



## **Role of education in human development in present scenario**

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### **Abstract**

The purpose of this paper is to observe the factors responsible for growing popularity of Human development – is about expanding the richness of human life, by enhancing human rights, freedoms, capabilities and opportunities and by enabling people to lead long, healthy and creative lives, rather than simply the richness of the economy in which human beings live. The human development concept is complemented with a measure- the Human Development Index (HDI) which is a composite statistic of life expectancy, education, and income per capita indicators. This Human Development Index varies from country to country.

This Human development is undermined by multiple shocks, vulnerabilities and risks by poverty, epidemics, by emerging health risks, by economic and financial crises and by environmental disasters. Some of these are discussed below with the instrumental role of education in eradicating and contributing for the human development.

**Keywords:** human development index, poverty, creation, gender inequality index

### **1. Introduction**

Twenty five years ago the first Human Development Report in 1990 began with a simple notion: that development is about enlarging people's choices focusing broadly on the richness of human lives rather than narrowly on the richness of economies. Work is a major foundation for both the richness of economies and the richness of human lives but has tended to be conceptualized in economic terms rather than in human development terms. The 2015 Human Development Report goes beyond that convention in directly linking work to the richness of human lives. Human development has been uneven among regions, across countries and within countries.

The UNDP introduced three new human development measures in its 2010 Human Development Report, which it has since continued to estimate and report on annually. These measures are the geometrically – averaged Human Development Index (HDI), the Inequality-adjusted Human Development Index (IHDI), and the Gender Inequality Index (GII).

This human development concept is complemented with a measure- the Human Development Index (HDI)

The Human Development Index is a composite index focusing on three basic dimensions of human development:

- To lead a long and healthy life, measured by life expectancy at birth;
- The ability to acquire knowledge, measured by mean years of schooling and expected years of schooling; and
- The ability to achieve a decent standard of living, measure by gross national income per capita.

The Human Development Index (HDI) is a composite statistic of life expectancy, education, and income per capita indicators. A country scores higher HDI when the life expectancy at birth is longer, the education period is longer,

and the income per capita is higher. It is used to distinguish whether the country is a developed, a developing or an underdeveloped country. The index was developed in 1990 by Pakistani economist Mahbubul Haq and Indian economist Amartya Sen. The UN report covers 185 member states of the United Nations (out of 193), along with Hong Kong and Palestine; 8 UN member states are not included because of lack of data. The average HDI of regions of the World and groups of countries are also included for comparison. Countries fall into four broad human development categories: Very High Human Development, High Human Development, Medium Human Development and Low Human Development. India fall in Medium Human Development countries with 131 ranking on HDI, and Norway No.1 (out of 188 countries based on 2015 data). India's Human Development Index score falls 27 % due to regional disparities in education, health parameters and living standards within the country.

To observe the improvement in the HDI, Sustainable effort in the path of development should be promoted not only for sustaining the country or planet, but also ensuring the liveable place for future generations. To do this there need to occurs in parallel changes in the following three aspects:

1. Termination (to observe the end of some issues)
2. Transformation (preservation of some work by adapting new technologies)
3. Creation (introducing of new work)

### **2. Material and Methods**

Publications by UNDP, Human Development Index –Norway and Wikipedia were surveyed for study and analysed in the process of extracting the data and personal experiences obtained through different mass media were incorporated in framing out this paper.

### 3. Termination

The overriding objective of any countries policy and planning is to raise the standard of living and enhance the productive capabilities of its people by terminating or eradicating the obstructing issues that comes in the way of its development. Such obstructing issues are poverty, ill-health, illiteracy, unemployment etc.

#### 3.1 Poverty

Poverty is a parent of revolution and crime. If you are born poor it's not your mistake, but if you die poor it's your mistake.

Lack of education is a key factor of income poverty. Education and health endowments of the individuals are the necessary and important components of human capital which make them productive and raise their standard of living. Human capital is required for the effective utilization of physical and natural capitals, and technology and skills. Today around 80 percent of the world's people have only 6 percent of the world's wealth.

