

State Higher Education Plan under RUSA 2.0

State Higher Education Council

Government of Goa

A. Prerequisites

A cornerstone of RUSA will be the stipulation of a set of a priori prerequisites, or commitments that must be made by the State governments as well as institutions in order to be eligible for receiving grants under RUSA. These conditions are in the nature of categorical policy imperatives that would ensure that the higher education in the country is guided on desirable paths by all the States.

The prerequisites are at two levels, commitments given by States to center and the commitments given by institutions to the States. Unless these commitments are fulfilled, the States and institutions will not be able to avail of grants under RUSA. The States are expected to fulfil the a-priori requirements and also honour the commitments made towards certain conditions which must be fulfilled during the course of RUSA implementation.

a) State Higher Education Council:

In order for the State Higher Education system to function effectively, States need to set up State Higher Education Councils (SHECs). These councils may be formed through an executive order to begin with but must be converted into statutory bodies by Acts of the State legislature within two years. The councils will perform multiple roles such as strategy and planning, monitoring and evaluation etc.

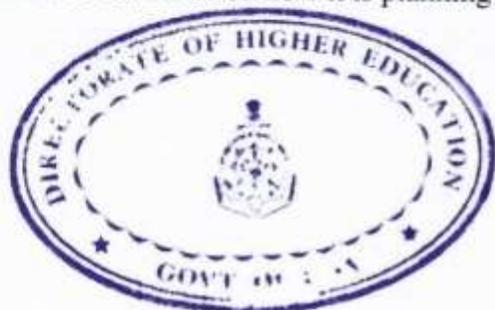
b) State Higher Education Plan:

Under RUSA, a perspective plan -State Higher Education Plan (SHEP) for Higher education in the States is to be drawn up for a spread over a period of ten years which would be reviewed after five years. The States must make a detailed State Higher Education Plan in the prescribed format keeping in mind the norms and indicators under RUSA.

The detailed format for the State Higher Education Plan is provided in the chapter six. The States may elaborate the same with additional information.

c) Financial Contribution to Higher Education as a % of GSDP

The State is required to increase the expenditure on Higher Education as % of GSDP to 2% by the end of XII Plan and also elaborate on how it is planning to increase it over the years.



d) State funding- commitment and timelines:

The State government must gradually increase to spend on the State higher education sector 2% its GSDP during the course of implementation. Any State which was spending more than 2% of GSDP on higher education is expected to maintain the same level.

In addition to the State providing its share, it must also ensure that the funds are transferred to the State Higher Education Councils (SHECs) within the stipulated time period of 15 days failing which they would be liable for payment of interest.

e) Agreement to create separate fund for RUSA:

To facilitate transfer of funds, proper banking arrangements at all levels is crucial. The SHECs and beneficiary institutions should open a dedicated RUSA account in a scheduled commercial bank, preferably a nationalised bank. The account details will be mapped on PFMS portal of CGA to facilitate on line fund transfer and monitoring purpose

f) Filling Faculty Positions:

The States must ensure that the faculty positions are filled in a phased manner. If any State has imposed a ban on regular recruitment of faculty, the State must ensure lifting of all such ban, and requisite proof must be produced. States must also present a coherent action plan to fill up all the vacant positions in a time bound manner. RUSA seeks to support only a limited number of existing regular faculty positions are to be supported for the entire duration of the scheme. At all times, the % of filled faculty positions should remain at 85%.

g) Accreditation reforms:

Accreditation is a mandatory quality assurance framework for funding under RUSA for all the existing institutions which are six years old.

h) Academic and Examination reforms:

Academic reforms:

Academic reforms are a key towards imparting better quality education that is oriented towards employability and innovation. In addition to changes in the existing system, new policies, that would make higher education more flexible to the needs of the students and the society, have to be introduced. Following are some of the details regarding the academic reforms that may be undertaken by the State:

(i) Semester System:

Deliberation and Decisions regarding student faculty contact hours (for class room work, fieldwork, laboratory work, workshop practice and other curricular work in various subjects.) during a semester in different programmes at all levels



(ii) Choice Based Credit System (CBCS)

It is an instructional package developed to suit the needs of students to keep pace with the developments in higher education worldwide taking him/her out of isolated compartmentalized learning environment which clearly indicates for each level of certification learning effort required on the part of the student in terms of credits to be earned as well as participation in instructional hours to be spent through either regular mode or through distance education mode. The student in this system has considerable freedom in choosing courses and so making his / her own personalized programme/ bouquet in a cafeteria mode keeping in mind necessary requirements of a major course.

Review of curricular contents for all the courses at all levels with relative weight age of the core and elective credits.

