



# Status Study of Infrastructure Availability in Government Degree Colleges of Uttarakhand

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## ABSTRACT

Before implementing any intervention program for raising basic facilities and standard in an education system, it is necessary to assess the baseline status of those educational institutions which would be covered under proposed scheme. With this objective in view, a preliminary survey was conducted to find out the status of infrastructure availability in 21 government degree colleges of Uttarakhand, covered under RUSA (Rashtriya Uchchar Shiksha Abhiyan). The findings of the study reveal that government and concerning authorities are apathetic towards improving the status of higher education, especially in remote areas of the hilly state. After analysis of data it was found that government focuses more on announcements to open new educational institutions rather than their proper establishment, following norms and standards set by regulatory bodies. A large number of institutions established in the last 10-15 years are running in remote hilly areas with very low enrolment rate due to lack of infrastructure and teaching faculties.

**Keywords:** Infrastructure facilities, government degree colleges, students' perception, RUSA, recruitment, GER

There is universal acceptance that education plays a vital role in nation development and in its economic growth. Education sector in India is experiencing rapid expansion and change. Higher Education today is a more complex combination of global flows and networks of ideas, knowledge, finance, and inter-institutional collaborations. Many studies suggest that India is struggling with inadequate supply of qualified human capital and the generation of employment depends upon the availability of skilled and trained personnel. While, over the last six decades Indian Higher Education system has undergone remarkable structural changes. Today India has world's 3<sup>rd</sup> largest higher education system after USA and China. Despite such a development, higher education sector is still in a pathetic condition. The target of education system should be to make good politicians, social thinkers, philosophers, educationists, scientists, economists and writers who can give strong base of a knowledge-based society rather than the low-

quality service provider. This kind of qualified human capital depends upon quality of education imparted in the universities and colleges. The quality of education is influenced by teaching faculties, curriculum, infrastructure, regulatory bodies and good governance. Kothari commission suggests that quality, competency, and character of teachers to be the most significant factors, influencing the quality of education and its contribution to nation building.

The central and state governments are making efforts for continuing expansion of education at primary, secondary and tertiary level. In this regard central government initiated Sarva Shiksha Abhiyan (SSA) in 2001, aimed at the universalization of primary education in a time bound mission mode manner; as mandated by the 86<sup>th</sup> amendment to the constitution of India making free and compulsory education to children of ages 06-14. In the continuation of Universalization of Education, from primary level to secondary level, the Ministry

of Human Resources Development Government of India launched “Rashtriya Madhyamik Shiksha Abhiyan” in 2009, with the aim to provide universal education for all children between 15-16 years of age. The success of SSA and RMSA has laid a strong foundation for primary and secondary education in India. However, the sphere of higher education still has not seen any concerted effort for improvement in access or quality. That’s why the higher education system in India today suffers from many drawbacks. The gross Enrolment ratio (GER) is only 19.40% (According to AISHE Report 2011-12) this means that only a fraction of the population in the age group of 18-23 years is enrolled in higher education institutions. In addition to a very low access to higher education in general, there are wide disparities between various social groups. The GER for SC, ST and OBC is far below the average GER and those of other social groups. There is also a wide gender disparity; GER for males is 20.90% while that for females is only 16.50%. There are also differences in the quality of institutions and enrolment between rural and urban areas and between developed states and not so developed ones. Given these the myriad challenges, a drastic change is required in the approach that has traditionally been adopted for development of higher education in the country. On the other hand, in coming years India is set to reap the benefits of demographic dividend with its huge working age population. The International Labour Organization (ILO) has predicted that by 2020, India will have 116 million workers in the age bracket of 20-24 years, as compared to china’s 94 millions. India has a very favourable dependency ratio and it is estimated that the average age in India by the year 2020 will be 29 years as against 40 years in USA, 46 years in Japan and 47 years in Europe. In fact, we have more than 60% of our population in the age group of 15 to 59 years. If we are unable to tap the strength of the youth then we will lose golden opportunity for progress and development. On the other hand if this youth is directed towards productive man power, then India will surely rise as a developed country<sup>1</sup>.

