THE ROLE OF EDUCATION IN SOCIAL DEVELOPMENT

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Abstract: Education is one of the most important means to improve personal endowments, build capabilities, overcome constraints and in the process, enlarge available set of opportunities and choices for a sustained improvement in well-being. The process of education and attainments thereof has an impact on all aspects of life. Education plays an important role in human development. Human development encompasses development in several dimensions of human well being. Social development is one of the important dimensions. The main objective of the paper is to analyze the contribution of education to social dimension of human development.

Social development first attracted widespread attention through the principles set out in the millennium development goals of the United Nations in 1995 (the Copenhagen Declaration- "World Summit for Social Development"). An expert envisages that social development as a "process of planned social change designed to promote the well-being of the population as a whole in conjunction with a dynamic process of economic development". The goal of social development in the context of modern welfare is to produce a social well-being that makes people capable of acting and making their own decisions in the broadest sense.

Each country should be encouraged to earmark resources for promoting social integration through the foundation principle of *unity in diversity*. Consideration should also be given to including the promotion of this principle among the indicators of social development. Countries could, for example, be encouraged to report efforts to foster tolerance, understanding and appreciation of other cultures, equality of the sexes, the concept of one human family, and service to the community, the nation and the world.

Keywords: Social Objectives of Education, The Role of Education, Social Development Parametres, Media Influence.

Introduction: Education is an ornament in prosperity and a refuge in adversity.

Education is discussed under various themes – Education as a basic human need, education as a human right and education for all. Education as a Basic Human Need argues that education has been considered as a basic human need as it provides the means for socialization of young and adults. In popular term food, water, shelter and health care have given more emphasis in the considerations of human's basic need.

Education as a Human Right refers to the Universal Declaration of Human Rights (1948) and subsequent treaties established the right to education. The Convention on the Rights of the Child, reaffirms the right to free and compulsory primary schooling and emphasizes child well-being and development. International Committee on Economic, Social and Cultural Rights (ICESCR - UN 1977) identifies four components in peoples' right to education: Available – Accessible – Acceptable – Adaptable.

Social Objectives of Education can be analyzed in three esteem elements – Human Relations, Economic Efficiency and Civic Knowledge. The doctrine of 'social responsibility' involves the acceptance of the socialist view that political mechanisms, not market mechanisms, are the appropriate way to determine the allocation of scarce resources to alternative uses. The doctrine of 'social responsibility' taken seriously would extend the scope of the political mechanism to every human activity.

The link between 'Education' and 'Social Development' can be viewed that in the present dominant capitalist world, Economists define development as economic growth and diversification. Sociologists define it considering implications of poverty and inequality, social institutions, culture, and meanings individuals attach to development. Humanists are concerned about whether or not people are living better lives. Ecologists are concerned with the sustainability of development processes.

Social development also means that peoples living standards is increase, people feel more happiness. Process of planned social change designed to promote the well-being of the population as a whole in conjunction with a dynamic process of economic development. Education is one of the five emergencies of human development and the others being health, nutrition, the environment, employment, and political and economic freedom.

The actual scenario is witnessed to be that even after decades of efforts by the United Nations', money lenders such as the World Bank, International Monetary Fund and Asian Development Bank, African Development Bank etc., is getting worse day-by-day. More than 15 million children in the world have affected AIDS and 80% of them are from Africa.

The Rights of millions of children are violated by trafficking, labour, abuse, and neglect. Births of about 50 million of children are not registered in each year and unable to access schooling and basic services.

At global level, poverty (economic), armed conflict (political), unequal distribution of resources (social), lack of gender equity (social) is the major constraints continuing. About one in four children under the age of five are underweight. In Southern Asia, 60% of children in the poorest areas are underweight compared to 25% of children in the richest households. In Asia, Africa and Latin America regions overall, girls in the poorest 20% of households are 3.5 times more likely to be out of school than girls in the richest households and four times more likely to be out of school than boys from the richest households. Contraceptive use is four times higher among women with a secondary education than among those with no education. For women in the poorest households and among those with no education, negligible progress was seen over the last decade.

Only about half of the so called developing world's population is using improved sanitation. Disparities between rural and urban areas remain daunting, with only 40% of rural populations covered. And while 77% of the population in the richest 20% of households use improved sanitation facilities, the share is only 16% of those in the poorest households.

The cost of schooling remains a major obstacle to education for millions of children and youth despite the abolition of primary school tuition fees in fourteen countries since 2000. Illiteracy is receiving minimal political attention and remains a global disgrace, keeping one in five adults (one in four women) on the margins of society. Out of 129 countries, 51 have achieved or are close to achieving the four most quantifiable EFA (Education For All) goals (universal primary education, adult literacy, gender and quality of education), 53 are in an intermediate position and 25 are far from achieving EFA as a whole.

