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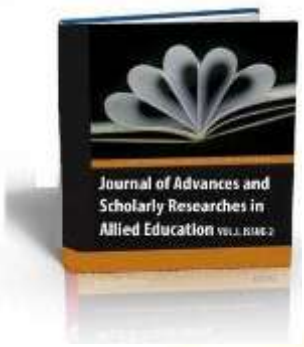
Higher Education and Development of the Country



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ABSTRACT

Development is a very important facet of this world, which is important for the societal well-being. But these developments shouldn't exert much pressure on the resources which might deteriorate the environment. The environmental, social and economic wellness is that the need of the hour, which amalgamates together within the concept of sustainable development. Solving these environmental problems and preventing new ones would force an understanding and appreciation of the linkages between environmental well-being and human well-being. However, many of those linkages don't seem to be apparent. To bring environment and development concerns to people's notice, to enable them to know the linkages between the 2, to encourage them to require appropriate action, and to equip them with the abilities necessary for taking the specified action, education is important for all this. The awareness of those prevailing dangerous situations of earth has led many scientists and eminent persons to predict about what could happen to the planet if it goes the identical way. This can be how the concept of protection and conservation of earth came into existence. Various measures were planned and adopted to some extent, though not successfully to manage the environmental devastation at the international level. So as to evoke awareness and to keep up the balance of the ecosystem, Education (Specially the Higher Education) is very important. The present research work is a contribution to the development of Higher education and its impact on Development of the country. The researcher has made efforts to collect the relevant analysis for finding out the chemistry between Higher Education and development.

Key Words – *Higher Education, Primary Education, Development, Competitiveness, Stagnant.*

INTRODUCTION

As knowledge becomes more important, so does teaching. Countries have to educate more of their tykes to the next standard a degree is now a basic qualification for several skilled jobs. The standard of data generated within instruction institutions, and its availability to the broader economy, is becoming increasingly critical to national competitiveness. This poses a heavy challenge to the developing world. The Task Force on educational activity and Society was convened by the planet Bank and UNESCO in 2000 to assemble experts from 13 countries for the aim of exploring the long run of upper education within the developing world. Supported research and intensive discussion and hearings conducted over a two-year period, the Task Force observed that, without more and better educational activity, developing countries will find it increasingly difficult to learn from the worldwide knowledge based economy. Since the 1980s, many national governments and international donors have assigned instruction a comparatively low priority. As a result, teaching systems in developing countries are under great strain. They chronically underfunded, but face escalating demand- approximately half today's educational activity student's sleep in the developing world. Students are poorly taught and curricula underdeveloped. Quite simply, many developing countries will have to work much harder just to keep up their

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position, including catch up". A well-developed educational activity sector allows countries to get new knowledge domain, to wisely select and implement existing technologies, and to effectively adapt them to local circumstances. To realize these tasks, instruction science and technology badly needs more investment and more efficient allocation of existing resources. The rising aspirations of the people within the developing countries clamour for development.

ROLE OF HIGHER EDUCATION IN EMPLOYABILITY

India's burning issue isn't that of lack of talent pool, but the shortage of talent pool which is on par with quality of world class and employable. Industry leaders presume that only 15% of the people popping out of Indian colleges are employable. The remainder are branded 'not employable' not for the shortage of theoretical knowledge except for the dearth of skills and attitude necessary for doing the work successfully. This is often truly a challenge further as a social responsibility. The Industry leaders are caught in an exceedingly pincer between rising employment costs on one hand and a 30% rate of attrition on the opposite. While the necessity of the hour is to supply employable and quality manpower, the standard of teaching-learning process in education institutions is extremely vital. Quality of teaching depends on the standard of school and also the quality of scholars is that the fruit of the standard of learning. It's going to not be fair to completely transfer this responsibility to the educational Leaders alone; there must be some share of this responsibility owned by the all stakeholders still. The perceptions of academia on criteria for quality of scholars, faculty and better education institutions are prevailing within the process of quality assessment in education. However, the role of other stakeholders like industries, students, faculty and alumni are considerably limited within the quality assessment process and their perceptions on the factors for the standard of scholars and college for better teaching-learning process aren't considered. Hence, the study of perceptions of all stakeholders on the factors for quality of college and students of upper education is that the need of the hour for effective quality assessment of higher education in India.

