

**INCLUSIVE GROWTH: EDUCATIONAL ACCOMPLISHMENT IN RURAL SOCIETY – A STUDY**

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**Abstract**

There is solid evidence from all over the country for this increasing appetite for education across all social groups and across all income groups. In recent years sustained and high levels of economic growth provide a unique opportunity and momentum for faster social sector development. Investing in education plays a key role in the meeting the World Bank's social development objectives, which support inclusive growth, social cohesion, and accountability in development. Professor Amartya Sen recently emphasized education as important parameters for any inclusive growth in an economy. The policies have to focus on inclusive rather than growth strategies. Education for All (EFA) is well designed by UNESCO to encourage the rural people by attaining the inclusive growth policies of the government. If we observe the challenges that we are facing in rural India due to the financial problems to utilize the educational facilities which are available in rural areas. Even today countable part of the children in rural areas are unable utilize the resources. It is highly difficult to realize the dreams of EFA- 2015 of UNESCO with this existing system of education.

In order to realize the dreams of EFA – 2015 particularly the gender equality in education by 2015 is the biggest challenging task of the developing economies. Therefore, the state and central government, the civil society and NGO should work together with inclusive growth approach policies with more budget allocation for development of education and its utilization for a better society.

**Keywords:** Education, Inclusive Growth, Higher Education, Poor people, Development.

“There is in our time no well educated literature population that is poor, there is no illiterate population that is other than poor.” - John Kenneth Galbraith.

This simple but forceful message reiterates that education alone can be the salvation for poverty, and up-liftment of the socially discriminated. In a populous country like India where even with education life is difficult, there can be little hope without it. Poor as well as middle-income group, rural as well as urban all are willing to send their children to school. There is solid evidence from all over the country for this increasing appetite for education across all social groups and across all income groups. In recent years sustained and high levels of economic growth provide a unique opportunity and momentum for faster social sector development. Investing in education plays a key role in the meeting the World Bank's social development objectives, which support inclusive growth, social cohesion, and accountability in development. Professor Amartya Sen recently emphasized education as important parameters for any inclusive growth in an economy. The policies have to focus on inclusive rather than growth strategies. Corporate India moving towards this sector is laudable, but it is clear that deficiency in education cannot be met by mere expansion of private schools in urban areas.

Use of new technology and scientific knowledge in the delivery of education services and promotion of scientific and technological interventions in this social sector is likely to have a significant impact not only on the quality of education services but also on its accessibility to the rural poor in particular the disadvantaged sections. Access to quality basic education is imperative not only to reduce social and regional disparities, but also to achieve balanced growth and development. Availability of resources alone does not guarantee faster social sector development. Efficacies of the programmes, which are primarily in the domain of the states, which have given higher priority to investment in education, have shown greater economic progress in recent years.

An early concentration on building schools and providing equipment has given way to greater way to greater focus on quality and content, with an emphasis on primary education to improve access for those previously excluded from education, particularly girls and child labors, the rural poor and weaker sections of society or other excluded minorities.

As early as in 1948, adopted by the United Nations, the Universal Declaration of Human Rights in its Article 26(1) had stated, “Every one has a right to education, which has to be free at least at elementary and fundamental stages. UNESCO in the convection against Discrimination in Education emphasized the quality issues in education on December 14, 1960.

The recent Education for All (EFA) Global Monitoring report 2008, released by UNESCO marks the midday in the ambitious movement to expand learning opportunity to every child by 2015. The UNESCO defined six EFA goals:

1. Expanding and improving comprehensive childhood care and education, especially for the most vulnerable and disadvantage children.
2. Ensuring that by 2015 all children, particularly girl's children in difficult circumstance of those belonging to ethnic minorities, have access to free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met to equitable access to appropriate learning and life skills programme.
4. Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015.

