



Revisiting the Rural Education and Their Attainment Towards Societal Development: A Comparative Study of Maharashtra State

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Abstract. Rural development is crucial to the growth of our economy because villages house more than half of the country's population. Education is today's primary driving force behind the growth of the economy. In the same way that the liver is responsible for the body's proper functioning in the human body, education serves as the economy's backbone. This paper attempts to explain the current state of rural education, the failures of rural education compared to urban education, and the challenges that rural education faces in order to investigate this significant role that education plays in India, particularly in rural India. It also highlighted various government initiatives and some suggestions for improving local or distance education systems. Although the conditions of rural schools in India are still very poor, the state of rural education is still improving. The primary data were gathered from 75 school teachers through the use of Google forms and a well-structured questionnaire. The majority of rural schools do not provide drinking water, and children must travel long distances to access these facilities. There are very few schools in these areas. Additionally, education is of a very low standard. In order to improve literacy and education levels in rural India, efforts are being made to develop rural schools. In India the main purpose of Such schools is to improve literacy in rural areas.

Keywords: Society Development · Indian education system · Rural education

1 Introduction

A crucial component of pastoral development is universal introductory education. Individuals with some educations are more likely to grow crops and have a better chance of finding work outside of the ranch. The pastoral sector also benefits from the public frugality's overall development and the complete eradication of poverty, both of which require basic education. However, pastoral primary seminaries in countries with low in-come frequently suffer from poor quality due to their distance from the ministry of education's central services, which distribute educational funds. Additionally, pastoral families cannot afford the direct cost of education or the occasion cost of sending their children to low-quality seminaries for extended periods of time because the public

education model was developed in a civic setting (Miller, 1995) [3]. Over the past ten years, governments have worked with the World Bank and other international financial institutions to provide all children, even those in remote pastoral areas, with a high-quality primary education. As a result of the piloting of a number of pastoral seminary models, preceptors are getting a better understanding of the fundamentals of providing high-quality education in pastoral settings.

The most important aspects are the academy's original voice in its offerings and governance (often in the form of community seminaries), the recruitment and support of qualified preceptors, conforming the class to a pastoral setting while remaining within the public system, assisting those unable to pay for academy, and budgeting for the full cost of building new seminaries. The World Bank's track record when it comes to drag-porting pastoral seminaries is mixed. However, pastoral primary education is currently reaping the benefits of experimenting with brand-new models supported by the Bank [2]. Because it is essential to comprehend the distinctive characteristics of pastoral settings, to which seminaries must be responsive, and to support interventions that enhance pastoral seminaries and their grounding in a pastoral environment, the education specialists at the Bank could benefit from collaborating with their associates in pastoral development (Nagaraja, 2013) [5].

1.1 Rural Area Schools

Due to the allotment of land in pastoral town lets is within the authority of traditional leaders and their councils, preceptors who live in pastoral communities cannot assume that the houses and plots granted to them will be theirs to sell or leave. Consequently, they typically reside in nearby municipalities, 36 km from their educational institutions. With their casing subsidies, they can purchase freehold parcels there, and their own children attend the academy there (Nagaraja, 2013) [5]. The preceptors' arrival and departure times at the academy are impacted, as are students' opportunities for after-hours support, community life knowledge, and participation in community conditioning.

1.2 Purpose of the Study

The purpose of this paper is to provide specialists in rural development with an overview of basic education in primary schools in rural areas, as well as what is being done to improve it and how they can help. Although experts in rural development should not anticipate including primary school components in their projects, they should be able to consider ways to incorporate these schools into integrated rural development strategies. With a thorough understanding of the issues that confront rural primary schools, models that hold promise for improving these schools, and the principles that ought to guide reform of rural education, specialists in rural development should be able to evaluate the viability of their own projects and activities that would facilitate improvement of rural schools. We hope that this will lead to partnerships between the Rural Development Family and the Human Development Network that will enable educators to reach locations that they would not be able to on their own. Main objective of the study is to investigate the factors that contribute to the educational advancement of scholars in state's rural areas.

2 Review of Literature

Moulton (2001) [4] analyze in her report “Improving education in rural areas: Guidance for rural development specialists” focuses on basic improvements regarding rural education in south Asian countries. Schools in rural areas can be found in provincial capitals and towns far from the capital, as well as in sparsely populated areas that are typically located between villages and distinct from any one village. Temporary schools for populations that move around are even further along that end of the continuum. Rural schools can typically be distinguished from urban schools by characteristics, despite the significant differences between rural areas and their educational institutions.

