee (2009) studied the Indian higher education system from micro to macro level and recommended that comprehensive development of stake holders perception need to be taken care of.

Young, K & Linda J (2004) studied the effect of student faculty interaction on academic self concept in higher education. They founded that the environment of the department such as faculty orientation, accessibly, attention of the faculty and goal orientation of the students can magnify the effects of students' faculty interaction.

Several studies on higher education have been reviewed by the researcher to find out the research gaps on the above topic. It was found that no such studies on RUSA have been conducted in India in general as well as Mizoram in particular. To be more specific the awareness of college teachers of Mizoram on RUSA has not been conducted. The researcher came to know from the HoD, Department of Education and Director UGC-HRDC Mizoram University that, resource lectures on RUSA was given in the refresher course on education. The teachers are not aware about that. Hence a study on awareness and attitude of college teachers of Mizoram with its implications in the context of RUSA is long overdue to found in their conspicuous absence in literature.

CHAPTER III

CHAPTER –III

METHODOLOGY

The chapter entitled, the research methodology provides a brief picture of the method used in conducting the research, the sample and the tools used in conducting the research. It also gives the procedure adopted for the collection of the data along with the Statistical techniques used and the rationale underlined them. The ambit of the research is confined to a descriptive survey. The relevant tool for find out the awareness and attitude of the college teachers of the different streams towards RUSA was constructed by the researcher. This chapter is organized into six sections. The section 3.1 describes the design of the study, 3.2 deals with the scope and delimitation of the data, 3. 3 speaks about the methodology of the study, 3.4 deals with the population and sample, 3.5 followed by the tools and techniques,3.6 speaks about procedure of data collection.

3.1 Design of the study

A research design answers the questions as to how one should proceed to answer his research questions and test his hypothesis.

In the words of Kerlinger

"Research design is a plan, structure and strategy of investigations so conceived as to obtained answers and to research questions or problem".

- The research design has an important role in a research project It provides the procedural plan with an appropriate sequence of activities
- It defines the scope of the study, variable to be studied, specifics the manner of measurement, accuracies to be achieved, sample design and size to achieve the accuracy, the process of data collection and how the data are to be analyzed.

- The final outcomes of the research project depend to a great extent on the strength of the research design adopted.

The present study has a descriptive survey research design. In this study, the purpose is to find out both the awareness and attitude of college teachers with a structured investigation. The research had followed the quantitative methodologies to find out the awareness and attitude of college teachers of Mizoram towards RUSA.

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. 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 29 colleges in the state which are either privately owned or are fully or partially managed by the government. The list of colleges with number of students is given in table number 3.

Table – 3 Lists of Colleges with Student Enrollment in Mizoram

SL. No	Name of the college	No of students enrolled					
		ST	SC	General	M	F	Total
1	Pachhunga University College	2146	11	15	1069	1103	2172
2	Govt. Lunglei College	861	-	-	439	422	861
3	Govt. Champhai College	577	-	-	268	309	577
4	Govt. Serchhip College	422	-	2	215	210	425
5	Govt. Aizawl College	1102	3	1	529	589	1118
6	Institute of Advanced Study in Education (IASE)	395	-	1	332	183	515
7	Govt. Saiha College	426	-	-	236	190	426
8	Govt. Kolasib College	405	2	25	250	190	440
9	Govt. Hnahthial College	135	-	-	64	71	135
10	Govt.Hrangbana College	1806	2	0	914	899	1813
11	Govt.Lawngtlai College	404	-	-	218	188	406
12	Govt.ZirtiriRe College	622	-	2	356	277	633

13	Govt. Mamit College	**99**	-	-	51	48	**99**
14	Govt.J.Buana College	**566**	3	-	297	273	**570**
15	Govt. Mizoram Law College	**264**	1	2	142	126	**268**
16	Govt. Saitual College	**241**	-	-	109	132	**241**
17	Govt. Khawzawl College	**71**	-	-	35	36	**71**
18	Govt. Zawlnuam College	**39**	-	-	29	10	**39**
19	Govt. Aizawl North College	**1143**	-	-	550	593	**1143**
20	Govt. Aizawl West College	**800**	-	-	458	349	**807**
21	Govt. T.Romana College	**852**	-	-	450	402	**852**
22	Govt. J.Thankima College	**758**	4	3	416	352	**768**
23	Govt. Kamalanagar College	**298**	-	-	228	71	**299**
24	Govt.JohnsonCollege	**872**	6	-	492	386	**878**
25	RIPANS	**563**	11	61	229	459	**688**
26	NIELIT	**270**	9	-	212	67	**279**
27	Mizoram College of Nursing	**115**	-	-	7	110	**117**
28	HATIM	**240**	-	-	108	133	**241**

Source –Director CDC, Mizoram University

Table- 4 Profile of Affiliated/Constituent Colleges under Mizoram University (2015-2016)

Sl. No	Name of the College/Institution	Year of 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 Biotech B. Com, Diploma in Pisiculture
2.	Lunglei Govt. College	1964	BA Core in Edu, Eng, Mizo, Hist, Eco, Pol. Sc., Geog, Phil B.Sc Core in Phy, Chem, Maths, Bot, Zool, Geol
3.	Govt. Champhai College	1971	BA Core in Eng, Mizo, Hist, Pol.Sc., Eco, Geog, Edn B. Core in Phy, Chem, Maths, Bot, Zool, BCA
4.	Govt. Serchhip College	1973	BA Core in Eng, Pol.Sc., Hist, Eco, Edu, Geog, Mizo B.Sc Core in Chem, Phy, Bot, Zool, Maths, BCA
5.	Govt. Aizawl College	1975	BA Core in Eng, Mizo, Hist, Pol.Sc, Edu, Eco, Socio, 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, Envi.Sc
8.	Govt. Kolasib College	1978	BA Core in Eng, Edu, Eco, Hist, Pol.Sc., Mizo, Geog, Pub.Admn B.Sc Core in Phy, Chem, Maths, Bot, Zoo, 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, 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, Home Sc, BCA
13.	Govt. Mamit College	1983	BA Core in Eng, Mizo, Eco, Pol.Sc, Hist, Edu
14.	Govt. J. Buana College	1983	BA Core in Eng, Mizo, Pol.Sc, Hist, Eco, Edu, Geog, 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, Pub Adm.

17.	Govt. Khawzawl College	1985	BA Core in Eng, Mizo, Edu, Eco, Pol.Sc, Hist
18.	Govt. Zawlnuam College	1986	BA Elective in Eng, Mizo, Pol.Sc., Hist, Edu, Eco BA Core in Mizo, Eco, Hist
19.	Govt. Aizawl North College	1988	BA Core in Eng, Eco, Hist, Pol.Sc, Mizo, Edu, Geog
20.	Govt. Aizawl West College	1990	BA Core in Eng, Eco, Hist, Pol. Sc., Pub. Admn., Psy, Mizo, Edu
21.	Govt. T. Romana College	1992	BA Core in Eng, Mizo, Hist, Pol.Sc, Eco, Edu, Pub. Admn, Socio
22.	Govt. J. Thankima College	1992	BA Core in Eng, Mizo, Hist, Pol.Sc, Edu, Eco
23.	Govt. Kamalanagar College	1992	BA Core in Hist, Eng,Hindi, Pub Admn., Pol Sc., Edu, Eco, Mizo
24.	Govt. Johnson College	1993	BA Core in Eng, Eco, Mizo, Hist, Pol.Sc, Edu, Env. Studies
25.	RIPANS	1995	B.Sc Nursing, B. Pharm, M.Pharm, B.Sc MLT, B.Sc RIT, 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, 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, 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 B.Com

Source –Director CDC, Mizoram University

The scope of the present study is delimited to 8 general degree colleges of Aizawl District offering B, A, B.Sc. and B.Com Courses only.

Table-5 Lists of Colleges in Aizawl district

Sl.no	Name of the college	Course offered
1	Pachhunga University College	BA, B.Sc., B. Com.
2	Govt. Aizawl College	BA, B. Com.
3	Govt. Hrangbana College	BA, B. Com.
4	Govt. Zirtiri Res.Science College	B.Sc.
5	Govt. Aizawl North College	BA
6	Govt. Aizawl West College	BA
7	Govt. T. Romana College	BA
8	Govt. J. Thankima College	BA

Source –Director CDC, Mizoram University

3.3 Methodology

In the research process, research methods play, very important role as these describe various steps used in solving the research problems.

According to J.W.Best

> *"Like the tools in a carpenter's box, each research tool is appropriate in a given situation to accomplish a particular purpose"*

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. Surveys are generally used to answer various research questions relating to

attitudes, belief and behaviors of individuals or groups. The broad areas of survey research can be-

1   Need assessment for starting some programme

2   Understanding of inter-personal relations

3   Identification of various characteristics of people/social phenomenon

4   Study of behaviors and aspirations of people

5   Understanding of attitudes and beliefs of the people living in a specific society

6   Understanding the problems of vulnerable groups and study the efficiency and effectiveness of various developmental interventions

It is also regarded as survey method because the data are collected through survey. In this study survey method   has been utilized.

3.4 Population and Sample

The questionnaire was administered on 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 is given below in a the table no 7

Table- 6 No of teachers in different colleges of Mizoram

Sl. No	Name of the College/Institution	No of teachers
1.	Pachhunga University College	93
2.	Lunglei Govt. College	58
3.	Govt. Champhai College	51
4.	Govt. Serchhip College	47
5.	Govt. Aizawl College	60
6.	Institute of Advanced Study in Education, (IASE)	18
7.	Govt. Saiha College	28

8.	Govt. Kolasib College	56
9.	Govt. Hnahthial College	22
10.	Govt. Hrangbana College	57
11.	Govt. Lawngtlai College	38
12.	Govt. ZirtiriRes.Science College	68
13.	Govt. Mamit College	24
14.	Govt. J. Buana College	36
15.	Govt, Mizoram Law College	12
16.	Govt. Saitual College	28
17.	Govt. Khawzawl College	23
18.	Govt. Zawlnuam College	20
19.	Govt. Aizawl North College	35
20.	Govt. Aizawl West College	37
21.	Govt. T. Romana College	35
22.	Govt. J. Thankima College	27
23.	Govt. Kamalanagar College	34
24.	Govt. Johnson College	28
25.	RIPANS	14
26.	NIELIT, Aizawl.	23
27.	Mizoram College of Nursing	10
28.	HATIM	12
	Total	1004

Source –Director CDC, Mizoram University

Table- 7 No of teachers working in different colleges in Aizawl District

Sl no	Name of the college	No of teachers			
		Science	Arts	Commerce	Total
1	Pachhunga University College	28	60	05	93
2	Govt. Aizawl College	-	57	03	60
3	Govt. Hrangbana College	-	51	06	57
4	Govt. Zirtiri Resdential Science College	68	-	-	68
5	Govt. Aizawl North College	-	35	-	35
6	Govt. Aizawl West College	-	37	-	37
7	Govt. T. Romana College	-	35	-	35
8	Govt. J. Thankima College	-	27	-	27
	TOTAL	96	302	14	412

Source –Director CDC, Mizoram University

Simple random sampling procedures were adopted for the study. The researcher selected colleges from Aizawl district of Mizoram. A total of 8 colleges were taken for collection of data. The number of teachers working in those colleges in total was 412 as on the date of collection of data. Out of which 100 teachers are taken randomly as sample of the study. These 100 teachers are selected randomly taking in to the consideration of their availability on the date of collection of data and stream of education. Out of 100 teachers 76 are s Arts teacher, 20 are science teacher and 04 are commerce teachers.

