



MIGRATION AND HIGHER EDUCATION IN UTTARAKHAND (SPECIAL REFERENCE TO GOVERNMENT COLLEGES)

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ABSTRACT

Migration is one of biggest problem of the country. The skilled human resources are migrating frequently to metropolitan cities for searching good opportunities. Uttarakhand is most affected state of India. In Uttarakhand, higher educational institutions are also affected by this problem. Quality education is one of the biggest cause of migration of students in government higher education institutions. The primary reason of migration from Uttarakhand is searching better education, which leads for better employment. For the better employment and education, people migrate from underdeveloped and developing areas to developed ones. In this research paper, we have analysed the reasons of migration of students of government higher education institutions of Uttarakhand in search of higher education in other states. Paper is based on secondary data.

Key Words: Higher Education, Migration Uttarakhand

1} INTRODUCTIUON

Migration means movement from one part of a place to another, introduction of this word is dated back to the origin of human life. Migration is not only related to the humans but the animals also migrate for their survival. During early age, people used to move from one place to another place for searching food and shelter. Gradually people started moving towards civilization and started living in group. When the need arose, people moved from one place to other place to find fertile land for agriculture. In modern era migration has become an important feature of social and economic life. Today, there are various issues like poverty, food, insecurity, violent conflicts, political insecurities, persecution and environmental destruction, education, employment etc. which prompt individuals to leave their home in search of safety and better life. Manifestation of underdevelopment is the root causes of national and international migration, it specifically includes push-factors such as income disparities between areas, socio-economic instability, and population pressures. Migration

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can be good for individuals who migrate for their own development but it adversely affects the development of countries of the origin through loss of essential human resources, often referred to as “brain drain”, as well as through potential depletion of the national labour force due to movement at all skill-levels [1]. Many studies show that the process of migration is influenced by social, cultural and economic factors and has direct and indirect impact on economy of both migrant and immigrant countries. Migrants arrive with skill and abilities and thus supplement the stock of human capital of the host country. Evidence from the United States suggests that the skilled immigrants contribute to boosting research and innovation as well as technological progress of the country [2].

In present context, the primary reason of migration is employment and better education. Due to better employment and education opportunities, people, mostly skilled ones, migrate from underdeveloped and developing areas to developed ones making migration the root problem of underdeveloped countries. India is one of the most affected country from this problem. It has fast growing economy, well- educated and skilled population but unfortunately other countries are benefited from the talent of Indian youth. All the states of India are suffering from migration at domestic and international levels. The underdeveloped states suffer migration to more developed states and developed states suffer from migration of people to more developed countries. Uttarakhand is one such state of country where the problem of migration is very chronic and this study is specifically based on effects of migration in higher education with special reference to government higher education institutions of the Uttarakhand state.

2. MIGRATION AND UTTARAKHAND

Uttarakhand is a state in Northern part of India. On 9 November 2000, Uttarakhand became the 27th State of the Republic of India, the formation of state was result of a long period of struggle and conflicts. Being created from the Himalayan and adjoining northwestern districts of Uttar Pradesh, state is known for its nature beauty and due to many Hindu temples and pilgrimages all around the state, Uttarakhand is also known as ‘Devbhoomi’ which means the abode of god. Due to its geography, historical records, and natural beauty Uttarakhand has immense potential for economic growth. It has abundant natural resources due to hills and forests, its climatic conditions support agriculture and horticulture based industries, the vast water resources available in the state are favorable for hydro power, presence of several hill stations, wildlife, parks, pilgrimages and trekking routes make Uttarakhand an attractive tourist destination. However, despite of these immense opportunities, the state is lacking the expected development and faces lack of basic amenities and development. Due to these problems youth of state is migrating to other states for better education and employment. Migration is the biggest problem which is faced by the State as on date. Skilled and qualified people are moving out of the state for seeking opportunities. As per the census 2011, of Uttarakhand’s 16793 villages, 1053 have no inhabitant and another 405 have a population of

