CHAPTER - II

REVIEW OF LITERATURE

The purpose of this chapter is to delineate the implications of the concepts of education and development. The term 'education' refers to a noble manifestation of the potentialities of human beings. It is only the education that can guarantee the peaceful as well as durable change in the existing orders of society. It is one of the major components of economic development of a country coupled with social welfare. As such it is directly linked with human resource development which is pre-requisite for economic development of a country.

The expenditure on education and its effect on employment and subsequent impact on socio-economic development have already been proved to be fruitful in the case of economically advanced countries of the Western World. It also seemed to have assumed a gigantic proportion and highly pronounced in less developed countries of the Third world. Therefore education is mainly considered to be one of the key instruments with which the political, social and economic improvement are optimally expected to be developed. It also seeks to fulfil the man power needs and thereby promote economic growth of a country.

Education itself is an inherent and essential value of society and the pursuit of excellence in education is an important aspect of individual and social self-fulfilment.4

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4 UNESCO EDUCATION FOR INTERNATIONAL UNDERSTANDING Unesco, 1959, U.S.A.
Education may influence society, and thus influence society’s demand for education. A national educational system, if properly planned and supported can do more than any other agency or institution to create an open social system, that can effectively use the feedback from the environment not just to gain itself, but to keep itself viable by constantly growing in its capacity to improve the human condition.

Increased investment on Education in human resource development particularly in education is justified on all grounds human, political, technical economic and ecological. If education is a vehicle for social improvement, equality of opportunity is an important goal. Education is part and parcel of the society. It is established by the fact that society is to accomplish certain purpose. Education is generally accepted as a human right.

In modern days education plays a vital role in the process of economic development of both developed and developing countries of the world. All the developed countries in the world are giving top priority in allocating expenditure for the human resource development and it is also essential for the all round development of a nation.

Education is the largest single activity in the world involving over 700 million students and 31 million teachers at all levels. Education is functioning

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6 TRIVEDI. P.R., SINGH V.K, GLOBAL EDUCATION, Common Wealth Publishers, New Delhi, 1994, Page - I.
as a major promoter of the migration of ideas across the borders. Education is considered to be an important activity in almost all nations that sustains and accelerates economic development.

According to World Bank Report lower income and lower middle income countries seemed to have achieved only a 65% enrollment ratio by 1985. Education, however, operates in every country under variety of constraints, the most powerful of them being political and economic.

Tolstoy saw education as having no ultimate aim. Its purpose was generated from the educational process itself and could best be suited in terms of understanding.\(^7\)

Rousseau was of the opinion that education as a means by which the individual would be freed from prejudices and released from the stagnating effect of education.

According to Swami Vivekananda what is urgently required is education for the poor and the downtrodden, and unless education of the masses is taken care of, the country will not progress.\(^8\)

Paul Freire says that this educational quality is one of the most effective instruments for keeping the revolution from becoming institutionalized and

\(^7\) TOLSTOY LEO, ON EDUCATION, The University Chicago Press, London.

stratified in a counter revolutionary bureaucracy. For counter revolution is carried out by revolutionary who became reactionary.\(^9\)

Bertrand Russell remarks that community of men, and women possessing vitality, courage, sensitiveness and intelligence in the highest degree that education can produce would be very different from anything, that has hitherto existed very few people would be unhappy.\(^10\)

It is important to note that even before India attained Independence, the Christian missionaries, the British Government in India, Indian Social religions reformers and voluntary organisations seemed to have extended some assistance to the weaker sections of the society. The Christian missionaries voluntarily admitted the children belonging to weaker sections into their schools. Some Indian social reformers have advocated the policy of providing education and reservation of seats to persons belonging to the depressed classes.

The necessity and the importance of providing concessions to the weaker sections was also stressed in the Montaguechems for Reforms of 1919.

Education can act as a powerful and effective factor which can meaningfully change the human environment. And the pursuit of excellence in education can be considered as an important aspect of individual as well as social

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fulfilment. It also encourages the improvement of human personalities and strengthens the respect for human rights.

