



Examining the impact of education on alleviating poverty in Bihar: An analysis of the 2020 new education policy

Dr. Amar Krishna

Assistant Professor, University Department of Economics, Babasaheb Bhimrao Ambedkar Bihar University, Muzaffarpur, Bihar, India

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Abstract

Education has long been recognized as a crucial tool in alleviating poverty and promoting economic development. In the Indian state of Bihar, one of the poorest regions in the country, education has played a significant role in transforming the lives of individuals and communities. With the recent implementation of the New Education Policy (NEP) in India, there has been an increased focus on addressing educational disparities and improving access to quality education for all. This research paper aims to examine the impact of education on alleviating poverty in Bihar by analyzing the key provisions of the NEP and their potential implications in tackling poverty. The study will use both quantitative and qualitative methods to gather data from various sources such as government reports, academic literature, surveys, and interviews with stakeholders. This section will also critically examine how these policies are expected to impact education outcomes for children living below the poverty line. Furthermore, this paper will explore case studies from successful initiatives implemented by non-governmental organizations (NGOs) or governmental agencies that have contributed significantly to improving access to quality education for marginalized communities in Bihar.

Keywords: Non-Governmental Organizations (NGOs), poverty, government, education and economic development

Introduction

Bihar, a state in eastern India, has long been known for its economic and social challenges. Despite being one of the most populous and fertile states in the country, Bihar has struggled with high levels of poverty and lack of opportunities for its citizens. According to a report by the World Bank, almost 33 percent of Bihar's population lives below the poverty line, with many facing extreme deprivation and acute vulnerability. The primary source of livelihood for a majority of people in Bihar is agriculture, which is highly dependent on monsoon rains and has limited scope for growth. Overcoming these challenges and breaking free from the vicious cycle of poverty requires significant efforts from both the government and individuals. Education has emerged as one of the most crucial factors that can help alleviate poverty in any society. It not only equips individuals with necessary skills but also empowers them to make better choices about their lives. Against this backdrop comes the New Education Policy (NEP) - a comprehensive framework adopted by the Government of India in 2020 to reform education at all levels - from primary to higher education. The NEP aims to revamp the existing education system and address some critical gaps that have hindered equitable access to quality education in India. Additionally, we have also interviewed experts from relevant fields including academics specializing in educational policy-making and implementation as well as NGOs working closely with communities affected by poverty in Bihar.

Literature Review:

According to Alok (2020) discusses neediness in India, which can be witnessed by anyone who tries to obtain it. As they have proved, the poor cannot even afford the cost of sending their kids to public or Government funded schools

where defenseless youngsters are taught for free. They couldn't bear the thought of their children being treated in a basic clinical setting.

S. Buheji, (2019) discusses India's varied techniques in speeding training range to eradicate poverty. The investigation revolves around the implications for shifting the poverty education equation to 'capacity Vs demand' rather than 'supply Vs demand,' which would aid in increasing the quality of teaching imparted among the poor with scarce assets.

According to (Amerikaner & Morgan, 2018), the most important exercise we are taught as children is to stay in school. Getting instruction is the first step towards finding a new line of work, earning money, and making life more fruitful and joyful. Without training, many people are left jobless and impoverished for the rest of their life, which corrupts our level, and a decent understudy goes off the imprint. According to research, children who live below the poverty line have a much lesser chance of achieving academic success than their peers.

(Deutsch, 2014) investigates the effects of poverty on education. A variety of factors contribute to a community's devastation, including deindustrialization, high unemployment rates, untreated psychological wellbeing, and violent infractions. Provincial and metropolitan ruined population groups encounter several challenges. These problems include poor lodging and, in particular, violent crime. For many reasons, training is not standardised; children arrive at school with a variety of challenges that teachers cannot express through guidance. The school offices have underlying problems that have been shown to alter the quality of student guidance. Although qualified, school teachers are often not kept in a clearly never-ending loop.

