



# **Opening new Girls Colleges in Rajasthan is it a fulfillment of "Leaving No One Behind" towards transformative promise of SDGs-4:-A reflection of its effectiveness from a case study of Government Girls College, Rajgarh (Churu)**

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## **ABSTRACT :**

In the last few years the higher education sector (Tertiary sector) across the world has witnessed reforms and transformations in India. The issues of access to higher education especially females from SEDGs has become a major cause of concern in a progressive country like India and its states who has been grappling with many issues since the dawn of its independence and its commitment to fulfill SDGs -4 Agenda up to 2030. India which is considering as the massive youth population in the world has been attributed as the demographic dividends has geared up to intensify its measures through policy reforms to widen the access to higher education in Centre as well as in states. In this regard efforts have been made to expand the higher education sector through establishing more number of institutes, giving much required attention to remote and rural areas, due to this reason now it is evidently clear that the efforts have made some progress in widening the base of higher education in whole India which has been expanded in terms of institutions, students enrolment especially females from rural areas. This study is an effort to reveal/reflect the Rajasthan government initiative for enhancement of female's higher education by opening new girls colleges to improve the higher education in the state especially in terms of SEDGs women to fulfillment of "Leaving No One Behind" towards transformative promise of SDGs-4 policy set by the Niti aayog of India to fulfill the commitments of Education sector up to 2030. In addition to this enrolment, retention and completion of graduation by girls students in the study area is another issue of investigation. The results of this issue from the study area for last five years i.e. 2019-2025 indicating that enrolment of girl's students overall and by social groups are increasing and their pass percentage i.e. to complete the graduation in stipulated time period confirms the government's efforts/initiative to fulfillment of the SDGs-4.

**KEYWORDS:** SEDGs , HEIs, SDGs-4 , Tertiary sector,

## **Conceptual definition of Terms used in the Study**

### ***1. SEDGs - Socio Economically Disadvantaged Group.***

The Socio-Economically Disadvantaged Groups (SEDGs) are those who, for historical reasons and the causes of their prevailing disadvantaged social, economic, educational, vocational, and locational conditions, cannot have equal access to the various facilities and opportunities available for higher education. (NEP-20) In India, there are several disadvantaged groups, such as women, minorities, SCs and STs, OBCs, PwDs, EWSs, who lag behind others in the field of education. Taking all together in the development of the nation is the prime goal of the Government of India. Accordingly, the National Education Policy (NEP) 2020 emphasizes the need to address the issues of students belonging to Socio-Economically Disadvantaged Groups (SEDGs).

### ***2. Higher Education,***

Any of various types of education given in post secondary institutions of learning and usually affording, at the end of a course of study, a named degree, diploma, or certificate of higher studies. Higher-educational institutions include not only universities and colleges but also various professional schools that provide preparation in such fields as law, theology, medicine, business, music, and art. Higher education also includes teacher-training schools, junior colleges, and institutes of technology. The basic entrance requirement for most higher-educational institutions is the completion of secondary education, and the usual entrance age is about 18 years. (*Britannica*)

### 3. Sustainable Development Goals (SDGs)

Sustainable Development refers to types of development that does not compromise on the ability of future to meet their own needs. There are four dimensions to sustainable development- society, environment, culture, and economy. an integral balance between these dimensions which are inextricably linked lays the foundation for sustainable development. The main goals of sustainable development are to eradicate poverty, eliminate inequality, maintain social progress, boost the economy, increase productivity, conserve natural resources and protect the environment, water and sanitation and basic needs and this will all be possible only when a country develops in terms of education. Since women play a significant role in the overall development of country education of women is essential for sustainable development'

The United Nations General Assembly during its 70th Session, on 25th September 2015, adopted the document titled "Transforming our World: The 2030 Agenda for Sustainable Development" consisting of 17 Sustainable Development Goals and associated 169 targets. The Sustainable Development Goals (SDGs) are the blueprint for achieving a better and sustainable future for all. The SDGs came into force with effect from 1st January, 2016. The SDGs are a comprehensive list of global goals integrating the three dimensions of development. Moreover, the SDGs are universal (for all nations - developed, developing and least developed), interconnected and indivisible and hence necessitate comprehensive and participatory approaches in bringing everybody together so that 'Leaving No One Behind.' The targets for each goal are accompanied by indicators that focuses on measurable outcomes. Initially, a total of 244 indicators were identified in the Global Indicator Framework (GIF) for monitoring the progress of Global SDGs and associated target. In present, 248 indicators include in Global Indicator Framework. The Sustainable Development Goals provide an international framework to move by 2030 towards more equitable, peaceful, resilient and prosperous societies. The SDGs are not legally binding, but have become de-facto international obligations and have potential to reorient domestic spending priorities of the countries till 2030. Countries are expected to take ownership and establish a national framework for achieving these goals. Implementation and success will depend on countries' own sustainable development policies, plans and programs. The 2030 Agenda also underscored the fact that quality, reliable and disaggregated data would be needed for measurement of progress on the targets and for ensuring its central, transformative promise, i.e., "Leaving No One Behind"

### 4. Gross Enrolment Ratio (GER)

Gross Enrolment Ratio (GER) is a crucial indicator used to measure the level of participation in higher education within a given population. it is calculated as the total enrollment in higher education, irrespective of age, expressed as a percentage of the eligible official population (18-23 years) in the appropriate age group. A higher GER signifies better access to higher education and broader participation from various section of society. Calculations of GER involve dividing the total enrollment in higher education institutions by the population in the corresponding age group, typically 18-23 years for the most countries including India. A higher GER is generally desirable as it reflects a more educated populace, which can contribute to economic growth, social development, and overall progress.

#### Higher Education Scenario in India:-

India boasts one of the largest higher education systems globally, ranking second in terms of its extensive network. In India, "higher education" refers to tertiary education pursued after completing 12 years of schooling, which includes 10 years of primary education and 2 years of secondary education. The population in the age group 18-23 according to AISE report 2020-21 constitutes 151624817 in which male population is 79507817 and female constitutes 72117000. The population Growth in the age group 18-23 during last 5 years i.e 2016-2020 is given in the Table 1 and 2. The higher education system in India has witnessed manifold increase in its institutional capacity in past few decades. The expansion in institutional capacity in terms of universities and colleges has provided greater access to the students to post-secondary education. There are 1168 universities in India such as central universities, state universities, deemed to be universities and national importance institutions such as ISEC at Bangalore and CESS Hyderabad. 45473 colleges and 12002 sandstone institutions covering a total of 58643 higher education institutions which are imparting higher education to age group of 18-23 students. (AISHE 2021-22).

**Table 1: Population in the age group 18-23 years during last 5 years in India**

Category	2016	2017	2018	2019	2020
Both	148348016	149167216	149986416	150805616	151624817
Male	77999016	78376216	78753416	79130616	79507817
Female	70349000	70791000	71233000	71675000	72117000

Source-AISHE-2021-22

**Table 2:- Population growth in the age group 18-23 during last 5 years in India**

Category	% Growth(2016-2020)
Both	2.2
Male	1.9
Female	2.5

This report i.e. AISHE 2020-21 also highlights the other points regarding the higher education scenario

1. that enrolment in higher education increases to 4.33 crore in 2021-22 from 4.14 crore in 2020-21 and 3.42 crore in 2014-15 ( an increase of 91 lakh students ,i.e. 26.5% since 2014-15. female enrolment in higher education increases to 207 crore in 2021-22 from 1.57 crore in 2014-15 ( an increase of 50 lakh students, 32 % increase.)

2. GER increases to 28.4 in 2021-22 from 23.7 in 2014-15. Female GER increases to 29.5 in 2021-22 from 22.9 in 2014-15. Female GER continuous to be more than the male GER for Fifth consecutive year since 2017-18. Significant 44% increase in enrolment of SC students since 2014-15 (66.23 lakh in 2021-22 from 46.07 lakh in 2014-15. Notable increase of 51% in enrolment of female SC students in 2021-22 (31.71 lakh) compared to 2014-15 (21.02 lakh.)