### **RIGHT TO EDUCATION IN INDIA**

In India the right to free and compulsory education was retained in article 45 of part IV of the constitution that incorporates. The directive principals of the state policy, thus making a distinction from the Fundamental Rights. The most relevant interpretation of Article 21 from education point of view was the Supreme Court's Unnikrishnan Judgment (1993). The court ruled that Article 21 since right to life and personal liberty loses its meaning if a child is deprived of elementary education.

The recent report of the CAME (Central Advisory Board of Education) committee (2005) advocated Free and Compulsory Education Bill. In Articles 45 and 46 there is provision of Early Childhood Care and Education to children below the age of 6 yrs. The state shall endeavors to provide early children care and education for all until they complete the age of six years. For promotion of educational and economic interests of schedule castes and schedule tribes and weaker sections, the state promote with special care the educational and economic interests of the weaker sections of the people and in particular of the SC and STs and protect them from social injustice and all forms of exploitation. Regarding the expression "weaker section of society" the Supreme Court has directed the central Government to lay down appropriate guidelines. Recently, the 93<sup>rd</sup> Constitution Amendment Bill making education a fundamental right for children would now be able to attend school. The minister described this as the second revolutionary step after adult suffrage.

### **THE RIGHT TO EDUCATION BILL**

- ❖ State shall ensure a school in every child's neighborhood. Every school shall conform to contain minimum standards defined the Bill.
- ❖ Government schools shall provide free education to all admitted children. Private schools shall admit at least 25 percent of children from weaker sections; no fee shall be charged to these children. Screening tests at the time of admission and capitation fees are prohibited for all children.
- ❖ School Management Committees (SMC) mostly composed of parents will manage government schools. Teachers will be assigned to a particular school; there will be transfers.
- ❖ The National Commission for the Elementary Education shall be constituted to monitor all aspects of elementary education including quality.

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- The National Commission for Elementary Education shall be constituted to monitor all aspects of elementary education including quality.
- There is mixed evidence of the ability of SMCs in improving quality of schools and learning outcomes of children.
- This Bill will cost the exchequer between Rs.3,21,000 crore over 6 yrs in addition to the correct expenditure on education. This is estimated to be an increase of between 1.1 percent 1.5 percent of GDP.

Education is universally recognized as a central component of human capital. The role of education as contributor to economic growth and its impact on population control, life expectancy, infant mortality, improving nutritional states and strengthening civil institution is well recognized. Moreover, the social rates of return on investments in all levels of education much exceed the long-term opportunity cost of capital. In normal course educated parents would send their children to schools. But where parents are not educated they may send their children to schools if there are enough incentives to attract and retain the children in schools.

However it has been seen that as the child grows the opportunity cost of sending the child to schools increases and incentives become less important. It has also been observed that socio – economic factors often on the supply side the reasons observed for children not being in school extend from non-availability of schools, poor quality of education, including irregular opening of schools, poor learning environment etc.

Access to primary/ upper primary education has improve further since 1993 the total enrolment at the primary and upper primary school levels in India has witnessed a steady increase. Total enrolment at primary stage (I-V) increased by 5-19 times, from 19.2 million in 1950-51 to about 113.61 million in 1999-2000. Out of this relative share of girl's enrolment increased from 28.1 percent in 1950-51 to 43.6 percent in 1999-2000. Total enrolment at the upper primary levels (grade VI-VIII) increased by 13 times from 3.1 million in 1950-51 to 42.06 million in 1999-2000. Madhya Pradesh (135.2) followed by Bihar (127.7) had the highest GER in the age group 6-10 years during 2010-11 while Punjab (84.3) had the lowest. GER in the age group 11-13 years was highest in Himachal Pradesh (113.8) followed by Tamil Nadu (112.3) and lowest in Bihar (64.6) followed by Assam (67.9). The relatively lower 11-13 years GER compared to 6-10 years GER indicates that the transition of students from primary to upper primary classes is relatively lower than the entry to primary classes. Pupil-teacher ratios at all India levels of education-primary, middle, and high schools-are very high in states like Uttar Pradesh and Bihar affecting the quality of education.

