



RESEARCH ARTICLE

A Study about Education Level of South and West Asia

Paras Jain

Director, Silicobyte K.D.C. Katni Degree College, Katni (M.P.)

Email: parasjainkatni@gmail.com

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ABSTRACT

Education contributes to the individual's well being as well as the overall development of the country. Education is not only an instrument of enhancing efficiency but is also an effective tool of widening and augmenting democratic participation and upgrading the overall quality of individual and societal life. Society has understood the importance of education. Education imparts skills, competencies, and enhancing quality of life, bringing wide-ranging benefits to both individuals and societies. Number of students has increased all over the world. Number of students increased going to college and finishing college. No. of job oriented courses, no. of institutes have increased. Students are becoming more prompt and efficient in achieving their career goals.

Key words: Economic value, Financial Capacities, Education

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INTRODUCTION

Education for all remains a challenge in South and West Asia. Since 2000, the region's countries have made important progress, albeit uneven. Early childhood care and education program have expanded, yet the level of participation remains limited and unequal in several countries; responding to the needs of youth and adults remains a challenge; low literacy levels still affect over 400 million adults, most of them women; gender disparities were reduced considerably.

Significant progress towards free and universal primary education can be noted, especially in India, the Islamic Republic of Iran and Nepal, but too many children leave school too early and the quality of education remains poor. Secondary education has been continuously expanding, due to the extension of basic education in some countries. But the share of enrolments in private schools has grown, which has maintained or even increased inequalities. Overall, imbalances in the way many education systems are developing have both created and reinforced disparities. These must be redressed as the world is defining a new education agenda – for children, youth and adults to benefit equally from the opportunities education provides, regardless of the circumstances they were born or live in.

The gender gap in education is the subject of a new research. Women surpass men among recent college graduates, and women also have a more positive view of the value of a college education. At a time when women surpass men by record numbers in enrollment and completion, they also have a more positive view than men about the value higher education provides. Educated women invest more in their children and contribute to the welfare of the next generation. Education is essential for empowering women and for closing the gap between women and men in respect of socio-economic opportunities; it can reduce inequalities based on gender and alter the historical legacy of disadvantage faced by women. Gaps between girls and boys primary enrolment have closed in the majority of countries, but gender parity is still a distant goal for some.

METHODOLOGY

In present research, data is collected through news papers, magazines and websites. Collected data is tabulated and analyzed. 4 data tables are prepared. Table-1 contains comparative data of students who are out of school, table-2 contains data related to student teacher ratio comparison. Enrollment comparison in primary and secondary education is mentioned in table-3. Expenditure on education is presented in table-4.

FINDING AND ANALYSIS

Table 1: Comparative Data related to Out of School Children

Country	Total Population	Out of School Children	
	(ooo)	(ooo)	(ooo)
	2015	1999	2012
Afghanistan	32007		
Bangladesh	160411		621
Bhutan	776	47	8
India	1282390	16948	1387
Iran, Islamic Republic	79476	1154	3
Maldives	358	1.1	
Nepal	28441	906	45
Pakistan	188144		5370
Sri Lanka	21612	3	108
World	7291097	105769	57788

