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Education and development in India

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Abstract
The Indian education system is presently facing several issues and challenges. Education is a continuous process. It deals with over growing man in ever growing society. The word education originated from the Latin word which means" to bring up". Education should clarify, Man's relation with man, Man's relation with the universe and Man's relation with creator or God. The importance of Education is today's need as it is the not only the development of intellectual skills and knowledge but also to effective growth and development of Indian Economy. Education has been found a major source of productivity growth in post-war era, and because Education increases productive human capital, it contributes to overall increase in Economic growth, It is estimated that from 1948 to 1973, Education and the innovated accounted for two-thirds of the increase in U.S. In light of the many Potential benefits of International Trade such as increased sales (or) revenues, cost reductions, technology transfers, the search for higher quality products, industry development, general economic growth of India. Globalizing and Privatization has increased economic competition within and between countries and the world's regions. Economics compositeness is commonly seen as a valid index for judging a country levels of economic Prosperity. Many recent Large – Scale Education reforms have been justified by the urgent need to increase Labour productivity and promote Effective economic development and growth through expanded and improved education. The concept of effective Growth of Indian Economy is much wider in scope than the Role of Education at covers and higher Level.

Keywords: Education, Technology, Globalization, Growth, Economy

Introduction
The growth of the economy and development of a country is depending upon the education system of that particular country. A perfect and successful batch of youth of a country is come from education sector. In the modern era, global economy is very much dependent on the advanced technology, where considerable emphasis is placed on the contribution made by human resources, or you can say the human capital, to economic growth. The principle is that the relative contribution of every individual to the economic growth depends on their human capital – the education, knowledge, skills, competencies and other attributes that are relevant to economic activity. As a consequence, developing the skills and knowledge of the labor force is regarded as a key strategy for promoting national economic growth Till recently economists have been considering physical capital as the most important factor determining economic growth and have been recommending that rate of physical capital formation in developing countries must be increased to accelerate the process of economic growth and raise the living standards of the people. In the last three decades economic research has revealed the importance of education as a crucial factor in economic development. Education refers to the development of human skills and knowledge of the people or labor force. It is not only the quantitative expansion of educational opportunities but also the qualitative improvement of the type of education which is imparted to the labor force that holds the key to economic development. Because of 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. Speaking of the importance of educational capital or human capital Prof. Harbison writes: "human resources constitute the ultimate basis of production human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organisations and carry forward national development. Clearly, a country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else." The seminal work of Becker (1962) [4] and Schultz (1962) [13] presented a formal model of education as an investment good that augmented the stock of human capital. Individuals made educational choices in the same way as any other investment decision all of which have the common characteristic that an investment cost paid now produces a flow of benefits through time whose present discounted value is to be compared with the present cost. Within development and growth economics, the importance of education as an economic variable also has a distinguished history beginning with Lewis (1962) [11]. Questions regarding appropriate mix of skills, what type of education to be emphasised, the relationship between education and the capacity of the economy to absorb educated workers in productive employment have all been studied albeit outside the confines of a formal model.

Education and Economic Growth
Several empirical studies made in developed countries, especially the U.S.A. regarding the sources of growth or, in other words, contributions made by various factors such as physical capital, man- hours, (i.e., physical labor), education etc. have shown that education or the development of human capital is a significant source of economic growth Professor Solow who was one of the first economists to measure the

contribution of human capital to economic growth estimated that for United States between 1909 and 1949, 57.5 per cent of the growth in output per man hour could be attributed to the residual factor which represents the effect of the technological change and of the improvement in the quality of labor mainly as a consequence of education He estimated this residual factor determining the increase in the total output on account of the measurable inputs of capital and labor (man-hours). He then subtracted this figure from the total output to get the contribution of residual factor which represented the effect of education and technological change, the physically immeasurable factors Denison, another American economist made further refinement in estimating the contribution to economic growth of various factors. Denison tried to separate and measure the contributions of various elements of 'residual factor' According to the estimates of Denison that over the period 1929-82 in the USA during which total national output grew at the rate of 2.9 per cent per annum, increase in labor. Input accounted for 32 per cent, the remaining 68 per cent was due to the increase in productivity per worker He then measured the contributions of education of per worker, capital formation, technological change and economies of scale. Denison found that 28 per cent points of contribution to growth in output due to growth in labor-productivity was due to technological change, 19 per cent points due to capital formation and 14 per cent points due to education per workers, and 9 per cent points due to economies of scale. It is thus clear that education and techno-logical progress together made 42 per cent (14 + 28) contribution to growth in national product. The seminal paper by Lucas (1988, op.cit.) [12] Was central to understanding not only the relationship between education and growth but also why there might be a strong case for policy intervention to promote educational take up? Within the context of a "new growth" model, Lucas suggested that the productivity of any worker is higher when working in an environment peopled by other high productivity workers through a kind of learning by watching mechanism. It follows then that the growth path a region takes depends in part on the level of accumulated human capital at the start of the growth process. The Lucas model can also be used to justify educational subsidy because of the implicit positive externality arising from education.

