

CHAPTER 2

Education for All: A Global and National outlook:

2.1 Concept of Education for All: -

“Education represent the hopes, dreams and aspirations of children, families, communities and nation around the world- the most reliable route out of poverty and a critical pathway towards healthier, more productive citizens and stronger societies”¹¹. Education is now recognizing as human rights and everyone can enjoy it. But in reality it is not enjoyed by everyone even today. This is happened only because of poverty and illiteracy of the people. After the establishment of UNO, various measures have been taken for the protection of the rights of the people. The UNO adopted Universal Declaration on Human Rights (UDHR) in 1948 in order to protect the educational rights of the people of the world and declared education as basic human rights. Since then, it has been continuously reflected in the International Covenant on Economic, Social and Cultural Rights (1966), the Convention on the Elimination of Discrimination Against Women (1979) and the Convention on the Rights of the Child (1989) etc. and many other international human rights instruments. But without education, people would not know about their rights and facing many problems to go ahead in his/her life. Along with lack of education is regarded as one of the barriers for the development of a society. This kind hindrance always decline for the progress of a society. For remove such kind of barriers from the society, a growing awareness has taken by the world community which is commonly known as education for all. In this

¹¹ Fixing the broken Promise of Education for All (2015), Findings from the global Initiative on Out-of-school Children UNICEF Institute for Statistics, Canada. P- 7

context 'Education for all (EFA) is a global movements led by United Nations Educational, Scientific and Cultural Organization (UNESCO), aiming to meet the learning needs of children, youth and adults by 2015'¹². But it was started first in 1990, where the world Conference on "Education for All" declared its agenda to bring the benefits of education to all citizens of the world and met its goals by 2000. But this declaration has far short to achieve its goals within clear time. 'In 2000, the 164 governments assembled at the World Education Forum in Dakar, Senegal, adopted another set of ambitious goals on education'¹³ and meet targets by 2015. Along with the United Nations Organization (UNO) has taken efforts towards global education from its existence itself. 'The Millennium Development Goals (MDGs) also adopted in 2000'¹⁴ by the UNO, set out eight goals to be met by 2015, and out off which one is to achieve universal Primary Education.

2.2 Education for All- A World Scenario: -

The Education for All (EFA) is a global movement first lunched in 1990 to provide quality basic education for all children, youth and adults. Over 150 Governments 'gathered at the "World Conference on Education for All" (EFA) at Jomtien, Thailand, to reaffirm the right to education'¹⁵. It was a commitment to provide relevant education for the learning needs of the citizens of the world. The Participants endorsed an 'expanded vision of learning' and pledged to universalize primary

¹² UNESCO, (2010),"The EFA movement", Retrieved 11 september,2010.

¹³ Overcoming inequality: why governance matters, EFA Global Monitoring Report 2009, UNESCO Publishing, Oxford University Press, p-25

¹⁴ Ibid, p-7

¹⁵ Ibid, p-25

education and massively reduce illiteracy by the end of the decade¹⁶. The basic aim of this Declaration is that to provide quality basic education to all the citizens of every society of the world.

The Objectives of the 1990 World Conference on “Education for All (EFA)” are¹⁷ -

- a) To create a new awareness among governments, donor agencies and non-governmental and international communities of the urgency for achieving EFA;
- b) To produce a board consensus on a feasible and affordable concept of EFA as a basis for developing national plans and implementation strategies;
- c) To create a commitment among countries to EFA and focus on this priority area of education;
- d) To define a framework for developing realistic and functional international plans of action to achieve EFA; and
- e) To utilize the conference as a forum to mobilize worldwide support and resources necessary to achieve EFA.

Ten years later, the international community assembled in Dakar, Senegal, in April 2000 to set an agenda for making progress in Education to 2015. At the World Education Forum, governments from 164 countries, together with representatives of regional groups, International organizations, donor agencies, non-government organizations (NGOs) and civil society, adopted a Framework for Action (‘the Dakar

¹⁶ Source: UNESCO 2016, Education for All.