Although child mortality rates have dropped, a majority of countries are not taking the necessary policy measures to provide care and education to children below age 3. Early childhood care and education programmes generally do not reach the poorest and most disadvantaged children, who stand to gain the most from them in terms of health, nutrition and cognitive development. Worldwide, 774 million adults lack basic literacy skills, as measured by conventional methods. Some 64% of them are women, a share virtually unchanged since the early 1990s. Direct measurement of literacy skills would significantly increase the global estimate of the number of adults denied the right to literacy. Most countries have made little progress during the past decade in reducing the absolute number of adult illiterates, with the notable exception of China.

72 out of 101 countries will not succeed in halving their adult illiteracy rates by 2015. South and West Asia, and sub-Saharan Africa remain regions with low enrolment in secondary education. There are about 77 million children of school age, who are still not in school due to financial, social, or physical challenges. Poor learning outcomes and low-quality education also remain overriding concerns in the education sector. For example, in many developing countries, less than 60 percent of primary school pupils who enroll in first grade reach the last grade of schooling. Additionally, pupil/teacher ratios in many countries exceed 40:1 and many primary teachers lack adequate qualifications.

If we look into the Failure of Governance and its root causes, we come to know that what we experience today is weak governance systems in every aspects of the society. Governance can be seen as the exercise of economic, political and administrative authority to manage a country's affairs at all levels. It comprises the mechanisms, processes and institutions through which citizens and groups articulate their interests, exercise their legal rights, meet their obligations and mediate their differences. On the other hand, good governance ensures that political, social and economic priorities are based on broad consensus in society and that the voices of the poorest and the most vulnerable are heard in decision-making over the allocation of development resources.

Social development has always involved a tension between two poles of its existence, collective and individual. The collective strives to ensure its preservation, perpetuation and development, preparing and compelling its individual members to abide by its traditions, laws and values, and contribute their energy and effort to defend and support the community. At the same time, individual members strive to ensure their survival, to preserve and, whenever possible, to elevate their material and social positions, personal comfort and enjoyment.

The Role of Education: Education – formal, non-formal, and informal is indisputably the most effective way to shape the values, attitudes, behaviors and skills which will make it possible to function effectively in an integrated world society. The role of education in promoting social development, especially *social integration*, should, therefore, be addressed in a substantive manner in the *Declaration* and, most particularly, in the *Programme of Action*.

The details of educational programs and activities aimed at promoting social integration will vary a great deal from the local to the national and international levels. However, in our increasingly

interdependent world, all programs and initiatives must have certain aspects in common. Among other things, they should

- teach *unity in diversity* as the foundation principle for social integration both for nations and for the world community;
- cultivate tolerance, love, brotherhood, equality, compassion, understanding, sacrifice, humility, and an active commitment to justice;
- nurture an appreciation for the richness and importance of the world's diverse cultural, religious and social systems, in as much as they contribute to social integration, justice and unity;
- build on the country's positive efforts and highlight its tangible successes with social integration, including models of racial, religious, national and ethnic unity;
- have at their heart the moral development of the individual, emphasizing virtue as the foundation for actions that foster individual and collective spiritual and material well-being;
- convey an understanding of the rights and corresponding responsibilities of all people;
- be free of stereotyping based on religion, culture, gender, race, class, nationality and ethnicity;
- raise genuine support at the grass roots for the work of the United Nations by emphasizing the importance of the UN in promoting global cooperation and understanding; explaining its universal goals, objectives and programs; demonstrating its immediate relevance to the peoples and nations of the world; and clarifying the role that it must increasingly assume in our ever-contracting world; and
- foster an ethic of service to the entire human race, including one's family, neighbors, community, and nation; and provide the practical means for its expression in the education process through service-oriented programs.

The values, attitudes, and skills taught through the various educational programs must also be translated into action. If properly organized and initiated, and if universally accessible, a *Youth Service* would offer a very important means of putting into action the ideal of service to humanity and preparing youth for a lifetime of active concern for others. *Youth Service* would also enable young people to gain first-hand knowledge of the world. Such an experience will help them see beyond the differences -- whether cultural, religious, social, ethnic or national -- that divide and recognize the commonalties that unite the world's diverse peoples.

Illustrative experiences from *Youth Service* could be incorporated into curricula, and role models -- youth, with humility, struggling to learn and serve -- could

be highlighted in courses. Not only would this help make *Youth Service* known to future participants, but it would also provide inspirational stories of youth, discovering their common humanity, breaking down barriers to understanding, and building a world of peace and justice. A special committee or working group should be set up to develop both guidelines for promoting social integration, based on the principle of *unity in diversity*, and proposals for incorporating this principle into existing formal and non-formal educational programs.

