
A STUDY ON THE RURAL EDUCATION AND RURAL DEVELOPMENT IN INDIA

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Abstract

Dominant part of India still lives in towns thus the point of rural education in India is of most extreme significance. A review named called the Annual Status of Education Report (ASER), demonstrates that the number of rural students going to schools is rising, yet the greater part of the students in fifth grade can't peruse a second-grade reading material and are not ready to take care of basic scientific issues. Not just this, the dimension of maths and perusing is further declining. Although endeavours are made, they are not the correct way. The reason referred to for this issue in reviews is the expanding number of single classrooms to teach students from more than one review. A few states participation of educators and students is additionally declining. These are a couple of reasons why schools have neglected to teach rural India. Quality and access to education is the real worry in rural schools as there are less dedicated instructors, absence of appropriate course readings and learning material in the schools. Although Government schools exist, however, when contrasted with tuition-based schools then quality is a noteworthy issue. Greater part of individuals living in towns have comprehended the significance of education and realize that it is the best way to dispose of neediness. In any case, because of absence of cash, they are not ready to send their kids to tuition-based schools and thus rely on government schools for education. Above that, in some of the government schools there is only one teacher for the entire school and if they don't show up at work, then it is a holiday. On the off chance that the quality alongside number of instructors and, that too dedicated educators can be enhancing in these schools, at that point yearning rural youngsters and India can satisfy their fantasies of doing something great. Hence, the present study has been conducted with the aim of giving outline about rural education and rural development in India.

Keywords: Government School, Quality of Education, Dedicated Teachers, Rural Development.

Introduction

The real India live in villages', this saying is as true today as it was when the country got independence 65 years back. As the greater part of the number of inhabitants in the nation lives in towns, rural advancement is a prominent factor for the improvement of our economy. The crucial motivating factor for the development of the economy in today's time is education. Like in the group of individual liver is in charge of the best possible working of the body, similarly education acts a spine for the economy. Half of

the population lives in the villages. The contribution of rural India towards the economic development is not hidden from any of us. Earlier the people used to correlate rural development with agricultural development and thus focus was only on the increased agricultural production. But with the changing time, this misbelieve has also changed. Today the concept of rural development is fundamentally different that it was used to be 2 or 3 decades ago. Now rural development includes development improving the quality of life of rural people. It constitutes improvement in their health and nutrition, education, safe and healthy environment, fairness in income distribution and no discrimination in gender. The consistent development of the Indian economy powers the Indian government to quicken the way toward building up every one of the parts of the Indian education framework. As the greater part of the populace in India lives in towns, along these lines the education framework in rural region additionally plays a huge commitment in the development of the economy. Education has a desirable controlling influence over development of the rural individual, family, community and society that leads to reduced poverty and controlled unemployment. Functions of education include imparting social change, making rural people aware about their rights, improving individual standard of living, providing employment and income opportunities to rural people and so on. The present arrangement of education in India was presented by the British in the twentieth century. The framework so given has a western style and substance, overlooking customary structures thus has declined. After autonomy, the Central Government has assumed the liability of specialized and advanced education. The central government through the Ministry of Human Resource Development's Department of Education and the governments at the states formulated the education policy and planning.

Objectives of the Study

The present study focused with the following objectives:

1. To state the current scenario of the Rural Education in India.
2. To highlight the issues and problems faced by rural education in India.
3. To find out the reasons for the failure of rural education.
4. To study about the education and its importance for rural development in India.
5. To give suggestions for improving rural education in India.

Operational Definitions

Education is the activity or procedure of teaching or of being taught; likewise a phase of such a procedure.

Education is the means to acquire the present-day wisdom. Proficient and taught individuals are essential for both saving and building up the general public. In rural India, access to education in different circles, for example, social, political, monetary, logical and others can go about as an impetus to change. In today's rural India, many

castes have successfully utilized education to break through social and cultural norms associated with their castes and have also helped in their economic betterment.

Rural development is the way toward enhancing the personal satisfaction and financial prosperity of individuals living in rural territories, regularly moderately separated and meagrely populated regions. Rural improvement has customarily focused on the misuse of land-concentrated regular assets, for example, farming and ranger service.

