CHAPTER - VI

EDUCATIONAL

In this chapter an attempt will be made to trace the inter-relationship between economic development and education, the purpose being to highlight the contribution which education makes in the process of economic progress.

Education is at the very root of human and social development. Education is regarded as one of the major tools of development in the third world because of its intrinsic value and its instrumental role. Owing to its wide spectrum and a multi-disciplinary approach it contributes in diverse ways towards national reconstruction. The "instrumental value" of education is its productivity-raising aspect. Education contributes to productivity by raising the quality of human beings as productive agents. Of course, the exact impact of education on a nation's productivity is not measurable because there are other important variables too.

Alfred Marshall talking of industrial training in his Principles of Economics stated, "A good education confers great indirect benefits even on the ordinary
workman. It stimulates his mental activity; it fosters in him a habit of wise inquisitiveness; it makes him more intelligent, more ready, more trust-worthy in his ordinary work; it raises the tone of his life in working hours. It is thus an important means towards the production of material wealth."

The purpose of education is to rationalise attitudes as well as to impart knowledge and skill, to equip man with the basic information and intellectual tools that would help him find his way through the plethora of experience that life is, and to train him for earning a livelihood in conformity with the norms of economic conduct accepted by the community. Education is regarded as a "process of training, of imparting skills and aptitudes, of enabling a man to serve his community and to derive from it in return the support and the sustenance which he needs."

Therefore, in view of its pivotal role


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education in India has to be reformulated so as to make it an effective instrument of change and development in the desired direction. Education has to be viewed not only in terms of the Constitutional provision of universal elementary education but as a matter of human right. Of course, access to higher education cannot be treated as a fundamental right of every student. The educational system should be planned in such a way that it could provide equality of opportunity which democracy proclaims. But such a approach may not be in line with the criterion of efficiency. An equal amount of education for everyone cannot be devised. Upto a limit it is alright but after that qualitative variations have to be strongly emphasized. Compulsory schooling should be there so as to bring every child to a given standard. And education should be sufficient to permit each person to reach his potential.

The inherited colonial structure still dominates our educational system and makes it all the more insensitive to the evolving national goals. The same education is also partly responsible for the dualistic pattern of

development that India has witnessed.

In India, Article 45 of the constitution provides that the state shall strive to provide free and compulsory education for all children up to the age of 14 years. This was to be achieved by 1960 but has remained unfulfilled. At the time the Constitution was drawn up, education was regarded as a kind of automatic force towards an egalitarian society. However, in 1966 the Kothari Commission included in its report the following statement: "In a situation of the type we have in India, it is the responsibility of the educational system to bring the different social classes and groups together and thus promote the emergence of an egalitarian and integrated society. But at present instead of doing so, education itself is tending to increase social segregation and to perpetuate and widen class distinctions. At the primary stage, the free schools to which the masses send their children are maintained by the local authorities and are generally of poor quality. Some of the private schools are definitely better; but since many of them charge high fees, they are availed of only by the middle and
Over the last four decades there has been a spectacular growth in university enrolment. Although this should have been a positive indicator of development but the fact remains that it has not been accompanied by a qualitative improvement in academic faculties. Instead there has been an overall decline.

Inspite of the rapid expansion in higher education, it is still denied to a large proportion of deserving people. Moreover, in a country which is under-developed and on the path of all-round development and expansion it is necessary that its resources are utilised to the fullest extent and with the least wastage, failure and under-achievement. Apart from the human cost of failures and under-achievement, if a considerable number of people do not benefit fully from higher education and their achievements are poor, it is obvious that full utilisation of the meagre

resources is not taking place.

Apart from this there has been a skewed relationship between the manpower requirements of the economy and the type of educated output of the universities. As a result the economy is not only threatened by unemployed graduates but unemployable graduates. This is because the university-system runs on traditional courses, and job-oriented courses have not been fairly recognized within the higher education-system. General education has denied the students practical training and indirectly encouraged them to seek white collar jobs.

In India higher education is looked upon as the only means of economic betterment and social upliftment. Therefore the erratic growth in the number of students in institutions of higher learning naturally reflects this attitude. Such irrational demand for higher education is in conflict with the manpower demand of the economy because universities do not help to cultivate those skills which make

up the general and specialized division of labour which ultimately raises productivity.

