

## DETERMINANTS ON POVERTY AMONG THE RURAL HOUSEHOLDS IN KARUR DISTRICT

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### ABSTRACT

The world has made remarkable progress in reduction extreme poverty. In 1990, close to half of the people in developing regions were lived on less than \$1.25 a day. This rate dropped to 22 per cent by 2010. The absolute number of people living in extreme poverty fell from 1.9 billion in 1990 to 1.2 billion in 2010. Despite this overall achievement, progress on poverty reduction has been uneven. Some regions such as Eastern Asia and South-Eastern Asia, met the target of halving the extreme poverty rate (The Millennium Development Goals Report 2014).

**Key words:** *Poverty, World, Regions, People, Reduction*

### 1.1.Introduction

The present study intends to analyse the nexus between education and poverty in Karur district of Tamil Nadu. The Education sector is no doubt an instrument for national development and an asset to any nation (Gollub,2013) Education is seen as a veritable tool for the socio-political and economic emancipation of any country from the shackles of ignorance, poverty, unemployment and low economic emancipation is one of the most disturbing features of the world. Particularly the development economy like India is poverty. Education contributes to poverty reduction by increasing the value of efficiency of the labour force and thus enhances economic growth. This economic growth is expected to translate into higher income lowering poverty levels (Julious, Amunga et al., 2009). In 2000, the United Nations Millennium Summit adopted eight Millenniums Development Goals to be achieved by 2015. The first two goals to eradicate extreme poverty and hunger and to achieve universal primary education are intimately related.

A successful poverty eradication strategy would require full and proper development of human capital through equitable policies (World Bank, 2000). This is especially in line with the fact that poverty is a complex issue that requires to be tackled by using all fronts including education. Education is thus a vital tool because its role in poverty education cannot be underestimated as no country has successfully eradicated poverty without education its people. As one of the most powerful instrument for poverty reduction, education can be a guarantee for development in every society and to every family. Its centrality is not only for poverty reduction but it can also contribute in reduction inequality (World Bank, 2004). No one would doubt that education gives people some necessary skills that would increase their capacity to produce more effectively and efficiently. Education can thus directly reduce poverty through the contribution that productivity enhancement makes to economic growth and that could indirectly help to alleviate poverty through its positive spill-over effective on society more broadly .India is the home to above 40 crores of poor did not have income to access a consumption basket which defines the poverty line. Of these 83.36 per cent were in the rural areas. Such a high incidence of poverty is a matter of concern in view of the fact that poverty eradication has been one of the major objectives of the development planning process. Reduction of poverty in India is, therefore, vital for the attainment of national and international goals. Agricultural wage earners, small and marginal farmers and casual workers engaged in non-agricultural activities, constitute the bulk of the rural poor. The estimates of poverty made by the Indian states and territories ranked by poverty showed that in Tamil