Education has well defined purpose. It is a suitable means to change the individual as well as the society. Paul Freire considers education as a tool to change dehumanising conditions of man and society created by the colonial rule, especially in the centuries of the Third World. He finds a well calculated and intentioned plan of the sectarian group of politicians both the capitalists and socialists.

The educational system legitimates the statuesque and prepares individual, ideologically, motivationally and technically to assume roles that maintenance of self respect citizen and helpful to lead a peaceful life.

The objective of education sets a definite proposal to man’s achievement in science and technology which became instrument of establishing human prosperity peace and progress. Education for democracy, training for citizenship.\textsuperscript{11}

Education is major social institution. which can contribute to democracy and equality. Through education, a culture is transmitted . transformed and social functions and status reproduced and created.\textsuperscript{12}


Every one should have equal opportunity for the kind and quality of educational program that will best meet his needs and those of society in which he lives. Apparently almost every American citizen accepts it in theory. Education is one of the most thoroughly political enterprises in American life or for that matter in the life of any society.

The aim of education is to make a realman. For most of the century the discussion of education in relation to such concept of equality, equality of opportunity, Democracy and social justice has focussed on the structure of the educational system and access to pupil from different groups to its different component parts.\(^{13}\)

Education and the development of a country are inter-connected. There is little progress without education, there is little Education with poverty. All developed countries have high rates of literacy with a few exceptions countries which are educationally advanced enjoy better living.\(^{14}\)

**ROLE OF EDUCATION IN DEVELOPED COUNTRIES**

Before taking up the issue of developing countries it would be germane to present a quick survey of relevant literature. Different countries of the world, due to different geographical social, historical cultural, and political background,

\(^{13}\) HAROLD SILVER, EQUAL OPPORTUNITY IN EDUCATION. A READER IN SOCIAL CLASS AND EDUCATIONAL OPPORTUNITY Metham Co Ltd., London 1973.

\(^{14}\) NATARAJAN - INTRODUCTION TO ECONOMICS OF EDUCATION, Sterling Publisher’s Limited, New Delhi 1990.
have different types of problem to solve in order to equalise the educational opportunities.

The entire international experience is that education expansion contribute to economic development. In any country, education is undertaken for a diverse range of economic, social cultural and political reasons. All nations are increasingly aware of the value and role of education.\(^{15}\)

In all countries of the world, education was given top priority in the budgetary allocation for a diverse range of economic, social, cultural and political reasons.

American universities and colleges tend to be very much larger than those found elsewhere. In America typical University is, as indeed it has become in Europe. American higher education system is characterized by variety, diversity, flexibility and Transfer. The Universities in America also accepting their responsibilities for social reconstruction as for example submerged groups to fight for their rights and by identifying themselves with the weaker sections of the society. Americans have been investing more money in education. From the earliest time the United States has been relatively more advanced education than the rest of the world.

Britain is still away from mass higher education. U.S.A. has emerged from mass higher education and is going for Universal higher Education working class

children, women, racial minorities are under represented in U.K. higher education. The British Open University was started in 1969 and may do for the British higher education what land grants college did for the American higher education.\textsuperscript{16}

The French higher education is highly centralised. The French system has enormous capacity to resist changes inspite of increase in numbers. Just as in France enrolments in higher education in all the countries of western Europe have more than doubled in 10 years.

The successful role played by education in economic development of Japan should be attributed to the effort or the people who had restricted consumption and invested money thus in education that the rate of educational expenditure to national Income in Japan was among the highest (5 percent) in the world.

Japan's economy has progressively become stronger through technological change assisted by appropriate educational change but the growth of pattern did not develop the serious distortions observed in the developing countries in the form of the large unemployed or under employed labour force.

In Sweden there have been many innovations. In Spain there was a brief period in which Govt Spell in line with educational growth when parliament endorsed a comprehensive new education Act in June 1970.\textsuperscript{17}

\textsuperscript{16} JAPAN'S GROWTH AND EDUCATION, MINISTRY OF EDUCATION, Govt. of Japan, Tokyo, 1963.

