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Development of Higher Education in India and Uttarakhand, India

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Abstract:

The third highest education system of India is one of the oldest systems of the world also. The word "Education" contains all the vowels. Since the time of British reign many committees have been appointed for the development of higher education. The growth of higher education in India has been impressive after independence. Several governing bodies have been established by the govt. to control and evaluate the basic facilities in the higher educational institutions. Various agencies like UGC, AICTE and NCTE etc are working to develop the higher education of India. But still we have to pass a long distance as at global level we are doing not good. Even our IITs and IIMs which are the top Indian institution are unable to make a place among top 500 educational institutions. In Uttarakhand the education is spreading by leaps and bounds. There is one central university and an IIT and various state and technical universities.

1. Introduction

Currently Indian Higher Education system is the third largest in the world after China and USA. It hopes that it will surpass USA in next 5 years and China in 15 years and will become the largest education system. By 2030 India will be amongst the youngest nations in the world with 140 million people in the college going age group. At that time one in every four graduates in the world will be a product of Indian education system. The growth of higher education in India has been impressive after independence. Several governing bodies have been established by the govt to control and evaluate the basic facilities in the higher educational institutions. Before independence the British govt. had also worked in this direction. Some of the pre independence higher education commissions are-

1.1. Wood's Despatch, 1854

"Recommended universities in Presidency town Bombay, Calcutta and if necessary in Madras."¹ According to Wood Despatch- "They had come to the conclusion that the time had arrived for the establishment of the universities; which might encourage a regular and liberal course of education.... They therefore recommended their establishment... on the model of the London University."

1.2. Universities Act, 1904

This act introduced certain important changes in the organisation and administration of the universities as the Universities were empowered to appoint their own professors and lecturers, introduced the system of election, rules pertaining to affiliation of colleges to a University were tightened.

"It did nothing to overhaul the system of University education and to put it on a proper basis; it did not create new universities though these were hardly needed; and finally it gave so much control to govt in the administration of the University that the Calcutta University Commission described the Indian Universities as the most completely governmental universities in the world."²

1.3. Sadler Commission, or Calcutta University Act 1917

Aim of the commission is "To enquire in to the condition and prospects of University of Calcutta and to consider the question of a constructive policy in relation to the question it presents." (Resolution Appointing the Commission). It also recommended that school education should have been of 12 years.

1.4. Hartog Committee, 1929

"We were asked to report on the organization of education. At almost every point that organization needs reconsideration and strengthening and relations of the bodies responsible for the organization of education need re-adjustment."³

"Recommendations- The universities should maintain a high standard of education and candidates appearing in the entrance examinations should strictly be dealt with so that undeserving students might be debarred from entering the Institutions of higher learning. Besides it the committee also recommended Honours courses, establishment of good libraries and beginning of tutorial classes."⁴

Indian higher education has recorded impressive growth since independence. University Grants Commission established in 1956 by designing programmes and implementing various schemes through academic, administrative support, has contributed in the growth and development of higher education in India. Some post-independence statutory bodies and commissions for the development of higher education in India are as followed-

- 1) University Education Commission or Radhakrishnan Commission- The aim of this commission is "To report on Indian University Education and suggest improvements and extensions that may be desirable to suit present and future requirements of the country."⁵
Recommendations- It has emphasised, referring to the constitution of India, principles of democracy, justice, freedom, national and international fraternity should be the aims of the university education for the reconstruction of India. Then it has made recommendations about the service conditions of teachers and their training, research, professional education also.
- 2) University Grants Commission (UGC)- Primary function is release of grants to universities and colleges. Except this to decide minimum standards of institutions, common pay scales, common facilities and institutional accreditation through NAAC.
- 3) Distance Education Council-Founded under Sec 25 of IGNOU Act, 1985. Function is to release of grants to open universities and correspondence course institutions.
- 4) All India Council for Technical Education (AICTE)- Established under AICTE act 1987. It gives approval of degree and diploma program in engineering, architecture, pharmacy and hotel management, funding for institutional and faculty development, pay scales and qualifications of teachers, accreditation through NAAC.
- 5) National council for Teacher education (NCTE)- Established by NCTE act 1993. Planned and coordinated development of the teacher education in the country, recognition of teacher education institutions, lay down norms and standards.

