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## **Importance of Education in the development in Rural sector**

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### **Abstract:**

Majority of India still lives in villages and so the topic of rural education in India is of utmost importance. A survey named called the Annual Status of Education Report (ASER), shows that even though the number of rural students attending schools is rising, but more than half of the students in fifth grade are unable to read a second grade text book and are not able to solve simple mathematical problems. Not only this, the level of maths and reading is further declining. Though efforts are being made, they are not in the right direction. The reason cited for this problem in surveys is the increasing number of single classroom to educate students from more than one grade. In some states attendance of teachers and students is also declining. These are a few reasons why schools have failed to educate rural India. In this paper we study the scenario of education in rural India, how has it changed post-independence and what has been the impact of different education schemes on education in rural India.

### **Introduction:**

The foundation to turn India into a strong nation has to be laid down at primary and rural levels and so the quality of education right from the beginning should be excellent. Education and text books should be made interesting. For rural students textbooks related to their culture, their traditions and values should also be there so as to create their interest in studies. The reasons behind so many drop-outs in spite of free education should be found out as this is a hurdle on the road to progress. Improvement in the condition of government schools, education quality, committed teachers and more salaries to these teachers should be part of development.

There is a difference between city and village student not in terms of brain or development but their initial environment, skills, learning ability, availability of infrastructure, and access to different facilities. All of these must be considered while making the curricula which should not be

different but how it is going to be taught would make the difference. Encourage the genuine rural students who are interested in education and make them competent. There are many examples of success in rural education in India like the Barefoot college, 8 Day Academy and Gurukul School in Bihar. These are innovative and successful examples of schools running in rural India. It is the time to replicate such efforts as our country and its rural population is very vast which means one of two stories of these kinds won't make any difference. Instead of this large number of such schools are required in rural India. It is also absolutely mandatory to evaluate the success of the schools and students at each and every level. Timely assessment will throw light on present problems and achievements. Let us try to build a solution around these problems which will resolve the overall issues of rural education in India. Education is the only wealth which cannot be robbed. It builds both internal and outer personality and character, strengthens our mind and augments our pool of knowledge. The word 'Educate' stands for a number of meanings that are synonymous and also covers a wide range; such as 'to educate' means to teach, to train, to instruct, to inform, etc. and various other processes associated with learning. One can say that Learning is a part of education. And more precisely, it is the consequence of education. So learning is the end-product of the process called 'education'. In other words, education is the process by which an individual is encouraged and armed to develop his or her potential. The process of education aims at the all-round development of individuals, dispelling ignorance and enhancing the moral values in the society, thus working towards a collective well-being. It forms the basis for lifelong learning and instills confidence in an individual to face challenges. The person acquires skills to become more self-reliant and become aware of opportunities and rights. Through education people become more responsible and informed citizens, and have a role in politics and society. Needless to say that education is very essential for eradicating poverty as it makes people more productive and earn a better living.

Recent researches have concluded and proved that there is a 2 years rise in life expectancy for every 1 per cent increase in a nation's literacy rate. The education is the key which allows people to open up the world of opportunities, seek better jobs, and ultimately succeed in their lives. The individual gains and develops knowledge and skills through teaching and learning. There is an important distinction between education, which is a two-way process between a teacher and student, and learning, which is a process that happens internally for a student. So, education is what a teacher imparts and learning is what a student gets.

**Education** is an important medium of acquiring skills and knowledge. Our education begins at home. Thereafter, as we grow we go to schools, colleges and other educational institutes.

Education brings positive changes in human life. It enhances the knowledge, skill, and intelligence of a person and enables him to lead a successful life.

## 1. Education System:

### A. Child education:

Children or kids start going to school to get the primary or elementary education. It is considered a human right for every child to get the opportunity for education. School education lays the foundation stone for the child's future. A girl child is as important as a boy child. She too has the right to go to schools. Her rights to access education should not be compromised at any cost.

### B. Education at colleges, universities and professional institutes:

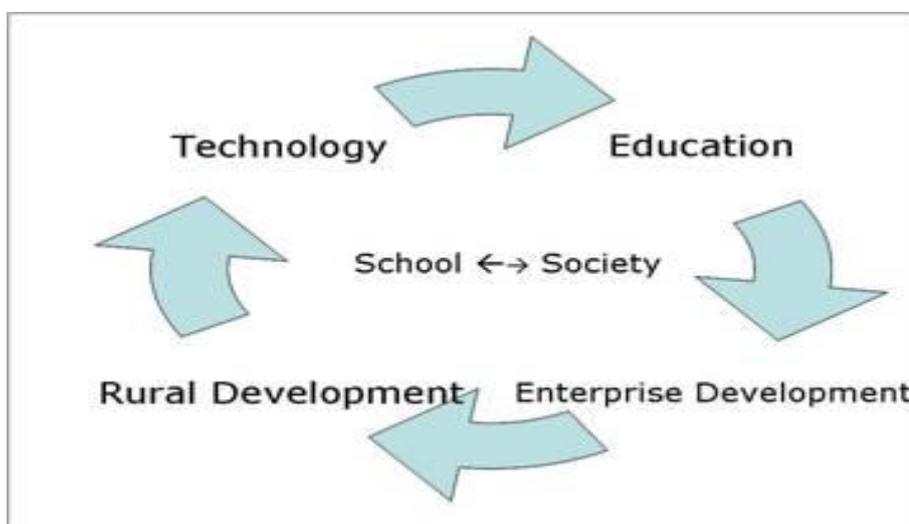
After completing education at schools, a student may consider joining a college, or a professional institute for higher studies. He can acquire a bachelors or a master's degree, or he can join a professional institute to acquire expertise in specific discipline.

