

# Growth and Development of Higher Education in Uttarakhand

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## Abstract

*Higher education institutions are the centers that provide opportunities to the youth to empower themselves through higher knowledge, attitude and skills, which are crucial for the progress of any nation or the society. Such empowerment is not only the basis of the development but is also responsible for ensuring better quality of life, progress and happiness. In the era of cut-throat competition, survival of any nation depends upon its higher education system, therefore, higher education is considered as key determinant of national growth. After independence, higher education sector in India has also witnessed manifold growth. Uttarakhand as new born state has also witnessed rapid changes in its higher education system in the recent past. Numbers of institutions including universities and colleges have also grown rapidly. The need therefore is to assess the status of higher education system in Uttarakhand as detailed in the present paper.*

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## INTRODUCTION

Education is the basic need of every society. A better education system can enhance the social, scientific, and technological improvement of a country. Education is one of the most powerful instrument for reducing

poverty and inequality in a country. Education is equally key to enhance India's competitiveness in the global economy. Therefore, providing quality education for all is central to the economic and social development of India (Ponnaivaikko, 2015). It provides skills and competencies for economic

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well-being. It also strengthens democracy by imparting to citizen the tools needed to fully participate in the governance process.

In the same way, higher education plays a vital role in nation building. Any nation of the world cannot survive in the race of development and progress without strengthening their higher education system. Therefore, higher education is being considered as a key element to serve the purpose of national growth.

Today higher education is expected to match the unprecedented period of globalisation and its 'knowledge economy', forcing people to venture into different world and cultures. The role of higher education institutions in development is vital, but it is also complex, fluid and dynamic. Higher education institutions exhibit numerous capabilities and scope and can affect the process of development, both directly and indirectly through teaching, research, and service.

At present, higher education is passing through a transitional phase because contemporary society has high expectation from higher educational institutions to make changes in the life of people. The society also creates pressure on various stakeholders of education to make the higher education system more responsible and relevant for the development of the economy. Higher education is a powerful instrument for national development and it can act as an instrument of social change based on the principles of

justice, equality, liberty and dignity (Jeyabalan, 2015). Today, each country of the world is trying to make their people well qualified and well equipped knowledge workers with skilled practical knowledge. Today's economy is knowledge-based economy, that's why higher education plays a predominant role in providing top-level manpower to all sectors of the society. Realising this fact, government of India established the University Grants Commission (UGC) led by late Shri Maulana Abul Kalam Azad, the then Minister of Education, Natural Resources and Scientific Research, on 28 December, 1953. The UGC, however, was formally established in November 1956 as a statutory body of the Government of India through an Act of Parliament for the coordination, determination, and maintenance of standards of university education in India (UGC, Genesis). Thereafter, state governments and the Government of India established so many higher educational institutions which led the expansion of higher education in almost all states of India. Uttarakhand as a newly born state also witnessed such type of expansion. However, even after sixty-three years of establishment of UGC, coordination, determination and maintenance of standards in higher education haven't reached the grass root level. Meanwhile, the higher education system has undergone remarkable structural changes, due to liberalisation. It has increased

capacity with the entry of private players. The entry of private institutions in the higher education sector resulted in dynamism of the higher education system.

### **HIGHER EDUCATION**

Higher education generally means the education provided at the college or university level. It starts after the higher secondary or 10+2 level. Higher education sector refers to undergraduate and postgraduate courses, i.e., B.A., B.Sc., and B. Com, and professional courses like B. Tech., B.C.A., B. Arch., B. Design, etc., which comprised of four to five years duration. These courses run in various types of higher educational institutions, which can be classified in various categories such as Central Universities, Deemed to be Universities, Institutes of National Importance, State Public Universities, State Private Universities, Stand-alone institutions, Government Colleges and Private Colleges.

