



Ministry of Education
Department of Higher Education

PRADHAN MANTRI UCHCHATAR
SHIKSHA ABHIYAN
(PM-USHA)

GUIDELINES

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Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA) Guidelines

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CHAPTER-I : INTRODUCTION

1. Rashtriya Uchchatar Shiksha Abhiyan (RUSA) was a Centrally Sponsored Scheme to fund States/UTs institutions, with the vision to attain higher levels of access, equity, and excellence in the State higher education system with greater efficiency, transparency, accountability, and responsiveness. The first phase of the scheme was launched in 2013 and the second phase was launched in 2018. Now, in the light of the National Education Policy, RUSA scheme has been launched as Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA).
2. It covers government and government-aided institutions of the States and UTs. As the demand for higher education is increasing continuously over the years, there has been an unprecedented expansion in the number of institutions, universities, and volume of students in the country.
3. As per the AISHE report 2020-21, there are 1,113 Universities, 43,796 Colleges, and 11,296 Stand Alone Institutions. There are 422 State Public Universities that have 41,836 affiliated colleges. 446 Universities are privately managed and 475 Universities are located in rural areas, 17 are women-centric universities. 78.6% Colleges are privately managed (65% Private-unaided and 13.6% Private-aided). There are 35.8% of Colleges, which run only single programmes, out of which 82.2% are privately managed.
4. Total enrolment in higher education has been estimated to be 4.13 crores with 2.12 crores boys and 2.01 crores females. Females constitute 48.7% of the total enrolment. Out of the total enrolment of 4.13 crores students, a vast majority of 3.26 crores students are enrolled in Under-Graduate is an approx. 78.09% of the total enrolment. On the other hand, 11.5% of students are enrolled in Post-Graduation which is approximately 47.16 lakh students. There are 2,255 students enrolled in Integrated Ph.D. in addition to 2.11 lakh students enrolled in Ph.D. Level. To take advantage of the demographic dividend, there was a need for a concerted effort that would improve the quality and relevance of higher education and result in more employability.
5. Out of this whole universe of institutions, RUSA 1.0 & 2.0 has catered to approximately 2500 institutions for improving access, equity, and quality under 16 components. A total of 2,972 units were approved, out of which approx. 1000 projects have been completed and the rest are ongoing. As per the previous evaluation reports of RUSA 1.0 & 2.0, it is very much evident that the scheme has had a considerable and targeted impact.
6. RUSA 1.0 and RUSA 2.0 have already worked diligently and there has been significant progress on a number of higher educational indicators like Gross Enrollment Ratio (GER), and Accreditation (Quality Reforms), Student-Teacher ratio, etc. However, the gap still remains vis-à-vis. access, inclusion, enrolment, quality enhancement, skilling, employability, technology, etc. and therefore, some new interventions are required for achieving the targets and reducing the gaps, ensuring better output and outcome.
7. PM-USHA aims to address the key gaps and issues identified in the Evaluation Report of Centrally Sponsored Schemes by the NITI Aayog. The report suggested

that the subsumed scheme should be redesigned for rationalization and higher impact. The intention is to focus on improving graduate employability through funding for the promotion of market-linked courses, industry connects, student internships, etc; rigorously tracking and monitoring employability outcomes of HEIs; introducing skill-based education for students, and identification of the critical skill gaps in graduates across various disciplines, suitable skill-based, and employment-led vocational courses/ modules; promotion of technology and Open Distance Learning interventions in higher education institutions to leverage technology for promoting access and quality; support to institutes for improvement in NAAC accreditation grades; more emphasis on quality initiatives; promotion of higher uptake of e-learning/ virtual learning; tracking outputs/ outcomes of scheme interventions; promotion of community participation, gender sensitization, etc.

8. National Education Policy 2020 (NEP) is a guiding force in preparing the base for PM-USHA. NEP has identified some of the major problems currently faced by the higher education system in India, which are:
 - a. A severely fragmented higher educational ecosystem; less emphasis on the development of cognitive skills and learning outcomes;
 - b. A rigid separation of disciplines, early specialization, and streaming of students into narrow areas of study;
 - c. Limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages;
 - d. Limited teacher and institutional autonomy;
 - e. Inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders;
 - f. Lesser emphasis on research at most universities and colleges, and lack of competitive peer-reviewed research funding across disciplines;
 - g. Suboptimal governance and leadership of HEIs;
 - h. An ineffective regulatory system; and large affiliating universities result in low standards of undergraduate education.
9. With the recent emergence of the NEP 2020 and recommendations of NITI Aayog, an effort has been made to give a new and energized structure to the upcoming phase of the scheme. It aims to cater to the five pillars of the NEP 2020, viz. accessibility, quality, equity, accountability, and affordability along with skill-based/ vocational education, employability, courses in emerging areas, industry-academia linkage, accreditation of un-accredited institutions, choice-based credit system, academic reforms, ODL & ICT usage, barrier-free education and increasing GER. Under the PM-USHA priority would be given to the “Focus Districts”.

PM-USHA would be focusing on the following:

A. Equity, Access, and Inclusion:

10. As per the AISHE report (FY 2020-21), GER in higher education in India is 27.3, which is calculated for the 18-23 years of age group. GER for the male population is 26.7 and for females, it is 27.9. For Scheduled Castes, it is 23.1 and for Scheduled Tribes, it is 18.9 as compared to the National GER of 27.1. Scheduled Caste

students constitute 14.2% and Scheduled Tribes students 5.8% of the total enrolment, 35.8% students belong to Other Backward Classes, and 44.2% students are from other communities. In addition, there are more than 78.6% of colleges running in the private sector; aided and unaided taken together, but it caters to only 65.5% of the total enrolment. About 78.09% of the students are enrolled in undergraduate level programs, 61.4% of colleges are located in rural areas, 10.5% of colleges are exclusively for females, 24.5% of the colleges are having an enrolment of less than 100, and only 4% of colleges have an enrolment of more than 3000.

11. The above statistics show the scope for enhancement in equity, access, and inclusion and hence the scheme focuses on equity initiatives and gender inclusion by providing adequate opportunities to underprivileged groups, and it promotes the inclusion of women, minorities, SCs/STs/OBCs, and specially-abled people in higher education, which will help to increase the GER. Furthermore, the language barrier for learners must be removed, and multilingualism, such as mother tongue/local and regional languages as a medium of instruction, should be promoted, increasing accessibility among different courses and allowing learners to develop an artistic, creative, cultural, and academic path.

B. Developing Quality Teaching & Learning processes:

12. For providing a quality higher education a comprehensive, holistic, and integrated education ecosystem would be required which can be achieved through the inclusion of innovative and adaptable curricular structures, engaging innovative pedagogy, continuous formative assessment, and student support. This would also require innovative and interdisciplinary study combinations along with multiple entry and exit systems by eradicating rigid boundaries currently in place. This could be achieved by strengthening the existing higher education institutions, faculty, and students.
13. PM-USHA would provide the facilities to the institution for upgrading the physical and digital infrastructure and also for the conversion of single-stream higher education institutions (HEIs) into multiple streams institutions.
14. To improve the quality of teaching, faculty training would be supported especially with the help of digital infrastructure. Institutions would also be facilitated to form alliances with Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNTT) and University Grant Commission's Human Resource Development Centres for Resource Sharing for the use of existing content in a digitized format for the enhancement of the teaching-learning process.
15. For improving the quality of learning, the Multiple Entry & Exit system, Choice-based Credit System (CBCS), and Academic Bank of Credit (ABC) would all be supported and prioritized sharply under PM-USHA. HEIs would be encouraged to adhere to the National Curriculum Framework provided by the UGC for better education for the learners.

