

Human Capability to pave the way for inclusive growth, -An Empirical Study

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I. Introduction:

Inclusive growth is a fashionable term these days. It is used in development literature. The term is used in a large number of emerging and developing economies presently in the lieu of neo-liberal policy framework which is expected to deliver inclusive growth. However, empirical evidence shows that the neo-liberal policies have not been very successful in including the mainstream development process. It is felt that something is lacking in the theoretical framework underlying neo-liberal policies. In this paper, it is tried to redefine the role of human capability as a way of inclusive growth, especially in the developing country like India.

II. Role of Education:

Role of education can be defined in many ways. However, look after the objective of inclusive growth, livelihood options and practical point of view in the developing country four different types of motivations are observed in education. They are developing children to be self governing adult, developing economic participation of mass population, developing human flourishing, developing citizens with a sense of justice and reciprocity. These options are important for all citizens in the world but still judged as best to survive in an overpopulated and poor country like India.

III. Four Pillars of Education:

Learning to Know-Developing Reasoning-Cognitive Skill:

This pillar refers to the Central Human Functional Capability of “Practical Reason” according to Nussbaum. It relates to cognitive life skills, such as critical thinking (analyzing different sources of information, interpreting motivations), problem solving and decision-making skills (collecting information, evaluating consequences, defining alternatives, choosing a solution). Learning to know thus refers to both the acquisition of knowledge as well as the use of the knowledge.

Learning to be-Ability to form Goal-Self Management:

This pillar refers to the Central Human Functional Capabilities of “Senses, Imagination and Thought” and “Play” according to Nussbaum. It relates to self-management life skills related to self awareness, self esteem and self confidence (building an identity, valuing oneself, setting goals, building dreams, etc.), and coping skills (skills for managing feelings and stress). This element is linked with seeing oneself as the main actor

in defining a positive outcome for the future, and is close to the concept of “power” or “agency” developed by SEN

as a person’s “*ability to form goals, commitments, values etc.*”⁶. It is recognizing a person as “someone who acts and brings about change, and whose achievements can be judged in terms of her/his own values and objectives, whether or not we assess them in terms of some external criteria as well”.

Learning to live Together-Social Skill:

This pillar refers to the Central Human Functional Capabilities of “Affiliation”, “Emotions”, “Other species” according to Nussbaum. It relates to interpersonal and social life skills such as Communication skills, Negotiation skills, Refusal skills, Assertiveness skills, Interpersonal skills, Co-operation skills, and Empathy skills. Skills under learning to live together are essential to define a human being as a social being. This aspect can be reached when a person is not faced with a paucity of resources and when she/he is aware of the importance of social support and collective well-being as a pre-requisite to any individual well-being. This aspect also implies feeling concerned by other’s welfare and feeling an affiliation link to a group, a category, a society and a culture.

Learning to do-Functioning & Capability- Practical Skill:

This pillar refers to the Central Human Functional Capabilities of “Life”, “Bodily Health”, “Bodily Integrity” and “Control over One’s Environment” according to Nussbaum. This pillar is linked to what actions a person takes, and is closely related to practical skills. When addressed alone in an educational programme, or when an individual is “on survival mode” the results of this pillar is overpowered by practical or psychomotor skills for immediate needs and day to day functioning (“Life” and “Bodily Health”), whereas addressed in an educational approach taking into account the four pillars, this pillar represents an achievement linked to “refined” functioning (“Bodily Integrity” and “Control of One’s Environment”).

