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## Impact of Poverty on Education in India

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**Abstract:** Education is a crucial and important part or area in everyone's lives which is extremely important for the development and progression of individuals, society we live in and the nation as a whole. There being an exception, there are individuals or people who live in poverty or under the poverty line who are taken away with the fate of being educated or are not acquired of being education which will help them in developing and progressing and thereby the whole nation.

Poverty has many downsides and it shows unfavorable effects and measures or actions should be executed or implemented to subside or alleviate the obstacles that come in the way of poverty and its impact on education. The focal point or highlighted area of this research paper is to understand poverty and how it can have its impact on the education of people living under the poverty line.

A questionnaire survey was taken among general public under simple random sampling in India, to go into the depth and understand more of the topic. The major areas taken into consideration are childhood poverty, the effect of poverty on schooling or edification, the stimulus on the youth of children's experience of schooling.

**Index Terms - Education, Poverty, Individuals, Nation.**

### 1. INTRODUCTION

As India is one among the fastest-growing economies within the world, poverty is on the decline within the country, with on the brink of 18 Indians escaping extreme poverty every minute, as per the World Poverty Clock.

The World Bank has reviewed the poverty definition by it and has done the required calculations many times since the last 25 years and in the early years of 1990s the World Bank secured one dollar as absolute poverty line. Fast forward three years that is the year 1993, 1.08 dollar was set as the absolute poverty line for all the countries basis on the PPP abbreviated as the purchasing power parity.

In 2005, after a thorough study or examination on the cost of living from around the globe, The World Bank increased the scale or measurement regarding the global poverty line so as to reflect upon the observed higher cost of living, after that The World Bank determined the rates of poverty from those of the people living under one dollar and twenty-five cents per day on the basis of PPP.

In May 2014, again after a thorough revision of the definition of poverty, methodology and changes in respect to the economy around the world, the World Bank proposed yet another major revision to PPP regarding its calculation methodology, international poverty line and indexing it to 2011 US dollar. The new method shows us the setting of poverty line at 1.78 dollar per day on 2011 PPP basis. According to the World Bank method of studying, India numbered at about 179.6 million people below the new poverty line, China numbered at about 137.6 million, and the world had about 872.3 million people below the new poverty line equal to as of in the year 2013. 17.5% of total world's population, India had 20.6% share of world's poverty. Again, in the year 2015 and in October, The World Bank revised and updated the poverty line to one dollar and ninety cents per day.

The Rangarajan Committee set up and looked into the poverty line estimates in the country of India and submitted a report in the year of 2014 and in the month of June. The report stated said that the poverty line based on the per capita consumption expenditure on monthly basis or the same given by the Tendulkar Committee. The novel poverty line for rural areas was set or fixed at 972 rupees per month or on a daily basis calculated it was 32 rupees. Accordingly, for the urban areas it is set at 1407 rupees per month or on a daily or per day basis it is set at rupees forty-seven. The population living under the poverty line under this methodology in the year 2011-12 was 363 million which is about 29.5% of the population. The World Bank from November 2017, started reporting the poverty rates for all countries around the globe making use of two new international poverty lines namely: a "lower middle-income" line set at \$3.20 per day and an "upper middle-income" line set at \$5.50 per day. These are in addition to the earlier poverty line of \$1.90 per day. The new lines were set to serve for two

purposes. Firstly, they would account for the fact that the achieving for the same set of capabilities may also need a different set of goods and services in different countries and, specifically, a costlier set-in richer country. Secondly, they will allow for cross-country comparisons and also benchmarking both within and across developing regions. India falls in the category of the lower middle-income category. Using the \$3.20 per day poverty line, the percentage of the population living under the poverty line in India as of 2011 was 60%. This indicating that 763 million people in India were living under the poverty line in 2011.

India has 86.8 million people living in extreme poverty which makes up ~6% of its total population as of early 2021. As per recent estimates, the country is well on its way of ending extreme poverty by meeting its sustainable development goals by 2030.

