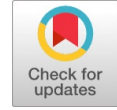


Assessing the Effectiveness of the NEP in Higher Education Institutions GER in India

Vijayalakshmi Narasimhan



Abstract: *The National Education Policy (NEP) aims to bring about significant changes in the Indian education system. One of the key indicators of the effectiveness of this policy is the Gross Enrolment Ratio (GER) in Higher Education Institutions (HEIs). This document seeks to assess the impact and effectiveness of the NEP on the GER in HEIs.*

Keywords: *GER, Higher education, India, Student Education, Quality Education, Sustainable Goals, Education, Indian Education, Enrollment, Admission.*

I. INTRODUCTION

The goal of the National Education Policy (NEP) is to fundamentally alter the Indian educational system. The Gross Enrollment Ratio (GER) in Higher Education Institutions (HEIs) is one of the primary metrics used to assess the efficacy of this policy. The purpose of this publication is to evaluate the NEP's efficacy and effects on the GER in HEIs.

A. Education in India

Education in India is set to undergo significant changes by the year 2023. The Indian government has set a target of achieving a Gross Enrolment Ratio (GER) of 30% in higher education by 2023. This ambitious goal is part of the government's larger vision of transforming India into a knowledge-based economy. To achieve this goal, the government has taken several measures. One of the key measures is the establishment of new higher education institutions across the country.

Another noteworthy development in the education sector is the University Grants Commission (UGC) bringing a necessary draft. This is a positive step towards ensuring that the quality of education in the country continues to improve. The UGC has always played a crucial role in monitoring and regulating the functioning of universities and colleges, and this draft is likely to further strengthen its mandate. Overall, the increase in the number of universities and colleges, coupled with the growth in distance education enrolment, is a positive development for the education sector in the country. With the UGC's continued efforts to improve the quality of education, we can expect to see further progress in the years to come.

II. GROSS ENROLMENT RATIO

Gross Enrolment Ratio (GER) is a statistical measure used to determine the number of students enrolled in a given level of education in a country. It is expressed as a percentage of the population belonging to the official age group for a particular level of education [1]. GER is an essential tool for policymakers and education experts to understand the current state of education in a country. It is used to gauge the level of access to education, the quality of education provided, and the effectiveness of education policies.

GER is calculated by dividing the number of students enrolled in a particular level of education by the total population belonging to the official age group for that level of education, and then multiplying the result by 100. For example, [2][7] if the total number of students enrolled in primary school in a country is 10 million, and the total population of children aged 6-11 years in that country is 15 million, then the GER for primary education is 66.7%.

GER is not only used to assess the current state of education in a country, but it is also used to track the progress of education policies and initiatives. By comparing the GER of different years, policymakers can determine whether their policies are having the desired effect and make necessary adjustments if needed. We can say that the Gross Enrolment Ratio (GER) is a crucial measure for assessing the state of education in a country. It provides valuable insights into the level of access to education, the quality of education provided, and the effectiveness of education policies.

B. India's GER 2023

The 2023 budget should include provisions that will help India reach the NEP '20 goals and push India's gross enrolment ratio in higher education towards 50 percent by 2023. It would be necessary to invest in organisations, technologies, and people who are engaged in online education at different levels in order to enable this to be achieved. It is hoped that policymakers will see the bigger picture and encourage organizations that want to reform the sector to be encouraged to do so.

A great start to this effect would be to have provisions on lower GST rates for reskilling and upskilling courses. Currently, learners are being charged 18 percent, making these courses expensive and unaffordable to many learners. Lowering GST will allow such courses to be taken up by a broader spectrum of learners, particularly those financially incapable of accessing formal higher education. Affordable pricing translates into meeting the high gross enrolment ratio target set by the government for higher education, leading to increased workforce employability.

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According to recent data, the total number of Universities and University-like institutions registered is 1,113. Additionally, there are 43,796 Colleges and 11,296 Standalone Institutions. This information highlights the vast number of educational institutions that exist within our society. The education provided by these institutions is crucial in shaping individuals and equipping them with the necessary knowledge and skills to succeed in their chosen fields. The presence of such a large number of institutions also indicates the importance and value placed on education in our society. It is essential to acknowledge the significant role played by these institutions in shaping the future of our society and the world at large. The information from the Press Information Bureau Government of India.

