

RURAL EDUCATION IN INDIA: AS AN ENGINE OF SUSTAINABLE RURAL DEVELOPMENT

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ABSTRACT

Education is the most important instrument for social and economic development, which is related to comprehensive and sustainable development. Sustainable development is the world known word and which is first define by Brundtland commission (1987). According to Brundtland commission sustainable development “that meets the needs of the present without compromising the ability of future generations to meet their own needs”. A well educated population, adequately equipped with knowledge and skill is not only help the economic growth but it is also as an essential for inclusive growth.

According to world development report India will be world’s most populous country in 2028 and half of the total population are fall on less than 25 years age group. And in the times to come India will have largest working population. All of the working population may have crucial role to acquire sustainable development in India. Thus education can help to prepare the skilled based labour and human resources. According to census 2011 literacy rate in rural and urban areas is 68.91% and 84.98% respectively, i.e, huge gap of literacy rate between there. Thus if India envisage to faster inclusive growth this population should be prominently engaged in development process otherwise that exercise will not bear the desired fruits. In this regard education is relevant way for engagement of rural population to take them to the sustainable development process. In that purpose Indian govt has been taken several schemes in the post independence era. Such schemes are SSA (2001), RTE (2009) which is come in to effect from April 2010, DPEP, DIET, SCERT etc which are sponsored by central govt (Ministry of Human Resource Department). This paper discuss about the recent trend and problems on the basis of several educational schemes in India.

KEYWORDS: Sarbha Sikha Abhijan (SSA), Right to Education Act (RTE), District Primary Education Programme (DPEP), Rural Education

INTRODUCTION

Education is the single most important instrument for social and economic transformation of country. A well educated people, adequately equipped with knowledge and skill is not only necessary to help economic growth, but is also pre condition of inclusive growth and skilled person who can get opportunities for employment which will provide the economic growth. In that purpose various schemes are taken by the Indian government which will accelerate the inclusive growth. Not only that by the Right To Education Act (2009), assuring every children’s right to equality education. Twelfth Five Year Plan by the govt of India emphasizes that ‘access to education’. Here also needed significant amount of financial resources for provisioning of education and as well as quality of education. But recent studies (ASER, 2013) and several evidences confirm low participation and low levels of learning among the children in rural India.

According to John Dewey (1938) in his book 'Experience and Education' "while on the one hand education meant the reorganisation of experience leading to growth of the individual child, it was also the most important agency for reconstruction and maintenance of society's democratic principles". The article outlines some key issues with regard to educational schemes, institutions, budgetary positions provided in education, changes in the literacy rate, problems in rural education and remedies.

Mid -Day- Meal Scheme (MDMS)

In keeping with the Constitutional provisions to raise the level of nutrition of children and enable them to develop in a healthy manner, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally sponsored scheme in 1995. Commonly referred to as MDMS, this was expected to enhance enrolment, retention, attendance of children in schools apart from improving their nutritional levels. It is a known fact that many children of poor and backward families reach school on empty stomach. It is not possible for them to concentrate on studies with empty stomach. Mid Day Meal scheme aims to overcome the problem of class room "hunger" which is a major obstacle in the path of effective and efficient education system. This scheme is also contributing to narrow down the gender and social distances in the society. The goal of social equity and gender equity are being realized with the help of mid day meal scheme. MDMS covered 7.18 crore primary school children and 3.36 crore upper primary school children in 2010–11.

MDMS is managed and implemented by School Management/Village Education Committees, Panchayati Raj Institutions, and Self-Help Groups. MDMS now includes madrasas and makhtabs supported under the SSA as well as children under the National Child Labour Projects.

District Primary Education Programme (DPEP)

District Primary Education Programme was a centrally sponsored scheme launched in 1994. While it was a centrally sponsored project but funded by the World Bank and other foreign agencies, which emphasized on Universalization of Elementary Education through development management, a participatory process and capacity building at all levels.

Sarva Shiksha Abhiyan (SSA)

Launched in 2001 Sarva Shiksha Abhiyan (SSA) is one of India's major flagship programmes for universalization of elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in elementary education, and achieving significant enhancement in learning levels of children. SSA introduced with an aim to provide effective and quality elementary education to all children in the age group 6-14 by 2010 with special priority on girls, SC/ST children with special needs.

SSA is being implemented in partnership with the State Governments and reaches out to 192 million children in 1.1 million habitations across the country. SSA Goals are (a) Enrolment of all children in school, Education Guarantee Centres, Alternative school; (b) Retention of all children till the upper primary stage; (c) Bridging of gender and social category gaps in enrolment, retention and learning; and (d) Ensuring that there is significant enhancement in the learning achievement levels of children at the primary and upper primary stage.

Kasturba Gandhi Balika Vidyalaya

KGBVs are residential upper primary schools for girls from SC, ST, OBC and Muslim communities. KGBVs are

set up in areas of scattered habitations where schools are at great distances and are a challenge to the security of girls. This often compels girls to discontinue their education. KGBV addresses this through setting up residential schools, in the block itself. KGBVs reach out to:

- Adolescent girls who are unable to go to regular schools.
- Out of school girls in the 10+ age group who are unable to complete primary school.

