A RESEARCH TO EXPLORE THE EFFECT OF EDUCATION QUALITY ON STUDENT RETENTION IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

India's high rate of higher education dropouts puts individual goals, institutional effectiveness, and society growth at risk. This thesis examines higher education dropout rates in India using an advanced research methodology that considers academic, institutional, psychological, and socioeconomic factors. Using main and secondary data, the study examines the effects of financial limitations, academic readiness, institutional support, and sociocultural norms on dropout rates.

The findings show that financial worries continue to affect student attrition, particularly for those who are struggling financially. Academic obstacles include learning disabilities and a lack of preparedness raise dropout rates. Resource limitations, out-of-date curriculum, and staff assistance all affect student retention. Additionally, female and underprivileged students are disproportionately impacted by sociocultural concerns including gender norms and family responsibilities.

The study emphasizes the need of comprehensive strategies that include these interrelated factors. Among the recommended changes are more courses, financial assistance, academic support, and regulations pertaining to gender and cultural awareness. Counseling and mentoring are highlighted as strategies to reduce psychological barriers such as loneliness and stress.

This thesis adds to the corpus of literature by analyzing issues with student retention in India and suggesting remedies. The information provided helps policymakers, educational institutions, and stakeholders create focused programs that promote India's educational development objectives.

Keywords: Higher Education, Dropout Rates, India, Socio-Economic Factors

I.INTRODUCTION

One of the most important indicators of an educational system's effectiveness and quality is student retention in postsecondary institutions. It represents the institutions' capacity to attract students as well as their ability to interact with, support, and keep them until they finish their degrees. Higher education has developed quickly in recent years, but the problem of student attrition still exists and reduces the potential benefits of this expansion. Students' choice to continue or stop their academic programs is greatly influenced by the quality of education that institutions provide.

A number of factors contribute to the quality of education, including the rigor and relevance of the curriculum, faculty experience, infrastructure, resource accessibility, teaching strategies, and student support services. High-quality education fosters a stimulating and welcoming learning environment where students feel motivated, respected, and encouraged. On the other hand, poor quality education, which is characterized by outdated curricula, inadequate facilities, inexperienced teachers, and a lack of academic or emotional support, often leads to student dissatisfaction, disengagement, and eventual dropout. The impact of educational quality on students' perseverance is particularly important in higher education, where they invest significant time, resources, and aspirations.

In this regard, India's higher education system, which is one of the largest in the world, has unique challenges. It is difficult to maintain consistent quality throughout a system of several institutions that serve students from different socioeconomic and cultural backgrounds. Different levels of educational quality are often the result of disparities in institutional governance, teacher recruitment, and resource allocation. Students from underprivileged or rural communities could experience schools with insufficient resources and support, which makes it more difficult for them to adapt and thrive.

Numerous factors influence the intricate relationship between educational quality and student retention. In addition to motivating students, an engaging curriculum that aligns with industry standards enhances their employability and raises the possibility that they will continue their education. Similarly, having knowledgeable and caring staff members is crucial to creating a positive environment where kids feel appreciated and inspired. The whole educational process is significantly impacted by the infrastructure, which includes labs, libraries, and digital resources. Students who lack these attributes may become dissatisfied and feel alienated, which might cause them to stop participating in their academic programs.

Students' psychological and emotional health is closely linked to the quality of their education. Retention rates are higher for schools that prioritize student-centered initiatives including career counseling, mental health services, and mentorship programs. On the other hand, schools that ignore these elements often do not address the problems that kids face, which leads to increased stress and disengagement. Technology usage in education has a big impact on retention rates and educational quality, especially in the post-pandemic environment. Schools that successfully use technology to enhance communication and learning are better able to adapt to the evolving needs of their students.

Even though it is well accepted that the quality of education has a significant impact on student retention, there is a dearth of research in this area, particularly in India. The present research places a great deal of emphasis on outside factors, such as personal circumstances, family support, and socioeconomic level. Despite their undeniable significance, these traits often interact with institutional policies and procedures, therefore it is necessary to look at how the quality of education affects their impact on retention. In order to fill a major vacuum in the research and provide guidance to higher education institutions on how to improve their operations and raise student achievement, this study examines the relationship between education quality and student retention.

