

# DEMOGRAPHIC ANALYSIS OF PERCEPTION OF STAKEHOLDERS ABOUT GOVERNMENT PRIORITIES IN INDIAN EDUCATION SECTOR

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**ABSTRACT**

*Education plays a substantial role in the success of a nation. The literacy level of a country amplifies the success rate for the country. COVID-19 has been a huge hit on education sector of India and schools, universities and other educational institutes has been closed for the longest time in the world all around which made all the progress done on fourth sustainable development goal about quality educations to be reversed. National Education Policy 2020 of India is also introduced during this tough period of COVID 19 pandemic. Quality of education has been depleted over the course of time and to stop depletion, Sustainable Development Goals are introduces in 2015 by United Nation and India has been a part of it from 2015. Therefore, in this study, the perceptions of the population regarding the priorities of the government and its implementation in the education sector are discussed.*

**Keywords:** Sustainable Development Goals, Quality Education, National Education Policy 2020, Related Stakeholders, Indian Education Sector.

**INTRODUCTION**

Education has opened the doors which have never been opened before and it helps people to grow and find something new each and every day and to help them with their fights with themselves and with the social evil present in the society and in the whole world. But not everyone is lucky enough to have the availability of education to them and those who are lucky enough to have availability of education to them might not be a quality education. So, the whole world is working for solving the problem by setting goals toward provide quality education to all and for this the UN nation set up the Sustainable Development Goals in 2015.

The SDGs are 17 interlinked goals which were also called Agenda 2030 and to be achieved by 2030. The purpose of 4<sup>th</sup> sustainable development goal is quality education and also known as SDG4, is promoting the lifelong learning opportunities for all

while ensuring inclusive and equitable quality education and. The sustainable development goal 4 will help in the achievement of all the other 16 goals. It would be easy to achieve the other 16 goals when all have access to quality education and they will be able to relate themselves with the society and the environment and also be able to understand the problems and challenges that are faced and will help in overcoming those problems and the challenges. India become a part of it when the sustainable development goals were announced in 2015 and also working on achieving the SDGs.

To achieve sustainable development goal 4-quality education, it wasn't easy and it was also not easy to achieve it with the old education policy that is National Policy on Education, 1986. Therefore, in 2020 with the approval of the union cabinet new education policy is announced National Education Policy 2020 which have many new concepts and will also help in the achievement of quality education with the removal of 34 year old education policy India took a huge step towards providing quality education to all but with this huge life threatening pandemic COVID 19, when the first time in the history all the schools around the world got closed for a long time and this pandemic caused the progress that has been done on providing quality education to all to be reversed. In this pandemic COVID 19, challenges for providing quality education kept growing and problems kept arising but education always keeps growing and makes others related to it to grow with it. The use of technology has increased in providing quality education to all and helped in learning and opened many doors on global level for all and the challenges are seen as opportunities but the problems are still there, not everyone have access to technology and it leaves a huge population behind to directly impact the success and growth of the country. Government of India took a huge step in 2020 by changing the old national education policy and started working/ taking steps towards the goals mentioned in the new education policy. Many of the NEP 2020 reforms intersect with targets of Quality education SDG 4, quality pre-primary education equal access to all is a target of SDG 4 and NEP 2020 focuses on early childhood care and education will provide strong foundation for learning to students. SDG 4 focuses on universal literacy and numeracy and in NEP 2020 as an urgent and necessary prerequisite to learning is focused on foundational literacy and numeracy

and many more similarities. But India being a democratic country, it is important to know the perception of the society towards the government priorities and actions which are implemented in the education sector of India.

#### LITERATURE REVIEW

Hanemann (2019) the research work focused on the literacy and numeracy and the researcher revealed that to what extents it's reflects lifelong learning opportunities, and the outcome has been said that the expanded vision for the lifelong learning literacy has not been take hold of and still there is a long way from the lifelong learning perspective for tackling the literacy and numeracy.

Boeren (2019) the study focused on the global education policy narrow lens of indicators, benchmarks and the targets for analysing the achievements of the Quality Education. The author discussed that in the current educational policy the use of the dominant approach is complex task and stronger approach is needed for the global education policy, the target 4 of the Sustainable Development Goals that is Quality Education and there should be shared responsibility for the same between the individuals, training institutions and the Government regulating UN member states.

Thamrin (2020) the study focused on the availability of resources like sufficient number of educational institute and the programs provided by them, other resources like sanitation, drinking water availability most importantly availability of the well-trained teachers, Accessibility to education- to people from the most venerable group of the society, physical accessibility (location of the educational institute), economic accessibility (affordable education should be provided). Acceptability-education form and substance must be acceptable by students and some cases parents also.

