



Present Scenario of higher education in Rajasthan: An Overview

Divya Joshi¹ & N. Bhojak^{2*},

¹P.G. Department of English, ²GCRC P.G. Department of Chemistry,
Govt. Dungar College (Three times consecutively 'A' Grade by NAAC),
MGS University, Bikaner 334001, India

Abstract

Rajasthan is a state where a larger network of Higher Education (HE), is engaged in imparting education. However, the existence of colleges is not depending only upon the number of admissions therein. Young people entering higher education institutions (HEIs) are more cautious about their careers and interested in earning multiple degrees, diplomas or certificates in a short period of time. Apart from that, they prefer quality education, modernized facilities, up-to-date content and engaging educational offerings. They avoid traditional teaching methods and old-fashioned institutions. This is because these methods were not interdisciplinary approaches nor were they designed for holistic development. Institutional expansion to improve gross enrollment ratios (GER) is essential and this requires space, staff and infrastructure. The opening of a new university is an imperative to facilitate the provision of 'Siksha apke dwar' for young people, on the one hand to ensure access and at the same time to adopt the quality and facilities that are the true expectations of the beneficiaries. Addressing the above goals of access and quality is therefore a formidable challenge. In states like Rajasthan, where geographic diversity, economic inequality and poverty are major constraints, the dilemma of how to ensure access and quality is significantly exacerbated. This paper describes few aspects of problems, discussion and solution in lieu of present status of higher education Rajasthan.

Keywords: HEIs, Rajasthan, NAAC, AISHE

I. Introduction

The importance of education in was recognized by the founding fathers of the country and subsequently by the governments in power by giving importance to literacy, school enrolments, institutions of higher education and technical education since independence. As per the Govt of Rajasthan report the number of students enrollment has been increase from 10.5 lakhs to 13 lakhs in last five years. So, as per these statistics, Rajasthan can play very crucial role in society and the India by providing the talented, qualified and highly skilled human resource in abundance, and for this, quality oriented Higher education system is needed which can foster knowledge with analytical skills. India is the third largest higher education system in the world after China and the United States of America. Rajasthan is the largest state of India area wise but at sixth position when there is a data related with number of student enrollment in higher education is considered with a reported student enrolment in the formal education system up to 13 lakhs students in an academic year. Not just in regard with number of student enrolments but also in terms of number of higher education institutes, Rajasthan comes under better higher education system comprising of 66 universities and 2400 colleges. Post-independence, the increase in the growth of institutes is by 66 times in case of universities and 50 times in case of colleges. Rajasthan population has begun to appreciate the value of education under global economy and has shown keen interest in demonstrating the willingness to pay for quality education, which has shown growth in students opting for higher education after school. The institutional framework consists of Public Universities established under Act of Parliament, Private Universities, Deemed Universities, Government Colleges, Aided Private Colleges and Unaided Private colleges. The Higher education in Rajasthan is governed by separate wing termed as Higher technical and Medical education which has four departments – Department of college education, Department of technical education, Department of Sanskrit education and separate wing higher technical education and Rajasthan paramedical council. In this paper efforts has been made to identify problems and solutions for the higher education in Rajasthan (1-5).