Some of the main causes of poverty in India are heavy pressure of population, Unemployment and under employment, Capital Deficiency, Under-developed economy: Increase in Price, Net National Income, Rural Economy, Lack of Skilled Labour, Deficiency of efficient Entrepreneurs, Lack of proper Industrialisation, Low rate of growth, Outdated Social institutions, Improper use of Natural Resources and Lack of Infrastructure.

The rapid growth in the economy since 1991 is one of the major reasons for the reduced or decline in the poverty rate in India and another being the launch or introduction of the programs related to social welfare such as the MGNREGA abbreviated as the Mahatma Gandhi National Rural Employment Guarantee Act and also the Midday Meal Scheme for the government schools. These programs considerably showed results in reduction poverty as stated by Klonner and Oldiges in the year 2012.

India has been trying and has achieved an annual growth exceeding 7 percent over the last decade and a half year and still continues to pull millions and millions of people out of the crisis or problem of poverty, as stated by The World Bank. The country has shown results and nearly halved its poverty rate over the past three decades or thirty years and has also seen some strong improvements in most human development outcomes, as a report by the international financial institution states.

## 2. OBJECTIVES OF THE STUDY

- a. To understand the impact of poverty on education in India
- b. To improve the access of poor to livelihood and educational opportunities
- c. To monitor and evaluate poverty reduction facilities

## 3. REVIEW OF LITERATURE

(Buheji, 2019) considers the various methodologies of India in accelerating training range to destroy poverty. The examination centres around implies for changing poverty schooling equation towards 'capacity Vs demand' instead of 'supply Vs demand' which would assist with improving the nature of the instruction conveyed to the poor with insignificant assets.

The examination includes a careful unmistakable investigation of India's poverty end schools or its instructive methodology implies through utilizing perceptions as a device. The specialist audits the current Indian methodologies that could conquer the one-of-a-kind boundaries of low-quality instruction.

(Alok, 2020) talks about neediness in India can be seen by any person who endeavours to get it. As demonstrated by them a poor can't oversee even to send their children to the public authority or government funded schools where helpless kids get taught without pay. They in like manner couldn't tolerate getting their youngsters treated in a fundamental clinical consideration local area run by the public authority. Recurrence of neediness in India has been highlighted by a couple of monetary master a couples of them contain that According to them about 25% of the populace live-in vomited destitution. Undoubtedly, even the public authority of India has given up about 20,000,000 people in our country are living in a state of abhorrent destitution with no admittance to adaptable consumable water, disinfection, and 2 whole meals.

(BG Tilak, 2002) about the importance of literacy and primary education. The policy makers on the other hand argue that auxiliary and advanced education isn't really significant for the country's financial development and improvement. It expresses that auxiliary and advanced education don't play an important part in the agenda of poverty reduction and the Indian experience also is testament to. It has been neglected by the government. Statistics shows that it had been attempted to presume proceeding the frail or insignificant job of optional and advanced education. And also, its importance in the reduction of poverty, improving infant mortality rate and also the economic growth.

(Amerikaner & Morgan, 2018) stated that probably the greatest exercise we are educated as youngsters is that we need to remain in school. Having instruction is the initial step to getting a new line of work, bringing in cash and to make life fruitful and upbeat. Without training, many are left jobless and stuck living in poverty for the remainder of their lives, that corrupts our level, and a decent understudy gets off the imprint. Insights show that for kids who live beneath the poverty line, the odds of having school achievement are a lot of lower than their different companions. Coming on poverty, Children living in poverty regularly get

presented to more pressure, more exceptional and longer enduring pressure that adversely sway consideration, brings down wellness and center, discernment, knowledge quotient and social abilities.

