

Quality Education and its Impact on Socio Economic Growth'SDGs-4th Goal

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Abstract:

Education is refers to formal instruction in a school or college, whereas training is often imparted at the workplace. Education is the process of increasing the general knowledge and understanding “To understand life is to understand ourselves, and that is both the beginning and the end of education”: J.Krishnamurti, The paper is divided in to 4 parts 1 part is about the education and economic growth, Second part about SDG 4th Goal, Third part is deals with India and Tamil Nadu SDGs, Finally about the agencies support the major and minor projects for the faculty members.

Keywords: Education, SDGs, Goals, Tamil Nadu state.

Introduction:

Education is the most important instrument for social, economic and political transformation of any society. It is a tool for social and economic mobility. Indian educational system is the second largest in the world. India is committed to world community to achieve the fourth Sustainable Development Goals (SDG) which aims at all the boys and girls to complete free primary and secondary

schooling by 2030.¹ The improvement in primary and secondary level contributes to the process of economic growth (Schultz 2002; Sengupta & Keya 2005). Educational progress has a positive effect on economic growth of the country (Xiaoleiqian & Smyth 2007). Nobel Laureate also Amartya Sen emphasized education as an important parameter for inclusive growth in an economy.

The neo-classical theory of human capital gives importance to education as an investment for economic growth. Education is essential for the improvement of quality of life and human development (Schultz 2002). The present educational system is considered to be a British legacy. The educational scenario at the time of independence was structurally flawed with inequalities characterized by gender, social and regional imbalances (Kochhar 1993).

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Various commissions and committees from time to time made suggestions to make India's education system strong. The United Nations World Population Prospects 2015 projected that India is going to be one of the youngest nations with median age of 27 years by 2022.

India occupies a unique position with its proportion of population in the working age group (15-59) years were 63 percent in 2014. GER in India 2021-22 was primary level 26.5 crore primary to higher secondary level 19.4 lakh. GER in higher education was 4.1 crore in 2021.

The total share of education sector expenditure is very low at below 3%. Of the GDP. This demographic advantage needs to be harnessed through appropriate imparting skills required for the growing economy.

The Present Position of Education in India

In 2009 landmark legislation the Right of Children to free and Compulsory Education (RTE) Act enacted to promise universalization of primary education made education a fundamental right of every child in the age group of 6 to 14. This and the implementation of Sarva Shiksha Abhiyan (SSA) since 2001 have led to a massive investment push into

education infrastructure. About 3.5 lakh new schools have been opened under (SSA). Today almost all of India's rural population has primary schools within a one kilometers radius. Twelfth plan recognized the need for measuring and improving learning outcomes. The Centre has also launched many schemes such as Padhe Bharat and Badhe Bharat and National Reading Initiative targeting early reading and writing with comprehensive and understanding mathematics as twin track approach.

The quality education is the magic that takes the poor out of poverty and enables them to climb the economic ladder. Unfortunately majority of children in India are deprived of quality education. Slow withdrawal of government from education especially from school education and leaving the field open for the private players does not augur well either for the poor or for the country. As a result education is becoming a lucrative business with a dual system of education, good quality education to the rich through private schools and poor quality education to the poor through government schools.

Recent studies on learning levels suggest that school education is yet to contribute in enhancing our skill potentials our school going children in the age group 6-10 years. Many children have fared poorly in

reading English textbooks, solving simple arithmetic problems and understanding the science. The plausible reasons are many. The teaching methods are not engaging children in the class. The outcome of the education system is not found to be desirable because the students come out to be rote learners rather than qualified learner. The dropout rate has been also very high 25 percent by class V and 50 percent by class VIII. There is also shortage of teaching staff. In Tamil Nadu state the proportion of schools enrolling in government schools went down from 40.6 percent in 2014 to 49.9 percent in 2016 (ASER 2016).

