

## Development of Education Sector Who Benefits?

Swati Singh

Education is an important instrument to the growth of economic development in India; Education is means as well as ends of economic development and human resource development. With the progress of Education Sector, economic as well as social opportunities increases and Society moves towards a better quality of life. The country has made tremendous Progress in education sector since independence but this growth is not equitable or stable in Primary, Secondary and tertiary education. This inequity in education Sector emerged as wider gap between educational programmes, policies and implementation, between quantity and quality and between literate and illiterate persons So on. Consequently a larger number of People deprived from education.

This Paper briefly analyzes bottlenecks in Education Sector and suggests ways to overcome it.

Introduction :

The Indian Economy is growing and developing economy. After the economic reform, it has started growing faster and is now among the fastest growing economies, which shows newly formed picture of emerging India. But Bharat is still backward and handicapped economically and socially by its overwhelming illiteracy, backwardness in healthcare and other crucial deprivation. Major factor of its backward is unstable and inequitable growth of India, which emerged in the form of disparity of opportunity among people to survive. At this time in the first quarter of this fiscal year 2010 we have achieved 8.5% of growth rate which is highest in last 3 years.

To continue this dreamrun and sustain this momentum there is need to check bottlenecks in the development of human resource development. India is a populous country and is the hub of human capital. The quality of its human capital is low hence the economy is not able to realize the benefits of its growing population. There is need to develop education Sector (human resource) to garner the demographic dividend.

Role of Education as human resource

Education is indicator of knowledge and regarded as the potential investment of national development. It is related to the qualitative aspect of population or human resource development. Development in education Sector is related to the optimum utilization and resource base. When Country's human resource improves then only we can achieve Nehru's dream of "the ending of poverty and ignorance and inequality of opportunity"<sup>1</sup>. Dr. V.K.R.V. Rao (1964) said, "Marshall repeatedly emphasized the role of skills in increasing production and specifically identified education not only as a target but also as an instrument of economic development"<sup>2</sup>. Efficiency and working Capacity of people increases by means of education. Myrdal's "Asian Drama-An Enquiry into the Poverty of Nations" revealed correlation between education and economic growth in a lucid manner and emphasized the Universalization of education for accelerating economic growth. Education is necessary for the promotion of economic development, same as also essential for betterment of life. The Kothari Commission 1966 has aptly remarked "while of physical resources is a means to an end, that of human resources is an end, in itself and without it even the adequate development of physical resources is not possible"<sup>3</sup>.

Relevance of Education Sector in Socio economic growth Inequality in education Sector is recalled when the major Section of society is deprived from the education inspite of tremendous growth in this Sector in achieved. The major factor of this inequality is that the advantage of government programmes and policies is not reached to the backward or deprived Section of Society. Ordinarily literacy is understood to indicate an elementary ability to read and write, according to UNESCO's definition "a person is literate who can with understanding both read and write a short simple statement on his every day life"<sup>4</sup>. Then we can't expect this literate person is able to improve his/her quality of life or able to behave with critical analytical and decision making approach in daily life. In this way a little ability to read and write is not enough to enable him to put his skills to practical use. Myrdal Introduces us with term "functional literacy". Obviously, the ability not only to read and write figures with understanding but also to add, subtract, multiply, divide is of importance in all industrial work, in rationally managed agriculture, in commercial and credit transactions, and of course in such and building up a network of cooperatives.<sup>5</sup> This type of literacy is able to increase the productive capability, critical and analytical

approach and finally to move towards betterment of life. Amartya sen in his 'India: economic development and Social opportunity' agrees that elementary Education is an instrument of growth in Society. The effectiveness of the opening up of new economic opportunities and of expanding the possibility of good use of labour and skill may depend greatly on basic education facilities and related circumstances<sup>6</sup>.

In India, drop out ratio in elementary school in 2003-04 was 52.22%, many factors are responsible for that like poverty, unemployment, child labour, teacher absenteeism and lack of interest in study because of lack of shortage material and equipment and ineffective implementation of government programmes and policies like mid day meal, S.S.A (Sarva Siksha Abhiyan, etc.). Amartya Sen agrees with the fact that increament in the number of schooling children can reduce the distressing phenomenon of child labour so prevelent in India<sup>7</sup>. Improving the level of basic education is the indicator of higher economic growth in country. A high level of basic education is major asset of china - and for many other high growth economies of east and south east Asia<sup>8</sup>. Inequalities in basic education translates in to inefficiency and further inequality and further inequality in the use of new economic opportunities for the betterment of life.

