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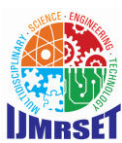
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# Development of Higher Education in Uttar Pradesh

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**ABSTRACT:** The state of Uttar Pradesh had a long tradition of learning, although it had remained mostly confined to the elite class and the religious establishment. Considering the size of Uttar Pradesh, it is not surprising that it has a large number of academic and research institutes. These institutes are either under the jurisdiction of the State Government, the Central Government, or are privately run. The state has two IITs – at Kanpur and Varanasi, an IIM at Lucknow, an LU at Lucknow, an NIT and an IIIT at Allahabad. A good number of State and Central Government universities are founded in Uttar Pradesh to provide Higher Education in various course works. State is also home of Asia's one of the oldest Agriculture Institute Sam Higginbottom University of Agriculture, Technology and Sciences (SHUATS), formerly Allahabad Agricultural Institute Established in 1910

The Rajiv Gandhi Institute of Petroleum Technology: The Ministry of Petroleum and Natural Gas (MOP&NG), Government of India set up the institute at Jais, Rae Bareli district, Uttar Pradesh through an Act of Parliament. RGIPT has been accorded Institute of National Importance. With the status of a deemed university, the institute awards degrees in its own right. RGIPT is co-promoted as an energy domain specific institute by six oil public sector units (ONGC, IOCL, OIL, GAIL, BPCL and HPCL) in association with the Oil Industry Development Board (OIDB). The institute is associated with leading International Universities/Institutions specializing in the domain of Petroleum Technology.

Alongside above mentioned institutes of higher learning, in Uttar Pradesh, a range of Government Degree College has been set up by the Government of Uttar Pradesh for providing Higher Education to scholars who are interested in different course work (undergraduate, postgraduate and research) and program (Humanities, Science and Commerce) in higher studies. At present in Uttar Pradesh, 137 Government Degree Colleges has been established to fulfill the above criteria. The U.P. government administers and controls these colleges through Department of Higher Education, Uttar Pradesh; however, syllabus and affiliation to the universities concerned are depending upon the locality of Government Degree College. Beside government instructions, the government degree colleges also follow the norms and regulations of the University Grants Commission, New Delhi. Few private college likewise, IIMT Group of Institutions (Institute of Integrated Management and Technology) in Varanasi has been established. Uttar Pradesh Board of Technical Education is the body responsible for pre degree vocational and technical education.

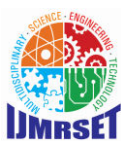
**KEYWORDS:** higher education, Uttar Pradesh, development, Board, universities, colleges, schools, institutions

## I. INTRODUCTION

Uttar Pradesh, the fourth largest state in geographical area covering 9.0 percent of the country's geographical area. It is the most populous State of the country accounting for 16.4 percent of country's population.



A land famous for its religious influence, Indo-Islamic culture, myths as well as Arts and Crafts, located in the northern part of India. Uttar Pradesh is best known for its significant contributions made in the field of education. The continuous efforts of the state government have played a crucial role in increasing the overall literacy rate of the state. Several adult educational programs have also been launched for improving the situation of education in Uttar Pradesh. The state government of Uttar Pradesh has always encouraged the participation of the private sector in the education system of the state. It has also done major investments for education at all levels. In order to promote education at the primary and secondary level the state has also introduced compulsory and free education for all students. Just after independence, its literacy level was 12 percent (1951), but now increases to 57.36 percent (2001). The education system of Uttar Pradesh has been improved with focused efforts of the State Government in warding off illiteracy. Since Independence in 1947, there has been phenomenal increase in the number of educational institutions, faculties, in teachers and students. The number of teachers has gone up five-fold and the number of schools three fold. Literacy rate has increased nearly five times. This paper examines the development in Education System in Uttar Pradesh since independence, at all levels; i.e. from Primary level to Higher Education. And what improvements have been made by the state in developing the Health, Technical, Sports and Cultural Education.[1,2]



Uttar Pradesh has more female enrolment in higher education, according to All India Survey on Higher Education (AISHE) 2018-19, an official survey which covers all the institutions in the country engaged in imparting the higher education. The survey also said the ratio of male students is higher than female in almost every level, except M.Phil., Post Graduate and Certificate. It also said the relatively higher share of male enrolment than female enrolment of students is also seen. Uttar Pradesh, with its highest student enrolment in India, has 49.30% male and 50% female students according to the survey. [3,4]

## II. OBSERVATIONS

Uttar Pradesh has its focus on imparting innovative learning by infrastructural development, extending opportunities for the capacity building, professional development of faculty and producing skilled and employable human resources, says Narendra Shankar Pandey, Special Secretary, Higher Education, Government of Uttar Pradesh and Director, Rashtriya Uchchatar Shiksha Abhiyan, Uttar Pradesh, in an interview with Elets News Network (ENN). Uttar Pradesh has submitted proposals under the different components of RUSA. But the State so far has received funding only for the components [5,6]



- (1) Model Degree Colleges,
- (2) Infrastructure grants to Universities,
- (3) Infrastructure Grants to Colleges,
- (4) New Professional Colleges, and Faculty Improvement,
- (5) Preparatory Grants and
- (6) MMER.
- (7) Upgradation of the college to universities.