### C. Adult Literacy:

Illiteracy is a social evil. An illiterate person finds it very difficult to cope up with various aspects of life that involves reading writing or arithmetical calculations. Nowadays, adult men and women are going to education centers to learn the basics of education. These adults also get health and hygiene related education.

### D. Women's Education:

Educating women is an essential step towards strengthening the position of women in the society. Education broadens her outlook. It helps in developing her personality.



## 2. **Quality Education:** Most of the steps needed to transform the quality of education in India

- 1- Make the problem visible
- 2- Build systemic and institutional capacity
- 3- Establish a reading mission
- 4- Build teacher and head teacher capacity
- 5- Invest in technology for education
- 6- introduce school-based practices for learning improvement
- 7- Implement legal and structural changes

## 3. **Key Indicators of Quality Education:**

- i. **Curriculum and Learning:** This domain includes the development and assessment of developmentally appropriate curriculum, the "serve and return" interactions between teacher and child, and attention to children with special needs and diverse language and cultures. Indicators of high quality include daily and weekly lesson plans, ongoing professional development and feedback to ensure fidelity to the curriculum model.
- ii. Focus on a qualified teacher force – percent of trained teachers. The second level to that would be teacher pay, and percent of educational spending going to teachers, and teacher focus on independent research/additional teaching.
- iii. **Safe, Healthy Environments:** Program environments provide the framework for children's learning and development. They support the implementation of the curriculum through the use of space, materials and opportunities for children to experiment, practice their skills, analyze, socialize, and problem solve. Quality environments also provide support for the health, safety and nutrition of young children.
- iv. **Workforce Qualifications and Professional Development:** To ensure children's healthy development, the workforce must have formalized training in early childhood education and content knowledge, along with ongoing professional development that is linked to enhanced classroom activities, increased understanding of children's social emotional development and its impact on development and learning.
- v. Focus on whole life learning: measure of proportion of lessons in non-academic subjects, such as civic participation, society, environmental issues, sustainable development, even

PE (if they recommend two to three hours of exercise per week, that should be incorporated in schools)

- vi. **Family and Community Engagement:** High-quality programs recognize the interconnectedness between the child, the family, the community and the program itself. Relationships with families are built on mutual trust, respect and a willingness to involve them as full partners, while providing them with information, resources and support.
  - vii. **Leadership, Management and Administration:** High quality programs require effective leadership with management and administrative practices that ensure a stable work environment, fiscal accountability, evaluation of the program's practices and policies and the development of relationships within the community. Indicators of quality include a clear business plan. Other indicators include a system of technology that allows for data collection and tracking of children's health, services, absenteeism and educational information, staff qualifications and professional development and financial record keeping.
  - viii. **Quality of Management and Governance:** The quality of the management of the institution as a co-ordinate and coherent whole, interacting with its environment, it being impossible for institutions of higher education to exist as isolated enclaves. Rapid growth of knowledge useful to management will demand a higher quality of managers. The functions of the management are (Massey, 1992):
    - Decision-making
    - Organizing
    - Staffing
    - Planning
    - Controlling
    - Communicating
4. **Analysis of the role of education in rural India:**Majority of India still lives in villages and so the topic of rural education in India is of utmost importance. Rural education is one of the important factors in regional development .Local governments have to be effectively linked with national levels as well as with local communities. In addition, especially with increased demand and diversification of economic activities mainly due to the growing emphasis on globalization and associated changes.

Though efforts are being made, they are not in the right direction. Quality and access to education is the major concern in rural schools. Majority of people living in villages have understood the importance of education and know that it is the only way to get rid of poverty. Government schools are not as good and private schools are expensive. This results in a very low number of students actually clearing their secondary education and taking admission in a college for further studies. So the drop-out-rate at the secondary level is extremely high in villages. Only parents who can afford college education send their kids to secondary schools. If parents are not able to send their wards for higher education then all their previous efforts get wasted as completing just secondary education means a low paying job and the person is again struck in the same never ending cycle of money, life and poverty. Most textbooks are in English and since people in rural areas either speaks their native language or Hindi, but not English that defeats the purpose. This results in lack of their interest in studies. Though some of the students from villages are really brilliant, as they have a wealth of practical knowledge and know how to survive even in very harsh conditions of life, difficulty in understanding their textbooks, lack of facilities and their poverty is a hurdle in their education.