Etikariena and Widayari (2020) the study focused on the learner empowerment and its relationship with innovative work behaviour and the influence of the realization of the learner empowerment with the creative self- efficacy scale. Etikariena presents how the learner empowerment can help with the emergence of the innovative work behaviour and that be through the creative self-efficacy. The author discusses about the companies and the higher institutions should provide more and more

opportunities for the development of the students in their innovative work behaviour.

Owens (2017) the study focused on the supportive pathways by the higher education like youth skills and the quality of teachers. The author contributed by specifying two factors essential for the sustainable development goal framework are public funded research and regional higher education partnership. For the same the article concluded that for the achievement of the sustainable development goal 4 governments, multilateral- agencies and the universities have to work together.

Government has introduced NEP 2020 and also working on the attainment of NEP 2020 and SDG 4 targets. A lot of work has been done on The National education Policy 2020 and The Sustainable Development Goal 4- Quality Education individually. Work has also be found related to various targets of the quality education of the sustainable goal and the national education policy 2020. A lot of efforts are also made to find the integrated studies related to role of NEP 2020 in attainment of quality education which is the fourth target of SDGs and contemporary issue in this tough time of COVID 19. But, no such study was found discussing the perceptions of stakeholders regarding the role of NEP 2020 in attainment of quality education on the basis of their demographic profiles.

Therefore, the researcher tried to attempt this work. Data for the same is collected and analyzed by the government but what is the perception of stakeholders and opinions of stakeholders and how it is differ in gender, area of living and educational level this gap in research is tried to fill and found with the help of this study.

#### PURPOSE OF THE STUDY

To analyze the perception of the stakeholders towards Indian Government priorities and actions implemented in the Indian Education Sector on the basis of demographic profiles.

#### RESEARCH METHODOLOGY

The present study is primary data based study which is descriptive in nature. The study based on the primary data and the sample size of the study is 250. Study area for the study is India and the sample size is also taken from the population of India. Data has been collected with the help of an

online well-structured questionnaire through social networking sites. The questionnaire is formed and has two sections, section 1 is related to the demographic profile of the respondents and Section 2 is related to the relative questions related to the objective of the study.

#### SAMPLE DISTRIBUTION

**Table I: Demographic Profile of the Respondents**

Gender	Frequency	Percentage
Male	89	35.6
Female	161	64.4
<b>Area of Living</b>		
Rural	116	46.4
Urban	92	36.8
Semi-Urban	42	16.8
<b>Educational Level</b>		
Secondary School (X)	8	3.2
Senior Secondary (XII)	46	18.4
Graduate	90	36.0
Post Graduate (Masters/Doctorate)	106	42.4
<b>Total</b>	<b>250</b>	<b>100</b>

#### PROPOSED HYPOTHESES

Following hypotheses are framed on the bases of the objectives of the study, :-

- **H<sub>01</sub>**: - There is no significant difference in perception of the stakeholders regarding priorities and action of government on the basis of gender.
- **H<sub>02</sub>**: - There is no significant difference in perception of the stakeholders regarding priorities and action of government on the basis of educational level.
- **H<sub>03</sub>**: - There is no significant difference in perception of the stakeholders regarding priorities and action of government on the basis of area of living.

#### RESULTS AND DISCUSSION

Data is analyzed with the help of SPSS software using descriptive statistics. Independent sample t-test and one way ANOVA is used to study the perception of people towards India Government priorities and actions implemented in the Indian education sector.

**Table II: Demographic Analysis of Perceptions of Stakeholders on the Perception of the Stakeholders regarding Priorities and Action of Government**

Sr. No.	Hypothesis <sub>01</sub> Gender wise analysis				Hypothesis <sub>02</sub> Area of living wise analysis					Hypothesis <sub>03</sub> Educational level wise analysis				
	Independent t-test				One way ANOVA					One way ANOVA				
	Statements	T	df	Sig. (2-tailed)	Sum of Square	df	Mean Square	F	Sig.	Sum of Square	df	Mean Square	F	Sig.
1.	The old education policy, education system of India is providing Quality Education to Students.	.329	248	.742	1.712	3	.571	.506	.678	9.918	2	4.959	4.552	.011
2.	The government is taking priority to fulfil the target of access of providing free primary and secondary education for all.	1.014	248	.312	1.162	3	.387	.358	.783	5.558	2	2.779	2.626	.074
3.	The government is taking action in providing equal access to quality pre-primary education for all.	1.381	248	.169	3.606	3	1.202	1.250	.292	1.469	2	.734	.760	.469
4.	The government is working to provide equal access to affordable technical, vocational and higher education.	1.480	248	.140	.920	3	.307	.380	.768	2.012	2	1.006	1.257	.286
5.	The government is providing the opportunities to people to increase their relevant skills for the financial independence.	.561	248	.575	1.465	3	.488	.543	.653	3.307	2	1.654	1.861	.158
6.	The government is taking action in eliminating all the discrimination in education.	1.217	248	.225	2.186	3	.729	.724	.538	15.551	2	7.776	8.2.5	.000
7.	The government is taking action towards universal literacy and numeracy (basic mathematical	1.778	248	.077	6.417	3	2.139	3.343	.020	.192	2	.096	.145	.865

