
UNIT 1 EDUCATION

Structure

- 1.1 Introduction
- 1.2 Importance and Benefits of Education for Development
- 1.3 Theories of the Contribution of Education to Development
- 1.4 Determinants of Educational Development
- 1.5 Problems and Challenges of Educational Development
- 1.6 Emerging Issues in Education and Development
- 1.7 Let Us Sum Up
- 1.8 Keywords
- 1.9 References and Suggested Reading
- 1.10 Check Your Progress - Possible Answers

1.1 INTRODUCTION

Education, whether formal, informal and/or non formal, through change in knowledge, behaviour and practices, brings development. Education is an investment which brings development in the long run. According to Amartya Sen, the solution to all problems related to the economy, development, or population lies in education. This unit discusses the importance of education towards development. The various determinants of education such as literacy, expenditure on education, technical education, etc., affect the educational development of a nation. Still, education, mostly in underdeveloped countries, is faced with a lot of problems. The globalization and education, inclusive education, sustainable education and emerging issues in education and development. Education is also an important tool for empowerment.

After going through this unit, you would be able to

- discuss the importance of education for development
- explain the benefits of education to development
- narrate determinants of educational development
- describe emerging issues in education and development.

1.2 IMPORTANCE AND BENEFITS OF EDUCATION FOR DEVELOPMENT

Like a lay man, you would know how an educated man is different from an uneducated man. Similarly, an educationally advanced state like Kerala, is different from educationally backward states of Bihar and Uttar Pradesh. Education is one of the important factors of development. The role of education in development has been recognized ever since the days of Plato, who believed that education, was indispensable to the economic health of a good society. The contribution of 'human capital' to economics was recognized long ago when Adam Smith, in *The Wealth of Nations* includes in the category, 'Fixed Capital',

the acquired and useful abilities of all the inhabitants, or members of society. Alfred Marshall also affirmed that the most valuable of all capital that is invested is in human beings. J.K. Galbraith also remarked that “when we think of education as a consumer service, it becomes something on which we should save, but when we think of education as investment, it becomes something, we should emphasize”. He considered that human capital is more essential for developing countries than other forms of capital. According to Tadaro, it is the human resources that ultimately determine the character and pace of its economic and social development. Harbinson remarks that a country which is unable to develop the skills and knowledge of its people to utilize them effectively in the national economy will be unable to develop anything else. The general conference of UNESCO held way back in 1964 recognized that illiteracy is a grave obstacle to social and economic development. Education is a prerequisite for the successful implementation of national plans for economic and social development.

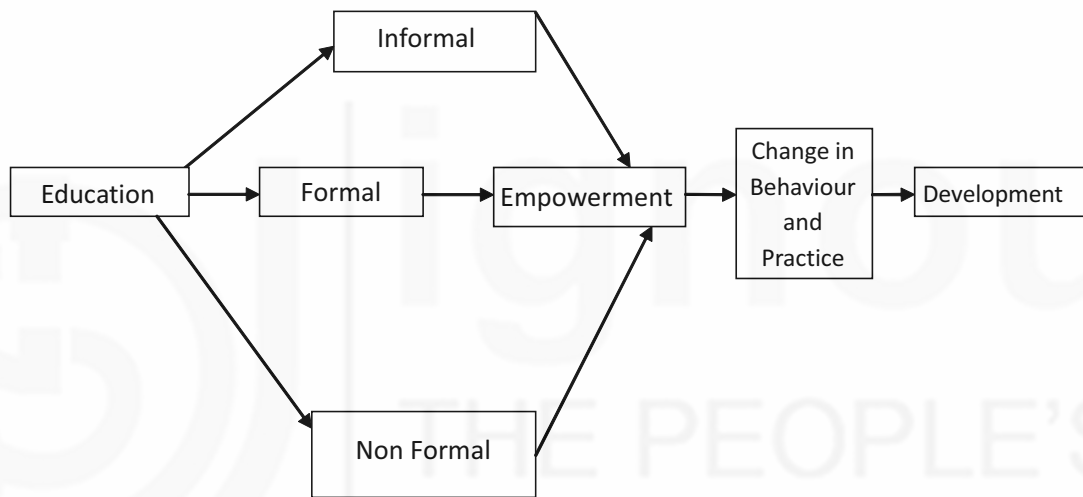


Fig. 1.1 : Model of Education & Development

Education, whether formal, informal and /or non formal, effects changes in behaviour and practices and brings development. The informal education on development can be defined as a life long learning process by which every person acquires knowledge, skills, and attitude from daily experiences at home, at work, at play, and from life itself. Formal education is the education received from the educational institutes chronologically graded and hierarchic such as primary, secondary and tertiary education level. Non formal education is a type of organized and systematic educational activity taking place outside the framework of the formal system. A model of how education brings development is given in Figure 1.1.