Taking into consideration the above reasons, *The Cabinet Committee on Economic Affairs (CCEA), in its meeting held on 3<sup>rd</sup> October, 2013 approved the Rashtriya Ucchatar Shiksha Abhiyan (RUSA), a Centrally Sponsored Scheme (CSS) for reforming the State*

Higher Education System. RUSA was planned to spread over the 12<sup>th</sup> and 13<sup>th</sup> plan periods. RUSA is an umbrella scheme operated in mission mode that would subsume other existing similar Centrally Sponsored Schemes in the State Higher Education Sector. The funding to States would be made on the basis of State Higher Education Plans outlining the States’ strategy to address issues of equity, access and excellence in higher education. All funding under RUSA is norm based and future grants are performance based and outcome dependent. Commitment by States and institutions to certain academic, administrative and governance reforms are a precondition for receiving funding under RUSA. Funding providing criteria between Centre and States is the ratio of 90:10 for North-Eastern States, Sikkim, J&K, Himachal Pradesh and Uttarakhand and 65:35 for other States and Union Territories. Support would be extended to only government and government aided institutions. In order to facilitate the successful implementation of the scheme, the Government of India has decided to set up a National Mission Authority for RUSA in the Ministry of Human Resource Development (Department of Higher Education). The Mission Authority is an independent and autonomous wing of the Ministry of Human Resource Development (Department of Higher Education). It is an ambitious program of the government, which aims to bring about progress in higher education of the remote areas. 306 state universities and 8500 colleges have been included in RUSA. The goal of RUSA for the effective development of the higher education system at state level includes access, equity and excellence of higher education.

To achieve the Gross Enrolment Ratio (GER) target of 25.2% by the end of 12<sup>th</sup> plan and 32% by the end of 13<sup>th</sup> plan to improve overall quality of existing state higher educational institutions by ensuring their conformity to prescribed norms and standards. Establishment of new educational institutions increases the faculties of existing institution and vocationalisation of higher education. The aims of RUSA emphasized institutional autonomy, access, equity and quality education and research in order to bring about fruitful results. RUSA will supervise planning, execution, evaluation process and capacity building. The state higher education council is to be established under the aegis of RUSA.

This is supposed to be an independent agency which works in co-ordination with central and state governments (RUSA, Higher Education Mission Authority MHRD and TISS Report Sep 2013).

### Higher Educational Institutions in Uttarakhand

Uttarakhand has the second largest higher education system among the special category states after Assam. Currently there are 26 Universities (one central university, nine state universities, three deemed to be universities, 10 private universities and three institute of national importance) and 292 colleges (99 government colleges, 15 aided colleges, 178 private colleges) in Uttarakhand. (Based on data downloaded lists of institutions from directorate of higher education, Uttarakhand on 14-04-2017).

Presently Gross Enrolment Ratio (GER) for higher education in the state is 33.90 for the age group of 18-23 years in the academic year 2014-15 (second place among special category states after Manipur). While GER for Chandigarh, was 56.1%, Puducherry 46%, Tamil Nadu 45.2% and Delhi 43.5% (as per the latest All India Survey on Higher Education Report, 2014-15). It shows that in the Uttarakhand, Gross Enrolment Ratio in higher education is still lower than that of many other Indian states. In addition to enrolment, the quality of education currently being delivered is also a key area of concern. It may be due to issues like negligence of governing bodies, shortage of qualified teaching faculties, poor & lack of basic infrastructure facilities etc. The focus is necessarily required to be not just on increasing access and increasing enrolments, but also on providing quality education, thus creating skilled manpower. It is possible only through effective state participation to bring about administrative, academic, infrastructural and financial reforms in the state higher education systems.

### The Present Study

In this baseline study, an effort has been made to focus on the present status regarding teaching staff, non-teaching staff, buildings and other basic facilities related components of government degree colleges of Uttarakhand state. The present study has been carried out on those government degree colleges only, which were covered under RUSA scheme. This baseline study was conducted

before the actual implementation of Rashtriya Uchchatar Shiksha Abhiyan in Uttarakhand. It is an exploratory study which was taken to find out availability of existing infrastructure facilities and students perceptions and expectations from their colleges.

### Objectives of the Study

The main objectives of the study were to ascertain the overall status of selected Government Degree Colleges in Uttarakhand, covered by RUSA.

