

Rural Education: Issues, Government Involvement, Expenditures and Guidances

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Abstract— In this study the role of education in economic development of rural India is taken into consideration. The various postulates of rural education and issues related to it are also discussed in brief. Despite some setbacks the rural education programs continue to develop and with the government taking a special interest in the development of the rural education there has been subsequent growth in the sizeable network of rural education. The government expenditure on the rural education in India has also been discussed and lastly some of the key points have been placed in the form of guidelines to improve the overall situation of the rural education.

Keywords— rural education, economic development,

INTRODUCTION

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Under various articles of the Indian Constitution, free and compulsory education is provided as a fundamental right to children between the ages of 6 and 14.

India has made progress in terms of increasing the primary education attendance rate and expanding literacy to approximately. India's improved education system is often cited as one of the main contributors to its economic development. Much of the progress, especially in higher education and scientific research, has been credited to various public institutions. While enrolment in higher education has increased steadily over the past decade, there still remains a significant distance to catch up with tertiary education enrolment levels of developed nations, a challenge that will be necessary to overcome in order to continue to reap a demographic dividend from India's comparatively young population.

Rural Education: Following independence, India viewed education as an effective tool for bringing social change through community development. The administrative control was effectively initiated in the 1950s, when, in 1952 the government grouped villages under a Community Development Block—an authority under national programme which could control education in up to 100 villages. The community development programmes comprise agriculture, animal husbandry, cooperation, rural industries, rural engineering (consisting of minor irrigation, roads, buildings), health and sanitation including family welfare, family planning, women welfare, child care and nutrition, education including adult education, social education and literacy, youth welfare and community organisation. In each of these areas of development there are several programmes, schemes and activities which are additive, expanding and tapering off covering the total community, some segments, or specific target populations such as small and marginal farmers, artisans, women and in general people below the poverty line.

Despite some setbacks the rural education programmes continued throughout the 1950s, with support from private institutions. A sizeable network of rural education had been established by the time the *Gandhi gram Rural Institute* was established. Nursery schools, elementary schools, secondary school, and schools for adult education for women were also set up. The government continued to view

rural education 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 rural education institutes of India. Some ideas failed to find acceptability among India's poor and investments made by the government sometimes yielded little results. Today, government 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.

Education in rural India is valued differently from in an urban setting, with lower rates of completion. An imbalanced sex ratio exists within schools with 18% of males earning a high school diploma compared with only 10% of females. The estimated number of children who have never attended school in India is near 10 crore which reflects the low completion levels. This is the largest concentration in the world of youth who haven't enrolled in school. Corruption in Indian education system has been eroding the quality of education and has been creating long-term negative consequences for the society. Educational corruption in India is considered as one of the major contributors to domestic black money.

CONCLUSION

Make available to schools people and other resources for teaching children about their rural environment, agricultural skills, and other practical skills and knowledge that complement the academic curriculum. Help schools connect children to their environment.

Partner on straightforward, well-defined interventions, such as mounting solar-power panels on schools or providing well water to schools. Satisfactory cooperation on visible projects might then point the way to other kinds of collaboration.

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