C. Accreditation of Non-Accredited Institutions & Improving Accreditation:

16. Accreditation pushes institutions to meet and maintain higher standards in education, in turn, increases trust and confidence in them among the public and boosts accountability.
17. National Assessment and Accreditation Council (NAAC), is a national accreditation agency that ensures the overall performance and quality of HEIs. NAAC conducts assessment and accreditation of HEIs such as colleges, universities, or other recognized institutions to derive an understanding of the 'Quality Status' of the institution. NAAC also evaluates the institutions for their conformance to the standards of quality in terms of their performance related to the educational processes and outcomes, curriculum coverage, teaching-learning processes, faculty, research, infrastructure, learning resources, organization, governance, and financial well-being, and student services.
18. The information available on the NAAC portal, as on 19.05.2023, reveals that out of 1113 universities, 43796 colleges, and 11,779 stand-alone institutions only 430 universities and 9257 colleges have been NAAC accredited. Hence, it has emerged that there are a limited number of HEIs with NAAC accreditation, a few are with low CGPA, and some HEIs are without accreditation which will get hand-holding under the scheme for getting accreditation as well as enhancing accreditations from NAAC for fulfilling the criteria such as Curricular Aspects, Teaching-Learning Evaluation, Student Support and Progression, Government Leadership and Management, Institutional Values and Best Practices.

D. ICT-based Digital Infrastructure:

19. To ensure greater access to education, there is the significant importance of technology in bridging the language barrier between teachers and students, creating digital libraries, popularizing language learning as well as introducing the Open distance learning (ODL) programs. HEIs should be encouraged to design, develop, and roll out MOOCs for learners & teachers as well as institutions and faculties would be mentored for enhancing the online teaching-learning processes and capacity building under programmes like PMMMMNMTT, SWAYAM, SWAYAM Prabha, etc.
20. ICT efforts, like the National Digital Library, DigiLocker, e-Shodh Sindu, and virtual laboratories will use and give students a virtual platform for their learning opportunities. For enhancing the teacher's capacity in ICT tools, the scheme would also concentrate on the faculty development programme. Accredited and non-accredited colleges are established connections with the present online teaching-learning materials offered by numerous national and international platforms to enhance learning opportunities. With the implementation of ICT Digital Infrastructure under PM-USHA, institutions would be encouraged to provide Wi-Fi facilities, smart classes, and virtual labs on the institute campuses. The Digital Infrastructure facilities will enable and empower students – teachers to achieve expected learning outcomes.

E. Enhancing Employability through Multidisciplinarity :

21. Collaboration between industry and academia is key to catalyzing innovation and growth in career building. PM-USHA will encourage the HEIs to get linked with the Industry and the Market to strengthen skills, innovations, and employability. PM-USHA will focus on the establishment of employment cells to create linkages between Academia, Industry, and the Market. It also ensures rigorous tracking and monitoring of employability through market-linked courses and emphasizes the development of cognitive skills and learning outcomes.

CHAPTER-II : INSTITUTIONAL STRUCTURE

1. PM-USHA shall be implemented and monitored through an institutional structure of bodies with clearly defined roles and powers at the Central, State, and institutional levels. All the bodies shall monitor the progress of the scheme at their respective levels, starting right from the institutional level up to the national level.

A. CENTRAL LEVEL STRUCTURE

2. The central level structure comprises four bodies namely
 - a) National Mission Authority (NMA) which would be chaired by Hon'ble Education Minister, GoI
 - b) Project Approval Board (PAB) which would be chaired by Secretary (Higher Education), GoI
 - c) National Project Directorate (NPD)
 - d) Technical Support Group (TSG)

B. STATE LEVEL STRUCTURE

3. State level structure is comprised of three bodies namely
 - a) State Higher Education Council (SHEC)
 - b) State Project Directorate (SPD)
 - c) State Technical Support Group (State-TSG)

C. INSTITUTIONAL LEVEL STRUCTURE

4. The project at the institutional level is managed by two bodies:
 - a) Board of Governors (BOGs)
 - b) Project Monitoring Unit (PMU)

CHAPTER-III : OBJECTIVES OF PM-USHA

The objectives of the scheme are:

1. To improve the overall quality of existing state higher educational institutions by ensuring their conformity to prescribed norms and standards and adoption of accreditation as a quality assurance framework;
2. Usher transformative reforms in the State higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities, and improving governance in institutions;
3. Implementation of recommendations of the NEP 2020 through funding support provided to State HEIs;
4. Ensure governance, academic, and examination (and evaluation) reforms in the State higher educational institutions and establish backward and forward linkages with school education on one hand and employment market, on the other hand, to facilitate self-reliance and thus creating an Atma-Nirbhar Bharat;
5. Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations;
6. Correct regional imbalances in access to higher education by facilitating access to high-quality institutions in urban & semi-urban areas, creating opportunities for students from rural areas to get access to better quality institutions, and setting up institutions in unserved & underserved areas;
7. Developing infrastructure for ODL/Online/Digital mode of education in such States/UTs;
8. Improve equity in higher education by providing adequate opportunities for higher education to socially deprived communities; promote inclusion of women, minorities, SC/ST/OBCs, and special-abled persons;
9. To identify and fill up the existing gaps in higher education, by augmenting and supporting the State Governments' efforts;
10. Enhancing employability through skilling and vocationalization;
11. Improving accreditation status of accredited institutions and getting accreditation of non-accredited institutions;
12. Providing better hostel facilities in remote areas;
13. Establishing New Model Degree Colleges in the districts where there are no Government and Government-aided institutions;
14. Focusing on low GER, Left Wing Extremism (LWE), border area districts, aspirational districts and districts with higher SC/ ST population; and
15. Focus on multidisciplinary education, including STEM, commerce and humanities fields of education.

CHAPTER-IV : SCOPE OF PM-USHA

1. The scope of the Scheme is as follows:

Focus Districts:

2. Under the scheme, priority would be given to the Focus Districts. The focus districts shall be identified by the concerned States/UTs subject to a maximum of 50% of their districts considering the lack of access to government colleges and the proportion of disadvantaged categories such as SC/STs/OBCs/Women and remote/aspirational districts.
3. States would identify the Focus Districts on the basis of the following indicators:
 - a) Low GER
 - b) Population proportion and enrollment proportion for Females, transgenders, SCs, STs and OBCs
 - c) Aspirational/ Border Area/ Left Wing Extremism prone district
 - d) Gender parity
4. The recommendation of institutions shall be done by the State/ UT Governments/ State Higher Education Council (SHEC). The final decision shall be taken by the Centre.

Institutions:

5. One of the major scopes of PM-USHA would be helping institutions in getting/ improving accreditation. The selection methodology shall be based on the challenge method.
6. **Process of Selection through Challenge Method:** Although the components proposed under PM-USHA are open-ended but the number of units is limited so the selection of institutions would be done through the challenge method. The stages of selection through the challenge method are as follows:

A. First Stage: At the first stage the States/UTs would sign an MoU with the MoE. The MoU would include, inter alia, commitment from States regarding:

- i. Implementation of NEP reforms
- ii. Supporting all govt and govt aided institutions in applying for accreditation
- iii. Adoption of Guidelines on National Credit Framework (NCrF) and Choice Based Credit System (CBCS) for Four Year Undergraduate Programme (FYUP).