India has a highly diversified social and economic structure with inequalities and disparities. These disparities assume physical, social and special dimensions; they are observed across sex, social categories, rural, urban, across districts within the state as well. These days, the government school systems do not receive respect from the public. However, not all the schools can be categorized as one group of poor quality. There are many well performing schools within the government system as well. We need to know what factors contribute to academic performance of these schools. There could be many factors - effective school leadership, teachers' level of motivation,

functioning of parent teacher associations, location and better implementation of state and central government schemes. The present study attempts to examine quality of secondary and higher secondary education in relation to equity in the context of different states of India and follow it up with a detailed case study of Tamil Nadu state. And the all India level infrastructure facilities, teacher quality and transition rates of children will be considered as indicators' of quality while access data of girls, SC,ST, and minorities. We consider as in the case of equity.

Defining Quality

Quality of education broadly includes productivity, competitive cost on time delivery and the satisfaction of the customers (Seetharamu, 2002). According to Economic survey (2016) quality of education is the degree to which a specific product conforms to a design or specification. Quality is not necessarily getting the most accurate results. It is matching the service with the requirements of the customer (Prichard et al. 2007). Quality of education is a multi-dimensional concept as it lies in effectiveness of transmitting knowledge and skill, helps in removing obstacles to learning, convergence of content and variety of knowledge over space and different sections of the people cost

effectiveness and administrative efficiency (Phillip, 2004). The definition of quality of education as a system of socially determined parameters of the level of knowledge, skills, habits and values that must be reached by school leavers (Malkova, 1989). Rathnakumar & Arokiasamy (2006) argue that the increase in private expenditure on education is necessary to compensate for the poor quality of education in government funded institutions. Naik (1995) points out that the influence of power structure on educational policy followed in the post-independence resulted dual nature of education with high standards in a small group of institutions and less favourable situation in the majority (Naik 1995). Beteille (2001) is certain that universality does not mean equality. Quality of education is a multidimensional concept as it lies in effectiveness of transmitting knowledge and skill helps to removing obstacles to learning, convergence of content and variety of knowledge over space and different sections of the people (Phillip 2004). For Pfeiffer & Cottee (1991), quality of education depends upon infrastructure, competent teachers and adequate library and literature.

Quality in education also refers to development of intellectual skills and

knowledge that will equip students to contribute to society through productive and satisfying careers as innovators, decision makers and leaders in the global economy (Natarajan, 1999). The ability of a product to satisfy the requirements of the customer (Mitra et al, 2007) is another way to define quality. Quality education is an open system at various levels i.e. students, teachers, curriculum (Kulkarni, 1999). Quality of education depends on the institution infrastructure and faculty development activities (Malleshram, 2005). From the quality dimensions, Gaikwad & Solunke (2013) pointed out the poor infrastructural facilities, inefficient manpower and disparities in educational system as major shortcomings of Indian educational system.

Hanashek & Kimko (2000) found statistically and economically significant positive effect of the quality of education on learning levels. Several studies have since found very similar results employing the quality measure. Psacher Opoulous (1994) and Patrinos (2004) in their study of Ghana, Kenya, Morocco, Pakistan and South Africa found that quality of education is low in developing countries than in developed countries. In this study quality is the dedicated in terms of infrastructure teachers background

structures transition rate students' performance in board examination.

Since the time of Adam Smith economics theory has been increasingly conscious of the value of education in economic growth and social development. It is strongly believed that productivity of workers in the firm and on the farm, rise in levels of income and consumption, promotion of social and economic mobility of historically deprived section of population, regulated growth of population, alleviation of poverty and suffering of masses of population are facilitated by schooling and education of the people. In other words, education contributes to overall development of the society and elevation of the quality of life of the individual households.(Seetharamu 1980).

Education is one of the most important social institutions. It is faced with difficult Tasks and is widely regarded as one of the main development mechanisms. Therefore, the relation between the quality of education and economic performance is always of topmost Importance. The conviction that education has an important impact on economic growth and sustainable development Hess argues that there relationship between human capital development and economic growth is a key factor for a well-functioning healthy economy. On the microeconomic level, the

accumulation of human capital improves labor Productivity and increases wages. A well-educated workforce is also essential for the creation and diffusion of technology.