There are only two colleges offering Science subjects and three are offering commerce and all the seven colleges (except Govt. Zirtiri College) offered arts stream.

The investigator met the principal from whom he collected different information regarding information about the teachers such as science, arts and commerce. With the help of principal from each sample college, the investigator randomly selected teachers who are available on the day of data collection. The list of sample teachers is given in the Table no –8

Table- 8 List of Sampled Teachers

Sl no	Name of the college	No of Sample teachers			
		Science	Arts	Commerce	Total
1	Pachhunga University College	08	16	02	20
2	Govt. Aizawl College	-	10	01	11
3	Govt. Hrangbana College	-	10	01	17
4	Govt. Zirtiri Residential .Science College	12	-	-	12
5	Govt. Aizawl North College	-	10	-	10
6	Govt. Aizawl West College	-	10	-	10
7	Govt. T. Romana College	-	10	-	10
8	Govt. J. Thankima College	-	10	-	10
	TOTAL	20	76	04	100

3.5 Tools Used

In the present study the self-made questionnaire was used by the researcher to collect data. The questionnaire was administered personally by the investigator. The Questionnaire was developed taking into consideration the concepts and components of RUSA.

3.5.1 Consultation with the Experts

The drafted questionnaire consisting of 35 Attitude and 10 Awareness items questions was sent to a panel of experts working in the field of Higher Education of the state

The purpose was:

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

b.   To add any other area of relevance.

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

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

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

It is needless to say that all the experts extended their full Co-operation by giving views with valuable suggestions.

3.5.2 Preparation of the Final Draft

Taking into consideration the views of the experts regarding improvement of the questionnaire was properly reviewed and following modifications were made.

1.   Instructions were made clearer.

2   The language in some items was simplified.

3   Some new items were added.

4   Some items were dropped.

Some items were re organized. The investigator consulting with her learned guide tried her best to prepare the final draft of these schedules,

bringing changes in above mentioned areas. Finally the tool has consisted 35 items.

3.5.3   Medium and Format

The questionnaire was written in very simple English language. Since a poor design of the format creates a poor attitude 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)*

According to **Mouley, 1970,**

"The validity of a questionnaire must be established prior to its use, for validation is an aspect of its development not its use in the solution of the problem."   *(p.255)*

The above stated remarks emphasize that the data gathering tools must be valid else the whole work would be of no use. Regarding the method of establishing the validity of questionnaires,

It is necessary that the questionnaire to 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 question must be clear and unambiguous etc.

The investigator went through different research reports and prepared the part- A of the questionnaire. Then these parts were given to a group of experts to comment upon.

After getting their valuable suggestions, necessary correction were made on the drafts. The lists of experts have been given in Appendix-B. For the part-B of the questionnaire the investigator first went through the components, aims and objectives of RUSA and visited Directorate of Higher and Technical Education, Mizoram and prepared the draft of the Part-B of the questionnaire. Then the investigator required a group of experts to comment upon the items with regard to adequate coverage and ambiguity in questions etc. After receiving the comments and suggestion of the experts necessary corrections were made. As the questionnaire was developed taking the valuable suggestions of these esteemed experts in to 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.

> *"Á test is said to be reliable*
> *when it functions*
> *consistently" (p.72)*

So in a word of reliability means consistency i.e. degree which the test agrees with itself

Mursell, *1948, remarked*.

> *"All measurements are subject to variable errors…. So*
> *psychometric instrument must have serviceable degree of*
> *reliability" (pp-.28-29)*

So the reliability is the essence of the present questionnaire. Regarding reliability of questionnaire and regarding relationship between reliability and validity **Remmeret. al,1955,** states,

"A test may be reliable, but it may not be valid, but when it is valid, it must be reliable"

After the preparation of final draft of the questionnaire for the college teachers as per the suggestions and remarks of the experts, the investigator first administered the questionnaire over a sample of 26 college teachers 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 26 college teachers of Aizawl district previously covered. The responses taken from the 26 teachers in the second time were tabulated.

Now the investigator got two sets of scores. The investigator therefore, co related the two sets of scores by product movement method the statistical formula used to calculate the co-efficient of co-relation has been given by Garrett. (1971).

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

Where x', y' are the deviations from the assumed mean. N is the size of the sample, c'_x, c'_y are co-relation factors. The detail calculation of co-efficient of co-relation has given below,

RELIABILITY

$$Cy = \frac{\sum x^1 y^1 - Cx - Cy}{\sigma x.\sigma y} = \frac{201/26 - (-0.860)(-0.86)}{2.83 x 2.65} = \frac{7.88 - 0.7396}{7.4995} = \frac{7.1404}{7.4995} =$$

$$= 0.913 (Highly Signicant)$$

The value of r found **0.913** which is very high. Thus the questionnaire was very reliable.

3.8 Procedure for Data Collection

The investigator covered 8 colleges personally. She first met the Joint Director of Higher and Technical Education, Mizoram from which she got the information regarding the list of colleges in Aizawl District. After getting the information she visited the 8 colleges of Aizawl District.

After reaching the college the investigator met the principal of the concerned college and collected different information regarding the demographic feature of the college. Then the investigator randomly selected some teachers on the basis of their streams from each sample college and met them in their department and established rapport with them. Then she gave the questionnaire and requested them to answer the entire question. The investigator explains how to answer the questions. The above process was adopted for all the colleges to collected data for present study. The investigator was fully satisfied that the data collected were genuine.

3.9 Organization of Data

Keeping the objectives of the study in view the data were organized according to their designation, qualification and stream of education as per the items in the tools.

3.10 Analysis of Data

The data were analyzed quantitatively using descriptive statistics like frequency and percentage

CHAPTER IV

CHAPTER – IV

ANALYSIS AND INTERPRETATION OF DATA

4.0   Demographic Features of the Sampled Teachers

The teacher's roles and responsibilities have found extension outside the classroom. The implementation of educational policies, transaction of curricula and spreading awareness are the main areas which keep teacher in the forefront. Changing times have added new dimension to this profession, which requires specified competencies and right attitude. The table No- 9 gives a clear picture about their designation.

Table-9 Designation and Stream wise distribution of college teachers

Designation	Science(%)	Arts(%)	Commerce(%)	Total(%)
Assistant Professor	13	36	03	50
Associate Professor	07	42	01	50
Total	20	76	04	100

From the above table it is found that 13 percentage of science teachers were Assistant professors and 07 percentages were Associate professors. Similarly 36% of arts teachers were Assistant professors and 42% teachers were Associate professors.
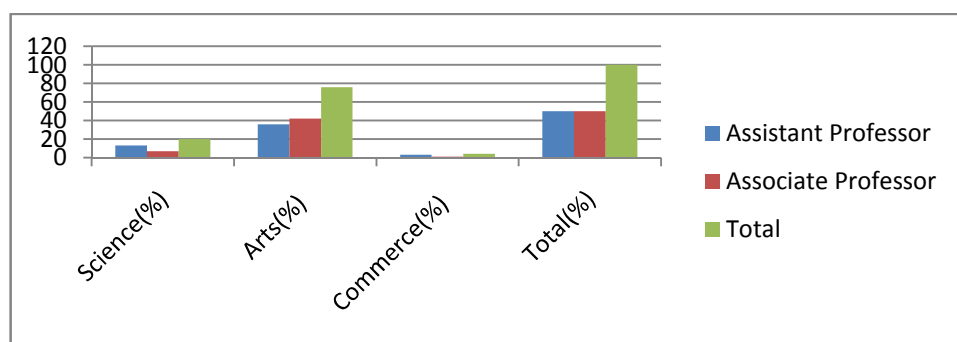
Fig -5 Designation and stream wise distribution of college teachers

4.1 QUALIFICATION WISE DISTRIBUTION OF TEACHERS

Qualification is the most important factor of teachers in higher education.

Table-10 Qualification wise distribution of teachers

Qualifications	Arts (%)	Science(%)	Commerce (%)	Total (%)
PG	36	10	04	50
PG with NET	11	02	-	13
M.Phill	12	3	-	15
Ph.D	17	5	-	22
Total	76	20	04	100

From the above table it is found that 50 percent of teachers are simple post graduate qualified and only 13 percent of the respondents were NET qualified. So far as Ph.D. is concerned only 22% of teachers had Ph.D. degree out of which 17% are from arts stream and 5% are from science stream from the sample taken. Regarding M.Phil. only 15% teachers were of this qualification. The Analysis of the data clearly reflected that only a few percentages of college teachers are of higher qualification.
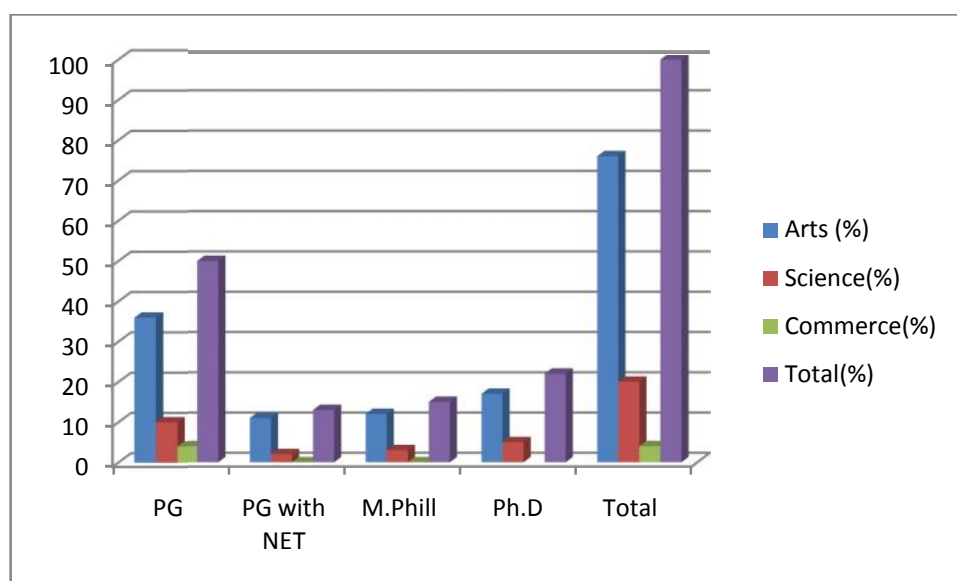
Fig -6 Qualification wise distribution of teachers

4.2 AWARENESS OF TEACHERS ON RUSA

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. The following table gives a clear idea about the awareness of teachers on RUSA.

