

# Bolstering the Model of Rural Education System in India: A Perspective

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**Abstract**—The Article 45 of the Indian constitution endows the right to education act to every citizen of India up to the age of fourteen years irrespective of caste, creed and religion. The education sector is not organized in a proper way and there is a huge gap created between urban and rural India. There are some states which are still facing major challenges such as quality education, universal enrolment and retention even after 71 years of independence. Providing quality education to every child creates opportunities and hence, it leads to economic growth. The Indian government is putting more thrust to provide quality education to more than 1 million rural school and to lessen the gap between rural and urban India. There are many strategies and policies has been developed by the government to enhance the quality of education, however, the ground reality is different which widens the gap and divided the country into rural and urban India. There is a need to promote the rural school to elevate the literacy rate in rural India. It is estimated that more than 40 percent of population in India is illiterate and inadequate to read and write properly. The rural schools are incompetent, seems to be non-existent and it has been left behind to establish other parts of Indian cities. Rural poverty is mainly caused by inadequate infrastructure provided to the children and poor environment to imbibe basic education. India is striving towards implementing compulsory primary education universally and facing challenges to upgrade teaching resources and high retention capacity of children in rural school. One way to improve the quality of education is to inculcate its importance to rural society.

**Keywords:** Primary education, rural education, quality of education.

## 1. INTRODUCTION

The outdated education paradigm needs restructure and entire model of education should be designed according to the 21<sup>st</sup> century. The study is motivated to upgrade the standard of education in rural areas so that everyone is provided with equal opportunities according to the constitution of India. Literacy does not mean education, but it is an instrument to develop mind and body of people [1]. Providing education is the sole responsibility of nation and it is one of the factors that can elevate the standard of living of weaker section of society. The government should not only provide resources to the weaker section of society but also establish the fundamental

block i.e. education so that the rural India strengthen themselves to produce their own resources. Moreover, some of the social customs prevalent in India limit the possibility of education to the child and at the later stage, coping up with the education becomes difficult.

In the present scenario, the rural development is not limited to agricultural production but with the economic development, the policies have been framed to enhance the quality of life of rural people. The rural society must have improvement in health and nutrition, quality education, gender equality, safe and healthy environment and equal income distribution. The current scenario of education is put forward by British in the 20<sup>th</sup> century. The British era of education inculcate western style and content and it ignores the traditional value which is followed by generations in India. Education plays the key role in reducing the poverty and unemployment of the developing India. The equal opportunity and status must be provided to rural family, community and society so that they can contribute at par with the urban society. The objective of education is to make the people acquainted with their rights, revamp the standard of living of the individual, providing opportunities and impartial income distribution to all rural people. The central government is liable to provide standard education to all the citizen of country post-independence. The central government has framed the policy and planning through the Ministry of Human Resource Development [2].

## 2. PRESENT SCENARIO

The condition of rural school in India is very pathetic. The rural education needs lots of improvement and requires financial capability to rejuvenate the overall structure of education. Some of the problem constitute dilapidated infrastructure, lack of transport facilities to far off children, inefficient educator and lack of healthy environment to instill knowledge to the child. The success of rural education is measured by two parameters, one is enrollment and second is attendance. These two parameters are a big illusion in the path

of imparting right education to rural child. The mid-day meal program may increase the attendance of the school but is it a sufficient parameter to judge the imparting of right education to the child? The right education is communicated to the child if there is a motivation and perseverance in the educator. The educator in rural India is untrained and they are paid very low income. In this scenario, the rural masses suffer in a big way and on the paper, the success of rural India seems great but in reality, it is just a crime against humanity.

Just for an example, the author wants to quote the performance of one of the schools located in Bihar. The school named as Rampur Shyam Chand in Raghapur Block of Vaishali District. This block constitutes many schoolsuptoprimary and upper primary level. All of the school existed from British era of time. The higher secondary education was not provided to the students in these schools. Due to this, lots of students have been migrated to Patna city for completing their further education. One of the popular schools named as Rampur High school located in Rampur village suffers from poor infrastructure, lack of electricity, telephone facilities and experienced educator. It was pathetic to see the computer lab where computers are not installed and there was no skilled trainer appointed by the government to impart the knowledge about the computer. One of the coordinators of the school quoted that, classes of computer is taken by local trainer and honorarium is provided to the trainer by taking contribution from the school teachers.

