

Landscape of Quality Education in Emerging Nations

Dr.Sushant Patil, President, Dr. D. Y. Patil Institute of Management and Entrepreneur Development,

Prof. Anuja Sushant Patil, Secretary, Dr. D. Y. Patil Institute of Management and Entrepreneur Development,

Abstract

In today's environment of global competition quality becomes an important motto in top countries. Learning is a necessity in developing countries such as China, India, Malaysia, Kenya and many others. The requirement for proper education is must for growth of the economy. The jobs requirement in the market is of skilled personnel, which is why there is a want for excellence in education. The parents in developing countries desire to have a secured future for their children and which is possible only with the help of education. Education sector is facing a lot of challenges now a days and pandemic is also playing a vital role in this problem. This paper shows the variety of problems in developing countries and solutions to education sector. It shows with the impact of education and economic growth in developing countries and the dimension of its traits in these nations. developing countries government is urging the public to contribute and fully assist institutions of learning and education. The society is actively involved in sponsoring various students and establishing numerous institutions for primary, secondary and higher learning. preparations have led to the development of different private institutions, student mobility around the world and being a money-making business. This led to building a national excellence guarantee as well extra control programs to increase the excellence of learning in these countries. In developing countries, higher education, especially university education is to be preferred modernity and development. This has led to an increase in demand for its availability in line with the challenges. This paper is an qualitative research based on secondary data and focused on the challenges in education field faced by the emerging nations and what the government and developed countries are doing for enhancing the education level of these developing nations.

Keywords- Global Competition, Education, Developing countries, Economic growth, Higher Education

Introduction

Literacy is one of the most important issues in eradicating poverty. Currently, an estimated 75 crores people worldwide can't write and read and from this population two thirds are women. Poor education leads to poor educational outcomes in every country, ultimately expelling children from the learning system and send-off them at risk of child labor, violence and abuse. Many classes carry on to be characterize by tutor-centered reading, unfairness and physical punishment. Literacy tests demonstrates that many of the children do not learn the fundamentals of literacy or the added skills and knowledge which is required for their overall growth.

UNESCO has calculated the special effects of illiteracy in different countries and establish that illiteracy is associated with high levels of unemployment, misuse, deprived health and human rights abuse. In order to speak on the rising concern about illiteracy prevalent in emergent countries, Individual network diversity is a useful indicator of learning because the person who are illiterate mostly focus on the efforts to communicate with fewer citizens. The connection between illiteracy and social diversity is underpinned by a powerful three-pronged combination between illiteracy, economic wealth and social differences.

Literacy rate of 20 developing countries by 2021

| Country | Literacy Rate | Country | Literacy Rate |
|--------------|---------------|------------|---------------|
| Niger | 19.1 | Nigeria | 62 |
| Mali | 35.5 | Malawi | 62.1 |
| Burkina Faso | 41.2 | Nepal | 67.9 |
| Afghanistan | 43 | Yemen | 70.1 |
| Ivory Coast | 47 | Angola | 71.1 |
| Iraq | 50 | Egypt | 71.2 |
| Ethiopia | 51.8 | Morocco | 73.8 |
| Pakistan | 59.1 | Bangladesh | 73.9 |
| Mozambique | 60.7 | India | 74.4 |
| Sudan | 60.7 | Madagascar | 74.8 |

Various practices to be done to make sure a friendly learning environment for the child where all children get advantage from inclusive classes which are gender friendly as well as access to better water quality, hygiene and cleanliness, and noontime eating habits. Every boy and girl in every country has a fundamental right for quality education because education is only the factor that can help them in acquiring basic skills of literacy and develop the enjoyment of reading without any fear and to make them feel valued in the society without thinking of from where they come and from where they belong.

Review of Literature

Nurlala Baco, 2021 assesses that students who have completed their self-directed, problematic studies (USA, Vietnam, Taiwan, Taiwan, RRC, and Japan) who go to primary care services follow current clinical practice guidelines. Lifelong education is education that does not stop until it becomes an adult to become an adult, but lasts a lifetime. Rober,