(Deutsch, 2014) inspects the impacts of poverty on schooling. A wide range of angles add to a local area getting devastated like deindustrialization, high unemployment rates, untreated psychological wellness, and fierce violations. Ruined people group provincial and metropolitan face numerous issues. These issues incorporate bad lodging and in particular violent crimes. The training is not standardized for various reasons; students are appearing at school with various issues that the teachers can't represent through guidance. The school offices face underlying deficiencies which have been demonstrated to affect the nature of guidance to the students. The instructors of schools, although qualified, are generally not maintained an obviously never-ending cycle. Be that as it may, collaborating to find effective strategies for handling issues achieved by destitution, the future can transform into a more splendid for Indian youth encountering adolescence in helpless families.

#### 4. RESEARCH METHODOLOGY

##### 4.1 Size of the Study

General public was the target audience or respondents for this questionnaire. Duration of the study was 30 days. The main focus was on poverty and its impact on education. Geographical location of the study was India.

##### 4.2 Sources for Data Collection

The data was collected by using Primary and Secondary sources of data collection

The primary data was collected through the medium of questionnaire. It was prepared keeping in the target respondents and questions were asked accordingly. And through the same data collected, we prepared graphs, analysed and prepared tables and charts. The sample size being 390 people. The data collected is first-hand and can be used to build a better understanding of children living under the poverty line.

The secondary data collected is published information. The information collected are from magazines, books, reports, internet, and other outline articles.

##### 4.3 Sampling Technique

Simple Random Sampling Technique was used for data collection as this method involves a subset of selected population and all participant of this takes an equivalent coincidental of presence certain or getting selected. It is more of a straightforward method comparing to all other methods because it involves of choosing a single random selection and requires mere or a tiny bit of intelligence or knowledge about the chosen population.

#### 5. DATA ANALYSIS AND INTERPRETATION

The Aim of this Questionnaire survey is to know the influence of poverty on edification in India. This survey was conducted on 23rd March 2021. The data was composed using google form. Moreover, this study consists important and crucial questions for our research. There were 390 respondents.

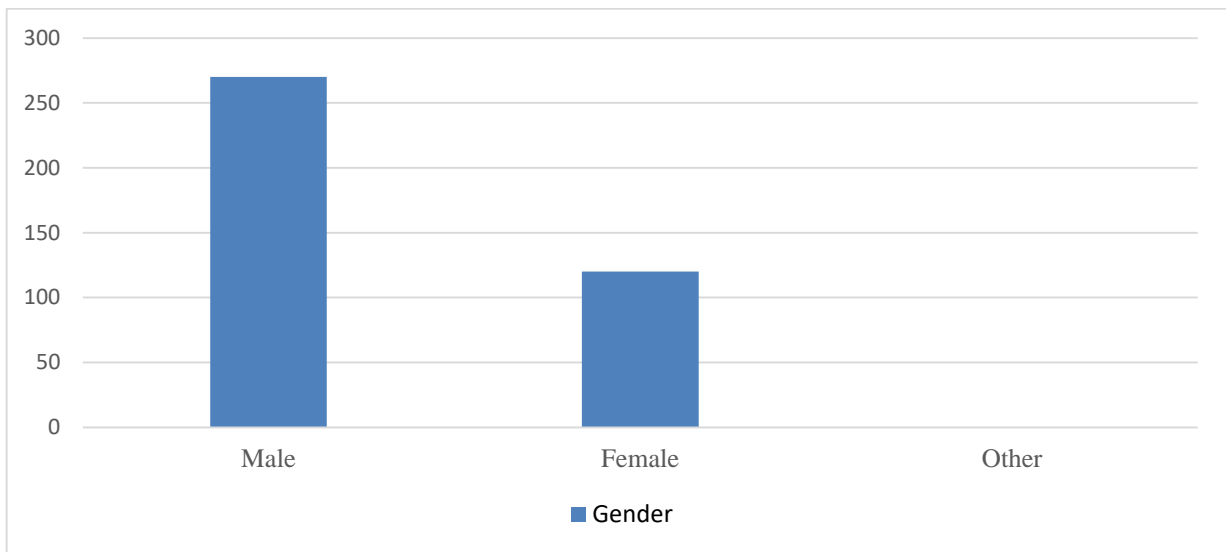
**Table 1: Showing the gender of people**

Male	(270)	69.23%
Female	(120)	30.77%
Other	(0)	-----
Total	(390)	100%

#### ANALYSIS

Research analysis on the question regarding the gender 270 out of 390 are male 120 out 390 are female and 0 others.

