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Assessing the impact of National Education policy 2020 on Backward Classes.

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ABSTRACT:

Education is one key founding stone on which vibrant nations are built. The vision “Viksit Bharat” is built on this foundation to fulfill the dream of “Vishva Guru.” In the Indian context education is governed by the National Education Policy (NEP) which is implemented by the Central Government. Post-independence, governments used education as a tool to shape society and boost the economy. The priorities of the society differ from time to time, hence it will have its reflection on the NEP policies of the government. However, the ultimate goal of any government remains the same, the social and economic development of the country.

The current paper focuses on the gaps in the NEP policies (the years 1968 and 1992), which have a say on the socio-economic development of the socially and economically backward classes in India, and how the current NEP 2020 acts as a corrective and preventive mechanism to fill such gaps or challenges faced by socially or economically backward classes. While reviewing the NEPs, this paper will attempt to keep the factors that correlate and/or cause such gaps in such a way that it can be properly disseminated and presented to the readers. The paper dives into the subject: Does the current NEP give incremental and concrete steps or evidences, to justify that “Equity” is addressed and “Lifelong Learning” is accomplished in all walks of life.

Keywords: Nation Education Policy (NEP), General Enrolment Ratio (GER) and Drop Out Ratio (DOR), Lifelong Learning, Equity, Backward Classes, Vishwa Guru, Viksit Bharat.

Introduction:

Education is more than just a means of transmitting knowledge; it is also an effective tool for societal reform, particularly in tackling systemic disparities. In India, where variety is not merely a feature but the very fabric of its society, maintaining fair access to education has long been a struggle. The National Education Policy (NEP) 2020, heralded as a historic reform, aims to address many aspects of this dilemma by implementing broad changes across the educational environment.

One of the most important components of the NEP 2020 is its emphasis on inclusivity and equity, which seeks to meet the different demands of all segments of society, including historically marginalized and underrepresented people, particularly the backward classes. The Backward Classes, which make up a sizable proportion of India's population, have long endured socioeconomic inequities, which are frequently compounded by unequal access to quality education. Against this context, it is necessary to critically analyze the impact of the NEP 2020 on the educational landscape for the Backward Classes. This study attempts or seeks to delve into the nuanced consequences of the policy reforms, measuring their efficacy in tackling the multiple issues encountered by this demographic sector.

This study's extensive analysis tries to elucidate several crucial dimensions:

1. **Access and Participation:** Investigating how the NEP 2020 promotes better access to education for Backward Classes, resulting in greater participation and inclusivity in the educational ecosystem.
2. **Quality and Relevance:** Assessing the provisions outlined in the NEP 2020 for curriculum design, pedagogical approaches, and skill development initiatives to determine their effectiveness in ensuring quality education that is both relevant and responsive to the needs of Backward Classes.
3. **Equity and Social Mobility:** Evaluating the effect of NEP 2020 on reducing educational gaps and promoting social mobility among the Backward Classes, thereby contributing to their socioeconomic empowerment and integration into mainstream society.
4. **Hurdles and Implementation Obstacles:** Identifying potential hurdles and bottlenecks in converting policy objectives into actual benefits for the Backward Classes, and recommending strategic interventions to overcome these barriers.

By critically investigating these elements, this study hopes to provide empirical insights into the impact of the NEP 2020 on Backward Classes, informing policy debate and advocacy efforts to promote a more inclusive and equitable education system in India. Through such activities, we

hope to contribute to the larger goal of using education as a catalyst for societal reform and the empowerment of marginalized populations.

History:

India (Bharat), during the prehistoric era onwards, respected and encouraged the search for "truth" and accumulated knowledge in different streams. Those are kept in scripted forms and disseminated to the next generation through the "Gurukul" system, a formal system of learning in those periods. This system of learning, recording, and methods of dissemination withstood so many invasions from the West and from the North. However, during the last 200 years, before independence, during the British colonial period, the traditional system changed to Western methods. The missionaries started modern schooling methods, which developed in to the college and university systems in India. They laid down some principles and policies to govern this in British-administered India. Which seems to be the birth of a formal education system that is different from that of the traditional system. The establishment of this system in India was to address the challenges faced by colonial rulers in communicating and creating a new generation to support their operations in India.

After independence, the government, realizing the pitfalls of the colonial education system, set up a series of Education Committees (EC) to revive the system. The other core factor was the strong correlation between education and social and economic Development. The committees of that time took inspiration from freedom fighters like Mahatma Gandhi, whose vision was to make education directly relevant to the lives of the people (NEP 1968). As an outcome of that, stress and focus were given to the following areas: science, technology, and scientific research. However, in the Third Five-Year Plan, emphasis was given to the revision of the education system, and the Education Commission (1964–66) was constituted. Their primary focus was on the national patterns of education, general principles, and policies for the development of education. From the recommendations of the different Educational Committees (EC), the government of India learned the importance of establishing a national police, which will be a long-term plan to achieve the objectives of economic development, social development, cultural development, national integration, and socialistic patterns of society (NEP 1968). The outcome was the first National Education Policy in 1968 (NEP 1968).

NEP 1968

The Key areas in NEP 1968 were a) free and compulsory education until age 14; b) Status, emoluments, and education of teachers to get the right quality outputs and deliverables from the teachers. c) Satisfaction and respect for teachers, continued development of teachers, and publication of research works and articles. d) Development of languages, which includes regional and national languages; learning and development of Sanskrit; and selected foreign languages. e) Equalization of educational opportunity in the rural sector, like wise in urban areas; implementation of meritocracy in admission; equality for girls, backward classes, tribes, and

physically or mentally challenged. f) Identify and develop the special talents g) Science and Research: as part of the education system, emphasis is given on science, agriculture, and mathematics. h) The quality of textbooks for schools and universities should be improved and available at affordable rates. i) Examination as a process to help students improve their level of achievement j) The focus on secondary, vocational, and technical education should be readiness for society, industry, agriculture, etc. k) At the university level, stress was placed on more PG level quality education and encouraging research. l) Part-time and correspondent courses to enable that part of the social class which cannot afford to go to regular schools or colleges m) Special emphasis on minority classes, sports, and games; m) Standardize the education structure (10+2+3) (NEP 1968).

To achieve the desired outcome the government set a long-term plan to increase the budgetary allocation up to 6%. Its responsibility of implementation was shared between Central and State Government and the progress was reviewed every 5 years. As an outcome of this policy, after two decades, 90% of the country's rural population has schooling facilities within a radius of 1km and a sizable amount of development and investment in school infrastructure. As an outcome of this policy, India has a common standard format of 10+2+3 in the educational system. Gender equality in subjects and education schemes also shows some improvement. Science and mathematics become compulsory subjects in all streams. More post-graduation courses and research facilities came up on campus. These increased the capacity of manpower (educated) in the country. Revision of undergraduate subjects happened, and the Centre for Advanced Studies (CAS) set aside the PG and research. Economic and social unrest visibly came up during the 1960s to the 1990s, which impacted the social and economic capabilities of the nation.

NEP 1968 Some Facts and Figures:

1) The combined GER of primary and secondary education improved from 48% in the 1970s to 59% after two decades (World Bank, 4th April, 2024).

ii) % of women's enrolment of students in higher education in India improved from around 16% to 27% (Dr.S.S. Mahalakshmi, P. 3, 2023)

iii) The gender gap in literacy rates remains stagnant at around 25%. male dominated by around 63% (Statistical Yearbook, Govt. of India, P 381–382).

vi) DOR and GER show no significant progress between the 1960s and 1980s at the primary and elementary levels.

1. GER: Elementary shows no significant progress in the ratio between the 1970s and 1990s (61 to 78).
2. DOR: Elementary shows no significant progress in the ratio between the 1980s and 2010s (72 to 83).

3. GER: Primary shows significant progress in the ratio between the 1980s and 2010s (78 to 83).
4. DOR: Primary shows significant progress between the 1980s and 2010s (72 to 81).

(Statistical Yearbook, Govt. of India, P. 381-382)

V) The GER of higher education shows no significant progress between 1.4 in the 1960s and 6 in the 1980s (Dr. E. Ramganesha & S. Irissappan, 2017, P. 28).

vi) The number of universities and colleges just doubled. Universities and colleges over two decades (1990 to 2020), respectively, 82 to 184 and 3277 to 5748 (AKAM Series #5, Press Information Bureau, Government of India, 2022, P1) vii)

Poor vs. Rich in higher education

There are also significant differences in enrolment rates among the poor and rich. In 1999–2000, the GER for the poor was 2.4%, as against 12.91% for the rich, the average being 10.10%. The GER for the poor was almost twelve times lower than the rich. Similar disparities are evident in rural and urban areas. In rural and urban areas, the GER for the poor was 1.30% and 5.51%, which is lower than compared to 7.12% and 27.15% for the rich, respectively, for rural and urban areas. Within the poor, however, the GER was the lowest among the poor, belonging to ST and SC, followed by OBC and others. The GER for poor people in ST, SC, OBC, and Other is 1.55%, 1.89%, 2.30%, and 3.58%, respectively. A similar pattern was observed for the poor in rural and urban areas. In rural areas, the GER is the lowest for ST, with only 1.11%, followed by 1.35% for SC, 1.13% for OBC, and 1.66% for others, with the overall GER being 1.30%. In urban areas, the GER for the poor is 3.86%, 4.78%, 5.16%, and 7%, respectively, for SC, ST, OBC, and others, with an average of 5.51%. (Sukhadeo Thorat, 2006, P. 9)

viii) There was an improvement in infrastructure in the number of primary and secondary schools. In 1970, we had 397400; in 1990, it went up to 799200 (AKAM Series #2, Press Information Bureau, Gov't of India, 2022, P1).

ix) % of fund allocation to education about GDP, there was no significant jump or neither touched the envisaged target of 6%; 2.11% in the 1960s to 3.84% in the 1990s (N.V. Varghese, 2015).

After reviewing the above facts and figures, even though the government succeeded in implementing some of the envisaged policies and gave it a good start by laying down policies by and large the outcome was mixed.

NEP 1986 /92

Even though the previously set objectives were not met until 1986, the government decided to revisit the NEP. The first revision happened in 1986. There were some interim changes in the policy that happened in 1992 based on the recommendations of the Central Advisory Board of Education (Chair: Shri N. Janardhana Reddy, Chief Minister, A.P.).