Sustainable Development Goals

The Sustainable development goals came into picture in the declaration of human rights of 1948, UN Declaration of human rights Article 25 in fact, 1960s was unanimously declared in the general assembly as the UN development decade, sparking off target setting.

The sustainable development concept was introduced by Brundtland commission in 1987; it means development that meets the needs of the present without compromising the ability of the future to meet their own needs. Das Gupta, Maler and Arrow, interpret the sustainable development with human welfare.(Das Gupta Maler 2000). Delegations from 178 countries met in Rio de Janeiro during the first two weeks of June 1992 to bring the process of charting a sustainable development course for the future global economy. United Nations conference on Environment and development (known as Earth Summit) sought to lay the ground work for solving global environmental problems.

The sustainable development goals index was introduced by the UN general

assembly in 2015, nearly 193 countries including India signed in the agreement to achieve these goals before 2030. The sustainable development goals have 17 goals, 169 related targets which are the milestones of holistic socio economic transformation.

Five key theme (5ps) and areas of critical importance for humanity, people, planet, prosperity, peace, and partnerships.

4th Goal Quality Education.

An essential aspect of sustainable development to improve people's lives is obtaining quality education. Noteworthy Advancements have been observed in expanding access to education at all levels and boosting enrolment rates, particularly for girls and women. For instance gender equality in primary education has been achieved across the globe, but only a few nations have reached that goal at all educational level. The fourth SDGs prescribe the following targets to be achieved by 2030.

1, All boys and girls should have access to equitable free and quality primary and secondary education that produce meaning full learning outcomes.

2, All boys and girls should have access to pre- primary education, care, and quality early childhood development.

3.all women and men should have equal access to quality and affordable technical vocational and tertiary education.

4. Increase the number of adults and youth with the necessary skills such as vocational and technical skills for employment and entrepreneurship.

5.the gender disparities in education should be eradicated and equal access to all forms of education and vocational training should be guaranteed for the vulnerable including indigenous people, children in vulnerable circumstances and persons with disabilities.

6. Literacy to be achieved by a substantial proportion of adults men and women both and youths.

7. All learned should gain skill and knowledge required to advance sustainable development.

8. Child disability and gender sensitive education facilities to be built and provision of nonviolent safe effective learning environments and safe to be ensure for all.

9. the number of scholarships for enrolment in higher education available for developing countries

10.Supply of qualified teachers to be increased substantially in developing countries particularly LDCs

To achieve its targets under this goal, the government of India has first and foremost committed to provide, India has invested into infrastructure for schools and has been able to increase the enrollment of students and decreased gender inequality. Compulsory and free education for children aged 6-14 years is ensured under there RTE Act.

Other factors that have been paid attention over the years include the coverage of education across the country as well as skill development and vocational education. The GER for tertiary education has been steadily rising since 2015-16 and stood at 27.08 percent. A similarly India's performance gross enrolment ratio for higher education decline. India's performance score for the SDGs has declined from 58 in 2018 to 57 in 2020 as calculated by NITIAayog.

Thus India's progress under this SDGs is a little stagnated and a few challenges still remain.

Most important issues faced by developing countries with regard to SDGs are

National priorities

Businesses are more centered towards achieving their growth rather concentrating on the ecology

High cost of implementation and lack of funds

Lack of data availability poor quality of data and data monitoring

Lack of support for building capacity implementation and data handling.

India's position SDGs

India's position vis-a- vis selected countries by SDGs score 2023

Rank	country	Score
1	Finland	86.76
2	Sweden	85.98
3	Denmark	85.68
4	Germany	83.36
63	China	72.01
44	Thailand	74.74
112	India	63.45

Sources: Sustainable Development report.