### **HIGHER EDUCATION IN UTTARAKHAND: AN OVERVIEW**

Uttarakhand as a separate state was created on the 9<sup>th</sup> of November 2000, as the 27<sup>th</sup> State of Republic of India. Administratively, with a total of 13 districts the state is divided into two divisions, Garhwal and Kumaon. According to 2011 Census report, the total population of Uttarakhand was 10,086,292, of which male and female population was 5,137,773 and 4,948,519 respectively. The

Gross Enrolment Ratio (GER) for Higher Education in 2017-18 was 36.3 per cent (AISHE Report, 2017-18). Uttarakhand has a long history of higher education since it was a part of the undivided state of Uttar Pradesh. Dayanand Anglo Vedic Post Graduate (D.A.V.) College, Dehradun is one of the oldest college in the state, which was founded in the year 1948. Uttarakhand's first engineering college was established in the year 1949 at Roorkee and first Government Degree College was established in 1951 at Nainital. Thereafter, many higher educational institutions came into existence in the state. From the year 1948 till 2000, 42 higher educational institutions were established in the state. After one year of the formation of the new state, the Directorate of Higher Education came into existence at Haldwani (Nainital) in 2001 (Directorate of Higher Education Uttarakhand, Progress Report).

### **INSTITUTIONAL GROWTH OF HIGHER EDUCATION IN UTTARAKHAND**

Universities, university-level institutions, and degree colleges play a very important role to make a vibrant society, making every individual, independent, responsible citizen, qualified expert, and specialist in a particular field. Without such institution, a nation could not progress economically, socially, culturally and politically.

Higher education of Uttarakhand has undergone many transformations

in the recent past. Large number of higher educational institutions were established during the last two decades. Presently, there are 1 Central University, 1 Deemed to be University (Government), 1 Deemed to be University (Aided), 1 Deemed to be University (Private), 3 Institutions of National Importance, 15 State Private Universities, 10 State Public Universities and 607 all types of colleges running in the state (AISHE Report 2017-18).

Dayanand Anglo Vedic Post Graduate College, Dehradun is

one of the oldest government aided postgraduate college of Uttarakhand State. The establishment of public sectors higher educational institutions in Uttarakhand started in early 1950s within the erstwhile Uttar Pradesh. After that, continuation of the establishment of higher educational institutions is going on at large scale and till the year 2015, there were 17 government aided college and 94 government colleges established in the state (Directorate of Higher Education, Uttarakhand).

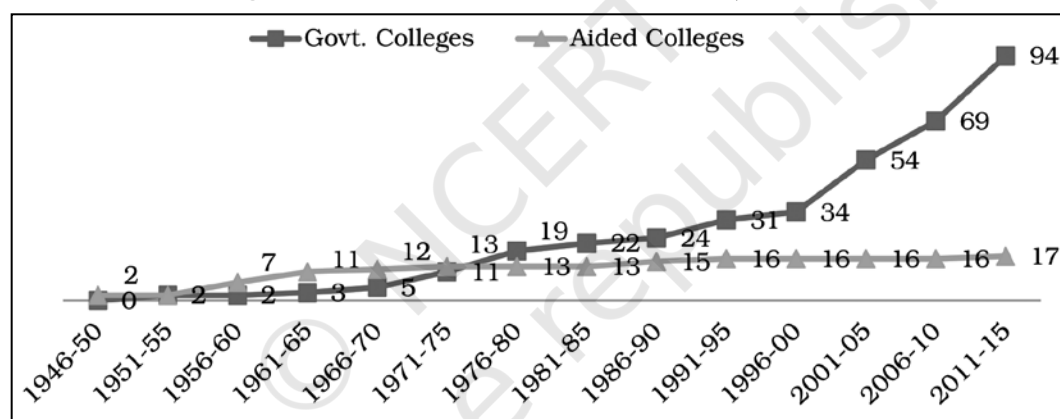


Figure 1: Growth of Government and Aided Colleges in Uttarakhand  
Source: Directorate of Higher Education Uttarakhand (April 2019)

India's first agricultural university, and Uttarakhand's first state university was Govind Ballabh Pant University of Agriculture and Technology established in Pantnagar (then in Uttar Pradesh) Uttarakhand. It was inaugurated by the first Prime Minister of India Pt. Jawaharlal Nehru on 17 November 1960. After

that from the year 1960 to 1972 there was no single university established in the state. In the year 1973 state government decided to establish one public university in each division of the state. Presently Uttarakhand has 11 state public universities. Plan wise growth of higher educational institutions in the state is shown in Figure 2.