\textsuperscript{17} KAPUR J.N. - CURRENT ISSUES IN WORLD HIGHER EDUCATIONS, University News, 1991.
The expenditure on education will act as instrument to create a distribution of Income and maintain to accelerate growth in developed countries. No longer in Education seen as just a non-productive factor of the economy of a consumer good, but as an essential investment expenditure for economic growth. All nations are increasingly aware the value and role of education because anything incurred on education is a productive expenditure.

**EDUCATION IN CONTEMPORARY INDIA**

Four decades after the independence in India there were periods of intense debate and raging controversies on the Trajectory of and strategies for the proper development of higher education.

Contemporary education, not only in India but also in the entire south, is still grappling with the complexities of this problem; and its growing concern with academic colonialism or neo-colonialism may be appreciated. Education of the future in a hopefully more equal world, would therefore be required to face the challenge of import-substitution in the field of educational endeavour on the basis of the flowering of self-reliant national Traditions into modernity.\(^{18}\)

The trend line of development of Indian higher education in independent India, appears to have been regulated through a system of contradictory forces, exerted by bi-polar objectives both being essentially positive in character but tending pull policy projections on opposite directions. The model of policy

\(^{18}\) MOOIS RAZA, HIGHER EDUCATION IN INDIA-RETROSPECT AND PROSPECT (ED) Osd Publications, University of Delhi, 1987.
making in Indian higher education, has, however not been articulated by such clear options. The educational system, some of these, bi-polar pulls through which the development trajectory of Indian higher education has tended to proceed since, India’s proverbial ‘Tryst with Destiny’.

In terms of percentage of GNP India is one of the three countries with the highest outlay on college education in Asia, the other two being Papua new guinea and Bangaladesh.

For contributing to the comparatively poor rate of economic development in South Asian Countries two are very important, first the low priority given by them-school education, and second neglect of the education of girls who represent 50% of the population, India and other South Asian Countries have failed to tap the full potential of their vast human resources.

Access to good education becomes the privilege of a very small number of students. This negates the principal of equality of opportunities which is basic right guaranteed to all citizens by the constitution. Indian society is already plagued by the grave problem of social inequalities and the education system with its gross disparities in the standards of education is helping to perpetuate them.¹⁸

Education was considered to be a major instrument for the political, social, cultural and economic modernisation of the developing world in the 1950’s and

1960’s. Political and natural leaders were convinced and well supported easily accessible educational system was an efficient means to make people politically and socially conscious and therefore active participants in nation building and cultural processes.

As long as educational opportunities are primarily linked with social class, and affluence and not with either capacity for learning with orientation of social worthiness the setup would continue to be marked by the absence of both equity and efficiency.

The social change in the Indian society has been made possible only after the introduction of higher education. The feudal traditional values which are coming in the way of progress have been shattered only with the introduction of higher education and the teaching of scientific outlook in the colleges and universities.

In developed countries scarcity of educational power occur normally at higher levels only, usually for higher scientific technical man power and certain professions such as medicine.

The educational system of developing countries, however did not offer a good case for national development, either quantitatively or qualitatively. In many developing countries, the system was simply an expansion that former of the colonial rulers. In countries which have long been independent such as those in Latin America, tradition still found the educational system to an earlier, European model that was no longer effective instrument for development.
In the less developed countries of Africa, Asia, Latin America, the desire for rapid economic growth in order to cease poverty keep up with rapid population growth and bridge the gap with the developed the world, has had an impact on educational policy and planning.20

EDUCATION IN DEVELOPING COUNTRIES

The resurgence of the nations of the Third World, made an unprecedented demand on their educational system to meet new national goals of economic and social development. This demand for higher education could not be entirely explained by the higher education esteem in which it was traditionally held in these countries nor by the higher status accorded to educated people during the colonial period, but it was largely outcome of the process of the conscious shift in values that had started with the struggle for freedom.21

Many of the other challenges and problems in the educational sector seem to stem from this unfulfilled demand associated with new role of education in developing countries. In this task education is viewed as an instrument change with a dual function to change society and also to change itself. It is to change the society by breaking through its crust of out-moded traditions, salvaging inner values, and revitalising its life impulse with selected values from the modern


world, it is to change itself in structure becoming abundant, efficient and productive and a part of the main stream of the world’s growing knowledge.