in 2017, introduced the LMS-assisted e-learning test model by reviewing existing e-learning frameworks and quality assessment models. Menshah 2020 has studied and conducted research to provide an overview of strategic planning and how the Strategic Plan can be developed and implemented effectively at the Institute of Higher Education in developing countries for continuous improvement. Camer 2019 focuses on different facets of financial well-being such as wealth accumulation and retirement planning, the opening of various financial welfare structures, and financial literacy has emerged as an important factor in increasing financial well-being. Therefore, financial information has become an important policy tool for enhancing people's financial well-being, especially when it is considered easy to use. Nguyen Duc Hanh in 2019 try to get the role of excellence Assurance and value Authorization Higher Education in Some emergent Countries and Vietnam. John Fungulupembe Kalolo in 2018 is trying to find a digital revolution and its impact on education systems in developing countries. Michelle SMMomo in 2019 investigates the importance of climate change in defining differences in the integration of education from parents to children in 48 developing countries. David Lim in 2017 concludes that quality assurance can help in developing countries because it shows how the seemingly different university functions are related to achieving the same goal and how the quality of these can be improved better through an integrated approach. Quality assurance also provides a number of focus and guidance on the work of the university's traditional program. However, it must be adapted to adapt to existing conditions in developing countries with simplicity of construction, moderate expectations and reasonable needs.

Need and Significance of the Study

School closure from last two years due to COVID-19 results in a rapid loss of quality prepared education, resulting in effective education that a student can be achieve in basic years. Throughout this school closure various efforts and steps were taken by the governments to make sure that children continue to learn while at home. Digital tools including online tools based on advanced technology such as online apps, television social media and radio are widely used. Each and every country looking forward to deliver education programs separately and quickly to implement solutions, which accelerate the impact and attain scale in all interference and only try to focus on children and young people. COVID-19 present the importance and amazing chance to create and change the technological education system by using it as a significant tool for inclusiveness and capacity building and quality learning without replacement of important position of teachers and educators. whereas technology is not a magic tool for solving the problem of inequality in learning and access to learning but at the same time it has a great latent to change the way teaching and learning in every country through systematic recruitment and inclusion, empowering teachers, senior staff, adolescence and children and rising access to quality learning. This paper basically focuses on the problems in education sector in emergent countries and how these problems can be solved.

Objectives of the Study

1. To study the quality of education sector in developing countries.
2. To analyze the problems behind downsizing in education sector
3. To study the steps taken into consideration by different countries for elevating education level.

Research Methodology

This paper depends on secondary data and qualitative in nature and the data for the study is collected through various government websites, research journals, research publications, books and articles.

Findings and Discussion

The low level of education in developing countries has a great concern because it has a big role of in growth and development of the economy and in restoring the inequalities in the economy. The level of education is more and more understood to be a extra powerful driver for economic growth than the dimension of the education system. Higher the quality of basic education higher the growth of the economy. The problem of learning continues and becoming worsen day by day by economic and social inequalities and because of the pandemic in the whole world.

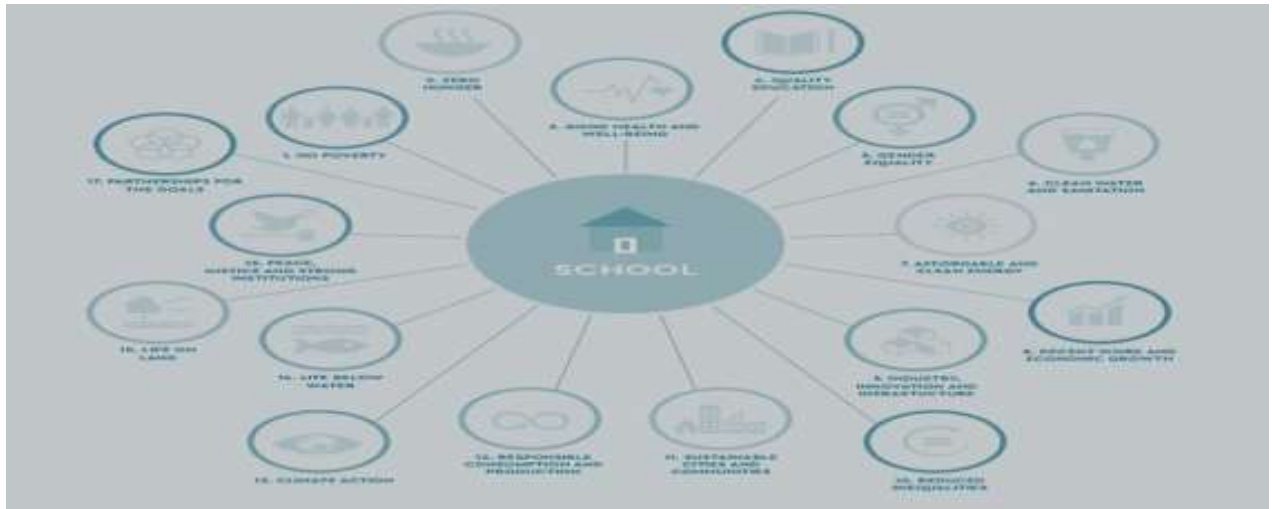
The difference in access to education between low income regions and countries is significant as compared by PISA (Program for International Student Assessment). The difference in the area can be seen in students of Columbia who receive basic education at the age of six years. and 19 percent of young Nigerians graduate from elementary school, compared to percent 80 in Tanzania.