(iii) Curriculum Development:

The hall mark of vibrant educational institutions and disciplines is their curricular content, which evolves continuously and comprehensively. Curricular revision should be an ongoing academic activity involving all the faculty members. All curricular updates are to be reviewed and endorsed by concerned Departmental, schools, committee and other university and college authorities at regular intervals

(iv) Admission reforms:

As a part of academic reforms, institutions of higher education in the country need to pay very serious attention to the procedures for merit based admission to the all the courses at all levels. Institutions and universities need to make maximum use of all media for keeping the details with respect to the seats available, eligibility calendar of dates etc. for all the courses in the public domain to maintain transparency, fair selection etc.

Examination reforms:

Higher education in India has thus far been largely examination-centered. Examination only at the end of academic session or year, more often than not, insulates students from the quest of knowledge, the excitement of discovery and the joy of learning. Often the annual examination, along with marks, percentages and divisions, leads to insensitive cramming up of superficial information. It may be more prudent that the assessment of the student performance be carried out through a combination of continuous internal and external evaluation.

(i) Continuous Internal Evaluation:

Aiming to assess values, skills and knowledge imbibed by students, internal assessment is to be done by the concerned faculty member, department, school or the centre at all the levels in all the courses on a continuous basis.

(ii) End of Semester Evaluation:



is to be carried out at the end of each semester and will aim to assess skills and knowledge acquired by the students through classroom instruction, field work, and laboratory and/or workshop practice. The evaluation can be in form of written examination, laboratory work and/or workshop assignment. The evaluation process should be verified and parent. Towards this end, the following steps may be adopted:

All the students pursuing certificate, diploma, undergraduate, postgraduate and research courses have to undergo external evaluation at the end of each semester as per syllabi or credit schedule.

With regard to practical and workshop assignment, the internal faculty may associate themselves with external examiners in the examination process.

In case of written examination, whatever the format (objective type, essay type etc.), test paper could be moderated by committees proficient in the concerned subjects.

Answer books or -sheets are to be 'encoded' (before being passed onto the examiner/evaluator and decoded before tabulation).

Integration of Continuous and End of Semester Evaluation:

following points need to be considered for effecting the integration of continuous and end-of- semester evaluation:

The integration procedure should be applicable to all the students pursuing various courses at all the levels

University committees on the recommendations of Department committees and concerned faculty should discuss and decide on the relative weightage of continuous and end-of- semester evaluations. This weightage could be flexible and could vary from institution to institution.

The weightage assigned to internal evaluation may range from 25 to 40 percent.

governance and Administrative reforms:

There are in particular two strands of governance viz sectoral (with a strategic framework and appropriate accountability) and institutional (with autonomy in the structures and processes in institutions) that must be improved.

State may have to carry out legislation/amendments ensuring autonomy to the institutions, the detailed policy, planning and supervision functions in the sector or to provide sectoral services

✓ Affiliation reforms:

Limit the number of colleges to be affiliated to any university to 100. However it would mean establishing more affiliating universities than the present numbers.

Establish campuses of existing universities to better serve colleges in their physical proximity.

Large autonomous colleges may be encouraged to develop into universities.



(j) Participation in AISHE:

It is mandated under RUSA that all the State Institutions participate in the AISHE and institutions provide requisite data to help prepare a robust database at the National level.

Baseline Data:

S. No.	Prerequisite	Key Questionnaire	State's response (YES/NO) Commitment as per a set timeline
1	State Higher Education Council	Does the State agree to Create the State Higher Education Council according to the suggestion made under RUSA.	YES
2	State Perspective Plan	Does the State agree to create and submit the State Higher Education Plan according to prescribed guidelines	YES
3	Financial Contribution to Higher Education as a % of GSDP	Does the State agree to scale up to and maintain prescribed levels of funding to higher education as a % of State Gross Domestic Product (GSD)	YES
4	Adherence to timelines for fund release	Does the State agree to share the project cost of the Government funded and aided institutions with MHRD in the applicable ration (10:90, 40:60)	YES
5	Agreement to create separate fund for RUSA	Does the State agree to create separate fund for RUSA	YES
6	Filling Faculty Vacancies	Does the State agree to fill up vacant faculty positions	YES



7	Accreditation reforms	Does the State commit for all State HEIs to apply for accreditation	YES
8	Academic, Affiliation and examination reforms	Does the State agree to implement all reforms mentioned under RUSA	YES
9	Governance and Administrative reforms at State Level	Does the State agree to implement all the sectoral governance reforms mentioned under RUSA	YES
10	Institutional governance (Administrative) reforms	Does the State agree to implement all the Institutional governance/Administrative reforms mentioned under RUSA	YES
11	Participation in AISHE	Does the State agree for all institutions to participate in AISHE survey and provide requisite data yearly?	YES