¹⁷ Taj, Haseen. (2008), “Current Challenges in Education”, Neelkamal Publications Pvt. Ltd. New Delhi. P- 1

Framework’) to deliver EFA commitments (EFA Global Monitoring Report: 2015)¹⁸.

The world community has identified six educational goals and reached its goals by 2015.

Six Educational Goals: - Six internationally agreed educational goals aim to meet the learning needs of all children, youth and adults by 2015. These are stated below¹⁹-

Goal 1: Expand early children care and education: - The goal calls for better and more possibilities to support young children, and their families and communities, in all the areas where the child is growing- physically, emotionally, socially and intellectually. It also lays special emphasis on children who suffer disadvantage or who are particularly vulnerable.

But in 2015, the EFA Global Monitoring Report provides a complete assessment of progress towards expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children-

- Despite a drop in child mortality rates of nearly 50 percent, 6.3 million children under the age of 5 died in 2013 from causes that are mostly preventable.
- Progress in improving child nutrition has been considerable. Yet globally, one in four children is still short for their age- a sign of chronic deficiency in essential nutrients.

¹⁸ EFA Global Monitoring Report (2015), “Education for All 2000- 2015 Achievements and Challenges” UNESCO Publishing, p- 1.

¹⁹ Ibid, (Executive summary), pp- xii-xiv.

- In 2012, 184 million children were enrolled in pre-primary education worldwide, an increase of nearly two-thirds since 1999. (*EFA Global Monitoring Report 2015*)

Goal 2: Provide free and compulsory primary education for all: -

Primary schooling must be entirely free of charge and be compulsory for every child. Some groups of children need special attention, for example those who belong to minority groups and those whose circumstances are particularly difficult.

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality

- The primary school net enrolment ratio was 84 percent in 1999 and is estimated to reach 93 percent in 2015.
- Net enrolment ratios improved significantly, rising at least 20 percentage points from 1999 to 2012 in 17 countries, 11 of which were in sub-Saharan Africa.
- While some increases in enrolment ratios are evident, nearly 58 million children were out of school in 2012, and progress in reducing this number has stalled.
- Despite progress in access, dropout remains an issue: in 32 countries, mostly in sub-Saharan Africa, at least 20 percent of children enrolled are not expected to reach the last grade.

- By the 2015 deadline, one in six children in low and middle income countries- or almost 100 million- will not have completed primary school. (*EFA Global Monitoring Report 2015*)

Goal 3: Promote learning, skills for young people and adults: -

This goal places the emphasis on the learning needs of young people and adults in the context of lifelong learning. It calls for equitable access to learning programmes that are appropriate, and mentions life skills particularly. We should note too that EFA Goal 6 also refers to essential life skills as a desirable outcome of quality basic education.

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes

- Reflecting improved transition rates and higher retention rates, the lower secondary gross enrolment ratio increased from 71 percent in 1999 to 85 percent in 2012. Participation in lower secondary education has increased quickly since 1999. In Afghanistan, China, Ecuador, Mali and Morocco, the lower secondary gross enrolment ratio has increased by at least 25 percentage points.
- Inequality persists in the transition from primary to secondary school. For example, in the Philippines, just 69 percent of primary school graduates from the poorest families continued into lower secondary, compared with 94 percent from the richest households.
- A majority of the 94 low and middle income countries with information have legislated free lower secondary education since 1999. Of these, 66 have

constitutional guarantees and 28 enacted other legal measures. As of 2015, only a few nations charge lower secondary school fees, including Botswana, Guinea, Papua New Guinea, South Africa and the United Republic of Tanzania. (*EFA Global Monitoring Report 2015*)

Goal 4: Increase adult literacy by 50 percent: - this goal calls for a certain level of improvement in adult literacy by 2015- it says that it should be 50 percent better than it was in 2000. The needs of women should receive particular attention. In addition, all adults should have opportunities to go on learning throughout their lives.