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less than 10. The number of such ghost villages has reportedly risen over the time. Though the state has witnessed a high rate of economic growth since its formation, but despite of this, as 9 of 13 district in the state are situated in the hills and the state government's annual plan 2013-14 shows that per capita income in villages in hill areas is much lower than in that of the plain areas. The problem of underdevelopment and thus migration is prevalent in all parts of the state, even after substantial growth in past few years, Uttarakhand lags behind many of the states in country in terms of education and employment creation. When it comes to education, despite of government's efforts on improving primary education, with all hilly districts having at least one primary school for every two villages and similar efforts on higher education, students are preferring to move out to other states for their education. At the time of formation of the state Uttarakhand had only 34 government education institutions but today the number has reached at 100 approximately but still the number of migrants moving out is soaring day by day.

3. HIGHER EDUCATION AND MIGRATION:

Education is being an integral part of life since long back in Indian society. It facilitates learning and acquisition of knowledge and transfer of same from one generation to another. Thus, education facilitates human development and is in every sense one of the fundamental factors towards it. Education enriches people's understanding of themselves and of the world, raises their productivity and creativity and thus facilitates various types of development. Thus, Development and education are the two sides of a coin. Higher education plays a vital role in an individual's life by providing the skills and qualification so that he can contribute toward his own and the nation's social and economic development.

Development of any area be it a region, a state or a nation at large, is dependent upon its human resources which is further dependent upon the education, specially higher education. Social and economic security is the basic need of the civilization. If there is lack of opportunities or lack of ease of using these opportunities to get this security, the population moves to other areas where these opportunities are available. Higher education is an important mean to get equipped for getting employment, which in turn generates a living for you. Thus, due to lack of better education and employment in an area, population migrates to more developed areas. Uttarakhand is also suffering from similar problem. Migration, the biggest problem is slowly hollowing the state. Even though, due to continuous efforts at state and central level there is improvement in number of primary and higher educational institutions and government is aiming 100% literacy rate but the number of students attending these institutions are not growing. The ratio of students in government colleges of the state is given in the table 1 and shown in Figure 1.

Table1: Data of enrollment of students in secondary and higher educational institutions along with the number of government higher educational colleges.

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Year	No. of government colleges	No. of enrollment in government higher education institutions	No. of enrollment of secondary students	% of passed students in secondary
2010-11	82	117373	120538	76.90
2011-12	86	114327	135804	76.56
2012-13	97	121775	390118	76.99
2013-14	98	130987	390933	74.35
2014-15	116	117894	398359	75.53

Source: AISHE Portile and U-DISE reports [3]

