

RIGHT TO EDUCATION AND ITS IMPACT ON INCLUSIVE GROWTH

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ABSTRACT

Education or the transmission acquisition creation and adaptation of information knowledge, skills and values is a key lever of sustainable development. This is based on a vision of inclusive societies in which all citizens have equitable opportunities to access effective and relevant learning throughout life delivered through multiple formal, non formal and informal settings. As such education is essential to individuals development as it is to the development of their families, of the local and national communities to which they belong and to the world of large.

For any country to experience economic development there are various strategies that are to be explored. In general a country can accumulate wealth by investing in physical capital, technological innovation, human capital, research and development and social capital. Specifically if we follow the approach of human development then we need to invest in education to raise the literacy level of a nation as well as in health related institutions to extend the longevity of its people. In this paper I will concentrate on the education aspect of human development.

After briefly explaining the nature of economic and human development variables. I will focus on the initiative of the Indian government to provide education to all its children through, the bill of "Right to education." India needs to have more skilled population if it wants to enter in to a path of development at a greater pace. By analyzing the right to education bill we will be able to show the impact of education on growth and development.

Though India is moving towards inclusive growth, lack of education, skills development and vibrant and transparent governance are a few hurdles in progressing towards it at a faster pace, education and skill development is a must for inclusion to succeed. There is an important body development literature that has long documented the positive impact of basic education on various facts of social and economic development. It is well established that education is an important catalyst for achieving all development goals. Education has positive effects on health, poverty reduction and elimination of hunger. As well as an gender equality, each in turn has a positive effect on education.

RIGHT TO EDUCATION

In India the right to free and compulsory education was retained in Article 45 of Part IV of constitution that incorporates. The directive Principle from the fundamental right. The most relevant interpretation of Article 21 from education point of view was the Supreme Court's Unnikrishnan Judgement (1993). The Court ruled that Article 45 of the Directive Principles of state policy must be read in harmonious conjunction with, Article 21 since right to life and personal liberty loses its meaning if a child is deprived of elementary education. The act came in to force on 1st April 2010 as a fundamental right in India. The right of children to free & compulsory education Act (2009) passed by the parliament requires the state to provide free and compulsory education to all the children from the age of 6 to 14 years and has the potential to herald on era of inclusive growth in India.

It is fundamental human right, every individual, irrespective of race, gender, nationality, social origin, religion or political preference, age or disability, is entitled to a free elementary education. This right is explicitly stated in the United Nations 'Universal Declaration of Human Rights (UDHR) adopted in 1948 " Everyone has the right to education, which had to be free at least at elementary and fundamental stages." UNESCO is the convention against Discrimination in education emphasized the equality issue in education on Dec. 1960.

The more comprehensive international education agenda is that of the six education for All (EFA) goals adopted in the 2000 Dakar framework for action, in the ambitious movement to expand learning opportunity to every child by 2015. The UNECCO defined FFA goals-

- Expanding and improving comprehensive childhood care and education, especially for the most vulnerable and disadvantaged children.

- Ensuring that by 2015 all children particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to free and compulsory primary education of good quality.
- Ensuring that the learning needs of all young people and adults are met to equitable access to appropriate learning and life skills programmes.
- Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015.
- Improving all aspects of quality of education and ensuring excellence so that recognised and measurable learning outcomes are achieved, especially in literacy, numeracy and in essential life skills.

QUALITY IN EDUCATION:

- A vision for the school that sets that future direction.
- A more transparent system which provides the parents, the child and the community information about the school performance.
- Teacher to be effective more as facilitators of learning.
- A conducive school environment.
- A higher level of community participation that supports learning.
- Ability of the state education system to deliver appropriate skills to be effective in the context of the immediate community and the contemporary needs of the society at large.

WHY IS EDUCATION IMPORTANT

- The aims of education must be directed towards the development of each child's personality and full potential preparing children to participate in society and to do work that is rewarding and reasonably remunerative, and to continue learning throughout life.
- Schools must respect the inherent dignity of every child creating an environment of respect and tolerance in the classroom, preventing practices and disciplinary policies that cause harm of humiliation to children and promoting self confidence and self expression.
- Education beats poverty.
- Education reduces child mortality.
- Education encourages environmental sustainability.