The purpose of this study is to investigate how the findings may affect policy. Examining the relationship between educational quality and retention is current and relevant as the National Education Policy (NEP) 2020 emphasizes the importance of access, equity, and quality in higher education. In addition to endangering individual goals, institutions that are unable to retain students often suffer financial and reputational consequences. High dropout rates can impede national efforts to increase gross enrollment ratios and develop a skilled labor force. This research may help educators, administrators, and legislators create a more effective and inclusive higher education system by highlighting important aspects of education quality that affect   retention.

In the end, one of the most important factors affecting students' retention in higher education institutions is the quality of instruction. It influences students' decision to stay or stop, as well as their overall experience and well-being in addition to their academic engagement.

Maintaining consistent quality across schools is crucial for reducing student turnover in India's diverse and rapidly evolving higher education system. By clarifying the procedures, guidelines, and strategies that might improve the efficiency and equality of higher education, this research aims to investigate the intricate relationship between educational quality and student retention. By tackling this crucial topic, this study seeks to further the broader discussion on educational quality and its influence on the future of higher education in India and outside.

A. Overview of dropout rates in higher education institutions in India

Higher education dropout rates in India continue to be a major worry (MHRD, 2021). The factors influencing the country's dropout rates have been the subject of several research. Given that many students from disadvantaged backgrounds struggle to pay for their education, financial constraints are an important factor (Vijayakumar & Iyengar, 2017; Balakrishnan et al., 2020).

High dropout rates have been linked to inadequate facilities and inadequate academic preparation (Rathee & Rathee, 2016; Gupta & Choudhary, 2020). Students' decisions to drop out have been linked to a lack of institutional assistance and guidance, including limited academic advising and counseling services (Patil & Ranganath, 2019; Dahiya et al., 2021).

Dropout rates are heavily influenced by social and cultural factors, with students from disadvantaged groups experiencing higher dropout rates due to discrimination and limited opportunities for growth (Jain et al., 2017; Gaurav & Nagar, 2019). There are gender differences, with female students facing unique issues that result in higher dropout rates (Pandey & Nigam, 2015; Maitra & Pal, 2021).

The issue of higher education dropout rates has been made worse by the COVID-19 pandemic. Students without necessary equipment or internet connection have faced challenges as a result of the sudden shift to online learning (Bhattacharjee, 2020). During the pandemic, dropout rates have risen due to a combination of financial troubles, health concerns, and difficulties transitioning to the online learning environment (UNESCO, 2020).

A comprehensive approach is necessary to reduce dropout rates. Financial barriers may be lessened by providing financial help and scholarships to students from low-income families (Kumar & Chandra, 2018). To create a favorable learning environment, infrastructure and educational quality must be improved (Desai & Parajuli, 2017). Enhancing institutional support services, such as mentoring and counseling initiatives, may encourage student participation and success (Dangi et al., 2019).

Adopting inclusive policies that address the unique needs of disadvantaged groups is crucial to advancing educational equity (Dahiwale, 2018). Gender disparities in dropout rates may be lessened by gender-sensitive programs, such as creating a safe and welcoming campus environment (Singh, 2016). In order to provide equitable access to online education, some measures during the pandemic, such as the distribution of digital devices and internet connections, are essential (Mishra & Pal, 2020).

Higher education institutions in India can effectively address the issue of dropout rates and improve student success and retention by using these strategies.

B. Research objectives

➤   To evaluate the effect of education quality on student retention in higher education institutions.

II.LITERATURE REVIEW

Murray (2014) offers a method for evaluating the factors influencing KwaZulu-Natal University's graduation and dropout rates. This strategy takes use of competing hazards. These components include traits particular to every school and student. This method pinpoints the many factors influencing graduation and dropout rates at universities. These rates are influenced by many factors. This study looks at how long it takes for students to finish or drop out of school. Other factors, including residing in a resident hall and getting financial aid, may also have an impact on the graduation rates of students from other schools and institutions. However, these factors could postpone the admission of children who would otherwise be denied admission because of their subpar academic performance. This is a first for the world. This study presents a new statistic that illustrates the additional credit points needed to advance from a starting position. The study is opened by this statistic. The line that follows provides an explanation of this figure.