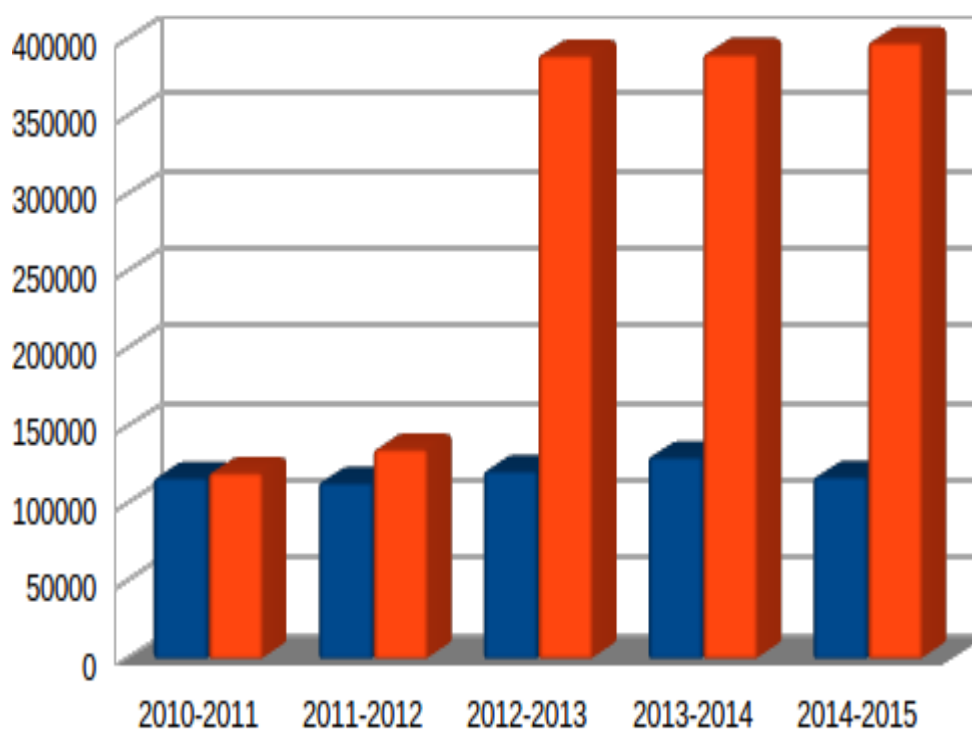


Figure 1. Histogram of the students enrolled in secondary (blue bar) and higher (orange bar) educational institution.

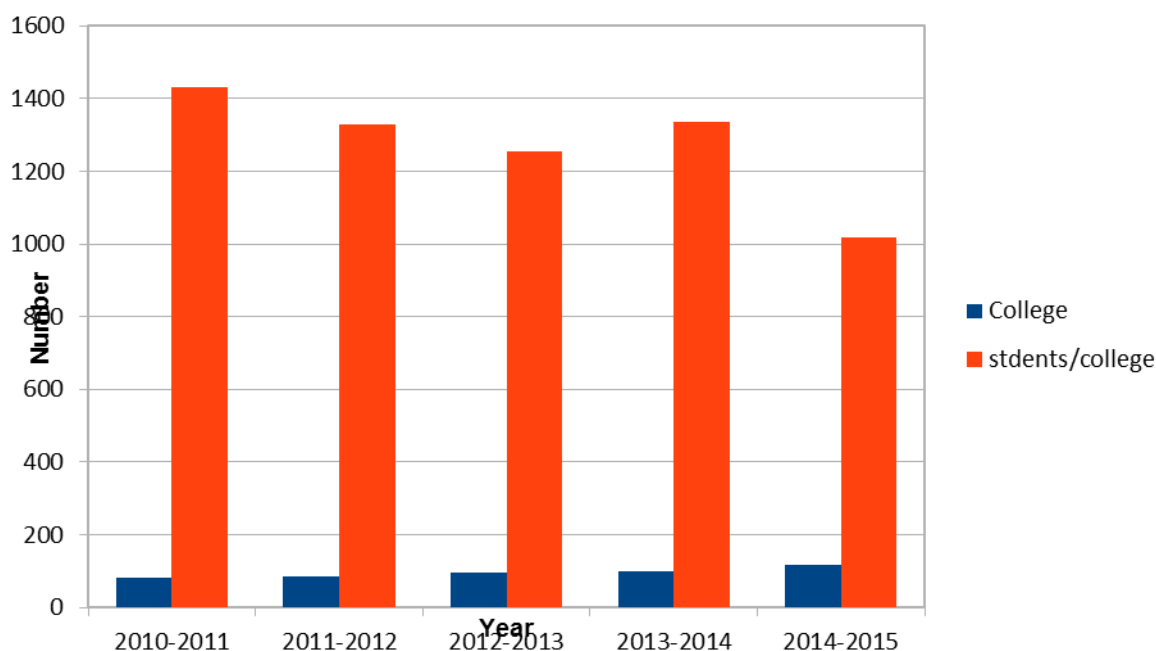


Figure 2: Histogram of number of colleges and students per college in Uttarakhand state.