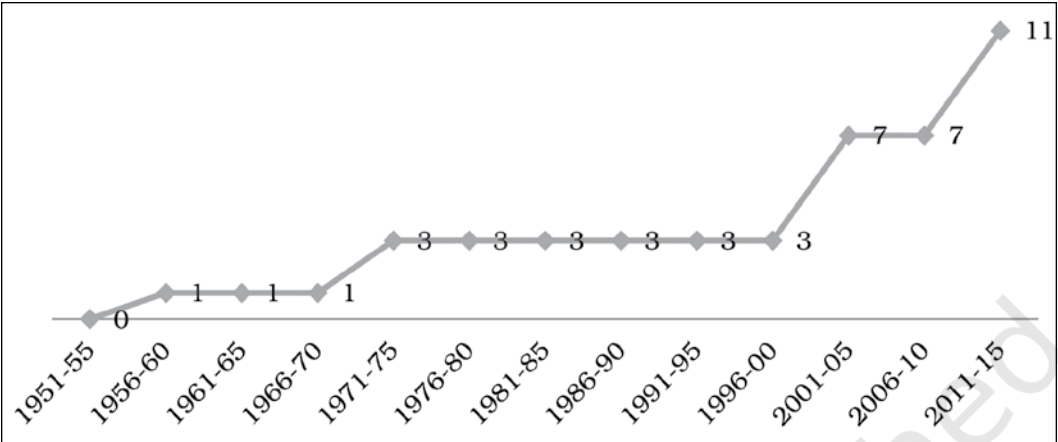


Figure 2: Growth of State Public Universities

Source: Directorate of Higher Education Uttarakhand (April 2019)

Figure 3 shows the growth of universities within the state of Uttarakhand. As depicted in the figure, first public university was established in the year 1960. After

that, the process of establishment of various types of universities is going on consistently, and till 2015, 29 universities were established during the last six decades.

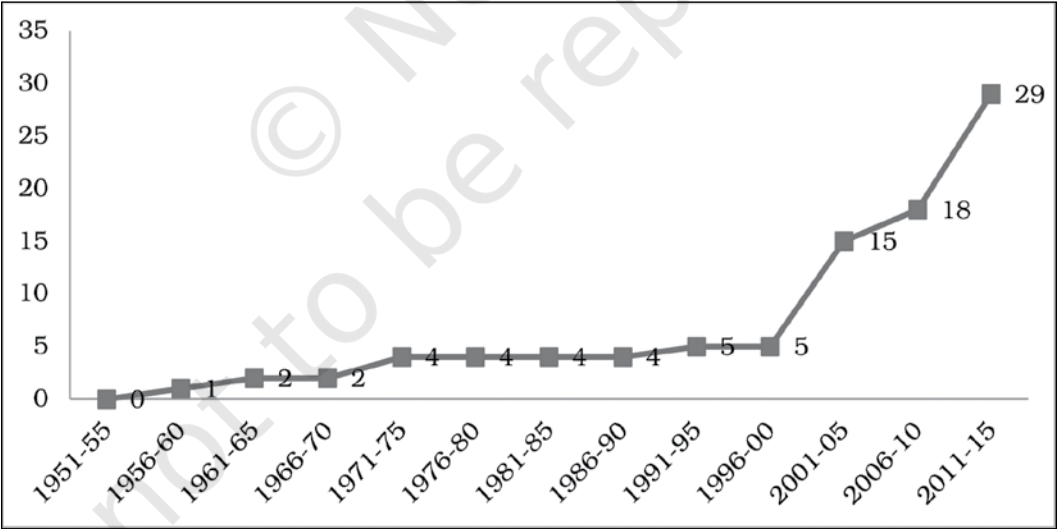


Figure 3: Growth of All Types of Universities in Uttarakhand

Source: Directorate of Higher Education Uttarakhand 2019)

**Table 1**  
**Growth of Universities during last 8 years**

Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
No. of Universities	18	20	22	24	26	28	28	33

