

# Rural Education in India



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### Abstract

The purpose of this paper to shape reforms in RE, it is necessary to understand the problems as well as the strengths of rural social and educational communities. An analysis of demographic economic and educational trends show that in rural areas in general, working population's are shirking, economies are declining and students are not competing well in college attendance and completion for RSEs to be successful in combatting their problem they will have to capitalize on the community and family tries that Rural students rated as so important. Following this we will uncover and examine several misconception regarding RE.

**Keywords:** Rural Education, Government.

### Introduction

Elementary education is the foundation of knowledge, it includes the very initial elements of knowledge and information which are served and taught to the children. Thus, it is very important to know that during the first five years, the child should be given and taught best of the knowledge and information. The main issue with primary education in India is not with the children in urban areas but rather with the children who belong to the rural areas. Whereas the private primary schools in urban areas are making gradual improvements in their infrastructures, facilities, teaching patterns and skills and also trying to improve the teaching aptitudes of their teachers on the other hand the primary schools in rural areas are still struggling with their basic issues of infrastructures, lack of good teachers, less wages of teachers, absentees and lack of good academic performances of the students.

In rural areas there are not enough school buildings where children can be taught. If there are some buildings, either they are filled with rain water or they are booked for local weddings. People think that their children can have no scope in study better than their family business or farming. They are not so far-seeing. They are totally unable to think that their children can become agricultural scientists.

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

India viewed education as an effective tool for bringing social change through community development. The administrative control was effectively initiated in the 1950's, when, in 1952, the Govt. grouped villages under a Community Development Block-an authority under national programme which could control education in up to 100 villages. A Block Development Officer oversaw a geographical area of 150 square miles (390 km<sup>2</sup>) which could contain a population of as many as 70,000 people.

Despite some setbacks the RE programmes continued throughout the 1950s, with support from private institutions. A sizeable network of RE had been established by the time the Gandhi gram Rural Institute was established and 5,200 Community Development Blocks were established in India. Nursery schools, elementary schools, secondary school, and schools for adult education for women were set up.

The Govt. continued to view RE as an agenda that could be relatively free from bureaucratic backlog and general stagnation. However, in some cases lack of financing balanced the gains made by RE institutes of India. Some ideas failed to find acceptability among India's poor and investments made by the Govt. sometimes yielded little results. Today, Govt. rural schools remain poorly funded and understaffed. Several foundations, such as the Rural Development Foundation (Hyderabad), actively build high-quality rural schools, but the number of students served is small.

Many children living in rural areas receive a level of education which is very poor. Overall enrollment in primary and middle schools are

very low. Fifty percent of children living in these areas leave school before the fifth grade. These children leave school for variety of reasons: some leave because of lack of interest; most leave so that they can work in the fields, where the hours are long and the pay is low. A large percent of the dropouts are females. Forced by their parents, most girls perform chores and tend to the family at home. These are some of the reasons why sixty percent of all females in India are illiterate, a figure much higher than those of males. As these children grow into adults, many are still illiterate at the age of forty. These uneducated adults are also reluctant to send their own children to school because of their failure in the education system.

While the children living in rural areas continue to be deprived of a quality education, part of the reason why is due to their teachers. A large number of teachers refuse to teach in rural areas and those that do are usually unqualified. In recent years the number of qualified teachers has increased because of increased efforts by the Govt. and private groups to improve the general education and professional training of teachers.

The concept and phenomenon of education based on school-going is of modern origin in India. Education in the past was restricted to upper castes and the content taught was also ascriptive.

However, today, to lead a comfortable life in this fast-changing world, education is seen as the most influential agent of modernization.

#### **Problem with Rural Education**

India has made substantial effort to bring education to rural areas. However there are many problems and hurdles that play a negative role for RE in India.

#### **Infrastructure**

The infrastructure of primary schools in the rural areas are in pathetic conditions, the building is almost ruined, the ceiling is leaking, there are no toilet facilities, rooms are suffocated without ventilation.

#### **Teachers and Teaching Aptitude**

The teachers appointed in those primary schools lack in teaching skills and aptitude, there is no firm basis of selecting a good teacher for teaching in those schools in fact one teacher handles all the classes from grade 1-5 and even in some schools the teacher is also the principal. Some teachers are themselves so dumb and unaware that results in degradation of learning aptitude of the students.