If education ventures in the life of these 80 percent of poor people, will end poverty in all its forms everywhere, end hunger, achieve food security and improved nutrition and promote sustainable agriculture. Hence free, compulsory, universal education will provide the poor an opportunity to ponder upon their own abilities, talents, and skills and for its maximum utilisation for their benefit in the form of livelihood.

#### 3.2 Ill Health

The World Health Organization defines health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." Health indicators produced by the World Health Organization and other UN bodies include infant and child mortality rates, life expectancy, morbidity data, burden of disease, and disability-adjusted life years (DALYs). Improvements in these measures reflect improvements in quality of life. Good health not only promotes human development, it also allows people to attend work regularly, to be productive at work, and to work for more years. Worldwide 795 million people suffer from chronic hunger, 11 children under age 5 die every minute and 33 mothers die every hour. About 37 million people live with HIV and 11 million with tuberculosis. More than 660 million people use an unimproved source of drinking water, 2.4 billion people use an unimproved sanitation facility and nearly a billion people resort to open defecation.

Human development is hampered by epidemics, by emerging health risks and even illiterate people are generally less knowledgeable about hygiene and nutritional practices, an unawareness which can exacerbate a wide range of health issues. Even it is found that literacy rates also have implications for child mortality. Children of literate mothers are 50% more likely to live past age 5 than children of illiterate mothers. Therefore potential role of education related to health and hygiene, about vulnerable diseases, healthy life styles etc. play an impressive role in ensuring healthy lives and promote well-being for all at all ages to experience high life expectancy.

Education also indirectly affects health through education's effect on incomes. Educated children tend to earn higher incomes in adulthood and, therefore, are more likely to have the money and time to visit medical practitioner.

Education can also contribute to fertility decline. Higher wages increase the opportunity cost for women of raising children full-time, and in most countries increased wages have been associated with falls in fertility.

Therefore education has a great impact on the healthy citizens required for the progress of the country.

#### 4. Illiteracy

The ability to read and write effectively or acquire the basic math skills improves the future of every one in society. But the miserable data is that, Worldwide 780 million adults and 103 million young people (ages 15–24) are illiterate. In developed countries 160 million people are functionally illiterate. (HDR 2015)

Therefore there is a need for Literacy which is critical to economic development as well as individual and community well-being. Because Effective literacy skills open the doors to more educational and employment opportunities so that people are able to pull themselves out of poverty and chronic underemployment. In our increasingly complex and rapidly changing technological world, it is essential that individuals continuously expand their knowledge and learn new skills in order to keep up with the pace of change. Resulting in the production of human power with critical knowledge about sustainable changes in the society required for their successful survival and contribute for the national development.

#### 5. Unemployment

Persons who earn income from work often achieve greater economic autonomy and decision-making power within families, workplaces and communities. They also gain confidence, security and flexibility. Work unleashes human creativity and has generated countless innovations that have revolutionized many aspects of human life — as in health, education, communications and environmental sustainability.

In 2015, 204 million people were out of work, including 74 million young people— based on formal unemployment data. About 830 million people in the world are working poor—living on less than \$2 a day—and more than 1.5 billion are in vulnerable employment, usually lacking decent working conditions and adequate voice and social security.

As Work is a major foundation for both the richness of economies and the richness of human lives and as the quality of work which is an important dimension of ensuring the enhancement of human development should be the pivot of every strategies of planning and execution. Issues such as discrimination and violence, however, prevent positive links between work and human development. Some work is very damaging to human development, such as child labour (The world has around 168 million child labourers, almost 11 percent of the child population, some 100 million boys and 68 million girls) (HDR 2015), forced labour and the labour of trafficked workers (In 2012 about 21 million people worldwide were in forced labour), all of which constitute serious violations of human rights.

Provision of education can break this disparities and evil practices (Over 2000–2012 the number of child labourers fell by 78 million, or almost a third) (HDR 2015) through giving a rise in earnings and fulfilling basic needs. And should ensure inclusive and equitable quality education and promote lifelong learning opportunities for all for their effective sustenance in the society.

