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A Comparative Study of The Situation in India and Chhattisgarh in Achieving The Sustainable Development Goal SDG-4 (Quality Education)

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ABSTRACT

The study presented "Comparative Study of the Situation of India and Chhattisgarh in Achieving Sustainable Development Goals SDG-4" (Quality Education) is the fourth of 17 Sustainable Development Goals - based on quality education. The study of literature related to sustainable development also brought a question in the mind of the researcher as to what is the situation in India and Chhattisgarh in the context of SDG-4 (Quality Education). The present situation has been studied. The study of related literature also shows that the government has given the task of monitoring sustainable development in India and its states to the NITI Aayog. In the context of SDG-IV (Quality Education), NITI Aayog has set certain targets such as Gross Enrollment Ratio, Gender Equality Index, Dropout Rate, Literacy Rate, Teacher Eligibility and Student Teacher Ratio. The one who will achieve all these goals will achieve the SDG-4 (Quality Education). To know how much India and Chhattisgarh have achieved this goal, the researcher collected data from different sources and analyzed them through table and picture. The analysis of these data gives the researcher that the gross enrollment ratio of India is 75 .83 while the gross enrollment ratio of Chhattisgarh is 77 .04. The dropout rate in India is 17.06, while the dropout rate of Chhattisgarh is 21 .26. Talking about qualified teachers, 81 .15 percent teachers are professionally qualified and Chhattisgarh has 73.47 percent. India is 70.43 in the student teacher ratio while Chhattisgarh is ranked 82 percent. In this way, India has achieved a score of 58 in the overall index score of SDG-IV (Quality Education) while Chhattisgarh has a score of 53, which leads to the conclusion

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that India and Chhattisgarh are moving towards the goal of quality education. But in Chhattisgarh, more efforts are needed to achieve the goal.

INTRODUCTION

The concept of sustainable development was first used in a conference held in 1970, whose main point was "Environment and Development". Then in 1985, a scholar named Dasmain presented a model for economic development in which he considered ecological sustainability, basic need and self-reliance. In the year 1987, a Commission was formed which is currently known as Bertland Commission, in its report Our Shared Future Sustainable Development is defined as "Sustainable development is a dynamic process without sacrificing present demands, aspirations and aspirations. It also seeks to fulfill the needs, aspirations and immunities of future generations which are considered to be the pioneers. In 2000, 189 countries of the world signed the Millennium Development Goals which included the 8 Millennium Development Goals, which lasted from 2000 - 2015. After the Millennium Development Goals, the international community included it in the Sustainable Development Goal 2015-2030. In the Sustainable Development Goal, 193 countries of the world set 17 development targets which are to be achieved by 2030. This has come into effect from 1 January 2016.

OBJECTIVE OF THE STUDY

The following Objectives have been included in the research paper presented: -

- Comparative study of the situation of India and Chhattisgarh in achieving SDG-4 (Quality Education) out of 17 Sustainable Development Goals of Agenda 2030 adopted by the Heads of the World.
- Comparative study of the situation in India and Chhattisgarh in terms of enrollment in different levels of education.
- Comparative study of the situation in India and Chhattisgarh in the context of drop out ratio in different levels of education.

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Vol-22-Issue-14-December-2019

- Comparative study of the situation in India and Chhattisgarh in terms of student teacher ratio, professionally qualified teacher and SDG-4 index score in different levels of education.

RESEARCH DESIGN

In order to make the proposed study scientific and comprehensible, survey research method has been used under experiential research and this study is based on secondary linkages. For compiling the data, the base line report - 2018 NITI Ayog, AISHE report 2018-19, EASG -2018, Economic Survey of India 2018-19 and official records have been used. A comparative study has been done using table, column and bar to analyze the data obtained.

COMPARATIVE STUDY OF THE SITUATION IN INDIA AND CHHATTISGARH ON SDG-4 (QUALITY EDUCATION)

SDG - 4 (Quality Education) emphasizes on giving good education to all by 2030, with emphasis on technical education and vocational education so that a person can lead a good life. In the context of SDG-4 (Quality Education), our country's NITI Ayog has set certain goals, which the country or any state of the country can achieve, then it will be understood that SDG-4 (Quality Education) has been achieved. Gaya which is written as follows: -

- To provide good and effective primary and secondary education to everyone (boys and girls) free by 2030.
- By 2030, all women and men should have access to vocational, technical and higher education so that they do not face any hindrance in getting education.
- By 2030, the population of the country has to be converted into human resources, who have different types of skills, be entrepreneurs, have knowledge of business.