Education and development in India

Using Indian data from 1966 to 1996, Self and Grabowski (2004) used time series techniques to study the causal impact of primary, secondary, and tertiary education on Indian growth performance. The results confirmed the importance of primary education with weaker evidence for secondary education and no evidence that tertiary education has a beneficial impact on growth. The apparent irrelevance of tertiary education is of course entirely consistent with the graduate disguised unemployment hypothesis outlined above. But perhaps the most interesting finding of self and Grabowski is the importance of female education (at all levels) in the growth process. This supports the results of Duraisamy (2002) [5] that rates of return to education were higher for women. It should be noted that the period of the study ends before the trade liberalisation reforms started. In other words, the data come from a closed economy. It has been suggested by Jain (2004) [9] relying on the work of Bhalla at the World Bank that education has significant gains only in an open economy which is able to fully leverage additional knowledge. It is tentatively suggested that in the open era, that if India can raise the average level of schooling by two years, this will lead to a 0.15-0.2 percentage point permanent increase in GDP growth.

Rate of Return of education

The contribution of education to economic growth has also been measured through the rate of return approach. In this approach rate of return is calculated from expenditure made by individuals on education and the measurement of the flow of an individual's future earnings expected to result from education. The present value of these is then calculated by using appropriate discount rate. This method has been used by Gary S. Backer who measured income differential arising from the cost or expenditure incurred on acquiring a college education in the United States. His estimates show that the rates of return on education in the U.S.A. for urban white population were 12.5 per cent in 1940 and 10 per cent in 1950.Renshaw also adopted this approach. He used Schultz earlier estimates of total earning foregone and expenditure (cost) incurred in acquiring high-school, college and university education in the U.S.A. He estimated that the average return on education ranged between 5 and 10 per cent for the period 1900 to 1950 in the U.S.A. It is worth noting that estimates of rate of return on investment in education are based upon private rates of returns to individuals receiving education. However, by assuming that differences in earnings in a market economy reflect differences in productivity, the rate of return on investment in education is taken to be the effect of education on the output of the country.

Rates of Return to Education in India

The recent study by Dutta (2006) [8] using the Indian National survey data found that for adult males the pattern of rates of education is not dissimilar to that found elsewhere. The returns were significantly different for casual workers and regular workers. The latter had the usual inverted U shaped curve with respect to education levels whilst for casual workers the returns were flat. There was also some evidence that for regular workers graduates were pulling away from primary educated in the period of the 1990s. The author suggests (without much evidence) that this might be because of trade liberalisation. Worthwhile though such studies are, it must be borne in mind that the entire Human Capital approach is based on competitive access to credit markets in order to finance education. If education is rationed so that those from low income families are excluded from the education process, then the estimates of rate of return can at best be interpreted as conditional. In an important paper Tilak (2002) user NCAER data on Human Development in rural India to demonstrate that household's expenditure at least on primary education is not restricted to the upper socio economic classes. There does not appear to be strong evidence of financial constraints rationing access to education. At least at the primary level, this lends support to the rates of return to primary education being a good first approximation. In another recent study, Duraisamy and Duraisamy (2005) [7] using NSSO survey found wide variations in rates of return across the various states. Nonetheless the inverted U pattern was found with returns to

primary education being low (2 to 10%) compared to those who have secondary education (12 to 24%). Not surprisingly the returns to primary education were greatest in the less developed states where poverty is more manifest. In a parallel study Duraisamy (2002) [2] found that that the return to women exceeded that for women. However, Kingdon and Unni (2001) [10] show that this finding that women have higher rates of return to education has to be set against the fact that women tend to have lower levels of education due to discriminatory intra-family behaviour. They show that the positive effect from higher rates of return is effectively cancelled out by womens lower years of schooling, leaving other forces to play an explanatory role in accounting for lower wages for women.