Identifying the gaps in the previous NEP, the government committed to increased funding and further enhancement of equity policy. Under the new system, core subjects like the Indian Freedom Movement, Constitutional Obligation, and need to nurture national identity cut across the curriculum at all levels to promote the Secular Values of India. Under the new system, the minimum achievable goals were set at each level, Higher education got inter-regional access and mobility and admission based on meritocracy were envisaged. In the field of research and development networking of institutions for the purpose of pooled resources and the acceleration of research was envisaged. The vision envisaged in NEP 1968, "Lifelong Education," would be upheld in this policy too; with a broader scope of reach like housewives, factory workers, agriculture laborers, the informal working class, youth, etc. To this account they initiated distance learning. The new directives included functional linkage among different institutional bodies like UGC, AICT, etc. and reinforced the educational programs at the PG and research levels.

A meaningful partnership between the Central and State Governments was envisaged in education. Education becomes part of the "Concurrent List" In the Constitution. Under this the central government will take large responsibility for the national and integrative character of education and maintain quality and standards, monitor and upgrade educational requirements and manpower, etc.

The NEP 1992 gave emphasized to "Equality"; which was originally proposed in the 1968 NEP. Concerning "Equity," the scope had increased to include women, SC, ST, minorities, rural and backward districts, adult education, and the handicapped. In this section of society more focus was given to their education, infrastructure, manpower planning, financial and non-financial incentives, etc. Further, Early Child Care (Anganwadies, etc.) got better attention with the involvement of local bodies. The government recognized the health and wellness of early childhood (age 3–8) for a better future. Appropriate infrastructure and changes have been adopted in the policy. There was a special direction in the policy to hire female teachers by more than 50% in the future. The new concept of Non-formal education was introduced in this NEP, where the school drop, working children, children in remote areas and female children who are having challenges attending full-time classes are part of this system. The teachers for this nonformal education program will be hired locally, and this program will run in collaboration with local bodies and NGOs. The non-formal system will be comparable to the formal system.

In the secondary education the emphasis will be given to science and technology. The introduction of computer literacy will be part of the education stream. The children who have high talents will

be given opportunities to proceed faster phase to the next stage. Post-secondary vocational education stream got further stress. The Vocation Education (VE) is now more liberal and cuts across several occupation fields, which will enable the children to prepare for any generic jobs. These courses were also proposed to be offer after 8th standard. NEP also envisaged special vocational courses at +2 level like healthcare, agriculture, etc.

In Higher Education area, NEP proposes an increase in number of universities and colleges across India. At the time of NECP 1986 there were around 150 universities and 5,000 colleges in India which was not sufficient to support the economic and social needs. Emphasis was given to increasing the counts substantially without losing the quality proposed in the new policy. Also the new concepts of autonomous institutes and specialized autonomous departments were envisaged in this NEP. Research studies will be encouraged, and research areas like human science and social science will get better support under the new policy.

The next important initiative from the government were delinking of degrees for services and jobs in selected areas. It was observed students with specific job skills were not able to apply for jobs because of the unnecessary mentioning of specific degrees or masters as qualifications. Under the new policy the government proposed to establish a National Evaluation Organisation to evaluate job specifications and requirements in services and delink such degrees from such jobs to open up more skilled candidates. The policy proposed the new idea of Rural Universities (RU) to increase the reach of education into rural and backward areas in the country, which was one of Gandhi's dreams. The Technical Management Information System (TMIS) was introduced to evaluate the manpower capacity and capability on regular basis and give necessary inputs for further actions, policy changes, and/or planning to bodies and agencies. It has long-standing implications for emerging economic activities in India by way of providing sufficient manpower supply and information on shortages. Another proposed idea was to recognize the best institution or individuals in terms of quality of performance; this set of standards is to be established and checked for quality, and corrective measures are to be taken. Accreditation bodies like AICTE, etc. will review such institutes periodically; such bodies will have some statutory authority over their actions. The policy envisages the effective usage and development of libraries of international standards and leverages technologies to increase the reach and depth of knowledge to all especially in rural, remote, and backward areas of society. Subjects like mathematics, science, human science, and social science continuously get support just as in NEP 1968. In addition management, yoga, and technical education came to the top of the priority list along with the others. The new policy proposed to review the examination system. Some of the key points were excess subjectivity and chance in examinations, de-emphasis on memorization, examination as a tool for the overall improvement of teachers, students, and parents, the use of grades instead of marks, the semester system, etc. The new policy also emphasized the overall cycle of improvement in teacher life, starting from hiring on merit, quality, and qualification, training and upgrading the knowledge of teachers, promotion, and rewards for teachers based on the basis of merit, etc.

The NEP 1992 policy revision envisages a three-tier system. The national level, state level, and district level agencies or bodies involved in the management and running of initiatives about education in an efficient manner. At the top level the Central Advisory Board governs through different committees, and their main focus is to review development, monitor implementation, and recommend required changes.

NEP 1986/92 Some Facts and Figures:

i) GER for combined primary and secondary education significantly improved from 60% in 1986 to 88% after two decades (World Bank, 4th April 2024).

ii) The percentage of women enrolled in higher education in India improved from around 32% in the 1990s to 48% in the 2020s (Dr. S.S. Mahalakshmi, P. 3, 2023)

iii) The gender gap in literacy rate significantly improved from around 25% in the 1990s to 16% in 2010 and 14% in 2018 (Statistical Yearbook, Govt. of India, P 381–382).

vi) DOR and GER show no significant progress between the 1980s and 2010s in primary and elementary levels.

1. GER: Elementary shows significant progress in the ratio between the 1980s and 2010's (67 to 99).
2. DOR: Elementary schools show significant progress in the ratio between the 1980s and 2010s (70 to 40).
3. GER: Primary shows significant progress in the ratio between the 1980's and 2010's (80 to 115).
4. DOR: Primary shows significant progress between the 1980s and 2010 (65 to 28).

(Statistical Yearbook, Govt. of India, P 381-382)

v) The GER of higher education shows significant progress happening between 6 in the 1990's and 24 in 2020 (Dr. S.S. Mahalakshmi, 2023, P. 345).

vi) The number of universities and colleges significantly increased over three decades (1990 to 2019), respectively, from 184 to 1043 and 5748 to 42343 (AKAM Series #5, Press Information Bureau, Gov't of India, 2022, P1). vii) Poor vs. Rich in higher education

The researches conducted during the period 2000–2018 by Basant and Sen (2014), Tilak (2015), Thorat (2016), Wankhede (2016), Borooah (2018), Deshpande (2018), Kundu (2018), Sinha (2018), and Thorat and Khan (2018) signals the expanding gap between the rich and the poor,

especially in the higher education sector. About the year 2016–17, overall, GER stood at 25%, which is 21% for scheduled castes and 15.4% for scheduled tribes. Similarly, the gross enrollment ratio is 26% among men and 24.5% among women, showing, of course, no big difference between men and women. (Jandhyala BG Tilak, 26th August 2021, P. 5)

The ratio in the case of the richest group increased from 26% in 1993–94 to 37% by 2004–05, while the ratio for the poorest declined from a bare 2% to 1.8% during this period. (Jandhyala BG Tilak, 26th August 2021, P. 16)

viii) There was an improvement in infrastructure in the numbers of primary and secondary schools. In 1990, we had 7,99,200; in 2020, it went up to 15,09,136 (AKAM Series #2, Press Information Bureau, Gov't of India, 2022, P1). ix) %of Fund Allocation to Education concerning GDP

There was no significant jump and/or neither touched the envisaged target of 6%: 2.11% in the 1960's to 3.84% in the 1990's (N.V. Varghese, 2015) to 4.65% in 2021 (World Bank Report, September 12, 2023)

After reviewing the above facts and figures, even though the government succeeded in implementing some innovative ideas and increase financial and infrastructure support which helped to narrow down the gaps in equity in gender, SC, ST, and minorities, the gap between the poor and the rich is widening. The figures need significant jump from the present in the coming two decades to fulfill the vision of Viksit Bharat by 1947. Even though the envisaged policies were given a good improvement, by and large, the outcome was moderate.

In the year 2015, the Agenda for Sustainable Development 2030 got adopted as part of the government's vision. Under this, more stress was placed on inclusiveness, equity, and quality education, which were envisaged to promote lifelong learning opportunities for all.

NEP 2020

Learning from the Experience Government of India has taken some corrective and preventive action under NEP 2020 policies to improve GER and DOR.

The world is changing and the focus of education is too. With the dramatic changes happening in scientific and technological fields, advances such as the rise of big data, Machine Learning (ML), and Artificial Intelligence (AI), the need for a skilled workforce in emerging sectors with multidisciplinary abilities across the sciences, social sciences, and humanities is going to increase. The new policy envisages critical thinking and problem solving, multidisciplinary courses, the adoption and absorption of new materials and knowledge to gain traction.

Under the new policy, the government proposed a new structure for schools with a structure of 5+3+3+4 (Foundation, Preparatory, Middle, and Secondary) covering age ranges of 3-8, 8-11, 11-14, and 14-18 years in place of the traditional 10+2 structure.

The NEP 1992 envisaged Early Child Care (ECC) but it could not be implemented on a full scale. NEP 2020 identified it as critical because as per the studies, the majority of a child's brain development happens between 0 - 6 age. Under the new policy, the government will empower and direct Early Child Care and Education (ECCE) to focus on child development under two distinct segments, The first segment will be 0–3 year-olds and the second will be 3–8 year-olds. ECCE will deliver its outputs through institutions like Anganwadi's and Pre-primary Schools, which will recruit workers and teachers specially trained in the curriculum and pedagogy of ECCE. The policy envisages the idea of Health as Wealth; malnutrition and/or illness are key challenges impacting the child's learning. Hence, they will be addressed through healthy meals in schools and through the involvement of well-trained social workers, counselors, local bodies, and the community in the schooling system.

Considering the gaps in NEP 1992, Quality and Equity, the new policy envisages actions in two important areas. The first one is to provide effective and sufficient infrastructure so that all students have sufficient access and safely engage with school. Under this, one of the actions envisaged by the government is to reinstate the credibility of government schools by upgrading and enlarging the school's infrastructure that already exists, further building additional quality schools in areas where they are in need and do not exist, and providing safe and practical conveyances and/or hostels, especially for the girl children. Another action enlisted under this idea is the establishment of alternative and Innovative Education Centers for migrant labourers and for children who are dropping out of school due to various circumstances. The second is the concept of universal participation in school. It is done by carefully tracking students learning levels to ensure that they are enrolled, attending school, and given suitable opportunities to catch up in case they have fallen behind or dropped out. To retain the students, a vibrant campus is a must for high-quality teaching and learning processes. To achieve this, students will be given plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc. In every educational institution, there shall be counseling systems for handling stress and emotional adjustments for all levels of students. Financial assistance to students shall be made available through various means and measures. The policy also envisages incentivizing the merit of students belonging to SC, ST, OBC, and other SEDGs. The National Scholarship Portal will support, foster, and track the progress of students receiving scholarships. Private HEIs will be persuaded to offer freeships and scholarships at competent rate.