Education provides a means through which all people can become aware of their rights and responsibilities which is an essential tool for achieving the goals of equality and peace.

SIGNIFICANCE OF EDUCATION IN HUMAN DEVELOPMENT

The right to education, ensures access to quality schools and to an education that is directed towards the full development of the human personality. Describe here-

(i) Enabling and driving inclusive and sustainable development:

There is an important body of development literature that has long documented the positive impact of Basic education on various facts of social and economic development. It is well established that education is an important catalyst for achieving

all development goals. It has been recognized that within the MDG framework, there is "an interconnectedness of all development goals with key inter-linkages between education, health, poverty reduction and gender equality, where improvement in one area has a positive effect on the others." Indeed, in the same way that education has positive effects on health, poverty reduction and elimination of hunger as well as on gender equality each in turn has a positive effects on education.

Beyond its well- established socioeconomic role, education also has a crucial socialization function through the shaping of personal and collective identities, the formation of critical social participation based on Principles of respect for life human dignity and cultural diversity.

(ii) Emerging trends and the future of education:

The current context of global development is characterized by widening inequalities observed in many countries, growing youth unemployment, rising vulnerable employment and the increasing concentration fragile states, all of which are exacerbating social exclusion and undermining social cohesion. Furthermore, the continued acceleration in the production of and circulation of knowledge, combined with the development of new information and communication technologies and digital media, explain the emergence of new forms of civil and political socialisation and mobilisation in the context of the knowledge society.

(iii) The growth of information and its changing nature:

With the continued development of knowledge societies, the influence of new technologies on the creation of knowledge is growing. Recognizing that learning is increasingly happening individually beyond formal education settings, the role of teachers will have to involve from dispensers of information and knowledge to facilitators and enablers of learning.

(iv) Rising skills requirements and foundational skills:

While progress continues to be made in reducing illiteracy worldwide and in narrowing gender gaps in access to basic literacy of numeracy skills, particularly among youth essentially as a result of the expansion of access to formal education systems. There are still an estimated 800 million illiterate youth and adults world wide. Skills associated with the use of new digital media in our every lives are evolving and becoming more complex.

The most recent developments in the knowledge society and the subsequent changes in the world of work at the global level are raising skill qualification requirements for job entry and subsequently demand for a more knowledgeable and skilled work force. In the process, foundational skills such as literacy and numeracy have often not been sufficiently recognized. Without these fundamentals, learners have difficulty to access vocational learning and can never attain the level of skills that will enable them to make informed choices with regard to the life of work.

(v) Employability Challengers: Facilitating transition from school to work:

A persistent challenge for education and skills development policies is therefore to assist youth in learning skills for successful transitions between learning and work. Increasing employability requires that two dimensions be considered relating to both short and long-term perspectives. The first perspective reform to the capacity of graduates to seize immediate employment opportunities and to address constraints arising from the labour market. The second is the capacity to stay in employment, and to move on in the workplace and more broadly in lifelong learning. A greater emphasis should be placed on knowing how to use the tools for navigating in the world of work and seeking further learning. This means that education policies and programmes must be built on the basis of a careful

analysis of the needs and aspiration of the individuals, enterprises and societies in question and that the must be owned by all relevant stakeholders.

CONCLUSION

Education, thus for the weaker sections of the society needs to become the panacea and an inclusive growth strategy for their economic and social upliftment. Education not only helps them to promote their economic development but also helps to build their self-confidence and inner strength to face new challenges. Some points following here-

- (i) Their interests must become the centre-piece and touchstone of policy.
- (ii) The education policy should shift its focus from enrolment to improvement in the functioning of schools as well as towards raising the quality of education outcomes.
- (iii) Long term goals are required to bridge the gender gap, which constitutes a key hurdle in achieving literacy in the country, along with measures to ensure universalisation of elementary education among girls.
- (iv) The issue of child labour, which is estimated at a whopping figure of 12 million children, should be tackled at the earliest as without it, there can be no improvement in child participation in schools. The implementation and monitoring of this, strategy should be done at the state level for which respective governments should create additional supervisory structures and mobilise financial and human resource.
- (v) Allocation to the education sector should be raised from the existing figure of about 4% to the targeted figure of 6% of the GNP. Simultaneously, these must be an improvement in the targeting of the investment to address state level disparities and social inequities.

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