B. Second Stage: The Universities, Colleges and Districts would be shortlisted by the State Governments by giving priority to the focus districts for getting support under the Component 2 i.e. 'Grants to Strengthen Universities' and Component 3, i.e. 'Grants to Strengthen Colleges,', respectively. Further, the State Governments would also choose the list of districts by giving priority to the focus districts in their State, to be supported under Component 4 New Model Degree College and Component 5, i.e. 'Gender Inclusion and Equity Initiative,'.

C. Third Stage: All submitted proposals would be first evaluated by the Ministry of Higher Education with the help of Technical Support Group; thereafter they would be examined, appraised, and approved by the Project Approval Board (PAB) on the basis of the points mentioned in the above selection criteria and on the basis of the past performance of the States

CHAPTER-V : COMPONENTS UNDER PM-USHA

1. The components of the scheme have been structured to improve the higher education scenario in States/UTs by targeting the:
 - i. Existing Higher Educational Institutions, in keeping with the philosophy of NEP 2020, to consolidate and transform existing institutions,
 - ii. Districts as a unit of planning and strategizing for improving access and equity, and
 - iii. Areas with no HEIs, to improve educational parameters in unserved areas.

COMPONENTS OF PM-USHA

S. No.	Component	No. of Units	Unit Cost (Rs Cr)	Total Amt (Rs Cr)
1	Multi-Disciplinary Education and Research Universities (MERU)	35 Universities	100	3500
2	Grants to Strengthen Universities (Accredited & Unaccredited Universities)	73 Universities	20	1460
3	Grants to Strengthen Colleges (Accredited & Unaccredited Colleges)	401 colleges	5	2005
4	New Model Degree Colleges	40 New Model Degree Colleges	15	600
5	Gender Inclusion and Equity Initiatives	50 Districts	10	500
6	MMER Grants		1% for States and 1% for Central MMER	161.3

2. Every component in PM-USHA has a fixed amount as its upper limit. The States/UTs must develop their needs/ proposals within the specified upper limit of every component. This upper limit is based on well-defined norms and parameters and is linked to academic, administrative, and governance reforms, whereas future grants are outcome-based and performance-based. The PM-USHA aims to create a self-sustaining momentum for greater accountability of State institutions and to impress upon them the importance of improving educational quality.

CHAPTER-VI : ACTIVITIES UNDER COMPONENTS OF PM-USHA

1. The States/UTs/Institutions/Districts shall be given the freedom to utilise the grants approved on the list of activities given, based on their necessity and justifications to be provided. There shall be no fixed capping for the hard and soft components.
2. The States/UTs/Institutions/Districts shall submit a proposal and project plan regarding the same. Each unit would create a detailed proposal under each component with a break-up of cost against each activity proposed. Each proposal should also include their Output Outcome Framework.
3. The unit shall submit their proposal to the States/UTs. The States/UTs will submit a consolidated proposal to the Ministry based on the shortlisting criteria and their own felt priorities. The State may or may not accept the proposals submitted by the institutions/units. Final approval of the proposal submitted by the States/UTs would be done by the Project Approval Board.
4. **List of Activities supported under various components**

S. No.	Component Name- →	Components				
		Multidisciplinary Education and Research Universities (MERU)	Grants to strengthen Universities	Grants to Strengthen the Colleges	New Model Degree Colleges	Gender Inclusion and Equity Initiative
	Unit Cost ->	Rs. 100 crores	Rs. 20 crores	Rs. 5 crores	Rs. 15 crores	Rs. 10 crores
	Unit Type ->	University	University	College	New College	District
	Number of Units→	35	73	401	40	50
	List of Activities	(Mandatory activities)	(Suggestive activities)	(Suggestive activities)	(Mandatory activities)	(Suggestive activities)
1	Implementation of NCF and CBCS and implementation of <u>elective course system</u>	Y	Y			

S. No.	Component Name- →	Components				
		Multidisciplinary Education and Research Universities (MERU)	Grants to strengthen Universities	Grants to Strengthen the Colleges	New Model Degree Colleges	Gender Inclusion and Equity Initiative
2	Adoption of <u>Academic Bank of Credits</u>	Y	Y	Y		
3	Adoption of <u>Multiple Entry and Exit</u>	Y	Y	Y		
4	Adoption of <u>Guidelines on NHEQF</u>	Y	Y	Y		
5	Clustering and resource sharing <u>between MERUs</u>	Y				
6	Clustering and resource sharing <u>between constituent colleges</u> within each MERU	Y				
7	Using <u>ODL and Online Programmes</u> such as <u>SWAYM, MOOCS</u>	Y	Y	Y		
8	<u>Digital nodal centres</u> for digitising academic content and resources delivering digital education such as <u>SWAYAM</u> and other <u>MOOCs</u> .	Y	Y	Y		
9	Internship/ <u>Apprenticeship Embedded Degree Programme</u>	Y	Y	Y		
10	<u>Alumni Connect</u> portal	Y	Y	Y		
11	<u>MoUs signed with Industry</u> for internship/ research/ entrepreneurship/ employment	Y	Y			

S. No.	Component Name- →	Components				
		Multidisciplinary Education and Research Universities (MERU)	Grants to strengthen Universities	Grants to Strengthen the Colleges	New Model Degree Colleges	Gender Inclusion and Equity Initiative
12	<u>Research and Development Cell</u>	Y	Y			
13	<u>Academic and research Collaboration</u> between Indian and foreign HEIs	Y	Y			
14	<u>Office of International Affairs</u> as one-stop-office for all activities related to international mobility (students/faculty)	Y	Y			
15	Participation in <u>NIRF</u>	Y				
16	Adoption of Guidelines of UGC on <u>Institutional Development Plan (IDP)</u>	Y	Y	Y		
17	Courses in <u>Indian Languages</u>	Y	Y			
18	Embedding <u>Indian knowledge System (IKS)</u> in the Curriculum	Y	Y			
19	Introduction and access to <u>Online ERP portal (Samarth Portal)</u> for faculties containing all academic working processes (Online information dashboard, timetable, examination allotment schedule, evaluation, and other academic activities)	Y	Y	Y		

S. No.	Component Name- →	Components				
		Multidisciplinary Education and Research Universities (MERU)	Grants to strengthen Universities	Grants to Strengthen the Colleges	New Model Degree Colleges	Gender Inclusion and Equity Initiative
20	Evaluation Reforms by strengthening the 'Internal Quality Assurance Cell' (IQAC) of NAAC	Y	Y	Y		
21	Smart Classroom, Computer Lab, Wi-Fi Facilities	Y	Y	Y	Y	
22	Online training of teachers,	Y	Y	Y		
23	Courses & e-courses, Curriculum, and pedagogical reforms, and MoUs	Y	Y			
24	Setting up start-up incubation centers and technology development centers for skill-based courses with the help of Industries/Micro, Small & Medium Enterprises (MSME) at States/UTs level	Y	Y	Y		Y
25	Certification Courses embedded in teaching	Y	Y			
26	Well-equipped research laboratories, Digital libraries with subscriptions to reputed journals,	Y	Y	Y	Y	
27	Bridge courses for SEDG students	Y	Y			
28	Online portal for student services (attendance, academic record, hos	Y	Y		Y	

