Status of Education in India: How Close to SDG?

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ABSTRACT

The Sustainable Development Goals (SDGs 2030) aim for 'quality education' (Goal 4) as one of its 17 goals to be achieved by 2030. The goal specified under quality education aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. India is also committed to these SDGs (quality education). If we saw the Sustainable Development Goal-4, the first target is ensure that all boys and girls complete free, equitable and quality primary and secondary education within 2030, the second target is qualitiful early childhood development, care and pre-primary education will access all boys and girls; it is ensuring that within 2030, the third target is affordable and qualitiful technical, vocational and tertiary education will access all men and women it is ensure that within 2030 and the fourth target is achieve literacy and numeracy of all youth and a substantial proportion of adults, both men and women it is ensure that within 2030. The present study aims to examine the present status of India's education at various levels in comparison with the Sustainable Development targets and various comparable countries. The BRICS, i.e. Brazil, Russia, India, China, and South Africa are termed as the emerging developing economies. On the other hand South Korea and Bangladesh are the developed OECD country and least developed country respectively. In this study researcher found that to achieve Sustainable Development Goal-4 (quality education) India posits lower than the other BRICS countries for fulfilling this targets. So ensure this 'quality education' goal's target India will take many steps.

KEYWORDS: *Sustainable Development Goals, Quality Education, Quality Education Targets, OECD Countries, BRICS Countries*

1. INTRODUCTION:

Education is a powerful instrument for all-round development of a society or country. It helps for human capital formation in a country. The human capital in turn helps for economic growth and income level of a country by enhancing skills and labor productivity. It raises social awareness and political participation for a progressive and just society. As the United Nations aims all its member nations, especially the developing and least developed countries should achieve all round development comprising 17 goals under its Sustainable Development Agenda for 2030 ranges from livable income, quality education, social security, decent work, sustainable environment etc. The 'quality education' (Goal 4) is one of the goals of the sustainable development agenda. It aims to achieve inclusive and equitable quality education, and encourage to all lifelong learning opportunities. India being a developing country is committed to attain Sustainable Development Goals and therefore, it has to achieve 'quality education' as prescribed in SDGs.

2. LITERATURE REVIEW:

Emmanuel Edoja Achor (2013) conducted a study on 'Improving Quality Education for Sustainable Development in Nigeria'. Focusing on how to improve the quality of education for sustainable national development in Nigeria. It focused on that school managers or administrators should be monitored to ensure that they faithfully carry out their statutory duties and that concerted efforts should be made by school owner.

Didham Robert James & Paul Ofei-Manu (2015) conducted a study on 'The role of education in the sustainable development agenda: Empowering a learning society for sustainability through quality education'. This paper focused on the role of quality education on a learning society and its sustainability. In this study, on education, this chapter goes into the current proposal for sustainable development goal four and the Education 2030 agenda with a critical perspective on how they may best electrify the achievement of sustainable development in an integrated and inclusive manner.

Anshul Bhamra, Harshini Shanker & Zeenat Niazi (2015) conducted a study on 'Achieving the sustainable development goals India – a study of financial requirements and Gaps. This study is written with the targets of conducting a financial assessment for India to achieve the SDGs. With the expanse of 17 Goals and 169 Targets drafted by the Open Working Group on SDGs, this study must be illustrated as only a foundational exercise providing minimalist estimates, the actual finances required may be much higher.

Bangay, Colin (2016) conducted a study on 'Protecting the future: The role of school education in sustainable development: An Indian case study'. This paper presents the idea of potentiality of contribution in education of sustainable development. Drawing on this event, it says the recent evidence that

education could play an important role – a position reinforced by the new SDGs. It covers why education is needed, impediments that reduce educational impact, and an innovative programmed of environmental education that offers insight on ways forward.

3. METHODOLOGY:

This study is a combination of qualitative and quantitative indicator has been used. India's status of education and with comparisons of other country's measure in this study used WDI data base and other various education indicators used. This study all data are taken form secondary resources.