Benefits of education

Education is a continuous process. It deals with over growing man in ever growing society. The word education originated from the Latin word which means" to bring up". Education should clarify, Man's relation with man, Man's relation with the universe and Man's relation with creator or God. The importance of Education is today's need as it is the not only the development of intellectual skills and knowledge but also to effective growth and development of Economy the whole economy gets many types of benefits from education These types are.

Consumption Benefits of Education

Education yields consumption benefits for the individual as he may "enjoy" more education derive increased satisfaction from his present and future personal life. If the welfare of society depends on the welfare of its individual members, then the society as a whole also gains in welfare as a result of the increased consumption benefits of individuals from more education. Economic theory also helps us in quantifying the consumption benefits derived from education. In economic theory, to measure the marginal value of a product or service to a consumer we consider how much he has paid for it. An individual would not have purchased a product or service if it were not worth its price to him. Besides, an individual would have bought more units of a product if he thought that the marginal utility he was getting was more than the price he was paying.

Thus relative prices of various products reflect the marginal values of different products and the amount consumed of various products multiplied by their prices would, therefore, indicate the consumption benefits derived by the individuals. It may, however, be pointed out that the prices in a free economy are influenced by a given income distribution and the presence of monopolies and imperfections in the market structure and therefore they do not reflect the true marginal social values of different goods. However, an objective measure of consumption benefits of education may be difficult and has yet to be found out, but it should not lead any one to ignore the consumption benefits of education and its policy relevance. It may also be noted that, according to the new view, economic development is not merely concerned with the growth of output but also with the increase in consumption and well-being of the society. Therefore, consumption benefits of education may also be regarded as developmental benefits.

External Benefits of Education

The education of an individual which not only benefits individual privately but also others., education makes people better neighbours and citizens and makes social and political life more healthy and meaningful., the most important external benefit of more education is its effect on technological change in the economy. More education, especially higher education stimulates research and thereby raises productivity which undoubtedly benefits the society. The individual inventor may not receive earnings equal to his contribution to the research. Denison's study of contribution of education to growth whose main findings have been mentioned above clearly shows the external benefits of education. After estimating the contribution of labour (including educated labour) and physical capital to economic growth he obtained an average residual of 0.59 percentage point. Denison attributed this to the increase in knowledge which is the direct result of research and indirectly of higher education. "If the entire residual indeed stemmed ultimately from education, as some human capital enthusiasts have implied, this would mean that education, directly or indirectly, contributed over 40 per cent of total output growth and 80 per cent of increased productivity from 1929 to 57." If Denison's residual is regarded as mainly due to research stimulated by additional education then this is indeed a major external benefit of education.

Income benefits of education

Income benefits of education is based upon the analysis of the relationship between expenditure on education and income. Using this approach Schultz studied the relationship between expenditure on education and consumer's income and also the relationship between expenditure on education and physical capital formation for the United States during the period 1900 to 1956. He found that when measured in constant dollars, "the resources allocated to education rose about three and a half times (a) relative to consumer income in dollars, (b) relative to the gross formation of physical capital in dollars". This implies that the "income elasticity" of the demand for education was about 3.5 over the period or, in other words, education considered as an investment could be regarded as 3.5 times more attractive than investment in physical capital. It may, however, be noted that these estimates of Schultz only indirectly reflect the contribution of education to economic growth. In our above analysis we have explained that education is regarded as investment and like investment in physical capital, it raises productivity of the labour and thus contributes to growth of national income. The increased earnings or higher wages made by more educated workers have been considered as benefits not only to the private individuals, but also to the society as a whole. This is because higher earnings presumably reflect higher productivity, increased output in real as well as monetary terms.

Benefits of Education to reduce Inequality and Poverty In the 1950s and 1960s, the most important objective of development was the maximization of rate of economic growth, i.e. growth of material output and in conformity with this the economics of education also focused on estimating the contribution of education to the growth of national output.