Provisions interventions and policies in Education sector: Inequalities in their implements and achievement- Education is a Subject in concurrent list of the constitution. Financing and delivering school education, especially elementary education rests mainly on the state governments. The development of education sector in each state depends upon the capability of administration to mobilize resources efficiently and with productivity where the reformation process must be started from the least backward area of the state. So that the inequity in the education sector may be removed.

The year 2009 is remarkable in the development history of elementary education, that the government successfully passed the 86th amendment to the constituent that made Right to Education (RTE) a fundamental right, which urges the State to provide free and compulsory education up to the age of 14. National Policy on education 1986 declared "By 1993 all children will be provided free and compulsory education up to the 14 years of age"<sup>9</sup>. In its 350-page annual report for 1993-4, the Department of education Provides details of dozen of such schemes, from the sinking "operation Blackboard" to the new "District primary education programme". By Contrast, the same report devotes only one or two pages each to 'Universalization of elementary education'. "Education of scheduled Castes and Scheduled tribes" and "female" education<sup>10</sup>. Sarva Siksha Abhiyan (S.S.A) was initiated in 2001, aimed at universalizing elementary education of satisfactory quality in country, now is a flagship program of the government.

With the increasing number of elementary school graduates, the demand for secondary education has been increased in recent years. The secondary Education Commission, 1952, has aptly said, "There should be much greater emphasis on crafts and productive work in all schools and in addition diversification of courses should be introduced at secondary stages"<sup>11</sup>.

The ministry of HRD, GOI and NCERT having being fully aware of implementation of Vocationalization and qualitative skill. Radhakrishnan Commission, 1948 recommended that in order to direct the students to vocations at the end of class X a large number of intermediate colleges should be opened.<sup>12</sup> Mudaliar Commission, 1952 reiterated that, "the secondary education is a complete unit by itself and not merely a preparatory stage, that at the end of this period the student should be in a position, if he wishes to enter in to responsibilities of life and take up some vocations."<sup>13</sup> The National policy of education Resolution, 1968 endorsing these recommendations of the education commission in regard to vocational education pointed out, "there is need to increase facilities for technical and vocational education at Secondary Stage".<sup>14</sup>

The Rashtriya Madhyamik Shiksha Abhiyan (R.M.S.A.), designed by ministry of Human Resource development, is moving forward to facilitate the process of universalizing secondary education in country.

After Independence the government of India brought major attention toward the growth of higher education as a feeder of vital importance to national progress. One of recommendation of Radhakrishnan Committee, 1948 was University Education and research in India. According to the Kothari commission, the UGC should represent entire spectrum of higher education.<sup>15</sup>

Education Commission (1964-66) has distinctly laid down the following functions as the objectives of colleges and universities. Emphasizing research in higher education the NPE 1968 added: "there is need to give increased support to research in universities generally."<sup>16</sup>

Provision, program and Policies mentioned above are ambitious goals of human development, which are set by government. But without proper administration and effective implementation we failed to achieve it so far. Education Policy in India, since independence suffered for proper implementation with stability and equity. It is resulted in imbalanced growth in education sector which has left a larger section of society deprived from even elementary education. Dropout ratio in elementary education in 2003-04 was 52.22% inspite of 50- 55% of all education spending on elementary education. It shows that the allocated fund is not used efficiently to fill the gap between literate and illiterate person in rural and unbar area. There is need of optimum and potential Utilization of allocation to bridge the gap between quantity and quality in education sector, so that we can sustain the 8.5% of recent growth rate in future.

### **Major challenges in Education Sector:**

#### **Primary Education:**

Motive of Primary Education should not be limited only to able Students to read and write but also to provide qualitative education so that can use their knowledge in their practical life analytically.