Aloysius Xavier Lopez (2011) found that children drop out of school because they find learning challenging and don't want to. This has an impact on the amount of school dropouts. The SharvaShikshaAbhiyan found 3,282 children between the ages of five and sixteen who do not attend school in a study conducted in Chennai. A survey was conducted to determine the number of children that are not attending school. The information was collected based on the findings of a survey conducted in Chennai on June 12, 2011. A study conducted in Chennai found that 2046 youngsters are not enrolled in elementary or secondary education. It said, "Survey Finds Over 3,000 Children Not Attending School in Chennai City." 1166 houses and apartments in Chennai were examined in the study. Every one of them was in the city. The majority of the 1491 students who dropped out of school cited a lack of interest in studying as their main cause. This was the main source of conflict for the majority of students. A total of 251 city kids reported dropping out of school because of learning challenges. This was the cause of their school dropout. This, they said, was the cause of their departure. Other problems include child labor, ignorance and oversight, caring for younger siblings, natural disasters, and the need for a second source of family income. Another is the need to support younger siblings. There are many known reasons. None of these children are officially enrolled in school, as is generally known. This category includes kids who have never attended school or who have dropped out. Along with their parents and siblings, children from families that relocated to the US for work are also included in this category. All 3,775 children who speak Tamil reside in their own homes. However, 106 kids speak

Telughu, and 113 kids speak Urudhu. The majority of small children speak Urudhu, which is the native language of 113. At least 2,796 city teenagers are enrolled in alternative education programs as a result of dropouts. Following their school dropout, this occurs. A portion of these kids quit school. There are 1,050 pupils registered in Chennai schools at the moment. Students make up this gathering. The age group with the greatest school dropout rate was 12 years old, with 427 pupils leaving school. After 361 students left class I, 418 students departed class III. Since the most students dropped out in a given year, Class III had the highest dropout rate. The findings of the research indicate that even after beginning lessons, some students discontinue their education after finishing basic school. About 35 Scheduled Tribes, 2272 Scheduled Castes, 593 Backward Castes, and 368 Most Backward Castes in the US do not send their children to school. These are estimates. Most of these youngsters belong to the lowest castes. The findings of a recent poll indicate that a variety of factors, such as learning challenges and a lack of interest in learning, have a substantial influence on the percentage of children who are not presently enrolled in school. A recent poll was conducted. These factors have also affected the number of missing children.

Chug (2011) asserts that poverty and illiteracy are risk factors prior to students entering school. Consequently, these components have been around for a longer duration. A child may leave school for a number of reasons. Household problems, family ancestry, a dysfunctional family structure, and a history of siblings attending preschool and school are some examples of these traits. Examples include a culture that devalues education and makes kids accountable for their actions. The high school dropout rates of low-income pupils are influenced by a variety of factors. Family disintegration and parental intoxication are two of these causes.

According to Govinda (2011), private sector educational alternatives and efforts to provide universal access to basic education may be the cause of the notable increase in children's school attendance throughout India. The number of kids enrolling in schools has increased significantly in recent years. This is because the commercial sector has given kids more alternatives for their education. This has been happening for a while. However, the fact that a sizable percentage of children, particularly those from economically challenged communities, are not obtaining an appropriate education has impeded efforts to provide basic education to everyone. This is especially true for children from disadvantaged backgrounds. The findings of this research, which examines all facets of educational access, support two basic truths. The first is that many kids have little or no access to education. Second, certain demographic groupings have a disproportionately high number of these children. These problems are related. The occurrence of these issues is concerning. The concepts and processes involved in creating an inclusive educational framework are covered in this book along with exclusion. The article examines exclusion as well. Dropout rates, migration, gender and social justice, starvation, and disparities in educational choices are some of the campaign's main objectives. These are only a few of the factors that are being considered. This program is one of the issues being addressed. It also covers topics related to government and education. It explains patterns of access and exclusion using statistical analysis and historical study. This is how we achieve our objective. This book provides both by examining educational access, describing legislation and regulations pertaining to educational access, and recommending topics for further study. Rather, it offers both.