3. Substantial increase of 65.2% in enrolment of ST students in 2021-22 (27.1 lakh) compared to 2014-15 (16.41 lakh). remarkable 80% increase in the enrolment of female ST students in 2021-22 (13.46 lakh) ,since 2014-15 (7.47 ) lakh. Increase of 45% in OBC students enrolment in 2021-22 (1.63 crore ) from 2014-15 (1.13 crore).

4. Significant 49.3% increase in female OBC students in 2021-22(78.19 lakh ) since 2014-15 ( 52.36 lakh ).

Higher education is an important educational tool much needed for growth of both individual and society.

### Student Enrolment in Higher Education at Under Graduate level

Ministry of Education releases All India Survey on Higher Education (AISHE) 2021-2022 and states that that student enrolment in Under Graduate (higher education) increases to estimated 3 crore in 2021-22 from 2 crore in 2016-17. The Male and female increase in enrolment during the last five years i.e. 2017-2022 is given in the Table3 and Figure2. The overall growth in male category is recorded as 12.4 % and in female category it is recorded as 18.60.percent. In both the category the enrolment at India level it is recorded as 15.20.percent. Table - 4.

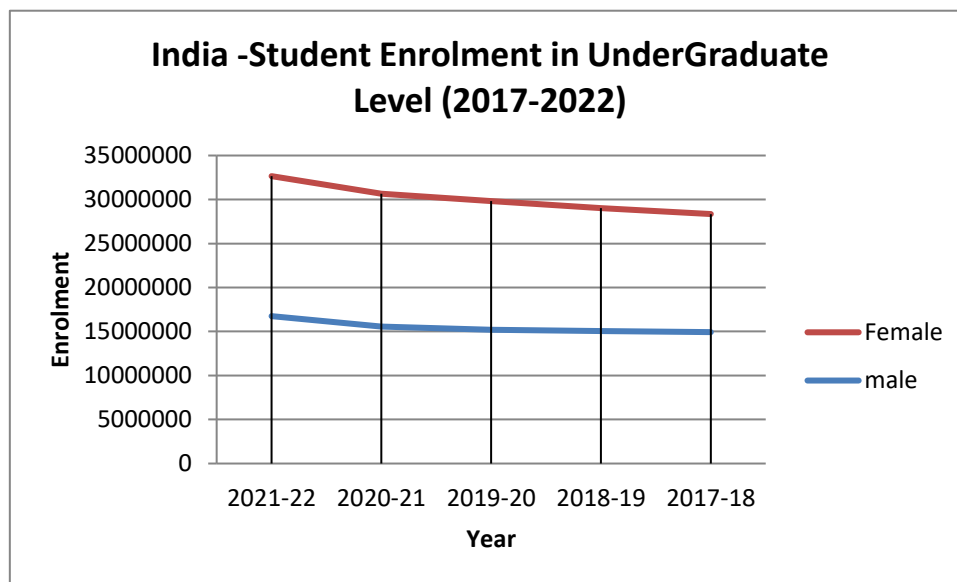
**Table 3: India –Enrolment in undergraduate during last 5 years (2017-2022)**

India	Male	Female	Both
2021-22	16747674	15909835	32657509
2020-21	15563077	15084210	30647287
2019-20	15203346	14625729	29829075
2018-19	15052304	13964066	29016370
2017-18	14933909	13414288	28348197

Source-AISHE-2021-22

**Table 4: India - Growth in Undergraduate Enrolment during Last 5 Years (2017-2022)**

Year	Male (% Growth)	Female (% Growth)	Both (% Growth)
2017-2022	12.4	18.60	15.20



**Fig-2**

### Enrolment in Higher Education by social group wise (SEDGs) at India level.

At all India level enrolment in (SEDGs) category i.e. social Group Wise growth in SC male is recorded 24 % in last five year and in female it is coming out 26 %. On other hand in ST level male category it is recorded 36 % and in its counterpart i.e. in female category it is recorded as 47.62 % growth in last five years. in OBC category male growth in enrolment is recorded as 27 % and in female category of OBC it is recorded as 27.2 % in last five years Table 5 ,6 and Figure -3

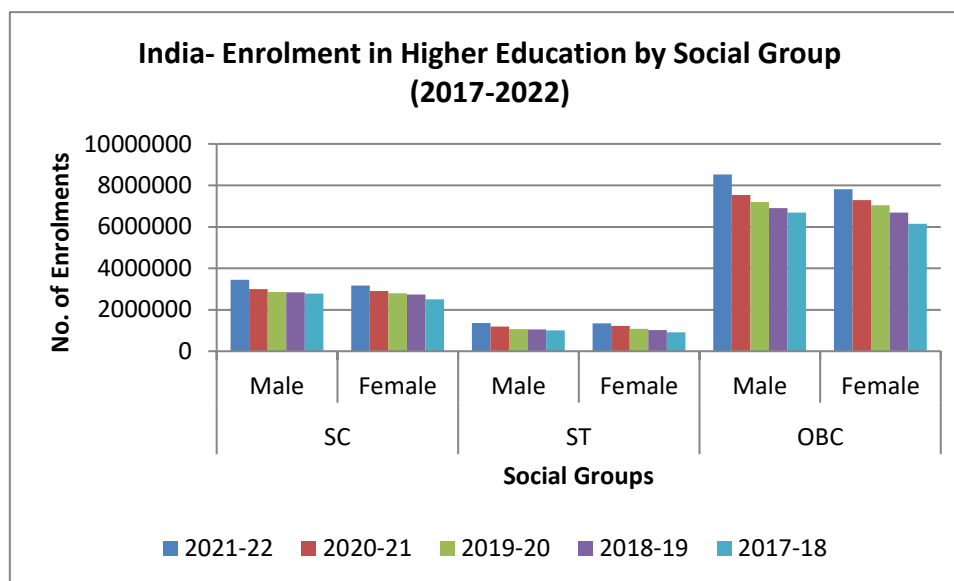
**Table 5: India-Enrolment in Higher Education by Social group-wise (2017-22)**

India	SC		ST		OBC	
year	Male	Female	Male	Female	Male	Female
2021-22	3451649	3171274	1364524	1346154	8517847	7818613
2020-21	2993521	2901179	1191037	1221032	7533866	7287671
2019-20	2854313	2803359	1072646	1083463	7202019	7047005
2018-19	2835663	2731415	1052121	1015627	6909174	6682820
2017-18	2774933	2505428	1001989	911875	6688668	6144337

Source-AISHE-2021-22

**Table 6: India -Growth in Enrolment by social group wise (SEDGs) during last 5 years**

Year	% Male SC	%Female SC	%Male ST	%Female ST	%Male OBC	%Female OBC
2017-2022	24	26	36	47.6	27	27.2

**Fig-3**

### Higher Education scenario in Rajasthan:-

In the Last few Decades Rajasthan has witnessed an unprecedented expansion in the higher education sector. According to AISHE report 2021-22 the population in the age group 18-23 in the state is 9333600 in which male constitutes 4899800 and females constitutes 4433800. The population growth in this age group during the last five years is shown in the Table -7 and 8. At present the higher education sector comprises of 1806762 students studying across 90 universities and 3521 colleges in 2021-2022 (AISHE). However, in spite of this large expansion in the number of higher education institutions, the girls college are very less in the state. In the last couple of decades, the higher education system in the state has witnessed many reforms and transformations for SEDGs. The issue of enhancing girls higher education in the state is much highlighted and taking it to the Centre stage of debate and discussions. Female access to higher education has been also a much dominant discourse in the academic circles. Considering the importance of higher education and steady increase in its aspirants the issues of access to female higher education has become a major cause of concern in general and for the state in particular. In fact providing access to female higher education has been a perennial issue. Rajasthan which is considered as a progressive state because it is trying to come out of the BIMARU abbreviation has been struggling with many issues since the dawn of its formation as independent state. The state government by forming /establishing a Department of higher education trying to make reforms in higher education system. Now Considering the massive population which has been attributed as the demographic dividends of the state, it has geared up to intensify its measure through policy reforms to widen the access for female higher education. Concerted efforts have been made to expand the system through establishing more number of institutions for both the sexes, giving much required attention to remote and rural areas for SEDGs. Evidently the efforts have made some progress in widening the base of higher education which the state is witnessing its results in terms of enrolments.