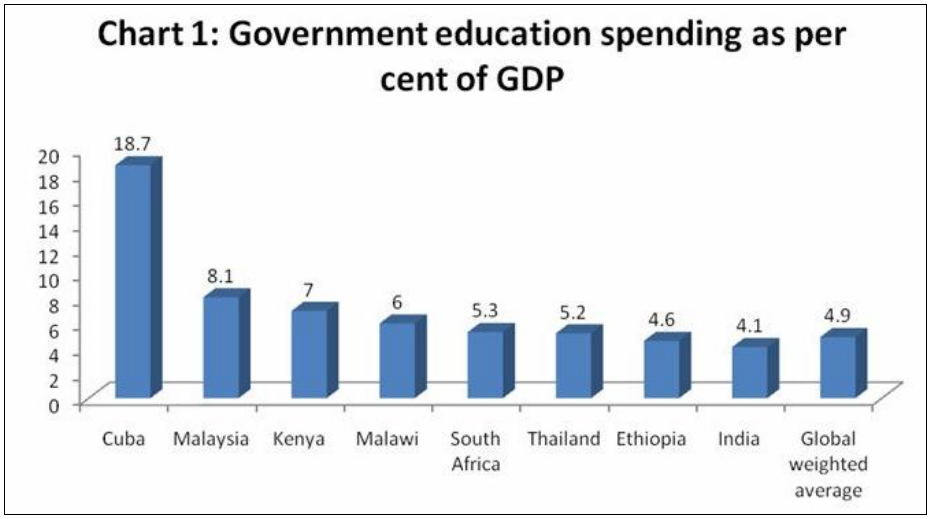
But now-a- days policy of economic development has been increasingly concerned with the distribution of income i.e., how gains of economic growth are distributed and whether poverty is being reduced During 2004-2012 Gross enrolment ratio (GER) in Classes IX-XII has sharply increased by 42% from 39.9 in 2004-05 to 56.8 in 2011-12 and per capita income at constant prices has also sharply increased by 58% from24143 in 2004-05 to 38048 in 2011-12. Increases in skill levels are linked to increase in incomes. For example, improved education can be associated with higher earnings and lower poverty rates Percentage of population Below Poverty Line has also sharply decreased by 15.3% from 37.2 % in 2004-05 to 21.9 in 2011-12. But recent studies have revealed that education, given the present education system, has tended to increase the inequalities in income distribution rather than reducing them. The adverse effect of formal education on income distribution has been explained through establishing a positive correlation between level of education received by an individual and the level of his life-term earnings. It has been shown that those who are able to complete their secondary and university education earn as high as 300 to 800 percentages more income in their life time than those who complete a part or whole of their primary education. "Since levels of earned income are so clearly dependent on years of completed schooling, it follows that large income inequalities will be reinforced and the magni-tude of poverty perpetuated if students from middle and upper income brackets are represented disproportionately in secondary and university enrolments. If for financial and/or other reasons the poor are effectively denied access to secondary and higher education opportunities, then the educational system can actually perpetuate and even increase inequality in Third World Nations. "The fact that children and boys of poor family are unable to complete their secondary education coupled with the fact that there are large income or wage differentials between different persons of different levels of education explain that education in underdeveloped economies tends to increase income inequalities and perpetuates poverty rather than helps to reduce them.

Education and Rural Development

If the objective of India is raising the standards of living of the people in general and removal of mass poverty then rural development must get the highest priority. In the 1950's and 1960's in most of developing countries, the modernization and development of the urban sector was given the highest priority in the development plans and more resources were allocated to this sector. But in recent years the thinking among economists all over the world has undergone a significant change, since the development of the large scale industries and the urban sector has failed to solve the twin problems of poverty and unemployment. It has now been increasingly realized that it is through the emphasis on agricultural and rural development in the strategy of development that the problems of poverty and unemployment can be solved. Since 80 per cent of the population of less developed countries directly or indirectly depends upon agriculture, rural area needs to be given the highest priority now, education can play an important role in agricultural and rural development provided it is suitably modified and given a rural bias. The present system of education has a strong urban bias so that it is ill-suited to the requirements of agricultural and rural development. Moreover, the emphasis in the present education system in on general education rather than on vocational education a relevant and meaningful education can raise the productivity of the rural labor in agricultural work. It can create new employment opportunities if during the schooling students are educated and trained in some useful vocations. Moreover, education to the poor people will induce in them desire to have fewer children with the result that not only their private level of living will rise, but it will also help the general economic development by checking the growth of population. Above all, education will bring about improvement in their health and nutrition.