**Graph 1: Showing the number of males and females**



**INFERENCE**

According to the above graph 69.23% of the respondents are male and 30.77% of the respondents are female.

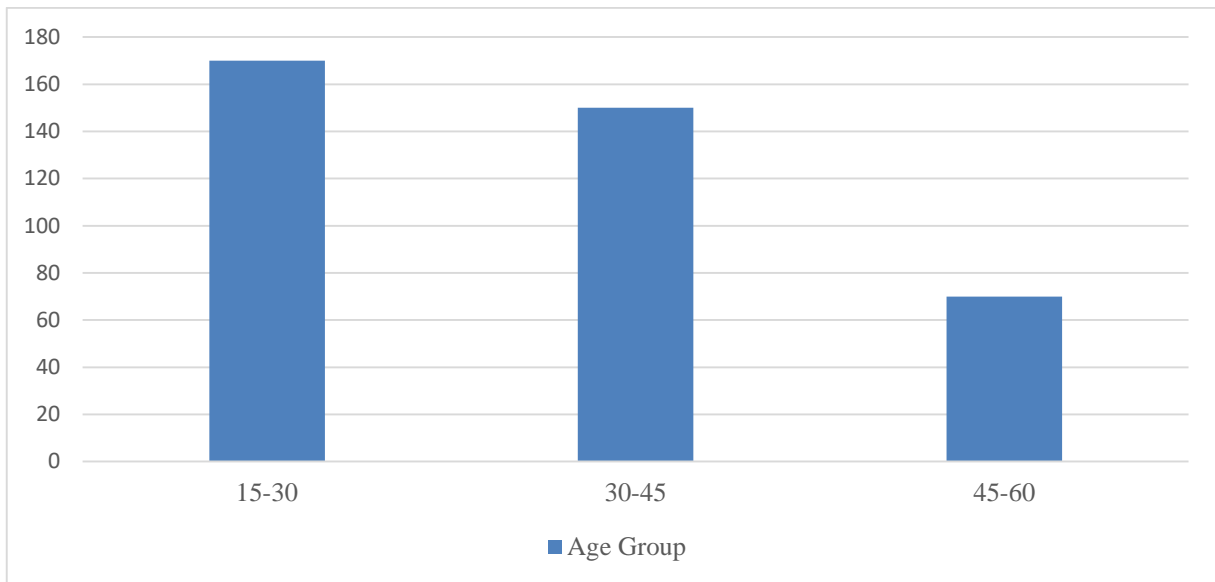
**Table 2: Showing the age of respondents**

15-30	(170)	43.58%
30-45	(150)	38.46%
45-60	(70)	17.94%
Total	(390)	100%

**ANALYSIS**

Research analysis on the question regarding the age group 170 out 390 are of the age group between 15-30 years, 150 out 390 are of the age group between 30-45 years, 70 out 390 are of the age group between 45-60- years.

Graph 2: Showing the age of respondents



**INFERENCE**

According to the above graph 43.58% of the respondents that have responded are in the phase cluster of fifteen to thirty years 38.46% of the respondent are in the age group of 30 to 45 years 17.94% of the respondents fall under the age group of 45 to 60 years.