4. SUSTAINABLE DEVELOPMENT GOALS: THE QUALITY EDUCATION:

On 25th September 2015, received the 2030 agenda to UN general assembly for sustainable development. A comprehensive set of 17 Sustainable Development Goals have been decided after review from the 1992 Summit at Rio de Janeiro, 2002 Summit at Johannesburg and 2012 Summit at Rio de Janeiro. Within 17 Sustainable Development Goals, the 'Quality Education' comes under Goal-4. The quality education goals are decided after many meeting and based on many reports and decision Meetings on education like 'breakfast roundtable meeting on fulfilling the human right to education: a key for sustainable development and the post 2015 development agenda' held on 12th December, 2013 in New York, Next was 'Stakeholder Meetings of the UNESCO World Conference on Education for Sustainable Development' held on 4th November 2014 – 8th November, 2014, Okayama in Japan". Next was 'International conference on higher education for sustainable development: Higher education beyond 2014' held on 9th November 2014 in Nagoya University, Aichi in Japan, next was 'UNESCO world conference on education for sustainable development - learning today for a sustainable future' held on 10th November 2014 – 12th November 2014, Aichi-Nagoya in Japan. These meetings have 4 objectives. Next was 'Second UNESCO Forum on Global Citizenship Education held on 28th January 2015 – 30th January 2015 in Paris, next was 'World Education Forum 2015 - equitable and inclusive quality education and lifelong learning for all by 2030', held on 19th May 2015 – 22th May 2015, Inchon in Republic of Korea. This World Education Forum 2015, a draft version of the framework will be presented and discussed for Action at the World Education Forum 2015 and in September 2015 agreed on principle, pending the outcomes of the UN Special Summit on Sustainable Development and many statements like Working Document for 5th – 9th May Session of Open Working Group and joint response to focus area 4 on education and so many other statement based on this goal decided. Based on many documents like 'Global Education for All Meeting UNESCO, held on Muscat, Oman 12th – 14th May 2014. In this document have vision, principles and scope of the post-2015 education agenda and overarching goal and global targets on quality education. Based on many reports and much news this goal decided. These quality education goals have several targets. Best target are-

I. Universal Primary and Secondary Education

- Ensure that all boys and girls complete free, equitable and quality primary and secondary education within 2030.

II. Early Childhood Development and Universal Pre-primary Education

- Qualitiful early childhood development, care and pre-primary education will access all boys and girls; it is ensuring that within 2030.

III. Equal Success to Technical/ Vocational and Higher Education

- Affordable and qualitiful technical, vocational and tertiary education will access all men and women it is ensure that within 2030.

IV. Universal Youth Literacy

- Achieve literacy and numeracy of all youth and a substantial proportion of adults, both men and women it is ensure that within 2030.

So we can say that quality education is important things for sustainable development.

5. STATUS OF INDIAN EDUCATION: QUANTITATIVE EVIDENCE:

If we see the **First Target** status of quality education in India (Ensure that all boys and girls complete free, equitable and quality primary and secondary education within 2030)

Table 1: Enrollment in Education at Various levels Across Selected Countries

Country Name	Enrollment in Preprimary Education (%)			Enrollment in Primary Education (%)			Enrollment in Secondary Education (%)			Enrollment in Tertiary Education (%)		
	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
Korea, republic	97.8	98.0	97.6	96.9	97.0	96.8	96.9	96.4	97.3	100.4	85.2	113.7
Russian Federation	88.7	87.5	89.7	102.0	102.3	101.8	92.0	91.3	92.8	76.5	87.8	65.7
China	86.0	86.5	85.4	102.0	102.6	101.5	91.1	91.2	90.9	25.3	26.4	24.2
South Africa	25.4	25.4	25.5	102.2	100.3	104.1	93.3	95.8	90.7	19.5	22.8	16.2
Brazil	95.6	98.2	93.3	113.9	112.4	115.3	95.3	99.9	90.9	43.5	49.3	37.6

| India | 12.9 | 12.4 | 13.2 | 114.5 | 123.9 | 106.1 | 66.4 | 64.4 | 68.2 | 22.9 | 20.0 | 25.5 |
| Bangladesh | 40.2 | 40.9 | 39. 5 | 111.0 | 115.0 | 107.3 | 50.8 | 54.4 | 47.3 | 13.2 | 10.8 | 15.6 |

Source: Author's calculation from World Development Indicators

Note:

- Enrollment in pre-primary Education (%)

  Year 2016 is used for - South Africa, Brazil, Russian Federation, India and Korea, Rep.

  Year 2017 is used for - China and Bangladesh

- Enrollment in primary Education (%)

  Year 2016 is used for - South Africa, Brazil, Russian Federation, India and Korea, Rep.

