EDUCATION FOR ALL IN INDIA: HOW MUCH HAS BEEN COVERED AND HOW MUCH IS LEFT

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ABSTRACT
Education has always remained very vibrant issue since ages regarding deciding its beneficiaries. Keeping aside the informal education, the formal education since its inception discerned its acute sensitivity to include everyone in the system. The Educational system of the countries with ancient civilizations vindicate this stand when they allowed restricted number to participate in the endeavor based on their cast, class or intellect. This trend due to certain political, social, economic and historical factors continued for centuries unabated. After meeting the devastating consequences of the two world wars within short span of time and subsequent initiation of the decolonization phase might worked as a potent factor for the UNESCO to select education as a fundamental human right in order to create harmonious and peaceful world in the future. Since then, all countries of the world are trying their best to achieve the target of universalization and it got accelerated after the Jomtien Conference of 'Education for all' in 1991 backed up UNESCO, UNDP, World Bank etc.

In the reference of the above stated development, this paper aims to critically examine the efforts of India in fulfilling its commitment to ensure education for all in Jomtien through exploring the issues of accessibility, affordability and accountability on the implication level.

The method of the study was qualitative and theoretical in nature. The findings were generated based on comprehensive review of research papers related with performance of Indian state in universalizing the education at different levels.

The study got concluded by identifying gaps and giving suggestions which could help the state to ensure participation of all in education at both qualitative and quantitative manner.

KEY WORDS: *Education for all, performance, accessibility*

1. INTRODUCTION
India is having one of the largest democracy in the world with a population of 1.21 billion (Census of India, 2011) covering 17 percent population of the world. India is a vast country comprising 29 States and seven Union Territories (UTs) with diverse sociocultural contexts and widely varying geographical and climatic conditions. Under a federal structure, the Centre and the States share the responsibilities for the planning and implementation of national development programmes. There are well defined constitutional provisions and mechanisms for sharing of resources and responsibilities between the Centre and the States.

Education has always remained a key focus in India since ages. In its 5000 years of history, education as per periodic context adapted itself and kept the narratives alive amongst masses. The historical division of India intro ancient, medieval and modern is replete with evidences of keen participation of the societies in endorsing education at par with other concerns. However, the provision to include everybody as eligible aspirants is missing in any prominent historical division like ancient and Medieval period. The admission criteria were based on some selected parameters for selected few. (Of course, this limitation one can find out in country of any ancient civilization) This provision was inserted on a mandatory note after independence in 1947 when constitution of India under directive principle of article 45 attempted to impart free and compulsory education to all children between age group of 6-14 years of age. The goal of Education for All has been high on the agenda of the Government of India since the adoption of the Constitution of India in 1950 and the commencement of development planning

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since 1951. In 1976 under 42nd amendment in the constitution, the subject of education changed from state subject   which implies that the responsibility for development of education is shared by the Central and State Governments . . National Policy on Education-1986 (revised in 1992) sought a 'meaningful partnership between the Centre and the States'. While the Planning Commission of the Government of India prepares the Five-Year National Development Plans in consultation with all the States/UTs and other stakeholders, the National Development Council, with representation of Chief Ministers of all States/UTs, ensures the national character and focus in the entire process of planning and the formulation of programmes. Since then the state is attempting to achieve this goal under universalization of elementary education. Various committees and commissions notably Secondary Education Commission,1952,Indian Education Commission 1966, National Education Policy 1986, National Curriculum Framework 2002/2005 and National Education Policy 2020 are sufficient to understand the motive of the state to achieve the target.

As a follow-up to the Jometian Conference and Dakar Framework of Action for Educatio For all, attempts were made to link national education development goals and targets with the global EFA targets. A 'National Plan of Action for Education for All' was formulated in 2002 with a view to contextualize the Dakar goals and strategize policies and programmes for achieving the EFA goals. Programme for achieving the goal of Education for All were incorporated into the Xth, XIth and XIIth Five-Year national development plans.

But despite of all these consistent efforts made to achieve the target of universalization at different level, India has not been able to reach to each child to impart education due to multiple reasons. The paper is attempting to deliberating gaps under the broad purview of accessibility, affordability and accountability followed by concluding with suggestions.

2. OBJECTIVES OF THE STUDY
1. Study the goals and objectives of Education for all
2. Enlist the efforts made by India to achieve the target of Education for all
3. Highlight the factors creating hindrance for achieving the target of education for all
4. Critically analysis of the status with suggestive measures

3. METHODOLOGY OR DATA SOURCE
The paper is solely based on secondary information collected from different sources like books, journal articles, reports of various government organization and commission, websites etc.

