



Rural Education

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Overview

Under this Study we will have a look into the **Rural Education**

Content

The system of education in rural areas has been undergoing many changes and transformations. In the present existence, there have been developments and progression taking place in the system of education in rural areas. But still much improvements need to be made and it is not at par with the urban system of education. With developments taking place in the system of education in rural areas, the rural communities are able to recognize the significance of education and sustain their livelihoods better. There have been developments of opportunities for adults as well to enhance their educational skills and abilities. The main areas that have been taken into account in this research paper are, objectives of rural education, scenario of rural India's education sector, differentiation between urban and the rural system of education, measures to make improvements in rural education, fundamental principles of the high quality rural education program, and measures formulated by the government.

Objectives of Rural Education

The objectives of rural education have been stated as follows:

1. To Provide Free Standard Education to the Children belonging to rural communities.
2. The children should be supported for higher education.
3. Guiding and supporting research scholars in educational development.
4. Implementation of new teaching methodologies and the system of assessment.
5. Promoting a stress free and an amiable atmosphere in all schools.

Scenario of Rural India's Education Sector

In the present existence, the main aspects that highlight the scenario of India's education sector have been specified in the following points: 96.5% of children within the age group of six to 14 age group in rural India are enrolled in schools; 71.1% of these children are enrolled in government schools, 24.3% are enrolled in private schools; girls within the age group of 11 to 14, who are still out of school have dropped from 6.8% in 2009 to 5.9% in 2010; in the states of Rajasthan, it is 12.1% and Uttar Pradesh, it is 9.7%. The enrolment in private schools in rural India increased from 21.8% in 2009 to 24.3% in 2010. There was an increase in the percentage of five year olds enrolled in schools from 54.6% in 2009 to 62.8% in 2010. The largest increase was visible in Karnataka, where the proportion of five year olds enrolled in school increased from 17.1% in 2009 to 67.6% in 2010 (Rural Education, 2011).

The changes in the reading levels of students were not much recognized. Only 53.4% children in class V can read a class II level text. This suggests that even after five years in school, close to half of the students are not even at the level, expected of them after two years

in school. On average, there has been a decrease in their numerical abilities. The proportion of class I students, who could recognize numbers from one to nine, decreased from 69.3% in 2009 to 65.8% in 2010. Similarly, the proportion of students in class III, who could solve two digit subtraction problems decreased from 39% to 36.5% in the same period. Students in class V, who could perform simple division problems also dropped from 38% in 2009 to 35.9% in 2010. Improvements are required to be made in infrastructure and also there is a need to establish more classrooms (Rural Education, 2011).

Differentiation between Urban and the Rural System of Education

The differences in the urban and rural system of education have been stated with regards to the following aspects

1. **Number of Schools** – In urban areas, there are large number of schools, colleges, universities and other training centres. On the other hand, in rural areas, there are lesser number of schools. Higher educational institutions are not available in rural areas and individuals, belonging to rural communities are required to migrate to urban areas in order to pursue higher education. In the present existence, there have been establishment of training centres in rural areas, which aim to enhance the skills and knowledge of the individuals, in terms of various subjects, such as, technology, agriculture, farming practices, handicrafts, child development, health care and so forth
2. **Transportation Facilities** – In urban areas, adequate transportation facilities are available to the students. The schools make provision of bus services to the students and they are picked up and dropped after the school hours at the bus stops, located closer to their homes. With the provision of the transportation facilities, they find it easier to commute to schools. In rural areas, the students are required to either walk to schools or make use of their own personal transportation. In most cases, where schools are located at a distance, where it is not possible to walk, then bicycles are made use of.
3. **Provision of Civic Amenities and Facilities** – In urban schools, there are provision of civic amenities and facilities, which are important in facilitating education. These are availability of restrooms, clean drinking water, classrooms, infrastructure, furniture, machinery, equipment, and technology. These aspects have rendered a significant contribution in making provision of education. On the other hand, in rural schools, these

facilities and civic amenities are not available. This is imposing unfavourable effects upon the acquisition of education. There have been formulation of laws and policies by the Government and measures are being implemented to make provision of restrooms, mid-day meals, technology, infrastructure, machinery, equipment and proper classrooms in the schools in rural areas.

4. Level of Education – The level of education in urban schools is at an advanced stage.

Apart from academic concepts, there are a number of tasks and activities that students get engaged in. These include, extra-curricular and creative activities such as, sports, physical activities, dance, music, singing, artworks, handicrafts and so forth. In addition, there are organizations of picnics, competitions and events, which provide opportunities to the students to enhance their knowledge and depict their skills. On the other hand, in rural schools, the level of education is basic and the provision of extra-curricular activities is not in a much developed state.


5. Computer Education – In the present existence, technology has gained prominence. The use of computers has facilitated the acquisition of education to a major extent. In urban areas, schools are providing computer education to the students and also making use of technology in the implementation of tasks and functions. Students make use of the internet to a major extent to acquire knowledge in terms of various areas and also when they are required to prepare their assignments and projects. In rural schools, there are few schools that provide computer education to the students. Whereas in most cases, schools do not provide computer education.

6. Organization of Group Classes – In urban schools, there are organization of group classes. Through these classes, students interact with each other, share ideas and perspectives and are able to enhance their knowledge. In other words, group discussions are encouraged. In some cases, they even work on projects and assignments jointly. Group classes enable the students to provide solutions to problems and difficulties. On the other hand, in schools in rural areas, there is not any organization of group classes. The students do interact and discuss their matters and concerns with the teachers and fellow students to provide solutions to their problems, but group classes do not take place.

7. Organization of Picnics – In urban schools, picnics are organized with the main purpose of stimulating the mind-sets of the students and motivating them towards learning.

There are a number of places, which are taken into consideration when picnics are organized, these include, religious places, historical places, museums, parks, and so forth. Students normally enjoy and take pleasure in picnics. On the other hand, in rural schools, there are not any organizations for picnics. The students are mostly provided knowledge within the classroom environment. In other words, classroom teaching is encouraged. In some cases, students are motivated towards studies, whereas in others, they lose interest and even drop out of school.

8. Use of Technology – In urban schools, teachers make use of technology such as, lap-



tops, computers and printers with the main purpose of providing notes and other learning materials to the students. The use of technology has not only facilitated learning among students, but teachers have also been able to make the teaching processes manageable through the utilization of technology. One of the major benefits of technology is, it provides extensive knowledge and information in terms of various areas. Whereas, in rural schools, the teachers do not make use of technology and explain the lesson plans to the students by reading from the textbooks.

9. Infrastructure – The provision of infrastructure in urban schools is in a well-developed state as compared to schools in rural areas. Within the classrooms, there are proper seating arrangements, desks, technology and other heating and cooling equipment, which is utilised in accordance to the weather conditions. Whereas, in schools in rural areas, the students are made to sit on the floor and there is not provision of proper infrastructure or furniture or equipment. To facilitate the acquisition of education, it is necessary to make provision of proper infrastructure in schools. Lack of infrastructure may impede the learning abilities of the students.

10. Teachers – The teachers recruited in urban schools are well-qualified and experienced. They are recruited by the school authorities, taking into consideration certain aspects. They are well aware of the performance of their job duties and render an effectual contribution in leading to growth and development of the students. On the other hand, in schools in rural areas, the teachers usually lack the skills and abilities, they are unaware in terms of the performance of their job duties and do not have much concern regarding effective growth and development of the students. On the whole, teachers in rural schools are not much satisfied with their jobs.