S. No.	Component Name- →	Components				
		Multidisciplinary Education and Research Universities (MERU)	Grants to strengthen Universities	Grants to Strengthen the Colleges	New Model Degree Colleges	Gender Inclusion and Equity Initiative
	tel-related services, complaint registration, etc.)					
29	Placement/ Training and Certification programmes, Structural Reforms according to the increased industry-ready courses, and industry-academia linkages	Y	Y			
30	Construction/Renovation of Infrastructure of Institute	Y	Y	Y	Y	
31	Purchase of necessary Equipments for the institute	Y	Y	Y	Y	
32	Hostels and adequate toilet facilities for students specially for women / transgenders, specially abled-friendly campuses and special facilities	Y	Y	Y	Y	Y
33	Opening of STEM courses	Y	Y	Y		
34	Encouragement of increasing girls participation in STEM courses	Y				Y
35	Vocational courses for 21st century skills, Internships/Training, Innovation of new courses regarding Vocational education	Y	Y	Y		

S. No.	Component Name- →	Components				
		Multidisciplinary Education and Research Universities (MERU)	Grants to strengthen Universities	Grants to Strengthen the Colleges	New Model Degree Colleges	Gender Inclusion and Equity Initiative
36	Training of girls in self defense / physical education classes	Y				Y
37	Awareness and sensitisation programmes	Y				Y
38	Legal support cell/ Anti Harassment Cell/ Awareness Generation Program Cell/ Women Cell/ Anti Ragging Cell etc	Y				Y
39	Focus on skilling and vocationalisation Training /Workshops/ Placement, for Females, Transgenders,	Y				Y
40	facilitation of women's access to vocational, technical, professional education and emergent technologies, Curriculum, and pedagogical reforms, Opening of STEM courses and encouragement of increasing girls participation in such courses	Y				Y
41	Providing special conveyance facilities for females and transgenders	Y				Y
42	Improve social skills, Online classes with Mentorship programs	Y				Y

S. No.	Component Name- →	Components				
		Multidisciplinary Education and Research Universities (MERU)	Grants to strengthen Universities	Grants to Strengthen the Colleges	New Model Degree Colleges	Gender Inclusion and Equity Initiative
43	Provide guidance and counseling with respect to academic, financial, social, and other matters and to enhance the diversity	Y				Y
44	Coaching in communication skills and personality development, and identifying best courses/training with new disciplines/courses/ Counseling on Psychological support/ Counseling for Career guidance	Y				Y

5. NEGATIVE LIST OF ACTIVITIES THAT WILL NOT BE SUPPORTED UNDER PM-USHA (this is not exhaustive):

Payment of salaries, pensions, and other benefits, recurring/non-recurring cost for any project under PM-USHA beyond the phase of the scheme, Celebrations like College fests, annual days, graduations, etc, Scholarships, fellowships, or stipends to students, Expenses incurred for travel by faculty for academic research & other events not covered under PM-USHA, Advertisements of institutions, and promotional events not related to PM-USHA.

CHAPTER-VII:OUTPUT-OUTCOMES UNDER COMPONENTS OF PM-USHA

1. Each Unit would provide its Output-Outcome framework to its corresponding State/UT every quarter. The State/UT would submit to the Ministry the quarterly consolidated Output-Outcome Framework for units supported under PM-USHA. The base figures and Quarterly/Yearly targets against each indicator would be mentioned in the proposal submitted by the Units

Output Outcome Framework

2. **Component I - Multidisciplinary Education and Research Universities (MERU)**

Duly filled in data in respect of each component to be consolidated and submitted by State

Targets to be set while submitting proposal and achievements to be submitted Quarterly

	Indicators	Base Year Figures (Mention year)	Target/Achievement Figures for next Quarter (Mention Quarter)	Target Achievement Figures for next Quarter (Mention Quarter)*
Outcomes	Institutions Transformed into MERUs			
	Number of Patents			
	Number of Papers published			
Outputs	Number of HEIs which have Curriculum Framework and Credit System (CFCS) and implementation of elective course system			
	Number of HEIs Registered on Academic Bank of Credits and Offering of multiple entry and exit in academic programmes			

	Indicators	Base Year Figures (Mention year)	Target/Achievement Figures for next Quarter (Mention Quarter)	Target Achievement Figures for next Quarter (Mention Quarter)*
	Number of HEIs adopting NHEQF			
	Number of courses being conducted through clustering between MERUs/within constituent colleges of each MERUs			
	Number of HEIs offering academic content through SWAYAM and other MOOCs.			
	Number of HEIs offering internship/apprenticeship embedded degree programme			
	Number of HEIs with Alumni connect office and portal			
	Number of HEIs having MoUs signed with Industry for internship/ research/ entrepreneurship/ employment			
	Number of HEIs with Research and Development Cell having Industry sponsored Projects			
	Number of Indian HEIs having Collaboration for teaching and research with foreign HEIs			
	Number of HEIs participating in the ranking			
	Number of HEIs who have published Institutional Development Plan on their websites			
	Number of HEIs offering courses in regional languages			

	Indicators	Base Year Figures (Mention year)	Target/Achievement Figures for next Quarter (Mention Quarter)	Target Achievement Figures for next Quarter (Mention Quarter)*
	Number of HEIs offering courses related to Indian Knowledge System			
	Number of HEIs using SAMARTH ERP			

*Figures for each Quarter would be cumulative (i.e. include achievement figures for the previous quarters excluding base figures)

3. **Component II - Grants to strengthen Universities**

Duly filled in data in respect of each component to be consolidated and submitted by State

Targets to be set while submitting proposal and achievements to be submitted Quarterly

	Indicators	Base Year Figures (Mention year)	Targets/Achievement Figures for next Quarter (Mention Quarter)	Targets/Achievement Figures for next Quarter (Mention Quarter) *
Outcome	% Increase in number of Students enrolled (UG/PG/PhD) in Higher Education Institutions (HEIs).			
	Number of HEIs opting ICT-Based Digital Infrastructure			
	No. of supported Unaccredited Universities accredited and Universities improving accreditation			
	% of institutions supported that are organising campus placement for last semester students			
	Number of papers published			
Output	Number of Universities being supported.			

*Figures for each Quarter would be cumulative (i.e. include achievement figures for the previous quarters excluding base figures)

4. **Component III - Grants to strengthen Colleges**

Duly filled in data in respect of each component to be consolidated and submitted by State

Targets to be set while submitting proposal and achievements to be submitted Quarterly				
	Indicators	Base Year Figures (Mention year)	Target/Achievement Figures for next Quarter (Mention Quarter)	Target/Achievement Figures for next Quarter (Mention Quarter)*
Outcome	% Increase in number of Students enrolled (UG/PG/PhD) in Higher Education Institutions (HEIs).			
	Number of HEIs opting ICT-Based Digital Infrastructure			
	No. of supported Unaccredited Colleges accredited and colleges improving accreditation			
	% of institutions supported that are organising campus placement for last semester students			
Output	Number of Colleges being supported.			