The media too have both a powerful influence on people's attitudes and perceptions and a weighty responsibility to contribute to social integration. Currently, a great deal of media attention is focussed on the seemingly insurmountable differences that divide peoples and nations, and little attention is given to evidence that these differences can be overcome. A serious, global discourse must be undertaken to explore the use of existing and rapidly emerging media technologies to foster hope and promote social integration and development. The media have a responsibility to help people understand that diversity, often a source of conflict, can also be a powerful resource for social development. An important beginning would be to eliminate stereotyping based on religion, culture, gender, race, class, nationality and ethnicity from media programming. Then by focussing on constructive, unifying and cooperative undertakings, the media could demonstrate humanity's capacity to work together to meet the enormous challenges facing it.

Social development parameters:

- ✓ We define social development in its broadest social terms as an upward directional movement of society from lesser to greater levels of energy, efficiency, quality, productivity, complexity, comprehension, creativity, choice, mastery, enjoyment and accomplishment. Development of individuals and societies results in increasing freedom of choice and increasing capacity to fulfill its choices by its own capacity and initiative.
- ✓ Growth and development usually go together, but they are different phenomena subject to different laws. Growth involves a horizontal or quantitative expansion and multiplication of existing types and forms of activities. Development involves a vertical or qualitative enhancement of the level of organization.
- ✓ Social development is driven by the subconscious aspirations/will of society for advancement. The social will seeks progressive fulfillment of a prioritized hierarchy of needs – security of borders, law and order, self-sufficiency in food and shelter, organization for peace and prosperity,

expression of excess energy in entertainment, leisure and enjoyment, knowledge, and artistic creativity.

✓ Development of society occurs only in fields where that collective will is sufficiently strong and seeking expression. Development strategies will be most effective when they focus on identifying areas where the social will is mature and provide better means for the awakened social energy to express itself. Only those initiatives that are in concordance with this subconscious urge will gain momentum and multiply.

✓ Development of the collective is subconscious. It starts with physical experience which eventually leads to conscious comprehension of the process. Conscious development based on conceptual knowledge of the social process accelerates development and minimizes errors and imbalances.

✓ Society is the field of organized relationships and interactions between individuals. Only a small portion of human activity is organized for utilization by society, so only a small portion of development potential (of technology, knowledge, information, skills, systems) is tapped.

✓ Every society possesses a huge reservoir of potential human energy that is absorbed and held static in its organized foundations—its cultural values, physical security, social beliefs and political structures. At times of transition, crises and opportunities, those energies are released and expressed in action. Policies, strategies and programs that tap this latent energy and channel it into constructive activities can stir an entire nation to action and rapid advancement.

✓ The act is the basic unit of social organization. The evolution of more complex and productive activities woven together by people to form systems, organizations, institutions and cultural values constitute the fabric or web of social organization.

✓ The essential nature of the development process is the progressive development of social organizations and institutions that harness and direct the society's energies for higher levels of accomplishment. Society develops by organizing all the knowledge, human energies and material resources at its disposal to fulfill its aspirations.

✓ The process of formation of organization takes place simultaneously at several levels: the organization of peace and physical security in society, the organization of physical activities and infrastructure, the organization of productive processes through the application of skills and technology in agriculture, industry and services, the organization of social processes we call systems, laws, institutions and administrative agencies, the organization of data as useful information, the organization of knowledge through education and science, and the organization of higher social and cultural values that channel human energy into higher forms of expression.

✓ Each of these levels of organization admits of unlimited development. Each of these levels of organization depends upon and interacts with the others. Elevating the organization at any of these levels increases the utilization of resources and opportunities and accelerates development.

✓ Development requires an enormous investment of energy to break existing patterns of social behavior and form new ones. Development takes place when surplus social energies accumulate beyond the level required for functioning at the present level. The social energy may be released in response to the opening up of a new opportunity or confrontation by a severe challenge. Where different cultures meet and blend, explosive energies for social evolution are released.

✓ Expression of surplus energy through existing forms of activity may result in growth—a quantitative expansion of society at the existing level of organization. Channeling the surplus energy into more complex and effective forms of organized activity leads to development—a qualitative enhancement in the capabilities of the society. The fresh initiatives that lead to this qualitative enhancement usually occur first in the unorganized activities of society that are not constrained and encumbered by the inertia of the status quo.