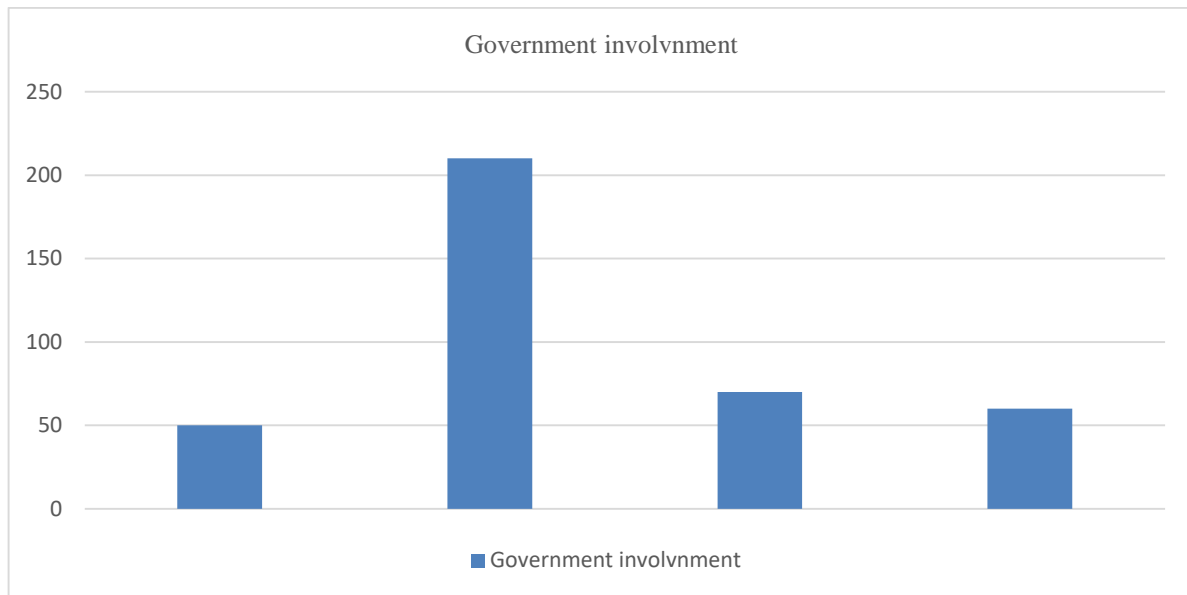
**Table 3: Showing how much the Government is doing to help in the education of unprivileged children**

Very much	(50)	12.82%
Very little	(210)	53.84%
Just the right amount	(70)	17.94%
NA	(60)	15.38%
Total	(390)	100%

**ANALYSIS**

Research analysis on the question, how is the government, 50 out 390 say it is too much, 210 out 390 say it is too little, 70 out 390 say it is about the right amount, 60 out 390 say don't know.

**Graph 3: Showing how much the Government is doing to help in the education of unprivileged children**



**INFERENCE**

According to the above graph 12.82% of our respondents the government in India is doing very much to help the underprivileged children 53.84% of our respondents reflect the government remains doing very little 17.94% of the respondents think that the government is just doing about the right amount 15.38% of the respondents say NA.