IV. Education and Human Development, Enlarging choices and the Institutional Puzzle:

Human development through education has many components. Education is the beginning of the process of productive development. Education helps in enlarging people’s choice and paves way for making better dealings in future life. At the all levels of development the three essential choices for people are to live a long and healthy life, to acquire better knowledge and to have access to resources needed for a decent standard of living. If these essential choices are not available many other opportunities to improve the quality of live will remain inaccessible. Human development have two dimensions; accruing human capabilities and the use people made of these acquired capabilities for productive, leisure and other purposes. The benefits of human development go far beyond the expansion of income and wealth accumulation because people constitute the very essence of human development. The UNDP defines the human

development in four basic components, i.e. equality, productive, sustainability and empowerment. Education can provide all these basic components of human development. Equality defines as equal access to opportunities. Improved productivity can be achieved through development of human resources and creation of a conducive environment where people can make use of their capabilities optimally. On the other hand sustainability can be ensure with good knowledge to accommodate the needs of future generation. Empowerment and participation imply provision of an adequate social environment in which people participate for achievement of a better live. The board scope of the prerequisites for human development as outlined above raises an important issue as to their capability to individual countries. There policy implication are certain to vary from one country to another as what constitutes appropriate some of the human development policy is likely to be unique to each individual country and will be influence by its religion, cultural, social, political and economic values. Here the institutional puzzle has started among the student community.

Education is one of the very few goods that are universally publicly provided across countries. Its uniqueness does not stop there, but extends to the institutional arrangement through which education is publicly provided. The puzzle is why such a seemingly inefficient arrangement is adopted in the public provision of education. One explanation is that while geographically assigning student's school will reduce the outputs that parents and children value which they use as a basis for selecting a school. It may assist in producing some other type of output and thus be efficient in some broader sense.

V. Education and Poverty:

Though India is moving towards inclusive growth, lack of education, skills development and vibrant and transparent governance are a few hurdles in progressing towards it at a faster pace. Panelists at a session at the India Economic Summit felt that education is the biggest hurdle in achieving inclusion at a rapid pace. Among the panelists, a large section like Hindustan Construction Corporation Chairman and Managing Director Ajit Gulabchand, Hero Group Managing Director and Chief Executive Officer Pawan Munjal and President of National Chemical Laboratory Raghunath A Mashelkar felt that education and skill development is a must for inclusion to succeed. "If you ask me to mention two things that are a must for inclusion to be successful, they would be education and education and the rest will follow," said Gulabchand. The second concern, which the panellists thought would prove detrimental to the goal of inclusion, is bad governance, and this needs to be looked into. "It will never be possible to make India a developed country first and weed out corruption later. Along with sound education and skills, we need to weed out corruption from our system," said Mashelkar. (BS,2012)

There are over 100 million migrant workers in India, many of them driven from rural to urban areas. They arrive with no identity, no skills, no protection and no framework of services. This rural-urban shift is now an irreversible trend. This group should be targeted to make the shift quick. "Social security, food security

and protection for the migrant group is vital to help such vast numbers make the transition from rural to urban areas more safely and thus expedite much-needed inclusion,” said Rajiv Khandelwal, executive director of Aajeevika, a non-government organization working for to uplift the migrants. The panelists also said that though the private sector is doing a lot for inclusion, more needs to be done. Munjal, after explaining how his company was providing bikes to people in backward regions and also teaching them how to ride safely, said that the corporate sector should travel that extra mile. “We could call our corporate social responsibility inclusive at times, but not all the time. We should bring them that economic benefit through any initiative of ours. We not to go that extra mile in our initiatives to

economically benefit the people,” he said. It was also felt that innovations should be for the poor and should not only be low-cost but ultra low-cost. The example of the Tata Nano, aimed at “two-wheeler” families, was discussed by Mashelkar. “Any innovation for the poor cannot be a bad business deal, as the product for the poor will also be bought by the rich, but the same cannot be true for any products for the rich,” added Mashelkar. It was also felt that no single company or government can solve issues such as inclusive growth. Only when working as a collective group — of governments, industry, regulators, NGOs and consumers — in an open and transparent way, can there be hope for progress. Agriculture is an example – better partnerships can help technology have more impact, as well as improve delivery of crops to market. The key to inclusion is to bring together talent, technology and trust, it was felt.