B. State Plan at a Glance

I. Brief State Profile

1. Geographic, Demographic and Special Features

a. Geographical Map of the State outlining all the Districts

b. Brief Narrative on State Geographical Profile:

Indicator	Total	Rural	Urban	Tribal	Hilly
Area (in sq. kms)	3702m2				
Number of Districts	02	Predominantly rural south Goa	Predominantly urban North Goa	Nil	Nil



Indicator	State Details
Special Location Features (Sharing of border, etc.)	Maharashtra, Karnataka
Special Problems of the State*	NA
Any other	NA

*Special Problems may be difficult terrain, Naxalite effected area, Remote Tribal /Hilly Areas, Areas which are prone to Vagaries of nature, etc.

c. State Demographic Profile

Total Population (in Lakhs) as per Census 2011										
	SC		ST		OBC		General		Total	
	M	F	M	F	M	F	M	F	M	F
Urban	25449		149275				739140	719406	1633270	
Rural	Location wise data not available									
Total										

Population 18-23 years (In Lakhs) as per the Census 2011										
	SC		ST		OBC		General		Total	
	M	F	M	F	M	F	M	F	M	F
Urban	1774	1609	8699	8029	NA		96321	76994	106794	86632
Rural	Location wise data not available									
Total	1774	1609	8699	8029	-	-	96321	76994	106794	86632

NA: Not Available

2. State Education Profile (School and Higher Education)

a. School Transition Rate

Board	2015	2016	2017	Average of 3 Years
State Board Schools	34850	36046	36975	
CBSE Schools				
Other Board Schools (ICSE)				
Total				

b. Student Enrolment (As per AISHE 2016-17) across socio-economic categories

Enrolments										
	SC		ST		OBC		General		Total	
	M	F	M	F	M	F	M	F	M	F
Urban	418	419	1692	2064	3561	4354	24101	24564	29772	31405
Rural	Location wise data not available									
Total	418	419	1692	2064	3561	4354	24101	24564	29772	31405



c. State Higher Education Data (As per AISHE 2016-17)

Indicator	Overall (2011)	Male	Female	SC	ST
Gross Enrolment Ratio (GER)	28.1	25.0	31.9	24.7	22.5
Gender Parity Index (GPI)	1.28	-	-	1.11	1.32

S. No.	Indicator	Data
1	Institutional Density (ID)	32
2	College Population Index (CPI)	32
3	State's Expenditure on HE as a % of GSDP	1.17
4	Student-Teacher Ratio	17

d. District Qualitative Profile

d.1 No. of Aspirational Districts in the State: ____00____

d.2 Identification of weakest and strongest districts (max. 5) in State based on their Education profile

Weakest 5 districts	Reasons
Dist 1	
Dist 2	
Dist 3	
Dist 4	
Dist 5	
Strongest 5 Districts	Reasons
Dist 1	
Dist 2	
Dist 3	
Dist 4	
Dist 5	
Districts with special Needs	Reasons
Dist 1	
Dist 2	
Dist 3	
Dist 4	
Dist 5	



3. Analysis of State's Performance against specific indicators and future targets under RUSA

S. No.	Goals under RUSA	Existing Deficiencies in State HE system	Strategy to overcome deficiencies	Proposed targets under RUSA
3.1	Excellence (Quality)	1. Autonomy to colleges	1.colleges will be encourage to become autonomous	1.Autonomous college will be upgraded to University
		2. improvement in NAAC score	2. DHE & RUSA will assist University & colleges to improve NAAC score	2. Atleast 50% of the institution to achieve NAAC score 3.5 and above
		3. skill bases courses	3.Skill base courses will be introduced	3.Graduates with employable skills
3.2	Equity	1. - 2. 3.	-	-
3.3	Access	1. present GER is 28.1	1. More students will be enrolled	1. Target set for GER is 32.00
		2.		
		3.		
3.4	Others	-	-	-

District Higher Education Profile

1. District wise Education Profile (Overall) (AISHE 2016-17)

S. No.	District Name	Total Population (In lakh)	Total 1823-year age Population (In lakh)	School Passouts (+2) (In lakh)	GER				CPI	ID
					Overall	SC	ST	Female		
1		14.59404	2267692		28.1	24.7	22.5	31.9		
2										
3										
Total										



2. District wise Institution Profile (AISHE 2016-17)

S. No.	District Name	State Universities	Constituent Colleges	Affiliated Govt. Colleges	Affiliated Govt. Aided Colleges	Affiliated Private colleges (unaided)	Polytechnics		Private Universities (No.)	Govt. approved Institutions that offer Diploma (e.g. ITIs, etc.)	Institutions of National Importance (INIs)
							Govt.	Pvt.			
(No.)	(No.)	General	Prof.	General	Prof.	General	Prof.	Govt.	Pvt.		
1	Goa	01	-	23	02	20	-	12	-	-	-
2											
3											
Total											

