

Possible Involvement of Basic Learning in Rural Development

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ABSTRACT: *The goal of education is to make life easier and improve the socio-economic and political functioning of the human. Education convert person into human capital. Investment in education is most precious of all assets. Education is considered as greater protection than a permanent army. But the education has been the elite in India. Unequal education has resulted in inequality of learning and learning crises. So the biggest issue for the global education system is a “learning crisis” according per the World Bank. This issue is best demonstrated by India, which has the biggest education system in the world (behind china) (after china). Over 95 percent of children aged 6 to 14 years are in school, yet over half of pupils in grade 5 in rural regions cannot read at a grade 2 levels, and less than one-third can perform simple division. Thus in this article we have made an attempt to examine and evaluate the nature and effect of formal education in rural socio-economic development of India.*

KEYWORDS: *Development, Education, Employment Opportunities, Learning Crisis, Rural Economy.*

1. INTRODUCTION

Kautilya states an ignorant guy no matter how beautiful he may appear or to what family he may belong; he is as worthless as the flower that has color but no smell. 21st century is regarded as era of human capital. Only through the development of human capital a country may attain economic success. Education is an important element of economic growth and development and it is a development in itself. Educational achievement is the first and primary step towards increasing quality of life, material welfare, skill and awareness of individuals in the community [1].

Rural students has multiple time fewer opportunity to make into institutions of higher education as compared to urban pupils. Hence supply of excellent education is the only way ahead to develop the rural economy. Education turns human into human capital. Human capital creation is a fundamental prerequisite for sustained economic growth of an economy in the current century. Adam Smith a renowned classical economist considers human resources as part of fixed capital. Function of fixed capital in the prosperity of an economy is the same as the role of fixed capital in the creation of a product. Education is a strong tool for reducing poverty and inequality in the distribution of income. It is a great equalizer given equitable access to everyone. Human resources constitute the ultimate foundation of production human people are the active agents who amass capital, utilize natural resources, create social, economic and political institutions, and push forward national progress [2].

2. PROSPERITY OF INDIA LIES IN THE PROSPERITY OF VILLAGES

Prosperity of India rests in the prosperity of villages and the major factors of prosperity any area or civilization is intellectuality and capacity of the people whose source is primarily education. Majority of Indians are living in villages as Mahatma Gandhi once stated true India resides in villages thus

India is from its villages. As to the 2011 census 68.8 percent of the India's population resides in the rural villages [3]. A study released by the NABARD in the August 2018 had indicated that India's population is increasing at the rate of 1.6 percent per year, the projected population for 2016 -17 would be 131crores and rural population would be 68.8 percent of the total, which is 90.3 Cores. Therefore the economic development of rural India lies in the social capital formation through the substantial investment from state as well as people on education and educational infrastructure else an illiterate population is burden and liability to the economy and large illiterate population is boon for the economy and a means for rural economic prosperity.

Table 1: Data of Literacy of Women in Indian States and Union Territory of India

State or UT	Census 2011		
	Average	Male	Female
A&N islands^[UT]	86.27	90.11	81.84
Andhra Pradesh^[a]	67.66	75.56	59.74
Arunachal Pradesh	66.95	73.69	59.57
Assam	73.18	78.81	67.27
Bihar	63.82	73.39	53.33
Chandigarh^[UT]	86.43	90.54	81.38
Chhattisgarh	71.04	81.45	60.59
Dadra and Nagar Haveli^[UT]	77.65	86.46	65.93
Daman & Diu^[UT]	87.07	91.48	79.59
Delhi^[UT]	86.34	91.03	80.93
Goa	87.40	92.81	81.84
Gujarat	79.31	87.23	70.73
Haryana	76.64	85.38	66.77
Himachal Pradesh	83.78	90.83	76.60
India	74.04	82.14	65.46
Jammu and Kashmir	68.74	78.26	58.01
Jharkhand	66.40	78.45	56.21
Karnataka	75.60	82.85	68.13
Kerala	93.91	96.02	91.98
Lakshadweep^[UT]	92.28	96.11	88.25
Madhya Pradesh	70.63	80.53	60.02

