A STUDY OF INCLUSIVE AND EQUITABLE QUALITY EDUCATION IN INDIA

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Abstract

With the purpose of captivating forward the success of Millennium Development Goals, the United Nations (UN) General Assembly, in its 70th Session held on 25th September 2015, adopted the document titled "Transforming our World: The 2030 Agenda for Sustainable Development" consisting of 17 Sustainable Development Goals (SDGs) and associated 169 targets. This agenda provides new global goal education (SDG 4). This goal is to provide inclusive and equitable quality education and promote lifelong learning opportunities for all. Achieving inclusive and equitable quality education for all will require increasing efforts, especially in India. Despite significant gains in education enrolment over the past 15 years, many children do not obtain basic reading at the end of their primary education. With a view to know the performance of states of India for achieving sustainable development goal for education, this study has been carried out. It has been presented by charts and for getting empirical result four indicators have been selected and analysed with the help of ANOVA. It was observed that there has been difference in fulfilling sustainable development goal targets among states of India.

Keywords: Sustainable Development Goals, Quality Education, Performance of Indian States.

Introduction

Education is a human right and a force for sustainable development and peace. Every goal in the 2030 Agenda requires education to empower people with the knowledge, skills and values to live in dignity, build their lives and contribute to their societies. Today, more than 262 million children and youth are out of school. Six out of ten are not acquiring basic literacy and numeracy after several years in school. 750 million adults are illiterate, fueling poverty and marginalization. Ambitions for education are essentially captured in Sustainable Development Goal 4 (SDG 4) of the 2030 Agenda which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. The roadmap to achieve the education goal, adopted in November 2015, provides guidance to governments and partners on how to turn commitments into action (Education 2030 Framework for Action). Equity issues within countries are also a major challenge. This goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It also objects to provide equal access to affordable vocational training, to eliminate gender and wealth disparities, and achieve universal access to a quality higher education. This study focuses on overview and performance of Indian states by achieving sustainable development for education.

Literature Review

(Jelle, 2015) revealed that the connection between the holistic approach of ESD in dealing with content matter and the pluralistic approach of ESD to teaching were in practice not as correlated as the UNESCO definition and research proposes them to be. They concluded that result has shown empirical evidence for the effectiveness of ESD. (Arbuthnott, 2009) reviewed the psychological research showing weak correlation between attitudes and behaviour, the factors that mediate this relationship, and described the implications of these findings for university institutions and ESD programs.(Jeppe, 2010) argued for a historical and socio-cultural approach to participation as a key concept in a democratically oriented education for sustainable development (ESD). With three empirical examples from a non-formal educational setting, it demonstrated that even though a relatively open framework was provided for genuine participation, certain themes and problems could be marginalised in the dominant discourse of sustainable development. Since the 1990s, this discourse has been characterised as 'ecological modernisation' in northern Europe. It showed that there was a risk that, rather than enlightening sustainable development, participatory ESD would contribute to a self-deceptive simulation. (Banga, 2010) has studied about "Higher education and curriculum innovation for sustainable development in India" and found Several principles of sustainable development are embedded in India's education policy. It is perhaps the only country where the highest court has mandated environmental education at all levels of formal education, which includes a compulsory undergraduate course. However, the challenges of implementing this requirement effectively are hampered by lack of inter-disciplinary competence among staff and students, and traditional methods of assessment in higher education.

Many researchers have studied about education for sustainable development goal. After going through literature review it can be seen that no study has been carried out to find out the level of education for achieving sustainable development goal's target. Thus, researcher has carried out this study i.e., a study of inclusive and equitable quality education in among the 35 states of India by selected indicators.

Objectives
1. To overview sustainable development goal for education.
2. To study inclusive and equitable quality education among states of India.

Data and Methodology
The present study that aims at understanding the sustainable development goal for education to provide inclusive and equitable education for all. With Special Reference to India, 35 states have been selected. The study uses secondary data source, collected from government website Ministry of Statistics and Programme Implementation, Ministry of Human Resource Development and CEIC data.com. Four national level indicators have been identified to measure India's performance towards the goal. They are as follows.
1. Gross enrolment Ratio in primary education
2. Gender Parity Index for tertiary education
3. Literacy Rate
4. Gross Enrolment Ratio for tertiary education.

The above indicator's statistics have been shown through charts, and an empirical exploration has been completed by ANOVA analysis for receiving result. The following research hypothesis has been framed to obtain result.

