



Rural Education – In India

KEYWORDS

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According To 2011 Census, India's Population is around 121 crore. Three fourth of this population can become the nation's Strength, helping the economy to grow. More the rural India learns and sharpens its skills, the better it would help the economy. Mahatma Gandhi had also said that India cannot progress unless the villages progress which is very much applicable. Rural education will prepare India for better tomorrow. Quality and access to education is the major concern in rural schools as there are fewer committed teachers, lack of proper text books and learning material in the schools. Through Government schools exist, but when compared to private schools then quality is a major issue. 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. But due to lack of money they are not able to see their children to private schools and hence depend upon government school for education. Above that, in some of the government schools there is only one teacher for the entire school and if they don't show up at work, then it is a holiday. If the quality along with number of teachers and, that too committed teachers can be improved in these schools, then aspiring rural children and India can fulfill their dreams of doing something great.

Education is the single most important instrument for social and economic transformation.

Education has been well rooted in India society since ancient times with several well-known centre of learning that no longer exist today. Changes to the system and a joint effort of government and development partners in the last decade have resulted in improvements in the educational system, although a number of problems remain. Education growth but also as a pre-request to India long term development, empowering individuals to become fully active citizens. In the recent budget, education and health are the key development indicators did not fare too well. Central govt. Total allocation for education is 0.73 percent of the GDP, marginally up from 0.69 percent in 2011-2012. Finance minister provided rupees 25.555 crore for implementing the right to education through the Sarvasikshaabhiyan which is 21.7 percent higher from the last year.

Primary education is a basic human right both transaction and empowering. Beyond this intrinsic importance it is also indispensable for the enjoyment of other human rights and is a means for accessing broader social, economic, political and cultural benefits. Education contributes to building more just societies through reducing poverty and inequalities. Primary education is a powerful driver for the realization of all the millennium Development Goals (MDGS) and for sustainable development more broadly.

Rural Education in India:

It as once rightly said by the father of our nation Mahatma Gandhi that "India lives in its villages". People residing in villages represent the true image of 'real India'. However, due to lack of literacy and education, the rural India witnesses many drawbacks. Some government school in rural India are

overly packed with students, leading to a distorted teacher – student ratio. In one such remote village in Arunachal Pradesh there are more than 300 students in class X which makes nearly 100 students in each classroom. In such a situation it is impossible for teachers to pay full a attention towards each and every student, even if they are willing to help. Every village is not provided with school which means that students have to go another village to get education. Owing to this parents usually do not send their daughters to school, leading to a failure in achieving rural education in India.

Poverty is another setback. 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 colleges 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 kind to secondary school. If parents are not able to send previous efforts get wasted as completing just secondary education means a low paying job and the ending cycle of money, life and poverty. Most text books are in English and Science people in rural areas either speak their native language or Hindi, but not English that defeats the purpose. This results in lack of their interest in studies. Hence majority of students do not bother to study, which means a decline in their education level. Neither students nor teachers take any interest in studies which is why the level of education is declining in India despite many efforts.

Need for Rural Education:

Education enables an individual to look at society and its aspects with a wider perspective with out education, people are unable to develop the basic sense required. Around three fourth of the country's population belong to the rural area. With literate and educated rural India's our country might emerge as a developed nation.

Present Scenario of Rural Education:

Considering India's earlier state, rural education condition has been still improving. However, the rural school have been suffering a lot. The schools in rural regions are very few at different far off places and children residing in one village don't prefer travelling, considering it as a waste of their time and money. They problem of commuting becomes a main drawback for these schools. The condition of schools is such that they don't provide the students with clean drinking water. The education quality is also not up to the mark. Method of teaching also lacks in all aspect. Most of these schools have a very poor or mediocre infrastructure. Hence, the students are deprived of the essential facilities like sports educations, extracurricular activities and basic computer training classes. One of the most serious problems is that the number of school dropouts is increasing in these areas.

Literacy Rates in Major states of India:

The Literacy rates of the population in the major states of the country on the basis of their area and sex and table presents the relevant data pertaining to 2011 census.

The table indicates that at the all India level, total rural literacy rate in 2011 is 68.91 percent, which is 84.98 percent in the urban India and hence, there is a difference of 16 percentage points. Among the rural females, 58.75 percent of them are literate, which is 79.92 percent among their urban counterparts and thereby projecting a difference of more than 21 percentage points and among the rural males, the overall rate of literacy is 78.57 percent visa-a-visa 89.67 percent in the case of urban males and thus, the later is higher by around 11 percentage points. This suggests that spatial variation exists among all three categories, viz, female, male and persons, which is the worst in the case of females. Moreover, there are also gender variations within the same region, thus, which the rural area, the male literacy rate is higher than

that of female rate by around 20 percentage points, while it is less than 10 percentage points in the case of urban India. Hence, gender difference exists within the rural and urban areas, which is especially higher in the rural areas. Among the major states, in the case of rural females, the lowest rate of literacy is found in Rajasthan (46.25 percent), followed by Bihar (50.82 percent), while the highest rate is found in Kerala (90.74 percent), and followed by Himachal Pradesh (75.33 percent). This indicates the degree of difference between the lowest literacy rate and the highest literacy rate, as far as rural females are concerned, which diverges by more than 44 percentage points. Compared to the all India average, out of the 17 major states, the performance of states is worse, while that of 11 states are better.