The table and figure clearly depict that the number of students enrolling in the higher educational institutions is very low in comparison to that of the secondary educational institutions. It is found that the enrollment of students per college is decreasing from 2010 to 2015. It was 1431 during 2010-2011 and only 1016 during 2014-2015. However, it also noticed that number college were also increased by 41% from 2010 to 2015. In spite of increase in the educational institution, the number of students in these educational institute are not increased. It is shown in the Figure 2. There are various contributing factors towards this, quality of education being the top most. It is very clear that the higher education is key to employment. Quality is a buzzword in education especially in higher education. Life, skill and employability are important indicators of a quality education. Even though there are governmental efforts towards education system, these efforts look more oriented towards registering their numbers and getting vote and not towards improving upon the quality of education. Institutions are being opened without need analysis and without any analysis of factors of quality. Most of the colleges are just running for the sake of the name. Parents as well as students clearly know that getting a better education from such institutions is not possible and thus they prefer to move out to other better states with better quality institutions. In the state of Uttarakhand there are many reason for students’ migration for higher education, few such reasons are listed below:

3.1 Infrastructure of colleges



Infrastructure of the institute is an important component for good quality higher education. The infrastructure should not only be functional in conventional terms but should also be innovative to fit to the purpose. Educational institutes, especially higher education institutes, aim at providing subject specific detailed and practical knowledge to the students and thus, they should be well equipped with all the devices, equipment, laboratories, good class rooms etc. Also, like human being cannot live with bread alone, simple rugged functionality is not enough to nurture the softer sides of the human mind, it needs aesthetics- beauty, sobriety and attractiveness that make students feel proud of their institution. Any university and colleges should have the good infrastructure. Along with basic amenities like classrooms, water, electricity and washrooms, colleges must have laboratories, office room, staff rooms, wash rooms, principal office, wellness room, student's union room, store room, common room corridors, staircases, sports and games facilities etc. [4]. Uttarakhand is a state where there are around 100 government non-technical colleges but many of these colleges have less than 100 students in them. One the basic reason for this low enrollment is lack of proper infrastructure. Out of 100 colleges only 48 colleges have their own building and 26 college building are under construction, 9 colleges only have land but rest of the colleges neither have building nor land [5].

Information and Communications Technology (ICT) is another part of college infrastructure, it has emerged as a dominant issue in colleges and university infrastructure. UGC and Ministry of HRD have provided ICT facilities to higher education institutions. The importance of ICT infrastructure for quality higher education cannot be ignored. In the colleges of Uttarakhand there is no attention towards technology and infrastructure. Colleges have been opened in the rental buildings with minimal amenities and few rooms. Opening of colleges to register the effort of any government in power is more important than opening of a functional and education worthy institution. A higher education institute becomes the identity of a student, the student feels pride in mentioning that from how better institute he or she has studied. Infrastructure plays a very crucial role in determining the quality and thus name of any institute. With continuous overlooking of the need based education, opening of colleges with poor infrastructure and nil improvement in quality of existing institutions in the state, students are left with no other choice but migration.

3.2 Faculty

Education without a teacher cannot be imagined. The quality of education depends on the knowledge, will and methodology of those who impart it. Development of any nation depends on the system of education which in turn is dependent on teachers. Teachers are the whole axis of education system. Rabindranath Tagore said "the primary task of the society is to find a real teacher, one who performs his duty with perfection and dedication and is a perfect moral example for the society". But today in context of Uttarakhand, all these things are in vain. Since the date of formation of the state regular teachers have not been appointed.

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There are many colleges that do not even have teachers and guest facility or part time teachers are responsible to complete the curriculum. Below data shows the total posts of teachers and the current status of their occupancy:

Total post	Regular Teachers	Guest Teacher	Morning/evening Teacher	Vacant posts
2070	1090	307	71	601

Sources: Uttarakhand higher education report 2016 [5].