**Table 7: Population in the age group 18-23 years during last 5 years in Rajasthan**

Rajasthan	2016	2017	2018	2019	2020
Both	9008000	9089400	9170800	9252200	9333600

Male	4751000	4788200	4825400	4862600	4899800
Female	4257000	4301200	4345400	4389600	4433800

Source-AISHE-2021-22

**Table 8 : Population growth in the age group 18-23 during last 5 years in Rajasthan**

Category	% Growth(2016-2020)
Both	3.6
Male	3.1
Female	4.1

**Enrolment in under Graduate Higher education in Rajasthan:**

At Rajasthan level total higher education enrolment in undergraduate increased from 836893 in male category to 1124079 registering an impressive annual growth rate of 12.14 during the last five year i.e. from 2017-18 to 2021-22. on the other hand female enrolment outpaced the male by registering 18.60.percent in the last five years. In both the category it has registered a growth of 15.20 percent. Table 9-10 and Figure -4

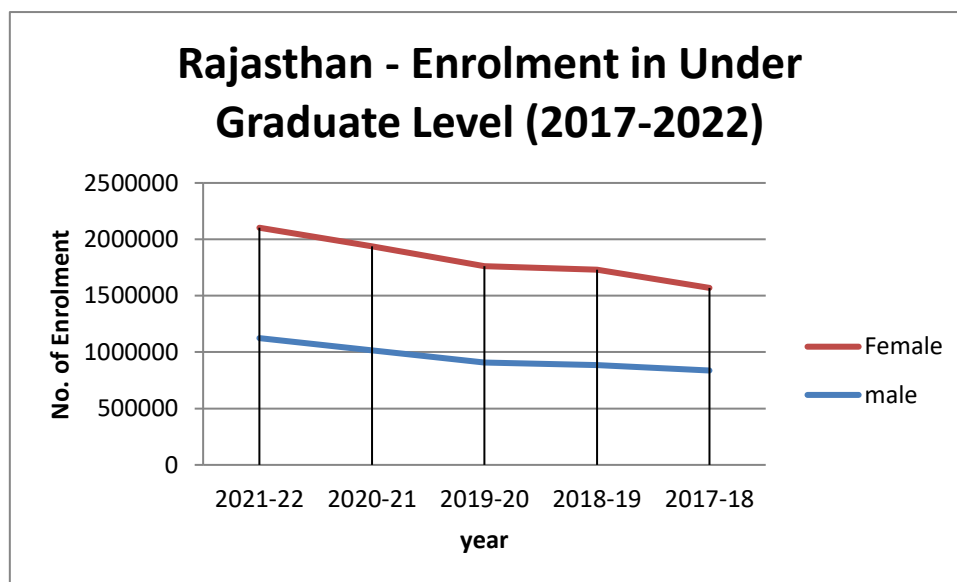
**Table 9: Rajasthan - Enrolment in Under Graduate Level (Higher education) in Rajasthan**

Year	Male	Female	both
2021-22	1124079	978715	2102794
2020-21	1014468	924253	1938721
2019-20	907391	853674	1761065
2018-19	886191	843108	1729299
2017-18	836893	732447	1569340

Source-AISHE-2021-22

**Table 10: Rajasthan – Growth in Enrolment at Under Graduate Level During last 5 Years (2017-2022)**

Year	Male (% Growth)	Female (%Growth)	Both (%Growth)
2017-2022	34.3	33.6	33.9

**Fig-4****Enrolment in Higher Education by Social Group Wise (SEDGs) in Rajasthan:-**

In SC category enrolment in the last five years it is recorded as 24 % and in female category it is recorded as 26 % which is more than the male counterpart. In ST category enrolment in male is registered 36% but in female category it has been registered as 47.62 which is much higher than its counterpart. In OBC category of Rajasthan the enrolment growth in last five year its registered equally i.e. around 27%. Table 11-12 and Figure -5

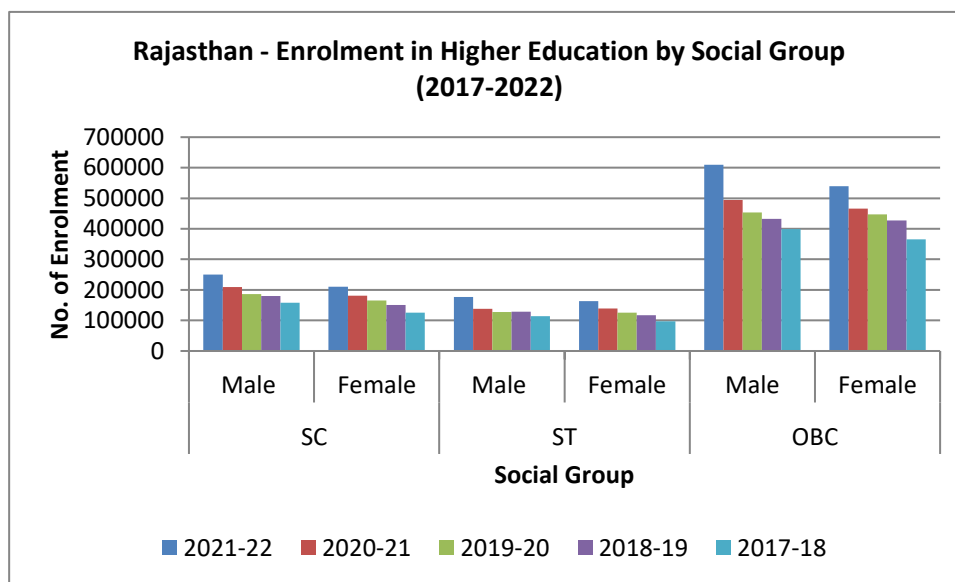
**Table 11: Rajasthan - Enrolment in Higher education during last 5 Years**

Rajasthan -Enrolment in Higher education by Social Group						
Rajasthan	SC		ST		OBC	
Year	Male	Female	Male	Female	Male	Female
2021-22	250646	210897	176760	163273	610007	539720
2020-21	209453	180795	138517	139281	494833	466248
2019-20	186353	165088	128038	125991	453177	446822
2018-19	180245	150924	128628	117238	433092	427045
2017-18	157680	124975	113959	97354	399405	365738

Source-AISHE-2021-22

**Table 12: Rajasthan-Growth in Enrolment by social group wise (SEDGs) during last 5 years**

Year	%Male SC	%Female SC	%Male ST	%Female ST	%Male OBC	%Female OBC
2017-2022	58.9	68.7	55.1	67.7	52.7	47.5

**Fig-5*****What is the status of women's Higher education in Rajasthan?***

NEP 2020 says enhance GER to 50% by the year 2035. Over the last 5 years, Rajasthan has made impressive strides. The GER according to AISHE survey report of 2021-22 says that Male GER is 26.1 and Female GER is 26.0, which indicates that girls in Rajasthan have made significant progress in gross enrolment ratio (GER) in higher education drawing almost an equivalent with boys, thus attaining almost 100% gender neutrality in Higher education Table 13 and Figure-6. (GER is calculated as percentage of population in the range of 18-23 enrolled in higher educational institutes.). The achievement is attributed to a number of positive steps taken by the state government by introducing several schemes favoring girl's education. KB KHOTRI an Educationist said "certainly it is the result of positive efforts made by the government at all level of education the state is implementing multiple schemes that aim to further the education of girls and women special schools, colleges for girls, financial aid, free bicycles and the travel vouchers, no tuition fee for the girls studying in the colleges with the growing awareness among parents have contributed in attaining the success. All these efforts combined together have improved the transition rate from secondary to senior secondary and into the higher education".