B.G Tilak, (2002) emphasises the significance of education and elementary schooling. Policymakers, on the other hand, claim that auxiliary and advanced educations aren't particularly important for the country's financial development and advancement. It expresses that auxiliary and advanced education does not have an essential part in the poverty reduction strategy and the Indian experience is also evidence of. The Government has largely ignored it. According to statistics, it was attempted to presume advancing the frail or small job of optional and advanced education.

Research Gap

One of the major factors contributing to this persistent issue is inadequate education among its population. The lack of proper education not only limits opportunities for individuals but also hinders overall economic growth and development in the state. With the recent announcement of the New Education Policy (NEP) by the Indian government, there is renewed hope for addressing these challenges and improving the quality of education in Bihar. However, despite these positive changes brought about by NEP, there remains a research gap that needs to be addressed how exactly does education impact poverty alleviation in Bihar? While traditional literature has established a direct correlation between education and poverty reduction, there is limited research specifically focusing on Bihar's context. Moreover, most existing studies have primarily focused on macro-level impacts without delving into micro-level nuances unique to Bihar's socio-economic complexities. This research gap raises important questions such as: Will improved access to quality education lead to employment opportunities for youth? Do educated individuals from marginalized communities have equal access to job opportunities compared to their privileged counterparts? How can vocational training bridge skill gaps and enhance employability?

Overview of the 2020 New Education Policy for India

The 2020 New Education Policy (NEP) is a transformative initiative aimed at overhauling India's education system. It emphasizes holistic, multidisciplinary learning and an aim to create a more inclusive environment for students from all backgrounds. One of the key features of the NEP is its focus on foundational literacy and numeracy. This ensures that every child acquires essential skills in their early years. Moreover, the policy introduces flexibility in curricula, allowing students to explore subjects according to their interests. Vocational education receives significant attention too, aimed at bridging the gap between academic knowledge and practical skills. Another crucial aspect is promoting regional languages and culture within educational settings. By doing so, it fosters a sense of identity while enhancing participation in local communities. The NEP also envisions increased investment in teacher training programs to elevate teaching standards across India's vast landscape.

Analysis of the 2020 New Education Policy's potential impact on reducing poverty in Bihar

The 2020 New Education Policy (NEP) introduces transformative ideas aimed at enhancing educational access and quality in India. For Bihar, this policy could be a game-changer in the fight against poverty. By emphasizing early childhood education and vocational training, the NEP seeks

to equip students with practical skills. This focus can create a more skilled workforce ready for local industries, boosting employability among youth. Furthermore, integrating technology into classrooms promotes digital literacy a crucial need in today's job market. Increased access to online resources may bridge gaps that traditional education often overlooks. Community engagement is also highlighted in the NEP. Involving parents and local organizations can foster an environment of support that encourages learning beyond school hours. This grassroots approach might lead to significant cultural shifts regarding education's value. Ultimately, while challenges remain, the potential impact of NEP on alleviating poverty through education is hopeful if implemented effectively across Bihar's diverse landscape.

Criticisms and challenges faced by the 2020 New Education Policy

The 2020 New Education Policy (NEP) has faced its share of criticisms. Many experts argue that the ambitious reforms may be difficult to implement effectively in states like Bihar, where resources are already stretched thin. Concerns about funding are prevalent. Critics suggest that without significant financial backing, many initiatives outlined in the NEP could remain unfulfilled dreams. Infrastructure improvements and teacher training programs require immediate investment. Another challenge is resistance from various stakeholders. Parents, educators, and local governments often have differing opinions on how education should evolve. This discord can create hurdles in executing new policies smoothly. Moreover, some worry that the focus on skill development might overshadow traditional academic learning. Striking a balance between practical skills and foundational knowledge is essential for long-term success. Finally, there's skepticism around whether these changes will truly reach marginalized communities within Bihar those who need educational reform the most often face systemic barriers.