There is a lack of funds provided to those primary schools thereby the students do not get required books, stationary and other educational material.

#### **Wages and Incentives of the Teachers**

The wages and incentives are meagre for the teachers of those primary schools in order to motivate them to teach properly. Wages so are less that the teachers are almost demotivated and thus they do not want to make any efforts to show their teaching skills. Teaching becomes like doing social service in those schools.

#### **Learning skills of the Children**

The learning skills of the students are found to be very low and weak, the students are not motivated and have nothing new to learn, and

moreover the teachers are also not interested in teaching hence the students lack in attentiveness, knowledge and awareness. The condition is so terrible in some rural schools that the students of the fifth grade don't even know how to write their names.

#### **Number of Primary School is Less**

The number of primary schools is less in the rural areas, due to long distance of the schools from the living areas parents do not prefer to send their children to the schools, Girls are not allowed to go far places to study.

#### **Parent Illiteracy**

Parental illiteracy is another cause for lack of interest to become literates. Many rural children enrolled are thus first generation learners. Who come from illiterate families thus they have to single handedly grapple with School life, mastering language and cognitive skills without parental help and guidance.

#### **Religious Beliefs**

The religious beliefs and practices of a community can also largely impact the overall attitudinal and behavioral profile of an individual or group. In the Indian context, religion has a sway over people's minds and exerts a great influence over their behavior. The motivation and attitudes of the people towards education are also moulded, to a large extent, by their religious beliefs.

#### **Basic Requirement**

Most of the schools do not have electricity, drinking water or toilets. In some schools, students of different ages are made to sit in one room. These students squat in passive postures, even regimented columns, with often the 'brightest' and the socially advantaged sitting in front. At a given time, a typical school could have at most two teachers trying to 'police' children of all five primary classes.

#### **Policy**

The major drawback in these schools is that in the mechanical race to achieve 'schooling for all' the Govt. seems to have completely missed out on what constitutes 'learning for all' Here, greater emphasis is placed on establishing schools but not on what goes on inside a school.

#### **Quality**

The quality of education is the main issue. For a long time, the educationists had thought that the high dropout rate is because of parental poverty and disinterestedness rather than concentrating on the failure of the school system.

#### **Traditionalism**

The ruralites are traditional and custom-bound. They are illiterate, ignorant and superstitious. They do not easily accept the change. They are skeptical regarding the developmental programmes of the Govt.

#### **Corruption**

Officials eat off the money meant for schools. Books meant for distribution to kids are sold off for scrap value.

#### **Money**

The Govt. spending on primary education is not sufficient to provide quality education to rural population which still makes up over 65% of Indian population.

**Dropouts**

Since the quality of imparted education is very bad, the students find it increasingly difficult to understand things as they go up the education ladder. And as age increases, they are expected to start earning too. So makes little sense for them to continue education and 'waste time'.

**Conclusion and Solution**

Primary school in rural areas certainly need development; they need better teachers, infrastructure, facilities and funds. The funds provided are not properly utilized the management is very weak; there is a need to appoint honest and dedicated administrators/educational officers in those areas who can seriously bring improvements in the primary school. The condition of the Daily Care Centers (Anganwadi) is also not so pleasing, the quality of food and teaching are getting low. Primary education is an important part in the growth of the child, but the primary school of the rural areas are in a very bad shape they have nothing alike a good place where education is imparted.

For overcoming these problems we should increase alumni culture by which school administration must track the previous student's record and try to raise funds or indirect help from notable students. We should promote competitions and sports activities and award prize to winners this shall motivate the students and keep them focused. Govt. should provide basic facilities like toilets and sanitation and health and sports facility. The teachers also play an important role for motivating RE apart from regular teaching,

teaching staff must be update with latest innovation and new knowledge happening in then teaching area. District and state authorities should provide extra support and help to these rural schools, Teachers and students and to school administration. 'NGO's should also play positive role for promoting RE.

We need to undertake educational research that will further illuminate problems and provide more in-depth understanding of educational issues of rural children and their schools.

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