THE IMPORTANCE OF HIGHER EDUCATION IN ECONOMIC DEVELOPMENT AND ECONOMIC GROWTH

Economic research has revealed the importance of education as an important consider economic development. Due to its significant contribution to economic development, education has been called as human capital and expenditure on education of the people as investment in man or human capital. Prof. Harbison writes: "human resources constitute the final word basis of production kinsfolk are the active agents who accumulate capital, exploit natural resources, build social, economic and political organisations, and transfer national development. Clearly, a rustic which is unable to develop the abilities and knowledge of its people and to utilise them effectively within the economic system are unable to develop anything." The distribution of education matters. Unequal education tends to possess a negative impact on per capita income in most countries. Moreover, controlling for human capital distribution and also the use of appropriate functional form specifications in step with the asset allocation model make a difference for the consequences of average education on per capita income.

Regarding the sources of growth or, in other words, contributions made by various factors like physical capital, man-hours, (i.e., physical labour), education etc. have shown that education or the event of human capital could be a significant source of economic process. Professor Solow who was one among the primary economists to live the contribution of human capital to economic process estimated that for US between 1909 and 1949, said that 57.5 per cent of the expansion in output per hour might be attributed to the residual factor which represents the effect of the technological change and of the development within the quality of labour mainly as a consequence of education. Denison, another American economist made further refinement in estimating the contribution to economic process of varied factors. Denison tried to separate and measure the contributions of assorted elements of residual factor Denison found that around 30 per cent points of contribution to growth in output due to growth in labour-productivity was due to technological change, 21 per cent points due to capital formation and 10 per cent points because of education per workers, and 6 per cent points because of economies of scale. It's thus clear that education and technological progress together made 40 per cent (10+30) contribution to growth in national product. There are 5 Things which defines the Pivotal Role of Education in Economic Development:

(a) **Education is an investment:** The importance of information and learning has been recognized since the start of your time. Plato wrote: "If a person neglects education, he walks lame to the top of his life." But it had been really the Nobel winning economists that put the argument of education as investment. Moreover, the speculation and empirical estimates are secured by current science, as explained by James Heckman. Investments in additional able workers at any age generate higher returns than investments in less able workers, and talent is made at early ages.

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(b) **Education pays:** This can be typically quite the other investment a personal could make. The worth of human capital the share of human capital in total wealth is 62 percent. That's fourfold the worth of produced capital and 15 times the worth of natural capital. Globally, we governments, private sector, families, individuals spend quite $5.6 trillion a year on education and training. Moreover, private returns to schooling what individuals receive within the market are increasing. Returns are increasing by over 20 percent in Africa and over 14 percent in East Asia and also the Pacific.

(c) **Skills demanded by the marketplace are changing:** One of the explanations for the change within the returns pattern is that the race between technology and education, as labor markets go with automation. Technological change and global competition demand the mastery of competencies and therefore the acquisition of latest skills for several.

(d) **Countries can compete and succeed:** To promote success in today's marketplace, one has to invest early, so invest within the relevant skills (see below). Above all, countries have to invest smartly, by promoting attention to the three A's: Autonomy, Accountability, and Assessment. They have to listen to teachers, infancy development and culture.

(e) **It's important to focus on results:** Education systems that act prepare children early, reform continuously, and use information for improvement and accountability. Either way, test-based accountability is cost-effective. Even if accountability costs were 10 times as large as they are, they'd still not amount to 1 percent of the price of public education.