Higher education directorate report says 62.95% students were women, 37% men in 27 state universities and 7,391 degree colleges of Uttar Pradesh in the 2020-21 session. The constant efforts made over the past few decades to promote education among women and girls in Uttar Pradesh are finally starting to show results, officials have said. The latest report of the UP Higher Education Directorate sent to the state government said 27 state universities and 7,391 degree colleges of UP in 2020-21 session have a total of 50,21,277 students enrolled in them, out of which



62.95% are women. The count of men 18,60,220 (37%), they added. Four years ago, in the academic session 2017-18, there were a total of 55,74,638 registered students in UP's higher educational institutions and the number included 27,77,137 women amounting to 49.81% as compared to 27,97,501 (50.18%) men, officials said. [5,6]

### III. DISCUSSION

The U.P. State Council Of Higher Education Act, 1995

(U.P. Act No. 22 of 1995)

Received the assent of the Governor on 25.8.1995 and published in the U.P. Gazette, Extraordinary, Part 1, Section (Ka), dated 25.8.1995.

An Act to provide for the establishment of a State Council of Higher Education in the State of Uttar Pradesh and for matters connected therewith and incidental thereto.

1. (1) This Act may be

called the Uttar Pradesh State Council of Higher Education Act, 1995.

(2) It shall be deemed to have come into force on May 25,1995.

(3) It shall apply to all the Universities and Colleges to which the Uttar Pradesh State Universities Act, 1973 applies.[7,8]



2. In this Act -

(a) "College" means any institution maintained or recognised by the University to provide for the teaching necessary for admission to a degree of the University and includes an affiliated College, an associated College, an autonomous College and a constituent College;

(b) "council" means the Uttar Pradesh State Council of Higher Education established under Section 3;

(c) "Fund" means the fund of the Council referred to in Section 15;

(d) "higher education" means education, whether professional, technical or otherwise, leading to the obtaining of any degree or diploma from any University;

(e) "institution of higher education" means an institution conducting any course of study in higher education, which is approved as such by the State Government;

(f) "member" means a member of the Council and includes the Chairman and the Member-Secretary;[9,10]



**UP board reopens after lockdown**

- (g) "regulations" means the regulations made by the Council under this Act;
  - (h) "University Grants Commission" means the University Grants Commission established under Section 4 of the University Grants Commission Act, 1956;
  - (i) a word or expression defined in the Uttar Pradesh State Universities Act, 1973 used, but not defined herein, shall have the same meaning as is assigned to it in that Act.
3. (1) There shall be established a Council by the name "the Uttar Pradesh State Council of Higher Education".
- (2) The Council shall be a body corporate.
- (3) The headquarters of the Council shall be at Lucknow.
4. Constitution of Council. - The Council shall consist of the following members, namely (see table) :-

**Table: The Council shall consist of the following members**

(a) a Chairman, to be appointed by the State Government from amongst eminent academicians, who is or has been a Vice-Chancellor or a senior administrative officer, serving or retired, not below the rank of Additional Secretary to the Government of India, having aptitude and experience in the field of education.	
[(aa) two Vice-Chairmen to be nominated by the State Government to resolve the issues of the representatives of public.]	
(b) the Principal Secretary/Secretary to the State Government in the Department of Higher Education.	Member Secretary
(c) the Principal Secretary/Secretary to the State Government in the Department of Finance.	Member
(d) the Principal Secretary /Secretary to the State Government in the Department of Planning.	Member
(e) the Secretary or any other officer of the University Grants Commission not below the rank of a Joint Secretary nominated by the Chairman of the University Grants Commission.	Member
(f) the Director of Higher Education, Uttar Pradesh.	Member
(g) the Director of Technical Education, Uttar Pradesh.	Member
(h) three persons nominated by the State Government	Members



from amongst the Vice-Chancellors of the Universities.	
(i) not more than three persons nominated by the State Government from amongst eminent academicians each in the field of Education, Engineering and Law.	Members
(j) one person co-opted by the Council from amongst the Principal of Colleges.	Member
(k) one person co-opted by the Council from amongst reputed industrialists whose contribution to the cause of higher education is significant.	Member

5. Temporary association of persons with the Council for particular purpose. - The Council may associate with itself for any particular purpose any person whose assistance or advice it may desire in carrying out its work. A person associated with the Council for any particular purpose shall have a right to take part in the discussions relevant to that purpose but shall not have a right to vote a meeting of the Council.