The digital revolution has created new opportunities, but has also given rise to new challenges, such as irregular contracts and short-term work, which are asymmetrically distributed between highly skilled and unskilled workers.

## **6. Transformation**

### **6.1 Technology literate**

Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society." The society as we know is dynamic with the observable progress in almost all fields. The decisive contribution is in the form of Internet, computers and mobile phones. Internet and mobile phone access empowers people to harness their creativity and ingenuity. Much more is possible, particularly if inequalities in access between men and women and rural and urban areas are addressed. If Internet access in developing countries were the same as in developed countries, an estimated \$2.2 trillion in GDP could be generated, with more than 140 million new jobs 44 million in Africa and 65 million in India.

Thus if country aims at developing technology literacy through education among its citizens will help to produce new frontiers of work as the sharing economy, business process outsourcing, quality productivity and flexible working. It will also revolutionize creative work and empowers small producers and artisans. Even it will enable many women to access work that allow them to apply their creativity and potential.

### **6.2 Attitude**

Today's natural environment is exploited by us for our selfish needs without giving due consideration for the future. This has created a chaos in all of us about the very survival of organisms and the planet as such in this universe. Thus there is a need for the transformation of our attitudes for the sustainable development. Education in this regard can play an pivotal role by reorienting the public about the existing education to address sustainability, providing training in the path of sustainability, developing awareness among public the importance of sustainability, improving access for quality education and retention in quality education, and also by adapting "interdisciplinary learning methodology" covering the integrated social, economic, and environmental aspects of formal and informal curriculum. This academic approach can help graduates nurture their knowledge, talents, and experience to play a role in the environmental development and become responsible members of society by actively participating in the human development.

## **7. Creation**

### **7.1 Value added personalities**

Society needs people who work with values, and every

individual long to have value in all his demands. If we expect quality persons/products we should be one such. So if we want to observe change in our environment, we should be the first to demonstrate and imbibe.

Every person when he learns to respect the qualities of each and every individual, then he wish to protect and preserve them, preventing him from unnecessarily wasting his time, energy and money on wars, creating issues upon others, destructing the environment(both natural and manmade) etc. Instead will contribute for the worthy utilisation of the abilities for the human development. As Values cannot be taught but can be caught, education in this venture should create an environment for the learners to catch the value required to contribute themselves for the welfare and development of their society and human kind as a whole. To do this, in the educational process must emphasise on great interaction among the learners, use of motivational encouragement by the use of appropriate gesture of appreciation, and reward, upliftment of the persons by creating opportunities as per their abilities, etc..all these play an instrumental role in contributing personalities with values to the society. Thus creating a place on this earth to respect each other and contribute for each other's development.

### **7.2 New opportunities**

As we all know that the environment we live is dynamic in nature. Every moment there is a new challenge demanding for new ways to resolve. Today's society is in demand of lattice model which emphasise on reaching the target by tapping into new networks rather than moving up in one direction which is traditional and which results in flattened progress but not vertical. A study by the McKinsey Global Institute Predicted that, by 2025, robots could jeopardise between 40m and 75m jobs worldwide. This help us to anticipate the creation of new opportunities for the survival of each and every individual. Thus the education instead of focussing only upon development of a few qualities in the learner, should divergently provide opportunities for the unveiling of necessary competencies in the learners to prove themselves worthy for the progress of the environment where they are in.

## **8. Conclusion**

The true aim of development is not only to boost incomes, but also to maximize human choices—by enhancing human rights, freedoms, capabilities and opportunities and by enabling people to lead long, healthy and creative lives. In this regard Education is recognised as a basic human right, and better education improves people's welfare by eradicating the above described developmental drainers of the human beings. As an instrument of development, education fosters and enhances work skills and life skills. Thus contributing for the individual's economic growth on a societal level via increased productivity and, potentially, better governance and better standard of living.

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