Younger girls of migratory populations in difficult areas of scattered habitations that do not qualify for primary/upper primary school.

KGBVs provide for a minimum reservation of 75 per cent seats for girls from SC/ST/OBC and minorities communities and 25 per cent to girls from families that live below the poverty line. Till 2009-10 there were 2570 KGBVs in the country. After the RTE Act came into operation, an additional 1030 KGBVs were sanctioned, taking the total number of KGBVs in the country to 3600.

RTE Act: A Landmark Development in Elementary Education

Universal elementary education has been reinforced with the Right to Free and Compulsory Education (RTE) Act 2009, which recognized elementary education as a fundamental right, which came into effect from April 1, 2010. The successful enforcement of RTE Act requires adequate financial resources for elementary education. Therefore it has been expected that Union Budget would provide for the financial requirements of universalizing elementary education adequately. Following table shows the outlay for education.

Table 1: Outlay Recommended in 12th Plan and Union Government's Budgetary Allocation for Education

Plan Budget for	Total Outlay for 12 th Five Year Plan (Crore)	Union Budget RE 2012-12	Union Budget BE 2013-14
SSA	192726	23645	27258
MDMS	90155	11500	13215
RashtriyaMadhyamik Shiksha abhiyan	27466	2923	3747
Dept of school education and literacy	343028	45542	52701
State universities and colleges including Rastriya Uchch Shikha Abhiyan	25000	114.7	30008.9
Dept of higher education	110700	21277	26750

Source: Planning commission, Govt. Of India (2013): Social sector, vol- III of Draft Twelfth Five Year Plan. (2012-17), NEW DELHI.

Status of Rural Education in India

Sustainable development is essentially an educational process in which school education in rural area is an essential input and to all intents and purposes related to sustainable development, particularly sustainable rural development. In recent initiative, govt of India has taken several schemes such as RTE Act. No doubt the provisions in the act are very progressive, and would help to ensure equitable access to elementary level school education in India.

According to the census of India 2011, 68.84% Indians live in rural areas. Literacy rate in rural areas is 68% as compared to 85% in urban areas. Total literacy rate is 74% in India. As per District Information System for Education (DISE) 2011-12, a total of 1412178 schools under in the country, out of which 1214282 (85.99%) are located in rural

areas. The category wise distribution of schools located rural areas is primary (62.55%), primary with upper primary (17.74%), primary with upper primary and secondary /higher secondary (2.48%), upper primary only (11.09%), and upper primary with secondary /higher secondary (5.82%). The gap in ratio of primary to upper primary schools/sections (2011-12) in rural areas is higher than urban areas 2.26 and 1.42, respectively.

Problems Regarding the Rural Education

- **Lack of Infrastructure:** Many schools are in Villages lack of proper infrastructural facilities. There are no proper facilities for sitting as sometimes children are even made to sit on the floor due to non availability of furniture. The school building lacks doors and windows. The schools do not have proper drinking water and toilet facilities.
- **Lack of Extra Curriculum Activities:** Apart from the curriculum rural schools are not able to involve children in other activities and competitions. Such events and activities lead to overall development of the children.
- **Insufficient School:** In comparison to the number of schools in urban area, there are few schools in rural areas.
- **Lack of Communication Facilities:** In rural areas there are no proper transport facilities available and children have to travel miles to come school.
- **Low Teacher Pupil Ratio:** According to several studies reveal that major portion of rural areas school regarded as 'single teacher schools' which ultimately signifies that if teacher ill then there is no option but close the school.

Latest ASER Report 2013

Table 2

% of children enrolment (age group 6-14) in school is very high at 96.7 in 2013.
Reading levels to be continue a cause for serious concern, more than the half of the all student in std v are at least three grade levels behind where they should be. In 2013, 43.7 % of all rural children in std v could not read a std II level text.
In 2013, aser report children given a set of simple English reading and comprehension task.
In 2010, all children enrolled in std v, 29.1% could not solve simple two digit subtraction problems with borrowing. This is increased 46.5% in 2012.
All India level private school enrolment steadily risen 29% in 2013.but it was 25.6% in 2012.

Source: Annual Studies of Education Report (rural) 2013 ASER, New Delhi 2014

Suggestions for Improving Rural Education in India

- In MDMS there are necessary to organised form like kitchen room, store room, serving room etc for successfully implementation.
- The schemes like provision of fee school dresses, text books, cash for purchases bicycles etc are acting as catalyst in rural education.
- To increase teacher pupil ratio in the rural school.
- To attract more number of students and creating enthusiasm in them for learning by using visual aids like projectors television etc.

To appreciate the efforts of students, some type of scholarships either in the form of gifts or books can be given to them who perform well in the class.

CONCLUSIONS

The principle of sustainable development is that achieving it when there are needed some institutional set up and there education is the basic need of any society. Education advances human security, economic opportunity, skill, and capabilities. An educated person is better aware of his rights and duties and it also empower the individual and both the socially. Therefore it is necessary the rural education in any society for sustainable rural development. Without education it will be not possible to reach the optimal level of sustainable rural development.

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