Source: All India Survey on Higher Education (2018)

**Table 2**  
**Type-wise Universities during last 8 years**

Session	Central University	Deemed to be University Government	Deemed to be University Aided	Deemed to be University Private	Institute of National Importance	State Private University	State Public University
2017-18	1	1	1	1	3	15	10
2016-17	1	1	1	1	3	11	9
2015-16	1	1	1	1	3	11	9
2014-15	1	1	1	1	3	10	8
2013-14	1	1	1	2	3	7	8
2012-13	1	1	1	2	2	6	8
2011-12	1	1	1	2	2	6	6
2010-11	1	1	0	3	2	5	5

Source: All India Survey on Higher Education (2018)

Table 2 shows the growth of various types of universities during the last 8 years. Data clearly reveals that there is a single central university existing in the state of Uttarakhand. Earlier, this university had the status of state university till the year 2008. In the year 2009, it was upgraded from state university into central university, through an act of

parliament. Uttarakhand has three deemed to be Universities: 1 deemed to be University (Government), 1 deemed to be university (aided) and 1 deemed to be university (private). There are 3 Institutions of National importance also existing in the state. Therefore, the rate of establishment of private universities is increasing faster as compared to the state public funded universities.

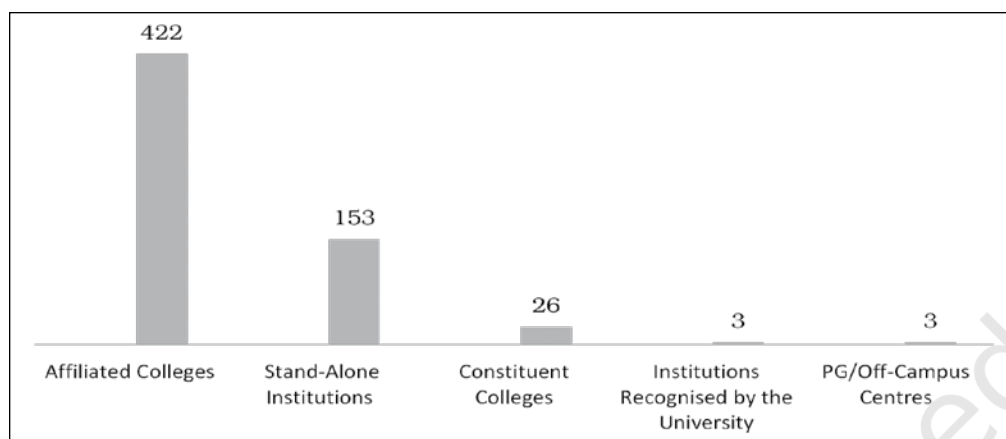


Figure 4: Type-wise Number of Colleges/Institutions in 2017-18  
Source: All India Survey on Higher Education (2018)

On the basis of organisational structure, educational institutions have been categorised in various categories by the governing authority. Table 4 represents the various types of educational institutions existing in Uttarakhand state. The detail description of these educational institutions, according to AISHE report 2017-18 is as under:

- **Affiliated Colleges:** These are institutions which can run degree programmes but are not empowered to provide degree on their own and are required to be attached with a University/ University level institution for the purpose of awarding the degree. By the year 2017-18, there were 422 affiliated colleges within the state.
- **Stand-Alone Institutions:** There are several institutions which

are outside the purview of the University and College. These Institutions generally run Diploma or PG Diploma level programmes for which they require recognition from one or other statutory bodies. By the year 2017-18, there were 153 stand-alone institutions in the state.