II Methodology

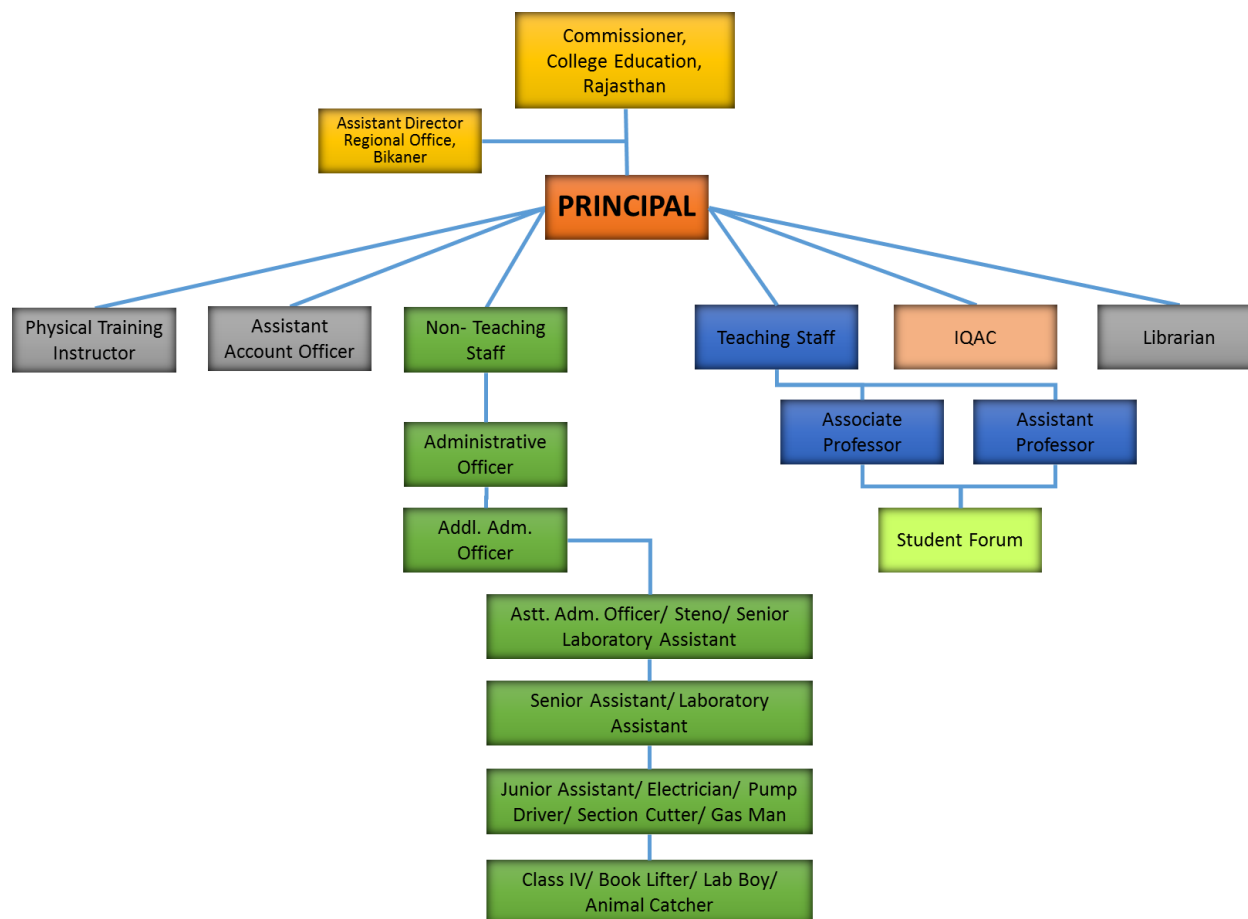
Higher Education in Rajasthan – Current Scenario

There is long history of higher education in Rajasthan. Govt. Dungar college is among the oldest HEI of Rajasthan which was established in 1928. After independence a Department of College Education was established in 1958 for the effective administration with 40 Colleges (24 Government, 13 Aided and 3 Unaided) throughout the state. Now the figure has been manifold with 372 Government Colleges, 2041 Private Colleges and 1479 B.Ed. colleges. There are 15 Public sector and 51 private sector universities in the State till the academic year 2021-22. There is a specific role of HEI and CCE for the upliftment of higher education in state. All important academic activities; including course structure, examination are performed as per the respective University under which that college is located. While the administrative, placement of teaching faculty and non-teaching staff and budgetary activities in Government Colleges are governed by The Commissionerate college education (CCE). CCE is also the State Project Directorate (SPD) that helps the Government Colleges and State Universities in obtaining grants from Ministry of Human Resource Development (MHRD) under *Rashtriya Uchhatar Shiksha Abhiyaan* (RUSA). Commissionerate aids in implementing Youth development programmes like NSS, YDC, Rover-Ranging, NCC etc.

Organizational Structure

The Department of Higher Education is being administered at Secretariat level by Principal Secretary/Secretary, Joint Secretary. The Commissionerate of College Education is headed by Commissioner, who is also the State Project Director for RUSA scheme of Government of India. There is one Additional Commissioner, one Financial Advisor, one DLR, five Joint Directors, 3 Deputy Directors and 11 Assistant Directors. There are six zonal offices situated at Ajmer, Jodhpur, Udaipur, Bikaner, Kota and Jaipur. Each college has the Principal as authority for that HEI.