4. OVERVIEW OF EDUCATION FOR ALL
Education for all is the global movement backed by UNESCO to ensure education to each and every child without any discrimination. The beginning of this movement one can trace back at Jometian in 1990 where 155 countries and 150 organizations assembled to take vow to provide education to all by 2000 and "to evaluate achievements and undertake a comprehensive policy review at regional and global levels by 2000–2001" (Framework 49.6). Since then, intense deliberations and follow up were taken and culminated in the form of Dakar Framework in 2000 where around 181 countries and 1500 organizations participated to review and set new target by 2015. The following goals were set for attainment by the participating countries

1. *expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;*
2. *ensuring that by 2015 all children, with special emphasis on girls, children in difficult circumstances and from ethnic minorities have access to and complete free and compulsory primary education of good quality;*
3. *ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;*
4. *achieving 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;*
5. *eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with focus on ensuring girls' full and equal access to and achievement in basic education of good quality;*
6. *improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills"*(Framework, 7).'

5. IMPLEMENTATION OF GOALS OF EDUCATION FOR ALL IN INDIA
As already stated, Indian state is pro-active in universalizing the education at different levels, but due to vast differences at regional, religious, gender and socio-economic levels, the target could not be achieved. In that context the acceleration one can witness after the Jometian conference where India as one of the important signatories pledged for achieving the target at the earliest.

5.1 Post Jometian Development

In the decade 1991-2001, various centrally sponsored schemes, programmes and projects started in the country. The operation Blackboard and establishment of District Institute of Educational Planning (DIET) suggested in national educational policy 1986 got momentum. During this decade various projects like Andhra Pradesh Primary Education Project, Bihar Education Project, UP Basic Education Project, *Lok Jumbish* and *Shiksha Karmi* projects of Rajasthan and District Primary Education Programme (DPEP) at the state level were also initiated. The provision of Mid day meal scheme may be termed as one of the most influential steps which literal played significant role in universalization. Around 9.78 crore children benefited from this scheme in 2016-17. The area specific programme, based on district as a unit started in the year 1992 ended up in 2000 by covering 272 districts across 18 states of the country. For covering the special able children into purview, person with disability act was introduced in 1995 for capacity building and attitudinal changes amongst teachers for these children.

5.2   Post Dakar Framework Development

After Dakar Framework, Government moved for initiating very comprehensive programme as *Sarva Shiksha Abhiyan* (SSA) in 2001 to cover all non -DPEP districts before end of ninth five year plan. . The SSA in its course of development shifted its focus from strengthening infrastructure in schools to enhance enrollment and finally to improve quality of education. One of the significant visible achievements of SSA was strengthening the Educational Management Information System through DISE/U-DISE initiatives which had later acquired the status of the *Official Statistics* in 2012-13. Initially, the aim of SSA was to bring all the out-of-school, never enrolled, and dropped-out children back to school by 2003, achieve UPE by 2007, and UEE with satisfactorily quality of education by 2010 but nobody knows what had happened to all these targets.

In 2009, *Right to Education* was enacted ensuring that every child of age 6 to 14 years is enrolled because of which there is no target year by which UPE and UEE are to be achieved which is continued. The local authorities are supposed to identify out-of-school children at the beginning of an academic year which is then to provide special training of 2 months to 3 years and then to make them sit in the age-appropriate class.

In the continuation to universalize the secondary education, RMSA was initiated in 2009 to enhance enrollment beyond elementary level to all children without any subjectivity. For achieving the success in the shortest time, private partners were also encouraged to participate. For the universal access, following strategies were adopted

1. *Identification of the disadvantaged groups: For this purpose, educational indicators like gross enrollment ratio (GER), net enrollment ratio (NER), drop-out rate, retention rate, gender parity index (GPI), gender gap, etc. were analysed.*
2. *Need assessment: This is the critical step to prepare for the equity plan where the factors affecting the education of this group of children were evaluated with the involvement of the community members, teachers, civil society, etc.*
3. *Strategising for the addressing gaps: Since there are multiple interwoven factors that cause the un-equitable condition in this scenario, the strategy was called to have a set of multi-dimensional activities.*
4. *Project-based proposal: Development of a project-based strategy enables the RMSA to call for an evidence-based and outcome-oriented strategy*
   (Source:https://en.wikipedia.org/wiki/Rashtriya _Madhyamik_Shiksha_Abhiyan)

Similarly at the higher level, Rashtriya Uchchatar Shiksha Abhiyan (RUSA) was initiated to enhance the access of higher education in 2013. It helps the state initiatives to revive higher education.

