

AN INPUT-OUTPUT MODEL FOR EDUCATIONAL PLANNING*

SHRI PRAKASH†

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ECONOMICS of education is comparatively a new field of research. There are, however, five economic aspects of education from which a researcher can choose his field of investigation: (a) educational system supplies personnel with different levels and types of education for employment in various sectors of the economy, (b) it is a widely held view that education contributes positively to a country's economic growth, (c) educational activities generate demand for goods and services and hence create employment in other sectors of the economy, (d) educational system provides employment to a significant proportion of a country's labour force and (e) like any other activity education has also its cost structure. In this paper, we are exclusively concerned with the first economic aspect of education.

In a planned developing economy educational planning is as essential as general planning itself. In fact educational planning must be treated as an inseparable part of economic planning. The experience of developing countries¹ shows that in the absence of educational planning either the scarcity of high level manpower will act as a bottleneck in the full utilization of existing productive capacities in the various sectors of the economy or the over supply of personnel of all or particular categories will cause unemployment or under-employment. To the extent that economic development implies more complex productive arrangements, it also means that the patterns

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¹ Harbinson, F. and G. A. Myres, 'Education and Employment in the New Developing Economies', *Comparative Education Review*, Vol. 8, No. 1, June 1964.