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Effect of Implementation of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) on Gross Enrollment Ratio of Males and Females in Higher Education Institutions

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Abstract:

The growth and development of any nation is possible through the process of education. Higher education also plays very important role in the overall development and growth of any nation. Higher education provides in-depth knowledge in different ways of life. In global context, the scope and demand for higher education is increasing day by day. India is going to become the educational hub of the world, so there is biggest need of quality in higher education. But Indian higher education stands anywhere among the World higher education system in quality. None of the Indian higher education institutions are ranked in top 200 as per the Times Higher Education Rankings 2012-13. The major components related to quality improvement are teaching (learning environment, student-teacher ratio and quality of curriculum), research, international outlook, evaluation techniques, results and placements of the institution. The Indian higher education is not particularly strong in above areas, which is certainly a cause for concern. The university system in India needs to look at these parameters closely and endeavor to improve each of them and especially focus in the component of research. University Grants Commission (UGC) is providing guidance through National Assessment and Accreditation Council (NAAC) about new methodology of evaluation of educational institutions in India. University Grants Commission and NAAC, established with the objectives of assessment of the Higher Education Institutions in the country, assess and accredit higher education institutions by studying and analyzing various parameters towards the quality measures. Present paper focuses its attention on the issue of effect of implementation of RUSA on gross enrollment ratio of males and females in higher education institutions.

Keywords: Gross Enrollment Ratio, Rashtriya Uchchatar Shiksha Abhiyan (RUSA), Higher Education Institutions.

Introduction:

Higher education is important sector for growth and development of human being. It is the education by which an individual is able to make his all-round development as well as nation's development. University education commission (1948-49) gave the foundation of future of higher education in India. The secondary education commission (1964-66) also highlights the relationship between education and national development.

A lot of thought has since been generated towards the emerging concerns of higher education. The vision of higher education in India is to realize the country's human resource potential to its fullest with equity and inclusion. This means the need to provide greater opportunities of access to higher education to wider sections of society.

India has initiated a number of strategies for promotion of higher education. The latest of these include the report of National knowledge commission. In the 12th Five year plan (2012-170 Rs. 4,53,728 crore has been earmarked for education out of which Rs. 1,10,700 crore has been allotted for expansion and upliftment of higher education. During this plan a centrally sponsored scheme Rashtriya Uchchatar Shiksha Abhiyan (RUSA) was launched in 2013 with an aim to provide strategic funding to eligible state higher education institutions.

The main aim of RUSA is to improve access, equity and quality related concerns in higher education. The plan is to raise the gross enrollment ratio (GER) in higher education. The aim is to achieve GER of 32% by the end of XIII plan, which the central government has set for itself.

Rashtriya Uchchatar Shiksha Abhiyan:

Rashtriya Uchchatar Shiksha Abhiyan is a centrally sponsored scheme for the development of Higher Education. It was implemented in 2013-14 in the state on the funding pattern of 90:10 i.e. 90 percent Centre and 10 percent State under the 12th five year plan, to improve the Higher Education System in the state. The state higher education council (SHEC) was constituted for the proper implementation of quality improvement system in the state. The semester system and the Choice Based Credit System (CBCS) have been introduced for the Under–Graduate Classes in the Government/ Private/ Aided/ Sanskrit Colleges in the State.

Review of Related Literature:

Powar (1997) observed that although Indians higher education system has undergone many important changes, however the system has not been able to change its organizational structure and form, nor has it been possible to maintain uniform standards of education or ensure that education imparted is relevant to our present needs. The recommendations of various committees and commissions were not followed. So it was suggested that we should concentrate on improving the infrastructure and facilities in the less privileged institutions. Greater degree of autonomy to the universities and colleges should be given and they should go for academic and examination reforms to reduce administrator's obesity and improve its efficiency.

Hallack (1999) analyzed the effects of globalization on educational quality. He observed that the adoption of structural adjustment policies by different countries had resulted in cuts in spending on education. Consequently there was a decrease in access to good quality education as well as a general drop in quality of education.

Arora (2000) observed that even after five decades of independence, the Indian higher education is not adequate. In addition higher education continuous to suffer from inequalities of gender, region and class. There is no single policy that is economically efficient, socially desirable and at the same time practically feasible for the goals of equity, efficiency and mobilization of resources for the overall education system. It was

suggested that it is the right time for policy makers in higher education to thoroughly examine the issues of financial assistance and access and frame suitable policies and methodologies for the same.

Gandhi (2000) 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.

Brown (2002) in his study tried to investigate the practice of enrollment management in public research universities. Following were the findings: (1) number of research universities having enrollment management plan was slightly lower than universities without a plan. (2) Enrollment management division was the most prevalent organizational structure created. (3) Increasing overall enrollment and improving graduation rates were chosen most frequently by the universities as their most important goals. (4) Technology and physical structure strategies were utilized the most for recruitment and policies and procedures strategies were used the most for retention. On the basis of findings it was suggested that an enrollment management plan must be unique for each institution and provides leaders of higher education.