There are inequalities in educational achievement between male and female, between social groups. So the benefit of the programmes and policies is not reaches to the each corner of the country. The persistence of endemic illiteracy in the younger age groups is most distressing aspect of the educational situation in contemporary India."<sup>17</sup> The number of out of school children in the age group of 6-14 years has declined from around 45 million in 2001 (census 2001) to only around 8 million by the and of the decade (IMRB study, 2009)<sup>18</sup>. According to 2003-04 dropout ratio in elementary education was more than 50%, because of lack of study material, equipment, teacher absenteeism single teacher staff, improper type of food provided under mid day meal Scheme. Child labour, household activities and lack of interest in study are other factors responsible for non attendance in elementary education. Overall, around 3.7% of GDP has been invested in the last couple of years (2006-07 and 2007-08) in education sector. Within which 1.7 % was on elementary education alone. On an average, around 50%-55%, of all education spending is on elementary education.<sup>19</sup>

There is need of the proper implementation of education polices with efficient mobilization of resources provided by government so that inequality in elementary education may be removed.

Secondary Education:- Secondary education which plays and important role in building up a skilled workforce, gets 0% of total government spending on education. India's gross enrolment ratio at secondary level of 52% is for inferior to gross enrolment ratio of courtiers like china (91%), Sri Lanka (83%), Vietnam (72%). In UNESCO reports, enrolment ratio in secondary Schools are calculated as percentages of age group 15 to 19 years, which is too high for many south Asian countries<sup>20</sup>. There is need of liberal secondary education and introduction of vocationalization and technical training in secondary level. India's 4th plan reiterated the need for greater emphasis on "providing larger facilities for vocational education of a terminal character"<sup>21</sup>. But without competent teachers and essential equipment such schools became not very different from general school.

Vocational education prepares students for jobs in technical and professional sphere with which they can improve their quality of life. There is need of increament in the number of vocational schools at village level so that it could provide employment and technical work and improve skills which may be used in practical life. The Mudaliar commission, 1952-53 reiterated that "the secondary education is a Complete unit by itself and not merely a preparatory stage, that at the end of this period the student should be in a position, it he wisher to ether into responsibilities of life and take up some vocations."<sup>22</sup>

With the qualitative reform in Vocational education at secondary stage opportunities of employment increases end disparity in quality of life among people decreases. There must be flexibly in the choice of vocations with reference to district level planning or decentralized planning. So that economic activities and potentialities and consequent opportunities of work and special facilities for quality of life may be

increased in rural areas as well as urban areas. The Rashtriya Madhyamik Shiksha Abhiyan (RMSA), designed by ministry of Human Resource Development to universalize the secondary in country. World Bank in process of lending \$ 500 million loan for RMSA.

To attain this goal, Compulsory and free education should be made available till class XII. This should cover not Just School fees, but also free books, food if necessary, uniform clothing and even a place to stay if needed. In this way interest in study will be generated among student which may be helpful to remove deprivation in secondary education.

#### **Higher Education:**

Higher Education or tertiary education might be referred as post secondary education. it is the apex stage of education system. Importance of Higher Education not only for creating enlightened and creative citizenary in particular for the country but also to make education a potential instrument of social and national reconstruction in general.<sup>23</sup> Higher Education is the indicator of nation's growth and development and represents nation as the emerging power in new economic world.

When the student passes out higher education, it is expected that he may participate to think over the current problem and solution related to the country and can deliver his ideas rationally for the development of nation. But the products of these institutions have not been contributing to the welfare of the Indian society. After independence higher education in India has expanded fastly with out aiming at the higher productivity. There are 400 university, 18064 college, 5 lakh teacher and 112 lakh students today. Enrolment ratio in higher education India was 10% in 2007. Globalization has brought about a spectacular growth in higher education. privatisation of these institutions has brought various problems such as poor quality, high fees and regulatory bottlenecks, which is emerged in erosion of quality in education. According to planning commission reports, in the period 2002 to 2007, the share of private institutions in higher education increased from a third to over half of all enrolment.