Maharashtra	82.91	89.82	75.48
Manipur	79.85	86.49	73.17
Meghalaya	75.48	77.17	73.78
Mizoram	91.58	93.72	89.40
Nagaland	80.11	83.29	76.69
Odisha	73.45	82.40	64.36
Puducherry^[UT]	86.55	92.12	81.22
Punjab	76.68	81.48	71.34
Rajasthan	67.06	80.51	52.66
Sikkim	82.20	87.29	76.43
Tamil Nadu	80.33	86.81	73.86
Telangana	-	-	-
Tripura	87.75	92.18	83.15
Uttar Pradesh	69.72	79.24	59.26
Uttarakhand	79.63	88.33	70.70
West Bengal	77.08	82.67	71.16

3. LINKAGES BETWEEN EDUCATION AND PRODUCTION

Economic return to education were usually considerably greater than the return to any other physical investment (A.K.Sen, 2002). Education is one of the greatest investments one could make. Its returns are several times higher than the returns of any other assets. Education is precious of all possessions. as to the estimate of Denison, during the period 1929-82 in the USA during which total national production increased at the rate of 2.9 percent per year, growth in the labor in input accounted for 32 percent , the remaining 68 percent was attributable to the increase in the productivity per worker. It has been proven that education not only improves productivity of educated person but also the productivity of individuals who imitates.

As it is noticed that advantages of innovation, invention and discoveries is seized by society more than the inventor or innovator. As most of the Indians are rural and primary sector houses a bigger part of rural employment thus the task of improving their productivity rests with their degree of literacy. Illiterate farmers fail to embrace new technology in agriculture and cling to old ways of cultivation and some time they practice numerous superstitious belief which retards their agricultural development. As to the study released in The press there is the presence of significant disparities in productivity between wealthy and poor nations such disparities are most apparent in the wealthiest 10 percent of nations generating an average 50 time more production per worker than those in the

poorest 10 percent countries" This differences is due to adoption of contemporary technologies by richest countries [4].

How can education assist to improve the productivity? We may take an example from Israel. In Israel, farmers grow crops throughout the year even though yearly rainfall is only about 600mm, whereas in our various states, for example in Tamil Nadu, farmers are battling to maintain for one season despite the rainfall being more than 900mm. This implies that we have to learn how to use our resources. But the problem is that producing water-intensive crops such as paddy and sugarcane led to depletion of resources in India. In India the farmers operate with the traditional knowledge and fundamental limits of this traditional knowledge is its lack of written medium, it orally passed from generation to generation and oral transmission of information is unreliable.

Educated are the fittest to survive. As the world is changing rapidly and the extending globalization and other technological advancement and enormous change in the market structure and market output and economies have become so large and competitive and to survive and flourish in today's world a person should be informed and skillful. Education satisfies these needs. Education improves the functioning and ability of the people and educated countries dominants and leads the globe. Today the growth of a country is assessed by the quantity and degree of the human capital or social capital rather than physical capital.

We need to concentrate on education as a power full method of growth of our rural economy and convert rural demographic dividend into rural human capital. So provision of excellent and equitable education in the countryside is still a goal to be fulfilled. Table 2 below indicates that in only 66.77 percent entire rural population is literate and remainder 33.33 percent are illiterate in 2011 which is a relatively high amount in an absolute sense given size of total rural population [5]. If we follow the newest literacy criterion of UNESCO all most all the rural people will be regarded as illiterate. Hence the unawareness, illiteracy and lack understanding of different programs and manufacturing methods is the single greatest barrier for the development of the nation [6].

Table 2: Trend in Literacy Rates in Post Independent India

Year	Rural			Urban			Combined		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
1951	4.87	19.02	12.1	22.33	45.6	34.59	8.86	27.15	18.32
1961	10.1	34.3	22.5	40.5	66	54.4	15.35	40.4	28.31
1971	15.5	48.6	27.9	48.8	69.8	60.2	21.97	45.96	34.45
1981	21.7	49.6	36	56.3	76.7	67.2	29.76	56.38	43.57
1991	30.17	56.96	36	64.05	81.09	67.2	39.29	64.13	52.21
2001	46.7	71.4	59.4	73.2	86.7	80.3	53.67	75.26	64.83
2011	57.93	77.15	66.77	79.11	88.76	84.11	64.63	80.88	72.98
% Increase in 2011 over 2001	24%	8%	12%	8%	2%	5%	20%	7%	13%

Source: Census of India 2011, Office of Registrar General, India.

4. BARRIERS IN TRANSFORMATION OF HUMAN INTO HUMAN CAPITAL

All children are entitled to attend to school and study, irrespective of who they are, where they live or how much money their family earns. Quality learning needs a secure zone, pleasant atmosphere, eligible and motivated instructors, and instruct in languages in which students can comprehend and making learning student centric etc. It also demands that learning outcomes to be evaluated and monitored and taking feed back into consideration and teaching. But in India due of lack of qualified instructors, insufficient learning materials, temporary classrooms and poor sanitary facilities make learning difficult for many youngsters [7].

