



Development Status of Colleges in Gurugram and Nuh: A Review Study

Anu Jindal

Research scholar, Department of Economics
Guru Kashi University, Talwandi Sabo Bathinda
Email: Anujindalavi@gmail.com

Dr. Amandeep Kaur

Assistant Professor, Department of Economics
Guru Kashi University, Talwandi Sabo Bathinda
Email: dramandeep.kaur@gku.ac.in

Abstract

Higher education serves as a pivotal instrument for regional development, significantly influencing economic advancement, social mobility, and the creation of employment opportunities. Although India has made substantial strides in expanding its higher education sector, regional imbalances remain a persistent challenge. This study conducts a comparative analysis of the growth and development of higher education institutions, particularly colleges, in the districts of Gurugram and Nuh in Haryana. It highlights the sharp contrast in their educational landscapes and identifies key factors driving these differences. Gurugram, owing to its strategic proximity to the National Capital Region (NCR), has experienced accelerated growth in higher education infrastructure over the past two decades. The district has witnessed a notable surge in the establishment of government and private colleges, propelled by favourable government policies and strong private sector investments. Privatization has played a crucial role in shaping Gurugram's educational ecosystem, enabling a proliferation of professional and technical institutions that cater to the growing demand for industry-relevant skills. Government initiatives such as the National Education Policy (NEP) 2020 and the Haryana Skill Development Mission (HSDM) have further supported this expansion, resulting in high Gross Enrolment Ratios (GER) and improved employability outcomes. Conversely, Nuh—a predominantly rural district characterized by socio-economic disadvantages—has lagged in the development of higher education infrastructure. Although some growth has occurred since 2000, the increase in the number of colleges has been relatively modest. Factors such as widespread poverty, low literacy rates, gender disparities in education, and insufficient infrastructural support have hindered progress. Despite government efforts through initiatives like the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) and Beti Bachao Beti Padhao, Nuh continues to struggle with limited access to quality higher education, as reflected in its persistently low GER.



The study critically examines how socio-economic conditions, policy frameworks, and the role of private investment contribute to the unequal development of higher education between the two districts. It argues that the existing model of privatization tends to Favor already-developed regions, while economically weaker districts like Nuh require more robust public investment and targeted policy measures. Without addressing these disparities, there is a risk of deepening regional inequalities, ultimately undermining broader goals of inclusive development. To promote balanced regional growth, the study recommends a multi-pronged approach: enhancing public sector investment in higher education institutions in underserved districts, developing infrastructure, improving quality standards, promoting gender equity in education, and incentivizing responsible private sector participation. Building a stronger higher education ecosystem in districts like Nuh is essential not only for improving local economic prospects but also for contributing to Haryana's and India's aspirations for sustainable and inclusive development. Through this comparative analysis, the study underscores the critical importance of designing nuanced education policies that are sensitive to regional needs, aiming to ensure that the benefits of higher education expansion are equitably distributed across both urban and rural areas.

Keywords: - *Higher Education, Regional Disparities, Educational Infrastructure, Educational disparity, Privatization, Education infrastructure*

INTRODUCTION

Higher education is a key determinant of economic prosperity, social mobility, and human capital development. In India, where regional disparities persist, the availability and quality of higher education vary significantly across urban and rural regions, as well as, a big difference between public private participation. In this context, public institutions play a crucial role in providing accessible and affordable education, particularly for marginalized communities, while private institutions often drive innovation, research, and specialized education. The coexistence of both sectors is vital to addressing the diverse educational needs across regions. Studies advocate for the establishment of a more robust regulatory framework to ensure the maintenance of quality and affordability in privatized higher education institutions. Mukherjee & Sharma (2021) recommend promoting public-private partnerships (PPP) to leverage the strengths of both sectors and propose increased government investment in public institutions to enhance their competitiveness.

The districts of Gurugram and Nuh in Haryana provide a compelling case study of such disparities. While Gurugram has transformed into an educational and economic hub with a flourishing corporate ecosystem, Nuh



continues to grapple with low literacy rates, inadequate higher education institutions, and limited career opportunities. This paper undertakes a critical examination of the development status of higher education in the districts of Gurugram and Nuh, analyzing factors such as institutional availability, government policy interventions, and prevailing socio-economic conditions. The objective of this study is to conduct a comparative analysis of higher education development in Gurugram and Nuh, examining underlying causes of regional inequality and proposing measures for equitable educational advancement.

