

# A Comprehensive Analysis on Growth of education in rural sectors of India

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## ABSTRACT

When we talk about education in India, we can't just talk about how education is in urban cities of India, without going deep into rural education that constitutes almost 90% of the schools being located in rural areas. Recent studies have shown how the face of education in rural parts of the country have developed to a great extent, but some remote areas still do need a serious checkup with children failing to receive basic quality education. We cannot but agree that, it is education that leads to the road to betterment of a community and the nation at large. And when we think about bring in a reformation in education, we have to point out what all prevents the education system in India to develop. Let's start it with rural education.

**Key Words:** Environmental Education, rural, development, culture.

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## INTRODUCTION

There is little dispute that basic education often characterized as the reading, math, and other skills and knowledge taught in the first four years of primary school is critical to economic and social development. Without basic skills, according to one definition, a person cannot comprehend the instructions on a bottle of medicine or a bag of fertilizer or read a government notice. Neither can the person compute a bill or write a letter. Without basic skills, it is impossible to develop one's potential or to contribute in anything more than a rudimentary manner to society.

During the 1990s nearly every low-income country has made a concerted effort to get more children into school. In many countries enrollment numbers and sometimes even enrollment ratios have increased impressively. Successful strategies for educating children in remote rural areas, however, remain somewhat elusive. Those who focus on rural development problems generally leave education in rural areas to the ministry of education. Yet ministries of education are often overwhelmed with system-wide challenges of reforming policies, funding allocations, recruiting and training teachers throughout the country with far from adequate resources. Rural schools, where barriers to reform are higher and wider, tend to get left out. They are often only nominally part of the ministry's school system and receive few, if any, of its benefits [1].

The most common problems that hinders the growth of education in rural India can be pointed out as:

- Lack of proper transportation. Most villages have poor connectivity from one place to another and that is often one of the main reason why, despite efforts by local governing bodies to build schools, often go in vain. Children, most of the time have to walk miles to reach these government funded schools and this often demotivate them to attend school on a regular basis.
- People belonging to remote rural areas have meager incomes, which at times is too less to sustain a family of maybe four or five. Most likely, children from these families won't be sent to schools, instead would be asked to assist the earning member of the family to add up some extra income. On the other hand, teachers in rural educational centers in villages are paid poorly, often leading to lack of attention by teachers, ultimately forcing the students to suffer.
- Lack of proper infrastructure at these rural schools is also a big concern. Most of the schools don't have proper classrooms, teaching equipment, playgrounds and even basic facilities like clean toilets. Thus, the poor condition of schools are big reasons to drive away students [2].

These are some of the few prominent crisis that's holding back rural education to match up with the education system in urban educational centers. Education imparted in rural centers lack in quality and it's high time, proper attention is paid to these centers and create a platform where students from rural areas can get proper education, the right encouragement to pursue further studies and jobs. Proper availability of basic facilities like clean toilets, drinking water, adequate classroom facilities, timely motivational programs for teachers etc should be there. The right reformation can definitely bring about a positive change towards the development of rural education in India [3].

### Improving the quality of basic education

Despite progress over the past decade in increasing access to schooling in the developing world, education levels measured by years of schooling are still dismal in many countries. Low attainment in rural areas is often attributed to farm work; in those areas, children miss school or drop out to help with farm or household work [4].

But studies of child labor show that of the 5- to 14-year-old children not in school, 37 percent do not work and an additional 32 percent do only domestic work.<sup>1</sup> Other reasons for dropping out include the inability to meet costs of attendance, distance to school, a curriculum or language incompatible with local conditions, beliefs that education is not necessary, and poor school quality. Improving basic education in rural areas whether primary education in Africa or secondary in Latin America, is essential to energize the process of rural development [5].

The poor quality of rural schools diminishes their attractiveness and the benefits of schooling. The PROBE report of public schools in rural India showed that physical infrastructure was woefully inadequate, with 82 percent of schools needing repair. Books are often unavailable, and teacher absenteeism tends to be high. A study of primary schools in six developing countries found that 19 percent of teachers were absent on any given day, and 23 percent were absent in rural schools in India, Indonesia, and Peru. Teachers present are unprepared and poorly paid, and violence and harassment are common. The PROBE report found that many children did not like school because they were mistreated or discriminated against, and in many countries fear of violence in schools leads children to drop out. Low quality of schooling means little learning it is not uncommon to find fifth graders who cannot read and write and low educational attainment reduces the possibilities for employment [6].