Since this culture is poor and mostly rural, there are many barriers to education, and none of them tolerate ignorance, according to Assistant Basumatary of Rupon. This month in 2012, this proclamation was made. This is because there are a lot of rural places in this civilization. a higher percentage of students quitting school. This rate reflects the problem of students who have completed their education but are no longer enrolled in courses. Some of these kids finished their education. Each of these symptoms is a sign of your illness. Even though India has a universal education policy and children are entitled to free and compulsory education, many Indian children do not attend school for a number of reasons. This is true even if every child has access to education. The problem is made worse by the nationwide dropout rate of children. The total enrollment ratio has increased as a result of initiatives to encourage children to attend school, but these programs have not been successful in keeping enough students in their specific educational settings. Students may drop out of school for a variety of reasons, including poor academic performance, a lack of appropriate schools, problems with access, teacher behavior or the school atmosphere, financial hardships, and more. These are just a few of the causes of student dropouts.

According to research by RuponBasumatary (2012), a child's decision to drop out is impacted by the social and demographic makeup of their home. This holds true regardless of the child's attendance at school. This is true even if the child is enrolled in school. A child's decision to drop out of school is influenced by a number of factors, including the parents' health, the children's education, their activities, and whether or not the household is single-parent. The number of children in a home has an impact on dropout rates. 13.54 million South Asian children do not attend primary school, according to a 2012 UNESCO study. The study was conducted in 2012. The situation in one state, for instance, might show how this problem is growing in importance. Over 14% of Maharashtra's female students were expected to miss school in 2013. Their ages varied from seven to sixteen. This proportion exceeds the 2012 figure of 11.7%. Indian culture and the Right to Education Act of 2008 seem to guarantee that all schools will start making an effort to guarantee that students get an education. This is a result of the 2008 Right to Education Act. They still can't provide the environment and conditions needed for a real education. However, at this point, they cannot ensure their existence. In 2011, the effective literacy rate for women was 65.46 percent, much lower than the rate for males (82.14%). Because of this outcome, the problem is even worse for women. For a number of reasons, more students are dropping out of school, mostly young women.

Naheed Vaida, Nilofar Khan, and Aasiya Bashir all make cameos in the 2014 material. If a student leaves school without transferring, it is considered that they have dropped out for any reason other than death. This is the description of the incident. Because dropping out of school is linked to both low academic performance and criminal activities, this issue has an impact on society. The poll's respondents had modest salaries and were reared in shared homes. The vast majority of these people were from study homes. The survey indicated that this category was the most prevalent. Low academic performance, poor attendance, and a lack of interest for learning were the main reasons for dropout. Early marriage, lesser family wealth, preference for male siblings in school, fear of punishment for poor academic performance in class, and lack of interest in academics due to domestic chores were all variables taken into account. Every one of these factors was considered. We considered all of these factors. A number of factors affected family dropout rates. These included being late,

caring for siblings, not being interested in school, family strife, having a low socioeconomic status, and believing that boys should have more access to resources and educational opportunities than females. All of these factors may be contributing factors to the rising number of families dropping out of school.

A study conducted in 2014 by Pratibha J. Mishra and Abdul Azeez EP found that the family is the most important social component influencing a child's development. This was the conclusion reached by the researchers. The study was conducted in 2014. Environmental factors, parental education, and socioeconomic status all affect a child's growth. Each of these influences a child's growth. Education affects a child's personality, sociability, and general development. Families and communities must make it possible for people to get high-quality education so they may fulfill their moral obligations. This obligation should be fulfilled by communities and families. Education is essential for both economic prosperity and personal freedom. Many children in India and other developing countries drop out of school before completing their basic and secondary education, which leads to this predicament. India has a higher prevalence of this issue than other nations. India has a higher prevalence of this illness than other countries. India, on the other hand, often has these issues. These countries lose a lot of human capital due to high school dropout rates. Large amounts of human resources are lost. This study looks at how family variables affect high school dropout rates. In Bilaspur, Chhattisgarh, students are leaving school. In-depth, systematic interviews were conducted with children and their families. Parents and children were interviewed. In addition to the previously gathered data, more information was given by the school administration. The findings suggest that school dropouts are influenced by socioeconomic and family factors.

MATERIAL & METHODS

A. Research Philosophy

The research philosophy used in this study is positivism. Positivism, which is based on concepts from the natural sciences, emphasizes the use of factual data and objective observations to understand social events. Finding patterns, regularities, and causal relationships via systematic analysis enables it to draw conclusions that are generally relevant and not specific to any one set of circumstances.