Every aspects of Education must work to fight against the Poverty and Vulnerability by building Potentiality and Skill. Human capability is the “substantive freedom of people to lead the lives they have reason to value and enhance the real choices they have”¹. Education *per se* is in this respect facilities or arrangements that enable freedom, as well as a “hard” set of outcomes, i.e. capabilities as particular skills acquired². In other words, for education to fully enhance freedom and development it is required that the learning needs of all are met through **equitable access** to an education of such quality that it leads to **learning outcomes** that ultimately enhance individual freedom. The right to equitable access to education is legally recognized in a vast majority of countries. However, access to education is still not an entitlement for a large number of people. The capabilities approach relates to this question as “a person’s right to something must be coupled with another agent’s duty to provide that first person with that something”. Therefore, for education to become a true human right, it has to be seen as a concept that stiches beyond legislation and conventions signed by countries to include the accountability of its provision. In other words, a right that is recognized by the state but that cannot be exercised, is not sufficient. Also, according to Sen “*it is best to see human rights as a set of ethical claims which must not be identified with legislated legal rights*”³. In order to claim their rights, individuals and communities need to be equipped to know these rights, the ways to demand that their rights be respected and the means to enforce their claims, requiring psychosocial proficiencies such as critical thinking and responsibility as central elements along with agency and empowerment. This is related to quality education contents, processes, and contexts that lead to building capability of the individual. The capabilities approach as concerns education is thus larger in scope than the human capital approach which

narrows down the contribution of education to a limited range of indirect livelihood skills mainly related to production and income generation.

- Monetary Poverty: Income and consumption level
- Poverty in Living Condition: Lack of access to good and essential services.
- Poverty in terms of Potentiality: Equips a person to deal with the risks throughout the Life

The vulnerability of a person “is the probability of having his/her situation worse when facing a dramatic event. Such a focus on vulnerability implies identifying the threats, and more generally the risks that people encounter, assessing their capacity to cope when faced with the realization of such risks can help define the means required to overcome the social

consequences related to this realization.” Living standards can be accessed through quantitative as well as qualitative dimensions. Rousseau and Dubois (2000) bring conceptual precisions to the definition of capabilities. They differentiate two components of capabilities. The first one is represented by the potentialities, which are the assets that a person has. These correspond to different forms of capital that can be mobilized and transformed (physical, human, natural, social, cultural). The second component relates specifically to the capacities of the individual to do something. Within these capacities the authors further differentiate “individual characteristics” (sex, age, physical and mental aptitudes) and social opportunities (institutions, norms and constraints). For disadvantaged groups, education is a means of fighting poverty and in the long term reducing their vulnerability to events that they face. Enhancing the capability of an individual requires increasing the “ability” needed to escape poverty of all forms as well as “potentiality” to prevent people from falling into poverty. Education today, especially quality education, claims to enhance “potential” as well as “ability”, equipping people to escape not only from monetary poverty, but also reduce their vulnerability to risk and increase their potentiality. For education to achieve these objectives it cannot be limited to access and completion but has to look at content, delivery and quality:

VI. Insights from the Capability; Review of some literature:

The concept of HC has a long history dating back to Adam Smith and William Petty and was originally introduced to analyze man as a producer and to measure and quantify his abilities to engage in productive activities. The establishment of the HCT in the modern neoclassical economic literature and the best-known application of the idea of "investing into HC" is connected with the seminal works of Schultz (1961), Becker (1964) and Mincer (1974), representatives of the *Chicago School* of economics. In this view, there is no behavior that cannot be interpretable as economic; however, altruistic, emotional, uninterested, and compassionate it may seem to others (Gendron, 2004). In the standard HC approach, the capital of knowledge and experience embodied in persons is considered as a mean of production, together with physical and financial capital. Similarly to investments into other means of production, investments into HC (realized through education, on-the-job training, medical treatment) involves both direct costs (like tuition