- **Constituent Colleges:** A college maintained by the University. In the year 2017-18, there were 26 constituent college within the state.
- **Institutions Recognised by the University:** These are the institutions attached with the University for the purpose of awarding degree in respect of programmes being run in these institutions, e.g., Army Cadet College Wing, Indian Military Academy, Dehradun is not

**Social Category-wise Student Enrolment**  
**Table 3**  
**Category-wise Students Enrolment during the last seven years**

Session	General			SC			ST			OBC		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2017-18	144377	140471	284848	30944	29558	60502	8008	8139	16147	41279	34375	75654
	(64.3)	(66.1)	(65.1)	(13.8)	(13.9)	(13.8)	(3.5)	(3.8)	(3.7)	(18.4)	(16.2)	(17.3)
2016-17	141173	150669	291842	28421	26407	54828	7628	7788	15416	32872	27679	60551
	(67.2)	(70.9)	(69)	(13.5)	(12.4)	(13)	(3.6)	(3.6)	(3.6)	(15.6)	(13)	(14.3)
2015-16	141389	133329	274718	28147	25980	54127	7753	7142	14895	32676	28970	61646
	(67.3)	(68.2)	(67.7)	(13.4)	(13.3)	(13.3)	(3.7)	(3.6)	(3.7)	(15.5)	(14.8)	(15.2)
2014-15	156822	140653	297475	26817	22896	49713	7659	8330	15989	28092	24499	52591
	(71.5)	(71.2)	(71.5)	(12.2)	(11.6)	(11.9)	(3.5)	(4.2)	(3.8)	(12.8)	(12.5)	(12.6)
2013-14	148828	151205	300033	27775	26957	54732	6318	6570	12888	23777	25068	48845
	(72)	(72)	(72)	(13.4)	(12.8)	(13.1)	(3)	(3.1)	(3.1)	(11.5)	(11.9)	(11.7)
2012-13	149532	150654	300186	25363	23168	48531	8292	9108	17400	23652	23050	46702
	(72.3)	(73.1)	(72.7)	(13.3)	(11.2)	(11.7)	(4)	(4.4)	(4.2)	(11.4)	(11.2)	(11.3)
2011-12	144389	151244	295633	20656	19838	40494	7666	8246	15912	19045	17584	36629
	(75.3)	(76.8)	(76)	(10.8)	(10.1)	(10.4)	(4)	(4.2)	(4.1)	(9.9)	(8.9)	(9.4)

Source: All India Survey on Higher Education (2018)

\* Figures in parenthesis denotes the percentage



affiliated with any University, but the degree in respect of programmes run in the institute are awarded by Jawaharlal Nehru University. By the year 2017–18, there were 3 recognised institutions within the state.

- **PG/Off-Campus Centre:** A centre of the University established by it, outside the main campus (within or outside the state) operated and maintained as its constituent unit, having the university's compliment of facilities, faculty and staff. Teaching departments of the university, where post graduation level courses are offered should not be treated as PG centre. By the year 2017–18,
- there were 3 PG/Off-campus centre within the state (AISHE 2017–18).

Table 3 reveals that the highest percentage of general category students enrolled in the year 2011–12 and in the subsequent year, this percentage is going down slowly. Conversely, the percentage of OBC category students' enrolment is very low mainly in years 2011–12 to 2013–14 as compared to their existing percentage population in Uttarakhand state. Enrolment of ST category students is highly satisfactory in all years, whereas, enrolment of SC category students is dissatisfactory in all years in context to total percentage existing in Uttarakhand state. One more important thing has been seen

in the above table that female student's enrolment is almost equal to male counterparts. It may be due to the fact that parents are equally aware of higher education of their girl child and as such, do not appear to be discriminating among their girl and boy child with regards to imparting education.

### **Gross Enrolment Ratio (GER) in Higher Education**

Gross Enrolment Ratio in Higher Education in India is calculated from 18–23 years age group of students. When data on Gross Enrolment Ratio (GER) in higher education in Uttarakhand is analysed, it was observed that in the year 2010–11 GER for state average was 27.8 per cent, whereas GER for Schedule Castes (SC) and Schedule Tribes (ST) categories was 17.7 per cent and 44.2 per cent respectively. On the basis of GER table (Table 4), it can be analysed that GER for ST category students is very high in 2010–11 and subsequent years. However, GER for all categories in higher education registered a gradual increase in consecutive years and it reached the level of 36.3 per cent in the year 2017–18. Therefore, Uttarakhand has reached 7th position after Chandigarh (56.4), Tamil Nadu (48.6), Delhi (46.3), Puducherry (45.4), Himachal Pradesh (37.9) and Sikkim (37.4). Conversely, 29 states and union territories have low GER as compared to Uttarakhand. Whereas in hilly states, Uttarakhand has third position after Himachal Pradesh (37.9)