For promoting the girls education, various schemes have been launched at the center and state level like Beti Bachao, Beti Padao, Sukanya Samriddhi Yojna, CBSE Udaan Scheme, National scheme of incentive to girls for secondary education etc.As per the report of Ministry of Education in 2018, girls participation increased at all levels, but still it is away from 100% due to reluctant attitude of the parents.

The state move to universalize education at all levels under ' Samagra Shiksha Abhiyan' (Holistic Education Movement) as a major recommendation of New Education policy 2020 may be considered as late realization by the state to bridge the gap as it has been approved by the union budget 2018-19 to improve school education from pre-primary to higher secondary by ensuring equal opportunities and equitable learning outcomes. This is major move by the government to bridge the gap. The main features of this programme are

1. **Holistic Approach to Education** - It means to eliminate segregation of school education into primary, secondary and higher secondary and cover the entire span holistically for any planning and reform
2. **Administrative reform** – Envisaging single administrative structure with provision of flexibility to state set their priorities as per their feasibility
3.   **Focus on Quality of Education** – In order to bring quality emphasis would be capacity building of the teachers and teacher educators and administrators with the assistance of technology. Along with that encouragement of

science and maths at the secondary level, develop foundational literacy under Pade bharat and bade Bharat and issuing library grants to each school are the further steps to improve quality in education

4. **Focus on Digital Education** - Digital Education has been widely acknowledged as strong medium to achieve the target of universal access. To implement it, ' operation digital board' at secondary level in next five years, enhancing usage of smart classroom, digital boards and DTH channels and supporting infrastructure related with digital education are few steps to achieve the target

5. **Strengthening of Schools**- Improvement in transport facilties. School grant on the basis of school enrollment , hygiene and quality of infrastructure are noteworthy steps for strengthen the schools

6. **Focus on Girl Education** – Updation of various schemes and including schemes to increase enrollment of girls in school education

7. **Focus on Inclusion** – increasing grant for distributing uniforms under RTE Act from 400 to Rs.600 per child per annum and same for allocation of textbooks and ensuring stipend for girls with special needs

8. **Focus on skill Development** – Emphasis on vocational skills and integration with curriculum are the main features

9. **Focus on sports and Physical Education**- Sports education as an integral part of the curriculum and the government would grant amount to purchase sports equipment on continuous basis

10. **Focus on regional Balance**-   In the continuation of the state efforts to promote balanced educational development, educationally backward districts would be promoted after identifying them on primary note

6.   HINDRANCES IN IMPLEMENTING EDUCATION FOR ALL

Despite of all the major policy provisions and constant efforts by the Governments at the Center and State level, still education for all has not reached to its absolute attainment. According to the report of National Sample Survey, still 3.22 Million children are out of school At the enrollment level, though 100% is shown by the government ,but it is at the primary level only. At the Secondary and higher Secondary level, data is 75 to 57%.

In order to understand the reasons behind this gap, deliberations have been wrapped up under three broad subthemes – accessibility, affordability and accountability with the help of reviewing reports generated by the Ministry of Education and web site of Education for all in India. The compilation is giving the following picture

Efforts made by the Central and State Governments have resulted in an increase in enrolment but the goal of universal school education in the real sense is still a far distant dream. Unless the efficiency of the primary level of education is improved the higher levels of education cannot be expected to receive a quantum jump i

7.1 ACCESSIBILITY
In 2004-2005, data available from the Ministry of Education(MOE) showed that 182 million students were enrolled in 1.04 million elementary schools (grades 1-8) across the country .This accounted for approximately 82% of children in the 5-14 year age group in that year .After Right to Education Act 2009/2010.Of the 14.6 million children who joined elementary schools between 2007-08 and 2012- 13, 56% were girls, 32% from disadvantaged groups of Scheduled Castes and Scheduled Tribes and 59 % Muslims. School infrastructure has climbed up to 1.4 million schools with 7.72 million teachers so that 98% habitations have a primary school (class I-V) within one kilometer and 92% have an upper primary school (class VI-VIII) within three kilometer walking distance. Findings says :

• Schooling provision favors those better off, and disadvantaged groups (including poor children, girls, children from Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Class (OBC) groups) have less access and access to poorer quality education.