The demands of developing countries require higher education to contribute to basic human needs, failing to do so, higher education will lose public support essential constituency.

Higher Educational Institutions in developing countries unlike those in developed countries will continue to be besieged by powerful pressures to expand but their ability to do so without seriously eroding quality and without further distorting the whole educational structure, will be extremely restricted in most cases, by over all national budgetary stringencies.

In less developed countries there may, however be a man power need, for increased enrolment in the educational system on such large scale that the problem is one making rapid and wide spread structure changes in the system, rather than a matter of marginal adjustment here and there.

Traditional economists had realised the importance of investment on human capital. Alfred Marshall had developed the ideas of Adamsmith by describing education as national investment. He viewed that the valuable of all capital is that invested in human capital. Number of economist of west European and advanced countries have emphasised the importance of the investment on education and human resource development.

Marx was silent on the effect of the education in developing revolutionary consciousness and revolutionary movements. "The idea of ruling class are in
every epoch the ruling ideas. Marx assigned no independent role progressive or conservative to the institution of Education.

**EDUCATION AND ECONOMIC DEVELOPMENT**

It is universally accepted that education is a vital factor of development and it is a vehicle of both national development and individual progress. Several studies in the recent field of economics of education have proved beyond doubt the significant relationship between education and development. The Eminent economists of all over the world have accepted that economic development cannot take place without education.

In India also it has been recognised that education has got its crucial role in human resource development. Education is being encouraged to assume its assigned role in the process of development, a new strategy for raising and share of resources in India. A possible approach to this could be the setting up a high powered joint commission, of the center and the states for studying the problems of resources for education and working out strategy for mobilising these on a long term basis.

**RELEVANT PREVIOUS STUDIES**

There have been several studies in the recent past relating to scheduled castes and scheduled tribes with particular reference to the impact of Government concessions. Though there are large number of studies in this regard, only a few selected studies are reviewed here.
A study undertaken by Gohain\textsuperscript{22} relating to 100 beneficiary households has been examined the benefit enjoyed by scheduled castes under various programmes. They found that majority of the beneficiary households appeared to have utilised concession as aid. It was also reported that they had no difficulty in getting the grant on various welfare programmes. Most of the respondents seemed to have reported that the quantum of grants was not sufficient for initiating any viable enterprise. They also expressed their view that the grants were not paid to them within the stipulated period of time.

Agarwal\textsuperscript{23} has made an attempt to study the impact of special privileges extended to scheduled castes. The study was based on personal interviews held with 500 households of scheduled castes in the State of Harayana in Northern India. The study probed into the level of awareness about the privileges extended and the benefits derived by their family. The existence of uneven levels of awareness was found regarding various benefits. It was also found that the distribution of benefits among various segments of the Schedules Castes population was unequal.

\textsuperscript{22} GOHAIN D. GOSWANI N.R. BURAGOHIAIN B.K. BENEFITS DERIVED BY SCHEDULED CASTE UNDER VARIOUS DEVELOPMENTAL PROGRAM, Agro Economic Research University, Jorat, 1981.

\textsuperscript{23} PRATAB C. AGARWAL AND MOHD. SIDDIQUE ASHRAF, EQUALITY THROUGH PRIVILEGE. Shri Ram Center for Industrial Relations and Human Resources, New Delhi 1976.
Another study made by Vagiswari\textsuperscript{24} on the income earning trends and the social status of the Harijan Community in Tamilnadu State. It was a comparative analysis of the distance which existed between Harijans and non-Harijans in the field of education, economic development and social development. For this study, a total sample of 800 Harijan households and 197 non-harijan households were drawn. The main causes of poverty were found to be the nature of employment, under employment, unequal distribution of land, the unduly large number of members in Harijan households and their dependency ratio.