**Table 13 : Gross Enrolment Ratio (GER) during last 5 years**

Rajasthan	Male	Female	Both
2020-21	26.1	26.0	26.1
2019-20	23.7	24.0	23.8
2018-19	22.4	23.1	22.7
2017-18	22.0	20.5	21.3
2016-17	20.9	19.1	20.1

Source-AISHE-2021-22

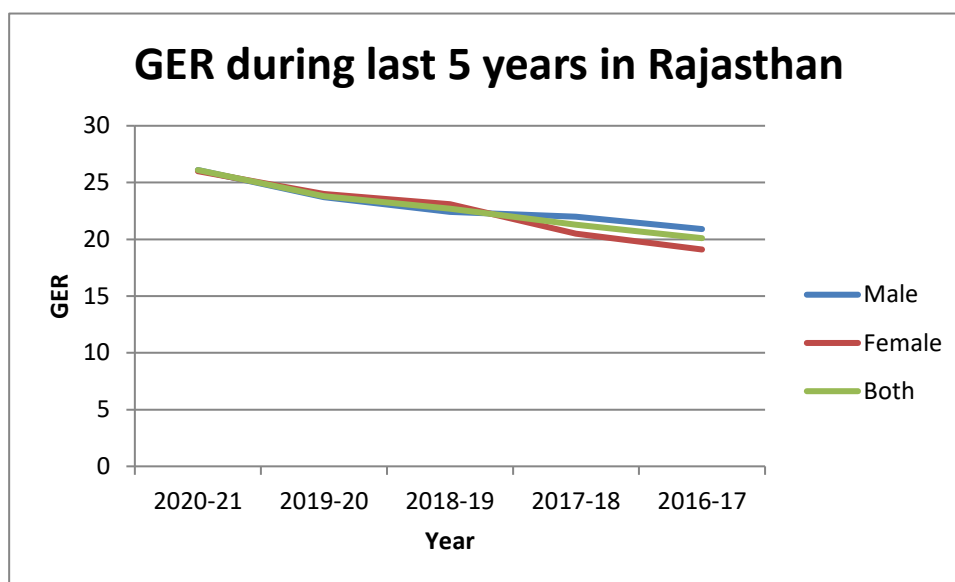


Fig-6

### ***Growth in the expansion of Women's/ Girl's Colleges (Higher Education Institutions) in Rajasthan***

In Rajasthan educational institutes are broadly classified in three major categories namely university, colleges and sandstone institutions. According to the report of All India survey on higher education (AISHE), 2021-22 there are 90 universities and 3521 colleges in the state. Total enrolment in under graduate institutes has been estimated to be around 2102794 comprising 1124079 males and 978715 females. The female comprises of 46.54 % of total enrolment. There has been an immense growth in the number of students, universities and colleges in the state since its inception i.e. 1949. at the time of independence there were around one university named (RAJPUTANA UNIVERSITY) and 22 affiliated colleges which increased tremendously in recent times. The Growth of Girls College in Rajasthan can be categorized into three phases.

The phase-1 constitutes the period from 1958-1999 or before 2000.

The second phase is from 2008-2017 i.e. after 2000 and whereas

Phase –3<sup>rd</sup> can be considered from 2019 onwards i.e. 2019—2024.

Up to the year 2017 the growth of girls colleges in the state was very low and only 46 colleges were in operation i.e. in phase 1<sup>st</sup> and phase 2<sup>nd</sup>, we can say in early nineties 1990s and 2020s very few girls colleges were set up in the government sector and were functioning in the state. after 2017 there was a sudden jump in the number of girl colleges which transformed the scenario of girls higher education in the state and in the last decade the number of government girls colleges have increased enormously. The increasing trend in growth of number of government colleges in the state is shown with the help of graphs and Tables. Table-14 and Figure -7 shows the growth trends in girls college in Rajasthan.

### ***Trends in Higher education across Rajasthan in past few decades.***

Physical access to higher education is an important indicator which can be examined by considering the trends and growth in institutions especially girls colleges in Rajasthan since 1950-51

**Table 14: Growth of Girl's colleges in Rajasthan**

Sr.No.	Rajasthan -Growth of Girls Colleges (1958-2023)		
	Year	No.of Colleges	% to Total
1	Nineteen Fifty eight (1958)	1	0.4
2	Nineteen Fifty nine(1959)	1	0.4
3	Nineteen sixty(1960)	1	0.4
4	Nineteen Sixty four(1964)	1	0.4
5	Nineteen Sventy one(1971)	2	0.9
6	Nineteen Ninty four(1994)	1	0.4
7	Nineteen Ninty five(1995)	7	3.1
8	Nineteen ninty six(1996)	3	1.3
9	Nineteen Ninty seven(1997)	8	3.6
10	Nineteen Nninty eight(1998)	3	1.3
11	Nineteen ninty nine(1999)	4	1.8

12	Two Thousand Eight(2008)	1	0.4
13	Two Thousand twelve(2012)	1	0.4
14	Two ThousandThirteen(2013)	5	2.2
15	Two Thought Fourteen(2014)	4	1.8
16	Two Thousand Seventeen(2017)	3	1.3
17	Two Thousanf Ninteen(2019)	40	17.9
18	Tho Thousand Twenty(2021)	3	1.3
19	Two thousand Twenty one (2021)	20	8.9
20	Tho Thouasand Twenty Two (2022)	62	27.7
21	TwoThousand Twenty Three(2023)	39	17.4
22	Two Thousand Thenty four(2024)	14	6.3
	Total	224	