There is gender inequality and class inequality in the level of education which enhances inequality in the outcomes of learning. Students from rural areas, female students and the children from various socially disadvantaged groups and minority are less educated in comparison to socially advantaged group, major groups, boys candidate and from urban sector.

Some countries do better than others with study pointers. Vietnam performs far better than other countries in terms of per capita income and student's education. Students from Latvia and Albania learn much more than their predicted capacity. It strengthen the idea that academic quality forces are not only related to cultural, economic or social factors but the political factors are also played an important role in the upliftment of the education in the country.

One of the troubles that affect the teaching and education quality are like increased number of population and as well as students in the country and because of this problem it is difficult to maintain a good environment for education in the economy. This is very difficult to get proper and adequate funding for education sector in developing countries and because of this inadequate funding teaching sector not get developed in developing countries One more challenge is of the language used by the schools and colleges to teach in developing countries.

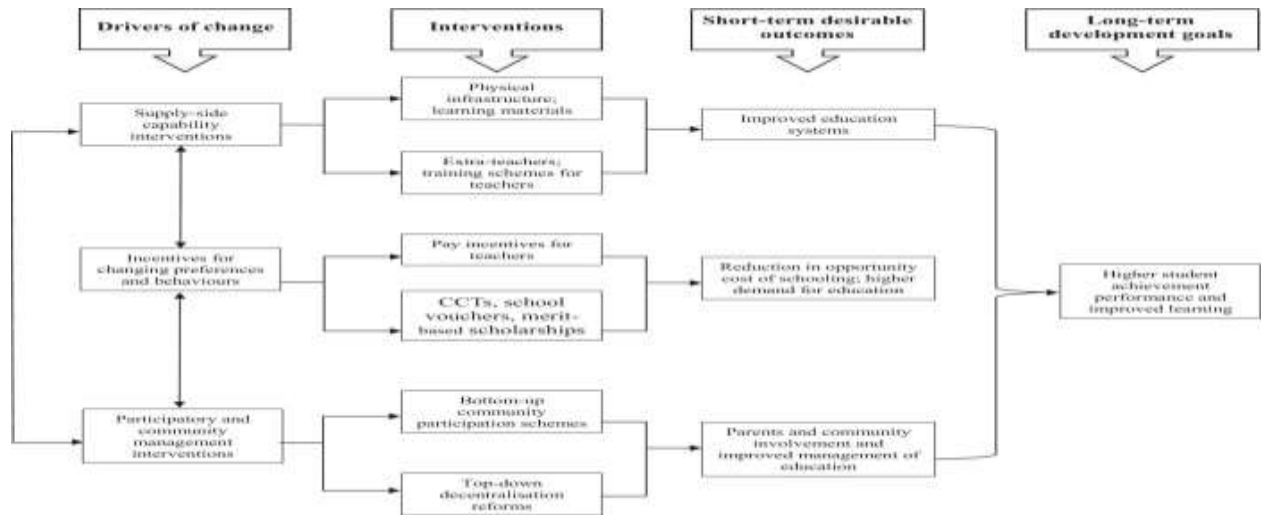
some countries use their local language to teach their students instead of using the official language like Malaysia, China etc. Sometimes it can be seen that the books used by the students are in English language but the teachers used the books are in their local language and this creates a gap between the students and the teachers. It is a very big challenge in the field of education because it becomes very difficult for the students to understand the syllabus. There is a difficulty in developing countries to establish a lot of campuses for education in one city.



Due to globalization and inflation there occurs a great need for the development of education sector in developing countries. due to increase in the job in the market where people compete for better positions day by day. Improvement in the technology and improvement in the global practices enhances the need for education sector in the developing countries and because of this the number of candidates registered in the schools and universities are higher than that of last years.