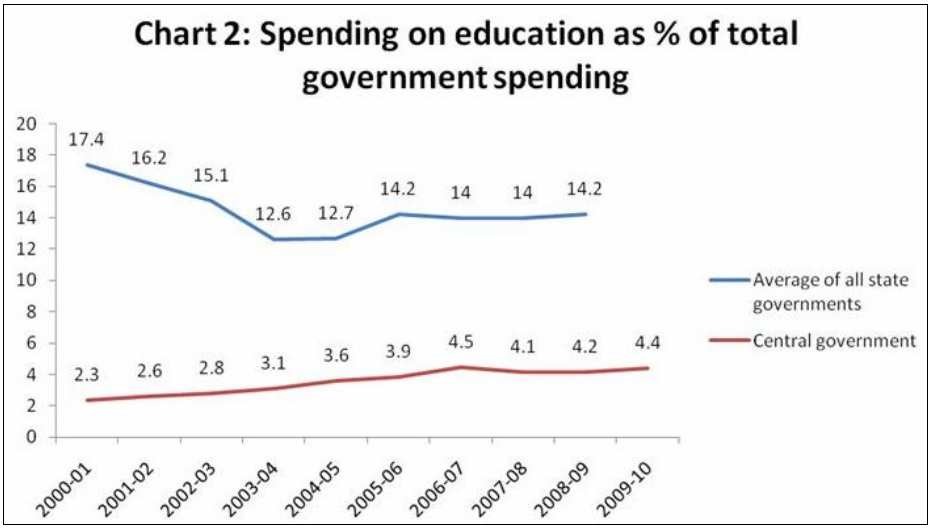
Expenditure on education in India

Chart 1shows that's expenditure on education of india is less than a quarter of the equivalent ratio in Cuba, but even well below the percentage of public spending on education to GDP in countries such as Kenya, Malawi and Ethiopia. And, the ratio in India is still substantially below that of the weighted average of all the countries in the world.



***Source*:** UNDP

To make matters worse, instead of providing a big increase in the funding for school education, the Central government has actually retracted by reducing its commitment on Sarva Shiksha Abhiyan from 75 per cent to 50 per cent. This is a big blow, not only for those States where school education is still far from universal, but also for other States where there is a pressing need for more funds to improve the quality of schooling. Chart 2 shows that the State governments taken together are currently spending around 14 per cent of the total expenditure on education at all levels, a decrease from the level a decade ago but an increase compared with the middle years of the previous decade. But the Central government's declared desire to increase education spending is barely reflected in the budgetary figures with the amount spent remaining a shockingly low proportion of the total public spending.



***Source*:** RBI, Public Finances in India 2010-11

A recent survey (India Human Development Survey 2010) of 41,554 households across India allows us to compare the incidence of private schooling and the relative costs of such schooling across States. The results are shown in the accompanying table, from which several interesting features emerge. The ratio of private enrolment in schools for children aged 6-14 years varies dramatically across States, from a low of 6 per cent in Assam to a high of 52 per cent in Punjab. While both Punjab and Haryana have high ratios of privatisation of schooling, it is not as if this feature is otherwise strongly correlated with per capita income in the State. Nor is it that private education is always greater where public education is less funded (defined by the per capita annual total expenses in government schools), or even where the gap between public and private funding is large.

Table 1: Schooling costs for children aged 6-14 years

	Private school enrolment (%)	Annual total expenses per student (Rs)	
		Government	Private
All India	28	688	2920
Andhra Pradesh	31	574	3260
Assam	6	371	1636
Bihar	18	704	2466
Chhattisgarh	15	317	2039
Delhi	28	1044	5390
Gujarat	22	766	4221
Haryana	47	1043	4372
Himachal Pradesh	19	1709	6273
Jammu and Kashmir	47	1045	3719
Jharkhand	32	502	2932
Karnataka	28	638	3848
Kerala	31	1537	3259
Madhya Pradesh	27	333	1935
Maharashtra, Goa	20	599	2370
North-East	34	1441	4237
Orissa	8	612	2851
Punjab	52	1444	5160
Rajasthan	32	676	2612
Tamil Nadu	23	606	3811
Uttar Pradesh	43	427	1733
Uttarakhand	27	972	3422
West Bengal	10	1136	5045

Source: Human Development in India: Challenges for a society in transition, OUP 2010, page 84.