There are total 601 vacant posts in government degree colleges of the state. Teachers who are on guest and contract basis, are leaving their jobs because of job security reasons. In many colleges of the state, there is not even a single permanent teacher and many colleges are there which are running without any teachers at all. Government has opened 94 colleges and some are under consideration but these institutions were opened without taking into consideration various important factors, one being appointment of faculty to impart education. Most of colleges of the state have become factory of distributing degrees only. However today youth is very informed and thus they refrain from entering into any such institutions. If this problem remains unattended by government, it will take a vivid and out of control form.

3.3 Curriculum

The quality of higher education depends upon the content of education or the curriculum. Entire education system depends on three pillars- Teachers, Student and the Curriculum. Explaining the significance of curriculum, it has been written in our puranas “sa vidhaya ya vimuktaya” means curriculum should be the one that meets the need of time. The primary goal of higher education is to equip the youth with the fundamental knowledge and skill set that helps her or him in transition to work and a successful and balanced professional, personal and social life. In today’s era of globalization and increased competition, work place requires specific and details knowledge in different fields. This cannot be achieved by the leaning a set of subjects, there is a need for a curriculum that allows the students to compete with external environment and keep pace with the same. Unfortunately, degree colleges in Uttarakhand are not that much sophisticated. Most of the colleges of the state provided only degree by few art subjects. The basic struggle of state is to establish full-fledged running institutions, working upon a better and wide curriculum is not even in the planning stage. The curriculum of the state Universities is just a list of units and topics belonging to a particular discipline that need to be covered for completing the educational program offered by these college or universities. The colleges which are opened by the government in the hilly area of state run only few subjects of arts discipline. Students have no option to choose subjects of their own choice. These few subjects and limited curriculum may impart some basic knowledge but surely does not even make the students eligible to stand up and face the



increasing competition of the society and work place. Thus, because of this problem, students turn to private universities mostly of other states, which provide them a wide curriculum and various subjects to choose from.

3.4 Aimless Education

Our youth are receiving education without having any definite aim. Students in higher educational institutions, mostly in non-technical colleges suffering from the problem of aimless education. The aimless education gives birth to a frustration and disenchantment. The students of such aimless education manage to pass various examinations without any clear-cut goal. Kothari Commission has remarked in very clear words that the important reform in education is that to endeavour, so that it may be related to the life of people, their needs and aspiration. Education must related to the social, economic and cultural changes of life which is necessary for the national objective. Number of students are enrolled in our universities and colleges but few of them have a clear goal and get good employment.

3.5 Lack of research and critical analysis

The major problem in Uttarakhand's education system is low grade of research work and lack of good researchers. The State has been trying to attract quality teachers but unfortunately Government has not been able to do it, in spite of increasing the salary and giving other benefits. People are not opting for research work. Quality of research depends upon the quality of scholar and supervisors but most of our universities failed to produce quality researchers. Whereas our universities must focus on research and innovation to compete with their global counterparts.

3.6 Absence of Personality Development Programs

Schools and colleges in India demand student's performance in terms of marks and they are not well exposed to the external world. When students complete their graduation and enter into the job market, they face problems to get a job as per their capability simply because they don't meet the criteria and skills required for the job. Companies want to hire those individuals who are aware of the course of the action. The aim of higher education should be to enable students with the potential to meet challenges in life. The effective personality development programs can aid the students to deal with the challenges of the outside world more effectively and efficiently. Thus, it is highly essential to start personality development program in schools and colleges to improve the education standards. Uttarakhand, considering the terrain and underdevelopment, already lack the same, further lack of imparting this personality development in upcoming generation through education, is making the state lack behind in current competitive scenario. The State Government should also offer these personality development programs in the Government schools and colleges so that

students can make best use of it. Lack of such programs and extra-curricular activities also push students to migrate to colleges outside state.