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- Emphasis has also been laid on achieving the goal of inclusive education by 2030, that is, the schools of the country have to be modified in such a way that even disabled girls can study in them.
- To provide knowledge and skills to all by 2030 in such a way that the person can become aware and help in achieving the sustainable development goal.
- There is a shortage of trained teachers in the country. Good education cannot be filled in the students without a good teacher, therefore special attention has been given to train teachers.

Keeping in mind all these goals, comparative study of India and Chhattisgarh has been done by the researcher.

Table – 1 Gender Wise Enrolment All Categories foStudent (In Percentage)

Evel/Year	Primary (I-V)			Upper Primary (VI-VIII)			Secondary (IX-X)		
INDIA									
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
2013-14	100.2	102.6	101.4	86.3	92.8	89.3	76.8	76.5	76.6
2014-15	98.9	101.4	100.1	87.7	95.3	91.2	78.1	78.9	78.5
2015-16	97.9	100.7	99.2	88.7	97.6	92.8	79.2	81.0	80.0
2016-17	94.02	96.35	95.12	86.90	95.19	90.73	78.51	80.29	79.4
CHHATTISGARH									
2013-14	104.06	103.92	103.99	100.35	101.10	100.72	96.68	99.32	97.99
2014-15	103.30	102.85	103.08	100.87	101.59	101.23	100.30	103.38	101.82
2015-16	100.17	99.87	100.02	101.62	103.08	102.33	89.44	94.48	91.93
2016-17	97.26.	96.87	97.07	99.55	102.12	100.33	78.51	80.29	79.40

Figure-1

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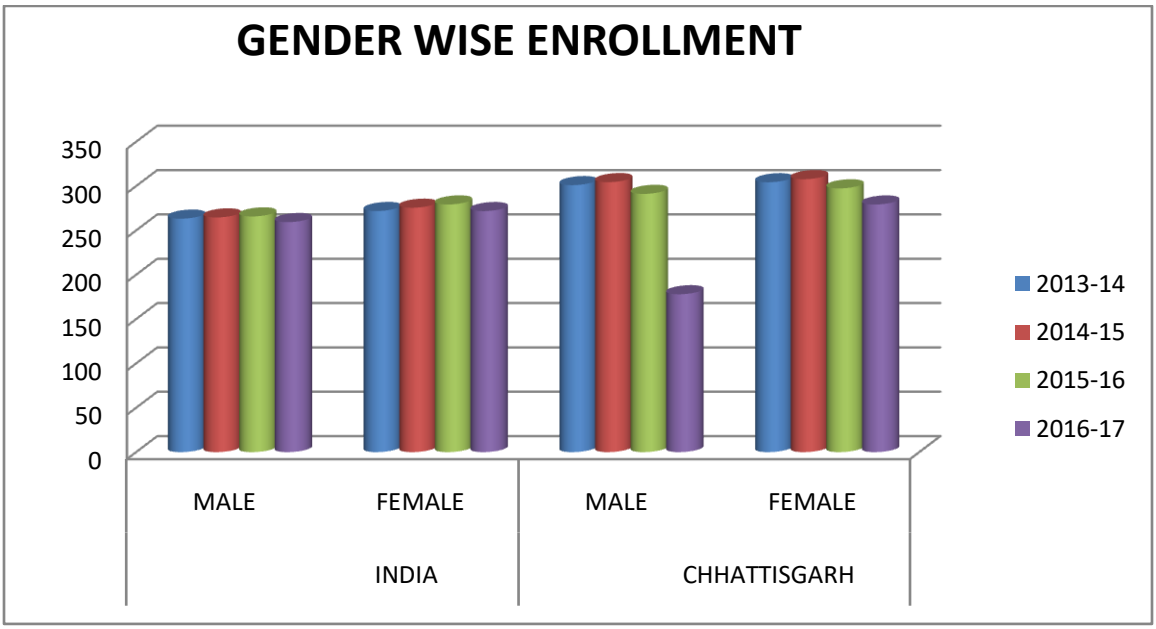
Vol-22-Issue-14-December-2019