The new policy attempts to strengthen the quality of the education system through periodic checkups of the overall system; for example, the National Achievement Survey (NAS) of students' learning levels will be carried out by the proposed National Assessment Centre. It will be executed in collaboration with other governmental bodies like NCERT, etc., and assist in assessment procedures as well as data analysis. The assessment will cut across government and private schools.

States will also be encouraged to conduct their own State Assessment Survey (SAS), the results of which will be used only for developmental purposes. Under this, public disclosure by schools is a must, the confidentiality of the subject or student is assured, and continuous improvement initiatives will be triggered.

The policy strongly endorses the idea of a school complex/cluster. The idea behind the school complex/cluster is to leverage the synergy by way of sharing resources and greater efficiency in the functioning, coordination, leadership, governance, and management of schools in the cluster. This idea was originally recommended by the Education Commission report for NEP 1969.

The new system empowers the student by giving them flexibility in choosing courses. Students at the secondary level will be given flexibility to choose the subjects to study so that they can choose paths of study they are interested in and plan careers. The three-language formula originally envisaged in NEP 1968 will gain further traction in the current NEP since it will promote multilingualism and national unity. The new policy recognised mother tongue power; hence, the curriculum and delivery should be in the same language so that children can easily grasp the concepts and will be able to communicate. Teachers will be encouraged to use a bilingual approach, with students whose mother tongue will be a different language. Under the new policy, grade 3 and above, other languages will be taught in an enjoyable and interactive style, with the objective of skills developed - reading and writing. The new policy introduces a radical change in current assessments and exam objectives. The aim of the current assessment is summative and primarily tests memorization skills. However, the new proposed ideas consider more competency-based learning and development such as analysis, critical thinking, and conceptual clarity. In addition to these, the new policy assessments should have greater flexibility, student choice, and best-of-two attempts. In the new policy, the students / gifted children who show strong interests and capacities should be channeled through a fast-track method and encouraged to pursue that realm beyond the general school curriculum. Teacher education will include methods to make teachers more capable of identifying, nurturing, and handling such students with unique talents and interests.

In addition to the above measures envisaged under NEP 2020, to control DOR in girls, SE, ST, physically challenged, mentally challenged, and socio-economically backward classes, the government has initiated several infrastructural projects like hotels, travel facilities, incentives, etc. under different schemes. Examples of free boarding facilities will be built in such school locations where students may have to come from far distances, particularly for students who are from socio-economically disadvantaged backgrounds; suitable arrangements for the safety of all children, especially girls, are also envisaged. Kasturba Gandhi Balika Vidyalaya will be strengthened and expanded to increase the participation of girls from minority and socioeconomically disadvantaged backgrounds. Further to strengthen the vision, the Government of India will set up a 'Gender-Inclusion Fund' to provide equitable and quality education for all girls as well as transgender students. The fund will be available to states to implement priorities critical for assisting female and transgender children in gaining access to education. The policy also recognises the importance

of creating and enabling mechanisms for providing Children With Special Needs (CWSN) with the equity and quality of education that any other children enjoy.

The new policy reviewed the challenges faced by the Vocational Education system and proposed solutions to increase the GER. One of the primary reasons for the small numbers of students receiving vocational education is the fact that vocational education is largely only for grades 11–12 and dropouts in Grade 8 and upwards have limited chance to enroll. Moreover, students passing out from Grades 11–12 with vocational certificates often did not have well-defined pathways for higher education. This led to a lack of vertical climbing of the ladder in education for students from the vocational education stream, this question was addressed through NEP 2022 by the announcement of the revised National Skills Qualifications Framework (NSQF). The Idea proposed in NEP 2022 is that Vocational Education will be integrated into all secondary schools in a staged manner. To accomplish this objective secondary schools will also collaborate with ITIs, polytechnics, local industry, etc. In addition to this another idea posed, in NEP 2022, is setting up Skill Labs in the schools and operating under the Hub & Spoke model, which will allow other schools nearby to share the resources. The National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education, representatives from ministries, industry, etc. oversees this effort.

The new policy envisions a comprehensive approach to transforming the quality and quantity of research in India. This includes definitive shifts in school education to a more play- and discoverybased style of learning with an emphasis on the scientific method and critical thinking. Under this policy, the stress will be given to initiatives like career counseling in schools aimed at identifying student interests and talents, reshaping HEIs as multidisciplinary institutions, and placing an emphasis on holistic education. The policy proposes the inclusion of research and internships in the undergraduate curriculum, faculty career management systems that give due weightage to research, and the governance and regulatory changes that encourage an environment of research and innovation. Under the new policy, the establishment of a National Research Foundation (NRF) was mooted, and the goal is set to nurture the culture of research in the universities. As policy envisaged, NRF will provide merit-based and equitable peer-reviewed research funding, helping to develop a culture of research in the country through suitable incentives for and recognition of outstanding research. The NRF will be funding research in all disciplines looking at the merits. The NRF will be autonomous body with little government influence, governed by a rotating Board of Governors.

To restrict the bureaucratic and inter-department/agency level bottlenecks in the system; the regulatory system of higher education will be split into distinct functions of regulation, accreditation, funding, and academic standard setting. Those agencies/bodies will be performing their duties and functions distinctively, independently, and empowered. These proposed changes create checks and balances in the system, minimise conflicts of interest, and eliminate concentrations of power. The proposed four structures, Regulation (NHERC), Accreditation

(NAC), Funding (HEGC), and Academic Standard Setting (GEC) will be set up under one umbrella institution, the Higher Education Commission of India (HECI).

Under NEP 2022, private participation in education / HEIs considered with full public-spirited intent to encourage through a progressive regime of fee determination. The policy envisages transparency in fixing fees with an upper limit and such institutions are encouraged to accreditation with relevant bodies/agencies to check and monitor the quality and development. This will empower private HEIs to set fees for their programmers independently, though within the laid-out norms and the broad applicable regulatory mechanism. The new policy will encourage private HEIs to offer freeships and scholarships in significant numbers to their students. The new policy envisages that NAC will provide a complementary check on this system, and NHERC will consider this as one of the key dimensions of its regulatory objective.

The NEP 2022 envisages the use and integration of technology to improve multiple aspects of education. The policy proposes to create a National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the technology platforms to enhance learning, impact assessment, better planning and administration, and so on for both school and higher education. As per policy, the NETF will have the following functions: advise central and State Governments, build intellectual and institutional capacities in educational technology, and articulate new directions for research and innovation. The NEP 2020 recognises the reality of Artificial Intelligence (AI) and 3D/7D Virtual 7D virtual reality. AI's potential threat in the workplace is clear, and the education system must catch up quickly for this, NETF will evaluate, update, and recommend to MHRD and other agencies a plan of action - how to face it and convert it to opportunities for education and economic development. In this context of AI, under the new policy, NRF will take a three-pronged approach to advancing core AI research, developing/deploying application-based research, and advancing international research efforts to address challenges in the economy.

The new policy recognises the emergence of digital technologies and the emerging importance of leveraging technology for teaching and learning at all levels. It also covers investing in digital infrastructure and recognises the importance of online teaching, training, assessment, content creation, digital repository, and dissemination. The policy also considers the challenge of the digital divide that may happen in society.

NEP 2020 stresses the importance of adult education for the betterment of literacy and the fulfillment of the vision of lifelong learning. Under the new policy, a framework will be developed, and a new and well-supported constituent body of the NCERT will be dedicated to looking after adult education.

The policy emphasises the teacher's role, teachers will be at the centre of the fundamental reforms in the education system because they truly shape the next generation of citizens. The policy empowers teachers through different guidelines to do their jobs as effectively as possible. The new

education policy focus from recruitment and positioning them in society respectfully with full dignity. The regulatory system will be empowered to take stringent action against teachers who are substandard, do not meet basic educational criteria and dysfunctional by Teacher Education Institutions (TEIs). By 2030; only educationally sound, multidisciplinary, and integrated teacher education programs will be in force.

Relevant Research, on the NEP, happened during last two decades (2000 - 2020)

Most of the research that happened in the past two decades identifies similar gaps which corroborate with the below findings of NEP “Gaps”.(discussed under the heading below “Summary of Gaps Vs Action “). In the current paper, we compare their observation and findings to confirm the gaps. The Studies of Dubey (2008), Raju (2008), Srivastava and Sinha (2008), Sundaram (2006), Chakrabarti (2009), Tilak (2002, 2008, 2018), Tilak and Chowdhury (2021), Borooah (2018), Kundu (2018), Sinha (2018), Thorat and Khan (2018).

The Researchers find some variables that are critical to identifying the segments or areas that are lagging in education. These are given under: Gender, caste, religion, region, Age, public sector investment, private sector growth, location, household capacity (expenditure), Economic Status, rural and urban, parent education, household size, occupation of Parents, Income, Family type, etc. They can pinpoint the class or category where the failures are happening and a step ahead they have given recommendations, some are corrective and preventive in nature

This variable can be summarized under Social, Economic, Infrastructure, Demographic, Geographic and Financial factors.