What is clear from the table is that per capita expenditure is a critical variable in affecting quality. Thus Kerala, which is generally acknowledged to have a good government schooling system, has one of the highest per capita spending values. The highest was found in Himachal Pradesh, which is one of the great recent success stories of school education; it has achieved universal and good-quality school education despite being a relatively less wealthy State that has to deal with difficult terrain and logistical constraints. The table reinforces the point that to ensure quality, raising the level of public expenditure in education is absolutely essential. All this is especially important now that the right to education has become enshrined in law. If the Central government is really serious about this, it must put its money where its mouth is. Allocation of plan funds for states was increased in the last budget but the total plan allocation has come down by 19% for this year. This implies lesser funds for development in the hands of states despite higher devolution of funds.

Table 2: India Spend had earlier raised concerns about low spending on education

	Actual 2013-14			Budget 2014-15			Revised 2014-15			Budget 2015-16		
	Plan	Non-Plan	Total	Plan	Non-Plan	Total	Plan	Non-Plan	Total	Plan	Non-Plan	Total
Department of School Education and Literacy	43684.41	3171.93	46856.34	51828	3287.1	55115.1	43517.9	3287.1	46805	39038.5	3181	42219.5
Department of Higher Education	14182.83	10282.34	24465.17	16900	10756	27656	13000	10700	23700	15855.26	11000	26855.26
	57867.24	13454.27	71321.51	68728	14043.1	82771.1	56517.9	13987.1	70505	54893.76	14181	69074.76

***Source*:** Budget 2015, F*igures in Rs crore*

Education spending in India has been lower than the world average. Globally, 4.9% of GDP was spent on education in 2010 while India spent only 3.3% of GDP, according to World Bank data Compared to BRICS nations, India's literacy rate is only 74% while that of these economies is equivalent to that of the developed world. The government is stressing on skill development, but the spending on school education and literacy has been reduced by Rs 12,895.6 crore. The Finance Minister has promised a school within a 5 km radius of every child but the fall in allocation, it may be a difficult target to achieve. While India is on a stable growth trajectory, we still lag behind in human capital and overall human development where India ranks 136 among 186 countries.

Suggestions

"India is one of the youngest nations in the world with more than 54% of the total population below 25 years of age. India's workforce is the second largest in the world after China's. While China's demographic dividend is expected to start tapering off by 2015, India will continue to enjoy it till 2040.The Indian education system is presently facing several issues and challenges. India need to change education system. The Education system needs to make students as learner's innovators, scholars, researchers and trainers. We should focus on skilled based education. Instead of focusing on outdated models of brick and mortar colleges and universities, we need to create educational delivery mechanisms that can actually take the wealth of human knowledge to the masses. Policies and strategies that drive educational reforms have been adjusted to the new realities by creating structures in education systems that allow assessing comparing and rank ordering national and regional education performances The purpose of education cannot be just money making but truly man making. But no matter what, education is the key that allows people to more up in the world, seek better jobs, and ultimately succeed fully in life. Education is very important and to develop the Indian economy systems is very objectively. A perfect and successful batch of youth of a country is come from education sector. Many foreign / abroad countries including India, China, Australia, New Zeeland, Singapore and many other developing moves started to welcome more international students. As they bring different ideas, culture as well as foreign incomes in the form of fees structure, living expenses and other daily expenses. Where as those developed countries like UK, USA Canada and other developed European countries already open doors for international students and these countries are always emphasis on improving their education structure, developing more colleges and universities on country side areas and always in a way to update their course content on regular. India has also launched many types of different degree courses offered by various universities and colleges of India. But more as times goes on, Indian Education Development has very well improved and now started many programmes and degree courses at International of standard along with the implementation of grading system in middle school that brings relief to middle school students and make them motivated to work hard to complete with co-operate world. The story of education in India is a paradox. Twenty percent of Indian get a fairly decent education, and in a nation of 1.2 billion, this is huge number and helps to explain why India has become the back office of the world. Government schools have failed in India, and this is why one-third of Indians children attend private schools. Trends in Enrolment the total enrolment in the education system (excluding distance education) has increased from 0.17 million in 1950-51 to 10.48 million in 2004-05. During the period 1950-51 and 2004-5, while total enrolment at higher education level has increased at an average annual growth rate of 8.04 percent, the growth rate in the total number of teachers has been 5.78 percent. Nearly 87 percent of students in the higher education system are enrolled in the affiliated colleges. In fact, more than 90 percent of graduate and 65 percent of post graduate students are enrolled in affiliated colleges. It is also revealing that only 0.65 percent of students in higher education institutions are engaged in research. It is a common practice that the priority accorded to education is gauged with the help on indicators like public allocation as a proportion of GNP and budget. It may be noted that India has committed to allocate 6 percent of GNP to education long ago. Issues of