The new figure embarked for higher education is an increase of almost 13 per cent on the amount allocated in 2013. For the year 2014-15, the government has allocated Rs 27,656 crore to the department of higher education under the human resource development (HRD) ministry compared to Rs 24,485 crore in 2013-14, registering an increase of 12.9 per cent. In particular, the plan budget on higher education has been considerably increased in 2014-15. In the school education and literacy sector also, the increase has been substantial.

#### **EXPENDITURE ON ELEMENTARY EDUCATION**

Allocation on elementary education has been on a smooth rise with a drastic hike in 2005-06. The new Budget's allocation for this sector highlights the importance given to primary education. While y-o-y increase from 2012-13 to 2013-14 was 8%, the increase in this Budget from the previous year is almost double (15%). This prioritization of elementary education is especially welcoming given the fast approaching deadline for the Millennium Development Goal of achieving universal primary education.

#### **EXPENDITURE ON SECONDARY EDUCATION**

Education has been high on the agenda for most governments. The UPA government's (2004-05 to 2013-14) budget allocations have on average seen the highest increases especially post 2006-07. Though it must be noted that the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) has been allocated Rs 4966 crore in the current Budget, an increase from the Rs 3983 crore from the previous Budget's allocation, budget for secondary education on the whole has fallen moderately.

#### **EXPENDITURE ON UNIVERSITY & HIGHER EDUCATION**

With the increasing demand for a skilled labour force, higher education has been accorded high priority even among the various education levels. The change in the allocations over the years supports this assertion. This trend was visibly started by the NDA in the beginning of the millennium and followed by the UPA government. The last decade has especially seen a considerable rise. However, the higher education 2014-15 budget has seen a 16 percent y-o-y decline. This may be because the new government has shifted focus to more professional degrees as observed in the rise in the technical education budget.

Whereas the rising enrolment in elementary schools is a source of satisfaction actually attending school and those dropping out of the education stage have declined over the years, they are still relatively high especially in the case of girl students for whom the rates are 42 percent and 58 percent at the primary and upper primary stages respectively. Within the education sector, elementary education has been given the highest priority in terms of sub –sect oral allocations. Several themes have been launched by the central government to meet the needs of the educationally disadvantaged and for strengthening the social infrastructure for education viz, Operation Black Board (OBB), District Primary Education Programme (DPEP), Education Guarantee Scheme and Alternative and Innovative education (EGS & AIE), Mahila Samakhya, Teacher Education (TE), Mid-day Meals Scheme, Lok Jumbish, Shiksha Karmi Project (SKP), Janashala etc.

In 2001-2002 significant steps have been taken to words achievement of the goals of OEE through a time bound integrated approach in partnership with the states through launching of the Sarva Shikshya Abhiyan (SSA). The planning in SSA has been decentralized and highest priority is accorded to community ownership and minority. This programme will subsume all existing programmes including externally aided programmes in due course with in its overall frame work with district as the unit of programme implementation. Thus, one of the measures for achieving the goal of Education for All (EFA) was the 93<sup>rd</sup> Amendment of the constitution of the constitution passed in the Loksabha on November 28, 2001 to make the right to free and compulsory education for children for 6-14 years of age Fundamental Right and also, to make it a Fundamental Duty of the parents, guardian to provide opportunities.

Education for All (EFA) is well designed by UNESCO to encourage the rural people by attaining the inclusive growth policies of the government. If we observe the challenges that we are facing in rural India due to the financial problems to utilize the educational facilities which are available in rural areas. Even today countable part of the children in rural areas are unable utilize the resources. It is highly difficult to realize the dreams of EFA- 2015 of UNESCO with this existing system of education. With this background a research paper entitled “Inclusive Growth: Educational Accomplishment in Rural Society” presented some of the observations on utilization of educational facilities by the excluded population under inclusive growth policy with the following objectives.