According to the latest data available, the Indian states of Rajasthan, Uttar Pradesh, and Gujarat have the highest number of universities in the country. Rajasthan tops the list with a total of 92 universities, followed by Uttar Pradesh with 84 universities and Gujarat with 83 universities.

The number of universities in a state is an important indicator of the state's development, as it reflects the availability of quality higher education opportunities for the youth of the state. The presence of a large number of universities also attracts students from other states and countries, making the state a hub for education and research. In addition to the above three states, other states in India with a significant number of universities include Tamil Nadu (78), Maharashtra (73), and Andhra Pradesh (65). These states also have a strong focus on education and have invested heavily in creating a robust higher education ecosystem.

Overall, the high number of universities in these states is a positive sign for the development of the country and underscores the importance of education in shaping the future of the nation.

III. NATIONAL EDUCATION POLICY 2020

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, [4]. while building upon India's traditions and value systems The National Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions[3].

IV. HIGHER EDUCATION

- Gross Enrolment Ratio in higher education to be raised to **50 % by 2035; 3.5 crore seats to be added in higher education**[1].
- The policy envisages broad based, multi-disciplinary, holistic Under Graduate education with flexible curricula, creative combinations of subjects, integration of

vocational education and multiple entry and exit points with appropriate certification. UG education can be of 3 or 4 years with multiple exit options and appropriate certification within this period.

- Academic Bank of Credits to be established to facilitate Transfer of Credits
- Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.
- The **National Research Foundation** will be created as an apex body for fostering a strong research culture and building research capacity across higher education.
- **Higher Education Commission of India** (HECI) will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education. HECI to have four independent verticals – National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards[6][8][9][10][11].
- Affiliation of colleges is to be **phased out in 15 years** and a stage-wise mechanism is to be established for granting graded autonomy to colleges. Over a period of time, it is envisaged that every college would develop into either an Autonomous degree-granting College, or a constituent college of a university.

V. IMPORTANCE OF GROSS ENROLMENT RATIO:

The GER in HEIs is crucial for several reasons. Firstly, it reflects the overall level of educational attainment in a country. A higher GER indicates a higher level of access and participation in higher education. Secondly, a higher GER is associated with improved socio-economic outcomes, such as higher employment rates and better quality of life. Lastly, a higher GER contributes to the development of a skilled workforce, which is essential for a country's economic growth and competitiveness[1].

A. Assessing the Effectiveness of the NEP:

To evaluate the effectiveness of the NEP in improving the GER in HEIs, various factors need to be considered:

1. Access and Equity:

The NEP aims to increase access to higher education by addressing the existing disparities and promoting inclusivity. It focuses on providing equal opportunities to marginalized communities, women, and individuals from economically disadvantaged backgrounds [3]. Assessing the effectiveness of the NEP requires analysing whether these measures have resulted in an increase in the GER, particularly among underrepresented groups.

2. Infrastructure and Capacity:

The NEP recognizes the need for expanding and strengthening the infrastructure and capacity of HEIs. This includes increasing the number of institutions, improving the quality of existing institutions, and enhancing research and innovation. [4]Evaluating the effectiveness of the NEP in this regard involves assessing whether investments in infrastructure and capacity have led to an increase in the GER.

3. Skill Development and Employability:

The NEP emphasizes the importance of skill development and aligning higher education with the needs of the industry. It aims to bridge the gap between academia and the job market by promoting vocational education, internships, and entrepreneurship[6]. Evaluating the effectiveness of the NEP requires examining whether these initiatives have resulted in improved employability and higher GER.

4. Quality Assurance and Accreditation:

The NEP emphasizes the need for quality assurance and accreditation mechanisms to ensure the standardization and improvement of HEIs. Evaluating the effectiveness of the NEP in this aspect involves examining whether the implementation of quality assurance measures has led to an increase in the GER, as students and parents are more likely to choose accredited institutions.

VI. CONCLUSION

Assessing the effectiveness of the NEP in improving the GER in HEIs requires a comprehensive analysis of various factors, including access and equity, infrastructure and capacity, skill development and employability, and quality assurance and accreditation. By evaluating these aspects, policymakers and stakeholders can gain insights into the impact of the NEP and make informed decisions to further enhance the GER in HEIs.

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