Source: Unesco Report 2015

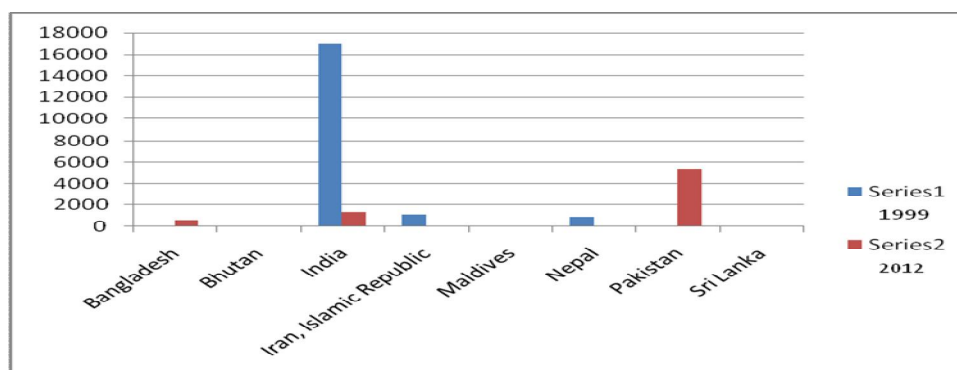
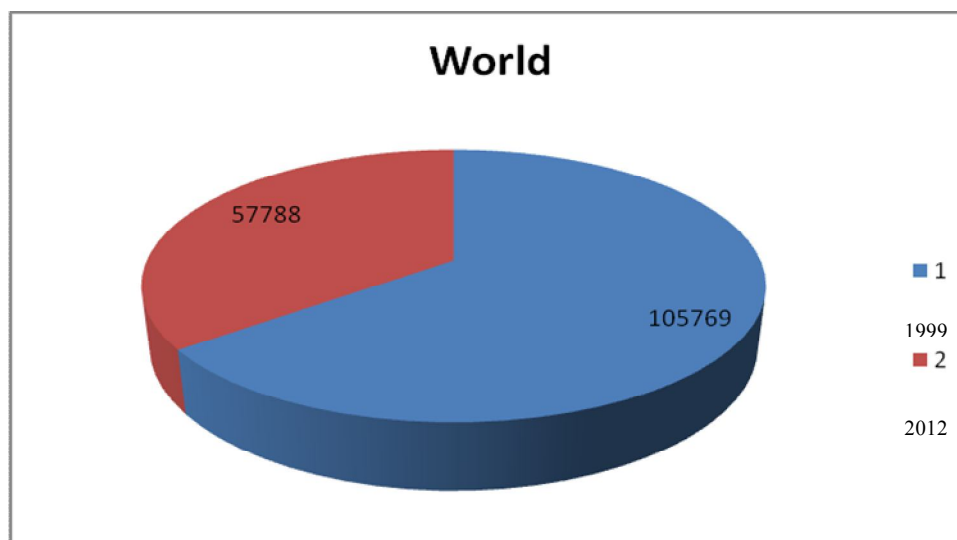
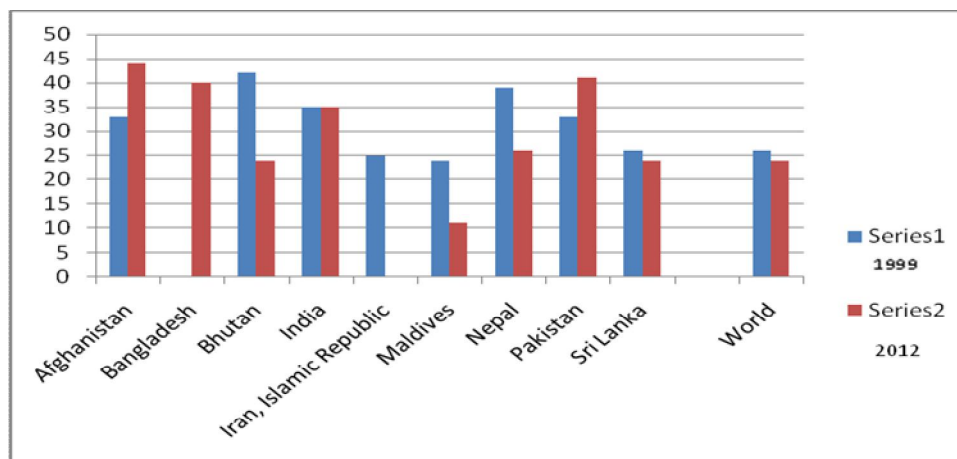
Chart-1A: Comparative Data related to Out of School Children**Chart-1B:** Comparison of Out of School Children in World

Table2: Comparative Data of Student Teacher Ratio

Country	Pupil Teacher Ratio	
	1999	2012
Afghanistan	33	44
Bangladesh		40
Bhutan	42	24
India	35	35
Iran, Islamic Republic	25	
Maldives	24	11
Nepal	39	26
Pakistan	33	41
Sri Lanka	26	24
World	26	24

Source: Unesco Report 2015

Chart-2: Comparative Data of Student Teacher Ratio**Table-3:** Comparative Data of Female/Male Ratio

Country	Primary Education		Secondary Education	
	GPI		GPI	
	F/M	F/M	F/M	F/M
	1999	2012	1999	2012
Afghanistan	0.08	0.72		0.55
Bangladesh		1.06	0.99	1.14
Bhutan	0.85	1.02	0.77	1.06
India	0.84	1.02	0.7	0.94
Iran, Islamic Republic	0.94	0.99	0.93	0.94
Maldives	1.01		1.08	
Nepal	0.76	1.08	0.66	1.05
Pakistan	0.68	0.87		0.74
Sri Lanka	0.99	1		1.06
World	0.92	0.97	0.91	0.97