Achieving a 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

- There are about 781 million illiterate adults. The rate of illiteracy dropped slightly, from 18 percent in 2000 to an estimated 14 percent in 2015, which means the Dakar target of halving illiteracy was not achieved.
- Only 17 out of the 73 countries with a literacy rate below 95% in 2000 had halved their illiteracy rate by 2015.
- Progress has been made towards gender parity in literacy but is not sufficient. All 43 countries where fewer than 90 women for every 100 men were literate in 2000 have moved towards parity, but none of them will have reached it by 2015. (*EFA Global Monitoring Report 2015*)

Goal 5: Achieve gender parity by 2005, gender equality by 2015: -

This goal calls for an equal number of girls and boys to be enrolled in primary and secondary school by 2005- this is what gender parity means (even though not all girls and boys may be enrolled at this stage). It further aims to achieve gender equality in education by 2015. This is a more ambitious goal, meaning that all girls and boys have equal opportunity to enjoy basic education of high quality, achieve at equal levels and enjoy equal benefits from education.

Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls full and equal access and achievement in basic education of good quality.

- At the primary level, 69 percent of the countries with data are expected to have reached gender parity by 2015. Progress is slower in secondary education, with 48 percent projected to be at gender parity in 2015.
- Progress in tackling severe gender disparity has been made. Between 1999 and 2012, the number of countries with fewer than 90 girls enrolled in primary school for every 100 boys fell from 33 to 16.
- Amongst out-of-school children, girls are more likely than boys never to enroll in school (48 percent compared with 37 percent), while boys are more likely to leave school (26 percent compared with 20 percent). Once enrolled, girls are more likely to reach the upper grades.
- In sub-Saharan Africa, the poorest girls remain the most likely to never attend primary school. In Guinea and Niger in 2010, over 70 percent of the poorest

girls had never attended primary school, compared with less than 20 percent of the richest boys. (*EFA Global Monitoring Report 2015*)

Goal 6: Improve the quality of education: - This goal calls for improvement in the quality of education in all its aspects, aiming for a situation where people can achieve excellence. Everyone should be able to achieve learning outcomes that are recognized and can be measured, particularly with regard to literacy, numeracy, and other skills essential for life.

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

- Pupil/teacher ratios declined in 83 percent of the 146 countries with data at the primary education level. In one-third of the countries with data, however, less than 75 percent of primary school teachers are trained up to national standards.
- At the lower secondary education level, 87 of the 105 countries with data have a pupil- teacher ratio below 30:1.
- In 1990, 12 learning assessments were conducted according to national standards, but by 2013 the number had increased to 101. (*EFA Global Monitoring Report 2015*)

From the above mentioned results shows that the world community is still far from getting the expected result of EFA by 2015. 'The Education for All (EFA) movement tackled ambitious challenges in the wake of the establishment of the Dakar Framework for Action in 2000. Some global progress has been achieved, and the pace of change has quickened. The all EFA targets suffered from a lack of clarity on their

parameters or expected results' (EFA Global Monitoring Report 2015)²⁰. After not getting expected result from this Declaration by the world community, a new post-2015 agenda has established and fixed certain Sustainable Development Goals (SDGs) by 2030.

The post-2015 agenda has set 17 SDGs education and 7 targets by 2030. These goals and targets are stated below²¹-

1. End poverty in all its forms everywhere
2. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture
3. Ensure healthy lives and promote well-being for all at all ages
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
5. Achieve gender equality and empower all women and girls
6. Ensure availability and sustainable management of water and sanitation for all
7. Ensure access to affordable, reliable, sustainable and modern energy for all
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
10. Reduce inequality within and among countries
11. Make cities and human settlements inclusive, safe, resilient and sustainable

²⁰ EFA Global Monitoring Report (2015), "Education for All 2000- 2015 Achievements and Challenges" UNESCO Publishing, p- 283.