Others arrive to school too hungry, ill or tired as lot of them burdened with home chores particularly female students, owing to poverty and lack of negative attitude towards education has affected badly kids learning [8]. The following Table 3 illustrates the reasons involvement in livelihood for sustainability of not enrolling into schools is greater for rural male and female than their urban counterparts.

Table 3: Per 1000 Distribution Of Never-Enrolment For Persons Aged 5-29 Years With Reasons For Non-Enrolment.

Major Reasons	Rural		Urban		Rural + Urban	
	Male	Female	Male	Female	Male	Female
Not interested in education	332	270	295	271	325	270
Financial constraints	215	163	328	300	236	185
Engaged in domestic activities	48	234	38	134	46	218
Engaged in economic activities	89	17	69	11	85	16
School is far off	18	29	4	17	16	27
Marriage		6		4		6
No tradition in the community	29	67	22	63	28	67
Other reasons*	268	213	243	200	263	211

Source: Census of India 2011, Office of Registrar General, India.

According to a survey report called the Annual Status of Education Report (ASER), more over 50 percent of the pupils in 5th standard attending rural schools are not capable of reading a second standard textbook and do not to answer simple arithmetic problems. We cannot ignore the fact that even today, a huge portion of India's population still lives in rural India yet there is hardly any attention being given to the education system existing in rural India. Table 4 shows a type of learning crises present in the nation. In 2018 still there were 29.99 per cent of all 8th class kids can't even read a 2nd standard book let alone the comprehension and higher level studying? This is the learning condition of a state that ranks in top ten literate states in the nation [9].

Table 4: Percentage of Children in Government School Who Can At Least Read II Std. Text Book in Karnataka State.

Std	2012	2013	2014	2015	2016	2017	2018
II	7.8	5.7	5.2		6.8		7.4
III	21.2	14.3	16.4		18.9		19.4
IV	33.4	29.7	31.2		29.8		35.2
V	47.2	41.3	45.7		41.9		47.6
VI	58.3	52.9	53.6		50.0		57.0
VII	71.0	63.1	63.4		62.2		61.6
VIII	71.6	69.1	70.1		69.7		70.1

ASER - Learning Trends (2012-2018): Karnataka.

Quality of learning depends on infrastructure such as classrooms, water and sanitation facilities, availability of electricity, provision for digital learning, sports equipment and facilities, availability of chairs and desks, and softer elements such as presence of school staff, professional competencies of teachers, access to books and learning materials, etc. are essential factors to tackle the learning crisis persisting in the rural areas [10].

2. DISCUSSION

Education is an essential element for the human existence and to match pace with the dynamic development of the people's lives in today's contemporary age, significance of education has been raised multi fold. Education is the medium which may determine the future movement of a person and also offer flexibility to select one career out of numerous choices accessible. Therefore, it is essential to create such policies which assist to encourage education even most remote portion of the Indian communities. The government needs to develop infrastructure in urban region to facilitate the availability of education to youngsters. The major issue in rural area of India is that youngsters frequently engaged in some home hold as well as agricultural. Apart from government, several private organization are also making a job towards development of the education system in rural India.

3. CONCLUSION

From the above discussion, it has been proven that knowledge, skills and information play very crucial role for all round development of a country not just economic development moral and spiritual development which generates the ethical surplus in the economy which has been missing in the developing countries majorly due to illiteracy. And due to numerous human and structural flaws our biggest educational system could not be converted into learning outcomes and not only to this must we also have to concentrate the curriculum. Today mankind is confronting the new revolution, we could not anticipate what might be the work market future. So what we teach to kids should be useful now and in the future as well to survive and thrive in the market forthcoming market needs.

Many academics thought that we should educate the students four Cs, which are critical thinking, communication, cooperation, and creativity. If we instructors are dedicated to instill these four Cs in kids which are our goods and output then it may be marketed in any certain or uncertain market. Nowadays most of the schools are focusing more on technical skills rather than life skills, one could learn new technique by investing some time on it, but to coup up with changes taking place in the post modernity, it is the life skill which would help him in the foreseen and unforeseen situations of all the time. Today our schools are just converting the information, but we are living in the age, when we have number of sources of knowledge. So it is the need of the hour to develop the abilities of knowledge processing and application among the pupils.

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