III. State Institutional Data

1. University Data (State Overall) (AISHE 2016-17)

State Public University	Central University	State Private University	Deemed University	Institutions of National Importance	Others (ITIs, IIMs, NIIs, etc. not declared as INI)	Total
No.	01	-	-	01	01	03



2. College Data (State Overall)

No.	Affiliated Govt. Colleges		Affiliated Govt. Aided Colleges		Affiliated Private colleges (unaided)		Polytechnics		Total
	General	Professional	General	Professional	General	Professional	Govt.	Pvt.	
07	03		18	-	-	05	-	-	33

3. University wise College Data

S. No.	Name of State University	District where it is located	Type of University (Govt/Pvt/Deemed)	Nature of University (General/Technical/Agr/Medical, etc.)	Whether Multi-disciplinary or Unitary	Whether Affiliated/Non-Affiliated	No. of Constituent Colleges	Affiliated Govt. Colleges	Affiliated Govt. Aided Colleges	Affiliated Private colleges (unaided)	Polytechnics	Other	Total	
1	Goa University	North Goa	Govt.	General	Multi-disciplinary	Affiliating	Nil	Ge n f. 07	Ge n f. 03	Ge n f. 18	Pro f. 05	Pro f. 05	Pro f. 05	Pro f. 33
2														
3														
	Total													



Institutions	Category	Total	21 (No.)	12B (No.)	No. of institutions with valid NAAC Accreditation
Universities	State Universities	01	01	01	01
	State Private Universities	-	-	-	-
	Deemed Universities	-	-	-	-
Colleges	Government Colleges	10	10	10	10
	Aided Colleges	18	18	18	18
	Private Colleges	05	05	05	-
	Academic Staff Colleges	01	01	01	-
	Any Other (Mention)	-	-	-	-
Total					

4. NAAC and UGC 12(B) Status of Institutions (Overall)



5. NAAC and UGC 12(B) Status of Institutions (Breakup)

a. University wise details

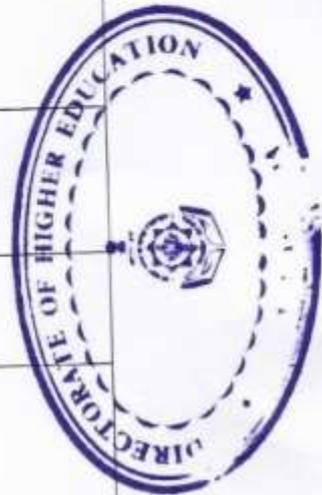
S. No	Name of University	Year of Establishment	Type of University (Govt./Pvt/Deemed)	Status (whether UGC 2f/Non 2f)	Status (whether UGC 12(B)/Non 12(B))	Accreditation Grade	Accreditation Year and Cycle	Total Teachers in position (All categories)	Total Student Strength	Student-Teacher Ratio (Filled positions)	% Women students	% SC Students	% ST Students	% OBC Students	% Minority Students	Total
1	Goa University	1985	Govt.	yes	12-B	A- Grade	2014 & 3 rd Cycle	104	2378	15:1	66.48% 1581/2378	1.51% 36/2378	6.77% 161/2378	19.42% 462/2378	NA	2378
2																
3																
4..																
Total																

b. College wise details

S. No	Name of College	Year of Establishment	Affiliated University	Status (whether UGC 2f/Non 2f)	Status (whether UGC 12(B)/Non 12(B))	Category (Govt./Govt. Aided/Pvt/Constituent/Auto)	Accreditation Grade, Year and Cycle	Total Teachers in position (All categories)	Total Student Strength	Student-Teacher Ratio (Filled positions)	% Women students	% SC Students	% ST Students	% OBC Students	% Minority Students	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	Carmel College	1964	Goa	Yes	Yes	Aided	A-	39	828		99.63%	0.72%	19.20%	9.05%	-	828



	of Arts, Science & Commerce for Women	1962	Goa University	Yes	Yes	Aided	Grade 2016 -Cycle3	45	912	0.12	825/828	06/828	159/828	75/828	912
2	Dempe College of Arts & Science, Miramar, Panaji-Goa	1962	Goa University	Yes	Yes	Aided	A- Grade 2015-Cycle3	25	1098		67.65% 617/912	1.42% 13/912	6.79% 62/912	16.55% 151/912	1098
3	S.S. Dempo College of Commerce & Economics, Bambolim-Goa	1966	Goa University	Yes	Yes	Aided	A- Grade 2017-Cycle3	13	737		55.82% 613/1098	0.91% 10/1098	6.01% 66/1098	5.82% 64/1098	1098
4.	V.M. Salgaocar College of Law	1973	Goa University	Yes	Yes	Aided	A- Grade	21	449	1:24	64.3% 474/737	2.71% 20/737	2.11% 18/737	12.21% 90/737	737
5.	Shree Mallikarjun College of Arts & Commerce, Canacona Goa	1993	Goa University	Yes	Yes	Aided	B Grade	42	1309	25:1	55.67% 250/449	0.22% 01/449	44.98% 202/449	14.69% 66/449	449
6.	Dnyansaras Mandals, Colle	1974	Goa University	Yes	Yes	Aided	A- Grade 2010-Cycle2	42	1309	25:1	51.94% 680/1309	3.13% 41/1309	0.91% 12/1309	27.04% 354/1309	1309