The study of the above table shows that Chhattisgarh's gross enrollment ratio is higher than India's gross enrollment ratio at the primary level. In Table 1, where India's gross enrollment ratio is 95.12 percent in 2016-17, the gross enrolment ratio of Chhattisgarh is 97.07 percent. Talking about the higher primary, India's gross enrolment ratio is 90 .73 percent in 2016-17 and the gross enrollment ratio of Chhattisgarh is 100 .81 percent, which is higher than India. Similarly, at the secondary level, the total enrollment of India's 79.40 percent in 2016-17 is similar to 79.40 percent of the total enrollment in Chhattisgarh. If we do a total comparative study from primary to secondary level, then India's total enrollment ratio is 75.83 percent, Chhattisgarh's total enrollment ratio is less than 77.04 percent. When we talk about female and male enrollment, the study of the table shows that whether it is at the primary, higher primary or secondary level, the enrollment of women is more than the gross enrollment ratio of the male. Speaking of the gross enrollment ratio in SDG-4 INDEX SCORE, the rank (58) of Chhattisgarh is higher than the rank of India (56) which shows that the state of Chhattisgarh was successful in achieving the target of gross enrollment

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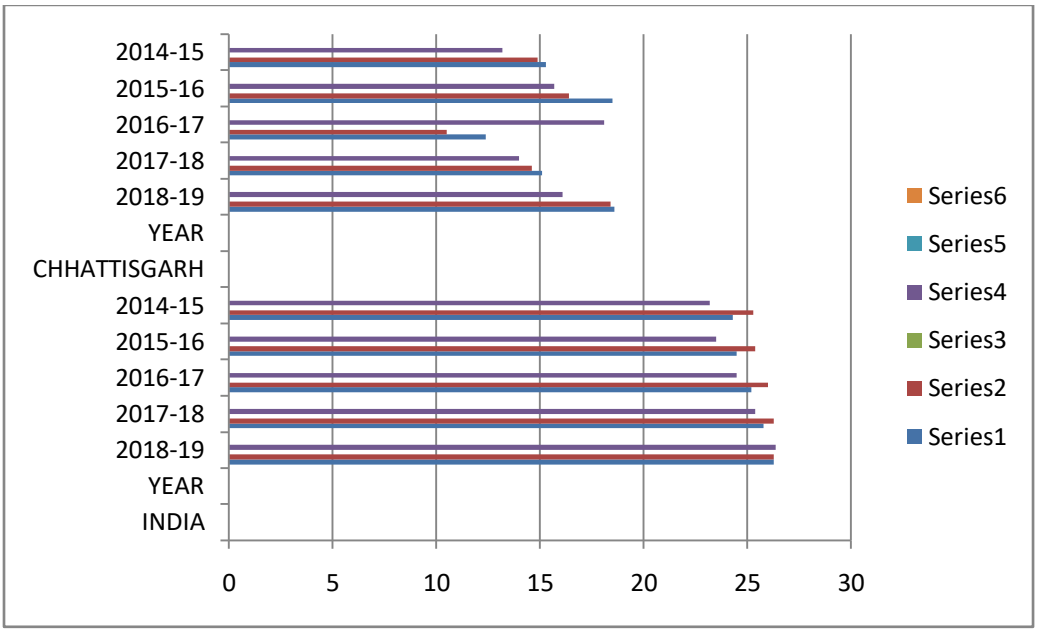
in primary and secondary level. The reason for this was possible due to various education campaigns run by the government in the state, awareness of public education and emphasis on girl education.