HIGHER EDUCATION SYSTEM IN INDIA

Higher education in India covers all post-secondary education beyond class Twelve in numerous subject areas including all professional streams like engineering and technology, medical, agriculture etc. It comprises three levels of qualifications-Bachelor's or undergraduate degree programmes, Master's or post graduate degree Programmes and therefore the pre-doctoral and doctoral programmes like M. Phil and Ph.D. Normally a bachelor's programme in India requires three years of education after twelve years of faculty education. The bachelor's degree in professional field of study in agriculture, dentistry, engineering, pharmacy, technology and medical specialty generally takes four years, while for architecture and medicine, a bachelor's degree takes around five and half year. The master's degree is often of two-year duration. It may well be supported coursework without a thesis or on research with a thesis. The M. Phil degree could be a pre-doctoral programme taken after completion of the master's degree. This may be either completely research based or can include course work. A Ph.D degree is awarded two years after the M. Phil Degree or three years after the Master's degree. The scholars are expected to jot down a considerable thesis supported original research for the award of Ph.D degree. The origin of recent instruction system in India is traced to the center of 19th century. Lots of expansion of upper education institutions has taken place within the country since independence. Country has around 41 Institutes of National Importance (INI) that focus on the fields of engineering & technology, management, medical sciences, languages, information technology, statistical research, pharmaceutical education & research and petroleum studies. A bigger number of faculties and institutes within the country which include Constituent Colleges, Government Colleges, Private Aided Colleges and Self- Financing Colleges. The very best enrolment is within the state of Uttar Pradesh followed by Maharashtra and Andhra Pradesh. Punjab is at 18th position in terms of student enrolment within the country. After having a glance at the expansion of upper education institutions within the country, it's going to be mentioned here that at the time of India's independence, the capacity of upper education system in India was small. It catered to a little upper crust only. With the expansion of upper education, we now have a system that caters to a far larger number. The expansion has also democratized instruction. An outsized number of scholars from the lower socio-economic strata constitute a sizeable proportion of the entire enrolments within the country comprising about 30% to 40% of the enrolments.

CHALLENGES IN INDIAN HIGHER EDUCATION SYSTEM

India has 3rd largest educational activity sector within the world. Since freedom, India as a creating country is combatively advancing within the training and education field. Despite the very fact that there has been lots of difficulties to the advanced education framework in India similarly have a substantial measure of chances to beat these difficulties and to enhance advanced instruction framework much. It needs more prominent transparency and responsibility, the a part of universities and colleges within the changing present situation, and rising logical research on how individuals learn is of most extreme significance. India needs all around skilled and exceptionally taught individuals who can drive our economy forward. India gives exceedingly knowledge and skilled workforce to different nations, during this way; it's

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simple for India to exchange our nation from a developing country to a complicated and developed country. The Indian pedagogy is facing such a lot of challenges like low GER, Equity, Quality, Infrastructure and etc. The Gross Enrolment Ratio (GER) of India in pedagogy is simply 28.2% which is extremely low when contrasted with the developed countries and also, other developing nations. With the expansion of enrolments at the varsity level, the availability of advanced instruction establishments is insufficient to require care of the developing demand within the nation. Infrastructure is another big problem to the advanced pedagogy arrangement of India especially the establishments keep running by people normally segment experience the ill effects of poor physical facilities. There are an expansive number of schools which are engaged on the second or third floor of the expanding on the bottom or level there exists readymade hosieries or photocopy shops. Workforce deficiencies and therefore the powerlessness of the state educational framework to tug in and hold noticeably qualified faculties are posturing difficulties to quality education for a protracted time. Vast quantities of NET/PhD hopefuls are jobless even there are many opportunities in instruction, these meriting applicants are then applying in numerous offices which are the best hit to the upper education framework.

CONCLUSION

Expenditures on schooling, on-the-job training, and other similar styles of investment were quite small. This began to vary radically during this century with the appliance of science to the event of recent goods and more efficient methods of production, first in Great Britain, so gradually in other countries. However Many countries including India are now on the brink of an additional increase in access to secondary and better education and in effecting spectacular improvements within the quality of education offered the least bit levels. As increasing numbers of scholars complete their basic education, their demand for education at higher levels is similarly increasing. The reason behind the same is that the countries are realised that economic Growth, Economic Development, and Sustainable development is not possible without a proper development of higher education in the country. The Economical downfall has been seen by almost all the countries specially the recession of 2008 is a landmark fall down in the history of the world. That made countries and people realise that without an optimum approach of development of Higher education, even thinking of development is vogue. Out of our research works we finally conclude that every person as well as country has to develop a system of education which best cater the requirement of today's world of economic development and which makes their generation employable.

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