  Year 2017 is used for - China and Bangladesh

If we see the BRICS, i.e. Brazil, Russia, India, China, and South Africa are termed as the emerging developing economies there enrollments of all level of education are not equitable. If we see the Table No. 1 there enrollments of male and female are not equitable all level of education in India. If we see the pre primary education there we see male enrollments 13.2% and female enrollments 12.4. So we can say 0.8% males are greater than female of enrollments and if we see the primary education there we see 17.8 % females are greater than meals of enrollments and if we see secondary and tertiary education there 1.8 % and 5.5% males are greater than female of enrollments. On the other hand South Korea and Bangladesh are the developed OECD country this country enrollments rates are not equitable. If we see the primary education there we see 7.7 % females are greater than meals of enrollments and if we see secondary education there we see 7.1 % females are greater than meals of enrollments and if we see the primary education there we see 4.8 males are greater than female of enrollments. So we can say that India's and other country enrollments rate are not equitable.

Table 2: Primary Completion Rate %

Country Name	Total	Female	Male
Korea, rep.	96.1	96.4	95.7
Russian Federation	97.8	98.4	97.3
China	99.8	99.2	100.4
South Africa	81.6	82.2	81.0
Brazil	100.7		
India	96.3	98.6	94.2
Bangladesh	118.5	122.9	114.3

Source: Author's calculation from World Development Indicators

Note:

Year 2017 is used for - Bangladesh

Year 2016 is used for - South Africa, Russian Federation, India and Korea, Rep.

Year 2013 is used for - China

Year 2004 is used for - Brazil

If we see the **Second Target** status of quality education in India (Qualitiful early childhood development, care and pre-primary education will access all boys and girls; it is ensuring that within 2030) From Table 1, we observe that India's pre-primary education enrollment is the lowest (13%) among the BRICS countries. In pre primary enrollments percentage total India is lower than, 77.7% from Russian federation, 73.1% from china, 12.5% from South Africa, 82.7% from Brazil, 84.9% from South Korea, and even the least developed country Bangladesh form 27.3% . As far as India's enrollment in primary education is concerned India is doing relatively well but the enrollment of secondary education position is lower than the other BRICS countries. In secondary enrollments percentage total India is lower than, 25.6% from Russian Federation, 24.7% from China 26.9 % from South Africa, 28.9% from Brazil and 30.5 % from South Korea. India posits score 15.6% greater than Bangladesh in secondary school enrollments. So we can say that enrollments of pre-primary and secondary education enrollments rate very low of other country.

If we see the Table No. 2 there we see primary completion rate %, India's primary education completion rate total (96.3%) is lower than 1.5% form Russian Federation, 3.5% from China and 4.4% from Brazil. So we say that India's primary completion rate % is lower than other BRICS countries except South Africa. Even India's total % of primary completion rate is lower than 22.2 % from Bangladesh.

So we can say that India's primary enrollment is better than the other country but primary completion rate is lower than many countries. So ensure this goal's target 2 India would be take many steps.

If we see the **Third Target** status of quality education in India (Affordable and qualitiful technical, vocational and tertiary education will access all men and women it is ensure that within 2030. Therefore, the status of India's tertiary education in terms of the enrollment at that level helps to understand the India's situation vis-à-vis other countries. If we see the Table No. 1, enrollment in Tertiary Education (%), there we see India tertiary education enrollment total (22.9%) is lower than 53.6 % from Russian Federation, 2.4% from China, 20.6 % from Brazil and 77.5 % from South Korea. India posits score 9.7% greater than Bangladesh in India tertiary education enrollment of total percentage. India tertiary education enrollment female (20.0%) is lower than 67.8% of Russian Federation, 6.4% of China, 29.3% of Brazil and 65.2% of South Korea. India posits score 9.2% greater than Bangladesh in India tertiary education enrollment percentage of female. India tertiary education enrollment male (25.5%) is lower than 40.2 % of Russian Federation, 12.1% of Brazil and 88.2% from South Korea. India posits score 1.3%, 9.3% and 9.9% greater than Brazil, South Africa and Bangladesh in India tertiary education enrollment % of male. So ensure this goal's target 3 India would be take many steps.

If we see the **Fourth Target** status of quality education in India (Achieve literacy and numeracy of all youth and a substantial proportion of adults, both men and women it is ensure that within 2030.)