Source:- College directorate, Jaipur

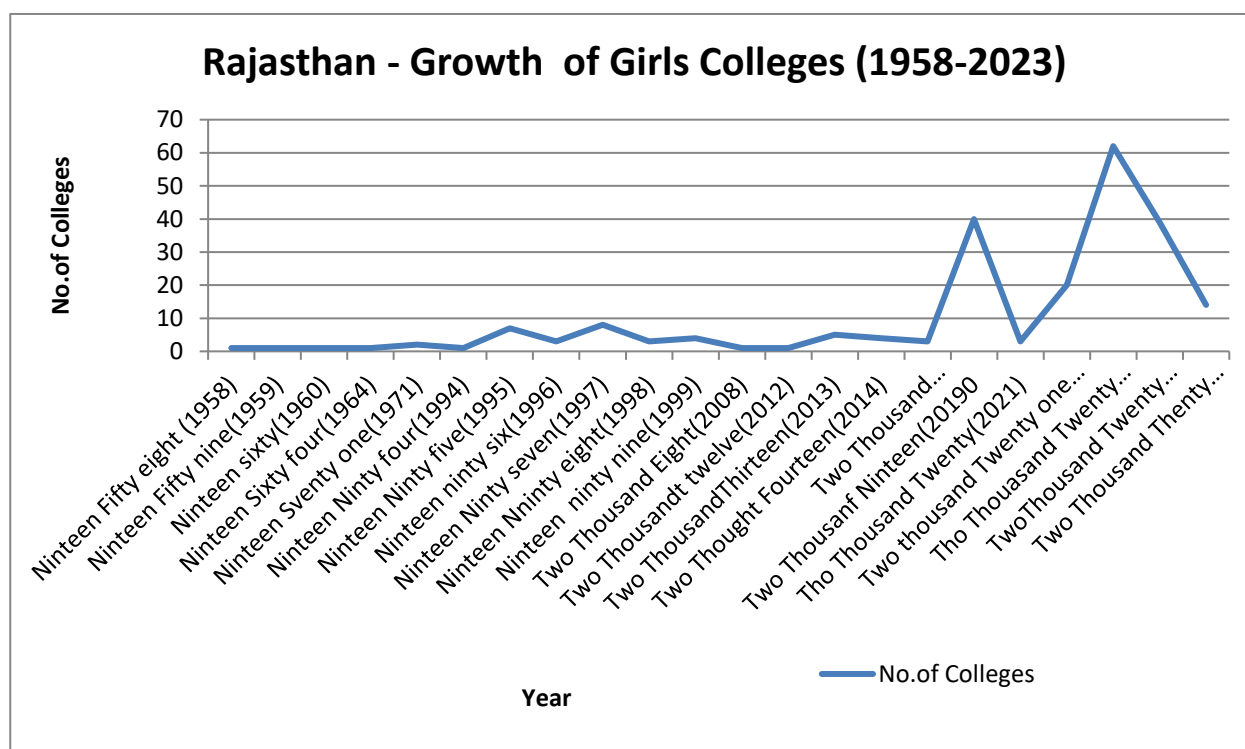


Fig-7

## Literature Review

The issue of women entering higher education came firmly on global agenda in 1998. In India, the Kothari Commission had emphasized particularly on equal educational opportunities for women in earlier decades of 1964-66. After that, in five-year plans, it was acknowledged and tried to link with employment. Subsequent five-year plans and various committees including the National Perspective Plan (1988-2000) have stressed the need for greater participation of women in higher education. These efforts have resulted in an increase in women accessing higher education. AISHHE 2021-2022 indicates that female enrolment in higher education increases to 2.07 crore in 2021-2022 from 1.57 crore in 2014-2015 (an increase of 50 lakh students, 32% increase). The higher education system across the world has witnessed manifold increase in its institutional capacity in few decades. The expansion in the institutional capacity in terms of number of universities or colleges and teachers has provided greater access to the students to post-secondary education (Declercq and Verboven, 2018). According to World Bank data (2018), the world GER in tertiary education has increased from 13% to 35% during the period 1985-2015, although lower than the global average of 36.7%, GER for India at 26.3% compares favorably with an average GER of 23.5% as per India's National Educational Policy. There is a need to increase GER in higher education at least 50% till year 2035. Now the question arises: How GER of 50% in higher education can be achieved up to 2035 at all India level and in states? The purpose of this paper is to analyze/explore the Rajasthan government's policy to enhance female education through opening new government girls colleges especially for SEDGs in the state.



## Methodology

### Nature and Objective of Study

The purpose of this paper is to review the existing situation of girls colleges in the state and the government's efforts to enhance the female education in terms of women's access to girls colleges especially SEDGs to higher education in Rajasthan to make young girls educated and employable. The study is mainly descriptive in nature. Secondary data has been used for the purpose of this study which was collected from websites, various articles and journals.

### The objective of the study is

1. To analyze critically the present educational status of girls in Rajasthan.
  2. To identify how women's education effects sustainable development especially in SEDGs areas.
  3. To identify/analyze the year wise establishment of girls colleges growth in the state.
  4. To highlight year wise women enrolment in higher education of government girls college(GGC).
  5. To highlight year wise women enrolment by social groups (SEDGs) in higher education of government girls college(GGC), Rajgarh (Churu)
  6. To identify enrolment, retention and completion of graduation by girls students in the study area by overall and by social group wise is another issue
- The data collected were tabulated, analyzed by using simple percentage methods etc. The excel software has been used for creating charts and graphs/diagrams.

### Delimitation of the study:-

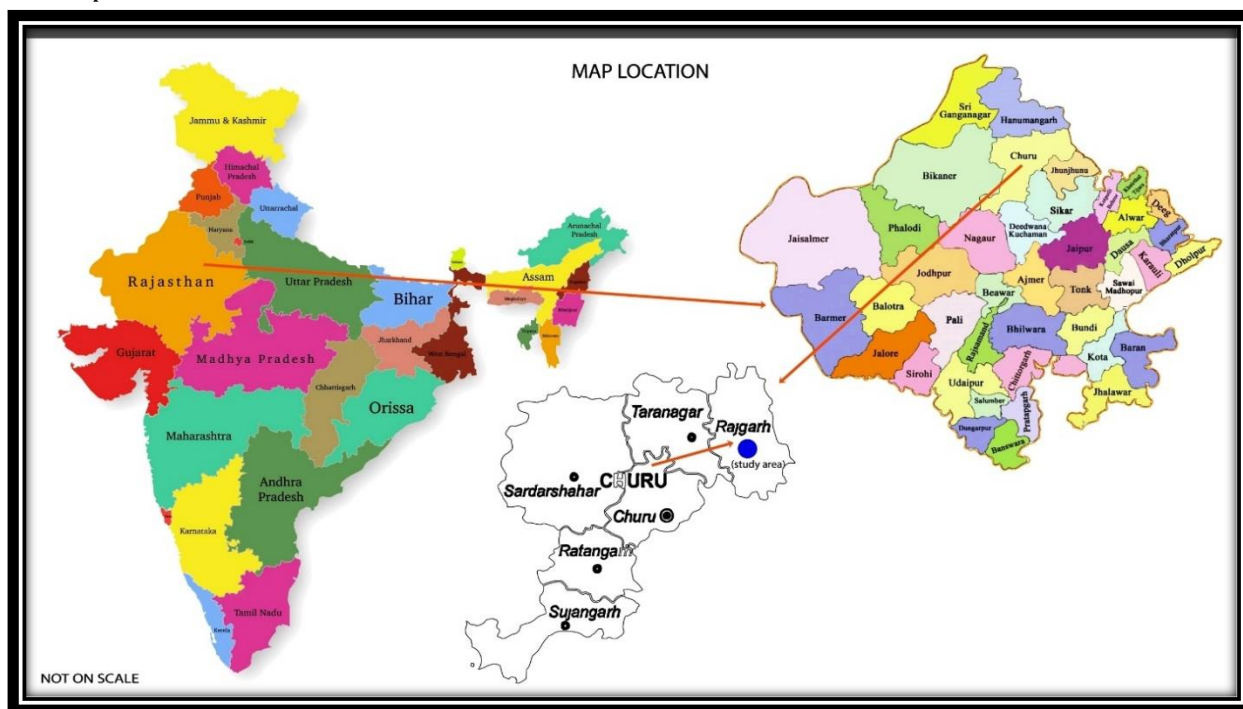
The study is delimited to Government Girls college(GGC) ,Rajgarh (churu) for the sake of making the study more manageable. The study is delimited to the following factors

- 1 **Level of education** –the study is delimited to only UG level students.
- 2 **Sample size**;-the study is restricted to only a selected sample size i.e female studying in GGC,rajgarh
- 3 **Area of the study** – the study is delimited only in GGC Rajgarh tehsil of churu district of Rajasthan
- 4 **Tool**- the study uses only secondary data from various sources as a tool for data collection.
- 5 **Approach of the study** - the study delimited only qualitative approach and simple percentage calculation done by the researcher.
- 6 In sample size social groups like OBC, SC,ST, EWS ,Minority ,even few General candidates have been taken in to a consideration for the present case study.

### Background of the Study:-

The area under study (**Rajgarh Tehsil of Churu District**) belongs to the state of Rajasthan is an economically poor and rural in structure. Government Girls College is situated in the Rajgarh Tehsil of churu District. (Fig.1).Rajgarh Tehsil is known by high degree of structural disparity in terms of caste, ethnicity, gender, religion, class and various other forms of social structure. Educational status of this tehsil is not better especially in terms of females/the literacy rate according to census of India 2011 is as follows .over all literacy rate of the tehsil is 69.13% and male literacy rate is 69.96% while female literacy rate is 48.93% .this rate also show great disparity when we look in terms of rural and urban category .Rural literacy rate is 68.4 % and urban literacy rate is 72 .02%.this shows a wide gap in the society.

