

Scope of Education in Rural Areas

Abstract

As we all know passing academic standards in fix period of time by a person – make him/ her educated people. In this paper we would like to give a review on Scope of Education so that we can take a step to improve our education system. We also like to share our review on how much education may affect the economy, production & marketing after educating the rural people? Which kind of education would be more effective?

Keywords: Scope of Education, Rural Education, Improvement in Education System, Responsibility, Education and Literacy, Conditions, Improving Steadily, Initiatives.

Introduction

Education as you all knows means learn, write or read anything under the guidance of an expert. Lack of Awareness People in rural areas have only a limited awareness of the job market or career options, and this is becoming a major obstacle to development, particularly as work opportunities are changing rapidly. Traditionally, the employment outlook in rural areas has been limited to government jobs and there has been little guidance in respect of the latest developments in employment opportunities in the private sector (formal and informal). Therefore, more emphasis should be given to the provision of information about training that is being provided, including the results of any appropriately validated evaluations of this training. The result of the systematic study of education in rural areas. It starts from cognition of the studies subject on the present level of education in rural areas and summarizes the conditions and limits of development. Education is the doorway to the wider world and an exposition on rural infrastructure is incomplete without an assessment of the extent to which we have been able to open this door for the children of rural India. It helps in expand adult literacy by 50% in 2015. So the education system in Indian in rural area is going at upper level by giving more facilities to the rural peoples. Many of the peoples depend for income on agriculture so they have less income. Rural education helps them to give more education at fewer rates by more facilities to the poor peoples.

Based on the recent cognition, development of the education in rural areas is not only related to the environment of rural areas, but also to the entire human system and its basic assets which human lives are dependent (legal rules, political intent, income etc). As everyone know the problem of poverty in rural areas is big problem which put many effects on education system in rural areas, near about 36 million peoples died with hunger in country and we can say than 20 million peoples do not have much income to fill little amount of fees in the schools.

It is accepted that now days all the farmers accept new technology from the education for more production of these crops so it is more important for every farmer to get more new knowledge that they can get more production.

Lietrature Review

In this section we will share all the important postulate of different researchers which are highly appreciable from my research point of view.

Importance, Scope & Objectives of Extension Education ^[1]

According to the researcher the importance of extension is uses democratic methods in educating the farmers. It helps in adoption of innovations. It also helps in studying and solving the rural problems. With the help of this method increases farm yields and improve the standard of living of farmers & makes good communities better and progressive. It also contributes to national development programs. Where as the scope of it includes all activities of rural development. So extension programmes should be dynamic and flexible. The areas indicating scope of Extension are listed below: Increasing efficiency in agricultural production. Increasing efficiency in marketing, distribution and utilization of agricultural inputs and outputs Conservation, development and use of natural resources. Proper farm and home management, Better family living, Youth development. Leadership development, Community and rural development & improving



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Objectives

To raise the standard of living of the rural people by helping them in right use of their resources. To help in planning and implementing the family and village plans for increasing production in various occupations. To provide facilities for better family living. Specific Objectives To provide knowledge and help for better management of farms and increase incomes. To encourage the farmers to grow his own food, eat well and live well. To promote better social, natural recreational intellectual and spiritual file among the people and open new opportunities for developing talent and leadership of rural people. To build rural citizens who are: Proud of their occupation, Independent in thinking, Constructive in outlook, capable, efficient and self-reliant in character, having love of home and country in their heart

Rural Education

This paper helps us to know the facts and figures about the literacy rate and Number of Primary schools. More over these types of table helps to decide our target to know the difference between the education system and age of the education system it also define the methods that are fail to implement to improve our system.

ANNEXE

Table A12.1
Literacy Rate and Number of Primary Schools (1951-2001)

Year	Literacy Rate (%)			Number of Schools	
	Total	Males	Females	Primary	Upper Primary
1951	18.33	27.16	8.86	215,036	14,576
1961	28.31	40.40	15.34	351,530	55,915
1971	34.45	45.95	21.97	417,473	93,665
1981	43.56	56.37	29.75	503,763	122,377
1991	52.21	64.13	39.29	566,744	155,926
2001	65.37	75.85	54.16	641,695	198,004

Note: Literacy rates of 1951, 1961, and 1971 relate to population aged five years and above. The rates for the years 1981, 1991, and 2001 relate to the population aged seven years and above. Source: MHRD (2003a).