Figure 1 Organogram of a College in Rajasthan state



Growth in Number of Higher Education Institutions in India

The number of universities and similar institutions has been increased by about 24.9%, whereas the number of colleges has increased by 6.6%. The top 8 States in terms of highest number of colleges in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Tamil Nadu, Madhya Pradesh and Gujarat. Bangalore Urban district tops in terms of number of colleges with 1009 colleges followed by Jaipur with 606 colleges.

Table 1 Year wise Number of Colleges (Affiliated/Constituent) and Universities

	2015-16	2016-17	2017-18	2018-19	2019-20
Colleges	39071	40026	39050	39931	42343
Universities	799	864	903	993	1043

Gender Distribution

In India, The top 6 States in terms of highest total student enrolment are Uttar Pradesh, Maharashtra, Tamil Nadu, Karnataka, Rajasthan and Madhya Pradesh. Uttar Pradesh, with its highest student enrolment in India, has 49.1% male and 50.9% female students. Maharashtra has the second highest student enrolment with 54.2% male and 45.8% female. Thereafter, Tamil Nadu has 50.5% male and 49.5% female, Rajasthan with 52.2% male and 47.8% female students. In Karnataka, percentage of female enrolled is 50.2% whereas in Madhya Pradesh more male students are enrolled as compared to female students. There are 17 Universities exclusively for women, 3 in Rajasthan, 2 in Karnataka and Tamil Nadu & 1 each in Andhra Pradesh, Assam, Bihar, Delhi, Haryana, Himachal Pradesh, Maharashtra, Odisha, Uttarakhand and West Bengal.

Table 2 Top States as per Enrolment and Distribution of Male- Female

State	Number of Male	Number of Female
Uttar Pradesh	3136650	3251564
Maharashtra	2313862	1951610
Tamilnadu	1778186	1742125
Karnataka	1088883	1099009
Rajasthan	1151186	1055331
Madhya Pradesh	1144576	1037578

III Discussions

India has successfully created one of the biggest higher education systems in the world. Quality of many top institutions is recognized to be comparable to the best in the world. However, Indian education system faces problems and issues that originate from disparities and developmental models adopted particularly in different states. If we concentrate on Rajasthan state, with all the impressive development in the areas of water management, Information Technology, power sector, green technology, oil exploration, industrial production etc., Rajasthan could not solve its problems of poverty, ignorance and underdevelopment completely and successfully due to various reasons. Nearly 25% people are still below poverty line; one-third are illiterate and disparities amongst rich-poor, urban-rural, educated-uneducated are high, which are creating enormous social tensions. The state has to face challenges of globalization and pressures of liberalization while continuing its fight against poverty, illiteracy and disadvantages. The major identified problems before the Higher education in Rajasthan can be specified as :

Comodification of Education:- Higher education is becoming a marketing commodity. It has become a business, private medical and engineering institutes even multidisciplinary colleges are increasing its tendency and coaching institutes are further propagating it right from the beginning. Bigger industrial groups and Foreign universities are trying to have a share of Rajasthan educational markets, and have prepared for this during the last decade or more. This shift from education as a social good to marketable commodity is against the Indian culture, and sufferers in these changes will be poor and disadvantaged people of backward states.

Global Competitiveness:- The competition will essentially be for offering quality education recognized at the International level and relevant to the local needs. The major issue is how to raise the quality and standards of Rajasthan education and make it globally competitive, locally relevant and enable it to offer marketing paradigm appropriate for developing societies.

Concerns of weaker institutions:- High disparities in educational standards and quality of education offered by HEIs in Rajasthan is of great concern to all.

Developmental disparities and unsolved problems:- Many HEIs started in Rajasthan for removing regional imbalances and for supporting education of weaker and disadvantaged classes, particularly of women. These institutions and other developmental programs for weaker classes are still facing resource constraints, which are further aggravated by ignorance, poverty and disadvantages of the people they serve. This is resulting in widening divides and in keeping many educated from weaker and disadvantaged sections outside the job and employment markets. The challenge of these marginalized and deprived to the system of education is enormous.

Academics and Placements:- Weak linkage of education with developmental processes is creating frustration amongst graduates when they find that education is not so useful in employment and in work situations. A challenge is to transform the system from its present model of education to developmental education linking education to developments in society, industry and services sectors. This is quite visible in professional colleges but invisibly at very high risk area for academic HEIs.