fees or costs of medical treatment), and indirect (or opportunity) costs. Investment into HC yields additional output that depends on its market rate of return. However, differently to physical and financial capital, HC cannot be transferred from one individual to another. (Meera Tiwari and Solava Ibrahim, 2012). The founders of the HCT defined HC as an individual's productive ability. This definition rests on the assumption that consumption is the ultimate goal of the economic activity and suggests measuring the value of the individual's HC as the value of the goods and services, which one directly or indirectly produces (Thurow, 1970). According to the HCT, the value of HC can depreciate or appreciate if the value of goods and services rises or falls. In recent years, researchers such as Gendron, 2004, broadened the definition of consumption goods by including knowledge. Working in the same paradigm, David and Lopez, 2001, gives a more comprehensive definition of HC, which also embraces its "productive" aspects, namely: a) the capacity of interpreting flows of data and structured information required for purposive individual actions and inter-personal transactions among economic agents; b) the capacity for providing a variety of physical labor service-inputs in ordinary production processes; c) the cognitive basis of entrepreneurial market activities; d) the key resource utilized for managing market and non-market production, as well as household consumption activities; e) the creative agency in the generation of new knowledge underlying technological and organizational innovations. Traditionally, the concept of HC is subdivided in two components, specific and general (Becker, 1964). General HC, such as language and quantitative literacy, is used in all types of jobs, while specific HC, related to the operation of particular technologies, is applicable only to certain types of employment or sectors of economy. Gendron, 2004 introduces the third component of HC, which he defines as technical and scientific knowledge. He refers this knowledge to the processing and mastering of specific bodies of organized knowledge and analytical techniques that may be of relevance in production. If considered as assets, all three components of HC differ in terms of riskiness and profitability.

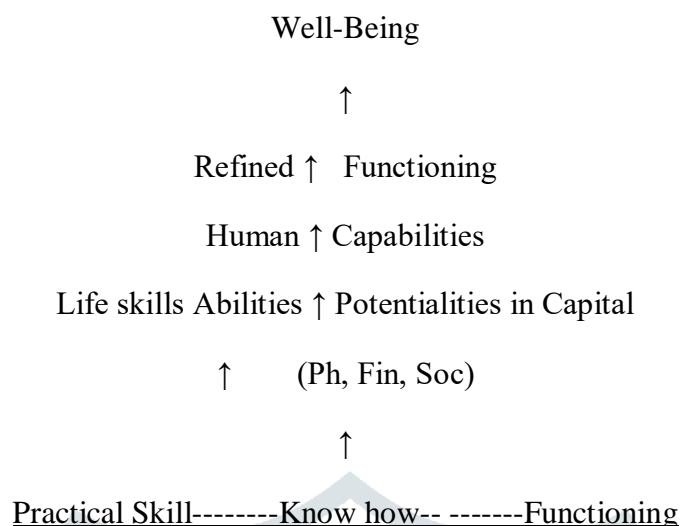
Specific HC and scientific knowledge are more profitable compared to the general skills since specialized or rare skills are costly to develop and yield a higher pay-off. At the same time they are subject to a large number of different economic shocks. In particular, specific skills and knowledge heavily depend on the labor market requirements and can easily become deflated or even unrequested due to new technological developments or changes in the national trade and immigration policy.

Assessment of human development is possible to consider what it has to offer to evaluations of specific areas of social policy, such as education. In recent years there has been growing international interest from people working in diverse sectors and fields of formal, informal and non-formal education in the potential of the capability approach to contribute ideas, policies and practices. This introductory article is concerned with how the capability approach might be used in educational settings and thinking about educational inequalities. The key idea of the capability approach is that social arrangements should aim to expand people's capabilities – their freedom to promote or achieve 'functioning' which are important to them. 'Functioning's' are defined as the valuable activities and states that make up people's well-being, such as having a healthy body, being safe, or having a good job. They are related to goods and income, but they