1.2.1 Benefits of Education Towards Development

Development benefits a great deal from education. A few benefits of education from development are outlined below.

i) Increases Productivity

Investment in physical capital stock such as land and machinery is essential but not sufficient for development. Investment in human capital would enhance productivity. It has been adequately researched that two individuals,

given the same physical capital but endowed with different levels of knowledge would operate in two different production functions and would have two different levels of productivity. Thus, education is vital for raising productivity. One reason for the Green Revolution in Punjab and Haryana is extension education imparted to the farmers in their field. By raising productivity both in agriculture and industries, education promotes economic growth. One of the World Bank's study (1993) found that enrolment in primary education in 1960 enabled the countries like Hong Kong, Thailand, Singapore, and South Korea to raise their economic growth by more than 50 per cent (see Table 1.1).

Table 1.1 : Percentage of Total Predicted Growth of Selected Countries

Countries	% of Predicted Growth
Hong Kong	86
Indonesia	79
Japan	58
South Korea	67
Malaysia	73
Taiwan	69
Singapore	75
Thailand	87

Source: Cypher M James and Dietz, James L (2009) The Process of Economic Development, Routledge, London, pp. 406

ii) Reduces Economic Inequality

Education provides widespread employment and income earning opportunities to the qualified and skilled people. There is a positive correlation between a person's education and his earning. Education is a powerful tool for the poor and the disadvantaged to raise their earning and come to par with their counterparts. Todaro says that if, for financial or any other reasons, the poor are effectively denied access to secondary and higher educational opportunities, then the educational system can actually perpetuate and even increase inequality in Third World Nations. However, recent studies have demonstrated that the education system of most developing countries act to increase rather than to decrease income inequalities. But, generally it is found that in developing countries like India, Bangladesh, Sri Lanka education has enabled the poor and the downtrodden to raise their income. Education helps in poverty reduction.

iii) Improves Health and Reduces Fertility

Education is a contributing factor in achieving developmental goals, such as increased life expectancy, improves health, and reduces fertility among educated mothers. Many studies have shown that parents with high school and higher education have fewer children compared to their counterpart who are illiterate. It has also been seen that fertility reduces with the increase in the level of education. Education improves particularly the preventive health care status of women and children. It enables them to access quality health

care services from qualified health personnel for themselves and for their children. Kerala and Tamil Nadu, where female literacy is higher than in Bihar and Uttar Pradesh, have lower fertility, lower infant mortality, higher immunization status of woman and children. Life expectancy in Kerala and Tamil Nadu is also higher, compared to Bihar and Uttar Pradesh. An example of female literacy and fertility is given in Table 1.2.

Table 1.2: Female Education and Health Indicators of a Few States of India

S. No.	Indicators	State			
		Bihar	UP	Kerala	Tamil Nadu
1	Female Literacy	33.6	43	88	64.55
2	Infant Mortality	62	73	15	31
3	Percentage of children under age 3 who are under weight	58	47	29	33
4	Percentage of children 12-23 month who have received all vaccinations	33	23	75	81
5	Total Fertility Rate	4.0	3.8	1.69	1.8

Source: 1. National Family Health Survey III, IIPS, 2005-06
2. Census of India, 2001

iv) Contributes to Democratization

Some political scientist believes that at least a minimum level of schooling is a prerequisite for the effectiveness of political democracy. Education strengthens democratic values in a society. It helps the people to cast their vote according to values and not the allurements offered by the contestants. Education, in general, and, of women in particular, is a vital requirement for the success of democracy. It is now believed that the success of democratic decentralization depends on the literacy rate. In India, Kerala is an illustrious example where a high literacy rate has enabled local self government institutions to function effectively in the state.

v) Promotes Rural Development

Educated people are *sine qua non* for the faster development of rural areas. Therefore, Mahatma Gandhi once said my 'Ideal Village' will contain intelligent human being. Educated people would bring faster agricultural, industrial, and social development in rural areas. Education can bring transparency and accountability into the system. There would be better implementation of rural development programmes as literate people could better ask the programme implementers the pros and cons of the programmes. They would actively participate in the process of need assessment, project formulation, implementation; monitoring and evaluation stages of the various developmental programmes implemented, both by the government and non governmental organizations. Rural entrepreneurship could be better promoted with the help of literate and skilled manpower. An educated civil society is an essential requirement for development in general, and for rural development in particular.

vi) Promotes Peace and Stability

Education promotes peace in society. The teaching of peace and the value education in the classroom would create a sense of fellow feeling and brotherhood among the young generation. Peace education has become either an independent discipline or component of other related discipline like political science or history in many higher education institutions. Further, peace education would also reduce crime and all other social evils occurring in the society.