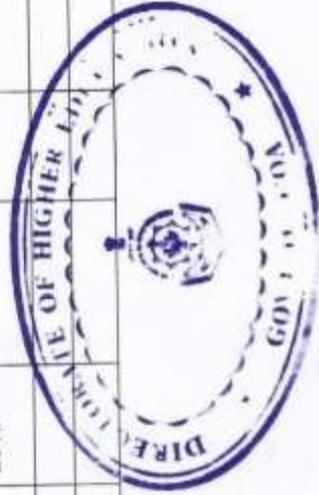
	ge and Reseach Centre, Bardez Goa	1991	Goa University	Yes	Yes	Aided	A-Grade 2016-Cycle2	20	848	21:1	63.20% 536/848	5.18% 44/848	19.22% 163/848	10.73% 91/848	-	848
7.	Fr. Agnel College of Arts & Commerce, Pilar -Goa University	1993	Goa University	Yes	Yes	Aided	B Grade 2017-Cycle2	13	200		91% 182/200	1% 2/200	15% 30/200	15% 30/200	-	200
8.	Goa Vidyaprasarak Mandals Dr. Dada Vaidya College of Education, Farmagudi	1986	Goa University	Yes	Yes	Aided	B Grade 2015-Cycle2	25	791		61.31% 485/791	0.88% 7/791	13.52% 107/791	17.31% 137/791	-	791
9.	Goa Vidyaprasarak Mandal's Gopal Govind Poy Raturcar College of Commerce and Economics Ponda-Goa	1989	Goa University	Yes	Yes	Aided	A-Grade 2016-Cycle2	100		16:1						
10.	Govt. college Arts, Science and Commer. Quepem	1988	Goa University	Yes	Yes	Aided	A-Grade 2017-Cycle2	92	1208	13:1	67.54% 816/1208	2.23% 27/1208	5.38% 65/1208	1.57% 19/1208	-	1208
11.	Govt. College of Arts, Science & Commerce, Sankhali, Goa	1989	Goa	Yes	Yes	Aided	A-Grade	3	913	12:1					-	
12.	Govt. College of															



	Arts Science & Commerce Khandola	1972	Goa University	Yes	Yes	2017- Cycle2	4	1554	23:1	55.34% 860/1554	4.44% 69/1554	2.57% 40/1554	13.44% 209/1554	1554
13.	Murgaon Education Society's College of Arts & Commerce, Zuarinagat.	1972	Goa University	Yes	Yes	B Grade 2015- Cycle3	43	1554	23:1	55.34% 860/1554	4.44% 69/1554	2.57% 40/1554	13.44% 209/1554	1554
14.	Narayan Zantye College of Commerce, Bicholim Goa	1994	Goa University	Yes	Yes	B Grade 2015- Cycle1	19	531		60.07% 319/531	1.12% 6/531	2.63% 14/531	27.49% 146/531	531
15.	Nirmala Institute of Education, Panaji-Goa	1963	Goa University	Yes	Yes	B Grade 2014- Cycle1	12	224	12:1	93.30% 209/224	Nil	Nil	Nil	224
16.	Parvatibai Chowgule College of Arts & Sciences Autonomous	1962	Goa University	Yes	Yes	A Grade 2014- Cycle3	59	1549	18:1	69.98% 1084/1549	1.03% 16/1549	4.06% 63/1549	9.16% 142/1549	1549
17.	PES Ravi S. Naik College of Arts & science, Ponda	1985	Goa University	Yes	Yes	B Grade 2015- Cycle2		1005		73.13% 735/1005	0.99% 10/1005	17.71% 178/1005	31.74% 319/1005	1005
18.	Rosary College of	1990	Goa	Yes	Yes	A Grade	82	1773		57.75%	0.73%	9.41%	7.72%	1773