Source: Unesco Report 2015

Chart-3: Comparative Data of Female/Male Ratio

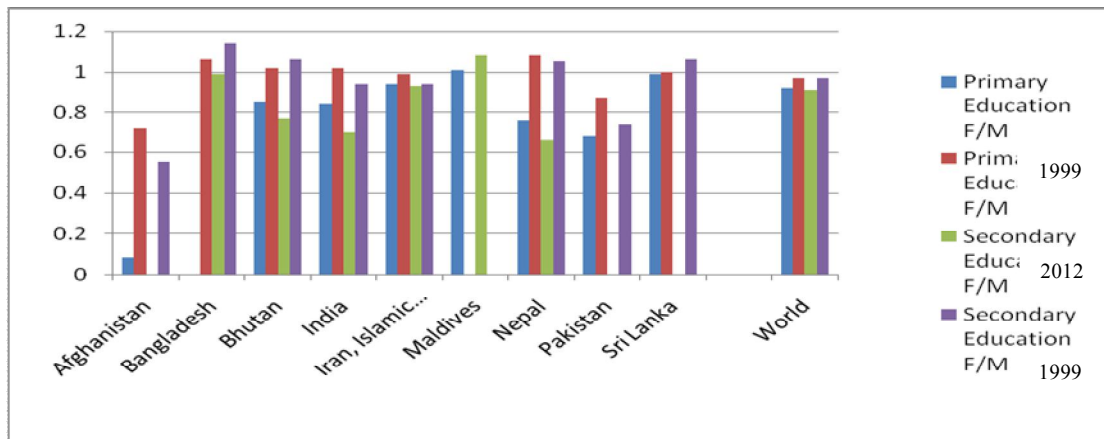


Table 4: Comparison Data of Expenses on Education

Country	Total Public Expenditure on Education	Total aid Disbursement to Basic Education	Total aid Disbursement to Education
	2012	2012	2012
Afghanistan		219	350
Bangladesh	2.1	316	504
Bhutan	4.9	1	5
India	3.2	100	257
Iran, Islamic Republic	4.7	1	76
Maldives	8	1	2
Nepal	4.7	73	157
Pakistan	2	207	421
Sri Lanka	1.8	30	69
World	5	5079	12584

Source: Unesco Report 2015

Chart-4A: Total Public Expenditure on Education

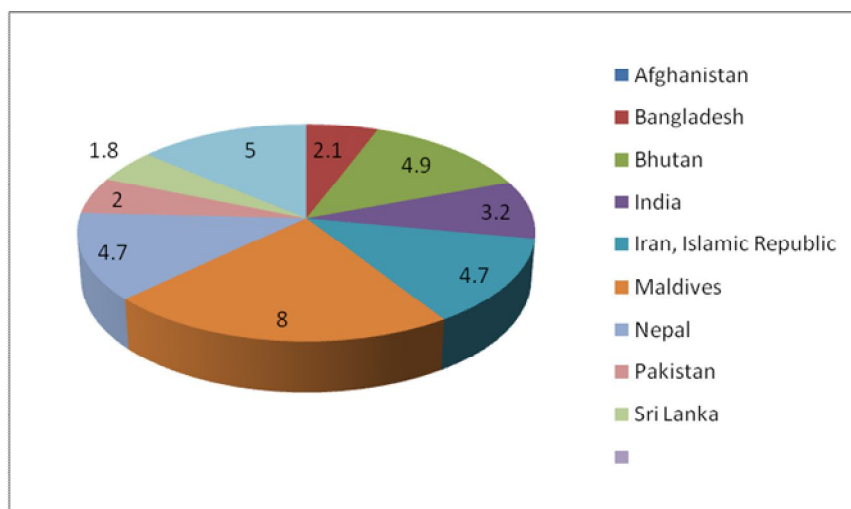
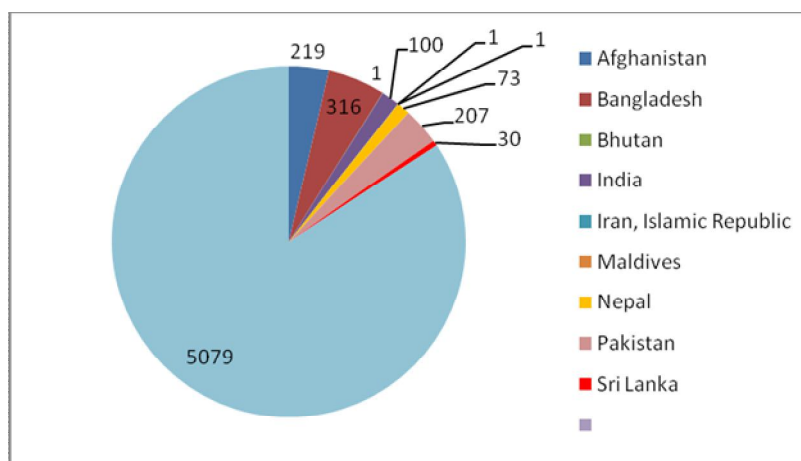