### OBJECTIVES OF THE STUDY

The present study is confined keeping in mind the following major objectives:-

- To study the present status of higher education and sustainable development of rural areas of India
- To suggest some measures to improve higher education for sustainable development of rural areas in India
- To point out the common problems that hinders the growth of education in rural India
- To suggest some measures to Improve the quality of basic education [7]

**Rational of the study:** "Higher education" the word itself indicates that how much important it is for sustainable development of the any area whether urban or rural as well as the country. So development of higher education can be defined as sustainable development of rural areas. It can also be taken as main force of economic development of a country. The acceptance of higher education as a developmental force will lead the advancement of rural areas. Rural people are often unaware of their rights and here is when education comes into play. Proper education related to awareness of rights, schemes, facilities available for the betterment of the rural areas and development of those areas. These will led to better understanding of the situations demand resulting to which the standard of living will raise and also the economy of our nation will improve [8].

**Current status of Higher Education in India:** Higher education is the vital importance of the country, as it is a powerful tool to build knowledge-based society of the 21st century. With the growing size and diversity of the higher education sector particularly in terms of courses, management and geographical coverage, it has become necessary to develop a sound database on higher education. Existing Data Base on higher education is inadequate and out of date. Collection and dissemination of data on higher education suffers from incomplete coverage, inordinate time lag etc. Due to this, Gross Enrollment Ratio (GER), which is being calculated on the basis available data, does not reflect the correct picture of the country's development in respect of higher education sector. Government has set up a target of increasing the GER from the present level of about 12 % to 15 % by the end of XI five year plan and to 30% by the year 2020. Various new initiatives have been taken during XI Five Year Plan to increase the GER. Reliable and comprehensive data base is an

immediate requirement to measure the actual GER and efforts taken to improve the GER. A sound data base on higher education is also required for planning, policy formulation, fulfilling international commitments, research etc [9].

### **INDIAN HUMAN RESOURCES & RURAL EDUCATION**

India is amongst the most thickly populated areas of the world. Numerically this country can be considered rich in human resource but the quality of labour-force and the per capita productivity are so low that this resource has become a burden rather than an advantage. The main occupation in the rural areas being agriculture the rural labour is per force engaged in this sector. On account of the most inequitable distribution of land-resources and vagaries of monsoon on which agricultural productivity is heavily dependent, a large part of the rural labour-force belongs to the category of “landless rural labour.” Among the working age group population a large section is unemployed mostly for want of adequate work. The concept of free and compulsory primary education has remained on paper only in many parts of rural-India. The labour not only lacks in the skills necessary for the available jobs but, being illiterate, also the capacity to acquire new knowledge and skills for better jobs.

The problem thus is to make this human mass a much better producer of economic goods and services. Education is a sine qua non for raising labour efficiency. Education of women has a special relevance for economic development in India. For various reasons woman has been the most neglected in this part of the world. The woman’s role as a mother, who can mould the character of the new generation and make it far stronger physically and mentally, is generally overlooked. Even though almost half of the human population is made up of the females, their work participation ratio is very low, and amongst the working women an overwhelming majority is engaged as agricultural labour which is not only physically exacting but also poorly remunerated. In the case of female education the tradition bound society has various limitations. As a consequence the girl’s education is generally terminated if there is no school in the close vicinity. The need to spend on daughter’s wedding or dowry often forces the parents to save money by denying them higher education. This sort of thinking cannot be easily erased particularly from the rural mind [10].

### **ROLE OF EDUCATION IN RURAL DEVELOPMENT**

Indian culture is one of most vibrant cultures in the world and rural culture forms its backbone. Some people tend to pitch urban and rural culture in a hierarchical form. This is incorrect. The urban culture may be functional to an industrial context. So is the rural culture to the context of rural development.

Thankfully, a good proportion of India’s population lives in the rural areas; which means that urbanization hasn’t yet consumed its souls i.e. rural India, despite some signs of the disconcerting air of their urban brethren rubbing on to the rural populace [11].

Admittedly, technology is rapidly changing our life styles, and one has to factor in the impact of this change on rural India as well.

Although, the windfalls of applying appropriate technology in the rural areas, especially in agriculture and allied fields, are heartening, total submission to modernization is not desirable and has to be avoided at any cost. This can be done right from the formative years of children, when they have just begun acquiring knowledge [12].