**Table 4**  
**Gross Enrolment Ratio in Higher Education in Uttarakhand during the last eight years**

Session	All			SC			ST		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2017-18	36.3	36.3	36.3	26.4	26.7	26.6	42.1	42.5	42.3
2016-17	33.8	33.0	33.4	24.1	23.7	33.9	39.9	40.4	40.2
2015-16	33.6	32.9	33.3	23.8	23.2	23.5	40.3	36.8	38.6
2014-15	34.9	32.8	33.9	22.5	20.3	21.4	39.2	42.7	41.2
2013-14	32.7	34.9	33.8	23.2	23.7	23.5	32.5	33.4	33.0
2012-13	32.7	34.9	33.3	23.2	23.7	23.5	32.5	33.4	33.0
2011-12	30.1	32.3	31.1	17.1	17.2	17.2	39.1	41.4	40.2
2010-11	26.1	29.6	27.8	17.5	18.0	17.7	42.2	46.3	44.2

Source: All India Survey on Higher Education (2018)

and Sikkim (37.4). The GER of the national average in the year 2017-18 has registered only 25.8 percent. It is again an indication that Uttarakhand has registered an unprecedented growth in GER of higher education (AISHE Report 2017-18, T-19).

### People Teacher Ratio in Higher Education

People-teacher ratio is a major important aspect for maintaining quality in any educational institution. Viewing this concept in mind UGC has constituted a committee under the chairmanship of Professor J A K Tareen, a former member of the UGC and Vice Chancellor of Puducherry University for various disciplines and programs. The committee has set uniform norms for the people-teacher ratio which is given as under:

People-teacher ratio for PG programs in Universities to have at least one teacher for every 10 students for science, media and mass communication, and one teacher for every 15 students for humanities, social sciences, commerce, and management. For the Undergraduate Programmes universities and colleges need to have at least one teacher for every 15 students in the media and mass communication programs, while the people-teacher ratio should be 1:30 for social sciences and 1:25 for the science stream (PIB GoI 2011). On the other hand, the committee did not take any kind of attention on B.Ed. and M.Ed. programmes, because these programmes come under the purview of NCTE guideline. Therefore, according to NCTE Regulation 2014, one teacher

is required for every 10 students in M.Ed. programme, and one teacher for every 13 B.Ed. students (NCTE Regulation 2014). If Table 5 data is analysed, it can be concluded that the maximum numbers of

educational institutions are not completing UGC norms of people teacher ratio. However, regular mode institutions are slightly in better position as compared to regular and distance mode.

**Table 5**  
**Pupil Teacher Ratio during the last seven years**

Session	All Institutions		University and Colleges		University and Its Constituents Unit	
	Regular and Distance Mode	Regular Mode	Regular and Distance Mode	Regular Mode	Regular & Distance Mode	Regular Mode
2017-18	28	24	46	40	33	22
2016-17	26	24	28	25	33	23
2015-16	22	20	23	22	24	18
2014-15	23	22	25	23	26	19
2013-14	30	28	32	29	33	23
2012-13	29	27	31	29	34	23
2011-12	31	30	33	31	29	21

Source: All India Survey on Higher Education (2018)

## CONCLUSION

The higher education system of Uttarakhand has undergone massive expansion in the recent past. At the time of formation of the state, there were 5 universities or university level institutions, which have gone up to 33 in the year 2017-18. The number of colleges and college level institutions has gone up from 37 to 607 during the same period. In the academic session, 2010-11, GER for the state was

27.8 per cent, whereas for Schedule Caste (SC) and Schedule Tribe (ST) categories, it was 17.7 and 44.2 per cent respectively. Conversely, in the academic session, 2017-18, GER for state average has reached with a high surge of 36.3 per cent. However, GER for schedule castes has reached 26.6 per cent only, whereas, it was 42.3 per cent for schedule tribes, which is the highest percentage among various social categories.

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