Sub-objectives were following:

1. To find out the status of basic infrastructure facility of Government Degree Colleges of Uttarakhand.
2. To estimate availability of physical facilities in Government Degree Colleges of Uttarakhand State.
3. To find out recruitment percentage of teaching and non-teaching staff in various degree colleges.
4. To assess the perception and expectation of students on facilities issues of Government Degree Colleges of Uttarakhand.

### Delimitations of Study

- This study was confined to Uttarakhand state only.
- In the present study only government degree colleges have been included.
- In the present study only those Government Degree Colleges were included, which has been covered under RUSA scheme.

### Methodology

Data for this study were collected from multiple sources & data from college official records, college students, teachers/principals and non-teaching staff. To conduct this baseline study, self-constructed tools were used. The information on the availability of facilities in the sampled institutions has been collected with the help of a pre-designed Institution Information Schedule. A semi-structured student's perception-cum observation scale was filled up by the students and at the same time observation method also followed for the collection of data by the researcher.

**Table 1:** Colleges with their availability of land and Buildings

Year of Establishment	No. of Colleges Established	Colleges have own Land		Type of Colleges Building				Total
		Yes	No	Own	Own (Temporary)	Govt.	On Rent	
1990-95	1 (4.7)	1 (4.7)	0 (0)	1 (4.7)	0 (0)	0 (0)	0 (0)	1 (4.7)
1996-00	2 (9.5)	2 (9.5)	0 (0)	1 (4.7)	1 (4.7)	0 (0)	0 (0)	2 (9.5)
2001-05	8 (38)	8 (38)	0 (0)	1 (4.7)	1 (4.7)	5 (23.4)	1 (4.7)	8 (38)
2006-10	10 (47.6)	7 (33)	3 (14.3)	1 (4.7)	2 (9.5)	7 (33)	0 (0)	10 (47.6)
<b>Total</b>	21 (100)	18 (85.7)	3 (14.3)	4 (19)	4 (19)	12 (57.1)	1 (4.7)	21 (100)

Source: based on primary data, taken from degree colleges; \*figures in parentheses denote percentage

**Sample**

In order to analyse the availability of facilities in the government degree colleges of the state of Uttarakhand, a total number of 21 government degree colleges have been selected among 30 degree colleges, (which has been covered under RUSA) for the purpose of baseline study (4<sup>th</sup> meeting of PAB of RUSA, Dec 2014).

**Analysis of the Data**

On the basis of secondary data, physical and human resources related issues were analysed by the researcher. For the purpose of the triangulation and to assess the perception and expectation of students on facilities issues of Government Degree Colleges, a format of close ended and open ended responses based students perception scale was designed. This scale was administered on the 419 students of sampled institutions (21 degree colleges). To seek free and fair opinion on the infrastructure facilities of concerning degree colleges, the students name were not mentioned in the basic information part of the scale. At the time of data collection the discussions were also made with the students to seek their opinion and suggestion regarding facilities and other major issues. The filled responses were analysed to enumerate view points of the students. Percentages were calculated to compare difference of the students’ perceptions.

**Findings of the Study**

Land, building, 30 Government Degree Colleges were selected for infrastructure grants under RUSA Scheme in Uttarakhand. Out of these 30 degree colleges, 21 government degree colleges were included in the present baseline study. After the analysis of data, it was observed that during 1990 to 2010 period 21 degree colleges were established (Table 1). It is important to notice that only 85.7% degree colleges possess own land so far. While 19% colleges have own permanent buildings and 19% colleges were running in own small temporary (Partly Pucca/tin shade) buildings. 57% college were running in few rooms of deferent department buildings of the state government like inter colleges, primary schools, irrigation department, ITI hostel, SSB guest house (on rent), community health centre etc (Table 1).

**Recognition and NAAC accreditation related status of colleges**

Recognition and accreditation related data reveals that at the end of academic year 2014-15, only 2 (9%) degree colleges were recognised under section 2(f) of the UGC Act, 1956 and these 2 recognized degree colleges also are not eligible to central assistance under section 12B of the UGC Act. There is no single degree college gone through the process of NAAC accreditation (Table 2).