Table no-11 Awareness of Teachers on RUSA

SL.NO	ITEMS	YES (%)	NO (%)
1	Are you aware about RUSA	87	13
2	Are you aware about the components of RUSA	28	72
3	It is a programme for Higher Education	76	24
4	GER of higher education is 25%	12	88
5	Is RUSA implemented in your course	-	100
6	The funding pattern of RUSA to North East is 90:10	21	79
7	This is a programme to improve the gross enrolment ration in Higher Education	32	68
8	This is a pogramme to improve the quality of Higher Education	57	43
9	This is a programme to improve access of Higher Education	24	76
10	This is a programme to open new universities in the state	72	28

From the above table it is found that 87% of teachers irrespective of Streams of education were aware about RUSA. Twenty eight percent of teachers were aware about the components of RUSA. Seventy two percentages of teachers were not aware about the components of RUSA. 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. Almost all the teachers said that

RUSA is not implemented in their course of under Graduate and Post Graduate. RUSA is a programme to increase the GER in Higher Education was stated by 32% of teachers, whereas 68% of teachers did not agree with the statement. Regarding the funding pattern and structure of RUSA, only 21% of the teachers were aware about it. RUSA is a flagship programme was stated by 57% of the respondents. Similarly 24% of teacher's respondents said that RUSA is a progamme to improve the access of Higher Education and 72% respondents said that it is a programme to open new universities in the state.

From the above analysis it is found that most of the teachers were not aware about RUSA. 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 Enrollment Ratio. Even in the syllabus of Under Graduate and Post Graduate, RUSA is not included as a topic which may enhance the knowledge of teachers about RUSA. Though it is recent programme by MHRD and implemented in 2013, the teachers were still not familiar about it. It seems teachers were not attending refresher courses on education.
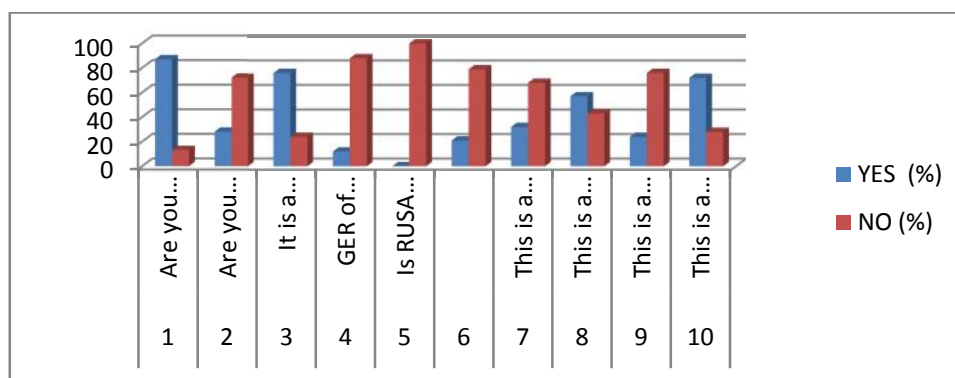
Fig -7 Awareness of teachers on RUSA

4.3 Awareness of Teachers of Different Streams on RUSA

Table- 12 Awareness of Teachers on RUSA with respect to Stream of Education

SL.NO	ITEMS	Science		Arts		Commerce	
		Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)	No (%)
1	Are you aware about RUSA	91	09	85	15	25	75
2	Are you aware about the components of RUSA	18	82	39	61	-	100
3	It is a programm for Higher Education	76	24	96	04	-	100
4	GER of higher education is 25%	12	88	85	15	25	75
5	Is RUSA implemented in your course	-	100	-	100	-	100
6	The funding pattern of RUSA to North East is 90:10	21	79	79	21	25	75
7	This is a programme to improve the gross enrolment ration in Higher Education	18	72	68	32	-	100
8	This is a pogramme to improve the quality of Higher Education	57	-	43	-	100	-
9	This is a programme to improve access of Higher Education	21	79	76	24	-	100
10	This is a programme to open new universities in the state	72	28	26	74	100	-

From the above table it is found that 81% of science teachers and 85% arts teachers were aware about RUSA, whereas all the teachers of commerce stream were not aware about RUSA. With regards to the components of RUSA, 82% of science teachers as well as 61% of arts and all commerce teachers were not aware about the components of RUSA. It is a programme for higher education was stated by 76% of

science and 96% of arts teachers. All the commerce teachers said that they were not aware about it. Eighty eight percent science teachers, 15 % arts teachers and 75% commerce teachers were not aware about the Gross Enrolment Ratio of higher education. All the teachers irrespective of science, arts and commerce said that RUSA was not incorporated in their course of under Graduate and Post Graduate. RUSA is a programme to increase the GER in Higher Education was stated by 18% of science teachers, whereas 32% of arts and all teachers of commerce did not agreed with the statement. Regarding the funding pattern and structure of RUSA, only 21% of science teachers are aware about it, while 21% arts and 75% commerce teachers are not aware about it. RUSA is a flagship programme was said by 57% of science, 43% arts and all teachers of commerce. Similarly 21% of science teachers, 76% of science teachers said that RUSA is a progamme to improve the access of Higher Education while all the teachers of commerce said that it was not a programme to improved access to Higher Education and 72% of science and all commerce respondents (100%) said that it was a programme to open new universities in the state, as 74% arts teachers said that it was not a programme to open new universities.

From the above discussion it is clearly observed that the teachers from arts stream were more aware about RUSA as compared to science and commerce stream, the teachers of science and commerce stream were less concerned about the recent trends in higher education. Though maximum arts teachers were aware about the concept of RUSA, they are not aware about the different components of RUSA. Regarding the Objectives of RUSA, maximum teachers are still in dark. They have not gone through the literature also. So far as structure and funding pattern is concerned, no teachers were well known about the pattern. RUSA is a holistic pogramme for Higher Education to achieve equity, access and quality in Higher Education, the teachers still have much to learn when it comes to RUSA and its components.

4.4 Awareness of Teachers about RUSA on the Basis of Designation

Designation is one of the most important factors on attitude of teachers on RUSA. The awareness of teachers are given below in table 13

Table-13 Awareness of Teachers about RUSA on the Basis of Designation

Sl.No	ITEMS	Associate professor		Assistant Professor	
		Yes (%)	No (%)	Yes (%)	No (%)
1	Are you aware about RUSA	92	08	90	10
2	Are you aware about the components of RUSA	68	32	60	40
3	It is a programm for Higher Education	98	02	100	-
4	GER of higher education is 25%	60	40	44	56
5	Is RUSA implemented in your course	00	50	00	50
6	The funding pattern of RUSA to North East is 90:10	86	14	84	16
7	This is a programme to improve the gross enrolment ration in Higher Education	68	32	78	22
8	This is a pogramme to improve the quality of Higher Education	92	08	98	02
9	This is a programme to improve access of Higher Education	92	08	92	08
10	This is a programme to open new universities in the state	50	50	44	56

From table 13, it shows that the associate professors were more slightly aware about RUSA and its components with a higher percentage of 92% and 68% respectively. All assistant professors were aware about RUSA as a programme for Higher Education with associate professors at 98%. RUSA is a programme to increase the GER in Higher Education was stated by 60% associate professors, while 56% of assistant disagreed with it. All the professors both associate and assistant said that RUSA was not incorporated in their course. RUSA is a programme to increase the GER in Higher Education was stated by 68% of associates, whereas 68% of teachers did not agreed with the statement. 50% associate professors agreed that it is a new programme for opening new universities in the state while 44% assistant professors agreed with it. Ninety two percent of both associate and assistant professors agreed that RUSA is a programme to improve accessed to higher education while 8% associate and assistant professors disagreed. RUSA as a programme to improve the quality of higher education was agreed by 92% associate professors and 98% assistant professors. While 8% associate and 2% assistant professors don't agreed with the statement.

4.5 Attitude of Teachers towards RUSA   Table-14

Attitude of Teachers towards RUSA

Sl No	Items	Designation						Stream of education									Qualifications								
		Associate professor (N=50)			Assistant Professor (N=50)			Arts (N=76)			Science (N=20)			Commerce (N=04)			PG (N=59)			M.Phill (N=15)			Ph.D (N=22)		
		A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD
1	RUSA is a National level programme for promotion of higher education	50–100	-	-	49–98	-	01–02	70–92		06–08	18–90	-	02–10	04–100	-	-	58–98	–	01–2	15–100	-	-	22–100	-	-
2	RUSA, the centrally Sponsored Scheme of Government India	49–98	-	01–02	48–96	01–02	01–02	71–93	-	05–07	18–90	0–0	02–10	04-100	-	-	56–94	01–02	12-20	15–100	-	-	22–100	-	-
3	Central–state funding for the scheme will be in the ratio of 90:10 for North Eastern Sate	40–80	0–0	10–20	46–92	-	04–08	06–08	-	70–92	20–100	-	-	04–100	-	-	45-76	02–04	12–20	07–46	02–13	06–40	16–72	-	06-27
4	The main focus area of RUSA for the betterment of higher education is access, equity and Excellency	42–84	03–06	05–10	41.–82	02–04	07–14	05–07	-	71–93	18–90	01–05	01–05	04–100	-	-	50–84	03-06	06-10	12-80	-	03–20	18–81	01-04	03–13
5	RUSA IS A PROGRAMME for decreasing Gross enrolment ratio in Higher Education	09–18	34–68	07–14	09.–18	33–66	08–16	01–01	-	75–99	01–05	01–05	18–90	01-25	03-75	-	08–13	40-68	10-17	03–20	10-66	02–13	04–18	15-68	03-13

(The figures in the numerator indicates the corresponding numbers and the denominators indicates the percentage)

Attitude of Teachers towards RUSA

Table no 14 speaks about the attitude of the teachers towards RUSA. Almost all the associate professors agreed that RUSA is a national level programme for promotion of higher education; it was also 49% in case of assistant professors. In comparison to stream of education i.e. Arts, Science and commerce, 92% arts teachers agreed that RUSA is national level programme. 90% science teachers and almost all the commerce teachers agreed to that statement. Similarly, as for the qualification of the respondents, almost all the teachers having qualifications- post graduate, M.Phil. and Ph.D. agreed that it is a national level programme.