quality enhancement should become the priority to reap the benefits of internationalisation of higher education. A pragmatic approach to enhance the equity and access should be given due attention. The quality level of the public and private institutions should be published and brought to the notice of general public. Since the Indian system is very large, the University Grants Commission cannot monitor all the private institutions. The UGC can frame clear cut policy and ask the different states to institute a separate agency for the purpose as per the guidelines of the UGC. II. Concluding Discussion Education reforms currently planned or implemental throughout the world need to include deeper and more comprehensive analysis of what and how schools and leaders should do in order to contribute to the development of Indian economic system of the countries.. India spends ~14% of its budget on education it should be increase. The PM and FM control the "central budget". Education is on the concurrent list (meaning both center and state are responsible). Traditionally, primary and secondary education involving children below 15, were the focus area of states. So we must look at state budgets on education. Roughly, states account for 75% spend on education (and center spends 25%) [2].The PM and FM in 2015 signed off a significant devolution of finances to states based on the recommendation of the Finance commission - meaning giving states more resources to spend especially on Education and Health. Center cannot decentralize and give more of its money to states and massively increase its spend on state subjects like primary education. The total spending itself is often red-herring. One much under-appreciated fact is that most of the government is NOT able to spend what they are allocated. That includes education departments. Govt departments regularly fail to meet their plan spending. So lack of funds in the short term is sometimes a red-herring. Also, as GDP increases we will have more money for everything including education. A smart government can easily argue that instead of spending more immediately (and throwing it down the drain with teacher absenteeism, corruption etc), perhaps priority should be reforming and cleaning the system before boosting spending. Different types of education that should be provided to the people so as to promote rapid development.
They are:

General or Basic Education
This should cover teaching the students about reading, writing, elementary mathematics and about understanding of basic science and one's environment. This type of education is being currently provided.

Family Improvement Education
Under this students should be provided knowledge, skills, attitudes which are useful in improving the quality of human life. Accordingly, this should cover subjects such as health and nutrition, family planning, child care, home repairs and environment improvements etc.

Community Development Education
This type of education should be so designed as to improve the working of rural institutions and processes so that rural community should be developed. This should cover subjects such as local self-government, co-operative enterprise, running rural development projects etc.

Occupational Education
Under this students should be educated and trained for performing various agricultural activities properly and efficiently and for imparting education regarding particular agricultural skills and occupations. This would enable the students to make their living through self-employed occupations in agriculture, agro-industries and other non-agricultural works after completing their education

Conclusion
In the past century, we progressed from a stage where the application of science to manufacturing techniques become the basis for production and to develop the Indian Economic system. Education has been found a major source of productivity growth in post-war era, and because Education increases productive human capital, It contributes to overall increase in Economic growth, The most frequently presented general idea for increasing Indian economic development is to equip people with the skills and attitudes success in an increasingly knowledge based economy. The Indian Economic growth and development is built on three central ideas. Economic growth can be analyzed within macroeconomic environment, the quality of public institutions and technology. Technological advance is the ultimate source of growth but its origins may be different across countries the importance of the determinates of economic development for core and non-core innovators. Based on these commonly used determinants of economic development and growth various indicators of knowledge economy, three core domains have been utilized to explain economic growth. Education and training, Use of information and communication technologies, Innovations and technological adoption there are many other changes and reforms required in our school and higher education systems: greater decentralisation, greater flexibility, changing patterns of examination, different and more creative and relevant teacher training, and so on. But significantly higher levels of public funding are the necessary precondition for any other reforms to be successful, and indeed for us to even dare to hope for improved quality of education. It is generally agreed that more resources are required for education, but there are arguments that instead of relying on more public funding greater freedom should be granted for private provision of education. According to this view, there is no reason for the state to get into education provision, and instead it should focus on creating an "enabling environment" for private provision, even, if necessary, by recognising the possibility of profit-making investment in education, as in Singapore.

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