Table A12.2
Growth of Recognized Educational Institutions in India from 1950-1 to 2001-2

Years	Primary	Upper Primary	High/Hr. Sec./Inter /Pre. Jr. Colleges	Colleges for General Education	Colleges for Professional Education (Engg. Tech. Arch. Medical & Education Colleges)	Universities/ Deemed Univ./Inst. of National Importance
1950-1	209671	13596	7416	370	208	27
1955-6	278135	21730	10838	466	218	31
1960-1	330399	49663	17329	967	852	45
1965-6	391064	75798	27614	1536	770	64
1970-1	408378	90621	37051	2285	992	82
1975-6	454270	106571	43054	3667	** 3276	101
1980-1	494503	118555	51573	3421	** 3542	110
1985-6	528872	134846	65837	4067	** 1533	126
1990-1	560935	151456	79796	4862	886	184
1991-2	566744	155926	82576	5058	950	196
1992-3	571248	158498	84608	5334	989	207
1993-4	570455	162804	89226	5639	1125	213
1994-5	586810	168772	94946	6089	1230	219
1995-6	593410	174145	99274	6569	1354	226
1996-7	603646	180293	103241	6759	1770	228
1997-8	619222	185961	107140	7199	2075	229
1998-9*	626737	190166	112438	7494	2113	237
1999-2000*	641695	198004	116820	7782	2124	244
2000-1*	638738	206269	126047	7929	2223	254
2001-2*	664041	219626	133492	8737	2409	272

Source: Department of Education, MHRD <http://www.education.nic.in/htmlweb/eduata.htm>.

Table A12.3
Growth in Enrolment by Stages (in million) in Recognised Educational Institutions in India from 1950-1 to 2001-2

Year	Primary (I-V)			Middle/Upper Primary (VI-VIII)			High/Hr. Sec./Inter/Pre-Degree (IX-XII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1950-1	13.8	5.4	19.2	2.6	0.5	3.1	1.3	0.2	1.5
1955-6	17.1	7.5	24.6	3.8	1.0	4.8	2.2	0.4	2.6
1960-1	23.6	11.4	35.0	5.1	1.6	6.7	2.7	0.7	3.4
1965-6	32.2	18.3	50.5	7.7	2.8	10.5	4.4	1.3	5.7
1970-1	35.7	21.3	57.0	9.4	3.9	13.3	5.7	1.9	7.6
1975-6	40.6	25.0	65.6	11.0	5.0	16.0	6.5	2.4	8.9
1980-1	45.3	28.5	73.8	13.9	6.8	20.7	7.6	3.4	11.0
1985-6	52.2	35.2	87.4	17.7	9.6	27.1	11.5	5.0	16.5
1990-1	57.0	40.4	97.4	21.5	12.5	34.0	12.8	6.3	19.1
1991-2	58.6	42.3	100.9	22.0	13.6	35.6	13.5	6.9	20.4
1992-3	57.9	41.7	99.6	21.2	12.9	34.1	13.6	6.9	20.5
1993-4	55.1	41.9	97.0	20.6	13.5	34.1	13.2	7.5	20.7
1994-5	60.0	45.1	105.1	22.1	14.3	36.4	14.2	7.9	22.1
1995-6	60.9	46.2	107.1	22.7	14.8	37.5	14.6	8.3	22.9
1996-7	61.4	46.8	108.2	22.9	15.2	38.1	15.3	8.7	24.0
1997-8	62.3	48.0	110.3	23.6	15.9	39.5	16.1	9.3	25.4
1998-9*	62.7	48.2	110.9	24.0	16.3	40.3	17.3	10.5	27.8
1999-2000*	64.1	49.5	113.6	25.1	17.0	42.1	17.2	11.0	28.2
2000-1*	64.0	49.8	113.8	25.3	17.5	42.8	16.9	10.7	27.6
2001-2*	63.6	50.3	113.9	26.1	18.7	44.8	18.4	12.1	30.5

Note: *Provisional. Source: Department of Education, MHRD <http://www.education.nic.in/htmlweb/eduata.htm>.

Scope for Sustainable Development of Education in Rural Areas

Due to the fast growing of the business education level is also growing day by day so it is more important for every education institutes that it put more efforts for development of students to get more knowledge as with the related business. Now days ther has not been any fundamental change in the education sector in rural areas Primary as well as secondary education wants more attention from the government so that the can get more better results in education development. From the system point of view rural education needs more concentration of the government policy to develop more polices for poor below poverty line peoples so that the can get more education in rural areas. There are four stages of education in rural areas Primary. Upper primary secondary education ,higher secondary education . In areas like Punjab and Haryana there are many facilities are given to the students in these stages in small stage primary level students are also given some of the schemes like mid day meal schemes which attract more rural poor peoples towards these.

Challenges of Education in Rural India

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 country have developed to a great extend, but some remote areas still need a serious cheak up with children failing to receive basic quality education. Lack of transportation. Most villages have poor connectivity from one place to another that is often one reason why children not able to schools. Peoples belonging to remote rural areas have meager incomes which at times is too less to sustain a family of four or five people. Humans did not come in the environment of education, the problem start when the rural people tried to seprate them from the education due to these some of the problems which put effets on there efforts towards there income and growth of there family. The present worldwide problems are of a global character. A part from the environment of there family are not able to get attached to education at big level. Maintaining standard of education in more than a million school nationwide, offering training program to teachers. And keeping balance with education system worldwide is a big challenge.

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Conclusion

Conclusion is that we are having big shortage of good infrastructure in rural schools and shortage of well-trained teaching staff which can give good knowledge to the children in schools .For good education system in india there should be better education policies which can help them to get more results in the future. India's improved education system is often cited as one of the main contributors to its economic development.

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