



HIGHER EDUCATION IN JHARKHAND:- ISSUES AND CHALLENGES

Dr. Nagendra Nath Mahto
Assit. Prof., Department of Economics
Visthapit Mahavidyalaya, Balidih
B.S. City, Bokaro (Jharkhand), India

Abstract

The present study focuses on issues and challenges in higher education in Jharkhand. This study is undertaken with an objective of critically examine the problems of existing education system. It also investigates into the its role towards employability. It critically examines its objectives through the sources of the primary data and secondary data such as articles on higher education like newspaper, journals govt .reports internet and other sources related to the field of education. The paper has also made an attempt to directly interact with students who are getting their higher education in various fields, collected their opinion through telephonic interview, personal interview and e-mails. The study reveals that there are many pitfalls in the existing education system as to admission procedure, fee structure, syllabus, course methodology and so on. Since it is witnessed that the education is the backbone of economic development of the country, effort should be made to overcome the various problems that are discussed above. As we are aware most of the educational institutions are taking dynamic steps to overcome the problems of existing education system through interactive learning, e-learning, counseling training programmers, innovative learning through autonomous education system.

Keywords: Ethics, Employment, Higher education, innovation, fees structure, Journals

INTRODUCTION: Jharkhand a State of India located in the northern stern part of the Country. The state Jharkhand is Bordered by the states of Bihar to north, West Bengal to east, Odisha to the South ,Chhattisgarh to the west and Utter Pradesh to the northwest. Its capital is Ranchi.

Jharkhand one of the India,s newest state was carved out of the southern portion of Bihar in November 15th, 2000, mid night. Statehood was the domination of long struggle carried on primarily the Mulbasi and Adivasi political leaders. I.e. Jaipal Singh Munda, Nirmal Mahato, Binod Bihari Mahato Anee Horo and Shibu Soren etc.

As per census 2011 the total population of this state was 32,988,134 of which male and female are 16,930,315 and 16,057,819 respectively.

Out of the entire population of the Jharkhand state, 75.95% people reside in rural areas as per Census 2011. 25,055,073 people out of the total population live in rural area in which the number of males is 12,776,486 and females are 12,278,587.

In rural areas, the female sex ratio was 961 females per 1000 males. The total number of children between 0-6 years living in rural areas was 4,367,507. Average literacy rate in rural areas was 61.11%, however the total literates were 12,643,078.

As per the census 2011, out of the entire population of the state, Jharkhand 24.05% people reside in urban areas. 7,933,061 people out of the total population live in urban area in which the number of males is 4,153,829 and females are 3,779,232.

In Urban areas, the sex ratio was 910 females per 1000 males. The total number of children between 0-6 years living in urban areas was 1,021,988. For urban areas in Jharkhand, the average Literacy rate was 82.26 %. The males were 88.44% literate and females at 75.47%. In Jharkhand, total literates in urban region were 5,684,991 as per Census 2011.

Jharkhand's literacy rate has 66.41 % as per Census 2011. The male literacy rate was 76.84 % however the female literacy was 55.42 %.

The total number of literates in Jharkhand stood at 18,328,069 out of which the males were 10,882,519 however the females were 7,445,550.

DISTRICTS of Jharkhand having High Literacy rate as per Census 2011

1. Ranchi	76.06
2. Purbi Singhbhum	75.49
3. Dhanbad	74.52
4. Ramgarh	73.17
5. Bokaro	72.01

DISTRICTS of Jharkhand having lowest Literacy rate as per Census 2011

1. Pakur	48.82
2. Sahibganj	52.04
3. Godda	56.4
Gumla	56.4
4. Pashchimi Singhbhum	58.63
5. Latehar	59.51

REVIEW OF THE LITERATURE:-

According to this point of view, the main customer of higher education quality is a student whose understandings, attitudes and objectives change and evolve in the course of the study process. The better the graduate can manage in the future working life with the help of the knowledge, experience and skills acquired at the university, the more fully has the particular university met its goals. The process of transformation is described figuratively by Harvey (1995), who says that transformation in higher education could be compared with how water transforms into ice. There is a lot of subjectivity in such quality assessment. If it is not possible to measure, then it is not possible to improve. It is problematic and difficult to measure intellectual capital that is the main outcome and output of higher education. The students are the focus of attention – the better the university, the better it can meet the goals that 23 include equipping the students with special skills, knowledge and attitudes that enable them to work and live in the society of knowledge. It has been stressed that the views and aims of students change during the studies (Westerheijden, D., Kristoffersen, D., Sursoc, A., 1998). Under educational circumstances it means becoming better, empowerment and development of new knowledge. It means a qualitative change here and transformation does not apply to physical transformation but cognitive reshaping. Besides cognitive reshaping, higher education does influence the intellectual aptitude of students, but can also shape the I-picture, provide the individual with skills, equip with knowledge, change attitudes and fight prejudice (Tam, 2001). Similar terminologies describe transformation in the development of a student in higher education using terms like ‘growth’ and ‘influence’. All these terms literally stress the importance of university that brings along positive change in students, both in the cognitive and noncognitive dimension. The situation, where the institution offering higher education has such an influence on the student that he/she can sense positive difference in comparison with the prior period, could also be viewed as transformation. The most outstanding institutions are those that have the biggest impact on the knowledge and personal development of students

In Book V Chapter I Article 2d of Wealth of Nation, Adm Smith tackles the issue of education and gets into what can only be describe as a bit of muddle.

