

EDUCATION PROBLEMS AND CHALLENGES IN RURAL AREA

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Paper Received On: 25 AUGUST 2022

Peer Reviewed On: 31 AUGUST 2022

Published On: 01 SEPTEMBER 2022

Abstract

The purpose of this study is to find out the education problems in rural area because education is fundamental needs like food, cloth, shelter and health so, the study is aimed to study about problems of education in rural area such as social, economical, educational, political, administrative, and lack of physical infrastructure. The India is divided in three communities like urban, rural and tribal and rural community is developing community in India so the real India live in rural community, this saying is as true today as it was when the country got independence 75 years back. As more than half of the population of the country lives in rural community, rural development is an eminent factor for the development of our economy. The crucial motivating factor for the development of the economy in today's time is education field. Such as in the body of human being liver is responsible for the proper functioning of the body, in the same way education acts a backbone for the economy of country. To explore this significant role of education in India especially in rural community of India, therefore, this paper tries to explain the present condition of rural education, failures of rural education and problems being faced by the rural education. It also focused on the suggestions for improving the education system in rural areas.

Keywords: schools, problems, challenges, rural area, education



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I Introduction

In India, the right to education is a fundamental right which states that every citizen of India between the ages of 6 to 14 years get free and compulsory education. This provision ensures that every citizen of India should get education up to 14 years without any discrimination. But the reality is far different from this. The literacy rate in India is 77.7%. However, the literacy rate of urban region in India is 87.7% whereas in rural India it is only 73.5%. There are many reasons behind the difference between these two. Some of the challenges or problems are given as social problems like migration of parent, parental

literacy, phobia of harassment, lack of safety, early marriage; sibling care, housework and cultural beliefs. Economical problems such as poverty and financial problems,

Educational problems like quality of education, student teacher ratio, dropout of students, school distance, transport communication etc. Political problems like more funds should not be allotted for the development of the education system in India and corruption in recruitment of teaching staff. Administrative problems like, other duties apart from classroom teaching to teachers in rural areas like census survey, member of school management committee, preparation of mid-day meal, maintaining record as clerical etc, and problems of lack of physical infrastructure are no proper school building, insufficient classrooms, no proper electric supply, lack of toilet and urinal facilities for girls and boys students, lack of drinking water facilities, lack of playground and wall compound to school in rural areas.

II Review of Literature

Vikas Rawal (1) In this research noted on schooling infrastructure and on children's participation in elementary schooling in rural India. Through this study has focused some highlights of these data for 2008-09 are as, about 57 per cent of rural elementary (primary and upper primary) schools in India had less than four classrooms. The proportion of rural schools that do not have one classroom per grade is substantially higher. About 13 per cent of rural elementary schools in India did not have drinking water facilities. About 16 per cent of rural elementary schools in India did not have any toilet facilities. About 49 per cent of rural elementary schools in India did not have separate toilets for girls. About 70 per cent of rural elementary schools in India did not have electricity. About 14 per cent of all rural primary schools in India had only one teacher. **Rachel Williams (2013)[2]** in this study used the method of case study and in study took the interview of girl students in rural area which dropout from school. So through this study revealed that major problems of physical, mental sexual harassment of girls by boys in rural area whenever going to school due to the girls leave school. Second reason of dropout is transport or communication to school in rural areas **ASER (2013)[3]** In this report view the question regarding schooling status to teacher and also basic learning levels remain to primary students. In this report noted the major findings such as, in the study revealed that overall, enrollment numbers remain very high and 96% of all children in the age group 6 to 14 years are enrolled in school and this is the fifth consecutive year that enrollment levels have been 96% or more. In a study concluded that since 2010 there has been a significant increase in the proportion of schools with a useable toilet, from 47.2% in 2010 to 62.6% in 2013 and the percentage of useable toilets for girls has

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also increased from 32.9% in 2010 to 53.3% in 2013. Through this study explained that in 2010, 31.2% of all schools visited did not have a separate toilet for girls and this number has declined to 19.3% in 2013. In the study found that Overall, the percentage of schools with no drinking water facility has declined from 17% in 2010 to 15.2% in 2013. Teacher attendance in both primary and upper primary schools shows no change over the 2012 level of 85%. But student attendance shows a slight decline, especially in upper primary schools from 73.1% in 2012 to 71.8% in 2013. Among Std. III students in government schools the proportion of children able to read Std. I level text remains unchanged from 2012 at around 32%. Nationally, the proportion of children (age 6 to 14) who are not enrolled in school has decreased slightly, from 3.5% in 2012 to 3.3% in 2013. In a study searched that at the all India level, for Std. III, the proportion of children able to read at least a Std. I level paragraph has risen slightly from 38.8% in 2012 to 40.2% in 2013.

III Objective of study

In this present study the main objectives were

1. To study the socio-economic, cultural and educational administrative problems in rural area.
2. To find out the problems of schooling infrastructure and communication/transport facilities in rural area.
3. To highlight the measure for removing the problems of education in rural area.

VI Research methodology

In the present study followed only secondary sources have been used for collection and analysis of information for most of the qualitative and quantitative information for the country and state levels have been collected from published sources. The information has been collected from published and unpublished materials and through field of consultations. This study is mainly based on secondary data and emphasized is given to reviewing as many documents

V Result and discussion

In the present study is concluded the major finding that have emerged from secondary data was analysis and interpretation made in different points are as follows. In the rural areas have challenges like socio-economic and cultural problems so, parent of students have been migrated for employment and they did not send the girls due to the lack of safety, phobia of harassment, child or early marriage is major problems of school dropout of girls and another

reasons of school dropout is sibling care and housework therefore, girls are more school dropout compare than boys in the rural area.

In this study found that in rural areas have education problems and challenges such as lack of student- teacher ratio as per provision in RTE 2009 act, lack of quality teachers and teaching, dropout of students, school distance, and transport communication facilities etc. In this study is observed that the administrative problems in rural areas like teacher have other duties apart from classroom teaching such as census survey, member of school management committee, preparation of mid-day meal, maintaining record as clerical etc. Here is inferred that in rural areas have lack of goods leadership in political such as good vision for education so they not proper awareness about education and corruption in recruitment of teaching staff.

Here is revealed in present study that in the rural areas have problems and challenges of school infrastructure and transport facilities such as no proper building, insufficient classrooms, no play grounds, and no proper electric supply, lack of new teaching aids such as computers, power point presentation PPT and video audio aids and it is a great effective tools in classroom teaching but in primary school teachers are using the traditional teaching aids/ tools such as book, blackboard, chalk, duster, picture, map, graphs, and charts in the classroom. In the rural area has problems of communication or transport facilities for students and teaching staff to travelling from home to school distance, therefore these are education problems and challenges in rural areas,

VI Suggestions

- 1) Teachers should not give the workload apart from classroom teaching it must be reduce other duties from teachers.
- 2) To recruitment of teaching and non-teaching staff in education and control political interference and involvement.
- 3) To improve the school and physical infrastructure in rural areas.
- 4) To use new education aids and must be started semi-English medium school in rural areas by government.
- 5) The educationists, planners and administrators, must develop urgent plan to eliminate those problems of education facing in rural areas which is essential for quality enhancement of school education.

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Website for more resources

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