Table -2 ***Gross Enrolment Ratio During Last 5 Years In Higher Education***

INDIA			
YEAR	BOTH	MALE	FEMALE
2018-19	26.3	26.3	26.4
2017-18	25.8	26.3	25.4
2016-17	25.2	26.0	24.5
2015-16	24.5	25.4	23.5
2014-15	24.3	25.3	23.2
CHHATTISGARH			
YEAR	BOTH	MALE	FEMALE
2018-19	18.6	18.4	16.1
2017-18	15.1	14.6	14.0
2016-17	12.4	10.5	18.1
2015-16	18.5	16.4	15.7
2014-15	15.3	14.9	13.2

SOURCE-AISHE REPORT 2018-19, PAGE NO 232 TO 233

Figure - 2 ***Gross Enrolment Ratio During Last 5 Years In Higher Education***



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The study of the above table shows that India's position in the field of enrollment in higher education is not good. India's Gross Enrollment Ratio in Higher Education is very low. The data for 2018-19 shows that India's Gross Enrollment Ratio is 26.3 percent. If we look at Chhattisgarh in this context, the situation in Chhattisgarh is even worse. Chhattisgarh's gross enrollment ratio in higher education is 18.6 percent, which is much lower than India. Talking about female enrollment in higher education, it is less than male enrollment. But in case of whole India, the study of the table shows that female enrollment is not much less than male enrollment, that is, the gross enrollment ratio of female and male is not much difference. In the same Chhattisgarh, the female enrollment is much lower than the male enrollment, which shows that the people of Chhattisgarh are still behind in giving higher education to their home daughter. If we talk about male enrollment in India and Chhattisgarh, then even in this, Chhattisgarh is much less than the male enrollment in India. For example, male enrollment in India is 26.3 per cent in 2018-19 while in Chhattisgarh it is 18.4 per cent. Study of Tables Nos. 1 and 2 also shows that there has been significant progress in female participation at primary and secondary levels and the total enrollment rate of women has exceeded the enrollment of men, but this enrollment rate in higher education is lower than that of men in women, so in the states of India and Chhattisgarh there is a need to make efforts to bring women to higher education.

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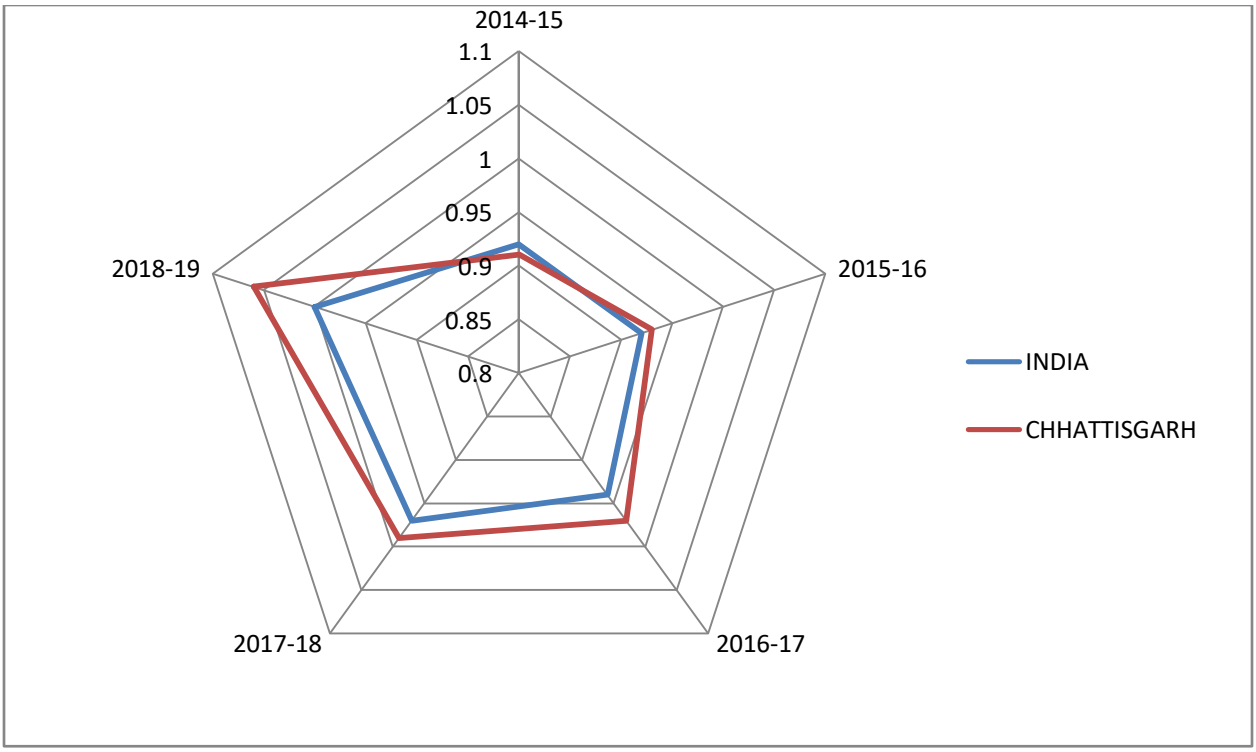
Vol-22-Issue-14-December-2019