#### IV. RESULTS

There is a dramatic difference in the female literacy rate based on various regions in India and even within the state. Female literacy rate in urban areas is higher as compared to rural ones. Bruke, F. (1983) had attempted to identify the geographical pattern of literacy levels of scheduled castes in Uttar Pradesh. She had observed that there were disparities in the literacy between rural-urban areas as well as in males and females within the district. Finally she concluded that backwardness and literacy are strongly correlated and literacy and socio-economic development go together. Mathur, B.B. (1988) in his study of “spatial pattern of literacy in Uttar Pradesh” had observed that the extent of rural literacy show a wide disparity. He found that north hilly region, Ganga-Yamuna doab and some part of eastern plain show high rates of rural literacy whereas the larger part of eastern plain and the southern plateaus show low literacy rates. Singh, U. K. and Singh, A. K. (2005) have analyzed the level of literacy among the Tharus of Mihinpurwa block of Bahraich district, Uttar Pradesh (India) and concluded that the level of literacy is very low among the Tharus in the studied block. The level of existing literacy was only up to primary stage. The study further shows that the level of literacy is higher in the village situated in the vicinity of Mihinpurwa town than that of the village situated in the remote areas. Poverty is the main cause of low literacy. Tripathi, R. S. (1993) had conducted a research on “Impact of urbanization on literacy and concentration of nonagricultural workers in rural areas of Bundelkhand (Uttar Pradesh)” and has examined the situation of literacy and the concentration of non-agricultural



workers in rural areas of Bundelkhand with particular reference to the urbanization. He concluded that the higher degree of urbanization results in the higher level of literacy in rural areas and vice-versa. Zaidi, A. N. (1986) had intended to analyze the disparities in educational development in different regions in India and particularly in various regions of the state of Uttar Pradesh on the basis of certain indicators of educational development. His study had pointed out the inter-state as well as the intra state inequalities in educational development.[10]

At present, The highest female literacy was found in the industrially advanced district of Ghaziabad recording 81.42% of literacy. Kanpur Nagar (76.89%), Lucknow (73.88%), Gautam Buddha Nagar (72.78%), Auraiya (71.97%), Etawah (71.16%), Kanpur Dehat (68.48%), Mainpuri (68.35%), Varanasi (68.20%), Meerut (65.69%), and Mau (65.59%) are the other districts followed by it. High economic growth and urban atmosphere are the major causes of very high female literacy in these districts. The districts said to be having a high female literacy are distinguished according to the range of 60.50 to 65.50%. Most part of study area belongs to high female literacy covering about 21 districts itself. A patch of female literacy is formed in the eastern region by the districts of Faizabad, Ambedkar Nagar, Azamgarh, Gorakhpur, Deoria, Ballia, Pratapgarh, Jaunpur, Allahabad, Ghazipur and Chandauli. A continuous range of districts with high female literacy is observed in the western part of state formed by the districts of Saharanpur, Bijnor, Baghpat, Mahamaya Nagar, Etah.[11] Low female literacy is spread over the districts of Pilibhit, Kheri, Shahjahanpur, and Jyotibaphule nagar in the north and north western parts of state. Sitapur and Barabanki forming the central part of Uttar Pradesh are also included in this category. Mahoba, Banda, Chitrakoot and Kaushambi lie in the southern part whereas districts of Kushinagar, Sonbhadra and Lalitpur suffering from low female literacy represents the north eastern, south eastern and south western extremes of the state respectively. All these districts lie in between 50.51 to 55.50% of female literacy rate.



उत्तर प्रदेश उच्चतर शिक्षा सेवा आयोग

प्रयागराज, उत्तर प्रदेश

**असिस्टेंट प्रोफेसर भर्ती 2021**

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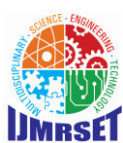
## V. CONCLUSION

About Higher Education Department-Uttar Pradesh

The state of higher education in the round and planned development is very significant and specific location. Development of higher education in the present and future possibilities of existing requirements and be in the light of social expectations. Today, higher education learning and knowing only the human mental and intellectual undertaking or on the ground to provide the information-sharing is not limited, but competent, cultured and enlightened generations excellent Critrdhari major responsibility of higher education is to build . Students studying in the equity, harmony, secularism, Prkalyan, nation, in the absence of the development of social evils Uchchadrshon abandon etc. education is incomplete. In view of this, the following important points Sapechsy paramount importance is to provide well-accepted: -

- 1) Located in different parts of the world centers and institutions of higher education and the promotion of the latest research results to the attainment of knowledge.[11]
- 2) Confirm with the latest knowledge about various aspects of human life and to provide guidance and leadership.
- 3) Traditional moral and intellectual character of youth power led to the development of qualities and values as a civilized and enlightened young conductor to build strength.





4)With the help of modern science and the social, economic and cultural imbalance, by attempting to reduce the brotherhood, equality and social justice values will assimilate who believed strongly in democratic institutions dedicated citizen awareness and prepare the nation.

5)Beliefs and values required for the overall development of the individual and society and national character enhancements and Samposhn test.[12]

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