B. Research Design

This particular study used a cross-sectional design as its research approach. By using this method, data can be gathered at a particular moment in time, which helps researchers better understand the factors affecting college dropout rates. Researchers may examine connections and trends at a certain period in time by conducting cross-sectional studies, which are defined by the collecting of data from a broad sample of individuals at a single time point.

C. Sample Size

The proper sample size for this research will be determined using an accepted sample size calculation approach. This strategy will consider the target population, which consists of students enrolled in Indian higher education institutions, as well as the required degree of statistical significance.

Finding the right sample size requires taking into account a number of factors, including the intended degree of confidence, the margin of error, and the intrinsic variety within the population. Given the necessity for representative samples due to the wide variations in Indian higher education institutions, a stratified sampling approach is likely to be used in this

study. This will ensure that a variety of academic disciplines and institutions, such as universities, colleges, and professional institutes, are well represented.

D. Sampling Technique

The sample approach for this particular inquiry will be random sampling. The technique of objectively and randomly choosing people from the population of interest is known as random sampling. This approach ensures that every member of the population has an equal chance of being included in the sample. The research aims to reduce the possibility of selection bias and increase the findings' generalizability to a larger population of students attending Indian universities. To accomplish this, random sampling will be used.

E. Data Analysis

To better understand the factors impacting dropout rates in Indian higher education institutions, the gathered data will be evaluated using the proper statistical methodologies. To complete the data analysis process, both descriptive and inferential statistical methods will be used.

To provide an overview of the data and a description of the sample's characteristics, descriptive statistics will be produced. Measures such as frequencies, percentages, means, and standard deviations will be used to characterize the distribution, central tendency, and variability of variables pertaining to demographics, academic achievement, socioeconomic background, institutional experiences, and dropout causes.

III.DATA ANALYSIS

Objective Results:

- **Odds Ratio for Personal Circumstances:** 1.068519

Interpretation for Objective:

The odds ratio for personal circumstances is 1.068519, which indicates that for every unit increase in the severity of challenging personal circumstances, the probability of dropping out increases by around 6.85%. This result is in line with the alternative hypothesis, which maintains that college dropout rates are higher for students who are coping with difficult personal circumstances, such as health issues, family disputes, or financial difficulties.

Overall Conclusion:

The links between a number of factors and higher education dropout rates are clarified by the logistic regression research. The findings show that a number of factors, such as socioeconomic status, academic preparedness, institutional support, social and cultural factors, and individual circumstances, all have an impact on students' persistence in higher education, even though the significance and direction of these impacts may vary. These results highlight the need of addressing a number of factors to support student success and retention in postsecondary educational settings.
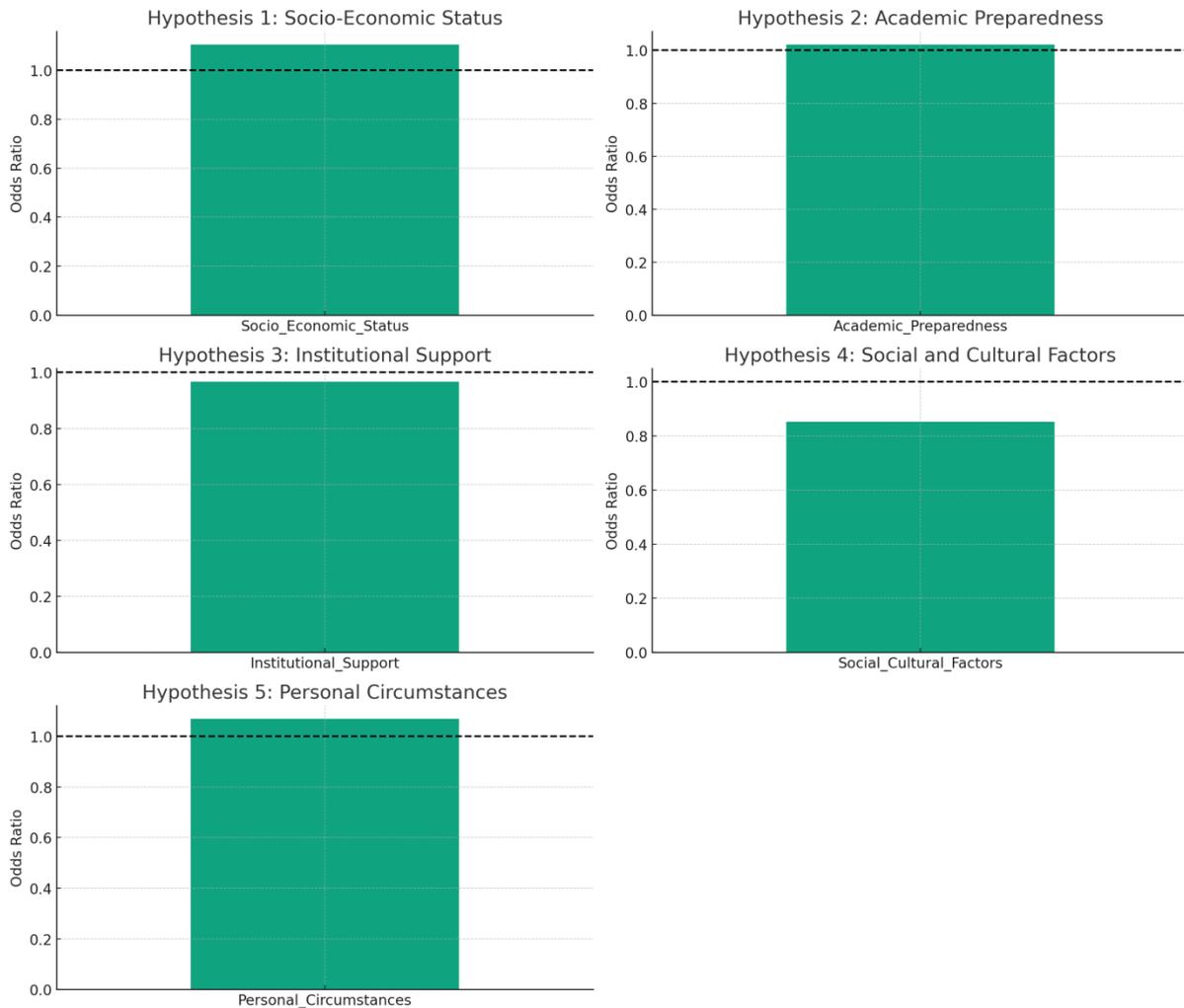
1.   **Socio-Economic Status:** Indicates a slight increase in the likelihood of dropping out as socio-economic status increases, which is counterintuitive and may require further contextual investigation.

2.   **Academic Preparedness:** Shows a minor increase in dropout odds with greater academic preparedness, an unexpected result that could prompt additional scrutiny or context-specific analysis.

3.   **Institutional Support:** Demonstrates that increased perceptions of institutional support are associated with lower odds of dropping out, aligning with expectations.

4.   **Social and Cultural Factors:** Indicates that positive social and cultural factors are linked to lower dropout odds, supporting the hypothesis that a better social and cultural environment can reduce dropout rates.

5.   **Personal Circumstances:** supports the idea that unfavorable personal circumstances might raise the chance of dropout by showing that greater dropout probabilities are linked to more difficult personal situations.

The results of this research may provide valuable insights into the wide range of variables influencing dropout rates in higher education. If we first unravel the socio-economic, academic, institutional, social, cultural, and personal factors that are at play, we may create more targeted and effective solutions to support student accomplishment and retention. A multimodal strategy that emphasizes institutional support, cultivates inclusive communities,

and attends to the many needs of students is needed to improve dropout rates. We can establish a more accessible and equitable higher education environment where all students have the chance to reach their full potential by collaborating across sectors and using evidence-based strategies.

6.   **Interpretation:** The analysis reveals that for each unit increase in perceived institutional support, the odds of dropping out decrease by approximately 3.35%. This supports the hypothesis that effective institutional support plays a crucial role in student retention. Institutions should prioritize initiatives such as mentorship programs, academic advising services, and financial aid to enhance support systems for at-risk students.

IV.CONCLUSION

Social and cultural factors can have a significant impact on students' educational experiences and retention outcomes. Positive social environments, which are characterized by encouraging instructors, an inclusive campus culture, and strong peer relationships, are associated with lower dropout rates. Institutions that prioritize building social networks, promoting diversity and inclusion, and fostering a sense of community will be in a better position to boost student engagement and retention.