**OBJECTIVES OF THE STUDY**

1. To study the socio-economic conditions of respondents in rural area.
2. To explore the education attainment of the student respondents.
3. To analyze the quality of education.
4. To examine the availability of educational facilities in the sample area.
5. To identify problems of qualitative education in rural area.
6. To suggest some policy measures to improve the quality of education in rural area.

In order to study the Inclusive growth: Educational attainments in rural society, 110 sample student respondents were selected in Chigurumamidi Mandal of Karimnagar District. And inference had drawn on the basis of data which is collected from the study and explained in the following paragraphs.

**Table – 1: Particulars of the student respondents: Sex wise**

S.No	Sex	No.of respondents	Student	Percentage
1	Male	67		61.0
2	Female	43		39.0
	Total	110		100.0

**Source: Field Data**

The above table shows the particulars of the student respondents who are school going children enrolled; there are 61.0 percent male students and 39.0 percent female students. Thus, even today the female children are less in number for their enrolment to avail educational opportunities.

**Table – 2: Particulars of the student respondents: Community wise**

S. No	Community	No. of Student respondents	Percentage
1	OC	20	18.0
2	BC	46	42.0
3	SC	35	32.0
4	ST	09	8.0
	Total	110	100.0

**Source: Field Data**

The above table depicts the community wise particulars of the student respondents 42.0 percent from BC community, which is the higher than others followed by SC, OC, ST with 32.0, 18.0, 8.0, percentage respectively. It concluded that the castes of students registered in rural area schools for educational attainment.

**Table – 3: Education Levels of the Respondents**

S.No	Level of Education	No. of Student respondents	Percentage
1	Primary Education	47	45.0
2	Upper Primary Education	41	37.0
3	Secondary Education	20	18.0
	Total	110	100.0

Source: Field Data

Above table reveals the education levels of the student respondents, out of 110 students 45.0 percent primary education level, which is the higher than the other levels followed by upper primary, secondary education with 37.0,18.0 percentage respectively. It shows the enrolment of students to secondary education level gradually declined.

**Table – 4: Enrolment particulars of the student respondents in various institutions**

S. No	Type of Institution	No. of Student respondents	Percentage
1	Government	53	48.0
2	Private	47	43.0
3	Residential(Social Welfare)	10	9.0
	Total	110	100.0

Source: Field Data

The above table analysis the enrolment particulars of the student respondents in various institutions, out of 110 respondents 48.0 percent children are going government school, which available for their educational attainment in rural areas, it is highest percent enrolled than other institutions like private, government and social welfare residential schools.

**Table – 5: Enrolment particulars of the student respondents: Sex wise**

S. No	Type of Institution	Male	Female	Total
1	Government	33(63.2)	20(36.8)	53(100.0)
2	Private	27(57.4)	20(42.6)	47(100.0)
3	Residential (Social Welfare)	07(70.0)	03(30.0)	10(100.0)
	Total	67(61.0)	43(39.0)	100.0(100.0)

Source: Field Data

The information pertaining the sex wise enrolment particulars of the students in various institutions is presented in the table. Out of 110 student respondents, as many as male children are enrolled in government and residential schools, which is the higher than the other privately managed institutions. It is followed by 57.4 percent male students and 42.6 percent female students are registered in privately managed institutions, which are provided the qualitative education as it compare to the government institutions. Thus, the parents are sending their children to privately managed institutions as well as they prefer to the government institutions like social welfare residential schools.

**Table – 6: Enrolment particulars of the students in various institutions: Community wise**

S.No	Community	Government	Private	Residential	Total
1	OC	05(25.0)	15(75.0)	-	20(100.0)
2	BC	23(50.0)	21(46.0)	02(4.0)	46(100.0)
3	SC	19(54.2)	11(31.4)	05(14.2)	35(100.0)
4	ST	06(67.0)	-	03(33.0)	09(100.0)
	Total	53(48.0)	47(43.0)	10(9.0)	110(100.0)

Source: Field Data

The above table depicts the community wise enrolment particulars of the student respondents in various institutions. The 75.0 percent OC community students are enrolled in privately managed institutions, which is registered higher than other communities of students and it is the forward community in the society. The BC, SC, ST castes, which is the weaker sections of the society, it is registered lowest percentages in privately managed institutions. It is clearly evident that some of the students are utilizing educational facilities, which is provided by the government.