The high amount of students leads toward a lack of resources in the countries which are emergent. Developing countries are also embracing transcendental education and its challenges. One of the challenges that transcends education level in emergent countries is to find it hard to struggle with others in economically important countries because of their limited resources. Emergent countries offer education as a community service, however in economically developed countries the main interest is private gain. The worldwide learning problem present itself in the short achievement of learning in each developing country.

In the developing countries children start doing work at an early stage and because of this they do not focus on their studies, people living in the poverty cannot afford to send their children to the schools, due to the distance problem many children lack in getting education, families who are disadvantaged and not having knowledge of computers and technology find it hard to get their children educated, the families who find it difficult to earn food for their living they do not send their children for getting education. People in emergent countries cannot write and read well because of the low schools and teachers and because of their priority which is earning bread for their family instead of education.



In Africa, 9 Crore 60 Lakhs children entered the school on time but only 5 crore 80 Lakhs students know fundamental skills of knowledge. According a study in Africa the proportion of Nigerian children who don't know fundamental skills although enrolled in school is more than 59 percent whereas 66 percent are illiterate and 52 percent literate.

The quality of the training given to the teachers affects the ability of the students to learn the things in the classroom. 76 percent of teachers who are trained can reach to the national level and they are only one by three of the total population of the world. some of the research suggested that many more teachers are needed to enhance the access of the schools and schools are the only tool to enhance the growth of any country.

Sustainable Development Goals of United Nations for Universal Education by 2030 are met, developing countries have to raise their ratio of students and teachers numbers by employing approx 6 Crore 90 Lakhs teachers from primary to secondary education. Lack of schoolbook and textbooks add significantly to the quality of education of a child in developing country. Improving primary schooling increases the learning opportunities for crores of students, it also helps in making better use of the crores of dollars worth scarce resources when student fall out of school with no or little education.

In India the promotion of excellence in education has been the center of almost all committee which are divided into different sections for the development of education sector in the country. The new education policy replaces the old education policy of 1986. New policy is the broad framework which includes all the programs from elementary education to higher education and make it important for every sector of India either rural or urban area. The main objective of this new education policy is to change the whole education system of India by 2040.

NEP has a good time and has a new approach to changing the education system in India. The main focus of education policy is to provide equal educational opportunities for all children and to develop decisive thinking, to give confidence in competitive competition and to focus on learning that happens through experience.

The basic principles of this new education policy are to use technology in teaching, learning and removing language barriers, different visual skills for each learner, critical

thinking and skills that will help increase sound decision-making and innovation, bring equality and inclusion in the teaching profession, public participation will increase local, ongoing reviews to be done in the field of research and general evaluation of academic excellence.

The new education policy focused on shared learning and reduced the curriculum, reduced the burden of textbooks and textbooks, reduced reliance on textbooks, increased reading education, classroom assessment activities. With the help of the above study it is confirmed that the new education policy is bringing about many positive changes in society and helps to improve the performance of teachers and students in the community. It develops a social thinking system that helps to create a better future generation.

Ways to enhance the quality of Education in Developing countries

- The countries who are developed can help the developing countries in enhancing their budget for education sector. A major issue amongst emergent countries is the education financial plan. Developed countries can help in financing these emergent countries to enhance their educational level.
- Developed countries can help in investing in the technology and schools in the remote areas. In this pandemic every country faced a lot of challenges in the field of education of the children and the young ones so for this the developed countries can bring money for building schools and developing the technologies in the emergent countries.
- Children require access for free schooling. as we all know education is very much expensive now a days and it become difficult for those who earn their bread with lot of difficulties so the government should provide free education and grants should be given to the needy people so that educational level can be improved. Computer equipment can be donated.
- Governments should make it compulsory to take education by all and for this the government should plan some sort of punishment for those who don't send their children to the school and made it compulsory for every people that they should send their children by hook or by crook.
- Governments of both the countries whether developed or developing should come together and work together for enhancement of the education level of the country. collaboration among theme is very mush essential for solving various problems related to education in the developing countries and provide an insight to these countries for improving their educational status in the world.
- **Technology Quality Improvement Program (TEQIP)** Government of India launches Technology Development Program to endorse engineering learning in India. The program basically focus on the development of Faculty , development of staff, Development in Technology support, Resource and Institutional

Development, Curriculum Improvement, Course Implementation, Adaptability, Student Assessment, Learning, Resources, Industrial Relations, Research, Graduate Education, Education Sharing, Staff Development, Staff Allocation, Learning Resources Sharing Library Resources, Resource Sharing, Professional Sharing, Shared Tasks and scheme administration.