RUSA as a centrally sponsored scheme of government of India was also agreed by almost all the respondent's teachers irrespective of their designation, stream of education and qualification. With regard to central state ratio of funding pattern 20% associate professor, 8% assistant professors, 92% arts teachers, 22% science teachers, 20% post graduate professors had disagreed that it is 90:10 for North Eastern states. It seems almost all the respondent teachers were not familiar about the funding pattern of RUSA.

Similarly 84% associate professors and 82% assistant professors knew about the focus areas of RUSA i.e. access, equity and Excellency. In comparisons with the streams of education 93% arts teacher, almost all the science and commerce teachers agreed to the statement. RUSA is a programme for decreasing GER in higher education was disagreed by almost all the respondent's teachers with respect to their designation stream of education and qualification.

SI No	Items	Designation						Stream of education									Qualifications								
		Associate professor (N=50)			Assistant Professor (N=50)			Arts(N=76)			Science(N=20)			Commerce (N=4)			PG (N=59)			M.Phill (N-15)			Ph.D (N=22)		
		A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD
6	The present GER on higher education is 32%	16-32	11-22	23-46	08-16	09-18	33-66	08-11	08-11	60-78	04-20	-	16-80	02-50	-	02-50	13-22	14-24	32-54	02-13	05-34	08-53	07-31	02=09	13-60
7	RUSA is a programme not for improvement of the overall quality of teaching-learning process in higher education	16-32	31-62	03-06	09-18	33-66	08-16	-	76-100	-	-	09-45	11-55	-	03-75	01-25	20-34	32-54	7-12	-	13-86	02-14	05-22	15-68	02-10
8	The central funding would flow from MHRD to institutions, through the State budget	31-24	16-32	03-06	27-54	12-24	11-22	08-11	09-11	59-78	08-40	-	12-60	03-75	01-25	-	31-52	10-17	18-31	05-33	07-46	03-21	07-31	11-50	04-19
9	RUSA was launched in the year 2014	18-36	30-60	02-04	16-32	28-56	06-12	-	09-11	67-89	08-40	02-10	10-50	03-75	01-25	-	15-25	37-62	07-13	08-53	06-40	01-07	07-31	11-50	04-19
10	It is not a programme for colleges which are affiliated both at 2(f) and 12(B) of UGC	09-18	27-54	14-28	11-22	22-44	17-34	08-11	-	68-89	-	02-10	18-90	03-75	01-25	-	10-16	29-49	20-35	03-20	07-46	05-34	05-23	11-50	06-27

(The figures in the numerator indicates the corresponding numbers and the denominators indicates the percentage)

Table- 15 Attitude of Teachers towards the Components of RUSA

4. 6 Attitude of Teachers towards the components of RUSA

Table no 15 reveals about the attitude of respondents of attitude of teachers the components of RUSA. With regard to present GER in higher education 46% associate professors, 66% assistant professors were uncertain. It seems there were unsure about the present gross enrolment ratio on higher education. In comparison to arts, science and commerce teachers, most of the teachers i.e. 78% on arts 80% in science 50% in commerce were also uncertain about the present status of GER . Fifty four percent post graduate teachers, 53% teachers having M.Phil. degree and 60% having Ph.D. degree were unsure about the present Gross Enrolment Ratio in Higher education. Regarding RUSA as a programme for improvement of quality of teaching in higher education was agreed by 6% associate professor and 16% assistant professor .Regarding the stream of education almost all the arts teachers knew about RUSA as a programme for improving the overall quality of the teaching learning process. Twenty two percent teachers having PhD qualifications had agreed with the above statement. Responding to the funding pattern of RUSA i.e. the funds flow from MHRD to institution through state government, many of the teachers were not aware about it because the data shows only 24% associate and 11% assistant professors agreed to the above statement out of which 11% arts teachers and 40% science and one 25% commerce teachers agreed that the fund will come from MHRD to institutions through state governments. Regarding the year of launching of the programme RUSA, 36% associate professors and 32% assistant professors said that it was launched in the year 2014 which is incorrect because it was launched in 2013. It seems there were a maximum number of teachers who were uncertain about the year of launching of this programme.

This programme is for colleges which are affiliated both 2(f) and 12(B) of UGC was agreed by 18% associate and professor and 22% assistant professors. Eleven percent arts teachers and 75% commerce teachers also agreed with the above statement. No science teachers knew about the affiliation of college with 2(f) and 12(B) of UGC. Similarly 16% teachers having post graduate qualification and 23% teachers having Ph.D. degree are agreed that RUSA is a programme for colleges which are affiliated both at 2(f) and 12(B) of UGC.

Table –16 Attitudes of Teachers towards the Components of RUSA (continued)

Sl No	Respondents Items	Designation Associate professor (N=50)			Assistant Professor (N=50)			Stream of education Arts (N=76)			Science (N=20)			Commerce (N=4)			Qualifications PG (N=59)			M.Phill.(N-15)			Ph.D. (N-22)		
		A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD
11	The funding to state would be made on the basis of critical appraisal of State Plan for Higher Education Plans(SHEPs)	32 - 64	8 - 16	10 – 20	31 – 62	08 – 16	11 – 22	-	-	76 – 100	02 – 10	-	18 – 90	04 - 100	-	-	40 - 67	10 - 17	09 - 16	09 - 60	03 - 20	03 - 20	09 - 41	08 - 36	05 - 23
12	The target of GER by 2020 will be 40	29 - 58	03 - 6	18 – 36	26 – 52	01 – 02	23 – 46	10 – 13	08 – 11	58 – 76	-	05 – 25	15 – 75	02 - 50	01 - 25	01 - 25	35 - 59	01 - 2	23 - 39	08 - 53	01 - 7	06 - 40	09 - 41	03 - 14	10 - 45
13	This programme ensures academic and examination reforms in the Higher educational institutions	36 - 72	11 - 22	03 – 06	35 – 70	08 – 16	07 – 14	7 – 100	-	-	08 – 40	-	12 – 60	03 - 75	01 - 25	-	40 - 68	09 - 15	10 - 17	09 - 60	03 - 20	03 - 20	14 - 65	07 - 31	01 - 4
14	It enables conversion of some of the universities into research universities at par with the best in the world	30 - 60	12 - 24	08 – 16	24 - 48	13 - 26	13 - 26	06 – 8	10 – 13	60 – 79	08 – 40	02 – 10	10 – 50	03 - 75	01 - 25	01 - 25	36 - 61	12 - 20	11 - 19	07 - 46	04 - 27	04 - 27	08 - 36	08 - 36	06 - 28
15	It will not create opportunities for states to undertake reforms in the affiliation system	12 - 24	27 - 54	11 – 22	08 - 16	29 - 58	13 - 26	-	10 – 13	66 – 87	-	02 – 10	18 – 90	03 - 75	01 - 25	-	19 - 32	32 - 54	08 - 13	01 - 7	09 - 60	05 - 33	02 - 18	13 - 59	05 - 23

(The figures in the numerator indicate the corresponding numbers and the denominators indicates the percentage)

From table 16 it was found that 64% associate professors and 62% assistant professors agreed that the funding to the state would be made on the basis of critical appraisal of state plan for higher education. Twenty percent of associate professors and 22% of assistant professors were uncertain about the statement. Almost all the arts teachers and 90% science teachers were unsure whether the funds were coming from the MHRD to the state government at the critical appraisal of state plan for higher education that means the teachers respondents did not know about the funds flowing from RUSA. Answering to the question- the target of GER by 2020 almost all the teachers irrespective of their designation, stream of education and qualification are uncertain about it. Similarly 72% associate professors and 70% assistant professors agreed that RUSA is about reformation of examination in higher educational institutions. While comparing with the streams of education all the arts teachers, 40% science teachers and 75% commerce teachers were in the opinion of RUSA as a programme for academic and examination reforms at higher education level.

RUSA is a programme which enables conversion of some of the universities into research universities at par with the best in the world was agreed by 60% associate professors and 48% assistant professors. From the table it also shows that 79% arts teachers disagreed with the said statement whereas maximum number of percentage from science and commerce teachers agreed that it was a programme to convert some of the universities to research universities. Regarding the affiliation of colleges most of the associate professors and assistant professors disagreed. From the streams of education, arts science and commerce streams disagreed that the programme would not create opportunities for states to undertake reforms in the affiliation system. The table also showed that almost all the teachers in respect of their steam of education and qualification did not know about the affiliation system of higher education.