Methodology

This research is primarily based on a descriptive and comparative approach, using secondary data sources to draw meaningful insights. Data has been collected from a wide range of credible government publications such as the All India Survey on Higher Education (AISHE) 2022–23, the Economic Survey of Haryana 2023, and various reports and official websites of the Gurugram and Nuh district administrations. Additional references include research articles, policy documents like the National Education Policy (2020), and institutional development reports.

Descriptive Statistical Tools

- **Tabulation:** Raw data related to the number and type of higher education institutions, Gross Enrolment Ratio (GER), gender-wise enrolment, and infrastructure availability were organized into structured tables for ease of comparison across the two districts—Gurugram and Nuh.
- **Percentage and Ratio Analysis:** These were used to calculate growth trends in college establishments (pre- and post-2000), enrolment variations by gender, and district-wise GER. These tools helped in highlighting disparities and developmental gaps.

Graphical Representation Tools

- **Bar Graphs:** Visual tools like bar graphs were used to illustrate the year-wise and category-wise growth of colleges, while line charts helped track GER trends over time. These tools make complex data easily understandable and allow for quick comparisons. The study traces the evolution of higher education institutions in both districts by analyzing the number of colleges established before and after the year 2000, categorizing them into government, government-aided, and private colleges. The trends were further visualized using tables and graphical figures to present a clear comparative picture. Special attention was given to factors like Gross Enrolment Ratio (GER), gender disparities in enrolment, infrastructural availability, and policy interventions to understand the broader socio-



economic impact. A qualitative review of literature was undertaken to contextualize the numerical data within the framework of regional development theories and higher education policies. By combining statistical analysis with critical evaluation of socio-economic conditions, the study offers a comprehensive understanding of how educational opportunities have evolved differently in Gurugram and Nuh, and what strategic steps are necessary to bridge the existing gaps.

Understanding the GER in Higher Education

Higher education plays a fundamental role in equipping individuals with the necessary skills and knowledge to enhance their employability and economic well-being. However, access to quality higher education is unevenly distributed due to variations in economic capacity, infrastructural development, and policy implementation. According to the All India Survey on Higher Education (AISHE) 2022-23, Haryana has an overall Gross Enrolment Ratio (GER) of 32.2%, which is higher than the national average of 28.3%. However, this statistic hides the stark contrast between districts like Gurugram, with a GER of approximately 45%, and Nuh, where GER struggles to cross 10% (AISHE, 2023)¹

Gurugram has experienced remarkable growth in the higher education sector, largely due to private sector investments and government policies promoting educational excellence. The district hosts over 10 private universities, multiple engineering and management institutions, and premier research centres. According to the Haryana Economic Survey (2023), nearly 60% of Gurugram's youth enrol in higher education, with a significant proportion opting for professional courses such as business management, engineering, and IT-related disciplines. The presence of multinational companies and IT hubs has further strengthened industry-academic linkages, making higher education a lucrative choice for students in the district.

Government initiatives such as the Haryana Skill Development Mission (HSDM) and the National Education Policy (NEP) 2020 have provided additional support by encouraging vocational education, research-oriented learning, and university collaborations with industries in Gurugram. These factors collectively contribute to high student enrolment, better employability rates, and increased income-earning potential among graduates. This paper focuses on the comparative study of higher educational colleges located in Gurugram and Nuh.

Before 2000, Gurugram's higher education landscape was dominated by government institutions, with a limited number of colleges catering to students. At this stage, no private universities existed, and access to higher education was moderately restricted, relying primarily on government-funded colleges. The availability

¹ **All India Survey on Higher Education (AISHE) 2023.** Ministry of Education, Government of India. Available at: <https://aishe.gov.in>



of only five government colleges and one government aided college reflected the slow pace of higher education expansion in the district.