In order to evaluate performance of an institution and bring about a measure of accountability, a mechanism of accreditation has been developed by UGC through its autonomous council called National Accreditation and Assessment Council (NAAC) with a purpose to carry out periodic assessment of universities and colleges by an expert committee. NAAC's assessment procedure runs through the following 7 criteria:

1. Curricular aspects
2. Teaching learning & evaluation
3. Research, consultancy & Extension
4. Infrastructure and Learning resources
5. Student support & progression
6. Governance and leadership
7. Innovative practice

Similarly, for technical education AICTE has established its own accreditation mechanism for its institutions through the National Board of Accreditation (NBA).

In the changing scenario, private universities and unaided educational institutions are a game changer. Many new institutions of medicine, science, technology and others have been introduced. We have gross enrol ratio of about 20% now, while an ambitious target of 25.2% has been envisaged by the end of the 12th plan.

2. Some Concerns Regarding Higher Education

- These are a small number of high quality institutions departments and centres that can improve the basic quality of higher education.
- More than central govt. State govt. exercise major responsibility for higher education. It creates a rather cumbersome structure.
- Politics has intruded into campus life, influencing academic appointment and decisions.
- Low attention towards libraries, labs and research facilities.

"According to Academic Ranking of World Universities of the World Report 2015 that among top 500 universities of the World, only IIT Bangalore could make a place."⁶ The condition of the research in India is:

- In global research India's participation is just 3.5%.
- In Clinical Medicine Research it is 1.9%.
- In Molecular Research 2.1%.
- In Environmental Research 3.5%.
- In Mathematical Research 2%.⁷

3. Some Key Results of the All India Survey on Higher Education

- Survey covers entire higher education institution in the country. Institutions are categorised in 3 categories- University, college and stand- alone institution. The results of the survey are based on 601 universities, 21158 colleges and 6702 stand-alone institutions. Out of 601 universities, 238 are affiliating.
- There are 83 Technical, 33 Agriculture, 24 Medical, 17 Law and 10 Veterinary Universities.
- The top 6 India States in terms of highest number of colleges are Uttar Pradesh, Andhra Pradesh, Maharashtra, Karnataka, Rajasthan and Tamilnadu.

- Bangalore district is on top in terms of colleges with 924 colleges followed by Jaipur with 544 colleges. Top 50 districts have about 36% of colleges.
- College density means the number of colleges per lakh eligible of the age group 18-23 varies from 6 in Bihar to 64 in Puducherry as compared to all India average of 25.
- 73% colleges are privately managed; 58% Private unaided and 15% Private aided. Andhra Pradesh and Tamil Nadu both have more than 85% Private unaided colleges, whereas Bihar has only 6% and Assam has 10% Private unaided colleges.
- Total enrolment in higher education has been estimated to be 28.56 million with 15.87 million boys and 12.69 million girls. Girls constitute 44.4% of the total enrolment.
- Gross Enrolment Ratio in Higher Education in India is 20.4, which is calculated for 18-23 years' age group. GER for male population is 21.6 and for females it is 18.9.
- Distance enrolment constitutes 12.5% of the total enrolment in higher education of which 39.9% are female students.
- About 79% students are enrolled in UG level programme. 84505 students are enrolled in Ph.D. that is less than 0.5% of the total student enrolment.
- Maximum number of students are enrolled in B.A. program followed B. Com and B.Sc. programmes. Only 20 programmes out of approximately 150 cover 83% of the total students enrolled in higher education. At UG level the highest number 34% of students is enrolled in Arts followed by Engineering and Technology (19%), Commerce 14.5% and Science 12%.
- At Ph.D. level maximum number of students are enrolled in Management Stream and Social Science comes at number two.
- UP comes at number one with the highest student enrolment followed by Maharashtra and Andhra Pradesh.
- SC students constitute 12.5% and ST students 4.2% of the total enrolment 31.6% students belong to OBC, 4.5% students belong to Muslim Minority community.
- The total number of foreign students enrolled in higher education is 31632.
- The foreign students come from 153 different countries from all across the world. The top 25 countries constitute 77% of the total foreign students enrolled. Highest students come from the neighbouring countries, of which Nepal is 17%, followed by Bhutan and Iran 7%, Malaysia and Afghanistan 5%.
- There are 73% colleges running in private sector; aided and unaided taking together, but it caters to only 61% of the total enrolment.
- Pupil Teacher Ratio (PTR) in Universities and Colleges is 25.6.⁸