Table 3: Adult Literacy Rate (%) and Youth Literacy Rate% of this Selected Countries

Country Name	Adult Literacy Rate (%)			Youth Literacy Rate %		
	Total	Female	Male	Total	Female	Male
Korea, rep.	100	100	100			
Russian Federation	99.7	99.6	99.7	99.7	99.8	99.7
China	95.1	92.7	97.5	99.6	99.6	99.7
South Africa	93.1	94.2	92.0	98.7	99.1	98.4
Brazil	91.4	91.6	91.2	98.4	99.0	97.9
India	69.3	59.3	78.9	86.1	81.8	90.0
Bangladesh	47.1	46.7	47.4	65.7	55.7	72.6

Source: Author's calculation from World Development Indicators.

Note: The adult literacy rate is for the age group 15 and above The Youth literacy rate is for the age group 15-24. All data is for the year 2011, except Russian Federation and China for which year 2010 is used only for adult literacy rates

If we see the Table No – 3 adult literacy rate total percentages, at first we see South Korea have highest position of literacy rate and India's position of literacy rate of adult very much lower than South Korea, Russian Federation, China, Brazil and South Africa. India's adult literacy rate total percentage is much better than Bangladesh. India's adult literacy rate total is 69.3 % and Bangladesh's literacy rate total is 47.1 %. India posits score 22.2 % greater than Bangladesh. In adult literacy rate total percentage India is lower than, 30.7% from South Korea, Russian Federation's from 30.4 %, China's from 25.8%, Brazil's from 22.1% and 23.8 % from South Africa. If we see the table no. – 1 there are adult literacy rate of Indian male and females are very lower than Russian federation, China, Brazil, South Africa and South Korea, but better than Bangladesh. India posits score 12.6 % greater than Bangladesh in adult literacy rate female %. In adult literacy rate of female percentage India is lower than, 40.7% from South Korea, 40.3% of Russian Federation, 33.4 % of China 32.3% of Brazil, 34.9 % from South Africa . India posits score 31.5% greater than Bangladesh in adult literacy rate of male %. In adult literacy rate of male percentage India is lower than, 21.1% from South Korea, 20.8% of Russian Federation, 18.6% of China and 12.3% of Brazil, 13.1% from South Africa.

In youth literacy rate total percentage India is lower than, Russian Federation's form 13.6 %, China's form 13.5%, Brazil's form 12.3% and 12.6 % from South Africa. So we can say that India is lower than other BRICS country in Youth literacy rate percentage.

So ensure this goal's target (quality education) will take many steps.

6. STATUS OF INDIAN EDUCATION: QUALITATIVE EVIDENCE:

Above qualitative evidence are described it's not enough so qualitative evidence are describe below.

If we see India's quality of education there we see according to ASER report 2018

- Children of std III (20.9% Govt. and 40.6% Pvt.) can read std II level text in 2018.

- Children of std V (44.2% Govt. and 65.1% Pvt.) can read std II level text in 2018.

- Children of std VIII (69.0% Govt. and 82.0% Pvt.) can read std II level text in 2018.

- Children of std III (20.9% Govt. and 43.5% Pvt.) can do at least subtraction in 2018.

- Children of std V (22.7% Govt. and 39.8% Pvt.) can do division and Children of std VIII (40.0% Govt. and 54.2% Pvt.) can do division in 2018.

- Children of std III (20.9% Govt. and 43.5% Pvt.) can do at least subtraction in 2018.

Table 4: % children by grade and reading level all children 2018

Std	Not Even Letter	Letter	Word	Std-I level text	Std II Level Text	Total
I	42.7	32.6	13.7	5.2	5.8	100
II	21.3	30.2	21.3	12.5	14.7	100
III	12.1	22.6	20.8	17.3	27.2	100
IV	7.6	15.9	16.6	19.3	40.7	100
V	5.9	11.7	13.0	19.1	50.3	100
VI	3.8	8.8	10.5	17.2	59.8	100
VII	2.5	6.5	8.3	15.0	67.7	100
VIII	1.9	5.3	6.7	13.2	72.8	100

In Table No. 4, If we see the primary education in India, among children in Std II, 21.3% cannot even letter read, 30.2 can read letter but not words or higher, 21.3% can read words but not Std I level text or higher, 12.5% can read std I level text but not std II level text and 14.7% can read Std II level text. The total of these selected categories is 100% from each grade.