vii) Reduces Social Inequality and Promotes Gender Equity

Education is an instrument for social uplift. Illiteracy is one of the reasons for social discrimination. The social inequality persists largely because of illiteracy. With the rise in the level of education biases on the basis of social beliefs and values reduces. B.R. Ambedkar, therefore, mentions that the panacea for all social evil is education and encouraged people to be educated. Education, particularly, among women, promotes gender equality by enhancing their workforce participation rate *vis-a-vis* men. The Education Commission of India (1964-66) has highlighted, in Chapter IV (*Towards Equalization of Educational Opportunities*) that “One of the important social objectives of education is to equalize educational opportunities, enabling the backward or under-privileged classes and individuals to use education as a lever for improvement of their condition”

viii) Promotes Modernization

Modernization is directly linked to the pace of education development. One of the sure ways to modernize quickly is to expand education and produce skilled manpower. The Education Commission of India (1964-66) envisaged that modernization aims, amongst other things, at creating an economy of plenty which will offer to energise an individual, provide a larger way of life and a wider variety of choices. It is education, which can hasten the pace of modernization and development in an underdeveloped society. Modern society is governed by science and technology, and it is education which will enable a nation to achieve progress through scientific technology. The ICT education in India has hastened the process of modernization and development.

ix) Attributes to Knowledge Society

The establishment of a knowledge society is a formidable challenge before any nation in order to hasten its pace of development in economic, social, political, and cultural areas. The formulation of the Knowledge Commission in India is a significant step in this direction. The dream of a knowledge society can only be realized by articulating a strong and dynamic higher education system.

In this section, we discussed about the importance and contribution of education to development. Now, answer a few questions related to these aspects in Check Your Progress 1.

Check Your Progress 1

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit

1) Briefly describe the importance of education to development.

.....
.....
.....
.....
.....

2) Can education can promote modernization and social equity. Discuss.

.....
.....
.....
.....
.....

1.3 THEORIES OF THE CONTRIBUTION OF EDUCATION TO DEVELOPMENT

In this section we will discuss a few theories relating to the contribution of education towards development. Mainly, there are two theories relating to the contribution of education to development. These two theories are

- i) Human capital theory
- ii) Screening theory.

1.3.1 Human Capital Theory

Human capital theory was initially developed in United States and Europe in the 1950s. Later, this theory was applied to undeveloped countries. The advocates of this theory were of the opinion that it is not only the physical capital stock, i.e., labour, which is important, but also human capital stock, such as education, which is critical to the growth and development of a nation. They argued that when people become more and more educated, they become more productive. There is a close relationship between the number of years of schooling and income level of a person. In other words, increasing the level of schooling would lead to higher earnings. In essence, the human capital theory believes that people are willing to invest in education, which is an investment for the future. In other words, the human capital theory considers expenditure on education as an investment and not as expenditure. Not only the individual, but also the whole society would gain out of investment in education. Besides, the country will gain from the external effect of education, i.e., lower fertility rate and higher maternal and child health. Such positive external effects are a justification for

public subsidies to education. Therefore, in almost all countries, both developed as well as developing, the cost of education is subsidized by the government.

Another aspect of human capital theory is that, it provides a framework for the systematic evaluation of costs and benefits of education to the households.

i) **Cost of Education:** The cost of education includes direct cost, and opportunity cost:

Direct cost, are school fees, cost of books, teaching materials, school uniforms, copies, etc. Opportunity cost is the income forgone while receiving education. Besides, it also refers to the income that an individual is losing from the labour market during the period he joins education institutions and, at the same time, bears the cost of education.

ii) **Benefit of Education:** The benefit of education is the gap between the lifetime income of an individual with a given amount of education and the lifetime income received if he had not this education. On the basis of cost and benefit, the rate of return on investment on education is calculated. Research findings show that in developing countries, the rate of return on investment in education was higher compared to the rate of return in physical capital (Psacharopoulos and Patrinos, 2002).

Limitations of Human Capital Theory

Human capital theory has several limitations.

- The relationship between education and increase in income is difficult to measure. This is because the increase in personal income is influenced by many factors other than education. Therefore, it is very difficult to measure marginal productivity, especially of human capital.
- It is difficult to measure cost and benefit analysis of human capital. Though the direct cost of education is easier to calculate, the opportunity cost and the estimation of income forgone are difficult to measure.
- The benefit of education is much more than economic and the social benefits of education.
- The demand for education does not only depend on costs and benefits, but on the ability to pay for education.

1.3.2 Screening Theory

The critics of Human Capital Theory and the proponents of Screening Theory believe that education is necessary, but not a sufficient condition to contribute to individual productivity. They argue that specific skills required in a profession are acquired on the job rather than at school. Screening theory states that it is very hard to predict future performance of an individual on the basis of her or his education. The educational qualification and diplomas are used as a screening mechanism. Schooling is an institution of trainability. But the real training starts on the job.

The radicalists of Screening Theory went to the extent of saying that education merely reproduced social inequality from generation to generation. According to Bowles and Gintis, the main function of education for the masses is to teach

them discipline, respect for authority, particularly obedience, the ability to cooperate and to concentrate. The radicalists believe that education prepares labourers for inferior-level task in a productive organization. The proponents of screening theory suggest that much of education in developing countries is irrelevant. Expansion of education results in a higher diploma holder replacing lower diploma holder without producing any improvement in productivity.