Logically, there should be a positive correlation between the level of education and the level of earnings. But because of non-professional academic structure higher education has fallen short of its purpose of raising the quantity and quality of occupational skills. It has aggravated unemployment. Further, technology has eliminated jobs at the lower levels of the employment spectrum. The new technology has changed the opportunity for youth to enter the field of work. There has been a transition in the area of work and occupation. The format of education as exists in India does not meet the urgent requirements of the economy and has resulted in national distortions in the form of unemployment, under-employment, mal-employment coupled with shortage of skilled personnel. The rate of unemployment has continued to increase with the rapid expansion of educational facilities. The mal-adjustments between the supply and demand of educated persons is likely to assume unmanageable proportions unless effective steps are taken.
It is evident that the existing system of education does not very much add to skill and talents and is too 'academic'. Thus, there is a dire necessity of renovating education and transforming it so as to relate it to the life, needs and aspirations of the people and thereby making it a powerful instrument of social, economic and cultural transformation. Productivity will increase substantially if education is scientifically based, vocationally organised and substantial funds allocated for research and technical know-how.

We consider vocationalisation as an impetus to raising productivity and job-opportunities. Vocationalisation means learning of a skill or a range of skills through study of technologies, related sciences or other practical work. Vocational education makes it more likely for an individual to get a job or be self-employed by either starting a new productive activity or a service which may satisfy a felt need of the community. By broadening the educational horizons for the individual it enables him to

reach higher levels of achievements through self-learning. Vocational education cannot be equated with mere technician training. It is essentially education in the broader sense of the term. It prepares and cultivates the individual to understand the social reality and to realize his own potential within the framework of economic development to which the individual contributes.

In a country where industrial and agricultural production is growing, where the application of science and technology is opening up diverse fields of activity, where commerce and trade and a large variety of public services are expanding rapidly, there is urgent need for a middle level of manpower trained in certain specific trades and vocations. Vocationalisation can help to accelerate the economic growth by producing the right type of personnel. Vocational courses can produce personnel with the necessary drive and dash to give a lead to society in the matter of self-employment. By Vocationalisation the society may benefit

by an enlarged supply of technical leadership at the grass root level.

However, technical knowledge does not take easy and quick root in a traditional society. In the words of A.B. Lewis, "General education in the elementary schools is perhaps the best instrument for breaking the fetter of the traditional way of thinking just as it is for teaching the people to read, write and count and interpret cause and effect in nature. The elementary school is the place where one could succeed in destroying superstitions, where first of all one could stimulate ordered thinking and where one could impart knowledge of a new and better life. Agriculture experts find a greater understanding and a greater confidence in their advice amongst people who have had the benefit of good elementary education than amongst people who are ignorant.

Developing countries must not imitate the educational systems of the developed countries but consider its educational system in the light of the peculiar

requirements of their development.

Unfortunately, girls had earlier been denied education due to socio-economic and socio-cultural apprehensions of the masses. Thus, women lag behind men. The gradual spread of education among women contributes to the social and economic modernization of the country. It is debated that many of the women graduating from schools and colleges are tied down to housework instead of becoming career women and that the percentage of women employed in the labour force is much lower than that of men, but there is no denying the fact that women who receive higher education help develop the society and economy of the country through their family life and by encouraging their children to higher learning. The education of girls and young women is particularly important because of their subsequent role as mothers and because of the influence exercised by the home upon the child's capacity to learn. Failure to educate girls and mothers in home economics and family planning is a constant drag on the productivity and progress of the country. Women have a major influence both at work and in the home, on the standards of living of the whole community.
Education is the means to counteract religious, linguistic, national or other social and cultural traditions that hinder the modernization of the country. Education should help to overcome unfavourable social and economic hurdles during the "take-off" period. Therefore, it may be necessary that the ratio of educational expenditure to national income is higher at a particular stage. Since education is a form of investment therefore the nature of the educational output becomes socially important.

The scarce resources available for educational development should be husbanded according to a scale of priorities which reflects the rate of return to society from enlargement of different educational services. Educational services are productive if they increase the income of the immediate beneficiary and at the same time contribute to the economy's growth.

limitations. For instance, low quality of education is a major cause of wastage. Other major contributions to the high wastage-rate are low quality instruction. Low quality teaching can lead to drop-outs due to boredom and frustration. Apart from this the families with poor economic background cannot meet tuition fees. Even where no tuition fee is charged, the need for a child's labour at home may force him to drop-out. In addition to these, two other prominent hindrances to educational efficiency and productivity in the less developed nations are the high ratio of student years to the number of graduates and the teacher salary structure.

If education is a prerequisite for economic progress, economic development is also a prerequisite for a high-priority educational base. The two are therefore closely inter-related both as a cause and a consequence. There is a direct relationship between the quality of education and rate and direction of economic and social development.