An educated man without character and humility is more dangerous than a beast. If his education is detrimental to the welfare of the poor, the educated man is a curse to society.

Character is more important than education (Dr. Ambedkar college of commerce and economics 1992---71)

OBJECTIVE OF THE STUDY:-

The objective in higher education is not only to promote equality and social justice, but also to provide the right kind of work ethos, professional expertise and leadership in all walks of life.

The study will be made with following objectives:-\

1. Wisdom and knowledge
2. Aims and social order
3. Training for leadership

METHODOLOGY:-

In this present study both primary and secondary data will be used. Secondary data will be collected from different universities of Jharkhand and Jharkhand Govt.'s annual report, Daily published News papers and other published and unpublished records of Universities and Govt. Of Jharkhand.

Primary data will be collected from the faculty members and students of different universities in the State of Jharkhand.

ISSUES WITH HIGHER EDUCATION:

TEACHING QUALITY: The first issue that higher education in Jharkhand is facing with decreasing teaching quality. Teachers are not well trained and qualified for the job they are assigned to some colleges recruit their own relative persons who have no experience or knowledge. So this is a big problem.

FINANCING: Financing is also an issue with higher education. State is spending not more on higher education.

PRIVATIZATION: Privatization is also a big problem that higher education faces. Privatization of higher education is the way to go, however just privatization is not going to solve the problem.

QUOTA SYSTEM: Quota system is very controversial. This system is not good for quality of higher education. Talent and merit is more important than your identity. However quota system is still a challenge.

POLITICAL FACTOR:

Political influence is also a bad thing and an issue with higher education. Governing bodies do not want any political influence or interference in their affairs.

MORE ISSUE; Younger generation is not interested in serving their state/ country and they are more interested in just taking up a job and nifty pay package.

CHALLENGES OF HIGHER EDUCATION:

Since we have got independence we are facing challenges to establish a great and strong education system. Various governments came and gone. Of course they tried to establish new education policies in the system but this is very sad to dictate that they were not sufficient for our state. Still we are facing lot of problems and challenges in our Education System.

As per All India Survey of higher Education Report, The student enrolment in the 2011-2012 at graduation level was 3,09,498 and in the year 2018-2019 is increased just double 6,10,887, but the faculty student ratio is not increased.

Table: 1. Faculty student ratio

Year	Ratio
2012-2013	48: 1
2013-2014	55: 1
2014-2015	55: 1
2015-2016	50: 1
2016-2017	56: 1
2017-2018	72: 1

Table:2 Higher Education Institutes:

Autonomous Institution	State University	Central University	Private University	Deemed University	Medical college	Defence University	Law college
08	10	01	11	01	06	01	07

Table: 3 Ranks of GER values for district of Jharkhand

SI NO	DISTRICT	Rank GER total	Male	Female	CPI	ID
01	Bokaro	08	09	07	12	14
02	Chatra	15	14	16	16	18
03	Deoghar	10	11	04	07	07
04	Dhanbad	05	06	05	09	01
05	Dumka	12	12	13	14	14
06	East Singhbhum	03	03	03	03	03
07	Garhwa	17	17	14	15	11
08	Giridih	06	07	06	10	08
09	Godda	18	15	17	17	15
10	Gumla	21	21	21	22	19
11	Hazaribag	02	02	02	02	06
12	Jamtara	20	20	20	13	17
13	Khunti	16	16	15	20	24
14	Koderma	07	05	09	08	05
15	Latehar	11	10	12	18	21
16	Lohardaga	19	18	18	21	12
17	Pakur	23	23	24	06	20
18	Palamu	09	08	08	05	09
19	Ramgarh	14	19	10	11	23
20	Ranchi	01	01	01	01	02
21	Sahebganj	22	22	22	24	10
22	Saraikela	13	13	18	19	16
23	Simdega	24	24	23	23	23
24	West Singhbhum	04	04	04	04	13

CPI = College population index (No. of institutions per 1 lack population between 18- 23 years of age.

ID = Institutional Density (No. ofr Institutions in 1000sq km area)

It is observed that Ranchi and Hazaribag districts has GER more than 50 male enrolment has greater influence on GER as compare to female enrolment. (correlation of male is 0.98) Considering CDI & ID districts are ranked.

The ranking by GER and CDI or Id are similar (correlation GER total CDI)= 0.76. correlation (GER total ID)= 0.71 and correlation as (CDI, ID)= 0.58.

CONCLUS ION:-

The key challenges related to demand supply gap, enrolment, privatization, etc indicate that the situation of higher education sector is not praiseworthy. However, the key initiatives from the government side provide comprehensive solution though not adequate. Accordingly the thrust of public policy for higher education has to be to maintain the high standards of education keeping pace with developments that take place in the fields of knowledge

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