Source –Open Domain



Rajgarh tehsil is having 217 villages and 1 town constitutes a population of 362582 as per the census 2011 out of which 188693(52 .04%) are males and 173889 (47.96%) are females with a total of 67817 households/families residing in the Rajgarh tehsil. The average sex- ratio of Rajgarh tehsil is 922 compared to 928 which is average of Rajasthan state. According to 2011 census 16.3 people live in urban areas while 83.77 people live in rural areas of the tehsil The average literacy rate in urban area (municipal) is 72.7 while that in rural area is 68.4%.also sex ratio of urban area in Rajgarh tehsil is 927 while that of rural area is 920.schdeule caste (SC) constitutes 23.6% and while ST were of total population is 1.1%.Rajgarh Religious pupation is like 92.03 % Hindus, Muslims 7.51and Jain 0.08% etc.

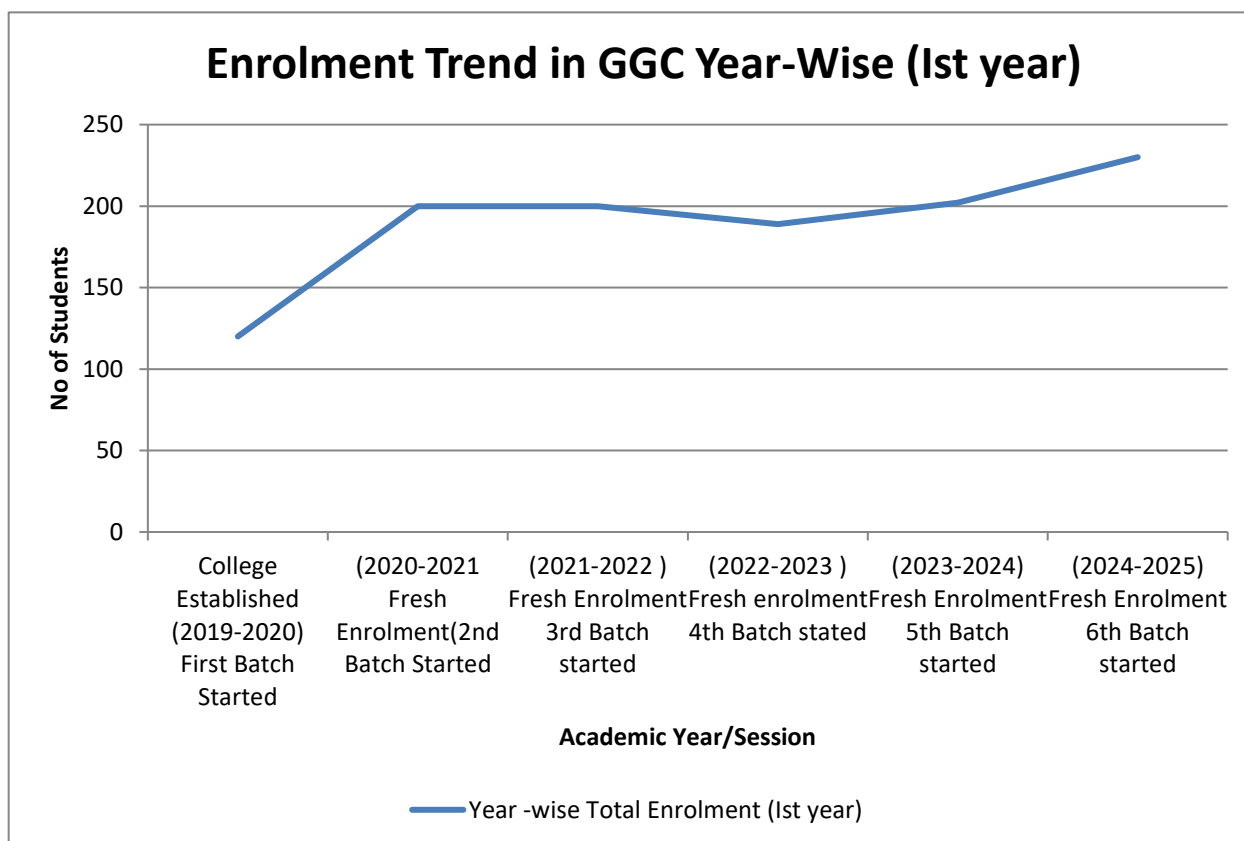
### Interpretation / Data analysis/Discussion.

In 2019 Government Girls College was established in Rajgarh Tehsil with the aim to boost the girls education in the area.in this year 120 girls were enrolled and after that enrolment of girls is increasing year by year. Table-16 and Figure 8.

\*GGC stands for Government Girls college

**Table 16: Enrolment in (GGC) Government Girls College, Rajgarh (Churu)**

Government Girls College, Rajgarh (Churu)		
Academic Year/Session	Year -wise Total Enrolment (Ist year)	% Growth rate in Enrolment During Last Five years (2019-2025)
College Established (2019-2020) First Batch Started	120	92 %
(2020-2021 Fresh Enrolment(2nd Batch Started	200	
(2021-2022 ) Fresh Enrolment 3rd Batch started	200	
(2022-2023 ) Fresh enrolment 4th Batch stated	189	
(2023-2024) Fresh Enrolment 5th Batch started	202	
(2024-2025) Fresh Enrolment 6th Batch started	230	
Total Enrolment (2019-2025)	1141	