²¹ Ibid, p- 284.

12. Ensure sustainable consumption and production patterns
13. Take urgent action to combat climate change and its impacts
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
17. Strengthen the means of implementation and revitalize the global partnership for sustainable development

Targets²²: -

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

²² Ibid, p- 285.

4. By 2030, increase by x% the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
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.
6. By 2030 ensure that all youth and at least x% of adults, both men and women, achieve literacy and numeracy.
7. By 2030 ensure all learners acquire 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 non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.

2.3 Education for All- An Indian Scenario: -

India is the second largest state in terms of population and seventh largest state in terms of territory in all over the World. According to Census report 2011, the total population in India is 1.21 billion. The Article 1 in the Constitution States that India (Bharat) shall be a Union of States. The Union of India consists of 29 states and 7 Union territories at present with occupy approximately 17 percent of total population of the world.

Since the adaptation of Indian Constitution in 1950, the goal of “Education for All” has been high on the agenda of the Government of India and the commencement of development planning since 1951 with the adaptation of five year plan in India. ‘Under a federal structure, the Centre and the States share the responsibilities for the planning and implementation of national development programmes’²³. The 42nd Amendment (1976) of the Indian Constitution change education from a State subject to a concurrent one which implies that both the government i.e. Central and State share the responsibility for the development of education sectors. “The National Policy on Education 1986 (revised in 1992), envisages that the development of education is pursued as a ‘meaningful partnership between the Centre and the States’.”²⁴ During the last six decades various successive development policies and five- year plans (planned by Planning Commission of India) have persuade this goal and achieved a significant progress in this regards [now Planning Commission is replaced by National Institution for Transforming India (NITI) Aayog in 1st January, 2015].

‘India has made significant progress towards the goal of Education for All (EFA) during the past few years’²⁵. Since 2001, various policies and programmes have been implemented by Indian government to achieve the goal of EFA. These policies and programmes have been implemented by Central government through the collaboration with state governments and union territory governments as well as district levels decentralized planning with involving local bodies.

²³ Education for All- Towards Quality with Equality 2014, National University of Educational Planning and Administration, New Delhi. (Declared by the Government of India, under Section 3 of the UGC Act, 1956), p-1

²⁴ Ibid, p-1

²⁵ Ibid, p- xv (Executive Summary)

The main six educational goals and achieved its results in Indian perspective are as follows-

Goal 1: Early childhood care and education

‘Early Childhood Care and Education (ECCE) encompass the inseparable elements of care, health, nutrition, play and early learning within a protective and enabling environment’²⁶. ECCE services is providing by *Anganwadi Centres* in India, which are established under the Integrated Child Development Services (ICDS) scheme. This scheme helps the children between the age group of 3 to 5+ years to receiving pre- school education entire India. It increased the enrolment of children in pre primary schools and the available data indicates that this programme has increased enrolment of children in pre primary schools from 16.7 million in 2001-02 to 35.3 million in 2012-13. (*Education for All- Towards Quality with Equality 2014, National University of Educational Planning and Administration, New Delhi. Declared by the Government of India, under Section 3 of the UGC Act, 1956*)

Goal 2: Universalisation of elementary education

For Universalization of elementary education, the SSA was adopted by Indian government in 2001-02 to provide quality basic education, access and enrolment in schools, retention in schools and reduce the social category’s gaps.

Progress towards universal access and enrolment:

From the adaptation of SSA, there are increasing the access and enrolment of children in schools. During the period 2000-01 to 2013-14, the number of primary schools (schools with only primary section) has increased from 638,738 to 858,916

²⁶ Ibid, p-13

schools while the number of schools imparting upper primary education increased from 206,269 to 589,796 (U-DISE, NUEPA). Access in school by children is not a longer problem in India i.e. 98 percent of rural populations have primary schools within a distance of 1 km. Along with available data indicates that the enrolment of students has increased by 18.6 million (from 113.8 million to 132.4 million) in lower primary schools and the enrolment of upper primary schools has increased by 23.7 million (from 42.8 million to 66.5 million) during the same period (U-DISE, NUEPA).