**Table -7:Enrolment particulars of the students in various institutions: Levels of Education**

S.No	Level of Education	Government	Private	Residential (Social Welfare)	Total
1	Primary	29(59.1)	20(40.8)	-	49(100.0)
2	Upper Primary	18(44.0)	18(44.0)	05(12.0)	41(100.0)
3	Secondary	06(30.0)	09(45.0)	05(25.0)	20(100.0)
	Total	53(48.0)	47(43.0)	10(9.0)	110(100.0)

**Source: Field Data**

The above table reveals the level of education wise enrolment of students in various institutions. Out of 53 student who are enrolled in government school, 59.1 percent students are registered in primary education, which is enrolled higher than the other levels of education, it is explored the educational attainment in rural society. But they are not continuing their education till the completion of secondary education due to their socio-economic conditions.

**Table – 8: Levels of Education Particulars of the Students: Community wise**

S.No	Community	Primary	Upper Primary	Secondary	Total
1	OC	09(45.0)	06(30.0)	05(25.0)	20(100.0)
2	BC	17(37.0)	17(37.0)	12(26.0)	46(100.0)
3	SC	17(48.5)	16(46.0)	02(5.5)	35(100.0)
4	ST	06(67.0)	02(23.0)	01(10.0)	09(100.0)
	Total	49(45.0)	41(37.0)	20(18.0)	110(100.0)

**Source: Field Data**

The table shows the community wise level of education particulars of the students. The lowest percent students are enrolled in secondary education, who are the weaker sections of the society in rural area due to their lack of awareness of education.

**PROBLEMS**

- There is a lack of infrastructure facilities to attain education in rural areas.
- Lack of awareness of education system and education programmes provided by government among rural people.
- There is a lack of teaching staff.
- Now-a-days, more demand for computer education, but there is no adequate facilities and staff to teach the school children in rural areas.
- The era of globalization, they are not attaining the equality of education.
- Literacy and information is not improved.

**SUGGESTIONS**

- Parents should be concentrating for their children career.
- People should be utilizing the educational facilities, which is provided by the government through the various programmes.
- Government must be improved qualitative education in government schools.
- Government should be allocated more funds for development of education and its proper utilization for a better society.
- Teachers are, perhaps, the most important resource in a school. The schooling system in India needs more teachers to teach the Indian students at primary, upper primary, secondary education levels. The quality of school infrastructure in the courses is deplorable. It is clear that expansion of basic infrastructure and up grading of facilities in existing schools.
- Since, there is greater demand for computer education, it is necessary to allocate funds for the purchase of computers and also recruitment of computer staff, to teach the school children in rural areas.
- Literacy and information system services should be improved as the requirements of the student community.
- Government should pay the tuition and other fee who are belonged to weaker sections and economically poor, if they are interesting to in private school, as it implementing incase of professional colleges in the state of Telangana.
- The Government educational institutions and NGOs and Social organizations should come to reduce the educational imbalances, which an existing among different communities.

## **CONCLUSIONS**

In spite of so many educational policies implemented in our country since the inception of Five Year Plan. Government of India appointed many commissions to strengthen the education system which will provide educational infrastructure, qualitative education, application of advanced technology, I.T., Vocational educational aspects.

The excluded population particularly the SC, ST and BC communities are still backward to improve their skills on par with technological advancement of the capitalist economies. In order to realize the dreams of EFA – 2015 particularly the gender equality in education by 2015 is the biggest challenging task of the developing economies. Therefore, the state and central government, the civil society and NGO should work together with inclusive growth approach policies with more budget allocation for development of education and its utilization for a better society

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