Three key element of screening theory are:

- Learning by doing
- Screening and
- Diploma inflation

Criticisms of Screening Theory

Some of the criticisms of screening theory are as follows:

- The screening theory proposition that higher education does not adequately contribute to higher earning is not always correct. According to Wolpin, it is hard to explain why self employed people with a higher education usually have higher earnings than self employed people with less education.
- Screening, the real function of education, is somehow parochial and education really vitalizes one’s ability to qualify for the test function of education is much more than screening.
- Szirmai remarked that the correlation between education and income persists throughout people’s workings life. The argument given by the proponents of screening theory is that education boosts initial earnings, which is not always true.

In this section you have studied the theory of contribution of education to development. Now answer the questions in *Check Your Progress 2*.

Check Your Progress 2

- Note:** a) Write your answer in about 50 words.
 b) Check your answer with possible answers given at the end of the unit

1) What are the key features of Human Capital Theory?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- 2) What are the differences between the Human Capital Theory and Screening Theory?

.....

.....

.....

.....

.....

.....

1.4 DETERMINANTS OF EDUCATIONAL DEVELOPMENT

In this section, you will study the various determinants of educational development. Some of the key determinants of educational development are discussed below.

1.4.1 Literacy

Literacy is one of the weighty parameters of educational development of a nation. UNESCO and United Nations place great emphasis on the removal of illiteracy. During the early years, between 1946 and 1958, one of the main objectives of UNESCO was fundamental education. The main aim of the fundamental education is that every person has a right to learn the three R's: reading, writing and arithmetic. According to Szirmai, fundamental education was not limited to literacy alone, it also included vocational skills, domestic skills, knowledge of hygiene, knowledge of the principles of science, artistic skills, an understanding of one's social environment, the development of personnel skills and moral traits. However, to the common man, literacy means formal school education. According to UNESCO (2002) a person is functionally literate, if he, or she, is able to engage in all those activities in which literacy is required for effective functioning of his, or her, group and community, and for enabling him to continue to use reading, writing, and calculation for his own and the community's development.

Table 1.3 : Adult Literacy of a Few Countries

Countries	Adult Literacy
Bangladesh	47
China	91
India	61
Pakistan	50
Sri Lanka	91
Tanzania	69
Nigeria	69
Thailand	93

Source: World Development Indicators-2009

The adult literacy rate is quite high in Asian countries like China, Thailand and Sri Lanka, but lower in Bangladesh, Pakistan, and India. Literacy is one of the vital instruments of women's empowerment as it enhances their access to employment, and enables them to take part in household decisions making.

1.4.2 Educational Environment: Enrolment and Dropout

The enrolment and drop out rates at various levels of education reflect the educational environment prevailing in the country. Enrolment in primary, secondary, and tertiary education is improving in the developing countries, but not substantially. As compared to developed nations, most of them are far behind. Particularly in GER (Gross Enrolment Ratio) in the secondary and tertiary sector, the rate is very low. In developing countries, for example, the GER in secondary and tertiary education are 95 and 83 per cent respectively in the USA, but in India, it is 52 and 11 per cent respectively. Enrolment in primary education is a problem in sub Saharan Africa, where, on an average, 43 per cent of children between the age of 6 and 11 are not attending primary school. According to UNESCO (2002), households surveys in sub Saharan Africa indicate that the number of pupils who actually attend school is substantially lower than the enrolment figures. The GER of a few countries is given in Table 1.4.

Table 1.4 : Gross Enrolment Ratio in a few Countries

Countries	Gross Enrolment Ratio (2004)		
	Primary	Secondary	Tertiary
Bangladesh	106	51	7
China	115	70	15
India	107	52	11
Pakistan	82	27	3
Sri Lanka	102	81	-
Tanzania	101	-	1
Nigeria	99	35	10
USA	100	95	83
UK	101	170	63

Source: World Development Indicator, World Bank 2006

1.4.3 Educational Expenditure

The Education Commission, constituted by the Government of India in 1966, envisaged that we should strive to allocate the target proportion of GDP to educational development. The expenditure on education is fundamental to educational development. The expenditure is required for infrastructure building, supply of teaching and learning materials, salary of the teachers, and other subsidies provided to the disadvantaged section of population. It is a fact that the proportion of national income devoted to education in developing countries is small compared to developed countries. For example, the 2006 World Development Indicators, published by the World Bank has mentioned that Bangladesh spends only 2.2 per cent of its GDP on education, while the United

Kingdom spends 11.5 per cent (nearly five times more than Bangladesh) of GDP on education.

Table 1.5 : Government Expenditure as a Percentage of GDP, 2000

Countries	% of GDP
Bangladesh	2.4
China	2.1
India	2.9
Pakistan	2.7
Sri Lanka	3.1
Nigeria	0.7
Developing Countries	3.9
Developed Countries	5.1

Source: UNESCO, Institute of Statistics, Home Page, Global Statistics, Education, Statistical Tables, [Http:// portal.unesco.org/luis/](http://portal.unesco.org/luis/).