Table-17 Attitudes of Teachers towards the Components of RUSA (continued)

Sl No	Items	Designation						Stream of education									Qualifications								
		Associate professor (N=50)			Assistant Professor (N=50)			Arts (N=76)			Science (N=20)			Commerce (N=4)			PG(N=59)			M.Phill (N=15)			Ph.D (N=22)		
		A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD
16	It ensures adequate availability of quality faculty in all higher educational institutions and ensures capacity building at all levels of employment	40-80	04-8	06-12	38-76	8-16	04-08	60-79	10-13	06-08	18-90	-	02-10	03-75	01-25	-	49-83	07-12	03-05	12-80	02-13	01-07	17-77	02-10	03-13
17	RUSA programme creates an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations	39-78	07-14	04-08	33-66	09-18	08-16	56-74	-	20-26	01-05	18-90	01-05	03-75	-	01-25	44-75	07-12	08-13	09-60	06-40	-	16-72	03-14	03-14
18	It will not foster institutional autonomy in higher education	18-36	18-36	14-28	15-30	19-38	16-32	02-02	58-77	16-21	-	20-100	-	03-75	-	01-25	19-32	23-39	17-29	05-33	04-27	06-40	06-27	10-46	06-27
19	It will not create opportunities for students from rural areas to get access to better quality institutions and setting up institutions in un-served & undeserved areas	11-22	35-70	04-08	06-12	38-76	06-12	-	60-79	16-21	-	18-90	02-10	03-75	01-25	-	09-15	45-76	05-09	-	13=87	02-13	05-23	14-64	03-13
20	RUSA does not involve fair access of the poor and the socially disadvantage groups tohigher education	08-16	36-72	06-12	05-10	39-78	06-12	-	10-13	66-87	-	02-10	18-90	03-75	01-25	-	06-10	46-78	07-12	01-07	12-80	02-13	04-18	15-68	03-14

(The figures in the numerator indicates the corresponding numbers and the denominators indicates the percentage)

From table 17, a greater number from associate and assistant professors agreed that the programme ensures adequate availability of quality faculty in all higher education and ensures capacity buildings at all level of employment. Eight percent of associate professors and 16% of assistant professors were uncertain to the statement. With regards to stream of education 79% arts, 90% science and 75% commerce agreed with the statement. Majority of the post graduate, M.Phil. and Ph.D respondent teachers also agreed with the above statement. RUSA as a programme to enable atmosphere in higher educational institutions for research and innovations, was agreed by almost all the professors. While 90% science teachers disagreed, 74% arts and 75% commerce agreed with the statement. Thirty six percent associate professors and 38% assistant professors disagreed that RUSA is a programme not for fostering institutional autonomy in higher education. Majority of arts, science and commerce stream disagreed with the statement.

RUSA will not create opportunities for students from rural areas to get access to better quality institutions and setting up institutions in un-served & undeserved areas was disagreed by 79% arts professors, 90% science professors as 50% commerce professors agreed. Fifteen percent post graduate and 23% PhD. 16 % associate professor and 10% assistant professors agreed that the programme did not involved fair access for the poor and socially disadvantage groups and 90% science stream and 87% arts stream were unsure while 78% post graduate 80% M.Phil. qualified teachers disagreed with the statement along with 72% associate and 78% assistant professors.

Sl No	Items	Designation						Stream of education									Qualifications								
		Associate professor (N=50)			Assistant Professor (N=50)			Arts (N=76)			Science(N=20)			Commerce (N=4)			PG (N=59)			M.Phill(N=15)			Ph.D (N=22)		
		A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD
21	RUSA is not a Value Based Education and it involves inculcating basic moral values among the youth	12-24	31-62	07-14	09-18	31-62	10-20	05-06	65-85	07-09	-	19–95	01–05	2-50	02-50	-	13-22	36-61	10-17	-	13-87	02-13	06-27	11-50	05-23
22	It is a scheme for opening of Model Colleges in each Backward District	30-60	11-22-	09-18	31-62	11-22	08-16	69-91	-	07-9	16–80	-	04-20	03-75	01-25	-	36-61	13-22	10-17	08-54	05-33	02-13	14-64	04-18	04-18
23	RUSA have a lesser impact on Higher Education on Mizoram state	07-14	31-62	12-24	13-26	30-60	07-14	05-07	06-8	65–85	-	08-40	12–60	02-50	02-50	-	11-18	37-63	11-19	04-27	08-53	03-20	04-18	14-64	04-18
24	RUSA does not help in overcoming the obstacle faced in higher education institutions	08-16	31-62	11-22	11-22	31-62	08-16	-	67-88	09-12	-	17–85	03–15	02-50	02-50	-	11-18	38-65	10-17	-	11-73	04-27	06-27	11-50	05-23
25	It provides funds for opening of New hostels wherein 50% of capacity would be used for SC/ST and socially and educational backward classes	38-76	01-02	11-22	32-64	02-04	16-32	30–39	05-7	41–54	06–30	05–25	09-45	03-75	-	01-25	38-64	02-04	19-32	13-87	-	02-13	17-77	01-04	04-19

(The figures in the numerator indicates the corresponding number and the denominators indicates the percentage)

Table- 18 Attitudes of Teachers towards the Components of RUSA (continued)

Table 18 indicates that with regard to scheme for opening of model colleges in each backward district, majority of the associate and assistant professors agreed and a high percentage from streams education at 91% arts, 80% science and 75% commerce also agreed with the statement. Similarly all most all the teachers from post graduate, M.Phil. and Ph.D had agreed with the given statement. RUSA, not as a value based education was agreed by 24% associate and 18% assistant professors while a vast majority of the associate and assistant professors disagreed. With regard to stream of education majority of the arts, science and commerce teachers also disagreed. It seems there were aware at some level about inculcating basic moral values on higher education among the youth. About RUSA having lesser impact on Higher Education on Mizoram, a higher percentage from assistant and associate profesors disagreed, at the same time 27% post graduate, 27% M.Phil. and 18% PhD agreed with the statement. Majority from the streams of education agreed while 85% arts and 60% sciences were uncertain.

RUSA not helping overcome obstacles faced in higher education institutions were agreed by 16% associate and 22% assistant professors with 62% of associate professors and assistant professors disagreeing with the statement. In stream of education 88% arts, 85% science and 50% commerce disagreed with it. Majority of the respondent professors from post graduate, MPhil and PhD also disagreed with the given statement. 76% associate and 64% assistant professors both agreed that the funds for opening new schools where 50% capacity for SC/ST and educationally backward class would be developed, was uncertain by twenty two percent and 32% and 39% arts and 87% M.Phil. also agreesd with the above statement. The number of agreements at post graduate, MPhil and PH.D is relatively high as compared to arts, science and commerce streams. Almost all commerce teachers agreed with the statement having only one person uncertain.

Sl No	Items (Respondents)	Designation						Stream of education									Qualifications								
		Associate professor (N=50)			Assistant Professor (N=50)			Arts (N=76)			Science (N=20)			Commerce (N=4)			PG (N=59)			M.Phill (N= 15)			Ph.D (N= 22)		
		A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD
26	It ensures academic and examination reforms in the higher educational institutions	35 – 71	08 – 16	07 – 14	35 - 71	03 – 06	12 - 24	69 - 91	-	07 - 9	17 - 85	-	03 - 15	04 – 100	-	-	42 – 71	07 - 12	10 - 17	09 – 60	02 – 13	04 – 27	16 – 72	01 – 5	05 – 23
27	RUSA will not act a mean of up grating existing autonomous colleges to universities	17 – 34	21 – 42	12 – 24	18 – 36	20 – 40	12 - 24	02 - 02	56 - 74	18 - 24	14 - 70	03 - 15	03 - 15	01 - 25	03 - 75	-	21 – 36	22 - 37	16 - 27	05 – 34	08 – 53	02 – 13	07 – 32	10 - 45	05 – 23
28	RUSA is the best system to improved our Higher educational institutions	22 – 44	09 – 18	19 – 38	18 – 36	12 – 24	20 - 40	20 - 26	08 - 11	48 - 63	14 - 70	-	06 - 30	04 – 100	-	-	23 – 39	11 - 19	25 - 42	05 – 34	03 – 20	07 – 46	10 – 45	07 – 32	05 – 23
29	Private colleges are also covered under RUSA	06 – 12	25 – 50	19 – 38	08 .– 16	24 – 48	18 - 36	17 - 22	29 - 38	30 - 40	10 - 50	09 - 45	01 - 5	02 - 50	01 - 25	01 - 25	08 – 13	27 - 45	24 - 42	02 – 13	10 – 67	03 – 20	06 – 27	12 – 55	04 – 18
30	UGC will still have a roll once RUSA come into force	18 – 36	22 – 44	10 – 20	16 .– 32	22 – 44	12 - 24	69 - 91	o3 -o4	04 - 05	17 - 85	-	03 - 15	04 – 100	-	-	18 – 31	29 - 49	12 - 20	04 – 27	09 – 60	02 – 13	08 – 36	06 – 28	08 – 36

(The figures in the numerator indicates the corresponding number and the denominators indicates the percentage)

Table-19 Attitudes Teachers towards the Components of of RUSA (continued)

From table 19, 70% of both associate and assistant professors agreed that the programme ensures academic and examination reforms in higher educational institutions as 16% associate and 6% assistant disagreed with it. Twenty four percent assistant and 14% associate were indecisive with the statement. Regarding stream of education, 91% arts, 85% science and all commerce professors agreed with it. Nine percent arts and 15% science were unsure. From the qualification section 71% post graduate, 60% M.Phil. and 72% PhD agreed with the statement. RUSA will not act as mean of up grading autonomous colleges to universities was agreed by 34% associate and 36% assistant professor while 42% associate professors and 40% assistant professors disagreed with the given statement. Similarly 74% arts and 70% science stream agreed to this statement, 36% post graduate and 34% MPhil agreed. When the question such as,"RUSA is the best system to improved higher education?", 18% associate professors and 24% have disagreed along with 11% arts 19% MPhil and 45% PhD were indecisive.

Fifty percent associate and 48% assistant disagreed with private college covered under RUSA, 38% arts and 40% science and 25% disagreed. From qualifications, 49% post graduate disagreed and 31% agreed while 42% are undecided. As for teachers having M.Phil. degree 67% of them disagreed and 13% had agreed that private colleges are also covered by RUSA with 42% of them unsure. Similarly 55% PhD graduates disagreed and 27% of them agreed as 18% were unsure as well as. Majority of the associate and assistant professors had disagreed that UGC will still have a roll once RUSA come into force, it was agreed by a lesser percentage of associate and assistant professors and 24% professors were indecisive. Coming to the stream of education, all most all the teachers agreed with the statement. Forty nine percent post graduate along with, 60% MPhil and 28% PhD disagreed with the statement, at the same time 31% post graduate, and 27% M.Phil. and 36% PhD also agreed with the statement.