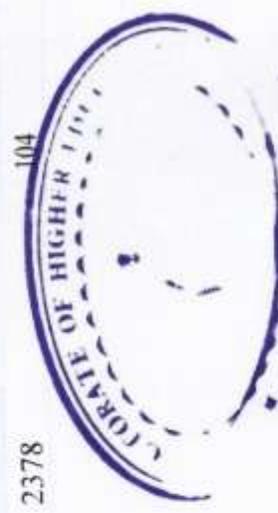


	Commerce & Arts, Salcete Goa		University	Yes	Yes		2017- Cycle3					1204/1773	13/1773	167/1773	137/1773		
19.	Sant Sohrobanath Ambiyee Govt. College of Arts & Commerce Vimoda Pernem	1993	Goa University	Yes	Yes		B Grade 2015- Cycle2	19	459	24:1							
20.	Sridora Caculo College of Commerce & Management Studies, Mapusa	1911	Goa University	Yes	Yes		B Grade 20	15	705	1:19		45.67% 322/705	1.41% 10/705	0.42% 3/705	22.97% 162/705	-	705
21.	St. Xavier College of Arts, Science & Commerce, Mapusa-Goa		Goa University	Yes	Yes		A Grade 2014- Cycle3	101	2775	17:1		65.44% 1816/2775	1.94% 54/2775	1.15% 32/2775	17.62% 489/2775	-	2775
22.	Cuncolim Educational Society's College of Arts & Commerce, Salcete Goa	1987	Goa University	Yes	Yes		B Grade 2013- Cycle1	19	541	15:1		62.66% 339/541	1.29% 07/541	45.65% 247/541	13.67% 74/541	-	541
23.	Shree Damodar College of Commerce & Economic, Margao	1973	Goa University	Yes	Yes		B Grade 2015- Cycle3	21	727	33:1		56.25% 409/727	1.78% 13/727	5.63% 41/727	9.21% 67/727	-	727
24.	Govind Ramnath Kare College of Law	1971	Goa University	Yes	Yes		B Grade 2013	2	352	1:32		67.04% 236/352	1.98% 7/352	5.68% 20/352	5.82% 31/352	-	352
Total																	



6. Student-Teacher Ratio in University's Constituent and Affiliated Colleges

Category	University Dept. & Constituent Colleges				Affiliated Colleges		
	Number of Colleges	Number of Students (All Levels)	Number of Teachers in Position	Student Teacher Ratio (Filled Positions)	Number of Colleges	Number of Students (All Levels)	Number of Teachers in Position
State Public Universities							
1 Goa University	01	2378	104	15:1	55	48669	2
2							
3..							
Deemed University	-	-	-	-	-	-	-
1							
2							
3..							
State Private University	-	-	-	-	-	-	-
1							
2							
3..							
Total	01	2378	104	15:1	55	48669	2736



7. Autonomous Colleges

Sr No.	Name	Al affiliating University	District where it is Located	Funding (Private/Govt./ Govt. Aided)	Accreditation Grade: Year & Cycle	Enrolment (in Thousands)	Number of Teachers in Position	Student Teacher Ratio (Filled Positions)
1	Parvatibai Chowgule College of Arts & Science, Margao Goa	Goa University	South Goa	Govt. Aided	A-Grade & 3 rd cycle	1549	59	18:1
2								
3..								
	Total							

8. College with Potential for Excellence Status (Baseline Data 2015-16)

S.No	Name of College	University	District	Funding (Govt./ Govt Aided/ Pvt)	Cycle of Extension
1	XI Xavier College Mapusa Goa	Goa University	North Go a	Govt. Aided	Nil
2					
3..					
	Total				



IV. Faculty-wise Baseline & Perspective Data (AISHE 2016-17)

Faculty – 2015-16 Baseline data												
	Professors				Readers & Associate Professors				Lecturers & Assistant Professors			
	A/S/C	Prof	Others	Total	A/S/C	Prof	Others	Total	A/S/C	Prof	Others	Total
Sanctioned	-	-	-	31	-	-	-	64	-	-	-	96
Filled	-	-	-	50	-	-	-	25	-	-	-	29
Vacant	-	-	-	-19	-	-	-	39	-	-	-	67
Ad-hoc/ Contract	-	-	-	-	-	-	-	-	-	-	-	40

Applies only to faculty that is employed by/paid for directly or indirectly by the Government
 A/S/C – Arts/Science/Commerce
 Prof – Professional courses such as Engineering, BBA, MBA etc
 Others – Any other courses that do not fall in the above categories

Faculty – 2015-16 Baseline Data												
	Professors				Readers & Associate Professors				Lecturers & Assistant Professors			
	A/S/C	Prof	Others	Total	A/S/C	Prof	Others	Total	A/S/C	Prof	Others	Total
Sanctioned												
Filled												
Vacant												
Ad-hoc/ Contract												

Applies only to faculty that is employed by/paid for directly or indirectly by the Government
 A/S/C – Arts/Science/Commerce
 Prof – Professional courses such as Engineering, BBA, MBA etc
 Others – Any other courses that do not fall in the above categories