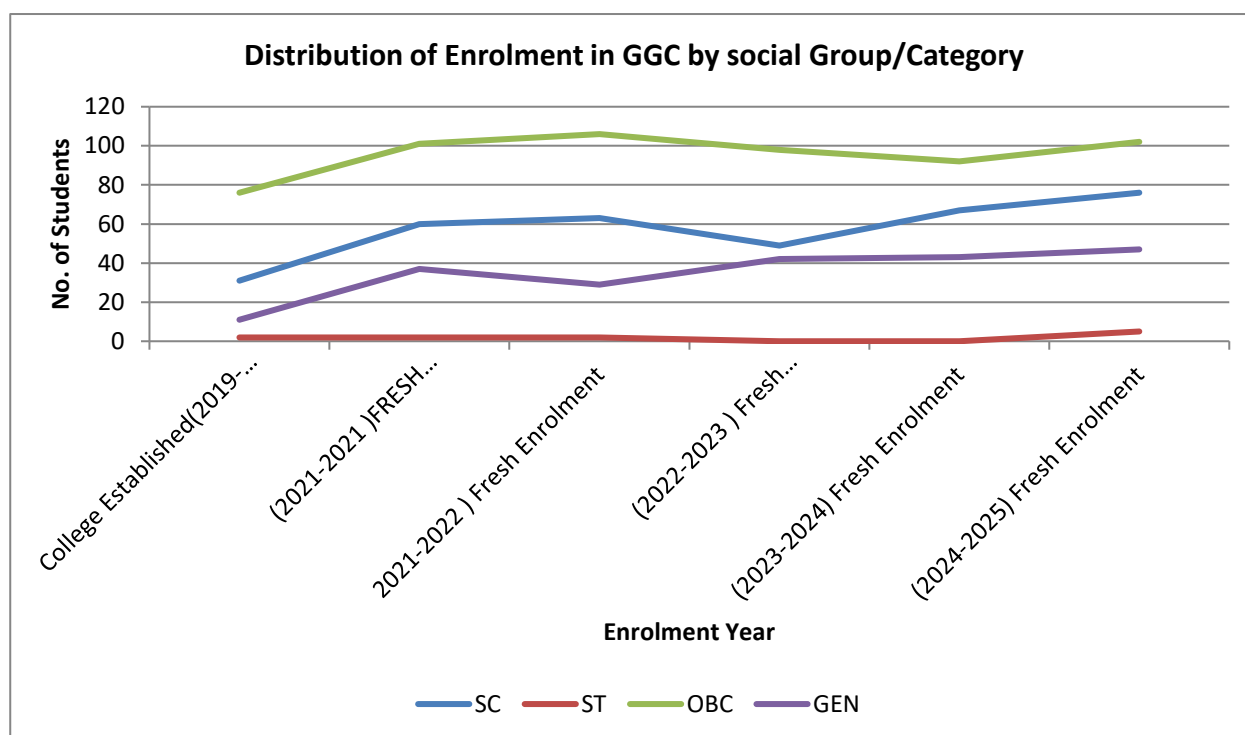
**Fig-8**

**Enrolment in Government Girls College Rajgarh by Social Group wise:-**

Table 17 gives the overall enrolment of social group's year wise during the last five years. It reveals that in OBC category enrolment of female girls is more as compare to other categories.in Rajgarh tehsil ST population is almost negligible. The concentration of SC population is sufficiently high and in enrolment it is on second number after the OBC. The percentage growth in social groups shows great fluctuations. The highest growth during the last six years i.e. 2019-2025 general category shows the highest growth i.e. 327%.in SC and ST the growth is almost stable but in OBC category it records the lowest growth which indicates that enrolment in this group/category remains almost consistence during the 2019-2025. Table-18 and Figure 9.

**Table 17: Distribution of enrolment in GGC Rajgarh by social group wise.**

Distribution of Enrolment in GGC Rajgarh by social group/category					
	SC	ST	OBC	GEN	Total
College Established(2019-2020) First Batch	31	2	76	11	120
(2021-2021 )FRESH Enrolment	60	2	101	37	200
2021-2022 ) Fresh Enrolment	63	2	106	29	200
(2022-2023 ) Fresh enrolment	49	0	98	42	189
(2023-2024) Fresh Enrolment	67	0	92	43	202
(2024-2025) Fresh Enrolment	76	5	102	47	230
Total Enrolment	346	11	575	209	1141

**Fig-9****Table 18: Percentage Growth of GGC Girls in Enrolment by social Groups (2019-2025)**

Growth of Girls students Enrolment in GGC by Social Group (2019-2025)	
Social Groups	Enrolment % Growth Rate (2019-2025)
Growth Rate in SC	145
Growth Rate in ST	150
Growth Rate in OBC	34
Growth Rate in Gen	327

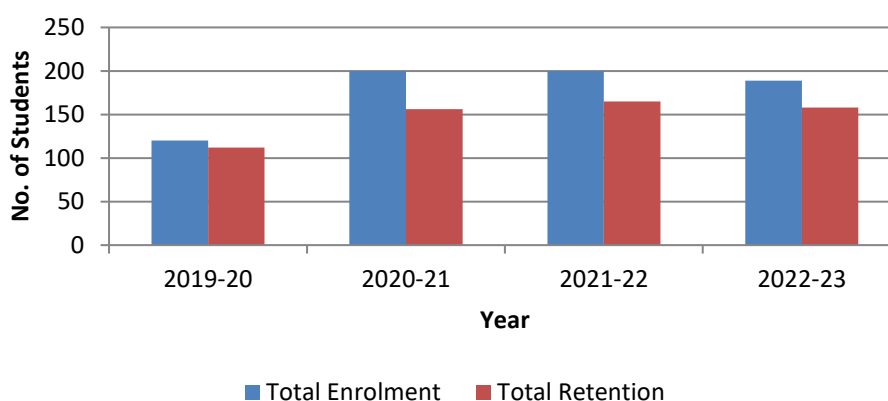
**Retention of GGC Girls in enrolment:-**

Table 19-20 and Figure 10 shows the retention of girl's enrolment during the last five years.it is observed that more than 80% girls students keep themselves enrolled during the years (2019-2025) it means that this leads them to clear their Graduation in stipulated time period.Figure-10 and 11.

**Table 19: Distribution of GGC Rajgarh Girl's student Retention in Enrolment**

Enrolment in GGC From 2019-2024			
Year	Total Enrolment	Total Retention	% of Retention
2019-20	120	112	93.3
2020-21	200	156	78.0
2021-22	200	165	82.5
2022-23	189	158	83.6
Total	709	591	83.4

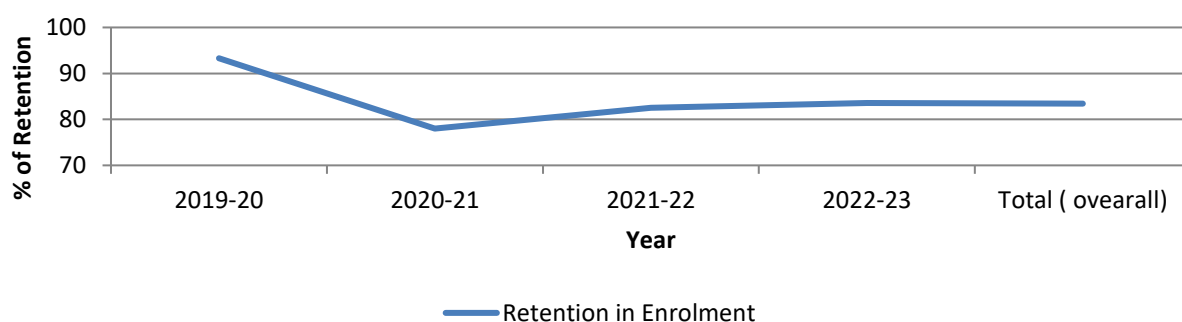
### Enrolment and Retention Distribution of Girls in GGC (2019-2024)

**Fig-10****Table 20: Percentage Retention of GGC Girls in Enrolment during Last Five year in GGC Rajgarh**

Retention of Enrolment Trend (2019-2024)	
Year	Retention in Enrolment in %
2019-20	93.3
2020-21	78
2021-22	82.5
2022-23	83.6
Total ( overall)	83.4

**Fig-11**

### Overall Retention Trend of GGC Girls in Enrolment (2019--2024)

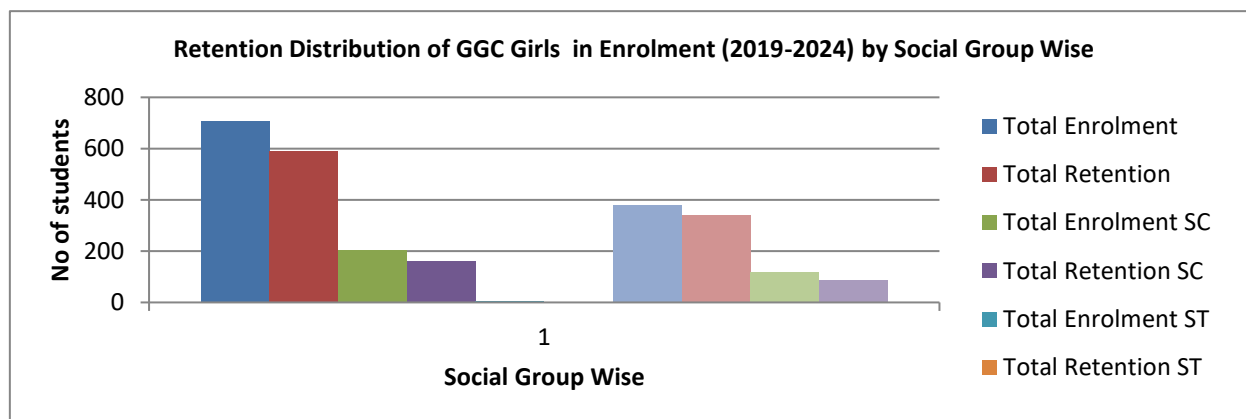


**Retention of GGC Girls' in enrolment by social group wise:-**

Table 21 gives the retention of GGC girls in enrolment during the last five years.it reveals that in OBC category the retention rate is more than 86% batch wise i.e. 2019-2025.in SC category it varies from 75-87 %.and in general category it varies from 54-86%.Figure 12-13.