Smith (2005) examined the relationship of concurrent enrollment- their participation and the location- on the educational aspirations and college choice selectivity of high school students. The results indicated that the relationship between participation in concurrent enrollment and educational aspirations was positive and significant. However the relationship between concurrent enrollment and college choice selectivity was not significant. Other independent variables that had strong predictive importance of both educational aspirations and college choice selectivity were parents' educational level and grades. Location in concurrent enrollment was not an important predictor in college choice selective, but grades and parents educational expectations were.

Brooks (2006) studied factors that influence traditional age, high-achieving students to enroll at a research- extensive university in the Southern region of the United States. The results indicated that the need exists for higher education institutions to offer competitive academic programs that will attract top students and faculty. Further it was found that the variable that had the greatest impact on enrollment was whether or not the students' parents graduated from the institution. Other variables that contributed significantly were: students' residency status, college entrance examination score, gender, offer of admission to the Honors College, academic school GPA, whether or not the student's race was Hispanic, and whether the student graduated from a public or private high school.

Capshaw (2007) tried to study the gaps of access and quality in higher education between high-income countries and low-to- middle income countries, and the role that internet and computer technologies play in association with those gaps. It asks the question whether the gaps will widen or narrow overtime and in its answer it was found

that whether the gaps will widen or narrow depends upon strategic decisions made at the national, international, and classroom level.

Chanana (2007) analyzed the influence of economic liberalization on women's access to higher education and their choices of subjects. She observed that in the post-liberalization period, the proportion of women's enrollment in higher education had increased rapidly and they had also been shifting from general higher education to professional education. She further opined that in India, the enrollment of women in higher education varied from state to state. The majority of women enrolled in professional courses are from southern and western regions, where maximum number of private colleges had been established. Regarding the enrollment of SC and ST women students, she viewed that they generally joined general education course and were denied access to elite courses and institutions. On the basis of such a trend, she remarked that the rapid growth of private institutions, declining public funding and the restructuring of public universities in the post liberalization period would likely to increase gender inequalities.

Clancy and Goastellac (2007) compared the policy perspectives for access and equity in higher education among different countries. They found that there was a general movement from the priority given to inherited merit in the admission process through a commitment to formal equality, towards application of some modes of affirmative action for the under-represented groups.

Thorat (2007) viewed that these days the exclusion from access to higher education was reflecting in the disparities observed not only between the poor and the non-poor, but also across social groups based on caste, religions, ethnicity and gender. He further highlighted that access to higher education was low among Scheduled Castes, Scheduled Tribes and Other Backward Classes from all religions. Muslims, girls, wage laborers, landless farmers, and marginal farm households are among the most deprived, with the poor within all these categories suffering the most. In his opinion, inclusiveness in higher education would only mean increased access to education for such groups currently having only limited access. He therefore suggested a compensatory affirmative action policy and pro-poor policy for ensuring inclusiveness in higher education.

Pradhan (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.

Objective:

To study the effect of implementation of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) on gross enrollment ratio of males and females in higher education institutions.

Method and Procedure:

The population of present study consisted of all the government colleges in district Una of Himachal Pradesh.

Sample:

The sample comprised of four higher education institutions in district Una, Himachal Pradesh. The higher education institutions were selected keeping in mind the year of establishment of the institutions and also the streams running in these institutions. All the higher education institutions established before sessin2010-11 and also running all the three streams i.e. Arts, Science and commerce were selected.

Results:

The obtained results in respect of gross enrollment ratio in higher education institutions in district Una Himachal Pradesh have been given in table 1.

Table 1

Gross Enrollment ratio of Males and Females in Higher Education Institutions in Distt. Una

S.N	Name o Institution	Gross Enrollment Ratio befor Implementation of RUSA						Gross Enrollment Ratio after Implementation of RUSA							
		2010-11		2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F
1	Govt. P.G College Una	2.48	5.2	3.28	6	2.48	5.18	2.48	5.2	3.23	6.13	3.18	6.02	3.96	6.67
2	Maharana Pratap Govt. Colleg Amb	0.87	2.36	0.89	2.49	1.08	2.6	1.31	2.87	1.58	3.59	1.97	4.01	1.99	4.37
3	Govt. Colleg Bangana	0.48	1.17	0.48	1.13	0.43	1.08	1	1.63	1.27	1.67	1.52	1.89	1.47	2.26
4	Govt. Colleg Daulatpur Chowk	1.15	3.06	1.1	3.29	1.14	3.31	1.27	3.58	1.54	3.58	1.77	3.63	2.16	4.5