Summary of Gaps Vs Action

NEP 2022 Challenges faced

- a) The Education system in India is highly fragmented
- b) Prior NEP policies gave little attention to cognitive skills and learning outcomes
- c) The curriculums at different levels were rigid in each discipline
- d) The children face limited access, particularly in socio-economically disadvantaged areas
- e) The emphasis on the Mother Tongue / Local language in actual practice of education in HEIs was limited
- f) The old education system gives teachers limited flexibility and institutional autonomy

- g) The teacher's quality is impacted due to the lack of merit-based career management and progression of faculty and institutional leaders
- h) The previous versions of NEP gave lesser emphasis on research in universities and colleges and the quality of peer-reviewed research
- i) The structural imbalances and vague clarity lead to suboptimal governance and leadership of HEIs
- j) The ineffective regulatory system
- k) large size universities face challenges like low standards, especially in undergraduate education

The New policy (NEP2020) envisages the following action to mitigate the challenges:

- a) Establishment of multidisciplinary universities and colleges at least one in or near every district
- b) Establishing more HEIs across India
- c) Encouragement of local/Indian languages as a medium of delivery
- d) Policy envisages more multidisciplinary undergraduate education
- e) Policy earmarks the idea of faculty and institutional autonomy
- f) Encourage periodic revision of / revamping the learning cycle with innovative ideas for the enhancement of student experiences
- g) Policy gives guidelines to enhance the quality of teachers by reaffirming the integrity of faculty, filling positions through meritocracy, and career progression based on teaching experience, research experience, and years of service experience
- h) Policy envisages the establishment of a National Research Foundation to fund quality peer-reviewed research and to support research initiatives undertaken in universities and colleges
- i) Policy gives greater autonomy to the HEIs, by qualified independent boards having academic and administrative autonomy
- j) To improve the quality of higher education "light but tight" regulations put in place
- k) The new policy encourages Universities to provide scholarships to disadvantaged students
- l) The NEP 2020 encourages online education, and Open Distance Learning (ODL)

- m) For Challenged Children the policy envisages easy accessibility and availability of infrastructure and learning materials are assured **Further to Bridge the gap in Equity and Inclusivity**
- n) Under the new policy Government committed and earmarked suitable Central Government funds for the education at state level education and also for both public and private HEIs
- o) The policy gives metric-based clear targets, and higher GER for education-linked boards and agencies at the state level
- p) The policy suggests gender balance in admissions in all HEIs
- q) The policy addresses the challenges faced by children to access high-quality education, hence to address the policy proposes to increase the number of high-quality HEIs in aspirational districts,
Backward districts and Special Education Zones
- r) The policy lays down guidelines to encourage the HEIs that teach in local/Indian languages or bilingually, and also encourage more degree courses to be taught in Indian languages and bilingually
- s) The policy envisages scholarships at different levels of education to encourage to students continue their education. It envisages financial assistance and scholarships to socioeconomically disadvantaged students
- t) The policy envisages outreach programs in higher education to provide opportunities for dropout students and also emphasizes on development of bridge courses for students who come from disadvantaged educational backgrounds
- u) The policy gives guidelines to take advantage of emerging technologies for developing and support tools for better participation and learning
- v) The new guidelines emphasized on quality of education to increase the chances of employability in VHC and Higher education.
- w)The policy recognizes the problems of physically challenged children and guidelines issued on infrastructure design to all schools for better wheelchair accessibility.
- x) To keep the healthy and psychologically fit students policy envisages counselling and mentoring programs to provide socio-emotional and academic support and mentoring for all students

- y) The policy also issues strict guidelines on a no-discrimination basis on cast and creed and antiharassment rules
- m) The policy encourages simplification and makes it more inclusive in the admission process
- z) The policy gives strict guidelines on sensitive issues like discrimination between faculty, counselors, and students based on gender identity.

Conclusion:

The critical review of Historic NEPs (refer to 1968 and 1992) shows the gaps in policies that led to a slim rate of growth in GER and DOR during post-independence. The critical gaps are found in the following social, economic, and infrastructure, demographic, geographic, and financial factors. The NEP 2020 Policy is constructed in such a way that there is a balance in approach towards the problems and addressing the issues both in quantitative and qualitative ways. Furthermore, more implementation of actions or proposed actions is more corrective and preventive in nature, in such a way that the mistakes of the past are minimised in the coming years and leveraging of new technologies and ideas to achieve the goal of “Visua Guru” by this half of the century.

Thus, the NEP 2020 will be a comprehensive leap by the government of India to address the internal and external challenges faced by society and the system as a whole will be successful since it addresses fundamental issues chased by DER and DOR from different dimensions and follows the shared responsibility among the central government, state government, district authorities, society, institutions, governing bodies and key stakeholders like teachers, students, and parents.

A word of caution education in India remains a significant challenge, particularly for the poor. The divide between the rich and poor is widening and inflation in costs limits access to quality education and opportunities. To bridge this gap, the government must focus on providing better infrastructure, resources, and opportunities in public schools making higher education more affordable and accessible to all. Further, investing in skills training and vocational education will provide alternative opportunities for those who cannot access higher education. Only then can India achieve equitable and inclusive education for all its citizens.

END

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3. Nation Education Policy 1968, Government of India

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14. Thorat and Khan (2018), —Private sector and Equity in Higher Education: Challenges of Growing Unequal Access||, In: Education Report 2016 on Equity in N. V. Varghese, N. S. Sabharwal and C. M. Malish (ed.), New Delhi: Sage Publications, pp. 92-130.

Other Resources

- 1) Worldbank.org
 - 2) iariw.org
 - 3) ijrpr.com
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Key concepts:

GER is defined as the total enrolment in a particular level of school education, regardless of age, expressed as a percentage of the Population of the official age-group which corresponds to the given level of school education in a given school year

$$GER_{pri\ level} = \frac{\text{Enrolment in class 1-5}}{\text{Projected Population in age group 6-10}} * 100$$

Dropouts are defined in this study as students who dropped out for reasons other than promotion, transfer, completion of education, or death, including those who dropped out due to excessive school absences (Rishi & Choudhary, 2023).

Annexure

Table 12

| Correlates of Dropout Rates – Correlation Coefficient of Dropout Rates with select indicators | | | | | | | | | | |
|---|-----------------------|---------|--------|--------|---------|---------|---------|-----------|----------|----------|
| Year | Correlates | Primary | | | Middle | | | Secondary | | |
| | | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 1990 | Poverty | 0.542* | 0.447 | 0.460 | 0.570* | 0.569* | 0.570* | 0.579* | 0.576* | 0.585* |
| | No. of Schools | -0.386 | -0.143 | -0.157 | -0.490 | -0.447 | -0.466 | -0.803** | -0.613* | -0.663** |
| | Edu Infra Index | -0.572* | -0.323 | -0.338 | -0.574* | -0.527* | -0.550* | -0.803** | -0.591* | -0.656** |
| | RPLEXEDU ^a | -0.333 | -0.073 | -0.098 | -0.354 | -0.308 | -0.339 | -0.621* | -0.368 | -0.452 |
| 1995 | Poverty | 0.441 | 0.408 | 0.420 | 0.419 | 0.370 | 0.414 | 0.422 | 0.455 | 0.437 |
| | No. of Schools | -0.113 | -0.040 | -0.050 | -0.200 | -0.183 | -0.167 | -0.462 | -0.405 | -0.438 |
| | Edu Infra Index | -0.091 | -0.041 | -0.039 | -0.298 | -0.177 | -0.259 | -0.459 | -0.352 | -0.409 |
| | RPLEXEDU ^a | -0.469 | -0.380 | -0.423 | -0.414 | -0.209 | -0.376 | -0.256 | -0.129 | -0.207 |
| 2000 | Poverty | 0.481 | 0.470 | 0.491 | 0.529* | 0.536* | 0.539* | 0.608* | 0.553* | 0.583* |
| | No. of Schools | -0.211 | -0.165 | -0.191 | 0.116 | 0.049 | 0.089 | -0.798** | -0.845** | -0.828** |
| | Edu Infra Index | -0.336 | -0.332 | -0.341 | 0.057 | -0.008 | 0.031 | -0.748** | -0.804** | -0.781** |
| | RPLEXEDU ^a | -0.186 | -0.274 | -0.237 | -0.136 | -0.074 | -0.102 | -0.582* | -0.602* | -0.597* |

Note: Poverty – Incidence of Poverty; Edu Infra Index – Educational Infrastructure Index; a – State's **Real Plan** Expenditure on education; * - Significant at 5%, ** - Significant at 1%.

Source: Author's calculation.

Note : https://mpr.ub.uni-muenchen.de/4869/1/MPRA_paper_4869.pdf , P20

Table 2: Gross Enrolment Ratio in Higher Education, by Gender, Region, Social Groups (caste and religion) and Household Consumption Expenditure Quintiles: 1983-84 to 2009-10

| Year | Gender | | Region | | Caste | | | | Religion | | | | Household Expenditure Quintiles | | | | | All Population |
|-----------|--------|--------|--------|-------|-------|------|------|----------|----------|--------|------------|--------|---------------------------------|------|-------|-------|-------|----------------|
| | Male | Female | Rural | Urban | SC | ST | OBC | Non-SC/T | Muslims | Hindus | Christians | Others | Q1 | Q2 | Q3 | Q4 | Q5 | |
| 1983-84 | 10.87 | 14.49 | 3.95 | 17.68 | 3.7 | 2.4 | - | 9.0 | 4.1 | 7.5 | 20.0 | 10.6 | - | - | - | - | - | 7.67 |
| 1987-88 | 11.82 | 5.37 | 4.77 | 19.56 | 4.0 | 3.0 | - | 10.2 | 4.4 | 8.8 | 17.0 | 11.4 | - | - | - | - | - | 18.57 |
| 1993-94 | 11.7 | 5.9 | 4.66 | 20.17 | 3.8 | 3.4 | - | 10.6 | 4.6 | 9.1 | 16.2 | 10.5 | 2.03 | 3.03 | 4.83 | 9.21 | 25.93 | 18.85 |
| 1999-2000 | 12.1 | 8.0 | 5.38 | 20.44 | 5.1 | 6.4 | 7.0 | 11.9 | 5.2 | 10.4 | 18.6 | 14.0 | 1.25 | 3.31 | 4.73 | 10.06 | 30.96 | 10.05 |
| 2004-05 | 14.8 | 10.4 | 7.51 | 23.79 | 7.9 | 7.3 | 10.1 | 14.6 | 7.6 | 13.2 | 20.8 | 14.7 | 1.80 | 4.10 | 6.11 | 11.87 | 36.75 | 12.59 |
| 2009-10 | 27.0 | 18.7 | 16.52 | 38.48 | 14.8 | 11.8 | 22.1 | - | 13.8 | 24.2 | 36.9 | 28.0 | 5.22 | 8.05 | 15.64 | 24.92 | 61.71 | 23.05 |

Source: Tilak (2015).

Notes : https://iariw.org/wp-content/uploads/2021/07/Pradeep_Paper.pdf , PP 43

Conclusion of other Research Studies:

GER Impacting Variables:

The results in Tables 12 and 13 give the estimates for six major factors that cause an effect the on probabilities of higher education of 18–23-year-olds: sex, regional (rural-urban), religion, economic status of the household and household size. Looking at the results of equation

1, we find that the chances of attending higher education are significantly higher for men as compared to women. This supports the findings of several other studies conducted on Indian higher education (Dubey 2008; Raju 2008; Srivastava and Sinha 2008; and Sundaram 2006, 2009).

2, The location of the household (rural/urban) matters significantly in attending higher education in India. The value of the marginal effect associated with the variable region reveals that the individuals residing in urban area have 4.2 per cent higher chances of attending higher education as compared to those who belong to rural areas.

