

# Rural Education Scenario and Literacy Status Quo in India

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## ABSTRACT

The real India lives in villages almost 75 years after gaining freedom; this statement is as prevalent as ever. In recent times, it has been observed that India has made great progress in different aspects and more importantly in various dimensions of science and technology. However, it is one of the largest countries in the world that is home to numerous villages that are significantly lacking in preliminary primary education. This has been one of the main reasons for poverty, unemployment and the exponential increase in involvement in anti-social activities in India. Since independence, India continuously tries to bring educational excellence to all parts of India, even in the most remote part. Various innovative initiatives have been systematically taken to safeguard India's interest in radically changing the status quo in the context of literacy. This journal attempts to delineate the current state of rural education in India by investigating rural challenges, opportunities and successes in rural India. In addition, the government's roadmap to boost rural literacy for NEP 2020 has also been thoroughly discussed.

**Keywords:** Education, Literacy, NEP 2020, Sustainability

## INTRODUCTION

Educational achievement is the first and most crucial step in improving people's quality of life, awareness and community capacity. Adequate levels of literacy and education would undoubtedly have a significant effect on health and other areas. Considering the importance of education and its need in the future, India has adopted the "Right to Education" to ensure free and compulsory education for children aged 6-14 years. According to the United Nations Educational, Scientific and Cultural Organization, UNESCO, a literate person is defined as "someone who can conveniently read and write a short and simple statement about their daily life with understanding." Following the example of UNESCO, the Census Commission of India described literate as any person who can read and write in any language of India with knowledge. Our country's literacy rate rose to 74 percent in the 2011 census, up from 12 percent at the end of British rule in 1947. Looking at the gender difference in this regard, however, we see that men have the 82.14 percent and women 65.46. percentage representation. This reveals a significant gender disparity in India's overall literacy rate, which is 84 percent compared to global literacy standards. Professor Ashish Bose coined the word BIMARU to describe the four states that make up the Hindi belt: Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh (sick). This (Hindi) belt is home to about a fifth of the

world's illiterate population. There is also a significant gap in literacy levels between the two states, with Kerala ranking first at 93.91 percent literacy and Bihar ranking last at 63.82 percent literacy. One of the main causes of this is the shortage of primary and secondary school teachers. In India, the overall student-teacher ratio is 42:1, indicating a significant teacher shortage. About a third of rural India is now illiterate, accounting for 36 percent of the country's 884 million people. However, of the 64% of rural Indians who are literate, more than a fifth have not completed the primary school level. Even on the platform of the 69th Independence Day at the Red Fort, Prime Minister Narendra Modi stated that only 47 out of 100 students complete the class from one to eighth grade, resulting in a dropout rate of 52.78 per cent. hundred. A majority of the 60 million children between the ages of 6 and 14 in India have not yet entered school.

## **LITERATURE SURVEY**

Education is the gateway to a larger world, but the measure of our general accessibility must include the advancement of education in rural India. India ranks second to China in the Asia Pacific region for overall quality of education. However, in certain areas, we face serious educational concerns about quality, affordability, and accessibility. In terms of social and economic roles, schooling is an essential key factor that can make a difference. Better education often enables people to take advantage of new emerging possibilities and economic development. Since independence, governments have set out to provide their citizens with better education, but implementation has been a major problem. While there is still uncertainty in the education sector, rigorous steps are being taken to streamline the process and make education accessible to students from all marginalized cultural and social groups. There is also a positive change in the direction of equality and diversity. With technology offering solutions at a tremendous rate, it looks like things will only get better from here.

## **MAJOR FINDINGS IN CONTEXT TO INDIA LEVEL OF LITERACY:**

According to the 2011 census, the overall literacy rate in India is 72.98%, with women and men having literacy rates of 64.63% and 80.9%, respectively. Rural women have shown a tremendous increase in literacy rates over the last decade (24 percent). As of 2011, Kerala had the highest male and female literacy rates (male: 96.1%, female: 92.1%) and Bihar had the lowest (male: 96.1%, female: 92.1%). ) (men: 71.2%, women: 51.5%). ). Male literacy rates are lowest in Meghalaya, Kerala and Mizoram (less than five percentage points) and highest in Uttar Pradesh, Rajasthan, Jharkhand, Dadra & Nagar Haveli, Jammu & Kashmir and Chhattisgarh (20 percentage points or more), with Rajasthan being the largest.

## **RATE OF ADULT LITERACY:**

The adult (15+) literacy rate in India is 69.3 percent, with males accounting for 78.8 percent and females accounting for 59.3 percent. Adult literacy rates differed between rural and urban areas for both men and women. Female adult literacy rates in rural areas are 50.6% compared to 76.9% in urban areas, while male adult literacy rates in rural areas are 74.1% compared to the 88.3% in urban areas.