Figure 1

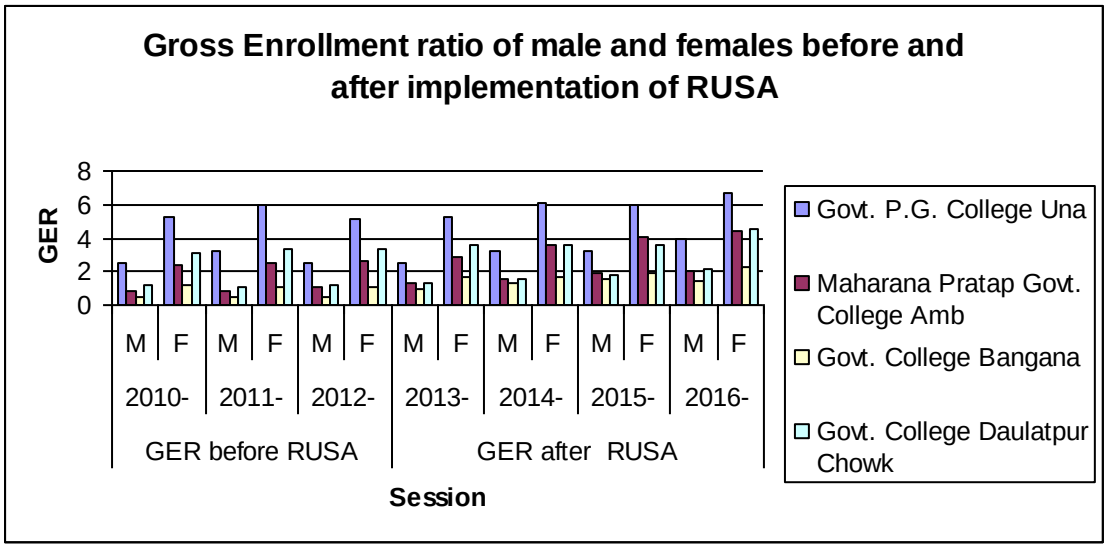
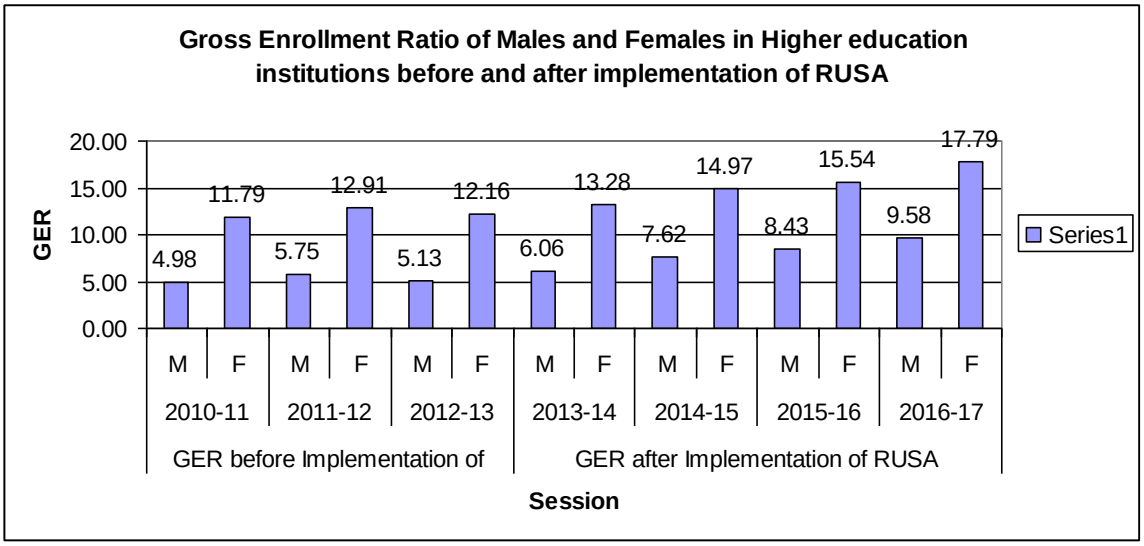


Table 2

Overall Gross Enrolment Ratio of Males and Females in Higher Education Institutions in District Una

GER before Implementation of RUSA						GER after Implementation of RUSA							
2010-11		2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
M	F	M	F	M	F	M	F	M	F	M	F	M	F
4.98	11.79	5.75	12.91	5.13	12.16	6.06	13.28	7.62	14.97	8.43	15.54	9.58	17.79

Figure 2



Institution wise gross enrollment ratio of males and females is shown in table 1 and figure 1. Further from table 2 and figure 2, if we compare the Gross Enrolment Ratio (GER) of Male and Female candidates in district Una, Himachal Pradesh it can be interpreted that the Gross Enrolment Ratio (GER) of Male and Female candidates increased remarkably after implementation of RUSA. Also the Gross Enrolment Ratio of Female candidates is considerably higher as compare to Gross Enrolment Ratio of Male candidates as can be judged from the data that Gross Enrolment Ratio (GER) was 4.98% for Males as compare to 11.79% for Females in session 2010-11. Further the same trend can be seen in the following sessions as 5.75% (Males) and 12.91% (Females) in 2011-12, 5.13% (Males) and 12.16% (Females) in 2012-13, 6.06% (Males) and 13.28% (Males) in 2013-14, 7.62% (Males) and 14.97% (Females) in 2014-15, 8.43% (Males) and 15.54% (Females) in 2015-16, 9.58% (Males) and 17.79% (Females) in 2016-17.

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