Table - 3 gender parity index during last five years

A- ALL CATEGARY					
YEAR/LEVEL	2014-15	2015-16	2016-17	2017-18	2018-19
INDIA	0.92	0.92	0.94	0.97	1.00
CHHATTISGARH	0.91	0.93	0.97	0.99	1.06
B-SC CATEGORY					
INDIA	0.91	0.91	0.93	0.96	1.02
CHHATTISGARH	0.83	0.89	0.91	0.92	1.03
C – ST CATEGORY					
INDIA	0.81	0.83	0.85	0.87	0.92
CHHATTISGARH	0.89	0.95	1.01	1.04	1.17

Source- SOURCE-AISHE REPORT 2018-19,

Figure-3 gender parity index India Vs Chhattisgarh



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Talking of gender equality index based on the above table, there has been an increase in gender equality both in India and Chhattisgarh. The study of the table also shows that India's Gender Equality Index in ALL CATEGARY is 0.92 in 2014-15 Which was increased to 1.00 in 2018 -19. Similarly, Chhattisgarh had 0.91 in 2014-15, which has increased to 1.06 in 2018-19, which shows that there is more gender equality in Chhattisgarh than India. Similarly, when we talk about SC CATEGORY, there is not much difference between the Gender Equality Index of India and Chhattisgarh. India's index is 1.02 in 2018-19 and 1.03 in Chhattisgarh. In terms of ST CATEGORY, India's Gender Equality Index is much lower than Chhattisgarh. For example, India's gender parity index in ST CATEGORY has increased from 0.81 in 2014 -15 to 0.92 in 2018-19 whereas in Chhattisgarh it has increased from 0.89 to 1.17. Studies have shown that the gender equality index of Chhattisgarh is good |

Table -4 Average Annual Drop-Out Rate In School Education

A: All Categories of Students									
Classes/ Year	Primary			Upper Primary			Secondary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2011-12	5.89	5.34	5.62	2.13	3.20	2.65	NA	NA	NA
2012-13	4.68	4.66	4.67	2.3	4.01	3.13	14.5	14.5	14.54
2013-14	4.53	4.14	4.34	3.09	4.49	3.77	17.93	17.79	17.86
2014-15	4.36	3.88	4.13	3.49	4.6	4.03	17.2	16.9	17.06
2015-16	NA	NA	NA	NA	NA	NA	NA	NA	NA
2016-17	6.3	6.4	6.35	4.97	6.42	5.69	19.97	19.81	19.89
B: Scheduled Caste Students									
2013-14	4.42	3.85	4.14	3.75	5.04	4.38	18.96	18.32	18.66
2014-15	4.71	4.2	4.46	5	6.03	5.51	19.6	19.1	19.36
C: Scheduled Tribe Students									
2013-14	7.97	7.98	7.98	8.03	8.85	8.43	27.42	26.96	27.20
2014-15	7.02	6.84	6.93	8.48	8.71	8.59	24.9	24.4	24.68