**Table 2:** Recognition and NAAC accreditation status of Colleges: 2014-15

Status of UGC Act 2 (f) & 12 (b) and NAAC Accreditation	2 (f) Status	Under 12 (b) Category	Accredited
No. of Colleges	2	0	0

Source: Data collected from college official record and personal observation

### Availability of Facilities

Out of 21 degree colleges, 15(71.43%) degree colleges were running in 5 to 8 room's building. 11 (52%) degree colleges does not have proper classroom facility for their students. Only 5 (24%) colleges have separate toilets, 2 (9.5%) colleges have temporary arrangement and 4 (19%) colleges have common facilities of toilets for girls & boys. Remaining 10

(47.5%) colleges have no toilets facilities for their students. Whereas 4 (19%) colleges have playground facility and equal share of percentage of colleges have library facilities with proper space for books and study, while remaining 17 (81%) colleges have books just for maintaining library record.

Few colleges (2) have proper laboratory facilities and only one college has computer facility for their students. 17 (81%) degree colleges have water facility within college premises (direct supply tap water) and remaining 9% colleges have no water facility within college premises. Whereas 3 degree colleges have no electricity facility and 4 degree colleges do not have proper road connectivity, While 6 degree colleges have very poor road connectivity (Table 3).

**Table 3:** Availability of facilities

No. of rooms available /college	1-4	5-8	9-12	More than 12	Remarks
No. of college	2 (9.5)	15 (71.4)	2 (9.5)	2 (9.5)	
No. of classrooms available / college	1-3	4-6	7-9	More Than 9	
No. of college	11 (52.4)	7 (33.3)	2 (9.5)	1 (4.8)	
Other Facilities	No. of Colleges (Yes)		No. of Colleges (No)		Remarks
Staff room	12 (57.1)		5 (23.8)		4 Colleges have temporarily arrangement (19)
Separate toilet for girls & boys	5 (23.8)		10 (47.6)		2 Colleges make temporary arrangement & 4 colleges have sharing basis (9.5 & 19)
Gymnasium	00 (0)		21 (100)		
Playground	04 (19)		17 (81)		
Auditorium	00 (0)		21 (100)		
Conference hall	00 (0)		21 (100)		
Canteen	0 (0)		21 (100)		
Library facility	04 (19)		00 (0)		In 17 colleges books are available in racks, no space for proper study (81)
Laboratory facility	02 (9.5)		18 (85.7)		1 college have Temporary facility (4.8)
Computer lab	1 (4.8)		20 (95.2)		In one professional college

Internet facility (for students)	00 (0)	21 (100)	In 14 Colleges Internet Facility Available only for Official Work.
N. S. S. Unit	17 (81)	4 (19)	
N. C. C. Unit	02 (9.5)	19 (90.5)	
Fire extinguisher	14 (66.7)	07 (33.3)	
Drinking water facility	17 (81)	04 (19)	Available direct supply water only
Electricity	18 (85.7)	03 (14.3)	
Women help cell	19 (90.5)	02 (9.5)	
Conectivity with road	11 (52.4)	04 (19)	6 Colleges were Poorly Connected with Road (28.6)

Source: Data collected from college official record and personal observation

### Status of Teaching Staff

A good people teacher ratio is a sign of good measure of quality education. Whereas selected degree colleges of the state have on an average of 2.38 regular and 3.52 contractual teaching faculties per degree college. Out of 21 degree colleges, 2 (9.52%) degree colleges were running without regular teachers and 8 (38%) degree colleges running with single regular teacher teaching faculty. About 62% degree colleges were running with 2 or less than 2 regular teachers and only 3 (14.25%) degree colleges having 6 or more than 6 regular teaching faculties. Whereas 2 (9.52%) degree colleges were running with contractual teachers, even 10 (48%) government degree colleges (not mentioned in Fig. 1) were not having permanent principal (Fig. 1).

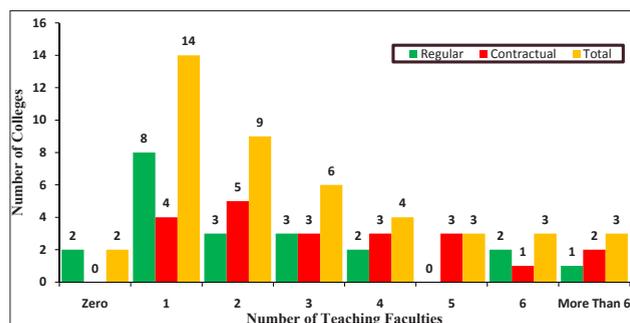


Fig. 1: Degree Colleges with Number of Regular and Contractual Teaching Staff

### Status of Non-Teaching Staff

Out of total 21 degree colleges, 4 (19%) degree colleges were not having any regular non-teaching faculty and 8 (38%) degree colleges having single non-teaching faculty. About 81% degree colleges were having 2 or less than 2 regular non-teaching staff. Whereas only 3 (14%) degree colleges having 4 or more than 4 non-teaching staff. On the other hand Fig. 2 indicates that out of 21 degree colleges, 3 (14%) degree colleges totally depends on contractual non-teaching staff for their official and colleges related work.