An attempt has been made by Sivananda\textsuperscript{25} who had examined whether the policy followed in the past helped to ameliorate the socio-economic conditions of Harijans and lessened the disparities between them and the rest of the population in Kerala. It was found that Harijans were evidently at a disadvantageous position compared to other communities in the field of employment, land holdings, income and education. The study concludes that the policies followed by the government for the upliftment of harijans have not had any perceptible economic impact on those sections for whom they are primarily meant.

\textsuperscript{24} VAGISWARI, ALLADI, "INCOME EARNING TRENDS AND SOCIAL STATUS OF HARIJAN COMMUNITY IN TAMILNADU, Sangam Publishers, Madras - 1972.

\textsuperscript{25} SIVANANDAN P. ECONOMIC BACKWARDNESS OF HARIJANS IN KERALA, Social Scientist, Vol.4, No.10, May 1976.
Naryan\(^{26}\) has made an attempt to analyse the nature of legislative participation of Scheduled Caste members as evidenced by their participation in Loksabha debates 1962 and 1971. It was found that law making for Scheduled Castes has been in slow process and that the participation of Scheduled Caste members in debates on Scheduled caste issues were more than that of general members.

Reddy’s\(^{27}\) study has highlighted some of the issues relating to Reservation Policy. His study sought to offer a critique of the system of political reservation for Scheduled Castes with special reference to the mode of reservation and effectiveness of reserved seat represented and then the socio-economic background vis-a-vis the mass of the scheduled caste population. The author also gives the data regarding the poor performance of scheduled castes in getting elected to non-reserved seats in the Loksabha and Vidhansabha elections.

Nirume Prakash\(^{28}\) has made a study on socio-economic changes of scheduled castes. The study is confined to 200 scheduled castes employed in government service, Lucknow. The author states that the entry of scheduled castes into Government services influenced their life style to a great extent.


\(^{27}\) SREENIVAS REDDY, WHETHER SCHEDULED CASTES RESERVATION, MAIN STREAM, Volume XV, III No.40, May 31, 1980.

However, among scheduled castes employed in Class I, Class II, Class III and Class IV government services, the impact of occupation and life style of Scheduled Castes employed in Class I service is most significant.

The study conducted by Pimley, has examined the educational problems of school and college students belonging to scheduled castes in Punjab. Informations have been presented about their progress in the field of education, their study habits, their educational, occupational aspirations, their social life and outlook and various social issues. For improving the status of scheduled castes one has to be concerned with the change in their occupation. He also pointed out that the life style of those scheduled castes who have taken up government jobs are changed.

Victor S.D. Souza has analysed the Educational problems of the Scheduled Castes in Punjab State. The author finds that inspite of special educational facilities provided by the state Government for scheduled castes aiming to raise their educational levels on par with the rest of the population, majority of the conditions of the weaker section have not been changed. The educational gap between the scheduled castes and the others remains to be wide and the rate of the former’s improvement is very slow.

On the other hand Abbasayula who has worked on schedule caste elites gives an account of the way the members of the scheduled caste community occupy elite position and how they are still different from the elite of other social groups. He suggests that government should pay more attention in helping the scheduled castes elites to come up in their position.
Another study conducted by Goyal on Harijans with respect to their education. The author is of the view that something has been done towards amelioration of the present conditions of Harijans through the medium of education.

Yet another study of Govindon Kutty on Harijan development in Kerala States, "Notwithstanding the law abolishing untouchability the evil phenomena does not seem to have completely been loosened its hold on the minds of the people. The author comments that Harijans, despite their education and the governmental measure of economic advancement they are unable to improve themselves.