3) The results show that there is no statistically significant difference between men and women in urban areas, but in rural areas women have significantly lower chances of attending higher education than men. Similarly, there is no significant difference in the probability of attending higher education between scheduled castes and scheduled tribes in urban areas, while scheduled castes who belong to rural areas have significantly higher chances of attending higher education as compared to scheduled tribes in rural area.

3) Using data based on 61st round of NSSO, conducted in 2004-05, Dubey (2008) has shown that the probability of female enrolment in higher education was lower by three per cent in the rural region and 0.3 per cent in the urban region compared to males.

4)The social group variable is categorized here into four different castes/classes (scheduled caste, scheduled tribe, 'other' backward classes and others), and in the regression analysis scheduled tribe category is considered as the base (reference) category. The results show that there is a clear

hierarchy among the people, with the predicted probability of attending higher education in terms of social group. The chances of attending higher education are 7.3 per cent and 11.1 per cent higher for 'other' backward classes and general category respectively, as compared to scheduled tribes. There is no statistically significant difference between the probability of scheduled castes and scheduled tribes in attending higher education.

5) In case of religion, we considered only three variables, HINDU, MUSLIM and 'Others'. There is statistically significant difference in predicted probabilities between Hindus, Muslims and others, in the chances of participating in higher education. It is highest for Hindus and lowest for Muslims. More clearly, it is 10 per cent less probability for Muslims to attend higher education as compared to Hindus. There is a significant difference in the probability of persons in different quintile groups in attending higher education. The results show that the predicted probability of higher education attainment increases with the increase in the economic status of the household. For example, the probability of attending higher education (marginal effect in Table 12) is 41.4 per cent higher for 5th quintile individuals

6) The association between economic status of the household and participation in higher education is positive and strong and corroborates with the findings of other studies in India (for example, Chakrabarti 2009; Azam and Blom 2009; Tilak 2015). The estimates of marginal effect show that the probability of attending a higher education institution is higher for men as compared to women in each quintile.

7) Although economic status of the household matters in attending higher education for both rural and urban youth, higher quintile groups have higher predicted probabilities of attending higher education in urban areas than in rural areas.

8), the gap in gross enrolment ratio in higher education between the 'poorest of the poor' and the 'richest' is 20 times and it is much higher in case of women, (28 times) as compared to 16 times for men. inequalities in enrolment ratios between the poorest and the richest quintiles have increased over the years

9) Gender differences in the probability of attending higher education are found here to be statistically significant only in case of first three expenditure quintiles which reveal that poor households differentiate between male and female children in sending their wards to higher education, while gender does not seem to matter among rich households.

10) Regression results across all expenditure quintiles show that probability of attending higher education is significantly higher for scheduled castes, 'other' backward classes and forward castes, as compared to scheduled tribes (taken as the reference category). Again, the effect of social category varies widely by expenditure quintiles. For example, the scheduled caste population of the bottom expenditure quintile has significantly higher chances of participation in higher education, as compared to scheduled tribes belonging to the same bottom quintile; the coefficients are statistically not significant for other quintiles.

11) Muslim youth who belong to these non-poor quintiles have significantly low probability in attending higher education as compared to Hindus. Economic status does not seem to matter for Muslims belonging to the 3rd to the 5th quintiles in deciding to go for higher education or not. However, among the bottom two—first and the second expenditure quintiles, individuals belonging to ‘other’ religions have higher chances of attending higher education than Hindus, while it is opposite for rich households.

12) private higher education institutions, particularly during the last quarter century (Tilak 2009). Also, within the private sector, it is the “for-profit” higher education segment, which is largely market-driven, is growing fast and the philanthropy and charity based private higher education seems to be disappearing (Tilak, 2006; 2013; Varghese, 2015). The contribution of private sector in higher education has raised equity, quality and efficiency concerns, equity concerns being very serious, as students from lower income families hardly access these institutions as these institutions charge exorbitant levels tuition and other fees. Further, students from poor families face greater difficulty in accessing limited seats available in elite public institutions, such as the Indian Institutes of Technology, National Institutes of Technology, Indian Institutes of Management, etc., due to tough entry level nation-wide competition.⁴ The representation of students in elite public higher education institutions is largely confined to economically well-off families.

Note: Tilak, Jandhyala B G (2002), Determinants of Household Expenditure on Education in Rural India. Working Paper No. 88, New Delhi: National Council of Applied Economic Research Tilak, Jandhyala B G (2018), —Preface to the India Higher Education Report 2016 on Equity in N. V. Varghese, N. S. Sabharwal and C. M. Malish (ed.), New Delhi: Sage Publications.

Some of the major problems currently faced by the higher education system in India include: (a) a severely fragmented higher educational ecosystem; (b) less emphasis on the development of cognitive skills and learning outcomes; (c) a rigid separation of disciplines, with early specialization and streaming of students into narrow areas of study; (d) limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages (e) limited teacher and institutional autonomy; (f) inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders; (g) lesser emphasis on research at most universities and colleges, and lack of competitive peer reviewed research funding across disciplines; (h) suboptimal governance and leadership of HEIs; (i) an ineffective regulatory system; and (j) large affiliating universities resulting in low standards of undergraduate education.

file:///C:/Users/Admin/Desktop/Articld%20-%20Dr%20Keerthi%20%20Education/NEP_Final_English_0.pdf (P

24 - 28, 33-34) **DOR Impacting Variables:**

1 Financial Constraints Financial challenges are the central problem in the school dropout rate in the higher education system in India.). According to specific research, students from low-income families are more likely to drop out of school. They may be forced to work to support their family. Some youngsters

may need to stay home to care for their siblings while their parents' work. According to the National Centre for Education Statistics research, students from low-income families have the highest dropout rate (9.4%). Many youngsters must work rather than attend school to support their families (Mitra et al., 2023).

2 **Malnutrition and Health Issues** Malnutrition significantly influences school-age children, such as lower attendance and more acute performance in age-appropriate grades. Long-term consequences of students' well-being and nutrition affect school enrolment, dropout, and academic success (Garg et al., 2023). Schoolaged students who lack nutrients such as protein, energy, malnutrition, hunger, or essential micronutrients in their diets do not have the same learning capacity as healthy, fed students (Roy, 2023). These disadvantaged students are less likely to attend school regularly, are more likely to repeat classes, drop out early, and fail to study effectively owing to poor levels of attention, exhibit little motivation, and exhibit poor cognitive function (Raj, 2023). Many studies have found that children who experience severe acute malnutrition as youngsters have impaired cognitive function, low academic performance, and behavioral disorders. Stunting and underweight have been additionally associated with delays in development in studies carried out in India (Dash, 2023).

3 **Academic Difficulty/ Failure** The amount of high school and college students who do not complete their school and college education poses a massive problem to India's educational system. In our nation, students are expected to complete their education before entering the professional sphere. Another reason children drop out of school is an inability to cope with academic demands (Govindaraju & Venkatesan, 2010). According to studies, children who do not read effectively are four times more likely to drop out of school. Studies show pupils who fail are more feasible to drop out of high school. Many students find school uninteresting. They like arriving late, missing lessons, and taking lengthy lunch breaks. Dropping out of school can often be triggered by a lack of interest. Some students have difficulty in connecting with the teacher. Most students did not believe their professors encouraged them to work hard enough (Kumar et al., 2023).

4 **Lack of Family Support** Parents of high school dropouts are frequently disengaged or unconcerned with their children's academic achievement. When it comes to high school attendance, parents play an essential influence (Dash, 2023). Parental participation is a concern that frequently leads to more excellent dropout rates, particularly among high school pupils (Somashekar, 2023). <https://ijrpr.com/uploads/V5ISSUE1/IJRPR21770.pdf>

NEP 2020

Increasing unemployment Rates: The rising unemployment rate has altered people's perceptions, particularly of the working class and the impoverished. Even if students finish their studies, they no longer have faith that they can find suitable employment. In addition, the lack of job opportunities can lead to feelings of hopelessness and a lack of motivation to stay in school. Young people who are unemployed may feel that they have no choice but to leave school in order to support themselves and their families. Parents also tend to prefer dropouts for their children so that they can work elsewhere and provide for the family.

Lack of interest and motivation: Many students are not motivated and enthusiastic towards their academics and curriculum. This is the major factor in dropouts, especially in government and

nonprofit schools. These students prefer to drop out because whatever was taught in class did not attract them or grab their attention.

Health-related problems: Dropout rates among students can be significantly impacted by health problems and impairments. Inadequate health can cause absences, which can cause a student to fall behind and eventually drop out. In addition, health problems and disabilities can cause a lack of confidence and self-esteem, which makes it harder for a kid to continue in school.

Emotional and behavioral issues: Fear of learning, depression, anxiety, and fear of failure significantly contribute to the dropout rate. Negative home environments arising due to brokenness, death, drunkenness, fights in families, death, etc. also adversely affect the students learning.

Constant failure: Some students fail repeatedly, which causes a lack of confidence in them and eventually causes them to drop out of school.

Delinquency: The present study revealed that students who engage in delinquent behaviour are more likely to leave their educational institution than students who do not. Delinquency may result in a student's expulsion or suspension from the school, or in being arrested and having a criminal record. These unpleasant incidents may lead children to lose interest in learning and eventually drop out. Delinquent students might not have equal access to educational resources as other students, which can result in school abandonment.

Lack of community support and proper surroundings: Students might not feel comfortable or supported at school if there is no sense of security and a positive atmosphere. They may eventually become disinterested and leave. When students might not have access to the same resources or educational opportunities as their peers, it can also have an impact on their academic performance. Furthermore, it has been seen that many children live in places where education is not valued and where drugs, gangs, and violence abound. Such conditions result in low enrollment and higher dropout rates

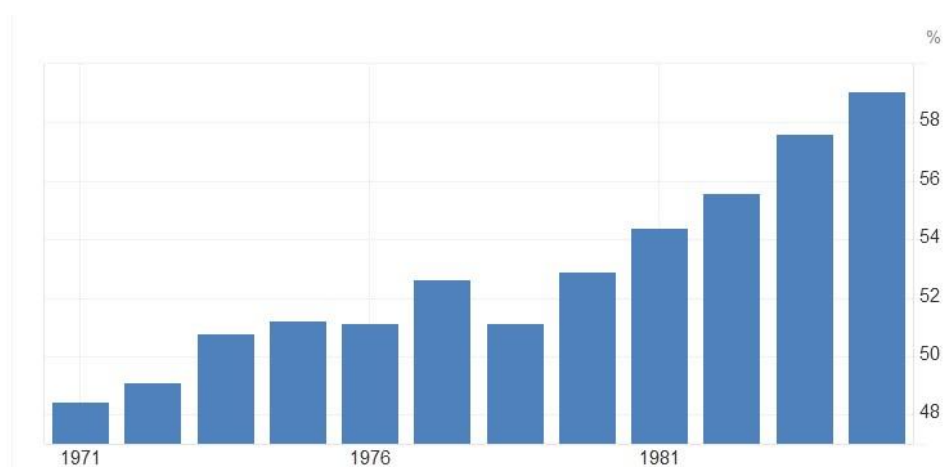
<https://ijcrt.org/papers/IJCRT2303205.pdf> , pp7

. However, various governmental, as well as non-governmental surveys, indicate that we are currently in a learning crisis: a large proportion of students currently in elementary school - estimated to be over 5 crore in number - have not attained foundational literacy and numeracy, i.e., the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction with Indian numerals.