Reviews of Related Literature

Mandip Kaur (1987) studied about the value dimensions of primary school teachers and compared the rank and order of value dimensions of gender male and female teachers and areas urban and rural. The researcher concluded that there was no difference in the value dimensions of urban and rural primary school teachers except the social value. The value dimensions of primary school teachers related to their socio-economic level, and there was no difference in the value dimensions of male and female primary school teachers.

H.S. Birdi (1989) reviewed the development of education in India since 1854 particularly the educational policies on the development of primary, secondary and higher education, professional, vocational and technical education, women education, adult education and administration and supervision of education to find out the impact of qualitative and quantitative aspects of national education policies. The researcher opined that the progress made in the elementary education was enormous and establishment of Navodaya Vidyalaya has been a major step towards providing better modern education with awareness of the environment, adventure activities and physical education to the talented children for the rural areas as well.

Current Scenario of Rural Education In India

Right to Education is the primary right of every citizen of India, whether a child resides in a high-profile society or in a distant not all that created disconnected town. In India, condition of rural education is still improving, the conditions of these rural schools are still very poor. There are not many schools in the rural territories and youngsters need to make a trip far away separations to benefit these offices and most schools in these areas don't give drinking water. The nature of education is likewise extremely poor. The educators get exceptionally less salary along these lines, more often than not the instructors are either missing or they don't instruct legitimately. Schools in rural regions are elevated to raise the dimension of education and proficiency in rural India. The principle point of running these kinds of schools in India is to expand the rates of education in rural territories. More than 40 per cent of India's population is illiterate and cannot read or write. Also, schools in rural territories are insufficient and frequently proportional to being non-existent. Thus, government's initiative to set up schools in rural areas came into picture. As per Just Indian Schools

the states of rural education in India, is enhancing consistently and the administration is additionally furnishing full help and furnishing with numerous activities. The expense structure in these schools is likewise extremely low with the goal that each tyke can think about and manage the cost of it. There are numerous activities taken by the legislature, yet they are not actualized in the schools, so the present situation continues as before. In spite of the fact that there are not many schools in rural zones, youngsters and their folks are appearing and profiting school offices in these remote areas. Kids need to walk miles to achieve their school. Rural schools give careful consideration to kids in these areas with the goal that every youngster gets an equivalent and critical chance. They advance perusing and composing and improved essential education. These schools additionally give think about material to each student separated from, dinners amid school hours, outfits and so forth. Rural town schools additionally have executed library framework, which give books, papers and magazine to kids. They not just give science units and hardware to hands-on-adapting, yet additionally journals, course books and pencils to poor youngsters. Apart from that they also give scholarships to deserving students regularly, who wish to study ahead. They make network mindfulness, about the requirement for education and world proficiency. Many indirect benefits of a basic rural education include poverty reduction, disease control, enhanced employment opportunities and increasing rate of literacy. The curriculum includes English, Mathematics, General Knowledge and Drawing. Aside from that they likewise offer some incentive Education and Computer Education. With the help of rural education every family and child has excess to basic primary education. Individual's special talents are recognized. The teaching methodology ensures that each and every student is exposed to educational experience in an active and dynamic learning environment, so that they can achieve excellence. Teachers also encourage every student to express their views, observations and experiences. The main objectives of rural school's is to ensure that every child in rural India receives quality education which prepares them to compete in the competitive global environment. Rural education initiative has the following objective:

- To provide free standard education to rural children
- Supporting children for higher education.
- Guiding and Supporting Research scholars in Educational Development.
- Implementing new teaching methodologies and Assessment system.
- Promoting all schools to stress free environment.

Issues and Problems Faced by Rural Education in India

India is developing rapidly, and many initiatives had been taken for the development of rural India, still much more have to be done. There are a few issues looked by the schools running in rural India. A portion of these issues are expressed beneath:

Lack of infrastructure: Many schools in towns need legitimate framework offices. There are no appropriate offices for sitting as here, and there kids are even made to sit on the floor due to non-accessibility of furniture.

Low income: Teachers in the towns additionally get less pay in contrast with the instructors that educate in urban schools. As instructors are not happy with their salary, they by and large do not give legitimate regard for the students.