However, post-2000, Gurugram experienced a transformational shift in its higher education sector. The district emerged as a major educational hub, driven by rapid urbanization, economic growth, and increased private sector participation. The establishment of private universities and colleges played a crucial role in reshaping Gurugram's academic infrastructure, making it one of the most sought-after destinations for higher education in Haryana. The number of government colleges nearly doubled, while the presence of private colleges grew exponentially. By this period, Gurugram had a total of 95 higher education institutions, reflecting the significant expansion of the sector.

The rise in professional institutions has contributed to Gurugram's strong linkage between academia and industry, particularly in the business, technology, and engineering sectors. The city's proximity to corporate headquarters and IT hubs has further strengthened its higher education ecosystem, attracting students from across the country.

Table 1 presents the growth in college establishments in Gurugram before and after 2000. The findings indicate that privatization has been a key driver of higher education expansion, significantly boosting the district's educational infrastructure and enrolment capacity.

Table 1: Government and Private Colleges in Gurugram²

District	Years	Government Colleges	Government Aided Colleges	Private Colleges	Total
Gurugram	Before 2000	5	1	8	14
	After 2000	9	2	73	84

² **Directorate of Higher Education, Haryana.** Data compiled from official reports and statistics. Available at: <https://higherduhry.ac.in>

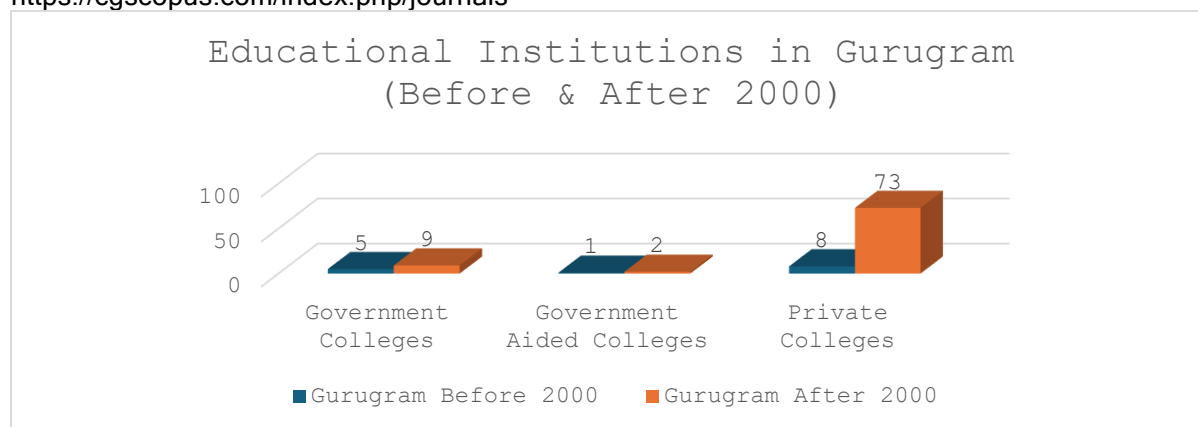


Figure 1: Colleges in Gurugram

Figure 1 illustrates the number of government colleges in Gurugram before and after 2000. This clearly indicates that Gurugram expanded at a faster pace. Gurugram, being a part of the National Capital Region (NCR), has emerged as an educational hub with the establishment of multiple private universities. In 2014 alone, several private colleges and universities were set up in the city, contributing to its reputation as a centre for higher learning. The presence of renowned institutions offering diverse programs in engineering, management, law, and medical sciences has attracted students from across the country.

The growth of private universities in Gurugram has enhanced educational opportunities, strengthened research activities, and contributed to the overall socio-economic development of the region. With continuous expansion and infrastructural advancements

In contrast, Nuh—a district with a predominantly rural population and one of the lowest literacy rates in Haryana (55% as per Census 2011)—faces structural challenges that hinder the growth of higher education. According to government records, there are only two higher education institutions in the district, with limited infrastructure and faculty shortages. The GER remains critically low, and female enrolment in higher education is particularly alarming, with a gap of nearly 20 percentage points compared to male students (AISHE, 2023).