NEP 2020, P 8

NEP 1968

i) A meager improvement in GER form round from 48% to 59% after two decades (combining Primary and Secondary education)



Citation From:

<https://tradingeconomics.com/india/gross-enrolment-ratio-primary-and-secondary-both-sexespercent-wb-data.html>;

ii) % of Woman Enrolment of Students in Higher Education in India improved from round to 16% to 27%

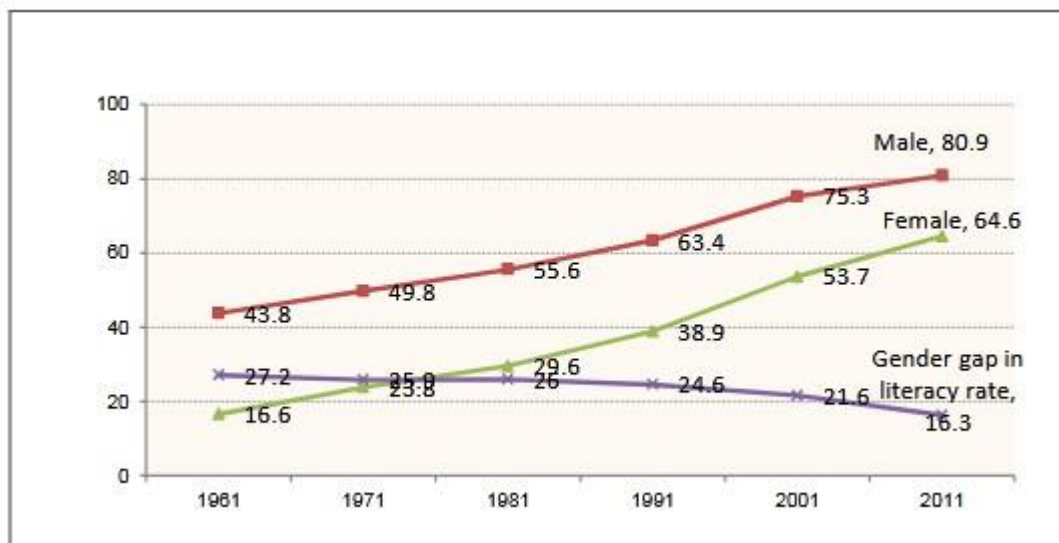
| Year | Students | % of Women |
|---------|-----------|------------|
| 1950-51 | 1,73,696 | 10.9 |
| 1960-61 | 5,56,559 | 16.2 |
| 1970-71 | 19,53,640 | 21.9 |
| 1980-81 | 28,31,563 | 27.2 |

Citation

From:

<https://www.irjweb.com/Trends%20in%20Enrolment%20in%20Higher%20Education%20in%20India.pdf>, Abstract ,P3

Trends in Enrolment in Higher Education in India Dr.S.S. Mahalakshmi, Academic Consultant, Dept of Economics, Yogi Vemana University, Kadapa. iii) Gender Gap in Literacy rate remain stagnant at around 25%



Citation From:

https://mospi.gov.in/sites/default/files/Statistical_year_book_india_chapters/Education.pdf

,P 382

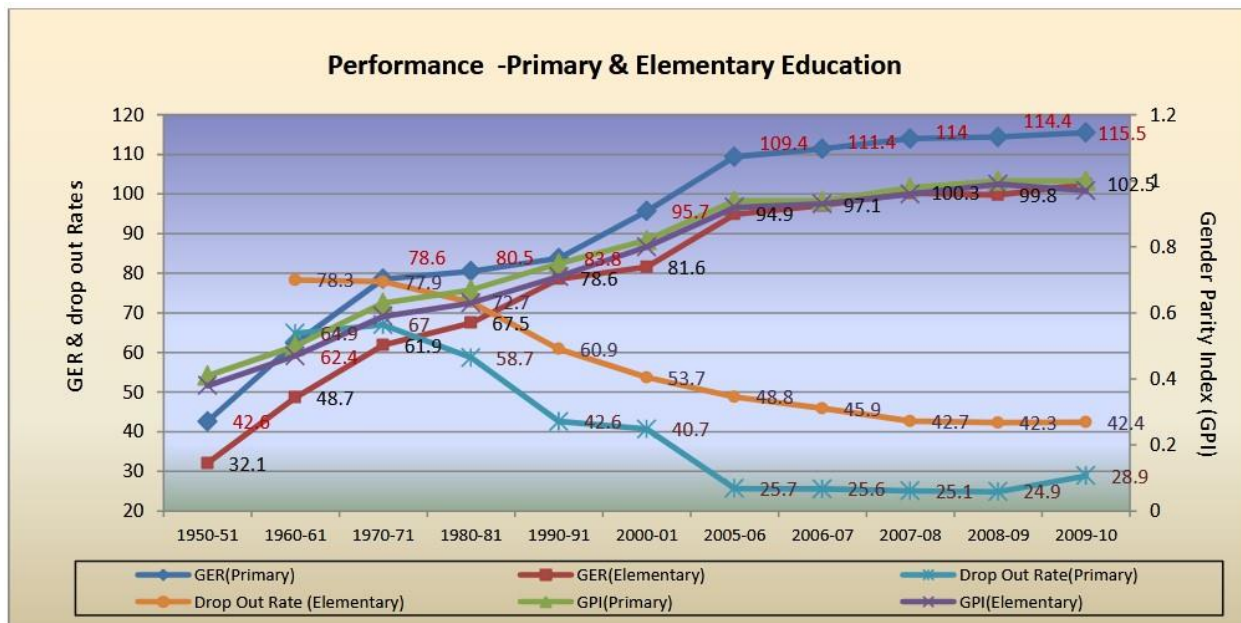
iv) DOR and GER , show no significant progress happening between 1960's vs 1980's in Primary and el iv) DOR and GER , show significant progress happening between 1980's vs 1980's in Primary and elementary level.

GER: Elementary show no significant Progress in ration between 1970's to 1990's - 61 to 78

DOR: Elementary show no significant Progress in ration between 1980's to 2010's - 72 to 83

GER: Primary show significant Progress in ration between 1980's to 2010's - 78 to 83

DOR: Primary show significant Progress between 1980's to 2010's - 72 to 81



Citation

From:

https://mospi.gov.in/sites/default/files/Statistical_year_book_india_chapters/Education.pdf

,P 381

V) GER for Higher Education:

| YEAR | GER(%) |
|---------|--------|
| 1950-60 | 0.7 |
| 1960-61 | 1.4 |
| 1979-80 | 5 |
| 1989-90 | 6 |
| 1999-00 | 10 |
| 2006-07 | 12.3 |
| 2011-12 | 17.9 |
| 2012-13 | 21.5 |
| 2013-14 | 22.5 |
| 2014-15 | 23.6 |
| 2015-16 | 24.3 |

Citation From: : <http://voccedu.org/edu/v1i1/Topic%208.pdf>, P 3

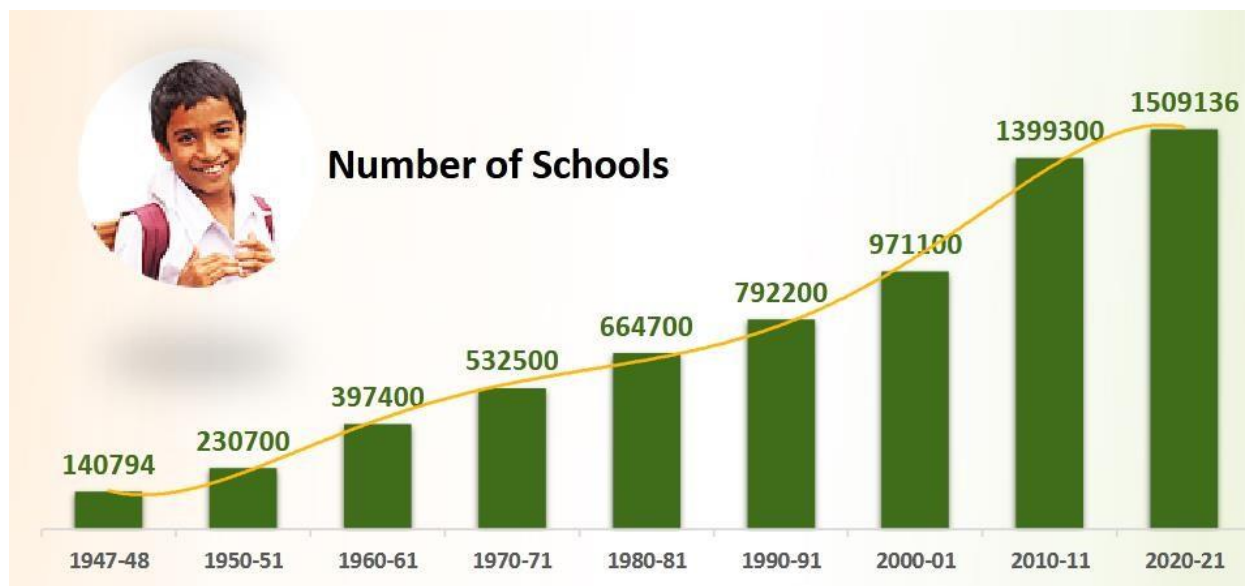
Dr. E. Ramganesha **S. Irissappan, SIGNIFICANCE OF GROSS ENROLMENT RATIO IN INDIAN HIGHER EDUCATION, P 28

v) Poor –Non poor in higher education

There are also significant differences in enrolment rate among the poor and non-poor. In 1999-2000 the GER for the poor was 2.4 % as against 12.91 % for non-poor, the average being 10.10%. The GER for the poor was almost twelve times lower compared with non-poor. Similar disparities are evident in rural and urban areas. In rural and urban areas the GER for poor was 1.30 % and 5.51%, quite low compared with 7.12% and 27.15% for non-poor respectively for rural and urban areas. Within the poor however the GER was the lowest among the poor belonging to ST and SC, followed by OBC and others. The GER for poor belonging to ST, SC, OBC and Other is 1.55%, 1.89%, 2.30%, and 3.58 respectively. Similar pattern is observed for poor in rural and urban areas. In rural areas the GER is the lowest for ST with only 1.11% followed by 1.35% for SC, 1.13 for OBC and 1.66% for Others – the overall GER being 1.30%. In urban areas the GER for the urban poor is 3.86%, 4.78%, 5.16% and 7% respectively for SC, ST, OBC and Others – the average being 5.51%. (Sukhadeo Thorat, 2006, P 9)