After being parted from Uttar Pradesh, Uttarakhand came in to existence on 9 November 2000 as the 27th state of the Republic of India. Uttarakhand formerly known as Uttaranchal is enriched not only in natural surroundings and resources but in the field of higher education also. After completing their basic and secondary education students move to the higher degree courses. Keeping in mind the requirement of the 70% hilly and remote area in the state minimum three degree colleges are established in every district. There are 1 central university, 9 state Universities, 05 state Universities and 04 deemed Universities in the state. Except these universities there is an IIT Roorkee, an Agriculture and Technology University in Pantnagar and a Sanskrit Academy is also situated in the state.

Name of the University	Established in
H.N.B. Garhwal University, Srinagar, Pauri Garhwal	1973, Central from 2009

Table 1: Central University

Name of the University	Established in
Kumaun University	1973
Uttarakhand Sanskrit University, Haridwar	2005
Uttarakhand Open University, Haldwani	2005
Doon University, Dehradun	2005
Uttarakhand Technical University, Dehradun	2005
National Law University, Bhawali, Nainital	2011
Uttarakhand Horticulture and Forestry University, Pauri	2011
Uttarakhand Ayurved University, Dehradun	2011
Sri Dev Suman Uttarakhand University, Badshahithaul	2011

Table 2: State University

Name of the University	Established in
Dev Sanskriti Vishwavidyalaya, Haridwar	2002
University of Petroleum and Energy Studies, Dehradun	2003
Himgiri Nabh Vishwavidyalaya	2003
Patanjali University, Haridwar	2007
ICFAI University, Dehradun	2003

Table 3: Private University

Name of the University	Established in
Gurukul Kangari Vishwavidyalaya, Haridwar	1962
Forest Research Institute, Dehradun	1991
Himalayan Institute, Dehradun	2007
Graphic Era University	2008

Table 4: Deemed University

Name of the University	Established in
Govind Ballabh Pant University of Agriculture and Technology, Pantnagar	1960

Table 5: University of Agriculture and Technology

Name of the University	Established in
Indian Institute of Technology, Roorkee	2001

Table 6: IIT

All Categories			SC			ST		
Male	Female	Total	Male	Female	Total	Male	Female	Total
637991	609765	1247756	120815	115154	235969	19625	19913	39538

Table 7: Population of Uttarakhand (18-23years) Census 2011

All Categories			SC			ST		
Male	Female	Total	Male	Female	Total	Male	Female	Total
26.5	27.9	27.2	16.3	16.7	16.5	27.4	32.6	30

Table 8: Gross Enrolment Ratio in Higher Education in Uttarakhand (18-23 years)

All Categories			SC			ST		
Male	Female	Total	Male	Female	Total	Male	Female	Total
169007	170172	339179	19732	19203	38935	5379	6491	11870

Table 9: Enrolment in Various Social Categories

Private Unaided	Private aided	Total Private	Govt Colleges	Total
89	14	103	86	189

Table 10: Number of Private and Govt Colleges in Uttarakhand

Private Unaided	Private aided	Total Private	Govt Colleges	Total
36687	48934	85621	114327	199948

Table 11: Enrolment in Private and Govt Colleges in Uttarakhand

Ph.D.			M.Phil			PG			UG		
Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
612	423	1035	3	11	14	28214	28895	57109	123562	132509	256071