Several socioeconomic and cultural barriers contribute to this stagnation. High poverty levels, early marriage among girls, and low awareness about higher education opportunities prevent many students from pursuing college education. Moreover, the lack of professional and technical institutions in Nuh forces students to travel long distances, leading to high dropout rates. In 2021, the Haryana State Higher Education Council identified Nuh as one of the priority districts for intervention under the Beti Padhan Beti Bachao³ and Rashtriya

³ *Beti Bachao Beti Padhao Scheme*, Ministry of Women and Child Development, Government of India, 2021



Uchchatar Shiksha Abhiyan (RUSA)⁴ schemes, aiming to increase female literacy and improve infrastructure in higher education institutions. Before 2000, higher education opportunities were extremely limited, with only three government colleges and one private college serving the entire district. The absence of universities—both government and private—meant that students had to travel to other districts for higher education. After 2000, some progress was made, as the number of government colleges increased to five, and two government-aided colleges were introduced, offering students slightly better access to education. The government college in Nuh, shown below chart, were primarily developed under legislative acts aimed at expanding public higher education.

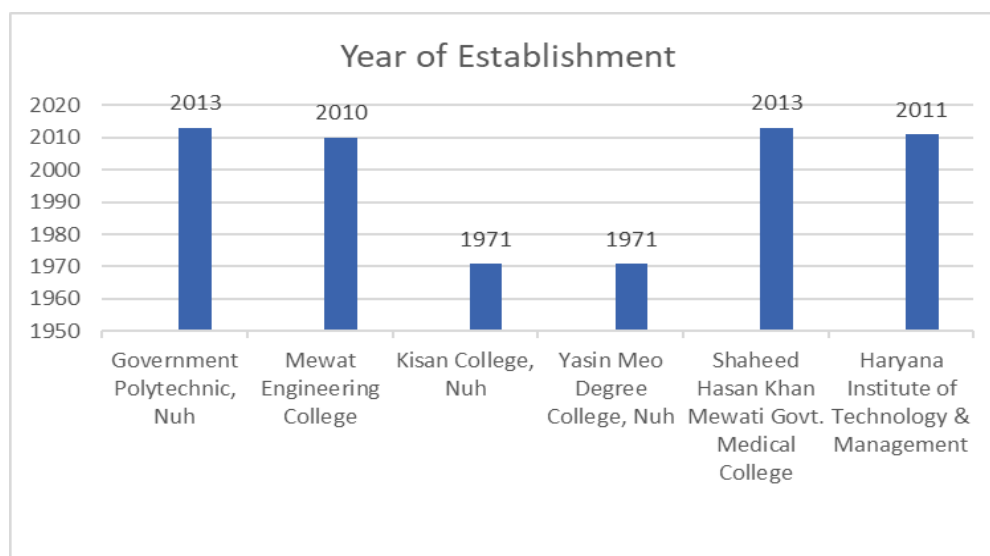


Figure 2: Government Colleges in Nuh

Most government institutions in Nuh were established post-2000, reflecting a gradual increase in public sector participation in higher education. Despite this, Nuh lags in university development compared to Gurugram, which has seen significant growth in both government and private institutions, Nuh primarily relies on government and private colleges for higher education. The establishment of Shaheed Hasan Khan Mewati Government Medical College in 2013 marked a major milestone, providing medical education opportunities to students in the region. However, most students pursue higher education in nearby cities such as Gurugram or Delhi. Nuh still requires further investments in higher education infrastructure to bridge the regional gap. The data presented in Table 3 and Figure 3 reflects the slow but steady development of higher education in

⁴ Rashtriya Uchchatar Shiksha Abhiyan (RUSA), Department of Higher Education, Ministry of Education, Government of India, 2020.