1.4.4 Education Development Index

Now a day particularly after the formulation of Human Development Index, many nations have also developed an Education Development Index to assess the performance in education. An index, the Education Development Index (EDI) calculated for the all schools, that is, primary and upper primary, by the National University of Educational Planning and Administration (NEUPA) reveals that southern states such as Kerala and Tamil Nadu rank higher than other states in India. The EDI was developed taking four broad parameters into account, such as access, infrastructure, teacher related indicators and outcomes. The EDIs of 20 main states of the Indian union are given in Table-6.

Table 1.6: Educational Development Index-All Schools (primary & upper primary), 2006-07

States	Index	Rank
Andhra Pradesh	0.670	12
Assam	0.477	31
Bihar	0.321	35
Chatisgarh	0.521	27
Gujarat	0.677	09
Haryana	0.612	20
Himachal Pradesh	0.707	06
Jammu&Kashmir	0.633	17
Jharkhand	0.381	34
Karnataka	0.680	08

Kerala	0.772	01
Madhya Pradesh	0.481	30
Maharastra	0.677	10
Orissa	0.487	29
Punjab	0.654	15
Rajasthan	0.582	22
Tamil Nadu	0.741	04
Uttar Pradesh	0.526	26
Uttarakhand	0.629	19
West Bengal	0.458	33

Source: NUEPA, New Delhi.

The Global Education Development Index ranks India, 102; Bangladesh, 107 and China,30 and Korea, 6 in positions.

Table 1.7 : Global Education Development Index,2006

Country	Rank
Korea	6
China	30
Indonesia	60
India	102
Bangladesh	107
Nepal	113

Source: Educational Development Index in India-digitalLearningArticle.mht

1.4.5 Non Formal Education

Non formal education plays an important role in spreading education in many developing countries. Studies conducted by UNESCO indicate an upward trend in enrolment in non formal education comprising of organized education that are not included in the regular school system. The two important forms of non formal education are adult education and distance education. VKRV Rao said that without adult education and adult literacy, it is not possible to have that range of economic and social development which is required, nor it is possible to have that content or quality or tone to our economic and social development that makes it worthwhile in terms of values and welfare. A programme of adult education and adult literacy should, therefore, take front place in any programme for economic and social development. The National Knowledge Commission of India has remarked that while formal education is useful in building human capital, not all individuals are able to participate in it. Therefore, enough resources must be invested to ensure that distance education is developed as a viable alternative to formal education. The distance education programme launched by IGNOU (Indira Gandhi National Open University) and other open universities and correspondence courses launched by various other universities in India serves

the purpose of non formal education in higher education. The National Open School in India also fulfils the need of secondary school education for school dropout and out of school children. These systems will embolden educational development.

1.4.6 Educational Technology

The use of educational technology is a sign of educational development in this globalization era. The use of ICT (Information Communication Technology) in education has made teaching-learning interesting and broad based. The launch of educational satellites has enhanced the use of ICT in education system. Extension education on various developmental programmes through the educational satellite is more cost effective than the face-to-face extension programme. APJ Abdul Kalam, former president of India, while acknowledging the role of EDUSAT, said that democratization of knowledge indicates knowledge for everyone, anytime, any place. EDUSAT will be extremely helpful in making this shift possible and decreasing the digital divide. The application of ICT in education is an important indicator of educational development.

In this section, you studied the determinants of educational development. Now answer the questions given in *Check Your Progress 3*.

Check Your Progress 3

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit

1) How is non formal education vital to development?

.....

2) Explain three important determinants of educational development.

.....

1.5 PROBLEMS AND CHALLENGES OF EDUCATIONAL DEVELOPMENT

Education plays an important role in the formation of human capital of a nation. It produces skilled manpower, capable of driving the nation towards the path of sustainable development. There is a close link between education and

development. However, education is vexed with a number of problems in many countries, particularly in developing countries. Some of the problems are the poor quality of education, lack of public expenditure on education, disparities between caste, class, and gender, and between regions, and a deficiency of trained teachers, teaching materials, and physical infrastructure.

1.5.1 Poor Allocation of Resources

Education is one of the vital sectors of social development. In most countries education is a public good. However, globalization and privatization has enhanced investment on education, largely in the tertiary sector. But still the expenditure on education as a percentage of GDP in developing countries is low compared to developed countries. For example, public expenditure on education is 2.2 per cent of GDP in India, while in USA it is 5.7 per cent. The low public investment in education has resulted in poor performance in infrastructure, teaching and research in education. The gap between the demand for education and allocation of resources is widening in developing countries, because of the high population. This gap is high in South Asia and subSaharan Africa. UNESCO has calculated that there is a shortfall of 5.6 billion US dollar to meet the external finance requirement to achieve the goal of Education for All by 2015 (UNESCO, 2002).

1.5.2 Quality of Education

The quality of education is of great concern in developing countries. The poor quality of teachers, teaching-learning materials, teacher-pupil ratio, pupil-class room ratio, and outdated curriculum, greatly affect the quality of education in developing countries. According to the World Development Indicators (2006) data, the teacher-pupil ratio in primary schools in India, is 41 as against in USA and UK which is 15 and 17 respectively. As far as the pupil-classroom ratio is concerned, in many primary schools two or three classes are held in a single class room. This has resulted in student absenteeism, dropout and grade repetition even at the primary level of education. Improving educational quality was included among six major educational goals formulated for 2015 at the World Education Forum held at Dakar (UNESCO, 2002).