In overall, around 3.7% of GDP in education Sector, on an average, around 11-12 % invested in University and higher education<sup>24</sup>. India is not a rich country and naturally India government can't afford to provide a lot of money for the university and colleges. The question arises here in not related to, how much resource we have provided from the government for higher education? This is needed here to mobilize the allocated resources or fund efficiently in building our national builders more productive, talented and intelligent and the can behave rationally in their Practical life. For this decentralized planning or grassroot planning is necessary so that the people in backward area may promote his views on current problems and solutions same as the people in urban area. The expansion of enlightenment of knowledge should be enriched to the every corner of every village. Then only we can achieve equitable and stable growth in education sector. Higher Education pattern should be accepted in which equal access to every Indian of requisite merit regardless of his origin. There is a wider gap between quantity and quality. In terms of quantity, India is quite impressive. Every year, it is producing 2.5 million graduates and this figure is just after US and China. How ever in terms of quality India is falling being than the developed world. In fact many of the graduates cannot find job as they are not up to the mark. The NPE 1986 (National Education policy) emphasized Open University and distance learning as elective effective alternative of higher education<sup>25</sup>, Which is playing appreciable role to remove disparity between educated and uneducated people in higher education. Research, training, workshop, Seminar must be promoted in every field of higher education whether it be social science, humanity or science, management and technology. Pattern of teaching in higher education must be of that type that makes student able to utilize opportunities for development of personality, Creativity, depth knowledge, analytical and decision making approach.

#### **Conclusion:**

Education sector having a distinct place itself for reconstructing qualitative and effective social infrastructure, which is basis of physical and financial infrastructure of our country. Human Resource of Country improves with the qualitative reform in education sector. Myrdal approach of 'Investment in man' is important in this way. He agrees that investment in education is nothing but investment in man. Education is means as well as ends of economic development. Amartya sen agrees that there is Pivotal role of basic education in the development of social infrastructure or human resource development. But the growth in Education Sector must be equitable and stable

so that the advantage of this growth may be reached to the larger section of people in society.

Country has made tremendous progress in improving elementary education provision and increasing participation. However its progress in improving education at post elementary stages and improving quality outcome has been modest<sup>26</sup>. For equities growth in education sector it is necessary that fund resources must be utilized efficiently and optimally to bridge the gap between quantity and quality. When every citizen of the country will participate equally in the development of country, then only we can enjoy the higher growth of country in real sense.

1. Jean Dreze & Amartya Sen, India: Economic Development and Social opportunity; page 1.
2. Jagannath Motanty, Dynamics of Higher Education in India, page 189.
3. Ibid., page 196.
4. Gunnar Myrdal ; Asian Drama: An Inquiry in to the poverty of Nations, Vol. III , page 1682
5. Ibid., page 1670
6. Jean Dreze & Amartya sen, India: Economic Development and Social opportunity, page 5.
7. Ibid., page 5.
8. Ibid., page 14.
9. Ibid., page 117.
10. Ibid., page 124.
11. Jagannath Motanty, Dynamics of Higher Education in India, page 349.
12. Ibid., page, 352.
13. Ibid., page, 352.
14. Ibid., page , 353.
15. Ibid., page, 30.
16. Ibid., page 135.
17. Jean Dreze & Amartya sen, India: Economic Development and Social opportunity, page 115.
18. Yojana, January 2010, page 36.
19. Ibid.,, page 37.
20. Gunnar Myrdal, Asian Drama, vol III, Page 1745.
21. Ibid., Page 1759.
22. Jagannath Mohanty, dynamics of higher education in India, Page 352.
23. Ibid., preface Page 1
24. Yojana, January 2010 Page - 37
25. Jagannath Mohanty -Dynamics of Higher Education in India Page 44
26. Yojana, January 2010, Page 38.

#### **References:-**

1. Jean Dreze & Amartya Sen:- India: Economic Development and social opportunity, Delhi ; Oxford University Press , 1996
2. Gunnar Myrdal:- Asian Drama, An Inquiry into the poverty of Nations, vol III, Penguin Books Ltd., England , 1968
3. Jagannath Mohanty:- Dynamics of Higher Education in India, Deep and Deep publications, new Delhi, 1993
4. Soran Singh:- Social Development in India, Radha publications, new Delhi, 1991
5. P.N. Sharma - C.Shastr:- Social Planning, concepts and Techniques, Published by Print House (India) 5, Lucknow India, 1984
6. Yojana - January 2010, Published by the Ministry of Information and Broadcasting Articles from "Times of India" newspaper.