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Rural Education in India - Issues and Concerns: A Descriptive Analysis

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Abstract

"Education is the passport to the future, for tomorrow belongs to those who prepare for today," as famously said by Malcolm X, a prominent African American civil rights leader. Even former Indian President A.P.J. Abdul Kalam once said, "Education is the most powerful weapon which you can use to change the world." Education stands as a potent catalyst for progress and empowerment, transcending barriers and shaping the future of nations. In the vast expanse of rural India, nurturing young minds takes on paramount importance, as the transformative power of education holds the key to breaking the cycle of poverty and unlocking opportunities for generations to come. In India's education field, there is a growing recognition of the necessity to expand perspectives and foster closer ties with the public sector to achieve a broader impact. Drawing on extensive experience, insights into projects across various regions illuminate the nuances and obstacles within the sector. Through strategic planning and partnerships with stakeholders, efforts are directed toward advancing initiatives that cater to regional needs. The present paper tries to explore the picture of rural education and its economic growth relations over the period of time (since independence) at macro level in India. Specifically, to study the literacy rate- Gender Wise and Region Wise; to observe the major issues in rural education; to justify the literacy and growth relations; and to suggest possible measures to solve the problems and strengthen the rural education in India. This study is a Descriptive study based on the results of various researches at macro level and secondary data. The data relating to Population Size, Gender Wise and Region Wise Literacy Rate, GDP, GDP per capita, Growth rate, Govt initiatives, etc have been gathered from Various Issues of Educational Statistics – At a Glance, published by Government of India, Ministry of Human Resource Development , Bureau of Planning, Monitoring & Statistics, New Delhi, Economic Survey, etc. Further, data retrieved from the official website of the Ministry of Human Resource & Development, Govt., of India. It is advocated that the transformation of rural education necessitates collaborative efforts involving stakeholders from diverse sectors. By leveraging CSR effectively, engaging the private sector, and aligning with SDGs and Vision 2047, we can pave the way toward a future where every rural child in India has equitable access to quality education. The time for action is now, as education is the cornerstone of a prosperous and enlightened society. Egalitarian education is the way forward to an inclusive India. Higher education and adequate employment opportunities in conjunction with primary education can work wonders for human development in rural India.

Keywords: HRD, SDGs, Rural Education, Gender Equality, Gender Parity Index

Prelude

Education for Sustainable Development has been recognized as an integral contributor to achieving several SDGs. This has been particularly evident in the fourth SDG, which advocates for: "Inclusive and

Equitable Quality Education and Lifelong Opportunities for All" which is composed of seven outcome targets and three means of implementation, viz Universal Primary and Secondary Education; Early Childhood Development and Universal Pre-primary Education; Equal Access to Technical/ Vocational and Higher Education; Relevant Skills for Decent Work; Gender Equality and Inclusion; Universal Youth Literacy ; and Education for Sustainable Development and Global Citizenship with Means of implementation include Provision of Effective Learning Environments; Provision of Scholarships; and Effective roles of Teachers and Educators.

Education and Economic Growth Nexus- Literatures

Education levels have been a major concern of economists when trying to encourage growth in developing countries. A number of very influential endogenous growth models advocated by Romer (1986); Lucas (1988) and Barro and Sala-i- Martin (1995) have highlighted education as a key component and emphasized the importance of human capital accumulation for economic growth . Additionally, a large number of the studies including Barro (1991); Mankiw, Romer, and Weil (1992); Levine and Renelt (1992); Barro and Lee (1993); Klenow and Rodriguez-Clare (1997); Sala-i-Martin (1997); have been performed using values of education to predict growth in years to come, and have shown that the impact of education on growth is indeed substantial. Studies made by Oded Galor and David N. Weil (1996); Klasen (1999), Dollar and Datti (1999); King and Mason (2001), and Nils-Petter Lagerlof˝ (2003) confirm through their researches that the gender inequality impedes the economic growth and it has a direct impact on economic growth through lowering the average quality of human capital, and economic growth is indirectly affected through the impact of gender inequality on investment and population growth. In addition to increasing growth, greater gender equality in education influence for lower fertility and lower child mortality. Contrarily, Studies suggested that gender inequality in education might actually increase economic growth (Robert Barro and Jong-Wha Lee 1994; Robert Barro and Xavier Sala-i-Martin 1995), more recent work has shown that the opposite appears to be the case (M. Anne Hill and Elizabeth M. King 1995; David Dollar and Roberta Gatti 1999; Kristin Forbes 2000; Stephen Knowles, Paula Lorgelly, and Dorian Owen 2002; Stephan Klasen 2002; Steven Yamarik and Sucharita Ghosh 2003; Dina Abu-Ghaida and Stephan Klasen 2004; Hill and King 1995; World Bank 2001; Elizabeth M. King, Stephan Klasen, and Maria Porter (2008).