describe what a person is able to do or be as a result – for example, when a person's need for food (a commodity) is met, they enjoy the functioning of being well-nourished. Capabilities are 'the alternative combination of functioning that are feasible for [a person] to achieve'; they are 'the substantive freedom' a person has 'to lead the kind of life he or she has reason to value' (Sen, 1999:87). It has only been in the last few years that a number of education researchers have turned to the capability approach, so it is very much a developing area of theory and practice. Consequently, many themes are still open to debate. Although engagement with the concept of capability features in the work of both Amartya Sen and Martha Nussbaum, there are some significant differences between their approaches. Aspects of both have been considered important by education researchers so far. Sen's work has tended to be used in general discussions of policy and critiques of theories regarding education and the economy. Nussbaum's work, on the other hand, has been of considerable interest because of her concern with the content and process of education (Elaine Unterhalter, Rosie Vaughan and Melanie Walker, 2007)

In order to reach the objectives of education to enhance individual freedom and development in mind we need to establish what elements education have to consist of. During the World Education Forum (Dakar, Senegal, 2000), the global education community took the clear position that education geared to tapping each individual's talents and potential, and developing learners' personalities in order to improve their lives and transform societies needs to emphasize the acquisition of skills. By specifically including the acquisition of "life skills" in two of its six goals, the resulting Dakar Framework for Action stresses the need for not only psychomotor or practical skills, but also those psychosocial abilities – life skills - that will enable us to learn and use knowledge, to develop reasoning and analytical strengths, to manage emotions and to live with and relate to others. This recognition reflects a shift in education objectives from programmes that work on survival and income generation skills only, limiting their results to monetary poverty and not reducing vulnerability in the long run. Whilst addressing life skills would be meaningless if the practical skills for basic survival and livelihood were not taken into account, stopping at the level of basic needs would be insufficient to achieve long-term results and to break the poverty cycle. A new impetus to education for all is therefore the need for a new family of skills, the psychosocial abilities or life skills, to bridge the gap between the practical knowhow and the ability to do things regularly and over time through the development of reasoning, the enhancement of agency and building potential through social capital, in order to understand the consequences of behavior, feel responsible and have the ability to solve problems and take decisions that don't compromise the choices of future generations. Obviously, education needs to accommodate both the dimensions of practical and psychosocial skills. Acting on personal characteristics and influencing individual abilities, life skills education can be seen as a bridge between basic functioning and capabilities

VII. Education as Well-Being Tree:



Obviously, education needs to accommodate both the dimensions of practical and psychosocial skills. Acting on personal characteristics and influencing individual abilities, life skill education can be seen as a bridge between basic functioning and capabilities.

The life skills approach strengthens the ability of an individual to evolve along with the needs and changing demands of the labour market. Developing self-confidence and the power to act is a primordial aspect of education that enables individuals to effectively use new tools and methods without being restricted to a single hands-on skill. The life skills approach, more than a definition, describes a dynamic multi-dimensional process, ready to evolve and encompass new aspects as our understanding of human development increases. In the light of above literature, an empirical study has been done with the following objectives,

VIII. Objectives:

- I. To define the status of school children.
- II. To define the status of educational infrastructure in public sector.
- III. To define the comparative status of public and private institutions.
- IV. To fine some important issues for further discussion.

Area covered for empirical study: For the proposed study data collected from both secondary and primary sources for Rangia subdivision of Kamrup district Assam, India. In methodology, simple statistical tools are used for analysis the data collected from secondary and primary sources

IX. The empirical discussion:

(A) Status of Child Population in Assam:

Status of child population in Assam, here shows the in school children and out school children in Assam. Here in the table-1(a) shows the data for last eight years to analyze the status. In table-1(b), out of school children data shows for two years for a comparison.