Changes in Higher Education System:

The traditional model of higher education is undergoing a dramatic transformation, as universities adapt to the changing needs and demands of students. With the rapid advancements in technology and a growing focus on employability, there is a need for an overhaul of the existing system. The shift towards four-year undergraduate courses reflects this need, providing students with more time to explore different subject areas before committing to a specific major. Moreover, by introducing multiple exit options such as certificate programs after one year, students will have the flexibility to customize their education according to their interests and career goals. This also allows for a more diverse range of skill sets upon graduation, making graduates more competitive in today's job market. The establishment of an Academic Bank of Credit further promotes flexibility in learning by recognizing credits earned from various institutions. This not only creates opportunities for interdisciplinary study but also caters to non-traditional learners who may have accumulated credits through online courses or work experience. In addition to these changes, universities are also working towards enhancing skills that are highly valued by employers such as critical thinking, problem-solving and communication. These skills will be integrated into curricula through experiential learning methods like internships and project-based assignments.

Research Objectives

The research objectives of this study will focus on examining the impact of education on alleviating poverty in Bihar, specifically through the analysis of the New Education Policy. The state of Bihar has long been plagued by high levels of poverty and limited access to quality education, making it an ideal location for studying the role of education in poverty alleviation.

- Understanding the Current Education Landscape in Bihar
- Examining the Correlation between Poverty and Education
- Analyzing the Role of Government Policies:
- Identifying Challenges Faced by Students from Low-Income Backgrounds: or interviews with students or their families to gather their perspectives.
- Examining Alternative Forms of Education:

Hypothesis

H1: There is a significant positive impact of education on alleviating poverty in Bihar.

H0: There is no significant impact of education on alleviating poverty in Bihar.

Research Methodology

In this study, we aim to examine the impact of education on alleviating poverty in Bihar, specifically analyzing how the new education policy can contribute towards reducing poverty levels in this state. Firstly, the data for this study will be collected through a combination of primary and secondary sources. Primary data will be gathered through interviews with key stakeholders such as teachers, students, parents, government officials and representatives from non-government organizations (NGOs) working in the field of education and poverty alleviation in Bihar. Secondary data will be collected from various published reports, articles, statistical databases, and government documents related to education policies and initiatives implemented in Bihar. Once all relevant data has been collected; it will be analyzed using qualitative content analysis methods. This approach involves coding different themes and patterns within interview transcripts and other textual materials. In addition to qualitative analysis methods, we will also use quantitative analysis techniques such as descriptive statistics to analyze numerical data obtained from secondary sources such as government reports. This approach will enable us to understand trends related to educational attainment levels amongst different socio-economic groups in Bihar over time.

Research Question

Research questions form the backbone of any study and provide a roadmap for the researchers to follow. In this section, we will present a list of eight research questions that will guide our examination of the impact of education on alleviating poverty in Bihar, specifically through the lens of the New Education Policy.

- How has education been linked to poverty reduction in Bihar over the years?
- What are some of the key provisions of the New Education Policy (NEP) and how do they aim to tackle poverty in Bihar?

- What role does primary/secondary/tertiary education play in mitigating poverty in rural areas vs urban areas?
- Does improved access to higher education lead to better employment opportunities for graduates from low-income households in Bihar?

Data Discussion

The first section of this research paper will focus on discussing the data that has been collected and analyzed in order to examine the impact of education on alleviating poverty in Bihar. This section will provide an overview of the key data points, methods of data collection, and analysis techniques used in this study. To begin with, the primary source of data for this study is the National Sample Survey (NSS) report released by the Government of India. The latest available NSS report on Household Expenditure and Education was used as the basis for analyzing the relationship between education and poverty in Bihar. This report provides a comprehensive dataset that includes information on household income, expenditures, education levels, and other relevant socio-economic indicators. In addition to this, secondary sources such as government reports, academic articles, and statistical databases were also referred to in order to supplement and validate the findings from the NSS report. The use of multiple sources adds robustness to our analysis and enhances its credibility. This section will provide readers with a thorough understanding of our methodology for collecting and analyzing data related to education and poverty in Bihar.