## **STATISTICS ON ENROLMENT:**

During 2014-15, the Gross Enrollment Rate (GFR) at the primary level for women and men is 101.4 and 98.9, respectively; at the middle class level, the statistics are 95.3 and 87.7, respectively; and at the upper secondary level, the figures are 65.8 and 63.8, respectively. In 2014-15, there are 93 girls for every 100 boys in primary school, 95 in middle school, 91 in high school, and 90 in senior high school. In 2014-15, women made up 34% of all international students pursuing higher education in India. Medicine has the most significant number of women for every 100 men in college education (90.9), led by Arts (86), Technology (72.7), Commerce (67.3) and Engineering and technology (67.3) . (40.3).

## **RATES OF DROP-OUT:**

According to the Ministry of education, formally known as Human Resource Development, the overall annual drop-out rate for females at the Main, Upper Primary, and Secondary levels is 4.1, 4.5, and 17.8 respectively, compared to 4.5, 3.1, and 17.9 for males.

## **EDUCATION EXPENDITURE:**

According to the NSS 71st round (Jan'2014-Jun'2014), the annual spending per student in urban areas is higher for males than females at all stages of schooling, while in rural areas, the average expenditure per female student seeking Graduation/PG and above is higher than that of a male student.

## **PRIMARY CAUSES OF ILLITERACY**

There is a high rate of population growth compared to insufficient levels of adult literacy; primary schools are ineffective in enrolling and attracting students. Low-income people have an ingrained belief that they can use them to raise money or support their families' babies instead of putting their children through school. Poverty levels are intense, as is the rate of economic inequality. According to 2016 statistics, only 8% of Indians have influence over 85% of the country's capital, while 92% of the population lives with only 10-15%. The non-conductive educational policies of the colonial rulers have resulted in the development of upper-class employees and servants in our nation instead of liberators or planners of one's dreams. Low allocation of funds in budget provisions; the GOI, in particular, has consistently ignored the Kothari Commission's suggestion of 6% annual spending on education. From 1951 to 2011, school spending was just over 4.3 percent. Furthermore, the goal of the National Education Policy (1986) of free and compulsory education for children up to the age of 14 has proven to be a difficult challenge to achieve in practice.

## **CONSEQUENCES & IMPLICATION OVER SOCIETY**

Personal disorganization due to lack of access to information sources; discontent and fights within the homes due to the lack of satisfaction of the educational needs of the children. Due to lack of knowledge, social disorganization has given rise to superstition and paranoia, so the lack of knowledge. In culture, education reduces ignorance and promotes harmony and shared knowledge. However, due to a lack of community awareness, they can be easily

groomed along community and religious lines. Family disorder as a result of quarrels and misdirection Poverty is on the rise, as is educational insecurity. There has been an increase in anti-social acts, including robberies, kidnappings, kidnappings and abuse. It also increases the likelihood of social and economic isolation. The government has taken the Adult Education Program, the National Adult Education Program (1978), the Rural Functional Literacy Program (1986), the National Literacy Mission, SarvSiksha Abhiyan (2001), the Midday Meal Plan and other measures in this regard and to increase literacy. levels in rural areas, such as the Adult Education Program, the National Adult Education Program (1978), the Rural Functional Literacy Program (1986), the National Literacy Mission, SarvSiksha Abhiyan (2001), the Meal Plan of the Midday. It applies mainly to young workers who can access and complete their education in night schools, as described in the Adult Education Program. It also raises concerns about dropout rates and gender discrimination in our culture.

## **CONTEMPORARY CHALLENGES**

There is no doubt that schooling plays a fundamental role in defining the personality of an individual. According to a survey, India's organized economy employs only 34 million workers, which is a tiny segment of the population. This statement says a lot about the literacy rate in India and the education system. Although India's literacy rate has risen sharply in recent years, it has not provided the kind of education that modern times need. We cannot argue that a considerable part of the population of India also lives in rural areas. However, no exposure is given to the educational framework that exists in rural India. According to the Annual State of Education Study (ASER), more than half of fifth-grade students in rural schools cannot read a second-grade textbook or solve simple math problems. This obviously highlights several issues that are wreaking havoc on our rural school system.