Table 5: Percentage (%) of children by grade and arithmetic level all children 2018

Std	Not Even 1-9	Recognize number		Subtract	Divide	Total
		1-9	10-99			
I	35.7	37.1	21.3	3.9	2.0	100
II	14.9	36.1	34.6	10.6	3.8	100
III	7.6	26.9	37.5	19.6	8.5	100
IV	4.4	19.2	34.2	24.6	17.6	100
V	3.3	13.8	30.5	24.5	27.8	100
VI	2.2	9.7	29.4	24.0	34.7	100
VII	1.6	7.5	28.0	24.0	39.0	100
VIII	1.1	5.6	27.3	22.1	43.9	100

If we see the Table No. 5, among children Std IV, 4.4 % even number recognized 1-9, 19.2% can recognized numbers up to 9 but cannot recognized numbers up to 99 or higher, 34.2% can recognized number up to 99 but cannot do subtraction, 24.6 % can do subtraction but cannot do division and 17.6% can do division. The total of these selected categories is 100% from each grade.

Amartya Sen and Jean Dreze wrote a book 'an uncertain glory India and its contradiction' he said the 'quality of education in Indian schools seems to be exceptionally low over a wide range of institution. teaching method are quite often dominated by mindless rote learning, including repetition - typically without comprehension of what has been read and endless chanting of manipulation and other tables'.

CORD – NEG village studies, 2010-11,

This studies basis on random sample of children in government schools of 9 villages in peripheral districts of Bihar, Jharkhand and Odisha. Out of 110 children enrolled in class 4 or 5, only half were able to recognize a two digit numbers. Less than one fourth of these 110 children were able to subtract a two digit number from another two digit number.

WIPRO – EI quality education study 2011

This survey basis of more than 20,000 students in 83 top schools in five metro cities (Bangalore, Chennai, Delhi, Kolkata, and Mumbai)

- Reading and math's skill of class 4 pupils in India's top school are below the international average.

- Pupils of class IV could master the measurement of length of a pencil with a ruler only 16%

- Only 22 percent of class 6 pupils could understand that crumpling a paper does not alter its weight.

So we can say that India's quality education standard is very low. So ensure this goal's – 4 (quality education) target India will taking many steps.

7. STATUS OF EDUCATION IN INDIA: HOW CLOSE TO SDG?

Consideration of qualitative and quantitative evidence of status of Indian education there we see

The **first target** of the quality education is to ensure that "all boys and girls complete free, equitable and quality primary and secondary education within 2030". But India's boys and girls enrollment percentage was not equitable in every level of education and quality of education was very much lower than other BRICS country. So ensure this quality education goal's target India will taking many steps.

The **second target** of the quality education is to "Qualitiful early childhood development, care and pre-primary education will access all boys and girls; it is ensuring that within 2030" so that they are ready for primary education. From Table 1, we observe that India's pre-primary education enrollment is the lowest (13%) among the BRICS countries, South Korea, and even the least developed country Bangladesh. As far as India's enrollment in primary education is concerned India is doing relatively well but completion rate too much lower than other BRICS countries except South Africa. The enrollment of secondary education position is lower than the other BRICS countries. So ensure this quality education goal's target India will taking many steps.

The **third target** of quality education is to "Affordable and qualitiful technical, vocational and tertiary education will access all men and women it is ensuring that within 2030". Therefore, the status of India's tertiary education in terms of the enrollment at that level helps to understand the India's situation vis-à-vis other countries. While South Korea achieved complete enrollment in the tertiary education and Brazil has 44 percent of enrollment, India's enrollment at the tertiary level of education is 23 percent. If we see the primary education in India, among children in Std III, 12.1% cannot even read letter, 22.6 can read letter but not words or higher , 20.8% can read words but not Std I level text or higher, 17.3% can read std I level text but not std II level text. The total of these selected categories is 100% from each grade. That is why other levels of education effects by this reasons.

The **forth target** of quality education is to "Achieve literacy and numeracy of all youth and a substantial proportion of adults, both men and women it is ensure that within 2030". India's literacy rate was very much lower than the other country. In adult literacy rate total percentage India is lower than, 30.7% from South Korea, Russian Federation's from 30.4%, China's from 25.8% and Brazil's from 22.1% and 23.8 % from South Africa.

So we can say that to achieve Sustainable Development Goals four (quality education) India posits lower than others BRICS countries for fulfilling this targets. So ensure this quality education goal's target India will take many steps.

8. CONCLUSION:

Sustainable development goal four quality education is very important for our society. If we are unable to provide properly quality education for present generation, it will become harm full for present generation and future generation too. Thus, it will effect on society's progress. So quality education is most important things for sustainable development. This SDGs goal 'quality education' has several target, India is lower than the other BRICS countries for fulfilling this targets. So India has to take stapes to ensure this quality education, so that it can move on progressively and meaningfully.

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