Bridging social category gaps in elementary education:

There has been remarkable increase in enrolment in elementary education of children from disadvantaged population groups such as Scheduled Castes (SC) and Scheduled Tribes (ST), children belonging to minority communities and children with special needs (CWSN), which shows the reduce of social category's gaps. Available data shows that during 2001-02 to 2013-14, the Gross Enrolment Ratio (GER) for SC children enrolment has increased by 20.9 percent; the GER for ST children has increased by 17.5 percent (U-DISE, NEUPA). During the year 2013-14, the number of Muslim children has enrolled as percentage of total enrolment in elementary education was 13.7 percent and the total coverage of CWSN in elementary education in 2013-14 was 2.6 million (U-DISE, NEUPA).

Progress towards universal retention:

The retention of children in elementary level has increased significantly during the period of 2000-01 to 2012-13. The dropout rate of children has declined repeatedly. The dropout rate for classes I-V has declined 15.8 percent during the period 2000-01 to 2008-09 and the dropout rate for classes I-VIII has declined by 11.4

percent during the same period. Again, the annual average of dropout rate of children in primary education has declined from 9.1 percent to 4.7 percent between the years of 2009-10 to 2012-13. (*Education for All- Towards Quality with Equality 2014, National University of Educational Planning and Administration, New Delhi. Declared by the Government of India, under Section 3 of the UGC Act, 1956*)

Goal 3: Learning and life skills for young people and adults

This goal can achieve through increase enrolment in secondary education, opportunities provided for expansion of skills and youth literacy rate in India.

Enhanced enrolment in secondary education:

The children enhanced enrolment in secondary education is important for Indian development because it enables them to acquire relevant knowledge and skills for their further education. Between 2000-01 and 2013-14, the enrolment in secondary/higher secondary education has increased from 27.6 million to 59.6; the GER in secondary education increased from 51.7 percent to 76.6 percent while the GER in higher secondary education increased from 27.8 percent in to 52.2 percent (U-DISE, NEUPA).

Expansion of skill development opportunities:

The Indian government adopted the 'National Skill Development Policy in 2009', planning to achieve the target for skill development training for 500 million people by the year 2022. Along with the 50 million people are expected to being skilled through education sector also.

Youth literacy rate:

Youth literacy rate in India has significantly increasing last few years. The overall youth literacy rate has increased from 76.43 percent to 86.14 percent during the period 2001 to 2011(U-DISE, NEUPA). It is also necessary to mention here that female literacy rate has increased more than male literacy rate during the same period. Along with the gender gap in youth literacy rate has declined from 16.4 percent in 2001 to 8.2 percent in 2011. (*Education for All- Towards Quality with Equality 2014, National University of Educational Planning and Administration, New Delhi. Declared by the Government of India, under Section 3 of the UGC Act, 1956*)

Goal 4: Adult literacy

Increase of adult literacy rate is one of the prime objectives of Indian government last few decades. The National Literacy Mission (NLM) launched in 1988 to increase the adult literacy rate in India. During the period 1988 to 2008, 127.45 million persons were made literate through NLM interventions (U-DISE, NEUPA). Again the NLM was recast in 2009 and the *Saakshar Bharat* (Literate India) was launched in September 2009, to increase the female literacy rate in India.