Lau et al. (1993) found that an additional one-year average education per workforce increased the real output by approximately 20% in the 1970-1980 in Brazil. Barro (1998) examined the determinants of economic growth using data from 1960-1995 for 100 countries. According to empirical analysis results, higher initial schooling has positively affected economic growth. It is also seen that political freedom has a weak influence on economic growth. Gyimah-Brempong et al. (2006) tested the expanded neoclassical growth model with the panel GMM method to investigate the effect of higher education on economic growth in African countries during the period of 1960-2000. As a result of the research, they found that primary, secondary and tertiary education which they use as education level positively affects economic growth. Keller (2006) analysed the impact of primary, secondary and tertiary education on economic growth in Asian countries in panel data analysis using data from the period of 1971- 2000 and it was observed that expenditures especially on primary education had positive effects on economic growth. Moreover, it has been found that the rate of secondary school enrolment positively affects economic growth.

In addition, the results of studies conducted by Benhabib and Spiegel (1994), Jones (1996), Engelbrecht (1997), Herbertsson (2003), Self and Grabowski (2004), Park (2006), Abu-Qarn and Abu-Bader (2007), Permani (2008), and others (Benhabib and Spiegel, 1994, Telatar and Terzi (2010), Keskin (2011), Hoşgorur and Gezgin (2005), Caliskan et al. (2013), Ozsahin and Karacor (2013), Yalcinkaya and Kaya (2016),

Govdeli (2016) show that various educational indicators have positively affected economic growth. Economists such as Becker, Schultz, Denison and others emphasized the importance of investing in education in order to contribute to economic growth and its acceleration in the 50s and 60s of the 20th century. While worldwide education levels have risen drastically in the past seven decades, worldwide growth rates have not kept up with this change (Pritchett 1999). This has led many economists to question the traditionally held view that education is important for a society to thrive. Further he puts forth three reasons why this may be happening, as educated labour is engaging in socially unproductive activities instead of contributing meaningfully to society; insufficient demand for educated labor; and the low returns to education are due to the poor quality of education in the country. Thus, perhaps while countries have more education, they fail to receive more knowledge. In addition, Bils and Klenow (1998) assert that it is not education that leads to growth, but growth that leads to education, based on empirical test of their hypotheses on a sample data set of 58 countries proved that growth has a stronger impact on education than education does on growth. This result seems to suggest that while there may be disadvantages to looking at the effects of education upon growth, it still serves as an extremely good measure for human capital and thus is an important determinant of growth.

Rural India is Real India and hence rural development is the main pillar of the nation's development which is a strategy involves extending the benefits of development to the poorest, among those who seek a livelihood in the rural areas aiming at increased employment, higher productivity, higher income as well as minimum acceptable level of food, clothing, shelter, education, health and for building up of a sound value system which is keeping in with the high cultural heritage of the country. As education bears directly the quality of life of the people, under the Constitution of India, education is a concurrent subject, with a sharing of responsibilities between the Centre and States. Management of schooling has been traditionally controlled by the mainstream state and district administrations. The last three decades have seen the emergence of a number of education-specific support institutions, such as the District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA), Samagra Shiksha Abhiyan, Saakshar Bharat Mission, ULLAS- Nav Bharat Saksharta Karyakram, State Implementation Societies, State Councils of Educational Research and Training (SCERT), State Institutes of Educational Management and Training (SIEMAT), District Institutes of Education and Training (DIET), Block Resource Centres (BRC), Cluster Resource Centres (CRC), and, in rural areas, Village Education Committees (VEC), as well as an increased involvement of NGOs, that have acted as a counterweight to what is often an overly bureaucratic and hierarchical administration, in addition the establishment of the *Panchayati Raj*, or village council, and this body is playing an increasingly important role in education in rural areas across the country.