Goal wise top performing state/UTs

Goal-4	Quality of Education	States -Kerala Chandigarh
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Overall Kerala is the top performing state with a score of 75, followed by Himachal Pradesh and TamilNadu with a score of 74.

At the bottom lies the state of Bihar with an overall score of 52 and the UTs Dadra and Nagar Haveli with overall score of 62.

Challenges faced by India in meeting the SDGS

David, M 2018, there are several roadblock for India with regard to SDG, lack of data missing data and improper format of data,

Differences in the concern and priorities of central and state government

Lack of coordination between centre and the state government. Regional inequalities due to diversity and lack of equality among the states. Ignorance and lack of communication and outreach, Limited finance availability for SDG implementation. Weak human resources competencies and statistical capacity.

Tamil Nadu state SDGs

Tamil Nadu state is one of the developing states in India with aiming for \$1 trillion economy by 2030. It requires 13 percent to 13.5 percent of nominal growth to achieve this goal. At present the size of the economy is \$290 billion has been given the value of gross state domestic product of Rs.23 6514 crore (GSDP) in the year 2021-22. The state has always been a favorite destination for investment. The total demand for the power is 19 387 MW. With it has created 4 lakh jobs in 2023. Two massive disasters impacted many lives and also caused damage to property and public infrastructure. (Bhunumathy,2022). The path towards SDGs requires dynamic channels of good governance constituting effective linkages quality administration and management, transparency accountability anti-corruption etc. Shanmugam (2022) views limited contribution to the primary sector, so he suggested that service sector and industry give a greater push to the development,

and coordination between different sector level and policy by integrating this goal.

On goal 3; quality education indexes the state data show that Tamil Nadu has secured 70th rank among 28 states in India. Tamil Nadu is number one in student enrollment and female education. Higher education level was 58 percent in 2019.the percentage of enrollment of children has been increased considerably

Table-1

SDGs Rank and Index Score a comparative study Tamil Nadu State with India.

Goal No	Goal name	National Average Score 2019	Score 2018	Tamil Nadu state Score 2019	Score 2018
1	No poverty	72	76	50	51
2	Zero hunger	48	61	35	48
3	Quality of education	70	75	58	58
4	Gender equality	40	38	42	36
5	Clean water and sanitation	90	66	88	63
6	Affordable and clean energy	90	89	70	51
7	Decent work on economic growth	74	71	34	21
8	Industry innovation and infrastructure	53	46	65	44
9	Reduced equalities	65	65	64	71
10	Life on land	91	74	66	90
11	Peace Justice and strong institutions	78	61	72	71

As per the 2018 index, number of states was 29, number of states in 2019 index is 28, and Ranks of the states have been taken as per the original data source. Source: constructed with data from NITI Aayog(2018,2019).

Recommendation: The strategic recommendations suggested by Raliaen C.Bekkers are clustered into five areas,ie., process, content, knowledge, resources and leadership. It is important to undertake systematic efforts to build national and local capacities to implement and monitor SDGs.

Suggestions:

Tamil Nadu required skilled labourer to work in the industrial sector so the state should concentrate on skill development programmes.

To attract more investment and technology in the state.

There was limited contribution from the primary sector to the state economy the government can integrate textile park can generate at least one lakh jobs.

Utilization of funds for all public domains will bring success and development in the country,

To increase the level of education among girls which may help to reduce the gender disparities in the state?

Tamil Nadu industrial investment corporation can be made in to an institution dealing with development financing with development financing for micro small and medium enterprises.

Large scale development and investment in tourism sector will help to growth of the economy.

Conclusion:

India's growth has immense potential for development and is ideally suited to produce a whole range of agro based product much of which can be processed and exported; these effects will facilitate timely achievement of the SDGs as per the set time lines. However government alone cannot achieve the SDGs other key stakeholders also have to pay a vital role in Turing the SDGs into reality. Tamil Nadu state have to proper planning sufficient funding and efficient implementation and appropriate utilization of funds so all the domains will bring success in all the areas.

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