1.5.3 Educational Disparities

According to Coombs, the access to educational facilities is distributed inequally. Educational disparities are observed in following fields:

- i) rural-urban
- ii) male and female
- iii) among different regions
- iv) between different castes and ethnic groups.

The rural people have poor access to education facilities particularly to secondary and post secondary education. Customarily, all the tertiary educational institutions are found to be situated in semi-urban and urban areas, thus, depriving the rural area children of their right to tertiary education in many developing countries.

The second significant inequality in educational attainment is gender disparities, i.e., differences between males and females. In traditional societies, the education of girl children is generally restricted. Among economically weaker families,

people generally prefer to spend on the education of the male child rather than the female child. The Gender Parity Index (defined as female enrolment divided by male enrolment ratios) was 0.93 worldwide, the lowest being in southwest Asia, 0.84; the Arab States, 0.88 and sub Saharan Africa, 0.89 (Szirmai, 2005).

The third inequality observed in education development is the disparities between the nations, and, within a nation, between the regions. Around the globe, the educational disparities are observed between Europe, Asia and USA. Literacy also varies between the nations in Asian countries. In the same country, literacy varies from one region to the other, for instance, in India, the literacy rate and educational development is high among southern region states such as Kerala, Tamil Nadu, Karnataka, and Andhra Pradesh as compared to the central region states of Uttar Pradesh and Madhya Pradesh. Various factors, such as educational governance, peoples' participation, expenditure on education, etc. are responsible factors for regional educational disparities.

Inclusive education is a buzz word in this globalized era. Inclusive education should include both the socially and physically handicapped, who are excluded groups in the educational mainstream. In India, the literacy and level of education among the Scheduled Castes, Scheduled Tribes and the disabled are the lower compared to other group of population. The Education Commission Report (1964-66) of Government of India has envisaged that "One of the important social objectives of education is to equalize educational opportunity, enabling the backward or under-privileged classes and individuals to use education as a liver for improvement of their condition."

1.5.4 Lack of Strong Educational Policy

The developing nations need to have strong education policies. The policy need to establish strong linkages between education and development. It should also be amended from time to time incorporating the changes taking place around the world. However, most of the developing countries do not have strong education policies. Even if some countries do have strong education policies, they do not amend them regularly. Most of the policies are archaic in nature and lack dynamism. For instance, India's New Education Policy was formulated in 1986 (revised in 1992).

1.5.5 Weak Public-Private- Partnership in Education

Education in general and primary education in particular is a social good. It is observed that the private sector's educational investments are guided by profit motive and mostly investments are in tertiary education. The public-private partnership for the universalization of primary education is clearly lacking. Therefore, the globalization has created another disparity, where the percentage of expenditure to GDP in tertiary education is comparatively higher than the primary and secondary education. This is because of higher private expenditure in tertiary education.

1.5.6 Poor Community Participation

In developing countries, people are dependent on government grants for educational development of their locality. They consider government as the active provider and communities as the passive beneficiaries. This attitude is detrimental to the proliferation of education at the grassroots. In Bangladesh, the women's

self help groups and in India in many states, panchayati raj institutions are playing important roles in the development of education in their villages and panchayats. The Village Education Committees formulated at each panchayat level actively support the 'Education for All' movement in the countryside of India. Therefore, community participation is one of the key issues in educational accessibility to the unreached masses.

1.6 EMERGING ISSUES IN EDUCATION AND DEVELOPMENT

A few emerging issues in education and development are:

- i) education for sustainable development
- ii) globalization and education
- iii) environmental education
- iv) inclusive education.

1.6.1 Education for Sustainable Development

The United Nations General Assembly in its 57th meeting in December 2002 declared the decade 2005-14 as the UN Decade of *Education for Sustainable Development*. The vision of Education for Sustainable Development (ESD) is of a world:

- Where everyone has the opportunity to benefit from quality education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation.
- It is for everyone, at all stages of life and in all possible learning contexts.
- It engages multiple sectors and stakeholders including media agencies and private sector.
- It utilizes all forms and methods of public awareness raising, education and training to promote broad understanding of sustainable development.
- It addresses all three pillars of sustainable development- society, environment, and economy.
- It enables all individuals to fully develop the knowledge, perspectives, values and skills necessary to take part in decision to improve the quality of life.

1.6.2 Globalization and Education

Customarily, globalization is defined as a set of processes by which the world is rapidly being integrated into a single space. Globalization has touched upon all aspects such as economic, political, social and cultural of life of an individual, community, society and a nation. Therefore, globalization in a holistic sense can be called economic globalization, political globalization, social globalization, and cultural globalization. According to UNCTAD (1993), the essence of globalization is not contained strictly in trade and investment figures nor in the percentage of a national economy that is national, but a new way of thinking about economic and social space and time. Globalization has affected education in many ways.