Further, Education in India has been quite an extensively discussed topic throughout the nation's seven decade history. Over the past few decades, the literatures on education have covered the entire gamut of possible topics, including comparing India to other nations, examining relevant trends in urban and rural areas, and studying the role of social services such as health care and education in human development. Understanding the varying experiences of Indian states in strengthening education has been an important topic. Recent literatures have focused on understanding how economic growth best strengthen the educational status, reducing the disparities in education, paying special attention to post-reform trends. There have a number of studies on education status, Rural Urban disparities, Gender disparities, Drop Out Status, Educational infrastructure, Developmental Programmes- Kothari R(1970) ; Pittman & Haughwout (1987) ; Cairns, Cairns & Neckerman (1989); Fetler (1989); Gupta D, (1991) ; Vallerand and Bissonnette (1992) ; Fortier & Guay (1993); Dreze J, Sen A. (1995) ; Hymel et al (1996) ; Rumberger and Larson (1998): Dreze & Kingdon (1999); Bayly S. (1999); Sharma KL, (1999); Sara et al. (2000); Anitha BK.(2000); Hasan M. (2001). Hannum E.(2002); Kulkarni PM. (2002); Thorat S, Aryama, Negi P.(2005). Desai S, Adams CD, Dubey A. (2006); Sabha & Gauri (2012); Mondal & Majumder (2013); Josheph (2014) ; Karthikeyan, R. and S.Ramasamy (2017); Karthikeyan,

R., S.Dharmaraj and B.Kumutha (2025; Karthikeyan, R., M.Sulthana Barvin and V.Nalini (2025); Karthikeyan, R., V.Nalini and B.Sumathi (2025); and Karthikeyan, R. and V. Nalini (2025); to mention a few.

Though education plays a crucial role in both individual growth and societal advancement, is the bedrock of societal advancement worldwide yet, in places like rural India, much still lack access to quality education. In rural India, educational struggles persist despite many efforts. Many children lack basic literacy skills due to issues such as poor infrastructure, technology gaps, and teacher shortages. Low attendance rates and disengagement plague public schools, highlighting the need for improvement. The Annual Education Assessment Report 2023 underscores the stark reality of education in India, particularly in rural areas. While an impressive 86.8% of individuals aged 14-18 are enrolled in educational institutions, a troubling one-fourth struggle to attain basic literacy skills equivalent to a second-grade level in their native languages. It becomes critical to underscore the transformative potential of quality education in disrupting the cycle of poverty, fostering inclusive development, and propelling economic progress. Based on the above, the present paper describes the issues and concerns in the rural education in India.

Objectives

The present study tries to explore the picture of rural education and its economic growth relations over the period of time (since independence) at macro level in India. Specifically, to study the literacy rate- Gender Wise and Region Wise; to observe the major issues in rural education; to justify the literacy and growth relations; and to suggest possible measures to solve the problems and strengthen the rural education in India.

Materials and Method

This study is a Descriptive study based on the results of various researches at macro level and secondary data. The data relating to Population Size, Gender Wise and Region Wise Literacy Rate, GDP, GDP per capita, Growth rate, Govt initiatives, etc have been gathered from Various Issues of Educational Statistics – At a Glance, published by Government of India, Ministry of Human Resource Development , Bureau of Planning, Monitoring & Statistics, New Delhi, Economic Survey, etc. Further, data retrieved from the official website of the Ministry of Human Resource & Development, Govt., of India.

Observations

Education plays a crucial role in both individual growth and societal advancement. Yet, in places like rural India, many people still lack access to quality education; further, educational struggles persist despite many efforts. Many children lack basic literacy skills due to issues such as poor infrastructure, technology gaps, and teacher shortages. While number of organisations work hard towards this, progress is slow. Low attendance rates and disengagement plague public schools, highlighting the need for improvement. CSR, alongside private sector partnerships, could be critical to tackling these challenges.