Source: National Institute of Educational Planning & Administration, New

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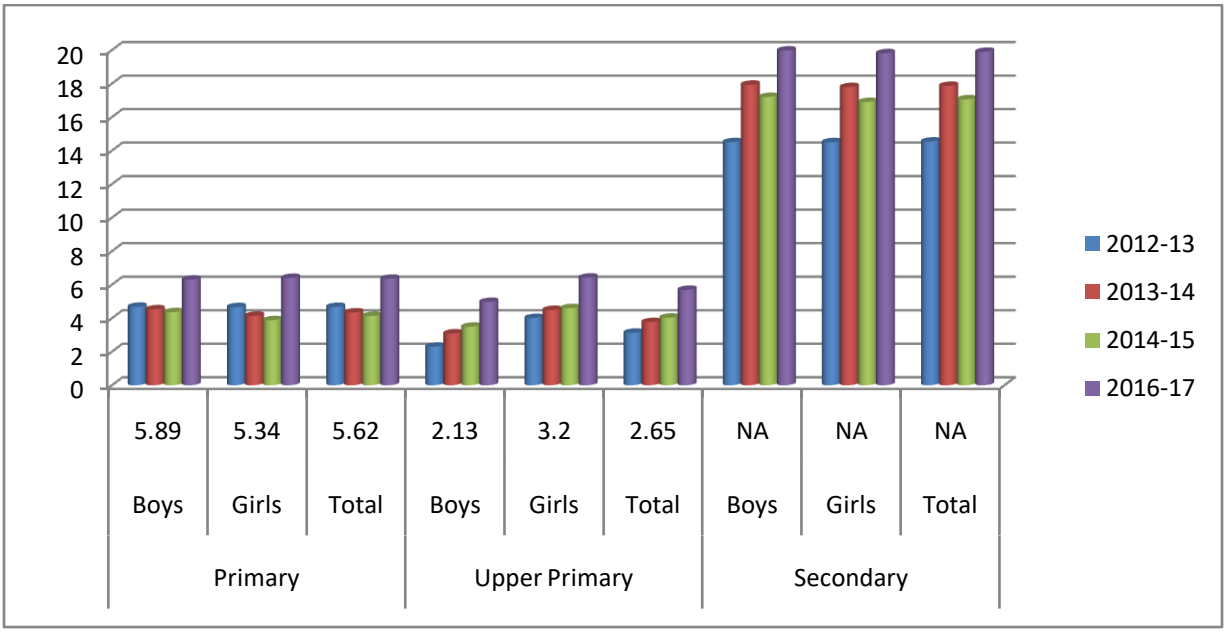
Vol-22-Issue-14-December-2019

Delhi Figure - 4 **Average Annual Drop-Out Rate**



The study of the above table shows that the secondary level is not good in case of drop out of school in the primary, upper primary and secondary level, that is, the children studying in secondary level leave the middle school. Their percentage is 19 .89, while the percentage of primary and upper primary are 6.35 and 5.69 respectively. Talking about scheduled caste, it is inappropriate to leave school in between. The condition is not much but is same as the normal grade. In the Scheduled Tribes, the ratio of drop out of school in all levels is very high. For example, in 2014–15 their school dropout ratio is 24.68, which is much higher than the general category. There is not much difference in the ratio of drop out of school between girls and boys, but looking at the table shows that girls in upper primary level drop more school than boys. According to NSSO's 71st round Among the reasons for leaving school in India are mainly anorexia in studies, deteriorating financial

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Vol-22-Issue-14-December-2019

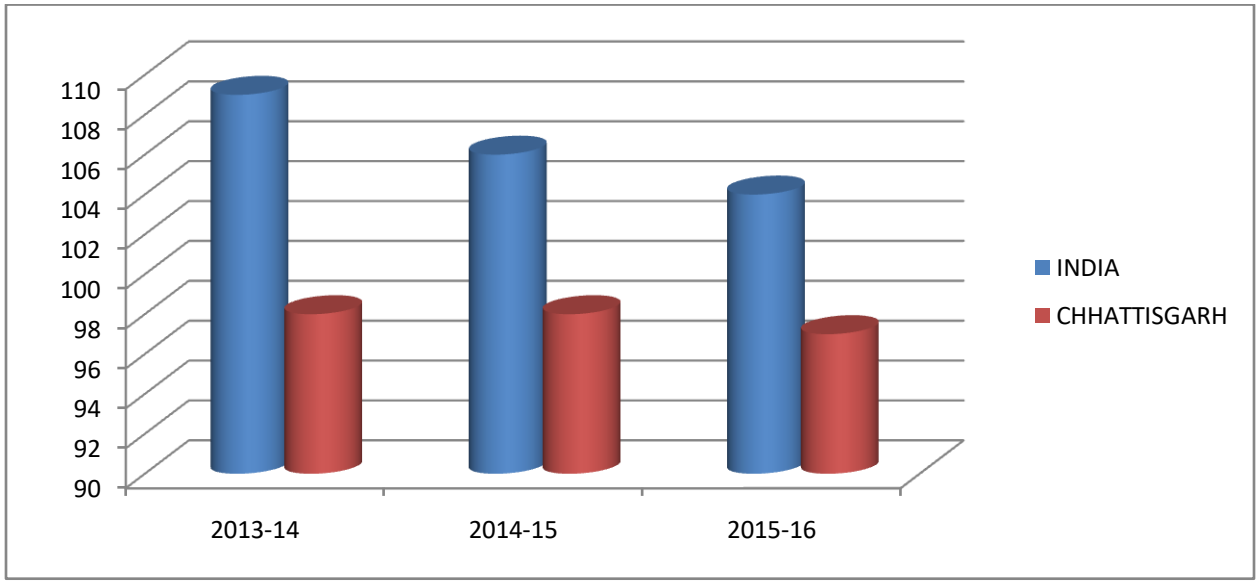
condition, getting busy with household tasks, being away from school, getting married etc.