Citation From: https://www.ugc.gov.in/oldpdf/chair_sdt/chairman_nehru_lecture.pdf, P 9

vi) No. of Primary and Secondary School



Citation

<https://static.pib.gov.in/WriteReadData/specificdocs/documents/2022/jul/doc202272774401.pdf>

From:

Press information Bureau, Govt of India, 2022

Vii) %of Allocation to Education reference to GDP

| YEAR | Expenditure on Education as % of GDP |
|-------------|---|
| 1951-52 | 0.64 |
| 1960-61 | 1.48 |
| 1970-71 | 2.11 |
| 1980-81 | 2.98 |
| 1990-91 | 3.84 |
| 2000-01 | 4.14 |
| 2005-06 | 3.34 |
| 2009-10 | 3.95 |
| 2010-11(A) | 4.05 |
| 2011-12(RE) | 4.18 |
| 2012-13(BE) | 4.29 |

Challenges of massification of
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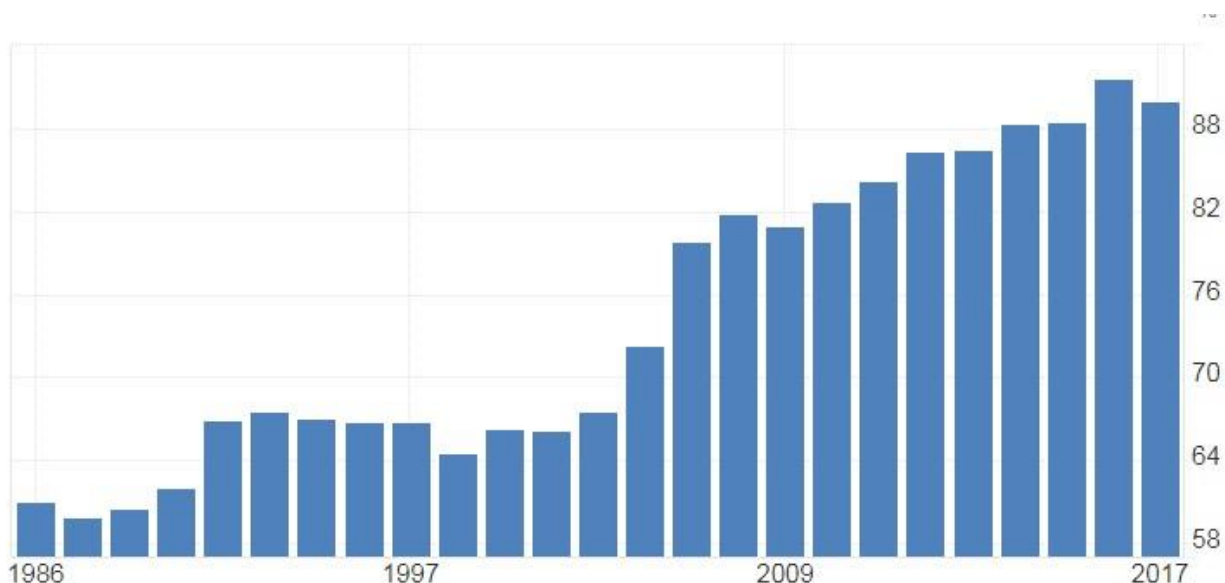
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World Bank Data: Till 1997 - 2021

<https://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS?end=2021&locations=IN&start=1997&view=chart>

NEP 1992

- i) A meager improvement in GER form round from 60% to 88% after two decades (combining Primary and Secondary education)



Citation From:

<https://tradingeconomics.com/india/gross-enrolment-ratio-primary-and-secondary-both-sexespercent-wb-data.html>;

- ii) % of Woman Enrolment of Students in Higher Education in India , It improved significantly from round 32% (1990's) to 48% (2020's)

Table 1: Enrolment of Students in Higher Education in India: 1950 -51 to 2020-21

| Year | Students | % of Women |
|---------|-------------|------------|
| 1950-51 | 1,73,696 | 10.9 |
| 1960-61 | 5,56,559 | 16.2 |
| 1970-71 | 19,53,640 | 21.9 |
| 1980-81 | 28,31,563 | 27.2 |
| 1990-91 | 49,24,868 | 32.0 |
| 2000-01 | 83,99,443 | 39.4 |
| 2010-11 | 1,86,70,050 | 41.5 |
| 2017-18 | 3,66,42,378 | 47.6 |
| 2020-21 | 4,13,80,713 | 48.2 |

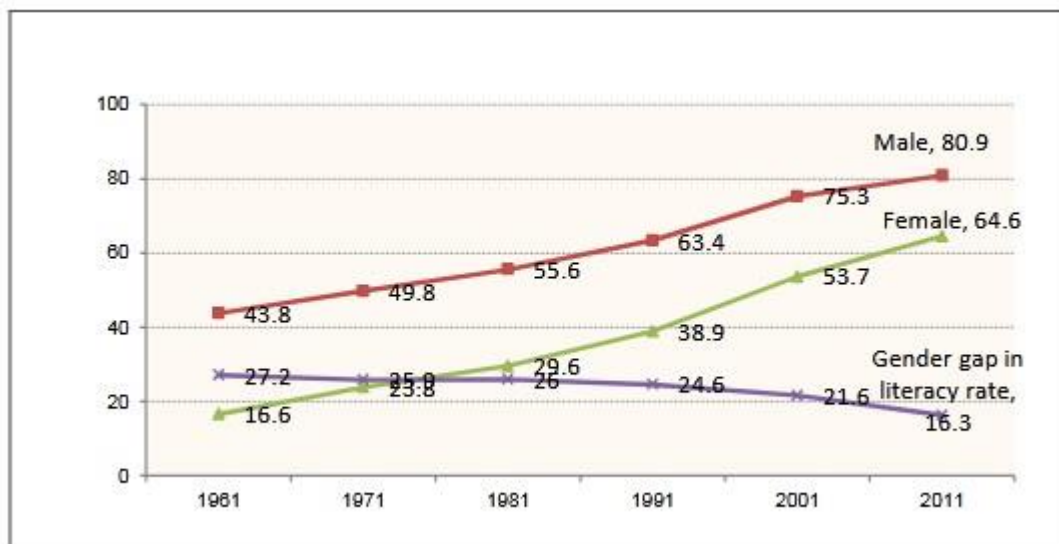
Source: 1.UNESCO Institute of Statistics Report, 2017
2. MHRD- AISHE and UGC Report,2020-21

Citation

From:

<https://www.irjweb.com/Trends%20in%20Enrolment%20in%20Higher%20Education%20in%20India.pdf>, Abstract ,P3

iii) Gender Gap in Literacy rate remain stagnant at around 25% (1990's) to 16 % (2010's) to 14 % (2018)



Citation

From:

https://mospi.gov.in/sites/default/files/Statistical_year_book_india_chapters/Education.pdf

,P 4

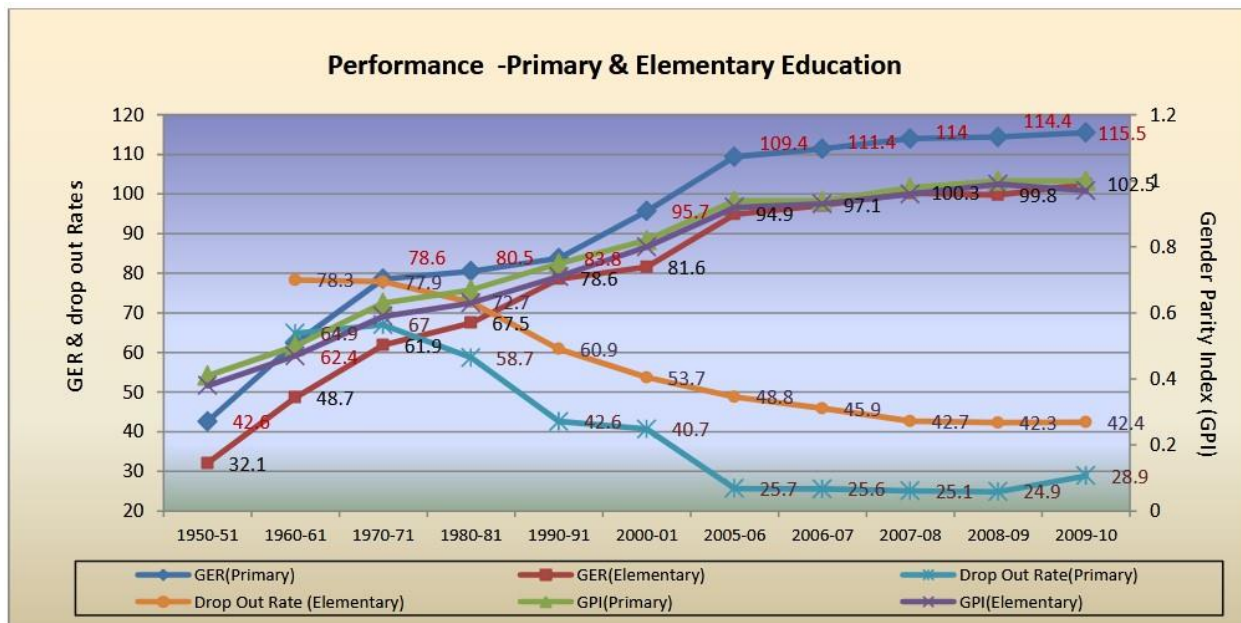
https://www.mospi.gov.in/sites/default/files/publication_reports/womenmen22/EducationStatistics22.pdf, P 31 iv) DOR and GER , show significant progress happening between 1980's vs 1980's in Primary and elementary level.