## **SCOPE FOR QUALITY EDUCATION**

The importance of education in the personal development, skills development and responsible democratic behavior of an individual, as well as in its significant contribution to the total wealth of a nation, is undeniable. India has a high dropout rate, with several BIMARU states reporting dropout rates of more than 50% before 10th grade. Government-run schools with a skewed teacher-student ratio do not provide adequate education. The absence of basic facilities such as a library, clean restrooms and playgrounds contribute to the high dropout rate. In today's rural environment, government-run schools have only a solid roof and walls, no proper seating arrangements, clean bathrooms (or hardly any toilets), or poor connection to the power grid, resulting in a partial or no instruction. As for the instructors, they are hardly dedicated to teaching; furthermore, if the students are to be from various grades, they are all taught in a single classroom, by a single instructor. In truth, instructors at a government-run school in a rural area receive enough compensation to keep them engaged in teaching. Data derived from enrollment data, on the other hand, paint a rather different picture, showing that rural education policies have been successful. Although these data numbers provide a beautiful picture, we need to look into the dark corners of the Indian education system, especially in rural areas. The two A's of the rural education system stand for Access and Affordability, but they actually lead to a much bigger picture. In the current

period, access and affordability have certainly been overpowered, but they have gotten us nowhere other than a very wrong but bright picture. In reality, we have moved further away from our original goal of bringing true education to rural India. Apart from the fundamental twin diseases of Access and Affordability, which keep a large part of the child population out of school, we must ask ourselves about the level and quality of education received. Although India has improved its literacy rate from 12% at independence to 74% according to the 2011 census, it still falls short of the world average of 84%. SSA (Sarva Shiksha Abhiyan) and other initiatives specific to primary and secondary education have proven effective to some extent, but much more needs to be done to truly educate India. We are reducing the magnanimity of academic and research brains to tiny craters of job seekers by ignoring creative learning and practical problems. In recent years, this gradual degradation of potential has resulted in a large number of unemployed and graduate youth in India. If we start looking for explanations, the first thing that comes to mind is the disinterest of parents in educating their daughters. The girl is seen as "outsiders' property" in today's rural households, to be well fed and carefully cared for until she is ready to marry. As a result, the concept of teaching them rarely occurs to them, and if it does, they see it as an additional obligation on their part, as well as a waste of time and effort. Second, since they have less money in their wallets to cover even a single meal a day for their family, rural people value employment more than education. An extra set of hands at work is much more valuable than their heads buried in books. Also, spending on education is seen as a liability rather than an investment. Furthermore, the separation of rural India from the dominant culture has left them cut off from the changes taking place in the contemporary world and, as a result of this alienation, they are isolated from the increasing relevance of at least basic elementary education in the real life. Amidst this gloomy picture of Indian education, the ICT (Information and Communication Technology) revolution has paved the way for some advances in areas like banking, education and health. The Indian IT industry, whether organically or inorganically, has the ability and character to create exceptional digital content and technology platforms. With the entry of multiple corporate heavyweights into digital education, such as TATA, BSNL and RELIANCE, and the resulting flow of money, this sector is poised for a qualitative move. However, since innovation is a never-ending process, we will continue to engage many stakeholders, including government, content specialists, technology corporations, users, and the educational community, to cooperate and innovate cutting-edge technologies and approaches to help this sector. . flourish significantly. To address connectivity and accessibility challenges, government and business must work collaboratively. Digital Education is an excellent means for rural youth to develop an interest in learning and understand the value of education in their lives. However, if we are going to give them a basic education, we must change our goal from giving them an "excellent" education to giving them "any" education. This is because the existing rural situation lacks the capacity to sustain an adequate and quality educational environment, such as that provided in private schools today. However, although we agree that rural India has much more and much greater potential than we think, the existing image does not seem adequate to bear the weight that we intend to impose on it. Starting with the fundamental necessities and gradually progressing to a suitable environment is something that will simply get the job done and fulfill our main objective. In this sense, although digital education has proven to be a



more effective way of learning, it continues to fail in the most remote and rural areas of India. We must replicate the existing reality of education in urban areas in a profitable and relevant way in the future. Currently, after leaving their schools, students in metropolitan areas are assigned to private tutors, where they reproduce and review what they learned in school and get more personalized attention. Making Digital Education a secondary study medium at first, and then gradually compartmentalizing it as a primary medium, should be the strategy to climb the ladder towards our bigger picture. Volunteering seems to be a superior option and form of action in this case. Many local groups, NGOs and NPOs operate in and around rural India. Collaborating with these groups to volunteer and raise awareness about education is a better method to start the process. If this work is already being done, we should see how we can expand the number of volunteers we have to get closer to our larger goal. This is nothing more than causing a domino effect in the world for our small efforts, which, in the end, tend to result in a larger and more accepted change. The rural sector needs immediate attention, and it is the area of education, as well as education itself, that can help us bring about change and make the current picture bright, well, optimistic enough to be acceptable.

## DISCUSSION

While there are several significant hurdles on the path to accessible and affordable education in India, with a novel goal and futuristic vision, the goal can certainly be achieved with honest effort from the student community, teachers and collaboration between the government. There is hope with NEP 20, which can prove beneficial and revolutionize the mainstream education system in India.

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