Table-1(a), Status of Child Population in Assam:
[Age Group 5-14 Years]

Year	Population	Out of School	In School	% of Out-Of-School
2002	54,94,262	13,40,185	41,54,077	24.39%
2003	52,37,964	8,66,845	43,71,119	16.55%
2004	52,37,964	4,24,845	48,13,119	8.11%
2005	56,51,040	6,49,330	50,01,710	11.49%
2006	58,48,094	4,29,875	54,18,219	7.35%
2007*	54,37,374	3,95,161	50,42,213	7.27%
2008*	54,37,756	3,39,100	50,98,656	6.24%
2009*	55,95,095	1,99,187	53,95,908	3.56%

Source: DISE *Data of the age group 6-14 years

Table-1(b), out of school children in India (Million): Source-India DHS, 2005-06

M/F	2000	2006	Change from 2000 to 2006
Male	13.00	9.50	-3.5
Female	16.40	4.20	-5.2

From the table 1 it is clear that percentage of out of school children in Assam is decreasing gradually. But still a sizable portion of children in absolute terms are out of school in Assam. In last eight years Sarba Siksha Abhijan Mission has successfully reduced the number of out of school children in Assam. Till 2006 data were collected for the age group of 5-14 years and from 2007, data has collected for the age group of 6-14 years. In all India, table-1(b) shows that from 2000 to 2006 3.5 million male out of school children reduced and 5.2 million of female out of school children reduced. But the situation is look better in Assam than all India average.

(B). Status of school children in Rangia Block:

In this study, data of Rangia block in kamrup district were taken to analyze the status of out of school children in Rangia. In table-2, the total number of children, total enrolment and total out of school children are given to define the status of Rangia block.

Table-2, Status of school children in Rangia Block:

Year	Total No.of Children Pop. (6-14 Year)			Total Enrolment			Total Out of School		
	B	G	T	B	G	T	B	G	T
2005-06	29,874	28,084	57,958	29,129	27,465	56,594	745	619	1364 (2.38%)
2006-07	32,390	30,315	62,705	31,830	29,768	61,598	560	547	1107,(1.77%)
2007-08	29,206	28,060	57,266	28,828	27,724	56,552	378	336	714 (1.24%)
2008-09	30,039	28,333	58,372	29,789	28,120	57,909	250	213	463 (0.80%)
2009-10	28,831	27,629	56,460	28,822	27,625	56,447	09	04	13 (0.02%)
2010-11 Ex.BTAD	16,674	16,100	32,774	16,674	16,100	32,774	00	00	00

Source: DISE

Here in the Table 2, status of school children in Rangia Block from the year 2005-06 to 201-11 are depicted. It is seen that the position is better in Rangia compare to state average. The number of out of school children is gradually decreasing and in 2010-11 there is no any out of school children are seen. But there is an important factor in out of school status in Rangia after 2010. In 2010, after the formation of BTAD, some parts of Rangia block comes under BTAD jurisdiction. Exclusion of BTAD part from Rangia Block can be considered as an important factor. Another important development to be noticed here is that the numbers of out of school girl children are less than that of boys. It is very significant form the both social and economic point of view. From 2005 to 2010-11, it is noticed that number of out of school girl children are continuously less than boys.

(C). Out of School Children analysis (Rangia Block):

To discuss the status of school children in Rangia block, in the table-3, a community wise discussion is done to understand the cast impact on school education.

Table-3, Out of School Children analysis (Rangia Block) :

Year	Total out of school children (All community)			SC Student			ST Student			Minority			Rest
	B	G	T	B	G	T	B	G	T	B	G	T	
2006-07	560	547	1107	204	196	400	114	119	233	149	139	288	186
						36.13%			21.04%			26.01%	16.82%
2007-08	378	336	714	32	28	60	97	91	188	210	200	410	56
						8.40%			26.33%			57.42%	7.85%
2008-09	250	213	463	30	15	45	32	46	78	33	30	63	277
						9.72%			16.85%			13.61%	59.83%
2009-10	09	04	13	00	00	00	7	4	11	00	00	00	02
									84.62%				15.38%