**Table 4: Showing how effective would education be in reducing poverty**

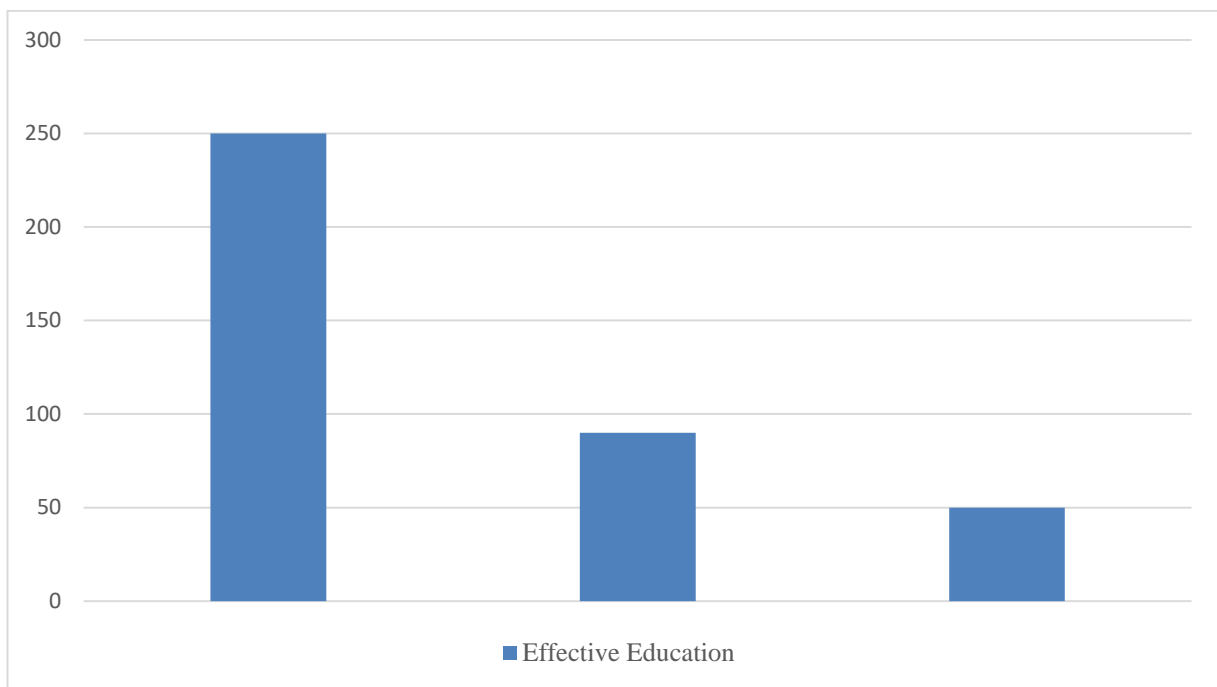
Very effective	(250)	64.1%
Effective	(90)	23.07%
Not effective	(50)	12.8%
Total	(390)	100%

**ANALYSIS**

Research analysis on the question, “how effective would education be in reducing poverty?”

250 out of 390 say it is very important, 90 out 390 say it is important, 50 out 390 say it is not important.

Graph 4: Showing how effective would education be in reducing poverty



## INFERENCE

According to the above graph 64.1% of our respondents Education will be effective in reducing poverty in India and it is very important 23.07% of our respondents think that it important but 12.8% of our respondents do not think that it is important or that it will be effective.

## 6. FINDINGS OF THE STUDY

- a. 69.23% of the respondents are male and 30.77% of the respondents are female. 43.58% of the respondents that have responded are in the age group of 15 to 30 years 38.46% of the respondent are in the age group of 30 to 45 years 17.94% of the respondents fall under the age group of 45 to 60 years.
- b. According to 12.82% of our respondents the government in India is doing too much to help the underprivileged children 53.84% of our respondents are of say that the government is doing miniscule, 17.94% of the respondents think that the government is just doing about the right amount 15.38% of the respondents don't know.
- c. According to 64.1% of our respondents Education will be effective in reducing poverty in India and it is very important 23.07% of our respondents think that it important but 12.8% of our respondents do not think that it is important or that it will be effective.

## 7. CONCLUSION

The issue of poverty affects the entire country, not just one individual. The Indian government has developed a number of strategic and effective programmes and policies to end poverty. However, the government cannot effect the transformation we seek on its own. In order to successfully end poverty in India, it is crucial that other non-governmental organisations, agencies, and organisations work together with the government. The government and non-profit organisations can work together in a number of ways to end poverty in India.

The most important and efficient method for eradicating poverty in India is education. People can acquire information and particular abilities through education, which finally enables them to support themselves financially. The growth and advancement of our nation's youth are essential to its progress.

## 8. REFERENCES

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