	calculation ability).													
8.	The government is prioritizing education for sustainable development and global citizenship.	.419	248	.676	3.992	3	1.331	1.808	.146	.295	2	.147	.197	.821
9.	The government is working to build and upgrade inclusive and safe schools for according to need of students.	1.751	248	.081	2.105	3	.702	.771	.546	2.394	2	1.197	1.220	.297
10.	The government is taking actions towards expanding higher education scholarships.	2.558	248	.011	1.811	3	.604	.774	.509	.591	2	.296	.378	.685
11.	The government is focusing towards increase the supply of qualified teachers in India.	-.428	248	.669	6.121	3	2.040	2.002	.111	1.753	2	.876	.857	.426

(Primary Data)

Following are some results on the basis of analysis depicted in Table II:

- After the analysis of the data, it can be seen that in one statement out of eleven statements have significance p value 0.11 which is less than 0.05 that means, there is a significant difference present between the perceptions of both the genders towards the action taken by the government for expanding higher education scholarships.

It is found that there is no significant difference in perception of the stakeholders regarding priorities and actions of government on the basis of gender that means both male and female have the same opinion regarding the priorities and actions of government in Indian education sector.

- After the analysis of the data, it can be seen that one statement (statement 7) out of eleven statements have significance value 0.020 which is less than 0.05 that means there is a significant difference between the perception of the stakeholders of different educational

level about the actions of government towards universal literacy and numeracy (basic mathematical calculation ability).

Furthermore, it is seen there is no significant difference in the perception of the stakeholders regarding priorities and actions of government on the basis of educational level that means all the stakeholders belong to different level have the same opinion regarding the priorities and actions of government in Indian education sector.

- After the analysis of the data, it can be seen that two statements (statement 1 and statement 6) out of eleven statements have significance value 0.011 and 0.000 respectively and both are less than 0.05 that means that there is a significant difference in the opinion of the stakeholders living at different places/ areas in India regarding old education policy, education system of India providing quality education to students and about the government actions for eliminating all the discrimination in education.

In case of area of living it is concluded that there is no significant difference in the perception of the stakeholders regarding priorities and actions of government and thus, it can be said that stakeholders living at different areas/ places in India have the same opinion about the priorities and actions of government in Indian education sector.

## CONCLUSION

In the nutshell, it can be recommended that the government should work and the society must support government in every possible way. The study concludes that both the gender has a different opinion regarding the actions of the government for expanding higher education scholarships. In a research it is shown that fifty investors have contributed USD 5.2 billion between 2010 and 2018 for the investment in India and these investments can provide considerable growth. The investments have done into the projects related to agriculture, clean energy, education, microfinance and healthcare but this impact investing has been criticized for being riddled with a range of challenges and problems. The problem lies surrounding around the indicators for the goals as their inability to point towards the specific changes and also a challenge for the investors if they should forgo some of their financial gains to achieve the social benefits and also neglect to pursue market returns of their investment which is done for the social benefits. Government should work and the society must support government in every possible way for the expanding higher education scholarships as both the gender have a different opinion regarding this. For elimination of all the discrimination in the education the perception of the people about the government taking actions towards eliminating all the discrimination of people living in the different parts and area of India is different. As UN SECRETARY-GENERAL ANTÓNIO GUTERRES said- "Development is not sustainable if it is not fair and inclusive. And people are rightfully questioning a world where a handful of men... hold the same wealth as half of humanity." India is a diverse country and with this diversity the removal of discrimination in education will be a major step towards success. The society and the government both has to join hands for the elimination of discrimination in education. Old education policy of India in regards for providing quality education people from different

educational level have different opinion and for this the government of India took a huge step in introducing the new education policy. Effective and efficient strategies and methods to be introduced for the increase in the universal literacy and numeracy for all as people from different educational level have different opinion regarding government actions towards the increase in the literacy and numeracy of all. As Hanemann (2019) research work which was focused on the literacy and numeracy concluded that the expanded vision for the lifelong learning literacy has not been take hold of and still a long way away from tackling the literacy and numeracy from the lifelong learning perspective.

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