Source: DISE

We have discussed the out of school children in Rangia Block with respect to Gender in earlier table. Here in table 3 community aspect of out of school children are discussed for the period of 2006-07 to 2009-10. In the table 3 we found SC, ST and Minority status of both boy and girls, out of school children in Rangia Block. It is seen that about 36.13 percent of SC children are out of school in 2006-07. But gradually it is decreasing and in 2009-10, it becomes zero. Again, in case of ST children it is 21.04 percent in 2006-07 and increasing up to 26.33 percent in 2007-08 and 84.62 percent in 2009-10. In 2006-07, about 26 percent of out of school children was from minority community. It is increasing up to 57.42 percent in 2007-08 and finally it is decreased drastically to 13.61 percent in 2009-10. Thus it is seen that among the all community, ST population are lagging behind all other community in education sector. It is followed by minority community regarding the enrolment of children.

(D). Infrastructure aspect of public sector school:

To discuss the infrastructure provided by Govt. in school education, we can analysis the teacher-pupil ratio of different district at lower primary and upper primary level in Assam as a whole also. In table-3, teacher-pupil ratio of various district in Assam are given.

Table-4, District wise Pupil Teacher Ratio (PTR):

District	Lower primary	Upper primary	District	Lower primary	Upper primary
BARPETA	39.29	24.48	KARBI-ANGLONG	29.69	22.93
BONGAIGAON	25.85	26.84	KARIMGANJ	39.00	32.36
CACHAR	37.47	31.14	KOKRAJHAR	27.04	27.27
DARRANG	30.07	27.77	LAKHIMPUR	16.46	13.90
DHEMAJI	18.86	19.46	MORIGAON	41.19	24.01
DHUBRI	75.69	34.02	NAGAON	40.16	29.23
DIBRUGARH	22.15	23.34	NALBARI	18.09	14.89
GOALPARA	37.83	26.09	NC HILLS	4.80	7.89
GOLAGHAT	26.26	24.36	SIVSAGAR	8.28	9.72
HAILAKANDI	23.01	16.65	SONITPUR	26.35	27.80
JORHAT	19.15	17.69	TINSUKIA	28.31	32.46
KAMRUP,(Rangia)	24.39	19.29	*****	*****	*****
State				26.79	22.73

Source: DISE, 2008-09

It is seen in the table-4, that at lower primary level, and upper primary level worst teacher-pupil ratios are seen in Dhubri district i.e. 75.69 percent and 34.02 percent in lower primary and upper primary level respectively and best are seen in N.C. Hills districts, i.e. 4.80% and 7.89%. However at an average of all district in Assam it is 26.79 % in lower primary and 22.73% at upper primary. In most develop district of Assam i.e. Kamrup district, the ratio is 24.39 % and 19.29 % in lower primary ad upper primary level respectively. However all India level the teacher-pupil ratio at primary education was 47.31 in 1995, 35.40 in 1999 and 40.20 % in 2004. It is still moving around 40%.

However, data shows that situation in Assam for better compare to all India. But in most of the develop countries it is always remain from 15 to 30 and it is judged as good to be remain below 30 percent. From this point of view, whatever the reason, the picture is quite good in Assam.

(E). Quality aspect of education:

To look after the quality aspect of education provided in public sector, we can have a comparison of the performance of good public sector school and a private sector school located at Rangia town.

Table-5, Quality aspect of education: A Comparative Study:

5(a) H.S.L.C Result of Sankardev Sishu Niketan,5(b) H.S.L.C Result of Rangia H.S. School