HO: There is no significance difference in selected indicators for achieving sustainable development goal for education among states of India.
H1: There is significance difference in selected indicators for achieving sustainable development goal for education among states of India.

Results and Discussion
Overview
The 17 SDGs and associated 169 targets came into force with effect from 1st January 2016. A set of 231 distinct global indicators has been identified by the United Nations for monitoring the progress of SDGs and associated targets. Sustainable development goal (4) is the education goal. It objects to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." Sustainable development goal four (SDG 4) is made up of following targets.

Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

Target 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

UNESCO is responsible for coordinating the international community to achieve this goal through partnerships, policy guidance, capacity development, monitoring and advocacy. While governments hold the main responsibility for ensuring the right to quality education, the 2030 Agenda is a universal and collective commitment. It requires political will, global and regional collaboration and the engagement of all governments, civil society, the private sector, youth, UN and other multilateral agencies to tackle educational challenges and build systems that are inclusive, equitable and relevant to all learners.

The Government of India has made efforts since Independence to develop access to general and technical and other relevant types of education. History of education in India - post-independence: relevant legislations, number of commissions, periodic policies, national and state institutions, diversity of relevant programmes and education financing. As a result of these initiatives there is expansion in general education and higher education. Efforts have been made to spread informal and adult education among all sections and all regions of the country. The following charts represent access to sustainable development goal for education.

Performance of States/UTs towards on SDG 4

It is depicted from chart -1 that Tripura has been at the lowest position with the value of 11.04, while Telangana has been at the highest position with the value of 914.9 among other states of India in gross enrolment ratio of primary education to achieve target of sustainable development goal for education. Chart -2 shows that Gender Parity Index for tertiary education, it has been observed that GPI has been low in Andhra Pradesh and the highest in Daman & Diu with the values of 0.78 and 2.21 respectively.

Chart-3 shows that literacy rates of States of India, Bihar has the lowest literacy rate and Kerala has the highest literacy rate in India and it ranges from 63.82-93.91. Chart-4 presents Gross Enrolment Ratio in tertiary education in which Daman & Diu has been at the lowest position, while Chandigarh has been at highest position among states of India with the values of 5.2 and 56.4 respectively.

To study inclusive and equitable quality education in India, ANOVA has been used to analyse. It has been shown in following table.

Empirical Result

Anova						
SUMMARY						
Groups	*Count*	*Sum*	*Average*	*Variance*		
GER IN PRIMARY EDUCATION	35	4114.45	117.56	19583.20		
GPI For Tertiary Education	35	37.41	1.07	0.08		
Literacy Rates	34	2660.43	78.25	62.15		
GER For Tertiary Education	35	966.1	27.60	122.86		
ANOVA						
Source of Variation	*SS*	*Df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	283281.5	3	94427.16	18.97	0.00	2.67
Within Groups	672059.7	135	4978.22			
Total	955341.2	138				

- The P-value of 0.00 is less than the significance level (0.05) and hence the null hypothesis is rejected at 5 percent significance level. Moreover, Calculated Value of "F" (18.97) is greater than Critical Value of "F" (2.67) and hence the null hypothesis is rejected and It can be said that there is significant difference in selected indicators for achieving sustainable development goal for education among the states of India.

Conclusion

It can be found the reasons for differences in states for achieving sustainable development goal for quality education have been problems in our education system i.e., poor access to village schools in hilly tracts of Adivasi areas, dropouts and out of school children, recruitment procedures, training quality and accountability of teachers, relevance of content and pedagogy, access to adult literacy, relevant technical and vocational training, low budgetary education, data and information system on education, role of private sector in education.

It can be concluded that there have been differences in states for achieving sustainable development goal for quality education. Tripura is performing poor in GER in primary education, Daman & Diu is performing poor in GPI, Bihar is performing poor in literacy rate, Daman & Diu is performing poor in GER for tertiary education among all states of India while Telangana is performing best in GER in primary education, Andhra Pradesh performing best in GPI, Kerala is performing best in literacy rate and Chandigarh is performing best in GER for tertiary education.

It is suggested that it is required to take steps across the nation in general and in states having poor GER, literacy rate in special to expand general education and higher education so that complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes can be ensured. It is also suggested to have access to quality early childhood development, care and pre-primary education so that they are ready for primary education. It is also suggested to provide affordable and quality technical, vocational and tertiary education, including university. It is also suggested to increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship. It is also

suggested to take initiatives to eliminate gender disparities in education. Steps are required to be taken to ensure that all youth and a substantial proportion of adults so that literacy and numeracy can be achieved.

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