Growing cost of higher education:- The unit cost of traditional education, particularly of professional education, is quite high and has gone out of reach of the common people of Rajasthan. Many private entrepreneurs have started educational institutions for offering creamy courses with marketing approach; and have raised fees not affordable to majority. Subsidy to the education by the state is not the right solution in the present situation, when numbers aspiring for higher education is large and ever increasing. The deprived are already creating pressure on the state to make education accessible; and have raised an issue of socioeconomic equity and justice.

Opportunities and Solutions:- More of the same will not offer a way out. The major issue and challenge is to use IT and evolve a new system of education that may enable educational institutions to develop appropriate paradigms of development and education, and to increase coverage by serving larger numbers so as to move towards education for all so essential for knowledge-based society.

A new state system for Rating and Ranking is required however it's has been prepared but implementation is required. NAAC Accreditation status is very poor in the state in 3rd cycle only one HEIs (Govt. Dungar College) has succeeded with 'A' grade so far for this efforts at divisional level are required. Academic Collaboration in between Govt Colleges of Rajasthan with Foreign Educational Institutions is to be initiated for this immediately few members from colleges should be assigned to initiate collaborations with SAARC and other countries. There is a need to start Skill and Entrepreneurship capacity building courses as add on courses within

the colleges and the respective college should be given autonomy for it. Leadership training workshop for academic administrators (Principals, Vice-Principals and senior faculty members) should be conducted regularly. R&D work should be initiated at undergraduate level and interdisciplinary research work is to be promoted as a policy. There should be student centric approach at HEI level and Faculty centric approach at government level to encourage and restore the best faculty.

IV Conclusion

Higher education is a very important field for the growth and development of human resources who can take responsibility for the social, economic and scientific development of the country. Higher education gives an edge in the global economy, but unemployment, illiteracy and relative poverty still hamper its workforce, as evidenced by the availability of a skilled workforce and researchers working abroad. Rajasthan's higher education system has developed remarkably, especially in the post-independence period. However, the system is now focused on funding and governance, including access, equity and relevance; health awareness, values, ethics; refocusing of programs by emphasizing the quality of higher education; That's causing a lot of problems, such as accreditation. These issues are important to the state as they advocate the use of higher education as a powerful tool for building the knowledge-based information society of the 21st century. Higher education in Rajasthan faces numerous challenges. Traditional teaching methods, quantitative and qualitative research, student motivation, classroom attendance problems, and widespread geographic, gender, income, and ethnic imbalances. Government policies and programs play a key role in sharing information and resources, and the active and inclusive engagement of all stakeholders can easily solve these challenges. Building synergies between teaching and research and fostering excellence in both is critical to enhancing the capabilities of existing faculty. The Rajasthan government strives to make the higher education sector one of the best in India but still it requires lots of efforts in almost all sectors of higher education.

References

- [1] Divya Joshi & Bhojak N., Importance of NAAC Accreditation for Higher Education Institutes, International Journal of Allied Practice, Research and Review, 7 (12): 01-07. (2020).
- [2] Divya Joshi & Bhojak N., Quality Assurance Ranking systems for Higher Education Institutes, JETIR 6 (6): 1381-83. (2019).
- [3] [https:// https://aishe.gov.in/aishe/gotoAisheReports](https://aishe.gov.in/aishe/gotoAisheReports)
- [4] Divya Joshi & Bhojak N., Criterion III of NAAC Research, Innovations and Consultancy : A study, International Journal of Research and Analytical Reviews (IJRAR), 8 (4): 515-519. (2021).
- [5] Divya Joshi & Bhojak N., Criterion I in SSR: Curricular Aspects as Total Learning Experience, International Journal of Humanities and Social Science Invention, 10 (8): 21-23. (2021).
- [6] Bhojak N and Bhandari H.S. et.al., Green audit & green campus: need of the hour, International Journal of Current Advanced Research, 10 (7): 24742-43. (2021).
- [7] SSR and website, Govt. Dungar College, Bikaner. Rajasthan. 2nd cycle and 3rd cycle, Criterion III. (2014)
- [8] Divya Joshi & Bhojak N., NAAC A&A Process: A Handbook for Affiliated Colleges of Rajasthan (Part I). Surya Publication, Under Publication, (2022).
- [9] Divya Joshi & Bhojak N., NIRF Ranking System and Rajasthan State, International Journal of Creative Research Thoughts 10 (1): 687-690. (2022).