*Figures for each Quarter would be cumulative (i.e. include achievement figures for the previous quarters excluding base figures)

5. **Component IV - New Model Degree Colleges**

Duly filled in data in respect of each component to be consolidated and submitted by State

Targets to be set while submitting proposal and achievements to be submitted Quarterly				
	Indicators	Base Year Figures (Mention year)	Target/Achievement Figures for next Quarter (Mention Quarter)	Target/Achievement Figures for next Quarter (Mention Quarter)*
Outcome	% Increase in enrollment of students of the districts			
Output	Number of New Model Degree College projects supported.			

*Figures for each Quarter would be cumulative (i.e. include achievement figures for the previous quarters excluding base figures)

6. **Component V - Gender & Equity Initiatives**

Duly filled in data in respect of each component to be consolidated and submitted by State

Targets to be set while submitting proposal and achievements to be submitted Quarterly				
	Indicators	Base Year Figures (Mention year)	Target/Achievement Figures for next Quarter (Mention Quarter)	Target/Achievement Figures for next Quarter (Mention Quarter)*
Outcome	% Increase in enrolment of Females of the district in STEM courses			
	% Increase in enrolment of Females of the district in HEIs			
	% Increase in enrolment of SCs of the district			
	% Increase in enrolment of STs of the district			
Output	Number of districts being supported.			

*Figures for each Quarter would be cumulative (i.e. include achievement figures for the previous quarters excluding base figures)

CHAPTER-VIII : SHORT-LISTING CRITERIA UNDER COMPONENTS OF PM-USHA

1. Since the number of units that can be approved under PM-USHA is limited and the expected number of proposals that will be submitted by States/UTs will be much higher, a mechanism has been developed to short-list the proposals based on the vision of each component however the final approval of the units would be done by the Project Approval Board which may be based on other suitable indicators also such as relaxation for Special Category States etc.
2. It may be noted that these short-listing criteria are subject to revision according to the felt needs of the scheme.

COMPONENT 1 - MULTIDISCIPLINARY EDUCATION AND RESEARCH UNIVERSITIES (MERU)

1.1 ONLY ACCREDITED STATE GOVERNMENT UNIVERSITIES WOULD BE ELIGIBLE

1.2 Short Listing Criteria Indicators & Weights:

A. NAAC Grading

S. N.	Indicator	Weights
1	A++ and A+ Grading	100 marks
2	A Grading	75 marks
3	B++ Grading	50 marks
4	Below B++ Grading	0 marks

B. NIRF Ranking (2023) in Universities Category

S. N.	Indicator	Weights
1	Between 1-50	100 marks
2	Between 51-100	80 marks
3	Between 101-151	60 marks
4	Between 151-200	40 marks
5	Below 200	0 marks

- C. **Students Enrollment of University with greater Student Enrollment would be given preference with the following weightage:**

S. N.	Indicator	Weights
1	More than 5,000	100 marks
2	4001-5000	80 marks
3	3,000-4,000	60 marks
4	Below 3000	0 marks

Note: (This data is only for campus enrolment of the University and not of the affiliated colleges.)

- D. **Number of Departments in University : University with a greater number of Departments would be given preference with the following weightage:**

S. No.	Indicator	Weights
1	25 or more than 25	40 marks
2	20-24	30 marks
3	15-19	20 marks
4	Below 15	0 marks

- E. **Department-wise Faculty Positions filled in regular mode : University with large faculty positions filled in regular mode would be given preference with the following weightage:**

(Each Department data would be filled separately)

Department Name		
S. No.	Indicator	Weights
1	Above 75% of sanctioned faculty positions of the department	50 marks
2	70-74.9% of sanctioned faculty positions of the department	40 marks
3	60-69.9% of sanctioned faculty positions of the department	30 marks
4	50-59.9% of sanctioned faculty positions of the department	20 marks
5	Below 50% of sanctioned faculty positions of the department	0 marks

- F. **Department wise Teacher-Pupil Ratio: University with the minimum gap of Teacher-Pupil Ratio would be given preference with the following weightage: (Each Department data would be filled separately)**

	Department Name	
S. No.	Indicator	Weights
1	Between 1:1 – 1:19 of the department	50 marks
2	Between 1:20 – 1:29 of the department	40 marks
3	Between 1:30 – 1:39 of the department	30 marks
4	Below 1:39 of the department	0 marks

- G. **Prior support under any Phases of RUSA**

(i) **Approval/amount approved** means Total Approval (including Central and State share) of the all the number of times the unit has been approved under all the phases of RUSA under all the components.

(ii) **Completion certificate** means Completion Certificates for all number of times the unit has been approved under all the phases of RUSA under each components i.e submission of Completion certificate for less than the number of approvals will not be considered

S. N.	Indicator	Weights
1	University has not been previously approved under any component of RUSA	100 marks
2	University has been previously approved only once with approval of Rs. 49 crores or less but has already utilised the full amount approved and has submitted completion certificate	80 marks
3	University has been previously approved more than once with approval of Rs. 49 crores or less but has already utilised the full amount approved and has submitted completion certificate	50 marks
4	University has been previously approved with approval of Rs. 50 crores or more but has already utilised the full amount approved and has submitted completion certificate	20 marks
5	University has been previously approved but has not utilised the full amount approved and has not submitted completion certificate	0 marks

H. Available Facilities/Activities with the Universities:

S. No.	Indicators	Weights
1.	Implementation of Curriculum Framework and Credit System (CFCS) and implementation of elective course system	5 marks
2.	Adoption of Academic Bank of Credits	5 marks
3.	Adoption of Multiple Entry and Exit	5 marks
4.	Adoption of Guidelines on NHEQF and CBCS	5 marks
5.	Using ODL and Online Programmes such as SWAYM,/MOOCS	5 marks
6.	Digital nodal centres for digitising academic content and resources delivering digital education such as SWAYAM and other MOOCs.	5 marks
7.	Internship/Apprenticeship Embedded Degree Programme	5 marks
8.	Alumni Connect portal	5 marks
9.	MoUs signed with Industry for internship/ research/ entrepreneurship/ employment	5 marks
10.	Research and Development Cell	5 marks
11.	Academic and research Collaboration between Indian and foreign HEIs	5 marks
12.	Adoption of Guidelines of UGC on Institutional Development Plan (IDP)	5 marks
13.	Introduction and access to Online ERP portal (Samarth Portal) for faculties containing all academic working processes (Online information dashboard, timetable, examination allotment schedule, evaluation, and other academic activities)	5 marks
14.	Regular training of teachers,	5 marks
15.	Setting up start-up incubation centers and technology development centers for skill-based courses with the help of Industries/Micro, Small & Medium Enterprises (MSME) at States/UTs level	5 marks
16.	Placement/ Training and Certification programmes, Structural Reforms according to the increased industry-ready courses, and industry-academia linkages	5 marks

S. No.	Indicators	Weights
17.	Vocational courses for 21st century skills, Internships/Training, Innovation of new courses regarding Vocational education	5 marks
18.	Awareness and sensitisation programmes	5 marks
19.	Legal support cell	5 marks
20.	Anti Harassment Cell	5 marks
21.	Anti Ragging Cell	5 marks
22.	Women Support Cell	5 marks
23.	Internal Revenue Generation by Harnessing Private funding such as CSR funds, etc	5 marks

COMPONENT 2 - GRANTS TO STRENGTHEN UNIVERSITIES

2.1 ONLY STATE GOVERNMENT UNIVERSITIES WOULD BE ELIGIBLE

2.2 Short Listing Criteria Indicators & Weights:

A. Priority would be given to units in the Focus Districts

S. N.	Indicator	Weights
1	Situated in Focus Districts	100 marks
2	Not situated in Focus Districts	10 marks

B. Prior support under any Phases of RUSA

(i) **Approval/amount approved** means Total Approval (including Central and State share) of the all the number of times the unit has been approved under all the phases of RUSA under all the components.