Sl No	Items	Associate professor (N=50)			Assistant Professor (N=50)			Arts (N=76)			Science (N=20)			Commerce (N=4)			PG (N=59)			M.Phil.(N=15)			PhD (N=22)		
		A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD
31	All the faculty position Under RUSA are funded by MHRD	27–54	13–26	10–20	16–32	18-36	16–32	66-87	2-3	8-10	18-90	-	02-10	03-75	-	01-25	26–44	20-34	13-22	05–33	06–40	04–27	09–41	05–23	08–36
32	It will not provide infrastructure grants to colleges	07–14	34–68	09–18	12–24	33–66	05–10	-	76 100	-	-	20-100	-	02-50	01-25	01-25	14–23	37-63	08-14	02–13	11–74	02–13	01–5	17–77	04–18
33	RUSA is about expanding and upgrading existing degree colleges	38–76	07–14	05–10	33-66	09–18	08–16	67-88	02-03	07-09	20-100	-	-	03-75		01-25	37–63	15-25	07-12	09–60	02–13	04–27	16–72	04–18	02–10
34	Monitoring and evaluation is not a criteria of RUSA	22–44	18–36	10–20	15.–30	22–44	13–26	-	70-92	06-08	-	16-80	04-20	03-75	-	01-25	24–41	24-41	11-18	07–47	05–33	03–20	03–14	10–45	09–41
35	RUSA will be a turning point for the higher education	32–64	06–12	12–24	30.–60	07–14	13–26	02-03	69-91	05-06	15-75	-	05-25	02-50	-	02-50	34–58	09-15	16-27	08–54	02–13	05–33	17–77	03–13	02–10

(The figure in the numerator indicates the corresponding number and the denominators indicates the percentage)

Table-20 Attitudes of Teachers towards the Components of RUSA (continued)

Table no 20 give details about the respondents on faculty position under RUSA, its infrastructure grants and some of the objectives of the programme, 54% associate, 32% assistant and 87% arts stream professors agreed that all faculty position under RUSA are funded by MHRD while 34% post graduate and 40% M.Phil. and 23% PhD disagreed with the statement. On its infrastructure grants to colleges 68% associate professors and 66% assistant professors disagreed that RUSA will not provide infrastructure grants to colleges. Similarly all arts and science professors with 50% commerce also disagreed with the statement and majority of post graduate, M.Phi. and PhD had disagreed. RUSA is about expanding and upgrading existing degree colleges was agreed by 76% associate and 66% assistant professors. Fourteen percent associate professors had disagreed while 10% were unsure. As for assistant professors 18% disagreed and 16% were uncertain about whether the programme is for expanding and upgrading degree colleges. Eighty eight percent arts, 75% commerce and all science stream professors agreed with the statement. Also 63% post graduate professors along with 60% M.Phil. and 72% PhD also agreed with the above statement.

Forty four percent associate and 30% assistant professors agreed that monitoring and evaluation is not a criteria of RUSA while 36% associate and 44% assistant professors disagreed with it. Almost all the arts and science stream professors disagreed, while 8% arts, 20% science and 25% commerce were unsure. 41% post graduate and 33% M.Phil. and 45% PhD disagreed. Similarly majority of the teachers based on qualifications had agreed with the statement. When it comes to RUSA as a turning point for the higher education 64% associate, 60% assistant 75% science stream and 50% commerce had agreed that it will be a turning point. Similarly 58% post graduate, 54% M,Phil. and 77% PhD also agreed. While 91% arts stream, 15% post graduate and 13% M.Phil. and PhD graduates disagreed that it will be a turning point, 24% associate and 26% assistant were unsure. From the stream of education 6% arts, 25% science and 50% commerce were also uncertain.

CHAPTER V

CHAPTER –V

FINDINGS, SUMMARY AND CONCLUSION

This chapter is divided into three sub sections, Findings of the study which will be followed by summary and conclusion of the study. The findings had been presented in section 5.1 and summary in 5.2. The conclusion can be seen in 5.3

5.1 Findings of the study

The major findings are given below in respect of the objectives of the study and the hypotheses were tested on the basis of the findings.

5.1.1 Findings on Awareness of teachers on RUSA

On the basis of the discussions the following findings on awareness of college teachers of Mizoram on RUSA were made:

1. It was found that 07 % science teachers were Associate professors and 18% were Assistant professors; 36% teachers from arts were Associate professors while it was 03% in commerce stream.

2. 17% of teachers from arts stream had PhD degree and 12% had NET, Similarly in case of science it shows that only 5% had PhD degree.

3. Most of the teachers from all the streams had heard about RUSA but they were not fully aware about the programme and its components.

4. With respect to GER, almost all the teachers were not aware about the present status of GER on higher education. It seemed that they were not aware about the components of RUSA.

5. Regarding the funding pattern of RUSA the teachers were not well acquainted with the same, irrespective of their qualification, stream of education and designation.

6. So far as quality of higher education is concerned most of the teachers were not aware about RUSA as a programme for promoting quality in higher education.

7. Regarding the first components of RUSA .i.e. access of higher education, teacher from all background, qualification and designation were unmindful about it.

8. RUSA as a programme foe opening new universities and opening new model colleges in educationally backward district was unaware by a higher percentage of college teachers.

From the above findings, the researcher conclude that all most all the teachers were not aware about the concept of RUSA and its components, irrespective of their designation, stream of education and qualifications. Hence the hypothesis no-1 is rejected on the basis of the above discussions. There is no significant difference in the awareness of college teachers in Mizoram on RUSA

5.1.2 Findings on Attitude of teachers on RUSA

On the basis of the discussions the following findings on attitude of college teachers of Mizoram on RUSA was made:

1. It was found that when it comes to the attitude of college teachers towards RUSA, almost all the teachers knew that RUSA is a national level programme and is a centrally sponsored scheme by MHRD for promotion of higher education.

2. Maximum number of teachers irrespective of their designation, qualification and stream of study were blind about the year in which RUSA was launched.

3. Most of the teachers were unaware about the funding pattern of RUSA which is 90:10 (central-Sate) for North-Eastern States. A higher percentage of teachers were also unaware about the funding to states which would be made on the basis of critical appraisal of State plans for higher education.

4. All the teachers knew that RUSA is not a programme for decreasing GER, More than 90% teachers irrespective of their designation, qualification and stream of study were unaware of the present status of Gross Enrollment Ratio (GER). The teachers did not knew about the target of GER by 2020.

5. The Degree college teachers irrespective of their designation, qualification and stream of study were not familiar with RUSA as a programme for improvement of quality of teaching learning process. All most all the teachers had favorable attitude towards the objectives of RUSA.

6. A lesser number of teachers were unaware about the affiliation system of higher education. While this programme is meant for colleges affiliated both at 2(f) and12 (B) are unaware by maximum number of teachers.

7. All most all teachers were unacquainted with RUSA as a fair access for the poor and socially disadvantage groups and that is a value based education.

8. Maximum number of teachers showed disagreement and were uncertain with RUSA having lesser impact on higher education in Mizoram and they were uncertain if RUSA will help in overcoming the obstacles faced in higher educational institutions.

9. The teachers were unsure about RUSA as a means of improving the higher educational institutions.

10. High percentages of teachers were unsure about the roles of UGC when RUSA come into force.

11. 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, as a result the teachers are not fully familiarize with the programme.

12. Maximum number of college teachers were indecisive about Monitoring and evaluation as a criteria of evaluation in RUSA programme

13. All most all the teachers were not fully acquainted with the plans and programmes of RUSA and its components, but they believed that it may be flagship programme for improvement of access, equity and quality in higher education.

From the above findings, the researcher conclude that all most all the teachers were not showing a favorable attitudes about the concept of RUSA and its components, irrespective of their designation, stream of education and qualifications. Hence the hypothesis no-2 is rejected on the basis of the above discussions. There is no significant difference in the attitude of college teachers in Mizoram regarding RUSA

5.1.3 Suggestions

1. The government should take initiative to orient the teachers and students of degree colleges of Mizoram about RUSA, its components, criteria and objectives.

2. A special Refresher course or summer school programme may be organized by the Mizoram University, in which teachers from all streams could participate.

3. MHRD should take steps for providing grants to teachers for conducting small research project on RUSA.

4. Awareness programme and seminars/ conferences and workshops should be made so that teachers can keep positive attitude towards it.

5.1.4 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 give better efforts for further expanding the scope and components of RUSA. It should be properly implemented for better resources and more satisfactory enrollment ratio at higher education level.

The teachers working in higher education system should be made aware of the concept and components of RUSA. They should look for a better future for their college with respect to access, equity and quality

5.1.5 Limitation of the study

The investigator tries to keep an open mind, be scientific and be objectives in the process of the investigation. However the study contained the following limitation

1. The sample of the study might be limited as it was comprised of only 100 college teachers in Aizawl District.

2. The tool was developed by the investigator herself in the context of Mizoram, which might have some defects.

3. The data was collected through questionnaire only.

5.1.6 Suggestions for further research

1. Similar studies may be conducted at all the district of Mizoram

2. Similar studies may be conducted from larger sample for better authenticity and to validate the present findings.

3. Studies may be conducted on the progress of colleges and universities since its inception in 2013.

5.2 Summary

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 is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the Centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000-01 to 2010-11.

As of 2016, India has 44 central universities, 307 state universities, 130 deemed universities, 170 private universities, 50 institutes of national importance 5 institutions of state importance established.

There are 799 Universities, 39071 colleges and 11923 Stand Alone¬ Institutions listed on AISHE web portal out of which 268 Universities are affiliating i.e. having Colleges. 277 Universities are privately managed. 307 Universities are located in rural area. 14 Universities are exclusively for women, 4 in Rajasthan, 2 in Tamil Nadu and 1 each in Andhra Pradesh, Assam, Delhi, Haryana, Karnataka, Maharashtra, Uttarkhand and West Bengal. In addition to 1 Central Open University, 13 State Open Universities and 1 State Private Open University, there are 118 Dual mode Universities, which offer education through distance mode also and the maximum (19) of them are located in Tamil Nadu. There are 459 General, 101 Technical, 64 Agriculture and Allied, 50 Medical, 20 Law, 11 Sanskrit and 7 Language Universities. The top 8 States in terms of highest number of colleges in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Telangana, Tamil Nadu and Madhya Pradesh. Bangalore district tops in terms of number of colleges with 970 colleges followed by Jaipur with 616 colleges. Only 1.7% Colleges run Ph.D. programme and 33% Colleges run Post Graduate Level programmes. There are 40% Colleges, which run only single programme, out of which 75% are privately managed. Among

these, 30% colleges run B.Ed. Courses only. 78% Colleges are privately managed; 64% Private-unaided and 14% Private aided. Andhra Pradesh & Telangana have more than 80% Private-unaided colleges and Tamil Nadu has 76% Private-unaided Colleges, whereas, Bihar has 13% and Assam has only 10% Private-unaided colleges. 22% of the Colleges are having enrolment less than 100 and only 4.3% Colleges have enrolment more than 3000. Total enrolment in higher education has been estimated to be 34.6 million¬ with 18.6 million boys and 16 million girls. Girls constitute 46.2% of the total enrolment.