Miller (1995) [3] elaborate in his paper titled “The Role of Rural Schools in Community Development: Policy Issues and Implications” community-wide support for youth’s community-based learning opportunities, enhances social capital and helps youth appreciate their rural communities. Foxfire, stream ecology monitoring, and entrepreneurship are examples of successful community-based approaches that have identified characteristics for successful implementation. Gardiner (2017) [1] discussed in his report on “Education in Rural Areas” The education system under apartheid was racially and linguistically segregated, and it was staffed and funded in ways that benefited white people while displacing black people. After combining this into a single democratic system, the Department of Education is determined not to recognize “rural education” as a separate category. Rural schools do exist, and education does take place there. However, these schools adhere to the same national laws, policies, curriculum, and service standards as all other public schools in the country. Realities on the ground, like the circumstances in rural schools, can only be addressed specifically at the district and provincial levels [6].

Latopa (2015) [7] discussed in his report on “Analysis of values and Principles of Community Development: A Response to the Challenges of Building a new Nigeria” In discussions of development, community development is a significant phenomenon. It involves working together to improve people’s well-being and advancing development objectives. Core values and principles of community development have not been able to influence or achieve development goals in Africa’s developing nations, according to some current circumstances and researchers. Using secondary data, a variety of related literature was looked at to figure out the problems that the values and principles of community development face when building a new Nigeria in order to figure out what’s causing them.

3 Research Methodology

The purpose of this exploratory study is to determine the factors that contribute to rural students dropping out of school. The study will look at how satisfied people in society are with education. The study paints a clear picture of the state’s education system right now. A chi-square test and Standard Deviation is a statistical test used to compare observed results with expected results by Using excel. The purpose of this test is to determine if a difference between observed data and expected data is due to chance, or if it is due to a relationship between the variables which are studying. The primary data were gathered from 75 schoolteachers through the use of Google forms and a well-structured questionnaire.

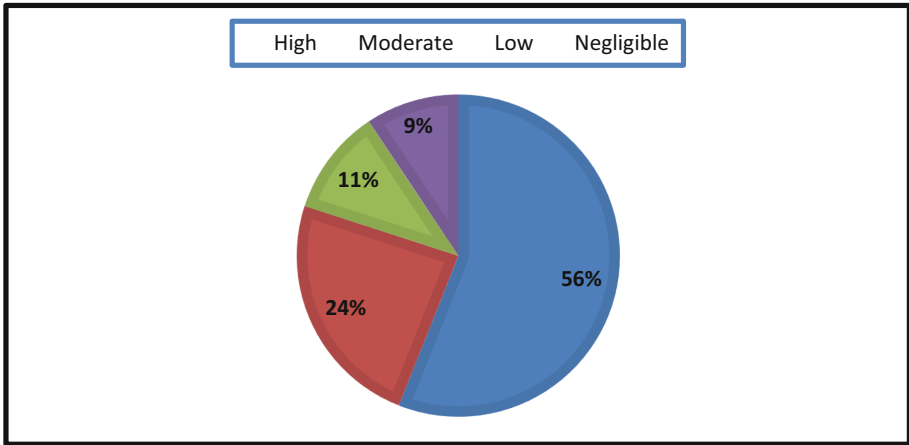


Fig. 1. Impact of Changes in Pattern and Curriculum on Students Improvement

4 Result and Discussion

The results from the sample of 75 schoolteachers shows that there is high impact of changes in pattern and students' improvements. The finds are presented in the Fig. 1. The Chi-Square results also shows that there is positive relation between the changes in pattern and development of students Improvement. The 64 percent of schoolteachers expectations from the education institutes is financial support from the government to improve the students improvement.

The research shows that 87% of Respondent said that the Financial Stability is important parameter for Teachers to work in this institutes and schools. 13% of Teacher focused on the student's development. 100% Teacher said that there is impact of values and beliefs on the community development in rural areas. 46% said that Involvement of community will make impact on educational institutions as well as students. 44% Teacher said that there should be student's engagement for their development in educational institution. Location of schools in rural areas will make important place for exercising the option of education in rural areas. 67% respondent said that Teachers are the Supporter for the students as well as community in rural area.

5 Recommendation and Conclusion

This research highlights a variety of proven strategies for community involvement in school governance. In the reviewed models, it finds that participation has a positive or, at the very least, neutral overall effect on students, schools, and communities. However, school autonomy and community involvement are not cure-alls; Possibilities for participation do not always result in positive outcomes. Access to a space for participation sometimes contributes to community inequality and perpetuates the marginalization of some citizens. This is in part due to the continued use of participation as a technical input in development processes and a lack of investment in truly building communities through

participatory processes that incorporate the rich, diverse, and chaotic messiness that ten times typify communities. A framework that views students, parents, and communities as citizens with rights and the right to participate is necessary for this.

Despite its flaws and clutter, the rights-based perspective offers a framework to rethink community participation. Schools are one way to achieve community participation in realizing rights. A more equitable distribution of power and empowered communities that help shape social processes and institutions, including schools, are among the implications for education, communities and societies as a whole. As society seeks solutions to better educate its youth this snapshot of a small rural community and how rural public schools influence the rural culture of the community, including beliefs and values related to education. Participants felt that public schools in these rural community strengthened their values and beliefs and provided quality education to children in a more comprehensive and individualized way than urban schools.

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