Cultural norms and values can have an impact on students' educational choices and ambitions. Students' perceptions of college and likelihood of sticking with it may be influenced by social conventions around gender roles, family duties, and employment opportunities. By recognizing and resolving cultural barriers via targeted outreach initiatives, inclusive programming, and culturally responsive instruction, institutions may create environments where all students feel valued and supported in their academic pursuits.

Personal circumstances including health issues, family disputes, and financial difficulties have a significant influence on students' ability to complete their higher education. The probability of a student dropping out is increased by adversity resulting from personal challenges, underscoring the need of tailored support services. Institutions that provide financial assistance programs, counseling services tailored to individuals' unique circumstances, and flexible academic requirements may mitigate the impact of personal challenges on dropout rates.

Additionally, proactive steps like financing for emergency help, access to medical care, and extensive student support programs could provide students the motivation and resources they need to overcome obstacles and keep going toward their degrees. By acknowledging and resolving students' individual problems, higher education institutions may provide a supportive atmosphere that fosters resilience and equips students with the skills they need to overcome hardship.

The significance of individual, institutional, societal, and cultural support in lowering dropout rates in Indian higher education institutions cannot be overstated. Strong support systems that incorporate academic, financial, and socioemotional assistance are necessary to promote student success and retention. By investing in comprehensive support infrastructure, promoting inclusive environments, and listening to individual needs, higher education institutions may enhance educational access, equity, and accomplishment for all students. Addressing dropout rates in Indian higher education institutions requires a multifaceted approach that recognizes the complex relationships between factors influencing student persistence. Even while academic preparation is crucial, effective treatments must

concentrate institutional support, foster inclusive communities, and acknowledge the various needs of children. This article advocates for an all-encompassing strategy that incorporates socioeconomic support, culturally sensitive practices, and customized assistance in order to create an equitable and accessible higher education environment where all students may thrive.

Institutional support is essential in lowering dropout rates because it provides students with the resources, guidance, and assistance they need to face the challenges of higher education. Academic advising, financial aid, counseling, and logistical help are all crucial components of a comprehensive support system that fosters student success. By investing in these areas and implementing evidence-based policies, educational institutions may create a supportive atmosphere that helps students overcome obstacles and continue on their road to obtaining their degrees.

Strong social networks, supportive peer relationships, and a range of perspectives characterize inclusive communities, which have been shown to lower dropout rates and boost student participation. Educational institutions must place a high premium on creating inclusive learning environments where all students feel valued, respected, and encouraged to pursue their academic goals. By encouraging awareness and appreciation of other backgrounds, experiences, and identities via programs like diversity training, cultural competency initiatives, and inclusive curricula, all members of the campus community may feel like they belong.

Understanding the diverse needs of students is essential to creating effective interventions that target the underlying causes of dropout behavior. Socioeconomic support—which includes financial assistance, scholarships, and access to resources for basic necessities—is crucial for students who are experiencing financial difficulties. Culturally responsive teaching strategies that acknowledge and value students' language, traditions, and cultural background may help them feel more identified and included in the classroom. Additionally, tailored assistance tailored to individual needs—like academic accommodations for students with disabilities or flexible scheduling for students who have caregiving responsibilities—is essential to ensuring that every student has the opportunity to achieve.

To lower dropout rates, educational institutions must use evidence-based strategies that have been shown to effectively increase student accomplishment and retention. This means implementing early intervention programs to identify children who are at risk, providing specialized support services to address their academic and socioemotional needs, and evaluating treatment outcomes to inform future efforts to improve. By investing in research and data-driven methods, educational institutions may optimize their impact on reducing dropout rates and promoting student perseverance.

A diversified approach to addressing dropout rates in Indian higher education institutions is necessary to provide an equitable and accessible learning environment where all students have the opportunity to thrive and succeed. By emphasizing institutional support, fostering inclusive communities, acknowledging the diverse needs of their students, and investing in evidence-based methods, educational institutions may dramatically reduce dropout rates and improve student retention. By collaborating with institutions, stakeholders, and policymakers, India can develop a higher education system that empowers students to realize their full potential and contribute to the social and economic growth of the nation.

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63

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