Area and Sex wise literacy Rate in major states of India, 2011:

States	Rural			Urban		
	Female	Male	Person	Female	Male	Person
Andhra Pradesh	52.04	70.24	61.14	75.02	85.99	80.54
Assam	64.09	76.51	70.44	85.71	91.84	88.88
Bihar	50.82	71.90	61.83	72.36	84.42	78.75
Gujarat	62.41	83.10	73.00	82.08	92.44	87.58
Haryana	60.97	83.20	72.74	77.51	89.37	83.83
Himachal Pradesh	75.33	90.48	82.91	88.66	93.72	91.39
Jammu Kashmir	53.36	75.51	64.97	70.19	84.90	78.19
Karnataka	59.60	77.92	68.86	81.71	90.54	86.21
Kerala	90.74	95.29	92.92	93.33	96.83	94.99
Madhya Pradesh	53.20	76.64	65.29	77.39	90.24	84.09
Orissa	61.10	80.41	70.78	80.70	91.83	86.45
Punjab	66.47	77.92	72.45	79.62	87.28	83.70
Rajasthan	46.25	77.49	62.34	71.53	89.16	80.73
Tamil Nadu	65.52	82.08	73.80	82.67	91.82	87.24
Uttar Pradesh	55.61	78.48	67.55	71.68	81.75	77.01
West Bengal	66.08	79.51	72.92	81.70	89.15	85.54
All India	58.75	78.57	68.91	79.92	89.67	84.98

Note: Figures in percentage.

Source: Government of India (2012), "Census of India 2011." Provisional population tables, Census of India, New Delhi.

Gross Enrollment Ratio (GER) in Rural areas:

Gross Enrollment Ratio across Areas:

Sl.No	Area	GER Percentage		GER Percentage	
		Male	Female	2004-2005	2007-2008
01	Rural	8.3	13.7	8.4	11.1
02	Urban	13.7	29.6	16.2	19.0
03	Overall	12.7	17.1	14.2	17.2

GER amongst caste groups along Rural and Urban areas:

S.No	Categories	GER(Percentage)	
		Rural	Urban
01	SC	9.6	22.4
02	ST	7.1	32.2
03	Total	15.1	28.2
04	Others	19.2	41.2

An analysis of GER amongst caste groups alone Rural and Urban areas bring out stark inequities. It is observed that GER for SC (9.6%), ST(7.1%), OBC(15%) in rural areas is quite low compared to their respective GER in urban areas. This major difference calls for greater attention and there is a need to improve education facilities as well as opportunities for these social groups to have access to higher education.

Challenges:

The Land mark legislation giving every child the fundamental right to have compulsory elementary education is just one step towards setting right what is wrong with the sector. The emphasis on education in the eleventh plan, the setting up of knowledge commission and yasw pal committee to advise on revamping and rejuvenating higher education have all helped to discuss the more reality to education that need to advanced urgently.

The Challenge of quality in India education had many dimensions for example.

- Providing adequate physical facilities and infrastructure.
- Making available adequate teacher of requisite quality.
- Effectiveness of teaching learning processes

Government programs/initiatives for Rural Education:

The rural population accounts for a little more than 10% of India's enormous population. Hence, it is extremely essential that the government takes appropriate initiative for the welfare and betterment of rural India. MahilaSamakhya is one such scheme which mainly focuses on the women's literacy from rural areas. Under this scheme, the rural women are asked to attend meetings and seminars for better awareness. Presently, the National BalBhavan has 10 and 68 affiliated balkendra and bhavans respectively. This scheme includes social as well as educational activities. This scheme also helps in recognizing the children's talent for specific educational stream.

The last two decades have seen the emergency of a number of education specific support institutions, such as the "District Primary Education Programmed"(DPEP) and " Sarva Shiksha Abhiyan"(SSA), State implementation societies, "State Councils of Educational Research and Training"(SCERT), "State Institutes of Educational Management and Training(DIET), Block Resource Centre (BRC), Cluster Resource Center(CRC), and in rural areas, village Education committees (VEC), as well as an increased involvement of NGO's, that have acted as a counter weight to what is often an overly bureaucratic and hierarchical administration. The last decade or so has also seen establishment of the panchayathi Raj or village council and this body is playing an increasingly important role in education in rural areas across the country. Currently an estimated 95 percent of the rural population living in 8,26,000 habitation has a primary school within 1 km and about 85 percent of the population has an upper primary school within 3 km.

Another flagship scheme "SarvaShikshaAbhiyan is in process of being implemented for education in every district of India. This scheme primary focuses in providing appropriate elementary education to all the children within the age group of 6-14 years by 2010. This programme will mainly cover educational needs for girls, and scheduled caste and scheduled tribes. Due to this programme, many new schools will open in places that did not have facilities and proper infrastructure.

Conclusion:

Even when the Government is luring poor people by giving them free food, books and even uniforms to send their ward to school, so that enrollment ratio improves. But these people prefer to send their children to work so that they can earn some bucks for the family. This is the problem of our education system where even higher education does not guarantee employment. So there is a need to improve our primary as well as secondary education system. Inclusion of vocational courses and bridge courses will also attract and retain children in schools. A Comprehensive assessment of the impact of elementary education or the lack of it state-wise on children should be taken up at the earliest. Only by assessing the situation of the disadvantages that children face based on economic situation, caste, gender and other indices can we bring out a speedy re-medical action and eventually include every child in the orbit of his/her fundamental right to learn and grow.