Year	Total Examinee	1st Division	2 nd Division	3 rd Division	Fail	Year	Total Examinee	1st Division	2 nd Division	3 rd Division	Fail
2002	17	15, 88.24%	2	00	00	2002	72	22, 30.56%	36	10	04
2003	30	14, 46.67%	15	1	00	2003	98	35, 35.71%	30	28	05
2004	46	25, 54.35%	19	2	00	2004	127	35, 27.56%	51	35	06
2005	52	30, 57.69%	19	3	00	2005	112	36, 32.14%	53	21	02
2006	55	34, 61.82%	18	3	00	2006	124	24,1 9.35%	58	36	06
2007	74	43, 58.11%	26	5	00	2007	89	21, 23.60%	38	27	03
2008	55	36, 65.45%	18	1	00	2008	129	46, 35.66%	42	40	01
2009	102	70, 68.63%	29	3	00	2009	127	33, 25.98%	47	41	06
2010	72	53, 73.61%	16	3	00	2010	118	59, 50%	33	26	00
2011	91	74, 81.32%	16	1	00	2011	102	35, 34.31%	48	18	01

In table 5(a) and 5 (b) result of HSLC for last few years of two schools are shown. The results of both the school are showing improving trend but the graph of the private school remain in a higher level than the public school continuously. The performance of the school managed at private level shown better performance and it is very consistent. However the performance of the public is also good and consistent but still there is a scope of doing better. Therefore, the schools in public sector have a better scope of management which can improve the performance.

X. Important Issues Observed in the whole study:

- Question of Childhood: The term *childhood* is non-specific and can imply a varying range of years in human development. Developmentally and biologically, it refers to the period between infancy and adulthood. In common terms, childhood is considered to start from birth. Some consider that childhood, as a concept of play and innocence, ends at adolescence. In the legal systems of many countries, there is an [age of majority](#) when childhood officially ends and a person legally becomes an adult. The age ranges anywhere from 15 to 21, with 18 being the most common. In various Indian states the period of childhood taken from 5-14 and sometimes from 6-14. Therefore there is a question of age, whether it should be extent to 16 or 17 or not. All the policies will depend on the question of childhood.

- Capability in Diverse Social Context:

Capability of an individual in different social context shows the many faces of practical life in different situations. Various policies as capability building measures build people's individual capacities, facilitating access to the material resources that enable people to achieve their human potential, and taking a structural and systemic approach to understanding and overcoming poverty and social exclusion. Therefore it is very meaningful to include all the parameters of education so that every individual becomes capable to face the diverse social condition of their life.

- Institutional Puzzle, private/public:

Institutional puzzle is always there in education that we have already discussed. But regarding private and public institution, there are many points of puzzle. Private institution is good for education and also it is also useful for only who have large amount of money (rich families). The poor people cannot studied in these type private institutions that's why government have a responsibility to improve the facilities in government schools like putting English medium schools in every village up to 10th class, put some restrictions for teachers with respect of poor people. But government school and college student of government institutions could not give good education but because the lack of care some students can develop their management and effective decision making skills. In private institutions, teachers can teach in one way but in government institutions every sincere student can get more knowledge by self education than private institution students. Thus public institutions are very important from different point of view like social justice, equity etc.

- Education and Social Justice:

Education is the greatest liberator mankind has ever known and the greatest force for social progress. The role of education in promoting equality and social justice is very important. Education has a key role in encouraging children flourish, places greater emphasis on the role of schools in helping shape the next generation, socially and morally responsible citizens than is currently apparent in our education system. Education is that which enable a 19 year old children can manage life intelligently, who has the competence and skills to tackle practical tasks including those required for employment, who has morally serious in the sense that he or she cares about fairness and responsibility to others, who is inspired by what has been done by others and who has a sense and knowledge of self confidence and resilience in the face of difficulty such an aim should shape the education for future. That is providing education is the greatest form of social justice

- Education, Poverty and Equity:

Poverty is often given as an important reason for why learners drop-out of school. Inability to pay school fees, the costs of uniform, shoes, transport, stationary, added to the opportunity costs of what children might be contributing to household labor, eat away at meager resources and push children

from school. The Department of Education has implemented a number of indigent policies in an attempt to surmount the inhibiting costs of accessing schools most notably that of declaring Right to Education policy. Thus the full implementation of the act of Right to Education is very much related to poverty and equity of the whole country.

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