GER : Elementary show significant Progress in ration between 1980's to 2010's - 67 to 99

DOR : Elementary show significant Progress in ration between 1980's to 2010's - 70 to 40

GER : Primary show significant Progress in ration between 1980's to 2010's - 80 to 115

DOR : Primary show significant Progress between 1980's to 2010's - 65 to 28



Citation

From:

https://mospi.gov.in/sites/default/files/Statistical_year_book_india_chapters/Education.pdf

,P 5

v) GER for Higher Education:

| YEAR | GER(%) |
|---------|--------|
| 1950-60 | 0.7 |
| 1960-61 | 1.4 |
| 1979-80 | 5 |
| 1989-90 | 6 |
| 1999-00 | 10 |
| 2006-07 | 12.3 |
| 2011-12 | 17.9 |
| 2012-13 | 21.5 |
| 2013-14 | 22.5 |
| 2014-15 | 23.6 |
| 2015-16 | 24.3 |

Table 2: Gross Enrolment Ratios in Higher Education in India: 1990-91 to 2017-18

| Year | 1990-91 | 2000-01 | 2010-11 | 2014-15 | 2017-18 | 2020-21 |
|------|---------|---------|---------|---------|---------|---------|
| GERs | 6.0 | 11.0 | 17.9 | 24.5 | 25.8 | 27.3 |

Citation From : <http://vocedu.org/edu/v1i1/Topic%208.pdf>, P 3

<https://www.irjweb.com/Trends%20in%20Enrolment%20in%20Higher%20Education%20in%20India.pdf> , P 345

During 2020 -21

Table 3: The Gross Enrolment Ratio Across Various Social Groups in Higher Education in India in 2020-21

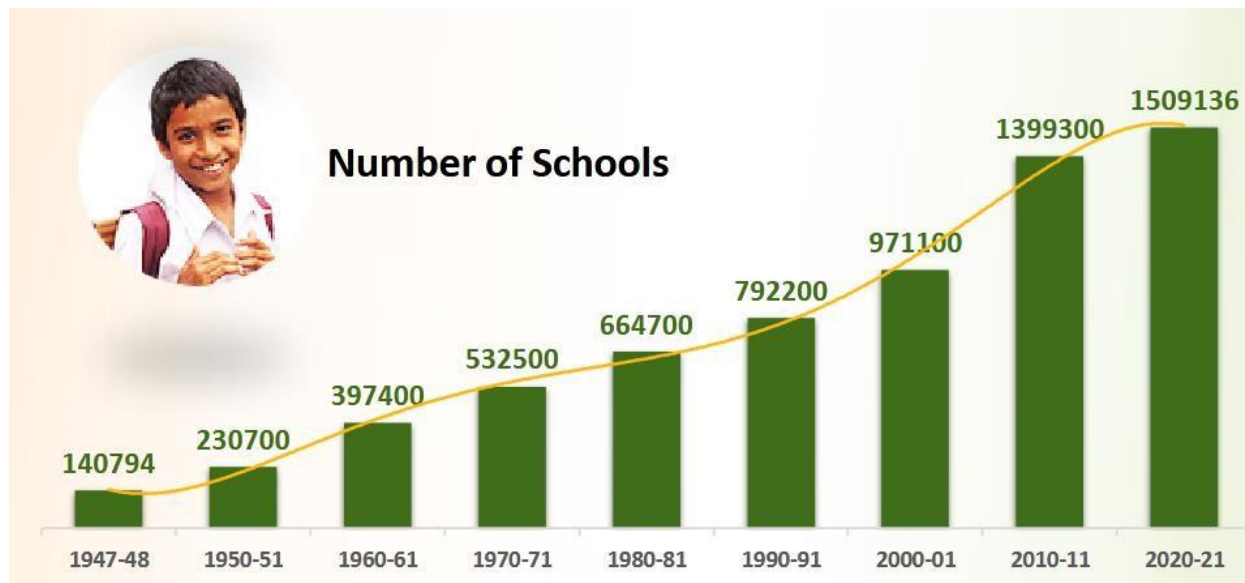
| Social Groups | Total |
|------------------|-------|
| All Categories | 27.3 |
| Males | 27.9 |
| Females | 26.7 |
| Scheduled Castes | 23.1 |
| Scheduled Tribes | 18.9 |

Source : MHRD- AISHE and UGC Reports (various Years)

Note

<https://www.irjweb.com/Trends%20in%20Enrolment%20in%20Higher%20Education%20in%20India.pdf> , P 345

vi) **No. of Primary and Secondary School significantly increase from round 6.5 lakhs (1980's) to 15 Lacks (2020's) than compare to 1960s 3.97 lack to 6.5Lakhs (1980's)**



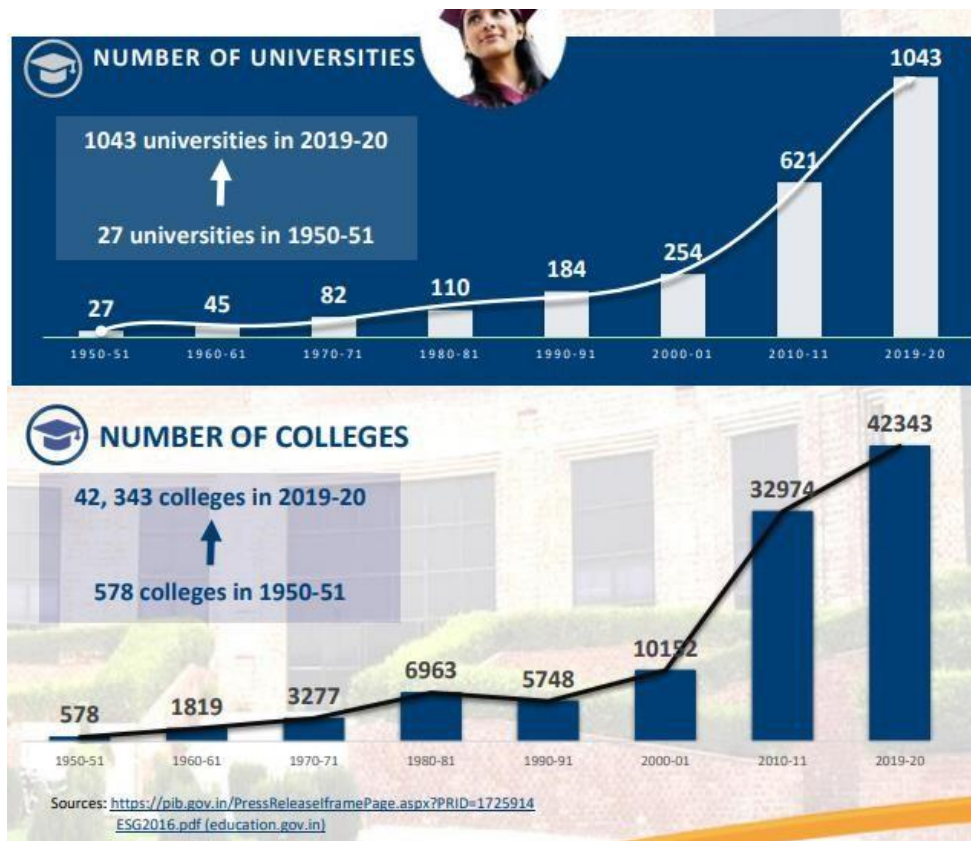
Citation

From:

<https://static.pib.gov.in/WriteReadData/specificdocs/documents/2022/jul/doc202272774401.pdf>

Higher Education:

A significant growth happened since 1980's to 2020's



Note

<https://static.pib.gov.in/WriteReadData/specificdocs/documents/2022/jul/doc202272975101.pdf>

Vii) %of Allocation to Education reference to GDP

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| 2000-01 | 4.14 |
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v) Poor –Non poor in higher education During 1999-2000

There are also significant differences in enrolment rate among the poor and non-poor .In 1999-2000 the GER for the poor was 2.4 % as against 12.91 % for non-poor, the average being 10.10% .The GER for the poor was almost twelve time lower compared with non poor.Similar disparities are evident in rural and urban area. In rural and urban area the GER for poor was 1.30 % and 5.51%, quite low compared with 7.12% and 27.15% for non –

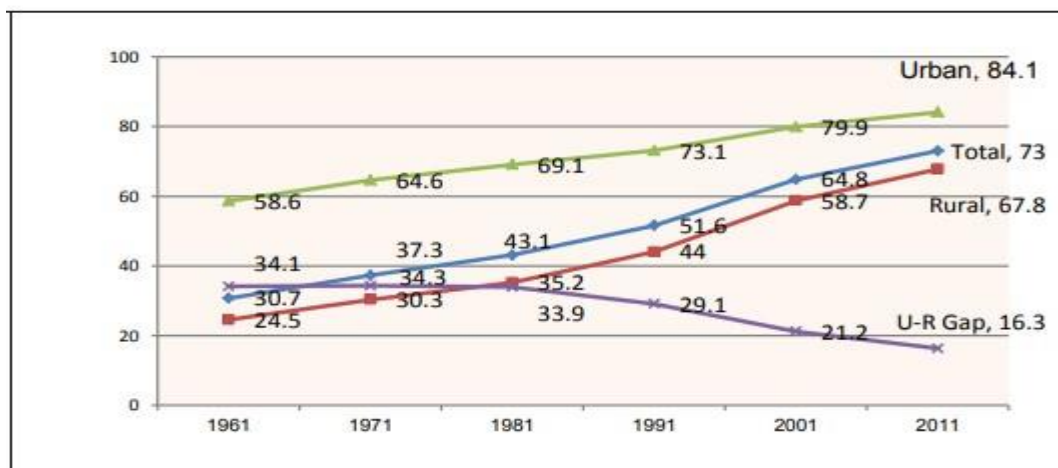
poor respectively for rural and urban area. With in the poor however the GER was the lowest among the poor belonging to ST and SC, followed by OBC and others. The GER for poor belonging to ST, SC, OBC and Other is 1.55%, 1.89%, 2.30%, and 3.58 respectively. Similar pattern is observed for poor in rural and urban area .In rural area the GER is the lowest for ST with only 1.11% followed by 1.35% for SC, 1.13 for OBC and 1.66% for Others – the overall GER being 1.30% . In urban area the GER for the urban poor is 3.86%, 4.78% 5.16% and 7% respectively for SC, ST, OBC and Others – the average being 5.51%.

Citation From: https://www.ugc.gov.in/oldpdf/chair_sdt/chairman_nehru_lecture.pdf, P 9

2010 - 2018

https://iariw.org/wp-content/uploads/2021/07/Pradeep_Paper.pdf

viii) Literacy rate shows significant improvement in rural Sector From round 35% (1980's) to 65% (2011)



World Bank Data: Till 1997 - 2021

<https://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS?end=2021&locations=IN&start=1997&view=chart>