**Table 21: Retention Distribution of Enrolment in GGC Rajgarh during Last Five year by social group -wise**

Retention Distribution of GGC in Enrolment (2019-2024)Social Group wise									
Total Enrolment	Total Retention	Total Enrolment SC	Total Retention SC	Total Enrolment ST	Total Retention ST	Total Enrolment OBC	Total Retention OBC	Total Enrolment GEN	Total Retention GEN
709	591	203	161	6	2	381	341	119	87

**Fig-12****Table 22; Batch –wise Percentage distribution of girls in enrolment in GGC Rajgarh by Social Group -Wise**

% Distribution of Girl's Retention in Enrolment in GGC Batch wise by Social Groups	
	% of Retention
SC	% of Retention
Batch -1 (2019-22)	87
Batch -2 (2020-23)	75
Batch -3 (2021-24)	81
Batch -4 (2022-25)	78
ST	
Batch -1 (2019-22)	50
Batch -2 (2020-23)	0
Batch -3 (2021-24)	50
Batch -4 (2022-25)	0
OBC	
Batch -1 (2019-22)	99
Batch -2 (2020-23)	90
Batch -3 (2021-24)	86
Batch -4 (2022-25)	86
GEN.	
Batch -1 (2019-22)	82
Batch -2 (2020-23)	54
Batch -3 (2021-24)	76
Batch -4 (2022-25)	86

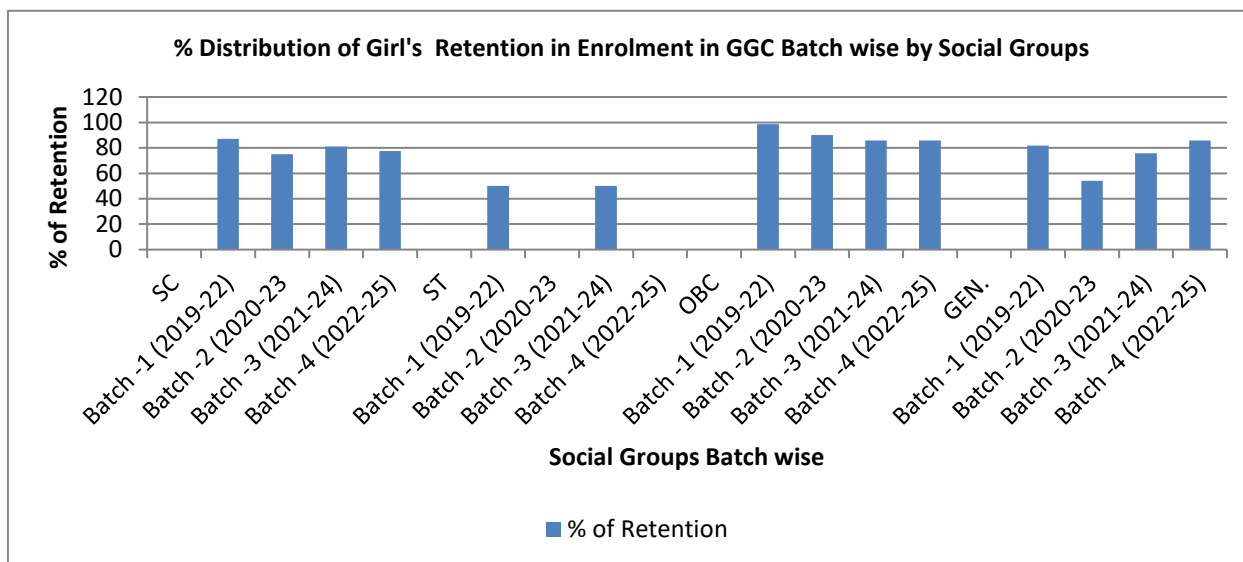


Fig-13

### Major Findings:-

- The percentage growth in the age –group 18-23 population of India during the last five years 2016-2021 is recorded in male category is 1.9 and in female it is 2.5
- The percentage growth in enrolment in under graduate level during last five years at India level it is registered as in male it is 12.4 and in female it is registered as 18.6
- The percentage growth in enrolment by social groups at India level during last five years it is registered as follows :-

Year	% Male SC	%Female SC	%Male ST	%Female ST	%Male OBC	%Female OBC
2017-2022	24	26	36	47.6	27	27.2

- The percentage growth in the age –group 18-23 population of Rajasthan during the last five years 2016-2021 is recorded in male category is 3.1 and in female it is 4.1
- The percentage growth in enrolment in under graduate level during last five years at Rajasthan level it is registered as in male it is 34.3 and in female it is registered as 33.6.
- The percentage growth in enrolment by social groups at Rajasthan level during last five years it is registered as follows in

Year	%Male SC	%Female SC	%Male ST	%Female ST	%Male OBC	%Female OBC
2017-2022	58.9	68.7	55.1	67.7	52.7	47.5

- GER in Rajasthan in 2020-21 in male and female is equal i.e 26.1. this is a positive sign drawing almost an equivalent with boys, thus attaining almost 100% gender neutrality in Higher education
- At present girls colleges in the state is around 224 which is imparting higher education to SEDGs at different places.
- In Rajgarh GGC the % growth in enrolment of female girls have been registered during the last five years i.e 2019-2025 is approximately 92% and retention in enrolment is more than 85%.
- In GGC Retention of females in social group wise it is registered more than 85%.

### Initiatives for enhancement of female education in Higher Educational institutes by the Rajasthan/state government

The higher education sector of Rajasthan has grown rapidly in the last few years. With a focus on research and development, so many policies and plans have been introduced by the government for building the state as an education hub. Some of the initiatives in higher education especially for girl students are as follows:

- girls and women special schools ,
- colleges for girls,
- financial aid,
- free bicycles and the
- travel vouchers,
- no tuition fee for the girls studying in the colleges

***Significance/Relevance of the Study:-***

The main objective of every country/state is to develop that country /state sustainable. The main feature of sustainable development is economic, natural, social, productive resilience. Good quality education especially female education for SEDGs is an essential tool for sustainable development. Education for sustainable development of knowledge, skill, values and actions necessary to create a sustainable world while at the same time ensuring environmental protection and preservation, promoting social justice and promoting economic sustainability.

***How does higher education for women promote sustainable development?***

According to shama I.N.M Higher education helps every individual to obtain the acquaintance, life skills and excellence inevitable to shape a sustainable and more satisfying futures. It also requires a participatory and developing society, economy and environment for sustainable development. Women constitute 48.50 percent of the total population of India. They play a dynamic role in the socio-economic development of the country. Unless women have well educated a country cannot achieve sustainable development. Higher education enhances sustainable development in the following ways.

- Higher education improves employment opportunities and increase the income earning capacity of women
- Enhances economic independence and political participation of women
- Creates awareness among women about their rights and duties.
- Improves critical thinking capacity and broadens the mindset
- Improves the self- confidence of women to fight against the atrocities
- Empowers women to make decisions in the family as well as society.
- Intensifies social mobility
- Contributes to eradicating gender discrimination.

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**Conclusion**

The goal of sustainable development is to improve the quality of life of individual without compromising on anything and to help them make decisions in any situation. The primary goal in education is to bring back sustainable development at all levels of society as well as in the overall structure of education. Poverty alleviation, the establishment of peace ,morality, democracy, justice and human rights are important objectives of sustainable development and these are possible through expansion of education especially of women education in SEDGs areas by opening new girls colleges .Higher education institutions have rendered a significant contribution in enhancing the status of SEDGs group.in the end we can say that higher educational institutes especially women's colleges have contributed well in the development of skilled female workforce resources and justifies the government commitment to fulfill the SDG -4 as in GGC Rajgarh enrolment and retention during the last five year has shown progress and this is the fulfillment of "Leaving No One Behind" theme of the SUSTAINABLE DEVELOPMENT GOAL-4.

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