• Large variations in access exist across different states, geographical areas, and social categories such as gender, caste and ethnicity. (https://www.education.gov.in/sites/upload_files/mhrd/files/statistics-new/ESAG-2018.pdf)

7.2 AFFORDABILITY

• In 2017-18, according to NSS Survey, there were about 13.6 per cent persons of age 3 to 35 years who were never enrolled due to 'not interested in education' and 'financial constraints. Among those who were enrolled, drop-out rate was as high as 10 per cent at primary level, 17.5 per cent at upper primary/middle and 19.8 per cent at secondary level. In the absence of suitable financial support system and high burden of course fee especially in higher education pushes them out of the education system," says the report. Tilak (1996) and Mehta (1996) for example found high cost of schooling in terms of tuition fees, examination fees, expenditure on books and stationary and private coaching as one of the

main reasons for denying children's access to school

- Mehrotra and Panchamukhi (2006) on the basis of their survey of eight states with the largest out-of-school population, claimed that financial burden of education is significantly higher for households located in urban centres and for those with children going to private unaided school.

- In absolute terms, on an average the cost per child in rural government schools in these states was Rs. 891 per annum, while in private unaided schools it was Rs. 1,588. In urban areas it was Rs. 1,100 in government schools, and Rs. 2,268 in private unaided ones.

- The composition of various components of expenditure on education indicates that the course fees which is 50.8 per cent at all India level (including tuition, examination, developmental fees and other compulsory payments) among others contributes about half of the average expenditure of a basic course.

- India is spending only 3.83 per cent of its GDP on education, it is not sufficient to catch up with the education standards of developed nations.

- "It will take six generations or 126 years to catch up with developed countries if we do not change our education system dramatically," "The proportion of course fee is also high in rural and urban areas. The second largest component of average expenditure on education by student is *books, stationary and uniform where an average student in the rural areas is spending more than 10 percentage points as compared to urban areas,*" says the survey.

7.3 ACCOUNTABILITY
Millions of children not going to school and many not achieving minimum proficiency levels at school indicate that education systems are not on track. The report provides clear evidence on accountability tools that are working and that are not," Shigeru Aoyagi, director and UNESCO representative said. (Global Education Monitoring (GEM) report ,2017) Some initiative have been taken to ensure accountability of the school education sector through

the Right to Education Act of 2009 which specified that each school create a school management committee to carry out management and monitoring functions of the school. The SMC was to have three fourth representation to parents and ensure local citizen run monitoring of school activities which allowed for some kind of bottom up accountability measures that encouraged educators to perform their functions

8. CONCLUSION
On the basis of entire facts and figures sequenced in achievement and non-achievement in the context of education for all in the preceding paragraphs, this is quite evident that state is striving hard to accomplish the goals at varied levels ,but due to historical, social ,political and economical factors is away from achieving it in the future. Due to rich historical lineage, societies are participating in an educational endeavor in their own pace. The Annual status of Educational Report (ASER) published in 2011 released by Ministry of Education in its finding showed improvement in rural children enrollment of around 97% at primary level in one hand and decline at arithmetic, reading and academic level at another level. A study done by J.D Singh has attributed to all these due to '*Poverty, geographic isolation, gender, unawareness, corruption, lack of qualified teachers, huge population, lack of fundamental resources and political unwillingness, lack of work culture and positive vision, language and ethnicity are some of the main obstacles blocking the contemporary Indian education.* (Singh J.D 2013) Apart from these there are teacher related issues are there like job stability, assigning non-teaching jobs like collecting census data, promote government programme, electoral duties.

In a country like India, the universalization in respect to education for all is very challenging.   The commitment to it can be achieved through

1. Creating meaningful curriculum which could attract the masses without any persuasion
2. Filling up vacancies of teachers and teachers should be asked to teach only
3. Creating proper infrastructure
4. Provision of neighborhood schools

In its final conclusion, the paper in order to affirm compatibility with the topic(how much has been covered and how much is left) is going to be ended with sharing the following details related with school education in India in 2017-18   (https://educationforallinindia.com/samagra-shiksha/

Status of School Education	Percentage
No.of Schools	15,58,903
Percentage of Private Schools	20.67%
Percentage of trained teachers	81.39%
Percentage of Single teachers School Government)	7.82%
Percentage of Single-Classroom Schools (Government):	3.99%
Percentage of Schools with Functional Computer(s):	13.07%
Percentage of Schools with Electricity	63.14%
Percentage of Schools with Internet Connection	13.61%
Average Annual Drop-out Rate, Secondary level:	18.51%
Retention Rate at Secondary level	57.72%
Transition Rate from Secondary Higher to Secondary level	68.05%
Transition Rate from Upper Primary to Secondary level	89.23%
Gender parity Index, Secondary Grades	1.03%
Completion Rate at Secondary Level	64.97%

WEB SOURCES

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