### 3. PROBLEMS FACED

There are several problems faced by the rural school and it becomes the hurdle in the process of making future generation especially coming from the weaker section of society. Some of the problem are listed below: -

#### a. *Lack of Infrastructure*

Proper infrastructure is of prime importance to deliver lectures to students and enlighten the young mind of developing India. The condition of school building is pathetic, and it is in a dilapidated condition. The children are made to sit on the floor due to unavailability of desk and tables. There is no doors and windows available in the school and it is easily inviting the thief to steal the premises. The deplorable condition of school does not motivate the young children to attend the classes and it leads to lesser enrollment of children in school.

#### b. *Lower Income and incompetent educator*

The income provided to the educator is very poor and it does not satisfy them. Due to this, they are not giving proper attention to the children and they are absent from school for most of the days. The educator provided to children is incompetent and unskilled. The inadequate human manpower is the cause of improper imparting of knowledge to the children and it increases the statistics of children who are not able to read or write.

#### c. *Lack of Transportation facility*

There are children who are coming from far-off places and due to lack of transport facility, they are not able to attend the school. The rural area suffers from poor connectivity and there is very few buses ply through this area.

#### d. *Lesser number of schools*

In comparison to schools provided in urban areas, there are very few schools available for rural masses.

#### e. *Absence of basic amenities*

Basic amenities such as drinking water, clean toilet and healthy environment are of prime requisite for the school. The rural schools do not have these basic amenities and children are suffering from dirty toilets and unfit drinking water.

#### f. *Lack of extra-curricular activities*

The extra-curricular activities play the major role in the life of the children. The classes of art, dance, karate is missing from the rural school and it creates hurdles in the holistic development of the children.

#### g. *Fund deficiency*

The central government allocates fund in the five-year plan, but it is not enough to maintain the rural schools. There is a need to generate the fund which can be used to repair the building and establishment of co-curricular activities.

## 4. COMPARISON BETWEEN URBAN EDUCATION AND RURAL EDUCATION

The cause of huge gap created between urban and rural education is as follows: -

- Information and communication technology (ICT) based education play the major role in the urban education. They are informed about the technology know-how and it is one of the prime causes of rural education lagging behind the urban one.
- Smart teaching with the help of technological tools enhances the method of imparting education to the urban child whereas in rural education, the basic infrastructure is an issue.
- The urban schools are equipped with basic amenities such as clean and healthy environment, RO drinking water and hygienic toilets whereas the rural school suffers from pathetic
- Environmental condition and unhygienic living space.
- The education model of urban school includes extra co-curricular activities such as sport, art classes, drama and acting session along with course curriculum. The holistic development of the child is well taken care by the urban schools whereas the rural school is basically lacking in fundamental infrastructure development.

- f) The urban schools are participating in the state level quiz competition to boost the confidence of the child whereas the rural education only focuses on basic education.

## 5. ICT BASED EDUCATION FOR THE RURAL SCHOOL

The information and communication technology (ICT) based education model is the prime requisite for the rural schools to stand at par with the urban schools [3] – [5]. The current scenario of education in Delhi is astonishing as they have introduced happy curriculum to motivate the child and to inculcate fundamental value to the child. The computer classes are well established by the government and qualified teachers are appointed to impart education to the child. The smart classes shown in Fig. 1 have been introduced to make the instillation of knowledge interesting and curious. It is unbelievable to know that the performance of rural school run by Delhi state government outrun the urban school in terms of class 10<sup>th</sup> and 12<sup>th</sup> Board exam.



**Figure 1: Smart classes introduced by Delhi government**

The model of Delhi government must be adopted by all the state of the country to strengthen the rural section of society. The most appealing idea of Delhi government is happy curriculum classes which shapes the personality of children. The Principal is the leading character performing daily activities of the school. The government of Delhi sent batches of 30 principals to Cambridge University that helps to design and enhance the course curriculum of school and it will also set up qualitative as well as quantitative goals. E-learning provides a platform to unite the world through globalization and to prevent the “digital divide” in the country; it is the most needed technology for rural schools [6] – [8].

## 6. CONCLUSION

India is having the second largest model of education after china. Any single factor does not decide the solution to the problem of rural education as nature of problems affecting the paradigm of education is diverse. The gap that arises between urban and rural school must be abolished to provide equal opportunity to every child in the country. The model of education does not depend on any single individual but, it is the cumulative effort made by everyone from government to parents of the child that accomplish the goals of education. The education model set-up by Delhi state government must be followed to bring a change in the education system. The emphasis on teacher training should be given to impart quality education to the rural children. The mere allotment of fund is not enough for rural schools but, a feedback mechanism must be developed by the government to check on the performance of the school with the inclusion parent of the child as they are the one who will be truly honest to the process of education. The central government should think about fund generation to maintain the quality of rural school at par with the urban school. The local representative must keep a check on the ground reality of the rural school for better sustainability of the society.

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