Growth in literacy rate among population aged 7 years and above:

Available data indicates that the literacy rate among population aged 7 years and above has increased from 64.84 percent in 2001 to 72.99 percent in 2011 (U-DISE, NEUPA)

Adult literacy rate among population aged 15 years and above:

Available data indicates that the adult literacy rate in India among population aged 15 years and above is increasing day by day i.e. the adult literacy rate has increased from 61 percent in 2001 to 69.3 percent in 2011. During this period, the

female literacy rate has been higher than the males. Along with it is necessary to mention here that the adult literacy rate has shown wide regional differences in India during the same period. (*Education for All- Towards Quality with Equality 2014, National University of Educational Planning and Administration, New Delhi. Declared by the Government of India, under Section 3 of the UGC Act, 1956*)

Goal 5: Gender parity and equality

India has achieved a remarkable progress towards reduce gender gap in enrolment and retention in elementary education last few years. Available data indicates that 'between 2000-01 and 2013-14, the enrolment of girls as percentage of total enrolment in primary education has increased from 43.8 percent to 48.2 percent, while the enrolment of girls as percentage of total enrolment in upper primary education increased from 40.9 percent to 48.6 percent. The enrolment of girls as percentage of total enrolment in classes IX-XII (secondary and higher secondary education) increased from 38.8 percent in 2000-01 to 47.1 percent in 2013-14' (*Education for All- Towards Quality with Equality 2014, National University of Educational Planning and Administration, New Delhi*).

Goal 6: Quality of education

Quality of education is necessary for the proper growth of the regional and national development. The central and state government has implemented a number of policies and programme for providing quality education to all over the India. The SSA is significant landmark in this regards. The SSA is working from its existence itself for substantial improvement of teachers availability in elementary education. Available

data indicates that ‘the teacher engaged in teaching profession in elementary education has increased from 5.2 million in 2006-07 to 7.7 million in 2013-14. The Pupil-Teacher Ratio at primary level has improved from 36:1 in 2006-07 to 25:1 in 2013-14’ (*Education for All- Towards Quality with Equality 2014, National University of Educational Planning and Administration, New Delhi*).

2.4 Educational Status in India:-

‘The Article 1 of our Constitution states that the India as a Union of States, thereby implying the indestructible nature of its unity’²⁷. From the adaptation of Indian Constitution, the Indian state made a commitment to provide free and compulsory education to all the children up to the 14 years of age by incorporating the Article 45 in the Directive Principle of State Policy (DPSP). As already mentioned the 86th Constitutional Amendment in 2002 made education a fundamental right to all children in India between the age groups of 6 to 14 years. The India is following the Convention on the Rights of the Child (1989) and adopted various Constitutional provisions, schemes, policies for the protection of the rights of the child. The India is also ‘making possible efforts to protect the educational rights of the child and thereby is trying to achieve the goal of UEE. The series of Five Year Plans for national development (now it become NITI Aayog), the National policy on Education 1986 and 1992 with its programme of Action, Sarva Shiksha Abhiyan (SSA) etc. has been trying to make India as a educationally developed country in all over the world’²⁸ and is

²⁷ Bakshi , P. M. (2013), “The Constitution of India”, Universal Law Publishing Co., New Delhi, p-6

²⁸ Deka, Barnali. (2015), “Right to Education and Girl child: a study on Role of SSA in Darrang District”, p- 120

achieving 100% literacy rate which are focusing the goal UEE mandate by the Indian Constitution from its adaptation itself.

2.4.1 Literacy Rate in India: -

Before Indian independence, the literacy rate of India was very poor. As it is known everyone that India was under the colonial rule up to 1947. At that time the literacy rate of India shows that a vast difference from today's time. But after Indian independence, the framer of Indian Constitution made the Provision of UEE to all over the country. From that time, there has been remarkable progress in educational facilities and as a number of literate persons has been grown up with increasing the number of primary schools all over the India.