5.2.1 RUSA is a feather in the Cap of Higher Education

RUSA will have a 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. A management information system will be established to gather essential information from institutions. RUSA will aim 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 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 as a whole

Features of RUSA

The scheme has the following salient features:

• It is an umbrella scheme to be presented in mission mode project that would subsume other existing schemes in the sector.

• The central funding would fl ow from MHRD to institutions, through the State budget.

• The funding to states would be made on the basis of critical appraisal of State Plans for Higher Education Plans (SHEPs). 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. Commitment to certain academic, administrative and governance reforms will be a precondition for receiving funding under RUSA

Centre-state funding for the scheme will 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 UTs. Funding will be available to even 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 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. Rashtriya Uchchatar Shiksha Abhiyan Equity interventions are being built into the scheme rather than as standalone, low impact interventions. The following components would address the equity issues in a more holistic and integrated manner, thereby making a significant impact on the enrolment of deprived and marginalized sections:

Hence RUSA is an excellent opportunity to the state universities and colleges 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 parallel 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.

5.2.2 Need of the Study

In order to ensure quality of higher education, a number of regulatory bodies have been established along with NAAC as an assessment and accreditation body. 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 attracting the attention of the researchers. Though a number of studies had been conducted in different aspects of higher education, it is found that there is no such studies conducted in Rashtriya Uchhatar Shiksha Abhiyan (RUSA).It is a new area for conducting the research. The researcher is interested to conduct this research

RUSA will have a 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 define norms. A management information system will be established to gather essential information from institutions. RUSA aim 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

As mentioned 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 is having only one university and a few numbers of colleges. 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 education sector. State Universities and affiliated colleges are covered by RUSA. With higher education 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 development and advancement of higher education. So it is important to know their attitude.

5.2.3 Statement of the Problem

The investigator being a native of Aizawl district observed closely the attitude and awareness of college teachers towards RUSA. The investigator did not find a single study conducted in the state of Mizoram as well as all over India. So the researcher interested to conduct a study on

'**Awareness and Attitude of College Teachers in Mizoram on Rashtriya Uchchatar Shiksha Abhiyan'**

5.2.4 Objectives of the study

The Specific Objectives of the Study are:

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

2-To find out the attitude of college Teachers in Mizoram on RUSA

3-To find out the difference in awareness 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 find out the difference in attitude of college Teachers in Mizoram on RUSA with reference to the following variables:

3.1) Qualification

3.2) Designation

3.3) Stream of Education

5.2.5 Hypothesis of the Study

1) There is significant difference in the awareness of college teachers in Mizoram on RUSA.

2) There is significant difference in the attitude of college teachers in Mizoram regarding RUSA.

5.2.6 Research Methodology

Descriptive survey approach was followed by the present study. Quantitative method was followed for the study

Population and Sample

The population of the study covers 1004 teachers of 28 degree colleges of Mizoram state. The study is delimited to Aizawl district only. A total of 8 colleges in Aizawl district were taken. So the number of teachers working in those colleges, in total was 412 as on the date of collection of data. Out of which 100 teachers are taken randomly as sample of the study. These 100 teachers are selected randomly taking in to the consideration of their availability on the date of collection of data and stream of education. Out of 100 teachers 76 are Arts teacher, 20 are Science teacher and 04 are Commerce teacher.

Tools and technique used

In the present study the self-made questionnaire was used by the researcher to collect data. The questionnaire was administered personally by the investigator. The Questionnaire was developed taking in to consideration of concepts and components of RUSA.

5.2.7 Conclusion

The Higher education system of Mizoram state is not as per the National level. The number of institutions is very less; student's enrollment 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 lunched 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 Uchchatar 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.

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APPENDIX-A

Dear Madam/Sir,

With due respect I Vanlalchhanhimi, M.Phil. Scholar of Department of Education Mizoram University, under the guidance of Dr. L. Mishra is going to conduct a study entitled "**Awareness and Attitude of College Teachers in Mizoram on Rashtriya Uchhatar Shiksha Abhiyan".** This questionnaire is meant to assess the **Awareness and Attitude of College Teachers** to attain the objectives of RUSA. The instructions for recording your responses have been given in the beginning of each section. Please read the instructions carefully before answering. You are requested to record your responses based on your own experiences and feelings. **Please rest assured that your responses will be kept strictly confidential and will be used for research proposes only.** Your whole hearted co-operation is solicited for the greater cause of mankind. Kindly spare your valuable time for the purpose

PART –A
Please fill the personal details

1. Name of the college--

2. Designation --

3. Qualification ---

4. Gender--

5. Age---

6. Experience in years ---

7. Stream of education --

PART - B

Some statements are written below. Read every statement carefully and please put the tick mark (√) on the answer which is most suitable according to your opinion. Answering of each statement is necessary.

ATTITUDE SCALE

Sl.no	Statements	Agree	Disagree	Undecided
1	RUSA is a National level programme for promotion of Higher education.	( )	( )	( )
2	RUSA, the Centrally Sponsored Scheme of Government of India has been approved by MHRD.	( )	( )	( )
3	Centre-state funding for the scheme will be in the ratio of 90:10 for North-Eastern States.	( )	( )	( )
4	The main focus area of Rashtriya Uchchatar Shiksha Abhiyan for the betterment of higher education is access equity and excellency.	( )	( )	( )
5	RUSA is a programme for decreasing Gross enrolment ratio in higher education.	( )	( )	( )
6	The present GER on Higher Education is 32% .	( )	( )	( )
7	RUSA is a programme not for improvement of the overall quality of teaching-learning process in higher education.	( )	( )	( )
8	The central funding would flow from MHRD to institutions, through the State budget.	( )	( )	( )
9	RUSA was launched in the year 2014	( )	( )	( )
10	It is not a programme for colleges which are affliated both a 2(f) and 12(B) of UGC.	( )	( )	( )

11	The funding to states would be made on the basis of critical appraisal of State Plans for Higher Education Plans (SHEPs)	( )	( )	( )
12	The target of GER by 2020 will be 40% .	( )	( )	( )
13	This programme ensures academic and examination reforms in the higher educational institutions.	( )	( )	( )
14	It enables conversion of some of the universities into research universities at par with the best in the world.	( )	( )	( )
15	It will not Create opportunities for states to undertake reforms in the affiliation system in order to ensure that the reforms and resource requirements of affiliated colleges are adequately met.	( )	( )	( )
16	It ensures adequate availability of quality faculty in all higher educational institutions and ensures capacity building at all levels of employment.	( )	( )	( )
17	RUSA programme create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.	( )	( )	( )
18	It will not fosters institutional autonomy in higher education.	( )	( )	( )
19	It will not create opportunities for students from rural areas to get access to better quality institutions and setting up institutions in un-served & underserved area	( )	( )	( )
20	RUSA does not involve fair access of the poor and the socially disadvantaged groups to higher education.	( )	( )	( )
21	RUSA is not a Value Based Education and involves inculcating basic moral value among the youth.	( )	( )	( )
22	It is a scheme for opening of Model Colleges in each Backward district.	( )	( )	( )
23	RUSA have a lesser impact on Higher Education in Mizoram state.	( )	( )	( )
24	RUSA does not help in overcoming the obstacle face	( )	( )	( )

in higher education institutions.

25	It provide funds for opening of New hostels wherein 50% of capacity would be used for SC/ST and socially and educationally backward classes	( )	( )	( )
26	It ensures academic and examination reforms in the higher educational institutions	( )	( )	( )
27	RUSA will not act as a means of up gradating existing autonomous colleges to universities	( )	( )	( )
28	RUSA is the best system to improved our Higher Educational institutions	( )	( )	( )
29	Private colleges are also covered under RUSA.	( )	( )	( )
30	UGC will still have a role once RUSA come into force	( )	( )	( )
31	All the faculty positions under RUSA are funded by MHRD	( )	( )	( )
32	It will not provide Infrastructure grants to colleges.	( )	( )	( )
33	RUSA is about expanding and upgrading existing degree colleges to model colleges.	( )	( )	( )
34	Monitoring and evaluation is not a criteria of RUSA.	( )	( )	( )
35	RUSA will be a turning point for the Indian higher education system.	( )	( )	( )

AWARENESS SCALE

Some statements are written below. Real every statement carefully and please put the tick mark (√) on the answer which is most suitable according to your opinion. Answering of each statement is necessary.

		YES	NO
1	Are you aware about RUSA	( )	( )
2	Are you aware about the components of RUSA	( )	( )
3	It is a programme for Higher Education	( )	( )
4	GER of higher education is 25%	( )	( )
5	Is RUSA implemented in your course	( )	( )
6	The funding pattern of RUSA to North East is 90:10	( )	( )
7	This is a programme to improve the gross enrolment Ratio in Higher Education	( )	( )
8	This is a programme to improve the quality of Higher Education	( )	( )
9	This is a programme to improve access of Higher Education	( )	( )
10	This is a programme to open new universities in the state	( )	( )

APPENDIX – B

List of Experts

1. Prof. R.P.Vadhera, HoD, Department of Education, Mizoram University
2. Prof. B.B.Mishra, Department of Education, Mizoram University
3. Prof. Lalhmasai, Department of Education, Mizoram University
4. Dr. Loknath Mishra, Department of Education, Mizoram University
5. Dr. H. Malsawmi, Department of Education, Mizoram University
6. Mr. Lalrammawia Tochhawng, Department of Education, Mizoram University
7. Ms Nitu Kumar, Department of Education, Mizoram University
8. Dr. Sweta Devi, Department of Education, Mizoram University
9. Dr. Lalhriatpuii, Department of Education, Mizoram University
10. Dr. Pramod Kumar, Department of Education, Mizoram University

Awareness and Attitude of College Teachers in Mizoram on

Rashtriya Uchchatar Shiksha Abhiyan

Abstract of the Dissertation

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INTRODUCTION

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 is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the Centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000-01 to 2010-11.

As of 2016, India has 44 central universities, 307 state universities, 130 deemed universities, 170 private universities, 50 institutes of national importance 5 institutions of state importance established.