(ii) **Completion certificate** means Completion Certificates for all number of times the unit has been approved under all the phases of RUSA under each component i.e submission of Completion certificate for less than the number of approvals will not be considered

S. N.	Indicator	Weights
1	University has not been previously approved under any component of RUSA	100 marks
2	Approval only once under RUSA but not released any central share by Ministry, so far	80 marks
3	Approval either once or more under RUSA but has already utilised the full amount approved and has submitted completion certificate	40 marks
4	Approval only once under RUSA but full amount approved not yet utilised and completion certificate not yet submitted	10 marks
5	Approval more than once under RUSA but full amount approved not yet utilised and completion certificate not yet submitted	5 marks

C. Students Enrollment : University with Higher Student Enrollment would be given preference with the following weightage:

S. N.	Indicator	Weights
1	More than 5,000	100 marks
2	4001-5000	80 marks
3	3,001-4,000	60 marks
4	2001-3000	40 marks
5	1,000-2,000	20 marks
6	Below 1,000	0 marks

D. Number of Departments in University : University with more number of Departments would be given preference with the following weightage:

S. No.	Indicator	Weights
1	25 or more than 25	40 marks
2	20-24	30 marks
3	15-19	20 marks
4	9-14	10 marks
5	5-9	5 marks

E. Department wise Faculty Positions filled in regular mode : University with large faculty positions filled in regular mode would be given preference with the following weightage:

(Each Department data would be filled separately)

S. No.	Indicator	Weights
1	Above 75% of sanctioned faculty positions of the department	30 marks
2	70-74.9% of sanctioned faculty positions of the department	25 marks
3	60-69.9% of sanctioned faculty positions of the department	20 marks
4	50-59.9% of sanctioned faculty positions of the department	15 marks
5	Below 50% of sanctioned faculty positions of the department	5 marks

F. Department wise Student-Teacher Ratio: University with the minimum gap of Student-Teacher Ratio would be given preference with the following weightage:

(Each Department data would be filled separately)

S. No.	Indicator	Weights
1	Between 1:1 – 1:19 of the department	30 marks
2	Between 1:20 – 1:29 of the department	25 marks
3	Between 1:30 – 1:39 of the department	20 marks
4	Between 1:40 – 1:60 of the department	15marks
5	Below 1:60 of the department	5 marks

COMPONENT 3 - GRANTS TO STRENGTHEN THE COLLEGES

3.1 ONLY STATE GOVERNMENT AND GOVERNMENT-AIDED COLLEGES WILL BE ELIGIBLE

3.2 Short Listing Criteria Indicators & Weights:

A. Priority would be given to units in the Focus Districts

S. N.	Indicator	Weights
1	Situated in Focus Districts	100 marks
2	Not situated in Focus Districts	10 marks

B. Prior support under any Phases of RUSA

(i) **Approval/amount approved** means Total Approval (including Central and State share) of the all the number of times the unit has been approved under all the phases of RUSA under all the components.

(ii) **Completion certificate** means Completion Certificates for all number of times the unit has been approved under all the phases of RUSA under each component i.e. Submission of Completion certificate for less than the number of approvals will not be considered

S. N.	Indicator	Weights
1	College has not been previously approved under any component of RUSA	100 marks
2	Approval only once under RUSA but not released any central share by Ministry, so far	80 marks
3	Approval either once or more under RUSA but has already utilised the full amount approved and has submitted completion certificate	40 marks
4	Approval only once under RUSA but full amount approved not yet utilised and completion certificate not yet submitted	10 marks
5	Approval more than once under RUSA but full amount approved not yet utilised and completion certificate not yet submitted	5 marks

C. Students Enrollment: College with more Student Enrollment would be given preference with the following weightage:

S. No.	Indicator	Weights
1	More than 2,500	60 marks
2	2000-2499	50 marks
3	1500-1999	40 marks

S. No.	Indicator	Weights
4	1,000-1499	30 marks
5	Below 1,000	20 marks

D. Number of Departments in College : College with more number of Departments would be given preference with the following weightage:

S. No.	Indicator	Weights
1	15 or More than 15	40 marks
2	11-14	30 marks
3	5-10	20 marks

E. Department wise Faculty Positions filled in regular mode: College with large faculty positions filled in regular mode would be given preference with the following weightage:

(Each Department data would be filled separately)

S. No.	Indicator	Weights
1	Above 85% of sanctioned faculty positions	30 marks
2	80-84.9% of sanctioned faculty positions	25 marks
3	70-79.9% of sanctioned faculty positions	20 marks
4	60-69.9% of sanctioned faculty positions	15 marks
5	50-59.9% of sanctioned faculty positions	10 marks
6	Below 50% of sanctioned faculty positions	5 marks

F. Department wise Student-Teacher Ratio : College with the minimum gap of Student-Teacher Ratio would be given preference with the following weightage:

(Each Department data would be filled separately)

S. No.	Indicator	Weights
1	Between 1:1 – 1:19	30 marks
2	Between 1:20 – 1:29	25 marks
3	Between 1:30 – 1:39	20 marks
4	Between 1:40 – 1:60	15marks
5	Below 1:60	5 marks

G. Collaboration with local industries for Research/ Internship/ Placements/ Apprenticeship with the following weightage:

S. No.	Indicator	Weights
1	With existing Linkages	25 marks
2	With scope for linkage	15 marks
2	Without Linkages	0 marks

COMPONENT 4 - NEW MODEL DEGREE COLLEGES:

4.1 DISTRICTS WITHOUT ANY GOVERNMENT HEIS WOULD BE ELIGIBLE. ONLY STATE GOVERNMENT COLLEGES WOULD BE ESTABLISHED.

4.2 Short Listing Criteria Indicators & Weights:

A. Priority would be given to units in the Focus Districts

S. N.	Indicator	Weights
1	Situated in Focus Districts	100 marks
2	Not situated in Focus Districts	10 marks

B. Prior support under any Phases of RUSA

S. N.	Indicator	Weights
1	District Not Previously approved in any Phase of RUSA under component of creation of Model Degree College or creation of New Professional college	100 marks
2	District Previously approved in any Phase of RUSA under component of creation of Model Degree College or creation of New Professional college but not released any central share by Ministry	50 marks
3	Previously approved in any Phase of RUSA under component of creation of Model Degree College or creation of New Professional college and released central share by Ministry (even part installment would be considered)	0 marks

C. The proposals with the availability of clear land title would only be considered with the following weightages:

S. No.	Indicator	Weights
1	Acquisition of Land with State's Department of Higher Education with clear title (Preferably 3-5 acres in urban areas/7-10 acres in rural areas)	50 marks
2	Clear land title not obtained	0 marks