- With globalization, there is an expansion of science education across the globe. The policy makers, worldwide, regarded economic growth as dependent on the scientific and technological capabilities of their labour force and science education fulfil that requirement.
- There is a pressure on reduce the growth of public spending on education and rise in other sources of funding.
- There is growing emphasis on tertiary education.
- The notion of education is compared internationally and, therefore, there is growing emphasis on quality education.
- Explosion of information and communication technology.
- Globalization has affected the enrolment, governance of education structure, functions and roles, and delivery of higher education across the nation.

1.6.3 Decentralization, Education, and Development

Decentralization of functions, functionaries and funds to the local self government has been proved an effective strategy of development in many countries. The Local Government Declaration to the World Summit on Sustainable Development held in 2002 envisaged that “We live in an increasingly interconnected, interdependent world. Local government can not afford to be insular and inward looking”. In the Indian context, Gandhiji maintained that “Independence must begin at the bottom and every village will be a republic of Panchayats having full powers. It is therefore, that every village has to be self sustained and capable of maintaining its affairs even to against the whole world. It will be trained and prepared to perish in the attempts to defend itself against any onslaught.” The decentralized model adopted by the Scandinavian countries in Europe, and in Kerala, India, has enabled these nations and states to achieve all round development. The committee appointed by the government of Rajasthan way back in 1964 (Committee Report, 1964) has made the following observations “the Panchayats and Panchayat Samitis have made considerable efforts for enrolment of boys and girls. The attendance of teachers in village schools has significantly improved due to close watch and supervision. People have constructed a large number of school buildings, despite reduction in government assistance.” The decentralization of economic decision-making and implementation would not only reduce the cost of development but would also ensure more equitable distribution of fruits of development.

In India, the panchayati raj institutions, after the implementation of the 73rd constitutional amendment, are playing an important role in the educational development. Some of the duties and responsibilities assigned to them under the 11th Schedule of the constitution are

- education, including primary and secondary schools
- technical training and vocational education
- adult and non formal education.

1.6.4 Inclusive Education

Inclusive education, in recent years, occupies an important place in the national, as well as international organizations, helping the developing countries to spread

education. In common parlance, inclusive education means the right of all learners irrespective of caste, colour, creed, gender, and disabilities to receive quality education which meets basic learning needs and enriches lives. It focuses particularly on entitlement of education to vulnerable and marginalized, who, largely, are excluded from mainstream education. The ultimate goal of inclusive education is to end all forms of discrimination and foster social equity. The Education for All Global Monitoring Report, 2008 says, “inclusion means encompassing, the marginalized and disadvantaged, whether they be poor, belong to rural and urban slums, ethnic and linguistic minorities or the disabled; all age groups from early childhood education (ECCE) to adults (especially literacy).”

Vocational education has occupied an important place in the present-day era of privatization and globalization. Modernization and industrialization have enhanced the demand for vocational education. The National Knowledge Commission of the Government of India has noted that “there is a growing demand for skilled workers, but data suggests that this demand is not met by the existing system, since the skills imparted do not match employer’s needs. In order to become more relevant in the changing context and to exploit this demographic advantage in future, there is a need to create a model of imparting vocational education that is flexible, sustainable, inclusive and creative.” Vocational education prepares the learners for career and profession that are directly related to specific trade and vocation. The labour market has become more diversified and skill driven and requires skilled manpower. Therefore, there is a need for investing in quality vocational education institutions. In the Indian context, as nine out of ten people work in the unorganized sector, the role of vocational education has become more significant. Vocational education in India is imparted mainly through the ITIs (Industrial Training Institutions) and polytechnic institutions. Many private educational institutions and Non-Governmental Organizations are also now a day’s providing vocational education in India. Vocational education has a key role to play in the development of the nation.

In this section, you studied about emerging issues in education. Now, answer the questions given in *Check Your Progress 4*.

Check Your Progress 4

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit

1) How has globalization affected educational development?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2) What do you mean by inclusive education?

.....

.....

.....

.....

.....

.....

.....

.....

1.7 LET US SUM UP

Education is one of the important factors of development. There is a strong relationship between education and development. Besides the relationship between education and development, this unit has focused on the determinants of educational development and various problems and issues in educational development. This unit also outlines two important theories about the contribution of education to development. Thus, education and development complement and supplement each other. Without education, there cannot be faster development. However, globalization has affected the education of a nation to a great extent and the emphasis is largely from literacy to higher education. Like globalization, education is also faced with a lot of problems and challenges which have been discussed in detail in this unit.

1.8 KEYWORDS

Adult Literacy Rate : the literacy rate among people ages 15 and older.