4. SUGGESTIONS TO IMPROVE HIGHER EDUCATION SYSTEM:

As discussed above there are several challenges in improvement of education and specially higher education system in Uttarakhand. Despite of the increasing number of Universities and colleges, quality education is lacking and thus migration of students is increasing, the students who choose to study in the state, lacks creativity, skills and the required knowledge. There is a need to revolutionize the education system to combat the brain drain and improve economy of the state. Few suggestions for improving quality of higher education are given below:

4.1 Improvement in infrastructure

Uttarakhand is a rich state in term of education. The literacy rate is higher than the Indian literacy rate. But because of government's negligence our young youth is migrating from the state. Infrastructure plays a main role to attract students and combat the problem of migration. Physical infrastructure of colleges and universities has several component like classrooms, library, laboratories, office, staff room, meeting room etc. But in Uttarakhand colleges run in two rooms buildings. Government must give the attention on this side. Continuous focus should be develop well-constructed and equipped institution rather than increasing the number of institutions. Improvement in college and university infrastructure will attract youth for admission and will create a feeling of pride and assurance towards feature, further a good infrastructure will also lead to production of more confident students with better personality. This is a very crucial step which needs to be taken, otherwise in coming time the number of admissions in state colleges will further fall and migration of students and thus weakening of state economy will be a more vigorous problem.

4.2 Incentives to Teachers and Researchers

Acute shortage of quality teachers and good researchers is one of the root cause of underdeveloped education system in the state. The teachers and researchers should be provided incentives for a quality education. It should be the priority of the Government to attract individuals for good research work by providing attractive incentives and other facilities. Government should take steps to give attractive scholarship and other incentives to motivate the researchers and teachers, so that our universities and institutions may produce best output.

4.3 Student-Centered Teaching Methods

Students learning should be main contemplative of the teachers and teaching should be student centered. The teaching should not be focused on the performance of the teachers. Student-centered education and employment of dynamic methods of education will require from teachers' new attitudes and new skills. Student-centered teaching methods shift the focus of activity from the teacher to the learners. These methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class. Student-centered instructions focus on skills and practices that enable lifelong learning and independent problem-solving. Student-centered learning theory and practice are based on the constructivist learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience. The student-centered learning emphasizes each student's interests, abilities, learning styles, and placing the teacher as a facilitator of learning for individuals rather than for the class as a whole. This also makes the learning process more attractive to the student.

4.4 Wide curriculum and career oriented courses

All round development of personality is the purpose of education. But in the present-day education in state is neither imparting true knowledge of life nor improving the talent of a student by which one can achieve laurels in the field one is interested. So, combination of arts subjects and computer science and science and humanities or literature should be introduced so that such courses could be useful for the students to do jobs after. Curriculum plays a very significant role in determining the quality of higher education. The curriculum must be:

- Multicultural
- Globally comparable
- Must be in global framework
- Interdisciplinary and multidisciplinary
- Generic graduates' skill
- Competency based

The program must be focused on graduate studies and research & development strategies and mechanisms for the rapid and efficient transfer of knowledge and for its application to specific national and local conditions and needs. The curriculum should be wide and should offer choices to choose subjects of student's choice. Uttarakhand's higher education needs a significant improvement in the expansion of curriculum from the current one which offers just few courses and subjects. Availability of wide variety of choices in choosing subjects and comprehensive 360-degree curriculum will attract student to study in own state which will also be economically easier too for them.

4.5 Quality Development



In the changing global scenario quality education has become more challenging. The industry requires more specialized people to solve the business and economic problems. This in turn requires that higher education should be characterized by its international dimensions, exchange of knowledge, interactive networking, mobility of teachers and students and international research projects, while taking into account the national cultural values and circumstances. The level of education and knowledge being imparted by colleges in the state should not only improve upon basic parameters like infrastructure and teaching staff but should aim high at making the education high quality and globally comparable.