Nuh over the years. The most notable growth was seen in private colleges, which expanded from one to ten, showing a shift toward private sector involvement in education

Table 3: Government and Private Colleges in Nuh

District	Years	Government Colleges	Government Aided Colleges	Private Colleges	Total
Nuh	Before 2000	3	0	1	4
	After 2000	5	2	10	17

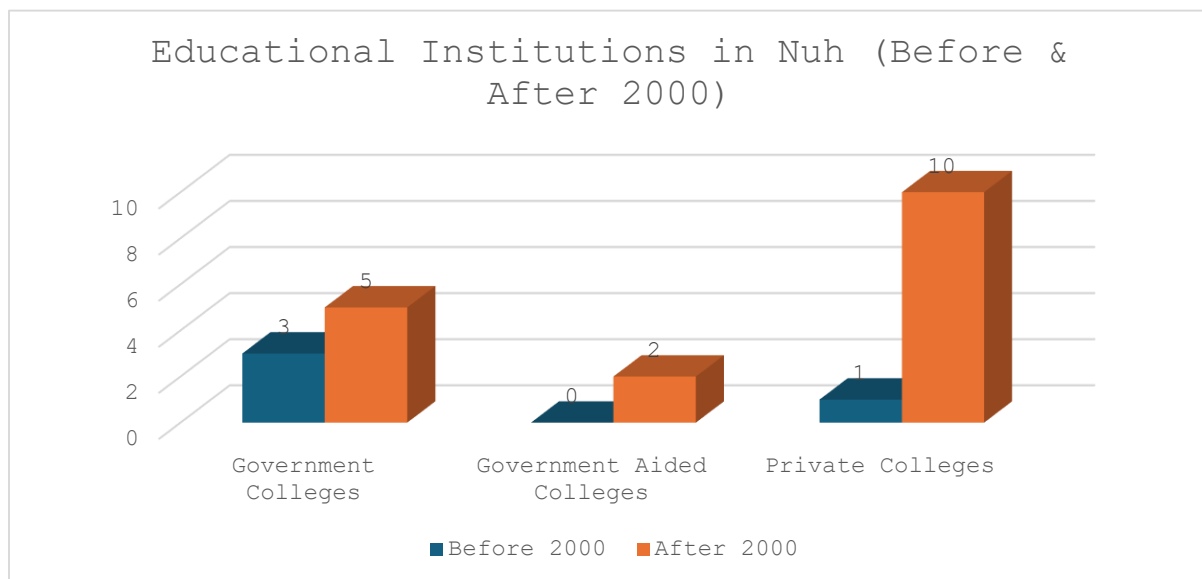


Figure 3: Colleges in Nuh

However, despite these improvements, the above graph further highlights the slow expansion of institutions, emphasizing the need for better policies, government initiatives, and infrastructural support to bridge the gap between Nuh and more developed districts like Gurugram. Ensuring access to quality higher education in Nuh is not just an economic necessity. but a social responsibility, as it holds the key to breaking the cycle of poverty and creating better livelihood opportunities for future generations. Table 4 presents the Comparative Growth of Higher Education Institutions in Gurugram and Nuh to provide clear insights related to objective of the present paper



Indicator	Gurugram (%) Growth	Nuh (%) Growth
Total Colleges	500%	325%
Private Colleges	812.5%	900%
Government Colleges	80%	66.7%

The comparison between Gurugram and Nuh in terms of the growth of higher education institutions reveals notable disparities as shown in table 4. Post-2000, Gurugram experienced a dramatic sixfold increase in higher education institutions, expanding from 14 to 84, while Nuh saw a more modest fourfold increase, rising from 4 to 17 institutions. A significant factor in this growth was the surge in private sector participation, where Gurugram saw private colleges increase from 8 to 73 (an 812.5% growth), compared to Nuh's rise from 1 to 10 (900% growth). Despite the higher percentage increase in Nuh, Gurugram's absolute increase was far more substantial, demonstrating the impact of a more developed infrastructure and economic environment. In terms of government colleges, Gurugram saw an 80% increase (from 5 to 9 colleges), while Nuh's government institutions grew by 66.7% (from 3 to 5). Furthermore, both districts saw some increase in government-aided colleges, but the scale of expansion in this sector was limited. These results highlight that while both districts experienced growth, Gurugram's more significant institutional expansion, particularly in the private sector, underscores the role of economic factors and infrastructure development in shaping regional higher education. Conversely, Nuh's slower progress is indicative of persistent socio-economic barriers and insufficient investment in the public sector. The data reveals a stark contrast in the availability of educational opportunities, with Gurugram benefitting from both private sector dynamism and government policies, while Nuh continues to lag due to structural challenges. Gurugram remains one of the leading cities in Haryana for higher education.