Table 1. Rural Education Scenario in India

Sl. No	Period	Population					
		Size (Mn)	Literacy Rate (%)				
			Total	Male	Female	Rural	Urban
1	1951	361	18	27	9	12	35
2	1961	446	28	40	16	23	54
3	1971	557	35	46	23	28	60
4	1981	687	44	57	30	36	67
5	1991	869	52	64	40	45	73
6	2001	1059	65	80	55	59	80
7	2011	1230	73	81	65	67	84
8	2014	1323	76	83	68	71	86
9	2018	1339	78	85	70	74	88
10	2020	1354	78	85	72	74	88
11	2023	1369	80	86	74	77	89
12	2024	1450	81	87	75	78	89

Sources: Various Issues of Economic Survey; RBI Bulletin...

The scenario of rural education reveals that as the size of population increases from 361 million in 1951 to about 1450 million in 2024 the literacy rate has also increased from 18% to 81%; the rural literacy rate and female literacy rate always remained lower than that the national average. Although from 1951-2024, the male literacy rate has increased from 27 % to 87 % while it is from 09 % to 75 % for female; similarly, the urban literacy rate has increased from 35 % to 89 % while the rural literacy rate has increased from 12 % to 78% , it is of course, the rural literacy has increased 8 times; but though there is a huge gap between urban and rural literacy rate with the increasing awareness of the central and state government and implementation of different flagship programmes on education, the gap is gradually decreasing. It is also noted that the generally education levels have gone up among all sub-groups, though there is intra and inter-gender variations registered over the period time; the educational level differs between males and females in both rural and urban areas, while gender-wise, there are differences between the rural males and urban males and between rural females and urban females. Though the illiteracy rate of the rural and urban females has declined over the years, it is still not only higher than that of male counterparts. Hence, educational attainment among the females, whether in the rural or urban areas, lags behind that of male population by two decades. Moreover, rural male's level of literacy is less than not only that of urban males, but also that of urban females.

Table 2. Rural Education and Economic Growth Relations

S.No	Period	Population in Mn	Literacy Rate (%)		Growth Indicators		
			Total	Rural	GDP (US $-Bn)	Per Capita (US $)	Annual % Change
1	1951	361	18	12	30.60	64.00	---
2	1961	446	28	23	39.23	85.97	3.72
3	1971	557	35	28	67.35	118.16	1.64
4	1981	687	44	36	193.49	271.43	6.01
5	1991	869	52	45	270.11	303.85	1.06
6	2001	1059	65	59	485.44	449.91	4.82
7	2011	1230	73	67	1823.05	1449.60	5.24
8	2014	1323	76	71	2039.13	1559.86	7.41
9	2018	1339	78	74	2702.93	1974.38	6.45
10	2020	1354	78	74	2671.59	1913.22	-5.83
11	2023	1369	80	77	3640.00	2530.10	9.2
12	2024	1450	81	78	3910.00	2696.70	6.5

Source: Computed from various Issues of RBI Bulletin

The Literacy rate has close nexus with the economic growth of an economy. An economy, if it routinely grows at about 5 percent or more per year, there is a substantial rate of economic growth. Economic growth of 7-8 percent is extraordinary. From the analysis it could be explored that during 1951 – 2024 the average growth was 5.14 percent with a minimum of -5.83 percent in 2020 and a maximum of 9.2 percent in 2023. With regard to the GDP growth, it was only US $ 30.60 Billion in 1951 and continuously and fabulously increased to US $ 3910 Billion in 2024 while per capita income has also increased from US $ 64.00 in 1951 to US $ 2696 .70 in 2024. From this it could also be observed that the literacy rate and economic growth have positively associated as the fact that HRD is instrumental for economic growth can be justified. It is very obvious that as the Literacy Rate has increased (total 18 %; Rural 12 % ; Urban 35%; Male 27%; Female 09%) from 1951 to 2024 (total 81 %; Rural 78 % ; Urban 89%; Male 87%; Female 75%) the GDP has also increased from US $ 30.60 Billion to US $ 3910 Billion; the GDP per capita from US $ 64.00 to US $ 2696 .70 during the same period.(See Table 2)