4.6 Personality Development

Personality development involves set of activities that develop talents, improve awareness, enhances potential and looks to improve the quality of life. It involves formal and informal activities that put people in the role of leaders, guides, teachers, and managers for helping them realize their full potential. In the globalized world opportunities for the educated people are naturally ample in scope. In order to achieve the basic aim of higher education, there exists a strong need to bring out the best from the individual's personality. This purpose requires selection of appropriate courses which should always be in consonance with the interest and hidden potentialities of the students along with several extra-curricular activities and interactive sessions. Hence, the universities and colleges in the state should also focus their attention for the personality development of the students, so that our youth can be prepared to face global challenges.

4.7 High-tech Libraries

Not only the state should focus towards availability of good number and variety of books, in this age of technology, focus should also be towards providing the ICT. Universities aim towards providing internet connectivity online so that the students gets a global exposure sitting at one destination. Our universities should concentrate more on providing quality education which is comparable to that of international standards.

4.8 Examination Reforms

The most taxing problem of the education is poor pattern of examination. In order to reform the examination system in our country, the Mudaliar Commission laid stress on the use of objective type tests and internal assessment. Kothari commission too repeated these reforms. This Commission boldly suggested that the certificate of the student should bear his complete performance but there should be no remark to the effect that he has passed or failed in the whole examination. Existing examination is not a state specific problem but a nation-wide problem which leads to brain drain at national level.



4.9 Fair Quality Assurance System

The universities and private institutions should set up Internal Quality Assurance Cell and must follow a minimum standard to award degrees. The quality assurance system should not be influenced by political and institutional interaction; it must have a basis in the legislation. There is a need of an independent accreditation agency with a conglomerate of government, and all stakeholders of the education to ensure that the stakeholders particularly the students are not taken for a ride. They should be able to know whether a particular institution delivers the value or not, then things can be under control to some extent. It is also important that all institutes of higher education must make public the acceptability of their courses and degrees (i.e. the status, recognition and acceptability of their courses by other institutions).

4.10 Stipends to Research Fellows

It is very important to attract students into research and teaching they should be provided proper stipends. The meritorious doctoral students should be recognized through teaching assistantships with stipends over and above the research fellowships.

4.11 Action Plan for Improving Quality

Academic and administrative audit should be conducted periodically in colleges by external experts for ensuring the quality in all aspects of academic activities. The universities and colleges should realize the need for quality education and come forward with action plan for improving quality in higher educational institutions. As per directions of the National Assessment and Accreditation Council, "College Development Council" will be formed by every State Universities for the identification of problems and development of the colleges affiliated to them.

5. CONCLUSION

After creation of State of Uttarakhand, there has been tremendous increase in institutions of higher learning in all disciplines but with the quantitative growth has it been able to attend to the core issue of quality? This is a question of wide significance and the future of States development lies in the answer to this question. Uttarakhand is an emerging State in the field of education and number of higher education institutions are increasing which are required to improve the quality of higher education. In Uttarakhand, in the field of higher education, to reach and achieve the future requirements there is an urgent need to relook at the financial resources, access and equity, quality standards, relevance and the responsiveness. To attain and sustain national, regional or international quality, certain components are particularly relevant, notably careful selection of staff and continuous staff development, in particular through the promotion of appropriate programs for academic development, including

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teaching and learning methodology and mobility between countries, between higher educational institutions and the world of work, as well as student mobility within and between countries. Internal self-evaluation and external review must be conducted openly by independent specialists, if possible with international experts. For India to become a developed nation by 2020, the State of Uttarakhand must give its contribution by providing quality of higher education, so that the students of country may be benefited and spread their skill and knowledge worldwide. We need skilled human resource who can drive our economy forward. We need modern educational system, which can adapt to the changing needs of a changing society, a changing economy and a changing world. The government should ensure that the increasing higher education institutions and universities should be for the quality of education and development of nation and should not be for business purpose to earn the profit. We will be able to match and compete with other countries and the dream to be the world's greatest economy won't be difficult to achieve if the government welcomes more such initiatives purely for quality of education and making a target to achieve world level higher education.

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