Table 12: Enrolment at Various Levels in Uttarakhand

No of college	College per lakh population	Avg Enrolment per college
315	32	1058

Table 13: No. of College per Lakh Population (18-23years), Average enrolment per College in Uttarakhand

Although the higher education is developing in Uttarakhand after the formation of the state, yet in an era of globalisation it is going through the process of transition and reforms in which the emphasis is laid on that quality education must be in access of maximum number of students. In the development of higher education in Uttarakhand quality, accessibility, equity, relevance and good governance have been given supreme preference in accordance with National Higher Education Policy 1986. The development of higher education in Uttarakhand can be divided in to three parts-

3.1. State of Primary Development (Before 1970)-

- Establishment of non Govt College DAV in 1946
- Roorkee Engineering College established in 1949.
- Establishment of First Govt Degree College DSB College, Nainital 1951.
- Almora College, Almora established in 1954.

- e) MKP College Dehradun established 1958.
- f) Pandit Govind Ballabh Pant Agriculture and Technology University, Pantnagar established in 1960.

3.2. Extension and Development of Higher Education (Before the Formation of Uttarakhand)

- a) 15 Govt Degree Colleges in the decade of 70s, 05 in 80s, and 09 in 90s were established. Besides it provincialisation of 03 colleges of Haldwani, Almora and Kashipur to Govt Degree colleges.
- b) Kumaun, Garhwal and 2 deemed Universities named Gurukul Kangari and FRI were established.

3.3. Period of Awareness towards Quality Maintenance and Swift Extension

- a) For the development, modernization, enrichment of higher education Directorate of Higher Education has been established in Haldwani.
- b) Provincialisation of the self-finance college, Devprayag and Chandrawati Tiwari Girls College, Kashipur and included in grant category. 15 new Govt Degree Colleges in 2001-02, 01 in 2003-04, 02 in 2004-05 and 2 in 2005-06 established.
- c) 10 Govt Degree Colleges in 2006-07, 02-02 in 2008-09 and 2009-10, 01 in 2010-11 were established.⁹

At the time of the establishment of Higher Education Directorate there were only 34 Govt Degree Colleges in Uttarakhand, whereas at present this number reached up to 70. "Presently higher education is undergoing tremendous changes both at National and International level with new challenges and liberalization process on the one hand and increasing awareness and aspiration of the society for higher education on the other, putting heavy pressure on presently available infrastructure and manpower."¹⁰ In Uttarakhand during the previous five-year plan, higher education has grown in a remarkable way. Besides it Pandit Lalit Mohan Sharma PG College, Rishikesh affiliated to the H.N.B. Garhwal University, is approved by UGC as an autonomous college. Some more achievements in the field of Higher Education in Uttarakhand are as followed-

- The first Govt Law University of the state is decided to be established in Gopeshwar. (2001-02)
- Started the planning to make an ideal college from each district, nomination of Pithoragarh, Gopeshwar and Rishikesh to be developed as ideal colleges. (2003-04)
- 13 Govt and 07 non govt Colleges are evaluated and accredited by NAAC. (2004-05)
- Ranikhet, Uttarkashi, Haldwani colleges are nominated to be developed as ideal college. (2004-05)
- Availability of Edusat system to teach through Education satellite to 51 colleges. (2006-07)
- State Eligibility Test responsibility is to be given to Kumaun University. (2010-11)
- For the selection of Lecturers in Govt Degree Colleges, establishment of Higher Education Commission. (2012-13)
- Successful fulfilment of first SET exam. (2012-13)
- 18 new Govt Degree Colleges have been started in which 10 colleges are in Kumaun and remaining 08 are in Garhwal. (2014)

In this way that there is a large prospect for the development of higher education in Uttarakhand. Higher education is developing in the state rapidly. "In this changed scenario, higher education is considered as a powerful tool to build a Knowledge Based Society (KBS) as envisaged in the vision of India to become a developed country by 2020. There is also a need to address quality in higher education in the light of regional, economic, social, cultural and linguistic disparities so that the factors of demand and quality may be balanced."¹¹

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