Lack of transportation facilities: This is one of the most serious issues being looked by the kids going to town schools. As there are no proper transport facilities available children don't like to travel milesto come to school.

Less in number: In contrast with the number of schools present in urban region, i.e., urban communities or towns, there are not very many schools in towns or rural regions.

Lack of basic amenities: Even the essential courtesies like drinking water, clean toilets and so forth are additionally not accessible in a significant number of the schools at towns.

Lack of extra-curricular activities: Apart from the course curriculum rural schools are notable to involve children in other activities like sports, co-curricular activities and competitions. Such occasions and exercises tend help in the overall improvement of the kids. One of the severe hurdles in the education system in rural India is the unavailability of funds. schools don't have reserves notwithstanding to buy seats, writing boards and so on.

Reasons for the Failure of Rural Education

The instructors don't get any help from the guardians in towns concerning educational modules. Guardians in towns need that their kids ought to be given education identified with horticulture so they can encourage them. This reasoning goes about as an impediment in conveying the kids to schools.

- Few schools of towns, the introduce of school is additionally not adequate to go with every one of the students.
- Absence of lack of education concerting the guardians additionally goes about as an obstruction in pulling in the students in rural regions.
- As educators in rural zones get less compensation in contrast with the instructors educating in schools situated in towns or urban communities, they don't give their 100%.
- Students in the rural zones are likewise not intrigued by education since it isn't engaging as any PCs, PCs, web office made accessible for them.

Education and its Importance for Rural Development in India

In India, education in the rural portions isn't just essential to destroy destitution and lack of education, yet also for an assortment of other social, financial just as social and political reasons. After the freedom of India in 1947, the arrangement producers

understood that education is the most convincing intends to start social changes and enhance network advancement in India. The role of education, both urban and rural, is huge in growth of the country's economy. Even though education in the urban regions have advanced quickly amid the most recent couple of decades, there are still a few towns where education isn't given adequate need. There are a few reasons concerning why rural education in India ought to be implemented proficiently, even in the most remote districts. Here are the reasons:

Political Reasons: Due to the existence of the Panchayati Raj, various political parties and universal adult franchise in the political system of rural India, it is critical for rural individuals to have sufficient education with the goal that they can more readily comprehend the projects and standards of the decision bodies and choose commendable delegates. In the cutting edge times, individuals from the rural open likewise take part effectively in the races of panchayat and ideological groups. To fill in as a skilled individual from any political affiliation, it is essential for any person to have certain capabilities.

Economic Causes: In contemporary India, villages play an important role as segments of the national economy by producing agrarian, industrial and other goods, for national as well as international markets. In any case, it is the global value development of various merchandise which controls the required amount of the wares and their cost.

Cultural Reasons: Today's culture is advancing fast, with the introduction and availability of different kinds of modern gadgets, both in the urban and rural sectors of India. To deal with and use the advantages of these propelled contraptions, education is essential. For instance, a rural rancher who approaches present day agrarian devices like manures, tractors, threshers and gatherers must be instructed enough to comprehend the upsides of those apparatuses. The advancement of culture additionally requires freedom of people and social co-appointment. Education can influence the scholarly existence of individuals and help them to contribute towards the headway of the general public.

Social Reasons: The Indian Constitution provides for several rights and principles of citizens, of which the right to education is a major aspect. To comprehend the hugeness and working of these rights, present day education is an absolute necessity. Rural education is important not only for the enhancement of life quality of the rural community but also for the overall progress and development of the country.

Problems of Rural Education

1. Defects of Present System: According to Amartya Sen, 'Primary education in India suffers not only from inadequate allocation of resource but often also enough from terrible management and organization. To him, the board and association of schools are still in a horrendous State in India. That means, there are three major defects in the

present educational system. The first is the physical condition in which the student is educated, the second is the educational programs or the substance, which he/she is instructed, and the third is the showing technique or the instructor, who is instructing.