Conclusion

The development of higher education in Gurugram and Nuh over time reveals a significant divergence shaped by economic growth, infrastructural development, and policy emphasis. Before 2000, both districts had a limited presence of higher education institutions, reflecting a broader lack of focus on educational expansion. However, the post-2000 period marked a transformational phase, particularly for Gurugram, where rapid urbanization, industrialization, and privatization fuelled remarkable growth in the number of colleges, including a strong presence of private universities and professional institutes. This expansion not only



increased access but also strengthened industry-academia linkages, enhancing employability and contributing to regional economic advancement. In contrast, Nuh has witnessed relatively modest progress. Although there has been a gradual rise in the number of colleges after 2000, the pace of development has been much slower, with persistent challenges such as limited infrastructure, fewer professional courses, and lower enrolment rates. Socio-economic barriers, including poverty, gender disparities, and low literacy levels, continue to affect educational outcomes in the district. The comparative analysis highlights how external factors like economic conditions, private sector involvement, and policy support have played decisive roles in shaping the educational landscapes differently across regions. While Gurugram's higher education sector has flourished, Nuh's slower progression underscores the broader regional inequalities that persist. Overall, the findings illustrate that although significant strides have been made, achieving balanced and equitable higher education development remains a critical challenge that must be addressed to ensure inclusive regional growth.

Recommendations

Given the current trends, this study urges policymakers to prioritize the development of government institutions to ensure that quality education is accessible to all, particularly in less developed regions like Nuh. While private institutions have contributed to expanding higher education, there is a need for a balanced approach that focuses on strengthening public institutions and maintaining educational standards rather than just increasing the number of institutions. Additionally, Better infrastructure will enhance the attractiveness of higher education in Nuh and reduce the need for students to travel to other cities, which is a significant barrier for many from economically disadvantaged backgrounds. Further research should explore the impact of privatization on higher education quality and student outcomes, as well as compare the trends in other states to develop more effective policies for higher education growth across India.

References

All India Survey on Higher Education (AISHE). (2023). *AISHE 2022-23: Annual Report on Higher Education in India*. Ministry of Education, Government of India. Retrieved from aishe.gov.in

Government of Haryana. (2023). *Statistical Abstract of Haryana 2022-23*. Department of Economic and Statistical Analysis, Haryana.

District Administration Gurugram. (2023). *Higher Education Institutions and Development in Gurugram*. Retrieved from gurugram.gov.in



District Administration Nuh. (2023). *Educational Infrastructure and Growth in Nuh District*. Accessed from nuh.gov.in

University Grants Commission (UGC). (2023). *List of Recognized Universities in Haryana*. Retrieved from ugc.ac.in

Economic Survey of Haryana. (2023). *State Economic Growth and Higher Education Trends*. Government of Haryana.

National Education Policy (NEP). (2020). *Reforms in Higher Education and Regional Development*. Ministry of Education, Government of India.

Haryana Skill Development Mission (HSDM). (2023). *Vocational Education and Higher Education Integration Report*. Retrieved from hsdm.org.in

Rashtriya Uchchatar Shiksha Abhiyan (RUSA). (2022). *Higher Education Reforms and Infrastructure Development in India*. Ministry of Education, Government of India.

Beti Bachao Beti Padhao Scheme. (2022). *Female Education and Enrolment Trends in Haryana*. Ministry of Women & Child Development.

Haryana Education Department. (2023). *Gross Enrolment Ratio (GER) Trends in Higher Education: Gurugram vs. Nuh*. Government of Haryana.

Private University Development Report. (2022). *Expansion of Private Universities in Haryana and Its Economic Impact*. University Grants Commission.

Haryana Institute of Public Administration (HIPA). (2022). *Regional Disparities in Higher Education: A Case Study of Haryana*.

Mukherjee, A. & Sharma, P. (2021). *Privatization of Higher Education in India: Trends and Challenges*. Indian Journal of Higher Education Policy, 14(2), 85-102.

Indian Council of Social Science Research (ICSSR). (2021). *Higher Education Accessibility in Rural India: Policy Recommendations and Challenges*.