There is a difference between city and village student not in terms of brain or development but their initial environment, skills, learning ability, availability of infrastructure, and access to different facilities. It is also absolutely mandatory to evaluate the success of the schools and students at each and every level. 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. Let us try to build a solution around these problems which will resolve the overall issues of rural education in India.

According to the Census of 2011, "every person above the age of 7 years who can read and write with understanding in any language is said to be literate". According to this criterion, the 2011 survey holds the National Literacy Rate to be 74.07%. The youth literacy rate, measured within the age group of 15 to 24, is 81.1% (84.4% among males and 74.4% among females), while 86% of boys and 72% of girls are literate in the 10-19 age group. Within the Indian states, Kerala has the highest literacy rate of 94.65% whereas Bihar averaged 63.8% literacy. The 2001 statistics indicated that the total number of 'absolute non-literates' in the country was 304 million. Gender gap in literacy rate is high, for example in Rajasthan, the state with the lowest female literacy rate in India, average female literacy rate is 52.66% and average male literacy rate is 80.51%, making a gender gap of 27.85%.

As of 2011, enrollment rates are 58% for pre-primary, 93% for primary, 69% for secondary, and 25% for tertiary education. Despite the high overall enrollment rate for primary education

among rural children of age 10, half could not read at a basic level, over 60% were unable to do division, and half dropped out by the age of 14. In 2009, two states in India, Tamil Nadu and Himachal Pradesh, participated in the international PISA exams which is administered once every three years to 15-year-olds. Both states ranked at the bottom of the table, beating out only Kyrgyzstan in score, and falling 200 points (two standard deviations) below the average for OECD countries. While in the immediate aftermath there was a short-lived controversy over the quality of primary education in India, ultimately India decided to not participate in PISA for 2012, and again not to for 2015. While the quality of free, public education is in crisis, a majority of the urban poor have turned to private schools. In some urban cities, it is estimated as high as two-thirds of all students attend private institutions, many of which charge a modest US\$2 per month. There has not been any standardized assessment of how private schools perform, but it is generally accepted that they outperform public schools.

As per 2016 Annual Survey of Education Report (ASER), 3.5% schools in India had no toilet facility while only 68.7% schools had useable toilet facility. 75.5% of the schools surveyed had library in 2016, a decrease from 78.1% in 2014. Percentage of schools with separate girls toilet have increased from 32.9% in 2010 to 61.9% in 2016. 74.1% schools had drinking water facility and 64.5% of the schools had playground.

**5. Is rural India really start-up ready?** The seed of making rural India tech-savvy was planted way back in 2011 when the National Optic Fibre Network (NOFN) was introduced, as a bid to provide broadband connectivity 250,000 gram panchayats by the end of 2016. Renamed as Bharat Net in 2015, it failed to take off as expected with only 7000 out of 61,000 villages currently equipped with a working connection. Needless to say, the idea of making India a connected and technology-ready space across the length and breadth of its contours had germinated much before the Digital India initiative was launched.

Reportedly, India had 375 million internet users by the end of October 2015 and trumped the United States by these staggering numbers in 2016 alone, coming second only to China. Estimates show that at least one in three connected Indians had access to Facebook, in addition to the 200 million and rising number of monthly active users of WhatsApp in the country. In fact, the potential in India's internet usage is so huge that on its own it adds 2 percentage points to the world's internet user growth, while the rest of the world continues to climb on the internet usage dais at a far sluggish pace. Fortunately, the "Free basics" idea was struck down by the Indian government, with a push from tech experts and regulators, on the grounds of violation of net neutrality. Not wanting to hand over the fate of the country's millions to foreign companies and the bubbling possibilities India's interiors could offer, the government accelerated the

Digital India drive; now with DigiGaon authorities promise to provide basic internet access and more to empower these areas.

This is not only a sign that rural India is fast catching up on development and entrepreneurial vision, but also projects the state as a key player in the technology marketplace sharing the same space as domestic private companies and global tech biggies.

## 6. Conclusion:

“Intelligence plus character--that is the goal of true education”, very rightly stated by Martin Luther King, Jr. The fate of any country depends fully on the education of its people. Basic education is viewed worldwide as human right. 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 programme. Therefore to spread awareness among the rural people about the need and significance of education more efforts have to be taken by the government, educated youth of urban towns and cities, teachers, young scholars etc. India’s almost universal enrollment in school hides these two major challenges of school education — high dropout and low school attendance. Children dropping out or not attending school has consequences: It results in loss in productivity of the education system as a high dropout rate increases per unit cost of school education, and reduces human resource development. A lot of effort is being made in educating the Rural India. But a lot more still needs to be achieved to ensure high literacy rate in rural India and to abolish gender disparity which still persists in a large part of remote areas.

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