D. Target Intake capacity of the proposed MDC or Enrolled/ Passed Out Intermediate Students of the proposed MDC's Districts in the first year of functioning of college would be given preference with the following weightage:

S. No.	Indicator	Weights
1	1000 or more than 1000 Students	25 marks
2	999-800 Students	20 marks
3	799-600 Students	15 marks
4	599-500 Students	10 marks
5	Less than 500 Students	5 marks

E. Availability of Civic Facilities in the proposed MDC would be given preference with the following weightage:

S. No.	Indicator	Weights
1	Water Facility	5 marks
2	Electricity Facility	5 marks
3	Internet connectivity through LAN	5 marks
4	Within 100m distance from pucca road	5 marks
5	Near Habitation	5 marks
6	No facility in any category	0 marks

F. Pre-Collaboration with local industries for Research/ Internship/ Placements/ Apprenticeship with the following weightage (25 marks):

S. No.	Indicator	Weights
1	With existing Linkages	25 marks
2	With scope for linkage	15 marks
2	Without Linkages	0 marks

G. Pre-Collaboration for Public Private Partnership (PPP) funding with the following weightage (25 marks):

S. No.	Indicator	Weights
1	With existing Linkages	25 marks
2	With scope for linkage	15 marks
2	Without Linkages	0 marks

COMPONENT 5 - GENDER INCLUSION AND EQUITY INITIATIVE

5.1 DISTRICTS WOULD BE TAKEN AS A UNIT AND NOT INDIVIDUAL INSTITUTIONS

5.2 The proposal would include the district as a whole. The activities that can be undertaken under this component include doing sensitisation workshops, combined hostels for females for the nearby colleges and universities in the district, etc.

5.3 Short Listing Criteria- Indicators & Weights:

The selection criteria defined on the basis of specific indicators and weightage, such as land availability under Infrastructure development, and Districts with GER in age (18-23) for SC/ST/Female/transgender, would increase the chances of States/UTs participating under PM-USHA for improving access and quality of Higher Education in HEIs in respect of these thrust areas. The following are the criteria for selection:

A. Priority would be given to the Focus Districts

S. N.	Indicator	Weights
1	Situated in Focus Districts	100 marks
2	Not situated in Focus Districts	10 marks

B. If the proposal contains any infrastructural activity, the proposals with better land availability under Infrastructure would be preferred with the following weightage:

S. No.	Indicator	Weights
1	If clear land title has been obtained or the proposal has no infrastructural activity	20 marks
2	If clear land title has not been obtained	0 Marks

C. Female GER in age 18-23 :

S. No.	Indicator	Weights
1	30% or More than 30%	40 marks
2	29.9%-25%	30 marks
3	24.9%-20%	20 marks
4	19.9%-15%	10 marks
5	14.9%-10%	5 marks
6	Below 9.9%	0 marks

D. SC GER in age 18-23:

S. No.	Indicator	Weights
1	25% or More than 25%	40 marks
2	24.9%-20%	30 marks
3	19.9%-15%	20 marks
4	14.9%-10%	10 marks
5	Below 9.9%	5 marks

E. ST GER in age 18-23 :

S. No.	Indicator	Weights
1	20% or More than 20%	40 marks
2	19.9%-15%	30 marks
3	14.9%-10%	20 marks
4	9.9%-5%	10 marks
5	Below 4.9%	5 marks

F. Transgender GER in age 18-23

S. No.	Indicator	Weights
1	20% or More than 20%	40 marks
2	19.9%-15%	30 marks
3	14.9%-10%	20 marks
4	9.9%-5%	10 marks
5	Below 4.9%	5 marks

CHAPTER-IX : COMPONENT 5 - MANAGEMENT MONITORING EVALUATION AND RESEARCH (MMER)

- A. The amount of MMER grants is 2 percent of the total fund approved, out of which 1 % will be released to the States/ UTs and 1 % will be utilized by the Centre. The fund will be utilized for activities related to the implementation and monitoring of the scheme by the States/ UTs and Centre such as operation of TSG, monitoring portal etc. All States/UTs will be eligible for these grants.
- B. The amount will not be used for the construction of any buildings, purchase of vehicles, payment of salaries/pension of Government employees.

CHAPTER-X : MONITORING AND EVALUATION

- A. The scheme shall be monitored and evaluated at each level i.e. Central, State, and Regional. The entire process flow beginning from the submission of proposals to the completion of the projects shall be rigorously monitored. The apex body, NMA shall act as an overseer of the scheme and implementation shall be ensured through PAB for regular monitoring and evaluation of not only the proposals but also the performance of the scheme. The Technical Support group shall also be involved in the regular evaluation of the projects. At the State level, the scheme shall be monitored by the SHEC and State Technical Support Group. Central universities and regional offices of the UGC may also be utilized for monitoring the progress of the scheme in their respective States/UTs.
- B. A technology-based rigorous monitoring mechanism will be developed. The process flow will include the submission of proposals by the States/UTs, initial evaluation by the TSG, appraisal based on some indicative parameters, and approval by the PAB. The implementation will further involve fund allocation and disbursement to the States/UTs, tracking fund flow, monitoring the progress of the projects based on achievements of physical and financial targets, submission and assessment of Utilization Certificates, and completion of projects.
- C. Every component shall be monitored with a well-defined Output-Outcome framework. While flexibility is encouraged under each component, the end results are always streamlined and measured in terms of increase in the equity, access, employability, excellence parameters. A set of milestones shall be defined to ensure effective implementation and evaluation of the progress and the final outcomes. The implementation of the scheme shall involve quarterly/ mid-term/annual reviews in the light of MoUs signed with the States/UTs.
- D. The monitoring & evaluation system shall consolidate different applications and systems such as PFMS, SNA Module, MIS, etc. on a single integrated platform to ensure smooth and effective implementation of the scheme on a real-time basis. Thus, monitoring of PM-USHA shall be paperless.
- E. PM-USHA-specific training sessions on handling PFMS Platforms, and other pertinent MIS/IT platforms can be organized to equip the staff with better technical capabilities for ensuring efficient monitoring and evaluation of the scheme.
- F. The amount allocated for the MMER component is 2 percent of the total fund approved, out of which 1 % will be released to the States/ UTs and 1 % will be utilized by the Centre. The fund will be utilized for activities related to the implementation and monitoring of the scheme by the States/ UTs and Centre.

CHAPTER-XI : MENTORING

- A. The Ministry of Education runs various schemes like PMMMNMTT, ARPIT, etc., through which faculty and institutions are enrolled in programs for improving teaching-learning processes, ranking, accreditation, etc. In order to ensure overall quality improvement in the higher education institutions, recognized centrally funded institutions and other premier institutes should be involved in mentoring and handholding the HEIs and facilitating the training programmes for faculties of the HEIs. Additionally, the beneficiary universities under PM-USHA that have high NAAC grading shall also extend their support and mentor unaccredited institutions in improving their education and research quality. Faculties in the mentee institutions shall be encouraged to do research and made aware of the processes involved in publishing their work in reputed journals. Training shall be given to the faculty and students of HEIs in the rural areas to make them proficient with the use of these resources. State/ UT will accordingly designate mentor institutions for mentoring each University/College being supported under PM-USHA. The NAAC would also be involved in mentoring of the non-accredited institutions funded under PM-USHA.
- B. Possibilities for funding convergence with other schemes such as ATAL Innovation Mission, PMMMNMTT etc. of the Central Government would be explored.
- C. Through concerted mentoring programmes, PM-USHA shall be able to provide support to the institutions located in the most unserved & underserved areas; remote/rural areas; difficult geographies; Left Wing Extremism (LWE) areas; North Eastern Region (NER); aspirational districts, tier-2 cities, areas with low GER, etc. to improve the quality of higher education.

