

EDUCATION AND DEVELOPMENT

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PREFATORY NOTE

This study deals with the development of systematic educational development. It is not, however, intended as an inventory of the noteworthy contributions to educational development discourse recorded throughout history. Nor, for that matter, does it purport to deal exhaustively with the thought of those writers whose works are discussed. Its objective is at once more limited and more ambitious to the B.Ed. students. Those who seek a fully satisfying grasp of educational development should grapple with its great minds at first hand. If this study can spur some of its readers to explore the classic works of educational development in depth, its author will have been well rewarded.

Each of the intellectual systems to be examined - i.e., globalization of education, education as an instrument of social change, four pillars recommended by UNESCO - yield different insights into the development of education and correlation to other subjects into the ways in which individuals can most effectively come to grips with it. The ideas they contain have long outlived their authors and have been adapted to deal with problems quite different from the ones which first prompted their formulation. Few things on this earth approach immortality as closely as a logically taught set of educational development. The programme sketched above will, it is hoped, make a useful contribution to the reader's appreciation of the nature and significance of the main analytical systems offered by the rich literature of educational development and ensuring sustainable development of education.

 *Dr. Meenu Verma*

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