Table-5) OITAR REHCAET LIPUPPTR(

INDIA				
Evel/Year	Primary (I-V)	Upper Primary (VI-VIII)	Secondary (IX-X)	SENIOR Secondary
2013-14	25	17	26	41
2014-15	24	17	27	38
2015-16	23	17	27	37
CHHATTISGARH				
2013-14	21	19	33	25
2014-15	21	18	33	26
2015-16	20	17	33	27

Source- ESAG-2018

Figure - 5 pupil teacher ratio)PTR(India And Chhattisgarh



In SDG-IV, the NITI Ayog has set 1 teacher on 30 students. That is, if there is 1 teacher on more than 30 students, then it cannot be considered a good situation. The study of the table above shows that the situation is good up to secondary level

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Vol-22-Issue-14-December-2019

in India but the pupil teacher ratio has been slightly higher at the higher secondary level, such as India's student teacher ratio was 41 in 2013-14 and in 2015-16 The ratio is 37 whereas it should have been 30 or less. But in Chhattisgarh, this ratio is fine Chhattisgarh's student teacher ratio is slightly higher in secondary level, like in 2015-16, this ratio is 33, but this is not a bad situation. According to the NITI Ayog report, India has 70.43 per cent student to teacher ratio and 82 in Chhattisgarh. After a thorough overview of the above table, it will be known that the situation in Chhattisgarh is good in terms of student-teacher ratio.

RESULT OF THE STUDY

- A comparative study of India and Chhattisgarh in terms of gross enrollment ratio reveals that India's gross enrollment ratio is 75 .83 and the index score is 56 while the gross enrollment ratio of Chhattisgarh is 77 .04 and index score is 58. It is revealed that Chhattisgarh is in a good position in terms of gross enrollment ratio.
- When it comes to dropping out of school between 6 and 13 years of age, it has 2.97 in India and its index score is 54 and in Chhattisgarh, the dropout ratio of 6 to 13 years old school is 3.75 and its index score is 40 which shows that India is in a good position in this.
- In case of dropout rate in secondary level, the dropout rate in India is 17.06 and index score is 68 while Chhattisgarh has a dropout rate of 21 .26 and index score is 49 which shows that India is in good position in this.
- India's percentage of professionally qualified teachers is 81.15 and its index score is 73 and Chhattisgarh's percentage is 73.47 and its index score is 62. This shows that India is in a good position in the context of professionally qualified teachers.
- Talking about the student teacher ratio, the student teacher ratio of India is 70.43 and the index score is 62 while the student teacher ratio of Chhattisgarh is 82.89 and the index score is 78, this shows that Chhattisgarh is in good condition.
- Speaking of AGREGATE INDEX SCOR of SDG-4 (Quality Education Goal), the score of entire India is 58 and Chhattisgarh score is 53. Which shows that India's position in SDG-4 (Quality Education) is good but still the target of SDG-4 (Quality Education) has not been achieved. This also shows

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Vol-22-Issue-14-December-2019

that India and Chhattisgarh SDG -4 (Quality education) is moving towards the goal of achieving.

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