Faculty – 2018-19 Perspective data												
	Professors				Readers & Associate Professors				Lecturers & Assistant Professors			
	A/S/C	Prof	Others	Total	A/S/C	Prof	Others	Total	A/S/C	Prof	Others	Total
Sanctioned												
Filled												
Vacant												
Ad-hoc/ Contract												

Applies only to faculty that is employed by/paid for directly or indirectly by the Government
 A/S/C – Arts/Science/Commerce
 Prof – Professional courses such as Engineering, BBA, MBA etc
 Others – Any other courses that do not fall in the above categories



Faculty – 2019-20 – Perspective data												
	Professors				Readers & Associate Professors				Lecturers & Assistant Professors			
	A/S/C	Prof	Others	Total	A/S/C	Prof	Others	Total	A/S/C	Prof	Others	Total
Sanctioned												
Filled												
Vacant												
Ad-hoc/ Contract												

Applies only to faculty that is employed by/paid for directly or indirectly by the Government
A/S/C – Arts/Science/Commerce
Prof – Professional courses such as Engineering, BBA, MBA etc
Others – Any other courses that do not fall in the above categories

V. Research Studies Baseline Data (AISHE 2016-17)

Faculty/Disciplines	Total Enrolment (in Hundreds)		% of Total Enrolment		Average Annual Enrolment (in Hundreds)		% Annual Average Enrolment	
	M	F	M	F	M	F	M	F
Arts		53						
Humanities		06						
Languages		46						
Sciences		147						
Commerce		24						
Management		17						
Agriculture		Nil						
Medicine & Allied Health Science		Nil						
Engineering Technology		Nil						
Law		Nil						
Veterinary Science		Nil						
Others	-	-						
Total								



VI. Financial Details (Baseline & Perspective)

Year	Financial Outlays (Baseline Data)					
	State GDP (in Rs. Crore)	Total Expenditure on Education (in Rs. Crore)	Total Expenditure on HE as % of GSDP	Total Expenditure on HE as % of Total Expenditure on Education	Total Expenditure on Technical Education as % of GSDP	Total Expenditure on Tech. Edn as % of Total Expenditure on Education
2015-16	44717	1628.64	1.37	37.62%	0.22	5.93
2016-17	52427	1721.38	1.17	35.64%	0.10	3.18

Year	Financial Outlays (Perspective Plan Data)					
	State GDP (in Rs. Crore)	Total Expenditure on Education (in Rs. Crore)	Total Expenditure on HE as % of GSDP	Total Expenditure on HE as % of Total Expenditure on Education	Total Expenditure on Technical Education as % of GSDP	Total Expenditure on Tech. Edn as % of Total Expenditure on Education
2018-19	57027	2316.15	1.50	36.94 %	0.19	4.63
2019-20	57593	2663.58	1.71	36.94%	0.21	4.63

VII. Preparation of State Plan

1. Methodology

a. Methodology adopted in preparation of State Plan

The methodology adopted by the SHEC in preparation of State Plan are:

1. Series of consultative meeting with the stakeholders were conducted
2. Feedback from faculty students was used

b. Has the State conducted a baseline survey? If yes, details

Yes.



2. Stakeholder Consultation

- a. Has the State Higher Education Plan been prepared by the State Higher Education Council? If yes, details

a) Yes.

b. Details of Stakeholder Consultation

S. No.	Date of Meeting/ Workshop	Venue of Meeting/ Workshop	Chairman of Meeting	Participants (VCs, Principals, Faculty, Administrators/ Industry/ Alumni)	Outcome
1	27 th Oct 2017	Sanskriti Bhavan Patto, Panaji-Goa	Secretary	VCs, Principals, Faculty, Industry	Review of targets set in RUSA 1.0
2	27 th to 29 th Nov 2017	Sanskriti Bhavan Patto, Panaji-Goa	Director	Principals, Faculty, Industry	RUSA 2.0 suggestions
3	9 th April 2018	Sanskriti Bhavan Patto, Panaji-Goa	Secretary	Principals, Faculty, Industry	Initiatives for skill development
4	20 th April 2018	Sanskriti Bhavan Patto, Panaji-Goa	Sr. Consultant	VCs, Principals, Faculty, Industry	Review of RUSA 1.0 & Preparation for RUSA 2.0

VIII. Source of Funds & Financial Outlays under RUSA

1. Source of Funds

Source	Funds Received 2014-15 (In Rs. crores)	Funds Expected 2015-16 (In Rs. crores)	Funds Expected 2016-17 (In Rs. crores)	Total
1. Rastriya Uchchaitanika Abhiyan				
2. Grants from UGC		NA		
3. Grants from State Higher Education Department	0.66	10.15	10.99	