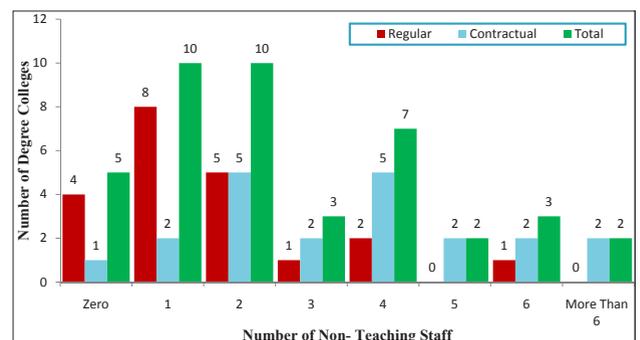
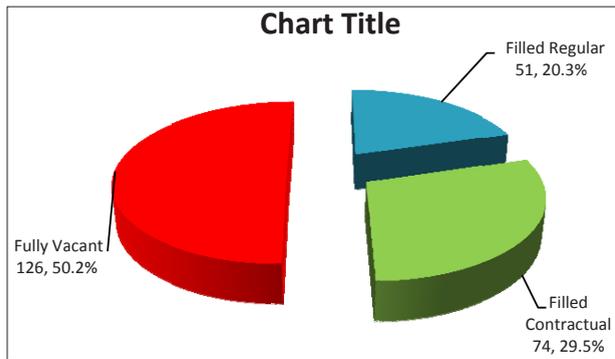


Fig. 2: Degree Colleges with Number of Regular and Contractual Non-Teaching Staff

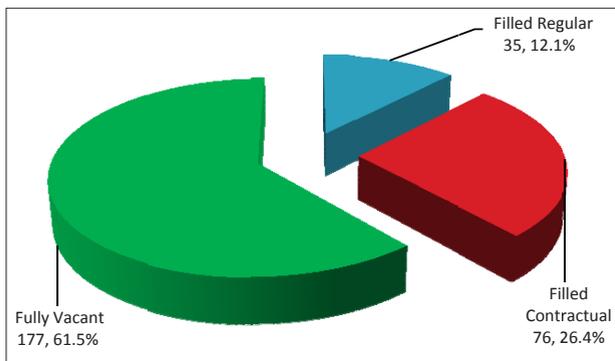
According to figure 3, out of 251 sanctioned teaching posts in various degree colleges, 51 (20.3%) posts are filled on regular basis, 74 (29.5%) were filled on

contractual basis and remaining 126 (50.2%) posts were fully vacant.



**Fig. 3:** Details of Teaching Staff: Regular & Contractual-2014-15

Fig. 4 indicates that, out of 288 sanctioned non-teaching posts, 35 (12.1%) posts were filled on regular basis, 76 (26.4%) posts were filled on contractual basis and 177 (61.5%) post remains fully vacant.



**Fig. 4:** Details of Non-Teaching Staff: Regular & Contractual-2014-15

### Findings of data on the basis of student’s perception and expectations

Students are the main stakeholders, direct user and consumers of the education system hence, their perception, views and assessment about college infrastructure and other related issues are important for improvement of quality of higher education. So keeping in mind aforesaid points, the perceptions of the students were included in this study.

### Availability of teaching faculties (analysis based on students perception)

Data regarding availability of teaching faculties in colleges presented in table 4 revealed that about 61.6% students are disagreeing, 12.2% are uncertain

and only 26.2% are agreeing on the availability of sufficient teaching faculties. On the other hand, 59.2% students feel their classes are badly affected due to shortage of teaching faculties. Whereas only 26.5% of students completely disagreed with this (Table 5).