CHAPTER-XII : FUNDING SUPPORT

- A. PM-USHA is funded through the Ministry of Education (MoE) with prescribed contributions from the State governments and Union Territories (UTs). The project cost in the public-funded institutions for all sub-components is shared between the Central Government and State Governments in the ratio of 90:10 for North-Eastern States, J&K, Himachal Pradesh, and Uttarakhand and 60:40 for the Other States and UTs with Legislature, the UTs without Legislature would be 100% centrally funded under this scheme.
- B. Measures would be taken to ensure that committed liabilities are not accumulated beyond the XVth Finance Commission cycle. All approvals would be done preferably in the first year of the scheme. Release of 1st installment would also be preferably done in a timely manner subject to the fulfillment of financial rules, scheme norms, PAB conditions, etc., to ensure that the projects are initiated on time. Projects which are not initiated within 6 months from PAB approval would be considered for cancellation. Rigorous monitoring would be done to ensure the timely completion of projects.
- C. All releases of Central share would be dependent upon fulfillment of relevant conditions and submission of requisite documents.
- D. Release of Central Share would be linked to the timely contribution of State Share and all other financial norms. Instructions issued by M/o finance regarding procedures for fund release and utilization of funds under Centrally Sponsored Schemes would be followed.
- E. Incentivising institutions that perform better in carrying out the initiatives and tracking the outputs/outcomes of scheme interventions on SEDGs, shall be done by giving them priority in funding. Duplication of funds shall be avoided by making sure institutions do not receive funds from PM-USHA if they receive the funds for that particular initiative under other schemes.
- F. Release of funds would also be linked to the achievement of the expected outcome and outputs as detailed for each component.
- G. Further, with a view to ensuring greater resource flow to the State Higher Education sector, PM-USHA will encourage States/UTs and Institutions to undertake projects in a public-private partnership model based on viability gap funding. The States/UTs would be encouraged to create facilitating mechanisms such as raising funds through CSR to ease restrictions for enhancing private investment in the sector.

CHAPTER XIII: MoU WITH STATE GOVERNMENTS

State Governments will have to enter into an MoU with the Department of Higher Education (MoE), in order to be eligible under PM-USHA.

MEMORANDUM OF UNDERSTANDING

PRADHAN MANTRI - UCHCHATAR SHIKSHA ABHIYAN (PM-USHA)

The Memorandum of Understanding (herein after referred to as “MoU”) is made and executed at New Delhi on thisof 2023

BETWEEN

The Department of Higher Education, Ministry of Education, Government of India, through the Additional Secretary/Joint Secretary/Adviser in the Department having its office at Shastri Bhawan, New Delhi which expression unless repugnant to the context thereof shall mean and include their successors and assigns of the First Party;

AND

The Government of, through its Additional Chief Secretary/Principal Secretary, Department of Higher Education, which expression unless repugnant to the context thereof shall mean and include their successors and assigns of the Second Party

AND WHEREAS, the Pradhan Mantri – Uchchatar Shiksha Abhiyan (PM-USHA) is a Centrally Sponsored Scheme to fund States/UTs institutions, with the vision to attain higher levels of access, equity, and excellence in the State higher education system with greater efficiency, transparency, accountability, and responsiveness.

AND WHEREAS, this phase of the scheme will be implemented till 31st March 2026.

SCOPE OF THE MoU

Expectations from MoE

- i. Prior intimation to States/UT regarding PAB meetings, Mission Authority meetings, workshops, conferences etc
- ii. Ensuring timely submission of documents
- iii. Timely release of instalments of central share to the States, on the basis of the receipt of complete proposal at the ministry. In case of incomplete proposals, deficiencies to be communicated by the ministry to the state in a timely manner.
- iv. Creation of portal for online submission of PM-USHA Plans and inventory management system
- v. Regular monitoring of the implementation of the scheme through digital mechanisms such as PFMS, Fund tracker, Reform Tracker, online portals, Project Monitoring Units etc.
- vi. Ensuring that the States/UTs submit the Completion Certificate
- vii. Resolving existing committed liabilities
- viii. Providing guidance to State/UT
- ix. Ensuring monitoring of unaccredited institutions supported under the scheme

Expectations from State/UT

- i. To undertake administrative, academic, accreditation, and governance reforms etc., detailed in the NEP 2020, at State/UT and Institutional level such as Academic Bank of Credit, flexibility in entry and exit, Samarth, etc
- ii. Preparation of the PM-USHA Plan within the guidelines and norms of the scheme in the light of the National Education Policy 2020
- iii. Creation of a State Higher Education Council (SHEC)
- iv. Preparation and submission of a PM-USHA Plan after following a bottom-up approach and analysing the critical needs of the State/UT in terms of excellence, access & equity and quality in higher education and define proper output
- v. Uploading updated and correct information on the online/digital portal on a real-time basis for proper monitoring of the scheme.
- vi. Participation in Project Approval Board (PAB) meetings, PM-USHA Mission Authority meetings, workshops, video conferences etc as informed by MoE
- vii. Fulfilment of conditions laid down by the PAB in its approval of the components
- viii. Releasing of the State share within 30 days after the Centre share is released. Timely contribution and utilisation of corresponding State Share
- ix. Timely utilisation and submission of utilisation certificate (UC) for released central share, using the online portal
- x. Timely completion of projects and submission of completion report to MoE
- xi. Focusing on key areas of multidisciplinary education, research and innovation, online and ODL modes of teaching-learning and vocationalisation & employability
- xii. Conducting a study to identify the gaps leading to high unemployability of graduates in their respective states.
- xiii. Ensuring a firm plan of action for accreditation of unaccredited institutions of the States/UTs
- xiv. Making efforts for filling up faculty vacancies and for ensuring that there is no ban on recruitment
- xv. Annual maintenance of the equipment to be borne by the States/UTs.
- xvi. Ensuring that infrastructural facilities created will be barrier free and follow *Harmonised Guidelines and Space Standards for Barrier-free Built Environment for persons with Disability and Elderly Persons*
- xvii. Encouraging its institution towards increasing their IRG.
- xviii. Making efforts for increasing their spending on Higher Education as a percentage of GSDP as per the recommendation of NEP 2020

- xix. As a condition, if the commencement of project does not happen within 6 months of approval by PAB, the State/UT shall surrender the funding and other institutions within or outside the State/UT shall be preferred under the same component for funding.

<p>For and on behalf of Department of Higher Education, Ministry of Education () Additional/Joint Secretary/Adviser Shastri Bhawan, New Delhi-110001</p>	<p>For and on behalf of States/Union Territories of () Additional Chief Secretary/Principal Secretary, Department of Higher Education, Govt. of</p>
<p>In the presence of Witnesses (1) Name, Designation & Signature Witnesses (2) Name, Designation & Signature</p>	<p>In the presence of Witnesses (1) Name, Designation & Signature Witnesses (2) Name, Designation & Signature</p>