4.	Grants from other State departments					Nil
5.	Grants from Central Departments					
6.	Raised from private sector, institutions, foundations and organizations					Nil
7.	Resources raised by higher education institutions from internal sources like student* fees, examination fees etc					Nil
Total						

2. Major Targets and Financial Outlays under RUSA

Component	Number/ target			Financial Outlay			Adherence to Programmatic Norms and future commitments
	2018-19	2019-20	Total	2018-19	2019-20	Total	
Creation of Universities by way of upgradation of existing autonomous college							
Creation of Universities by conversion of colleges in a cluster	1/1	-	1	30	25	55	
Infrastructure grants to Universities	1/1	-	1	10	10	20	
Enhancing Quality and Excellence in select State Universities (New)	1/1	-	1	50	50	100	



New Model Colleges (General)							
Upgradation of existing degree colleges to model degree colleges							
New Colleges (Professional)							
Enhancing Quality and Excellence in Autonomous colleges (New)							
Infrastructure grants to Colleges	6/6	-	6	06	06		12
Research, innovation and quality improvement (State as Unit)	1/1	-	1	25	25		50
Equity initiatives (State as Unit)	1/1	-	1	03	02		05
Faculty Recruitment Support (Posts)							
Faculty Improvements	1/1	-	1	04	03		07
Institutional Restructuring, Capacity Building and Reforms	1/1	-	1	02	01		03
Total				130	122		252



IX. Outcome and Output Targets

S. No.	Outcome	Output	Indicator	Unit	2015-16	2016-17	2017-18	2018-19	2019-20
1.	Quality	Higher no. of Institutions accredited (NAAC)	Universities	No.	1	-	-	-	1
			Colleges	No.	20	2	2	3	3
		Faculty	No. of Teachers	No.	-	-	-	-	-
			Improved Student-Teacher Ratio	Ratio	15	16	15	15	15
		Academic reforms	CBCS	% of institutions covered	-	33%	33%	100%	100%

		Semester system	% of institutions covered	100%	100%	100%	100%	100%
	Autonomy	Increase in no. of autonomous colleges	No.	1	1	1	2	4
		Upgradation of Autonomous colleges to universities	No.	-	-	-	-	1
	CPE	More institutions of higher quality	No.	-	-	-	1	1



Greater investment in higher education	Increase in resource allocation at State Level	investment as a% of GSDP	%	1.37%	1.17%	1.25%	1.50%	2.00%
Better transition	Increased number of students from secondary to higher education	Increased number	lakhs	47266	48669	49169	50169	51169
		Higher percentage	%					
Higher GER	Number of HEIs	Creation of new Universities (Cluster)	No.	27.6%	28.1%	29%	30%	32%
		Creation of new Colleges (MDC, New Professional)	No.					
		Upgradation of Auto. colleges to Universities	No.	-	-	-	-	1
		Upgradation of	No.	-	-	-	-	1



	Enrolments	Colleges to MDC	No.						
		Total		SC	ST	OBC	Female		
	GER	Higher GER	%						
5	Better Equity	SC ST Women	Increased GER for these categories	%	29.2%	24.7%	25.00%	28.00%	30%
					20.6%	22.5%	23%	24%	25%
					26.7%	26.0%	27%	28%	30%
6	Better	Vocationalisation	Greater pool of trained manpower	In lakhs					
	Employability								



		Polytechnics	New polytechnics	No.	-	-	-	-	-
			Upgradation of polytechnics	No.	-	-	-	-	-
7	Better research yields	PhDs	Increase in number produced	No. of PhDs per year	5	10	15	20	25
		M.Phils	Increase in number produced	No. of M.Phils per year	5	10	15	20	25
		Investment	Percentage of GSDP spent on R&D	%	1.37%	1.17%		2.0%	2.00%



Component wise Plan details:-

Sr. No	Component No.	Component Name	Physical Units Proposed	Unit Cost	Financial Amount Proposed (Rs in crores)
1	2	Creation of Universities by conversion of colleges in a clusters	1	55	55.00
2	9	Infrastructure grants to Colleges	7	2	14.00
3	10	Research, innovation and quality improvement (State as Unit)	1	50	50.00
4	11	Equity initiatives (State as Unit)	3	5	6.18
5	13	Faculty Improvement	1	7	7.00
6	14	Institutional Restructuring, capacity Building and Reforms	1	3	3.00
Total			14	122	135.18

State Project Directorate (Director, Higher Education)

Government of Goa
 Director of Higher Education
 Government of Goa



Member Secretary (Secretary Higher Education)

Government of Goa
 Secretary (H.E.)
 Government of Goa
 Secretariat, Porvorim

The above plan is approved by
 Hon. CM/Chairman, State Higher Education Council,
 Government of Goa