### **Culture, Commerce and Development**

It is commonly believed, in development circles, that social and cultural in rural India has been slow. Well, conversely, it can be argued that this resistance to completely succumb to this technological change by rural India is what has preserved our identity and held us together.

To pursue a culture-sensitive approach to development, there is a need to better understand cultural diversity and how it affects/ marks on the process of development [13].

If one looks back into the pages of our history, one would find that, invariably, culture has been the platform for all socio-economic development. Our traditional practices, derived from scores of cultures which are traditionally distinct yet

significantly transcending, have been central to economic growth, as indeed that of our civilization. The (traditional) practices provide a stimulus to trade and commerce, which in turn patronize culture. Hundreds of festivals, fairs, melas and other cultural events, month after month and year after year, in a sort of logical sequence, present a myriad range of avenues for trade and commerce.

The cyclic and cascading effect of the above process is the reason behind the development and prosperity of many a culture rich civilization [14].

### **Culture and Education- the inseparable twins**

Having looked at how culture has provided the necessary impetus to the economy through the ages, let us now see the implications of education on culture and consequently, on the rural sector.

Dr. Sarvepalli Radhakrishnan said, “The aim of education is not the acquisition of information, although important, or acquisition of technical skills, though essential in modern society, but the development of that bent of mind, that attitude of reason, that spirit of democracy which will make us responsible citizens [15].”

Indeed, a comprehensive education system would help shape the younger generation into one that has a sound ethical base and a strong sense of social responsibility[16].

Culture and education are inseparable and yet complementary with multiple points of interaction. Culture paves the way for education while education is responsible for flavoring the cultural values in life. Therefore, both have to be interwoven in various ways.

A sense of pride in our culture has to manifest itself through all the stages of an individual’s growth. Primary education is where it all starts and the child begins to respect the importance of a value based life as she and he sees things and events happening, and the behavior of others, around.

All these collectively, form the personality that develops in the process. Therefore, it is necessary to inculcate the importance of education and value based living for a truly sustainable development of the rural sector. The maxims of Gandhiji, Tagore, Vinoba Bhave and many other social activists, bordering on equitable living, rural empowerment, voluntary rural reconstruction and transformation, and sustained rural development, have to be made as the central themes of the education system [17-18].

### **Some measures to accelerate rural education standards in developing nations**

Poor educational achievement in rural communities is one of the major impediments to improving employability, and therefore to economic advance. In developing countries, millions of children have little or no education, and many leave school without completing their studies. UNESCO estimates that 80% of school-age children who do not attend school live in rural communities [19].

In rural areas, literacy and numeracy remain significant challenges. The educational divide between urban and rural communities is not improving, and is a key obstacle to reducing poverty and hunger amongst the affected communities. As long as rural educational standards lag, the wellbeing gap between urban and rural communities will widen [20].

Governments are committed to addressing this imbalance. Yet, their intentions are generally not being translated into effective results.

Urgent action is needed to overcome this. In addition to national and local government, pupils and their families, there are many other stakeholders with an interest in improving rural education: NGOs, potential employers, educators and so on. What actions can these stakeholders undertake to help break this impasse?

So what are the main obstacles to sustainable improvement in rural education? What practical actions would communities like to see happen? Do those actions support what NGOs, local and national governments are doing? You could focus on one community or region or look at the situation in several different areas [21-24].

## **CONCLUSION**

Rural dwellers identified various environmental challenges directly affecting their livelihood capitals. This study revealed how the usage of environmental education in mitigating these environmental challenges was understood as a component of the local people's livelihood strategy. Land related issues were regarded as highly influential factors as households relied upon their agricultural production for food supply and for monetary capital. Thus, access to land, improved seeds and farming methods, increased productivity, and enhanced fertility of soil were all identified as significant aspects to be considered in environmental education. Secondly, sanitation and hygiene were seen to have a direct link with environment and the socio-economic situation. This can be based on the fact that the most deadly diseases in the area were directly linked to lack of sanitary and hygiene. Malaria, diarrheal and cholera were all reduced with an improved water and waste management. Thirdly, changes in rainfall and an increased occurrence of storms were found to be harming the livelihood assets in the study area. Finally, uncontrolled bushfires were depicted as an environmental challenge affecting the socio-economic condition negatively by destroying fields, houses, forests and other highly significant areas.

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