Gross Enrolment Ratio (GER) : the ratio in a given year of the total enrolment at a given educational level (Primary, secondary and tertiary) and the total estimated population in the corresponding age bracket.

$$\text{GER (Primary)} = \frac{\text{Enrolment in Primary School}}{\text{Children in the age group (6-11)}} \times 100$$

$$\text{GER (Secondary)} = \frac{\text{Enrolment in Secondary School}}{\text{Children in the age group (12-17)}} \times 100$$

$$\text{GER (Tertiary)} = \frac{\text{Enrolment in Post Secondary School Education}}{\text{Children in the age group (20-24)}} \times 100$$

1.9 REFERENCES AND SUGGESTED READINGS

Bowles, S and H Gintis (1976), *Schooling in Capitalist America*, Basic Books, New York.

Harbinson, F.H (1973), *Human Resources as the Wealth of Nations*, Oxford University Press. Oxford.

Psacharopoulos, G and HA Patrinos (2002), *Returns to Investment in Education: A Future Update*, World Bank Policy Research Working Paper, 2881, Washington. DC: World Bank, September.

Szirmai, A (2005), *The Dynamics of Socio-Economic Development An Introduction*, Cambridge University Press, London.

Tadaro, MP (1982), *Economics for a Developing World, Second Edition*, Longman, London.

UNCTAD(1993), *World Investment Report 1993: Transnational Cooperation and Integrated International Production*, New York, United Nations.

UNESCO (2002) *The 2002 Global Education for all Monitoring Report: Is the World on Track?* Paris, UNESCO

Williamson, B (1979), *Education, Social Structure and Development: A Comparative Analysis*, London, Macmillan.

Wolpin, K (1977) "Education and Screening", *American Economic Review*, 67(5), pp949-58.

World Bank (1993), *The East Asian Miracle: Economic Growth and Public Policy*, New York, Oxford University Press.

1.10 CHECK YOUR PROGRESS-POSSIBLE ANSWERS

Check Your Progress 1

- 1) Briefly describe the importance of education to development

Education, whether formal, informal and/or non formal, through change in knowledge, behaviour, and practices brings development. Education is an investment, which brings development in the long run. According to Amartya Sen the solution to all problems related to the economy, development, or population lies in education. Education, in general, and vocational educational in particular, enhances productivity both in the industrial sector and the agricultural sector as well.

- 2) Can Education promote modernization and social equity?

The Education Commission of India (1964-66) has highlighted (Chapter-IV) in *Towards Equalization of Educational Opportunities* : "One of the important social objectives of education is to equalize educational opportunities, enabling the backward or under-privileged classes and individuals to use education as a lever for improvement of their condition" Besides, education helps in the modernization of society. Educated persons

could easily adopt modern values of society as compared to illiterate persons who are largely guided by the traditional beliefs and values.

Check Your Progress 2

1) What are the key features of Human Capital Theory?

The key features of Human Capital Theory are:

- It is not only the physical capital stock that is labour which is important, but also human capital stock, such as labour, which is critical to the growth and development of a nation.
- When people become more educated, they become more productive. There is a close relationship between the number of years of schooling and the income level of a person. In other words, increasing the level of schooling would lead to higher earning.
- The human capital theory believes that people are willing to invest in education, which is an investment for the future. Not only the individual, but also the whole society would gain out of investment in education.

2) What are the differences between the Human Capital Theory and Screening Theory?

The differences between the human capital theory and screening theory are narrated as follows. The advocates of human capital theory were of the opinion that it is not only the physical capital stock, that is labour is important, but also human capital stock such as education of labour is critical to growth and development of a nation. They argued that when people become more and more educated, they become more productive.

Screening theory believes that education is necessary but not a sufficient condition to contribute to individual productivity. It argues that specific skills required in a profession are acquired on the job, rather than at school. Screening theory states that it is very hard to predict future performance of an individual on the basis of her or his education.

Check Your Progress 3

1) How is non formal education is vital to development?

Non formal education plays an important role in development. For example, the extension education which is largely a non formal education given to the farmers and the education given to the family regarding their health by the health extension workers, contributes to development in the respective fields. VKRV Rao said that without adult education and adult literacy, it is not possible to have that range of economic and social development which is required, nor it is possible to have that content or quality or tone to our economic and social development that makes it worthwhile in terms of values and welfare. A programme of adult education and adult literacy should, therefore, take a front place in any programme for economic and social development.

2) Explain three important determinants of educational development.

The three important determinant of educational development are literacy rate, educational environment (in terms of enrolment and dropouts), and educational expenditures.

Check Your Progress 4

1) How has globalization affected educational development?

Globalization has affected education in the following ways.

- With globalization, there is an expansion of science education across the globe. Policy makers, worldwide, regard economic growth as dependent on the scientific and technological capabilities of their labour force and science education fulfils that requirement.
- There is a pressure to reduce the growth of public spending on education and rise in other sources of funding.
- There is a growing emphasis on tertiary education.

2) What do you mean by inclusive education?

In common parlance, inclusive education means the right of all learners irrespective of caste, colour, creed, gender and disabilities to receive quality education which meets basic learning needs and enriches lives. It focuses particularly on the entitlement to education by the vulnerable and marginalized, who largely are excluded from the mainstream education. The ultimate goal of inclusive education is to end all forms of discrimination and foster social equity.