Table- 2.1

Literacy rate in India

Year	Male	Female	Total
1901	9.8	0.6	5.3
1911	10.6	1	5.9
1921	12.2	1.8	7.2
1931	15.6	2.8	9.5
1941	24.9	7.3	16.1
1951	27.16	8.86	18.33
1961	40.40	15.34	28.31
1971	45.95	21.97	34.45
1981	56.37	29.75	43.56
1991	64.13	39.29	52.21
2001	75.85	54.16	65.38
2011	82.14	65.41	74.04

Source: various Census reports, from 1901 to 2011

Table 2.1 shows that the increasing of literacy rate in India after ten years census report. Before Indian independence the literacy rate of India was very poor especially the female sections of the society. The post independence period shows that the literacy rate of India is increasing gradually but female literacy rate is still low. After 63 years of Indian independence and 60 years of adaptation of Indian Constitution the Census report 2011 clearly shows that the literacy rate in India is 74.04 percent only. Therefore, it become clear that the Indian state is still far away from achieving 100 percent literacy rate to fulfill the goal of UEE.

2.5. Constitutional Provisions for Children in India²⁹:-

The Indian Constitution provides a series of primary responsibilities imposed on the State for ensuring the all needs of children are met as well as their (children) basic human rights are also fully protected. According to Article 14 of the Constitution of India Children enjoy equal rights as adults i.e. equality in the eyes of law. Article 15(3) permits to make special provisions for children in India. Article 17 of Indian Constitution provides to ban the practice of untouchability in any form. Article 21-A of the Constitution of India directs the State to provide free and compulsory education to all children between the age groups of 6 and 14 years. Article 23 of the Indian Constitution prohibits trafficking of human beings and forced labour. Article 24 prohibits the employment of children below the 14 years of age in factories, mine or any other hazardous jobs. Article 39(e) and 39(f) make special and suitable provisions regarding child labour and ensure that children are given equal opportunities and

²⁹ “Children in India 2012- A Statistical Appraisal” (2012), Social Statistics Division, Ministry of Statistics & Programme Implementation, Government of India, New Delhi. P-2

facilities to develop in a healthy manner. Article 45 of the Constitution specifies that the State shall endeavour to provide early childhood care and education for all children until they complete the age of 6 years. Article 51A clause (k) stated that it is the duty of all parents/guardians to provide opportunities for receiving education to their child and to send their child/ward to school between the six to fourteen years of age. Article 243G (Eleventh Schedule) provides institutionalizing child care to raise the level of nutrition and the standard of living as well as to improve public health and monitor the development and well being of children in India.

The world community has given utmost importance regarding the achievement of EFA goals from the last decade of the 20th century; still it has been progressing in many aspects but failed to achieve 100 percent success in its visions. The governments of world community have repeatedly tried to fulfill its goals from the very beginning of the said declaration, but most of countries have failed to achieve the goals. This is happened only because of less socio- economic development of these countries. Along with other problems such as- poverty, gender gap, war, illiteracy of adults, less accessibility of schools etc. has become the barriers for achieving its goals within the timeframe. But the world community has been always working for it and taken seventeen (17) sustainable development goals and seven (7) targets in 2015 for the achievement of 100 percent success and to fulfill its goals by 2030. Likewise, India has given priority on education sector from its Independence itself and reflected it in our Constitution. There are various provisions included in Indian Constitution from its adaptation itself regarding development of the conditions of children in India. These were/are various legal provisions taken by Indian government in different times to

ascertain education as fundamental requirement for children. There were/are various national policies and programme launched by Indian government especially for the development of child education. These policies and programmes are basically related with overall welfare of children in India and it is aiming to tackle the prime issues like child survival, child development and child protection. The 86th Amendment (2002) of Indian Constitution made education as a fundamental rights of Indian citizens, inserted in Article 21-A of our Constitution. Inspiration from EFA goals taken by world community in 2000, the SSA was launched by the government of India in 2001- 02 to increase enrolment, retention, associability of schools and reduce gender gap in education. The RTE Act, 2009 was implemented by the government of India to provide free and compulsory education to all children between the age groups of 6 to 14 years.