Table 3. Gender Parity Index in India

Type of School/ Years	Primary	Upper Primary	Elementary	Secondary	Senior Secondary	Higher Secondary	Higher Education
1950-51	0.41	0.22	0.38	NA	NA	NA	NA
1960-61	0.5	0.34	0.47	NA	NA	NA	NA
1970-71	0.63	0.45	0.59	NA	NA	NA	NA
1980-81	0.67	0.53	0.63	NA	NA	NA	NA
1990-91	0.75	0.61	0.71	NA	NA	NA	NA
2000-01	0.82	0.75	0.8	NA	NA	NA	NA
2005-06	0.94	0.88	0.92	0.80	0.80	0.80	0.69
2006-07	0.94	0.90	0.93	0.81	0.83	0.82	0.96
2007-08	0.98	0.91	0.96	0.85	0.84	0.85	0.70
2008-09	0.99	0.93	0.97	0.86	0.85	0.85	0.72
2009-10	1.00	0.94	0.98	0.88	0.87	0.88	0.74
2010-11	1.01	0.95	0.99	0.88	0.86	0.87	0.86
2011-12	1.01	0.99	1	0.93	0.92	0.93	0.88
2012-13	1.02	1.05	1.03	0.96	0.94	0.99	0.89
2013-14	1.03	1.08	1.04	1.00	0.98	1.00	0.92
2014-15	1.03	1.09	1.05	1.01	0.99	1.01	0.92
2021-22	1.03	1.00	1.02	1.00	0.98	1.02	1.01

Gender Parity and Equality

There has also been impressive progress towards bridging gender gap in enrolment and retention in elementary education. Between 2000-01 and 2021-22, the enrolment of girls as percentage of total enrolment in primary education has increased from 43.8 per cent to 48.2 per cent, while the enrolment of girls as percentage of total enrolment in upper primary education increased from 40.9 per cent to 48.6 per cent. The enrolment of girls as percentage of total enrolment in Classes X-XII (secondary and higher secondary education) increased from 38.8 per cent in 2000-01 to 47.1 per cent in 2021-22. The Gender Parity Index (GPI) for GER in primary education improved from 0.82 in 2000-01 to 1.03 in 2021-22, while the GPI for GER in upper primary education improved from 0.75 to 1.08 during this period. The GPI for GER in secondary education improved from 0.79 in 2004-05 to 1.0 in 2021-22 while the GPI for GER in higher secondary education improved from 0.80 to 0.98 during this period. The GPI for adult literacy rate improved from 0.65 in 2001 to 0.75 in 2011 while the GPI for youth literacy rate improved from 0.81 to 0.91 during this period.

The Gender Parity Index (GPI) for Gross Enrolment Rate in primary, upper primary and elementary Education has been improving steadily since 2000-01. The Gender parity Index for Gross Enrolment Rate in primary education (Classes I-V) improved from 0.82 in 2000-01 to 1.03 in 2021-22. The Gender parity Index for Gross Enrolment Rate in upper primary education (Classes I-V) improved from 0.75 to 1.00 while the GPI for Gross Enrolment Rate in elementary education (Classes I-VIII) improved from 0.80 to 1.02 during this period

Major Issues

Despite the significant resources that are being deployed annually by the government for rural education, most critics point to the lack of infrastructure as being largely responsible for the poor state of schooling in India, particularly in the countryside. It is also observed that

there is a lot of disparity in schooling facilities in various regions of the country. There are disparities among the private schools, among private and government schools in the same state, between schools in central sector like KVS, NVS, Tibetan Schools, Sainik Schools, etc. Also, there are no specific norms for secondary schools. No wonder, India hosts some secondary schools with magnificent buildings, library, laboratories, massive computer labs, cricket academy when majority of the secondary schools languish in dire poverty and deprivation. It must be appreciated that just the four-wall classrooms and teachers as per norms will not make a quality school. For providing universal and free access to quality secondary education, it is imperative that specially designed norms are developed at the national level and then disaggregated for each State/UT keeping in mind the geographical, socio-cultural, linguistic and demographic conditions of not just the State/UT but also, wherever necessary, of the Blocks(Report of the CABE Committee, 2005).

The Government of India and the states and UTs have been striving for several decades to put in place adequate rural education infrastructure, particularly for elementary schooling. There is widespread availability of pre-school and primary school facilities in rural areas and particularly, within most villages and the way in which easy access to rural schooling becomes rarer the further one moves up the education system. It was found that the proportion of villages having pre-primary school facilities is seen to have increased from around 39 percent to about 68 per cent in these eleven years. By contrast, the proportion of villages with primary schools has increased by only about 6 percentage points, and the proportion of villages with middle schools by only 5 percentage points. The proportion of villages with secondary schools has increased by only about 1.5 percentage points.