- **Capacity Development.** Education curriculum, equipment and infrastructure in the Universities offer many solutions to address the challenges. For example, in the case of the influx of more students from rural areas leading to wider exposure breadth of skills. Building materials need to be more organized Student understanding of content and replacing face-to-face communication.
- **International Cooperation** Academic cooperation program between Indian and foreign universities, institutions and organizations basically aimed at rapid growth of the needs of the education through the power of collaboration. Main job of all learning institutions is to get ready their students to fight in the worldwide economy. The global Research association always assist institutions to keep a balanced with worldwide technology, resources and professional sharing.
- Various Countries are planning to resolve the problem of small-scale labor through expansion and internationalization of departments. Due to a lack of sufficient skills in developing countries, the majority students join some of the world's top institutions. So, just as there is a high mobility for students worldwide, higher education institutions in emergent countries are trying their best to increase the mobility of the teachers.
- **Financial Support.** Emergent countries are planning to address the matter of limited resources to borrow grant from various organizations who are working for social welfare. Non-government organizations of major economies are quick to come to the aid for educational institutions in developing countries. NGOs are also collaborating with various students and universities who benefit the most from their bachelors to pursue studies in their home countries.
- For solving the problem of illiteracy in developing countries, Telenor made an electronic learning program for determining that which community has more level of literacy with the help of using mobile data and it will scan different factors that will help in predicting the literacy rates in the emergent countries with the call location and with the help of number of messages received and it will help in determining the level of literacy in the country.

Conclusion

Developing countries should try to address the challenge of large numbers of student in emergent countries which lead to a insufficient resource and they do this by sustaining the formation of private universities. The segregation of education fills the space created by the well-built need of education. Via 2030 education system ensures that all the boys and

girls of the developing countries will have the access to fundamental and essential education for children, care and basic education to prepare them for primary schooling, and ensure equitable access for all men and women to afford the education, including university education. This considerably increases the number of adults and young people with right skills, vocational skills, technical skills, employment, entrepreneurship, decent work and eliminating sex inequality in learning and ensuring equivalent access to all levels of training and education to the children and youth. Government of different countries taking various initiatives to enhance the education level of their countries and to face the pandemic situation that bring a lot of challenges in the field of education in different countries. Government are launching various technological gadgets and technological programs so that teaching can become feasible to each and every people and giving free education and free training programs to children and students so that they can enhance and upgrade their level of learning. Ensuring that all students obtain the skills and knowledge which is required for the sustainable development of the economy. The encouragement of a society of non-violence, peace, globalization and cultural diversity and the contribution of culture to sustainable development. educational institutions that are sensitive to children. The provision of competent teachers, including worldwide cooperation in training for the teachers in emergent countries enhancing the capacity of the teachers that will definitely enhance the level of education of emergent countries and make them capable to beat competition and survive in this world.

References

1. A Pragmatic Approach to the Usage of Digital Devices in Education in Developing Countries Dr. Deepshikha Aggarwal, Turkish Journal of Computer and Mathematics Education Vol.12 No.13 (2021)
2. The key types of economic activities in the pleasure economy in the context of developing countries' transition to Industry 4.0, Vladimir S. Osipov, 14 July, 2021
3. Energy poverty and education: Fresh evidence from a panel of developing countries, Nicholas Apergis, doi.org
4. Convergence Between Developed and Developing Countries: A Centennial Perspective, Dominik Paprotny, 2021.
5. Agriculture exports, child labor and youth education: Evidence from 68 developing countries, August 2021, doi.org
6. Importance of Philosophical Framework of Education in Social and Economic System of the Developing Nations, Rahat Sabah, www.publishing.globalcsrc.org
7. Can education as an 'International Commodity' be the backbone or cane of a nation in the era of fourth industrial revolution? - A Comparative study, Gazi MahabubulAlam, Technological Forecasting and Social Change, Volume 159, October 2020
8. Challenging Aspects Of Globalization With Reference To Developing Nations, Ratish Gupta, Journal of Economics and Economic Education Research Volume 22, Issue 1, 2021.
9. Supporting youths to continue further education in emerging nations, Gazi Mahabubul Alam, British food Journal, July 2021.

10. IEA and the Quality of Education in Developing Countries, Tjeerd Plomp, William Loxley, www.taylorfrancis.com
11. Journal of Contemporary Macroeconomic Issues June 2021, Vol. 2.
12. ajet.org.au
13. www.taylorfrancis.com
14. data.unicef.org
15. www.academia.edu