There are 799 Universities, 39071 colleges and 11923 Stand Alone Institutions listed on AISHE web portal out of which 268 Universities are affiliating i.e. having Colleges. 277 Universities are privately managed. 307 Universities are located in rural area. 14 Universities are exclusively for women, 4 in Rajasthan, 2 in Tamil Nadu and 1 each in Andhra Pradesh, Assam, Delhi, Haryana, Karnataka, Maharashtra, Uttarkhand and West Bengal. In addition to 1 Central Open University, 13 State Open Universities and 1 State Private Open University, there are 118 Dual mode Universities, which offer education through distance mode also and the maximum (19) of them are located in Tamil Nadu. There are 459 General, 101 Technical, 64 Agriculture and Allied, 50 Medical, 20 Law, 11 Sanskrit and 7 Language Universities. The top 8 States in terms of highest number of colleges in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Telangana, Tamil Nadu and Madhya Pradesh. Bangalore district tops in terms of number of colleges with 970 colleges followed by Jaipur with 616 colleges. Only 1.7% Colleges run Ph.D. programme and 33% Colleges run Post Graduate Level programmes. There are 40% Colleges, which run only single programme, out of which 75% are privately managed. Among these, 30% colleges run B.Ed. Courses only. 78% Colleges are privately managed; 64% Private-unaided and 14% Private

aided. Andhra Pradesh & Telangana have more than 80% Private-unaided colleges and Tamil Nadu has 76% Private-unaided Colleges, whereas, Bihar has 13% and Assam has only 10% Private-unaided colleges. 22% of the Colleges are having enrolment less than 100 and only 4.3% Colleges have enrolment more than 3000. Total enrolment in higher education has been estimated to be 34.6 million with 18.6 million boys and 16 million girls. Girls constitute 46.2% of the total enrolment.

RUSA is a feather in the Cap of Higher Education

RUSA will have a 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. A management information system will be established to gather essential information from institutions. RUSA will aim 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 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 as a whole

Features of RUSA

The scheme has the following salient features:

• It is an umbrella scheme to be presented in mission mode project that would subsume other existing schemes in the sector.

• The central funding would flow from MHRD to institutions, through the State budget.

• The funding to states would be made on the basis of critical appraisal of State Plans for Higher Education Plans (SHEPs). 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. Commitment to certain academic, administrative and governance reforms will be a precondition for receiving funding under RUSA

Centre-state funding for the scheme will 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 UTs. Funding will be available to even 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 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. Rashtriya Uchchatar Shiksha Abhiyan Equity interventions are being built into the scheme rather than as standalone, low impact interventions. The following components would address the equity issues in a more holistic and integrated manner, thereby making a significant impact on the enrolment of deprived and marginalized sections:

Hence RUSA is an excellent opportunity to the state universities and colleges 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 parallel remedied by governments.

Need of the Study

In order to ensure quality of higher education, a number of regulatory bodies have been established along with NAAC as an assessment and accreditation body. 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 attracting the attention of the researchers. Though a number of studies had been conducted in different aspects of higher education, it is found that there is no such studies conducted in Rashtriya Uchhatar Shiksha Abhiyan (RUSA).It is a new area for conducting the research. The researcher is interested to conduct this research.

RUSA will have a 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 define norms. A management information system will 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.

As mentioned 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, having only one university and a few numbers of colleges. 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 education sector. State Universities and affiliated colleges are covered by RUSA. With higher education 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 are affected with

development and advancement of higher education. So it is important to know their attitude.

Statement of the Problem

The problem under investigation reads as, 'Awareness and Attitude of College Teachers in Mizoram on Rashtriya Uchchatar Shiksha Abhiyan'.

Objectives of the study

The Specific Objectives of the Study are:

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

2-To find out the attitude of college Teachers in Mizoram on RUSA

3-To find out the difference in awareness 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 find out the difference in attitude of college Teachers in Mizoram on RUSA with reference to the following variables:

3.1) Qualification

3.2) Designation

3.3) Stream of Education

Hypothesis of the Study

    1) There is significant difference in the awareness of college teachers in Mizoram on RUSA.

    2) There is significant difference in the attitude of college teachers in Mizoram regarding RUSA.

Delimitation of the study

The present study is delimited to 8 general degree colleges of Aizawl District offering B, A, B.Sc. and B.Com Courses only.

Methodology

Descriptive survey approach was followed for the present study. Quantitative method was used for the study.

Population and Sample

The questionnaire was administered on 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 8 colleges were taken for collection of data. The number of teachers working in those colleges in total was 412 as on the date of collection of data. Out of which 100 teachers are taken randomly as sample of the study. These 100 teachers are selected randomly taking in to the consideration of their availability on the date of collection of data and stream of education. Out of 100 teachers 76 are s Arts teacher, 20 are science teacher and 04 are commerce teachers.

Tools and technique used

In the present study the self-made questionnaire was used by the researcher to collect data. The questionnaire was administered personally by the investigator. The Questionnaire was developed taking in to consideration of concepts and components of RUSA.

Data Analysis

The data were analyzed quantitatively using descriptive statistics like frequency and percentage.

Findings of the study

The major findings are given below in respects of the objectives of the study and the hypotheses are test on the basis of the findings:

Findings on Awareness of teachers on RUSA

On the basis of the discussions the following findings on awareness of college teachers of Mizoram on RUSA were made

1. It was found that 07 % science teachers were Associate professors and 18% were Assistant professors; 36% teachers from arts were Associate professors while it was 03% in commerce stream.

2. 17% of teachers from arts stream had PhD degree and 12% had NET, Similarly in case of science it shows that only 5% had PhD degree.

3. Most of the teachers from all the streams had heard about RUSA but they were not fully aware about the programme and its components.

4. With respect to GER, almost all the teachers were not aware about the present status of GER on higher education. It seemed that they were not aware about the components of RUSA.

5. Regarding the funding pattern of RUSA the teachers were not well acquainted with the same, irrespective of their qualification, stream of education and designation.

6. So far as quality of higher education is concerned most of the teachers were not aware about RUSA as a programme for promoting quality in higher education.

7. Regarding the first components of RUSA .i.e. access of higher education, teacher from all background, qualification and designation were unmindful about it.

8. RUSA as a programme foe opening new universities and opening new model colleges in educationally backward district was unaware by a higher percentage of college teachers.

From the above findings, the researcher conclude that all most all the teachers were not aware about the concept of RUSA and its components, irrespective of their designation, stream of education and qualifications. Hence the hypothesis no-1 is rejected on the basis of the above discussions. There is no significant difference in the awareness of college teachers in Mizoram on RUSA

Findings on Attitude of teachers on RUSA

On the basis of the discussions the following findings on attitude of college teachers of Mizoram on RUSA was made

1. It was found that when it comes to the attitude of college teachers towards RUSA, almost all the teachers knew that RUSA is a national level programme and is a centrally sponsored scheme by MHRD for promotion of higher education.

2. Maximum number of teachers irrespective of their designation, qualification and stream of study were blind about the year in which RUSA was launched.

3. Most of the teachers were unaware about the funding pattern of RUSA which is 90:10 (central-Sate) for North-Eastern States. A higher percentage of teachers were also unaware about the funding to states which would be made on the basis of critical appraisal of State plans for higher education.

4. All the teachers knew that RUSA is not a programme for decreasing GER; More than 90% teachers irrespective of their designation, qualification and stream of study were unaware of the present status of Gross Enrollment Ratio (GER). The teachers did not knew about the target of GER by 2020.

5. The Degree college teachers irrespective of their designation, qualification and stream of study were not familiar with RUSA as a programme for improvement of quality of teaching learning process. All most all the teachers had favorable attitude towards the objectives of RUSA.

6. A lesser number of teachers were unaware about the affiliation system of higher education. While this programme is meant for colleges affiliated both at 2(f) and12 (B) are unaware by maximum number of teachers.

7. All most all teachers were unacquainted with RUSA as a fair access for the poor and socially disadvantage groups and that is a value based education.

8. Maximum number of teachers showed disagreement and were uncertain with RUSA having lesser impact on higher education in Mizoram and they were uncertain if RUSA will help in overcoming the obstacles faced in higher educational institutions.

9. The teachers were unsure about RUSA as a means of improving the higher educational institutions.

10. High percentages of teachers were unsure about the roles of UGC when RUSA come into force.

11. 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, as a result the teachers are not fully familiarize with the programme.

12. Maximum number of college teachers were indecisive about Monitoring and evaluation as a criteria of evaluation in RUSA programme

13. All most all the teachers were not fully acquainted with the plans and programmes of RUSA and its components, but they believed that it may be flagship programme for improvement of access, equity and quality in higher education.

From the above findings, the researcher conclude that all most all the teachers were not showing a favorable attitudes about the concept of RUSA and its components, irrespective of their designation, stream of education and qualifications. Hence the hypothesis no-2 is rejected on the basis of the above discussions. There is no significant difference in the attitude of college teachers in Mizoram regarding RUSA

Suggestions

1. The government should take initiative to orient the teachers and students of degree colleges of Mizoram about RUSA, its components, criteria and objectives

2. A special Refresher course or summer school programme may be organized by the Mizoram University, in which teachers from all streams will participate

3. MHRD should take steps for providing grants to teachers for conducting small research project on RUSA

4. Awareness programme and seminars/ conferences and workshops should be made so that teachers can keep positive attitude towards 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 give better efforts for further expanding the scope and components of RUSA. It should be properly implemented for better resources and more satisfactory enrollment ratio at higher education level.

The teachers working in higher education system should be made aware of the concept and components of RUSA. They should look for a better future for their college with respect to access, equity and quality.

Limitation of the study

The investigator tries to keep an open mind, be scientific and be objectives in the process of the investigation. However the study contained the following limitation

1. The sample of the study might be limited as it was comprised of only 100 college teachers in Aizawl District.

2. The tool developed by the investigator herself in the context of Mizoram which might have some defects.

3. The data was collected through questionnaire only.

Suggestions for further research

1. Similar studies may be conducted at all the district of Mizoram.

2. Similar studies may be conducted from larger sample for better authenticity and validate the present findings.

3. Studies may be conducted on the progress of colleges and universities since its inception in the year 2013.

Conclusion

The Higher education system of Mizoram state is not as per the National level. The number of institutions is very less; student's enrollment 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 lunched 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 Uchchatar 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.

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