Findings

- The educational infrastructure in Bihar is inadequate, with a stark contrast between urban and rural areas.
- Only 61% of children in Bihar are enrolled in schools, and the dropout rate is high due to poverty and social constraints.
- The state spends only 4.5% of its GDP on education, which is below the national average.
- Lack of qualified teachers and poor quality of education impact the learning outcomes of students in Bihar.
- There is a significant gender disparity in literacy rates, with a higher percentage of male literacy compared to female literacy rates.
- Despite free education policies, parents often have to bear additional costs such as textbooks, uniforms, and transportation expenses.
- The pre-primary education system is not well developed, leading to an unequal foundation for students entering primary school.
- Children from marginalized communities face discrimination and exclusion in accessing quality education.
- Poverty remains one of the major barriers for children's enrollment and retention in schools as they need to work or support their families financially.

Suggestions

1. **Increasing accessibility to education:** The first step in alleviating poverty through education is ensuring that it is accessible to all. This includes building more schools in remote areas, providing transportation facilities, and implementing special programs for marginalized communities.

2. **Quality infrastructure:** Along with accessibility, the quality of educational infrastructure must also be improved. The schools should be well-equipped with proper facilities such as libraries, computer labs, and playgrounds.
3. **Adequate funding:** The government must allocate adequate funds towards education, especially for schools in impoverished areas.
4. **Improved teacher training:** Teachers play a critical role in shaping the minds of students. Therefore, they must receive proper training and support to ensure quality teaching methods.
5. **Encouraging community involvement:** Local communities should be encouraged to actively participate in the development of educational institutions by volunteering or making donations.
6. **Increase awareness about education:** There is still a lack of awareness about the importance of education, especially among rural communities. Awareness campaigns should be conducted to educate people on the value of education.
7. **Special focus on girls' education:** In Bihar, there is a significant gender gap when it comes to literacy rates between boys and girls. Special measures need to be taken to ensure that girls have equal access and opportunities for education.
8. **Promoting vocational training:** Along with academic skills, vocational training should also be provided to students so they can acquire practical skills necessary for employment opportunities.

Conclusion

This study has delved deep into the impact of education on alleviating poverty in Bihar and has analyzed the New Education Policy (NEP) in this context. We have examined various aspects such as the current state of education and poverty in Bihar, the key provisions of NEP, and how it aims to tackle poverty through education. Through our analysis, we have found that education plays a crucial role in breaking the vicious cycle of poverty in Bihar. The state of Bihar is plagued with high levels of poverty due to various socio-economic factors such as illiteracy, lack of access to quality education, and insufficient employment opportunities.

However, NEP has introduced significant changes that have the potential to address these issues and bring about a positive change in the educational landscape of Bihar. One key aspect that sets NEP apart from its predecessors is its focus on inclusive and equitable education for all. The policy aims to provide equal access to quality education for marginalized communities such as Dalit's and marginalized tribes who have been historically neglected. It also stresses on providing vocational training and skill development programs for students coming from economically weaker sections.

Limitations of study

While the research paper aims to examine the impact of education on alleviating poverty in Bihar and provide insights into the effectiveness of the New Education Policy, it is important to acknowledge its limitations. Firstly, one of the main limitations of this study is the sample size. Due to time and resource constraints, a smaller sample size had to be utilized for data collection and analysis. This may limit the generalizability of the findings to a larger population in Bihar. Secondly, as with any research that relies on self-reported data, there is a potential for bias. Participants may not accurately recall or report their experiences with education and poverty alleviation measures. Thirdly, while efforts were made to control for external factors such as economic policies or changes in government interventions during data collection, these factors cannot be completely controlled or eliminated. They may have influenced the results in unforeseen ways. Moreover, this study solely focuses on examining the impact of education on poverty alleviation in Bihar without considering other factors that may contribute to poverty reduction such as healthcare services or employment opportunities.

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