There has been considerable growth in the number of rural secondary schools and progress in secondary school enrolments over the last twenty years, but access to this level of provision is only a little over half that of elementary education.

Studies witnessed that the gender disparity in enrolments at this level of the rural education system, the gender disparities in rural primary schooling have almost been eliminated and those at upper primary level are fast disappearing. But at the secondary education level the gender disparities are significant,i.e. girls' share of enrolment at Class IX and Class X is around 40 per cent only. There is also considerable variation across states with relatively high levels of enrolments in the southern states and extremely low enrolments in Bihar , Uttar Pradesh, Rajasthan, Madhya Pradesh, Chhattisgarh, and West Bengal account above 20 percent). India's secondary education enrolment is slightly lower than its income level would predict and among its neighbour countries.

Another important issue is, despite this growth in increase in enrolments, only a minority of villages have access to a higher secondary school within five kilometres. The number of rural Higher Secondary Schools has doubled in the last decade and enrolments have grown dramatically. Gender disparity is only marginally larger than that at elementary and middle schools. Despite this growth GER remains only 20 per cent and there are extremely low levels of participation among SC, ST, and minority groups.

Studies witnessed that that the average rural elementary school has three or less permanent classrooms (with 21 % of schools having one or no classrooms). Sixty-five per cent are in good condition; 24 % are in need of minor repair; and 11 per cent are in need of major repair. Forty Eight per cent of India's rural elementary schools had no more than two teachers and only 25 % had five or more. Half of the rural schools having two or more teachers had no female teachers. These small rural schools with one or two mostly male teachers and three or less permanent classrooms have on average between 1 and 100 students (78% of schools have enrolments within this range) and 35 % of the schools have less than 50 students. It is pathetic to note that several different age groups are combined in one class and multi-grade teaching is the norm in such circumstances. The average student to classroom ratio in rural areas is 45. The average teacher to classroom ratio is 1.12 which indicates that a large proportion of teachers are teaching their students in classrooms shared with another class, or in alternative environments, such as the veranda of a school building, under a tree or beneath some other form of temporary shelter.

Another issue is that there is no higher education infrastructure in rural areas and students will have to generally travel to urban areas to access this provision.It is clear that currently, the rural areas of India are not literate Environments (availability of daily newspapers and periodicals, access to books (either through a library or a bookseller), access to ICT in all its various forms) and it is likely that literacy is not further developed or reinforced, and sometimes not even retained, among many rural pass-outs of primary school and literacy programmes as a result of this.

According to the UNESCO Global Monitoring Report, book production is also very low in India relative to the size of the population;, newspapers in India have a total circulation of 59 million, enabling a circulation rate of 60 per 1000 inhabitants; India's National Libraries contain many thousands of volumes and have thousands of registered users and make thousands of loans to users each year. But these are all in urban areas. In rural areas of India there are very few library resources and those that exist are poorly resourced. While stationary shops and book sellers may exist in district headquarters and some small towns and even at the sub district level, they are not present in rural areas.

Empirical studies depict the rise in literacy rates and the expanding system of primary education. According to the National Sample Survey (NSS) estimates, the literacy rate has increased from 43.57% (Male 56.38%; Female 29.76%) in 1981 to 80.9% (Male 87.2%; Female 74.6%) in 2023. Given the rapidly increased enrolments in elementary education since 2001 it is possible that India will achieve universal literacy within the space of one more generation. This steady increase in literacy has been largely caused by massive growth in primary and upper primary schools and enrolments, particularly in rural areas.

While the growth of elementary educational institutions has-been most impressive, there has also been considerable growth in other, higher, recognized education institutions. The number of primary schools in the country increased by a factor of three, while the upper primary schools and secondary schools increased at an even faster rate: by sixteen and eighteen times respectively. The number of colleges for general education and vocational education and training also increased rapidly: by about twenty-four and twelve times respectively. The number of universities in India increased by ten times during the period. The growth in enrolments has been equally impressive. While this progress in enrolments is impressive, there are significant gaps in participation at higher levels of education in rural areas and the significant gender disparities that exist at all levels

Concerns

There has been considerable variation in the progress made in education across Indian states. The findings from this survey will serve as crucial evidence to inform policy interventions, educational reforms, and community-driven initiatives, all with the aim of enhancing the educational experiences and outcomes, bolstered by the proactive support and guidance of their parents. It is immense promise to inform policy interventions, educational reforms, and community-driven initiatives. Armed with evidence-backed insights, stakeholders can collectively work towards enhancing the educational experiences and outcomes of rural students. There is no doubt that in terms of providing the benefits of education to the whole population, the country could have done better, particularly in respect of the weaker and vulnerable groups. However, the following may be the concerns for overcoming the issues in rural education and help to strengthen the rural education further.