✓ The rate and extent of development is determined by prevalent social attitudes which control the flow of social energies. Where attitudes are not conducive, development strategies will not yield results. In this case the emphasis should be placed on strategies to bring about a change in social attitudes—such as public education, demonstration and encouragement of successful pioneers.

✓ The social gradient between people at different levels of power and accomplishment in society represents a 'voltage differential' that stimulates less accomplished sections of the population to seek what the more accomplished have achieved. The urge to maintain this voltage gap compels those at the top to seek further accomplishments. At the same time, the overall development of society is determined by its ability to make accessible the privileges and benefits achieved by those at the top to the rest of its members.

✓ Development proceeds rapidly in those areas

where the society becomes aware of opportunities and challenges and has the will to respond to them. Increasing awareness accelerates the process.

✓ Social progress is stimulated by pioneering individuals who first become conscious of new opportunities and initiate new behaviors and activities to take advantage of them. Pioneers are the lever or spearhead for collective advancement. Pioneers give conscious expression to the subconscious urges and readiness of the collective.

✓ Development occurs when pioneering individual initiatives are imitated by others, multiplied and actively supported by the society. Society then actively organizes the new activity by establishing supportive laws, systems and institutions. At the next stage it integrates the new activity with other fields of activity and assimilates it into its educational system. The activity has become fully assimilated as part of the culture when it is passed on to the next generation as values through the family.

✓ Development is a process, not a programme! Development is an activity of the society as a whole. It can be stimulated, directed or assisted by government policies, laws and special programs, but it cannot be compelled or carried out by administrative or external agencies on behalf of the population. Development strategy should aim to release people's initiative, not to substitute for it.

✓ All resources are the creation of the human mind. Something becomes a resource when human beings recognize a productive or more productive use for it. Since there are no inherent limits to human inventiveness and resourcefulness, the potential productivity of any resource is unlimited.

✓ Human beings are the ultimate resource and ultimate determinant of the development process. It is a process of people becoming more aware of their own creative potentials and taking initiative to realize those potentials. Human awareness, aspiration and attitudes determine society's response to circumstances. Development occurs only at the points where humanity recognizes its power to determine results.

✓ The development of social organization takes place within a larger evolutionary context in which the consciousness of humanity is evolving along a continuum from physical to vital to mental. This evolution expresses as a progressive shift in emphasis from material resources to technological and information resources; from the social importance of land to the importance of money and knowledge; from hereditary rights of the elite to fundamental rights for all human beings; from reliance on physical forms of authority to laws and shared values. As society advances along this continuum, development becomes more conscious and more rapid.

✓ Infinity is a practical concept. Human potential is unlimited. Development potential is infinite.

✓ The same principles and process govern development in different fields of social life – political, economic, technological, scientific, cultural, etc.

✓ The same principles and process govern development at the level of the individual, the organization and the society.

In sociological points of view, education is one of the very important social institutions in the society. Social institutions such as family, religion, economy, politics and education are interrelated and functioning to fulfill basic human needs such as reproduction, socialization, food, security, shelter etc, in the society.

Socialization is a process by which individuals acquire social competence by learning the norms, values, beliefs, attitudes, language characteristics, and roles appropriate to their social groups. Education plays a large part in the socialization of children into society.

There is no such thing as a natural education process. Education either functions as an instrument which is used to facilitate the integration of generations into the logic of the present system and bring about comfortably to it, or it becomes the practice of freedom, the means by which men and women deal critically with reality and discover how to participate in the transformation of their world.

Education is the most powerful tool of change. Education gives an individual the capacity to adapt to change. Education can prepare people for change. Education can initiate change. Building awareness of the self, society and human welfare more and more rests upon education. Education is considered the best strategy of initiating, achieving and sustaining progress and development. Moreover, education can mitigate disparities in society amongst people. In short Education is the most powerful tool of achieving what we ought to achieve.

What we experience today in the market driven economies are the efforts to sell the knowledge, the education, the experiences, the skills and so on in the open market. The market mechanism is not concerns on the human angles as it emphasis rely on the level of achievements from the supply and demands of the marketable products and services.

Each and everything including the human relations, their knowledge and skills are considered as economic commodities in the market driven economy. Hence, whether we can expect social

responsibility from policy makers, administrators and politicians (especially) in the current economic system to make them socially responsible for education is seems a myth.

Therefore a mechanism is necessary to change the present world order in to a system where those leaders concerns about the human beings, their knowledge, the social relationships, human dignity. In such context education can play a vital role to pave a way to social development. But then, the tragedy of education is played in two scenes — incompetent pupils facing competent teachers and incompetent teachers facing competent pupils. Education is not preparation for life; education is life itself.

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