Lynch in his study on how a particular Harijan community has sought to combine their traditionally low income occupation made economically advantageous by the changed circumstances with the desire for higher social status by the change of religion and political mobilisation.

Parvathamma who had made another attempt to present a detailed survey of the scheduled caste and tribes has given a clear picture of the present conditions of the most deprived sections of the population. The study in a way is an evaluation of the schemes provided under the policy of protective discrimination of enforced over 35 years after Independence in India.
The study of Hanumantha Rayappa, and Muthu Rayappaa that discussed about the dimension of the backwardness of scheduled castes and tribes and the efforts made so far to improve their living conditions in Karnataka State. Their emphasis has been mainly on economic grounds such as asset ownership, employment, Income, indebtedness, and skills. The study listed out several measures that were taken by different agencies of the government to promote their welfare. The study also points out some of the problems that are likely to arise in future in tackling the problems of scheduled castes.

After independence the government of India provided various concessions for scheduled castes and scheduled tribes in educational institutions, in the placement and in representing parliament and Assembly. At present, the reservation of jobs for scheduled castes and scheduled tribes is 15 percent and 7½ percent respectively to Union Government level, 18 percent and 1 percent respectively in Tamilnadu State Government level. Originally, the provision for the reservation of seats for scheduled castes and scheduled tribes was provided only upto 1960 by the Government of India, and subsequently extended upto 1980. The provision of reservation has been further extended upto 1990. In addition to these reservations, various other welfare programmes for the people belonging to scheduled castes and tribes were also undertaken.

CONSTITUTIONAL PROTECTION

The Indian Constitution has made several provisions to protect the weaker sections from exploitation and discrimination. It provides special privileges for their development, to rectify their unequal status vis-a-vis the rest of the population.

The various constitutional provisions such as Article 14 for equality of all persons, Article 335 for making appointment to scheduled castes and tribes, Article 338 for the appointment of special office cadre from the Schedule Castes and Tribes are considered to be the legal protection.

The other welfare schemes such as educational programme, Employment programme and economic upliftment programme were specially made available for the weaker sections in India.

Educational programmes for scheduled castes and scheduled tribes comprise the granting of scholarships and running of schools, including residential hostels etc., for the students belonging to weaker sections. Scholarships are also being given to the schedules castes and Scheduled Tribes students for post-meteric course.

The obvious policy in dealing with groups or minorities which were educationally and economically backward to help them by a forward educational policy. Nothing of this kind was done either to Muslims or to other backward minorities but only to depressed classes in the country.
Education might lead to social changes. Any change in the society can be brought out by the development of human resources. Education provides strength and resilience to people to respond the changing situations and enables them to cause contribute societal development. While education continues to be concerned essentially with individual development its approval to the fundamental task is now conditioned by social concerns which have required a new significance with a view to reducing conflict and violence.30

From the foregoing analytical review of the relevant literature on the subject, it is obvious that education is comprehensive and multi-faceted, pervading the disciplines of demography, history, culture, sociology, geography, science and technology, and economics. However, the concepts of development is mainly identified with its economic aspects. Hence it is proposed to present a synoptic survey of recent literature having a bearing on education and economic development. The role of education is promoting economic development through governmental welfare schemes and developmental programmes and the consequent impact on the socio-economic life of the beneficiaries is suigeneris.

As regards the increasing trend of investment on education, the recently published Asian Report stated that in the economic development of the nations which today are considered to be advanced, the highest pay off has been the investment in Education. Modern society needs all the man power it can get by improving educational system.

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30 EDUCATION AND SOCIETY DEVELOPMENT - CHALLENGE OF EDUCATION A POLICY OF PERSPECTIVE; Ministry of Education Govt. of India, New Delhi, 1971.
It is significant to note that none of the studies referred to above has paid special attention to factors determine the utilisation of various welfare measures specifically intended for scheduled castes and tribes in India.

As such there is a major and persistent lacuna in the knowledge pertaining to education and employment of most depressed classes namely the weaker sections of the population is prevailing in developing countries which is quite relevant to India.