**Table 4:** Availability of sufficient teaching faculties

Level of Agreement/Disagreement	Frequency	Percent	Cumulative Percent
Strongly Disagree	129	30.8	30.8
Disagree	129	30.8	61.6
Uncertain	51	12.2	73.7
Agree	76	18.1	91.9
Strongly Agree	34	8.1	100
<b>Total</b>	<b>419</b>	<b>100</b>	

**Table 5 :** Your Classes are affected due insufficient teaching faculties

Level of Agreement/Disagreement	Frequency	Percent	Cumulative Percent
Strongly Disagree	161	38.4	38.4
Disagree	87	20.8	59.2
Uncertain	60	14.3	73.5
Agree	88	21.0	94.5
Strongly Agree	23	5.5	100
<b>Total</b>	<b>419</b>	<b>100</b>	

### Availability of books and laboratories

Responses regarding availability of libraries and books in the colleges are presented in Table 6. Majority of students, i.e. 56% of students disagreed upon availability of books and library facilities, while 59.2% respondents were denied availability of laboratories facilities.

**Table 6:** Sufficient Availability of books

Level of Agreement/Disagreement	Frequency	Percent	Cumulative Percent
Strongly Disagree	56	13.4	13.4
Disagree	178	42.5	55.8
Uncertain	75	17.9	73.7
Agree	80	19.1	92.8
Strongly Agree	30	7.2	100.0
<b>Total</b>	<b>419</b>	<b>100</b>	

**Table 7:** Sufficient availability of classrooms

Level of Agreement/ Disagreement	Frequency	Percent	Cumulative Percent
Strongly Disagree	148	34.2	34.2
Disagree	84	25.0	59.2
Uncertain	39	12.4	71.5
Agree	88	20.5	92.1
Strongly Agree	60	7.9	100.0
<b>Total</b>	<b>419</b>	<b>100</b>	

**Classroom and furniture availability**

Students’ responses regarding class room’s availability presented in Table 8. Majority of students, i.e. 68% strongly disagree or disagree on sufficient availability of classrooms. While table 9 represents that 59.2% respondents strongly disagree or disagree on availability of furniture.

**Table 8:** Sufficient availability of classrooms

Level of Agreement/ Disagreement	Frequency	Percent	Cumulative Percent
Strongly Disagree	209	49.9	49.9
Disagree	76	18.1	68.0
Uncertain	11	2.6	70.6
Agree	92	22.0	92.6
Strongly Agree	31	7.4	100
<b>Total</b>	<b>419</b>	<b>100</b>	

**Table 9:** Sufficient Availability of furniture

Level of Agreement/ Disagreement	Frequency	Percent	Cumulative Percent
Strongly Disagree	180	43.0	43.0
Disagree	68	16.2	59.2
Uncertain	78	18.6	77.8
Agree	52	12.4	90.2
Strongly Agree	41	9.8	100
<b>Total</b>	<b>419</b>	<b>100</b>	

**Availability of separate toilets and potable water**

Responses regarding availability of separate toilets and potable water facilities represented in Table 10 and 11 respectively. Sizable percentage of students, i.e. 65.6% respondents strongly disagree or disagree on availability of separate toilets facilities for girls and boys. As far as availability of potable water facility concern, there were 66.8% students strongly

disagree or disagree on availability of normal or potable water in their colleges (Table 11).

**Table 10:** Availability of separate toilet facility

Level of Agreement/ Disagreement	Frequency	Percent	Cumulative Percent
Strongly Disagree	200	47.7	47.7
Disagree	75	17.9	65.6
Uncertain	22	5.3	70.9
Agree	79	18.9	89.7
Strongly Agree	43	10.3	100
<b>Total</b>	<b>419</b>	<b>100</b>	

**Table 11:** Availability of potable water

Level of Agreement/ Disagreement	Frequency	Percent	Cumulative Percent
Strongly Disagree	104	24.8	24.8
Disagree	176	42.0	66.8
Uncertain	75	17.9	84.7
Agree	38	9.1	93.8
Strongly Agree	26	6.2	100
<b>Total</b>	<b>419</b>	<b>100</b>	

**Cleanliness in college premises**

Data regarding cleanliness in college premises presented in Table 12 revealed that, 55.6% students disagree or strongly disagree and only 27% students were agree or strongly agree on the matter of cleanliness in their colleges. It means that there was no proper sanitation facility available in most of the colleges.