It is hoped that Public-Private-Partnerships have distinct advantages and can help to achieve desired education outcomes; Greater choice of education services have to be facilitated even to the poorer members of the community; Provision and promotion of more and better quality of education services have been achieved by the setting up of standard guidelines for the initiative participants; Measures for relocating or building new schools, colleges, universities, and providing management facilities for the new building/campus; projects might involve land swaps or enable the private sector provider to generate a third party revenue stream; Provision of building facilities for education institutions in rural areas that will have potential for third party income generation, such as sports or academic/conference facilities; Providing Information Systems—such projects may be to ensure the continued availability of hardware and software over a period of time, or may go further, with the private sector provider taking on some administrative functions especially to rural students and institutions; Promotion of Private partnership in the area of capacity building, both in communities and in resource institutions through the research, evaluation, monitoring activities, this will improve transparency of programme interventions and would also encourage a more open assessment of achievements; Strengthening contribution in work related to pedagogy, mainstreaming of school children, developing effective teacher training programmes, organizing community for capacity development for planning and implementation, expressing gender concerns, work in the sphere of disability among children, and managing Mid-Day Meals, Break Fast Scheme to mention a few; Schools should continue to provide students with a good general education along with require the curriculum to lay emphasis on developing key skills such as communication, critical thinking and other life skills that has value in the job market.

People in rural areas have only a limited awareness of the job market or career options, and this is becoming a major obstacle to development, particularly as work opportunities are changing rapidly. Therefore, more emphasis should be given to the provision of information about training that is being provided, including the results of any appropriately validated evaluations of this training.

It is believed that promotion of greater levels of partnership between the Government and the private providers of vocational education and training to inculcate market-led skill development to ease the miseries of underemployment in the rural areas on the one hand, and, on the other, to equip those migrating to cities with more marketable skills so that they can negotiate better wage rates and living conditions.

In a nutshell, at this level of the education system the private sector is growing rapidly and playing the major role of service provider. But better services will only come about with greater expansion of infrastructure, both within and around educational institutions through larger allocations to education and these increases will need to be accompanied by appropriate reforms and strategies; Continuation of strong central support for policy, strategy, technical assistance, and monitoring and evaluation combined with increased decentralization within government, stronger public-private partnerships, and improved accountability relationships between the service providers, policy makers, and consumers, may solve the issues in rural education considerably.

Conclusion

Because of some lags in India's education system, it is suffering from numerous challenges, with more than 60 percent belonging to rural area and 35 percent of its total population under age of 15, but facing low human resource development. Different policymakers and educationist urged to increase spending on education is 6 percent of GDP, but actual spending has been only around 4 percent of the GDP for the last few decades. On the one side, India's top business schools, IITs, IIMs and universities produce globally competitive graduates, but on the bottom end primary and secondary schools particularly in rural areas struggles to find quality staff. Though the literacy rate has been increased in rural areas but still there is a gap between rural and urban literacy. GER for girls has increased more than that of the boys. There is also major digital divide with in the country across states, cities and villages, and income groups. There required a comprehensive roadmap of curricular and assessment reforms, new teacher recruitment and training strategies, leadership development and integration of collaborative technologies. It is fond hope that it will help to teacher as well as student community to create, think, adapt, share contents, and encourage innovations and creating in solving real-world problems. Teacher education programmes both pre and In-service will undergo drastic changes to make them update and rigorous. Therefore, for complete development of any society rural education is the need for the hour and more efforts has to be taken by the government, educated youth, teachers and NGOs to spread awareness among rural people about the need and significance of education. Thus, if India envisages achieving faster, inclusive and sustainable development goals then, it can only be fulfilled by imparting quality education in rural areas. In this regard education is most relevant way for engagement of rural population to take them to the development process.

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