Chart-4B: Total aid Disbursement to Basic Education

Four of the six countries have made considerable progress toward universal primary enrolment since 1999. Bhutan and Nepal made the most rapid improvements in. Nepal was far from the target in 1999 but had reached it by 2013, as had India and the Islamic Republic of Iran. But Sri Lanka, which had achieved the goal by 2001 had moved away from it by 2012. Pakistan had the lowest participation rate, at 72%. Pakistan had the largest number of out-of-school children in 2012, at 5.4 million, followed by India at 1.4 million. In the same period India made marked progress, reducing its number of children not enrolled by nearly 16 million.

Participation in secondary education has increased since 1999 in the region. The GER increased on average from 32% to 51%. Lower secondary GERs increased in all 8 countries, and fastest in countries that started at a low level, including Afghanistan, Bhutan and Nepal. In Afghanistan, GER increased from 13% to 63% between 2001 and 2012. Large increases have also been observed in upper secondary education participation, particularly in the same three countries, with the ratio rising almost nine fold in Bhutan, from 6% to 50% over the period.

Achieving gender equality in education requires not only that girls and boys have an equal chance to participate in education, but also that students benefit from a gender-sensitive learning environment. The proportion of female teachers is an important indicator of progress towards gender equality. Yet in South and West Asia, there are cases where women are still severely under-represented in the teaching profession. For example, in Afghanistan, Bhutan, Nepal and Pakistan, women made up less than 47% of primary teachers in 2012. In secondary education, the average share of female teachers was only 39% in the region.

In 2012, half of the countries in South and West Asia spent less than 4% of their GNP on education. The percentage ranged from less than 2% in Sri Lanka to 8% in Maldives. The share of national income devoted to education decreased in four of the six countries with data between 1999 and 2012, in particular in Bhutan and India. In Bhutan, the percentage declined from 6.7% to 4.9% between 2000 and 2011. In contrast, the percentage of GNP going to education increased by almost two percentage points in Nepal, from 2.7% in 1999 to 4.7% in 2010. Levels of aid to basic education for the South and West Asia region increased from US\$582 million to US\$947 million over the decade. Annual growth rates of aid disbursements to basic education averaged 6% per annum between 2002 and 2012. The region's share of total global aid to basic education stayed about the same, rising only from 21% to 22% between 2002-04 and 2010-12.

CONCLUSION

One of the most important requirements for education of better quality is an improved learning environment, encompassing the physical school infrastructure and interaction between children and teachers so that strength of students out of school may control. Efforts to improve infrastructure, such as roads, electricity and water, and reduce the distance to schooling have been

important in the region to increase education access. Free education for poor child has played important role. Scholarships and stipends can help girls continue in education.

To make better nation student teacher ratio need improvement. Increase in recruitment of teachers will provide better education.

Government's efforts are required to include gender training in education policy and programme to give teachers ways to explore their own practice and develop more inclusive approaches. Recruitment of more female teachers required. Recruitment of female teachers has been a prominent strategy in national education plans to link strategies to encourage girls' enrolment and retention.

Attention on strong national and international political commitment for education, develop national action plans and enhance significantly investment in education. In the region, the median share of government budget on education was much lower than the average for developing countries. Not only is the share of the budget on education low, it has even declined in all countries.

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