**Table 12:** Cleanliness maintain in your college

Level of Agreement/ Disagreement	Frequency	Percent	Cumulative Percent
Strongly Disagree	143	34.1	34.1
Disagree	90	21.5	55.6
Uncertain	73	17.4	73.0
Agree	77	18.4	91.4
Strongly Agree	36	8.6	100
<b>Total</b>	<b>419</b>	<b>100</b>	

## DISCUSSION

The purpose of baseline study was to find out the present status of basic infrastructural facilities in government degree colleges of Uttarakhand State, which were included under Rashtriya Uchchar Shiksha Abhiyan Scheme (RUSA). After tabulation and analysis of data, it was found that most of government degree colleges were not having basic infrastructural facilities. Out of total 21 government degree colleges, 15% degree colleges were not having own land. Whereas 57% degree colleges were not having own buildings, 19% of remaining degree colleges were having temporary buildings and 15 (72.43%) colleges were running in 5 to 8 room's buildings of state government various department buildings. While 11 (52%) degree colleges not having classrooms facilities for their students. Only 24% colleges were having proper separate toilets facilities, 9% colleges have temporary arrangement and 19% have common facilities of toilet for girls & boys. Remaining 48% colleges have no toilet facilities for their students. Only 19% colleges have playground and library facilities with proper space for study and book racks. Even 81% colleges have books just to maintain library records. Another very important thing that, 2 (9.52%) degree colleges were running without regular faculties and 8 (38%) degree colleges running with single permanent faculty. Whereas 62% government degree colleges were running with 2 or less than 2 regular teaching faculties, even 2 (9.52%) degree colleges were running with the responsibility of contractual teaching faculties.

Based on interaction with college's administration and other persons, investigator found that, the main reason behind the situation of 0 or 1 regular teaching and non-teaching faculty in (around 50%) government degree colleges of Uttarakhand is that, the colleges are located in remote hilly region and far away from cities or plain areas. That's why the recruited teaching and non-teaching faculties, always place first priority for colleges, located in or around plain areas. Whereas another supportive example of such type of malpractices, also found that, some teaching faculties are having regular job in the colleges of remote areas and they are working in the colleges of nearby places of their residence or in the directorate of higher education on attachment basis.

In the present era there is mass level of competition at each and every level of recruitment process for getting employment. When a student passes out from such types of institution, where the lack of teaching faculties and poor state of infrastructural facilities like classrooms, libraries, laboratories etc, then he/she cannot able to compete with the students coming from good institutions.

In recent past private higher education, especially private universities is growing countrywide, and without question will continue to grow (Angom, 2015). Umakoshi (2004) also mentioned that the large majority of under graduate students in India are in private colleges, although most such institutions are heavily subsidised by public funds and are subject to oversight by the public universities to which they are affiliated. On the other hand private higher educational institutions are growing very rapidly in India after the year 2002; still they cannot replace public sector institutions, because these private institutions are more concerned with income generation rather than providing main streaming education. Therefore, to make education accessible among people, coming from deprived, educationally backward and who are residing in remote hilly areas, public sector educational institutions need to be encouraged them. According to Qualitative Report of 'The Committee to Advise on Renovation and Rejuvenation of Higher Education' "it has been a plea of many academic planners that the colleges need to be treated as the foundation of higher education similar to the way primary schools are for school education". Development of these colleges should be our priority. One must not forget that money needs to be made available for the qualitative development of colleges.

## CONCLUSION

The findings of the study reveal that government and concerning authorities are apathetic towards the improving higher education, especially in remote areas of hilly state. After analysis of data it was found that government focuses more on announcements to open new educational institutions rather than their proper establishment and following norms and standards set by regulatory bodies. A large number of institutions established in the last 10-15 years are running in remote areas with very low enrolment rate due to lack of infrastructure and

teaching faculties. Most of these colleges have no clear vision neither they are in a position to provide employable and quality education for poorer and remote areas habitation people. This issue is of vital importance for the state, since higher education is the most powerful tool to build a knowledge-based society for the future. Government should also ensure that before the establishment of new colleges, all existing colleges are equipped with basic infrastructure facilities, permanent teaching and non-teaching staff. Because teaching faculty is a backbone of any educational institution, so it should be ensured that competent teachers are recruited in colleges, who can contribute imparting knowledge and skills to the students so that they do not lag behind in any field.

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