2. Physical Environment: Today's society clings to schools to such an extent that a co-dependent relationship created between the broader and friendly notion of education and the manipulative reality of school. Education ought not to be constrain to the circle of the school. It should have to encompass nearly every aspect of life. Schools should go about as areas where the thoughts of education are planting in the students, and education needs to wind up the establishment for how the students take a gander at their general surroundings and how they decipher these things. Rather the current circumstance is that, the seeds of education are planting into the youngsters in the schools, yet it doesn't go a lot more distant than the educational system.

The best instructing that these educators may attempt is to make the students duplicate or recount from the course book. Sounds emanating from the school are normally distin-guishable from afar in the form of a ritual cacophonous chorus of children chanting their lesson, often shouting their guts out in a cathartic release. Surprisingly, no normal sounds of joyous laughter, creative play of words, singing or recitation of poems, ani-mated participation, excited discovery, or even the irrepressible curious questioning the characteristic of each offspring of that age found in schools. The significant downside in these schools is that in the mechanical race to accomplish 'tutoring for all' the administration appears to have passed up what comprises 'realizing for all'. Here, more noteworthy accentuation is putting on setting up schools however not on what goes on inside a school. The outcome is high enrolment figure and similarly high dropout rate. The students selected are constrained to go to class consistently and take every one of the tests, and the outcome is a sizeable number of students come up short and are constrained to rehash classes. These students at last surrender the expectation, bringing about high asset wastage of the administration, while in the meantime teaching a feeling of depression among the students, in this way, diminishing the capability of their human improvement.

The nature of education is the primary issue. For quite a while, the educationists had suspected that the high dropout rate is a result of parental neediness and disinterestedness as opposed to focusing on the disappointment of the educational system.

Points to be Concentrate for The Rural Education Development in India

First, there is a complete absence of 'free education' in India, regardless of a household's socio-economic background, spending on education is very sub-stantial even at the primary school level.

Second, 'indirect' costs, such as books, uniforms and examination fees, are very high, even in government-run schools, including at the primary level. According to

National Sample Survey Organization (NSSO), in 1995-96, the average expenditure per student pursuing primary education in rural India in a government school was Rs.219, and for students going to neighborhood body schools, private-aided schools and private-unaided schools, it was Rs 223, Rs 622 and Rs 911, individually.

Third, given the nonattendance of an all around created credit advertise for education, use on education is exceptionally (and emphatically) associated with pay.

Fourth, willingness to pay and 'compulsion to pay' (i.e., the need to compensate for a shortage of government spending on education) are two important factors.

Fifth, government spending and household spending on education are not substitutes but complementary. An increase in government spending is associated with an increase in household spending (due to an enthusiasm effect, resulting from improvements in school facilities, number of teachers, etc.). Then again, a decrease in government consumption prompts a decrease in family spending on education. (Equivalently, the elasticity of household expenditure to government expenditure is found to be almost unitary, and positive.)

Finally, the provision of schooling in rural habitations, or the provision of such school incentives as mid-day meals, uniforms, textbooks, etc., are both associated with the increased household demand for education.

Suggestions for Improving Rural Education in India

Some of the suggestions that can be adopted for improving the education system in rural:

- The curriculum of rural education can be updated and should accompany education related to farming, gardening etc.
- To attract many numbers of students and creating enthusiasm in them for learning, visual aids like projectors, television etc. can be used to show some educational movies.
- To motivate the teachers, they should be made to feel proud that by teaching in the rural or remote area they are acting as a helping hand in the development of economy.
- Some special sessions or classes can be conducted for the parents to make them realize the significance of education for their children.
- To appreciate the efforts of students, some of scholarships either in the form of gifts or books can give to them who perform well in the class.

Conclusion

The development of any country depends fully on the education of its people. Basic education is viewed worldwide as human right. For this reason 'The Right of Children to Free and Compulsory Education Act, 2009' came into picture. All educational innovations require strong community support and participation. 'People's

acceptance and participation' can be used as an indicator for measuring the progress of the various programmes. In this way to spread mindfulness among the rural individuals about the need and essentialness of education more endeavours must take by the legislature, instructed youth of urban towns and urban areas, instructors, youthful researchers. Rural education is imperative not just for the upgrade of life nature of the rural network, yet also for the general advancement and improvement of the nation.

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