

CHALLENGES & SUGGEST ACTION PLANS FOR ENHANCING QUALITY EDUCATION FOR GIRL CHILD IN RURAL SCHOOLS

Dr.Jagtap Manisha V.

Asst.Professor,IDEAL, NorthMaharashtra

University,Jalgaon

ABSTRACT

Education seems one of the major enterprises of the 21st century to cater the needs of individuals in global economy and knowledge society. In the past five decades and more, many rural development programmes have been launched. The aim of these programmes have been to cover all the facets of rural life such as agriculture, animal husbandry, roads (communication facilities), health, education, housing, employment and nutrition. Recently, government undertook several schemes for enhancing girl child education. For example, free education for the girl students up to higher secondary level, stipend for the girl students up to secondary level, etc. These initiatives certainly had significant impacts on girl child education.

In many developing countries of the world, rural areas are the most populous and are the most neglected region in the provision of basic amenities such as good roads, primary and affordable health care, electricity supply, potable water, well-equipped schools and other essential infrastructural facilities. According to Ministry of Rural Development,GOI(2014), more than half of the world's population and more than 75% of the world's poor are in rural areas where hunger, illiteracy and low school achievement are commonplace. Education for a large number of people in rural areas is crucial to achieve sustainable development.

Swami Vivekananda voiced "Education is the process of bringing out the potential that is latent in every human being." He enlightened that the very essence of education is concentration of mind, not the collection of facts. India has shown significant progress in the field of education since independence. But due to some obstacles the facilities are not reach to the grass root level because of gap between knowledge,implementing procedure, attitudes & so many reasons.This paper aims at explaining the essentials of education in the rural areas through enhancing literacy, business skill and social awareness. The paper also identifies possible barriers,suggesting plans as tools to enhance quality of rural schools.

Keywords: Rural school, Girl Education, Empowerment, Challenges, Action Plans

INTRODUCTION

Food,Cloths, Shelter are basic needs of human beings, but now a day's scenario has been changed .Education is also essential need for survival & development of any country in the 21st century will be determined by the level and growth of its human capital which investment in

education forms a major component. It is therefore important that every child, whether in rural or urban community, equally benefits from quality basic education.

The **Ministry of Rural Development** administers schemes aimed at creating sustained employment opportunities to secure a certain minimum level of employment and income for the rural poor. India could well become one of the largest economies in the world, it is being hindered due to a lack of women's participation. During this period, various socio religious movements led by eminent persons like Raja Ram Mohan Roy, Iswar Chandra Vidyasagar emphasized on women's education in India. Mahatma Jyotiba Phule, Periyar and Baba Saheb Ambedkar were leaders of the lower castes in India who took various initiatives to make education available to the women of India.

Most of all the elementary schools in rural areas are located one by one in the central village, so students living near the village can attend school. But, it's hard to go to the school because the schools are also going to be merged together into a school. Parents of student don't have time to teach their children enough or take care of them because families in farm villages are very busy with agricultural affairs. Moreover, families in farm villages have a difficulty because of high educational expenses in comparison with families of urban areas. However, it is obvious that the rural education environment is much poor than urban areas' from the score gap between urban and rural areas.

OBJECTIVES

1. To study the status of education in rural areas in India.
2. To identify the challenges for girls taking education through rural School
3. To study the provisions of Government for educating the girl child.
4. To find out best possible remedies to enhance & provide quality education for girl child through rural schools.

METHODOLOGY

In this paper the research is based on secondary data. The data is taken from different research reports, journals, websites and research papers. The research is based on the study of Gross Enrollment Ratio (GER) of education in Urban and Rural areas of India.

STATUS OF FEMALE LITERACY

Mahatma Gandhi opined that "Illiteracy is a curse in our country" and the lack of universal illiteracy is one of the major factors which has thwarted total development in India since independence. As per 2011 census, literacy rate in India has been reported as 74.04% with a 14% increase to that in 2001, whereas the hike is maximum for rural women at 26% in the last decade, which may be attributed to literacy mission of Government of India. Overall female literacy rate in India much lower than that of male literacy rate. The female literacy levels according to the Literacy Rate 2011 census are 65.46% whereas the male literacy rate is over 80%. The adult literacy rate (15+) for male has increased from 73.4 to 78.8 whereas increase in adult literacy is

more in case of females from 47.8 to 59.3 from 2001 to 2011. In 2011, just half of the rural adult females are literate against 76.9% urban females. 88.3% urban adult males are literate against 74.1 rural adult males. (Source: Census of India, Office of Registrar General, India. For 1951, the population male, female and persons refers to effective literacy rates and the breakup of Rural, Urban and male- female components are crude literacy rates.)

The Gross Enrolment Ratio (GER) for girl child from the primary level to higher education as per given below.

Gross Enrolment Ratio (GER)

Levels	Boys	Girls
Primary (I-V)	98.1	100.6
Upper Primary (VI-VIII)	84.9	90.3
Elementary (I-VIII)	93.3	96.9
Secondary (IX-X)	73.5	73.7
Senior Secondary (XI-XII)	49.1	49.1
Higher Education	22.3	19.8

Data Source: For School Education: U-DISE-2013-14 (Provisional),
For Higher Education: AISHE-2012-13 (Provisional) Report

In above table the girl enrolment ratio from primary to higher level. Figure shows from 100.6 to only 19.8. It is really worrisome status.

TODAY'S POSITION OF RURAL SCHOOLS:

The findings of Annual Status of Education Report main findings in January 2015. ASER is an annual household survey to assess children's schooling status and basic learning levels in reading and arithmetic in India. & one government school in each sampled village is also visited. In rural schools status of education is very poor. They found that,

- 96.7% of children (in the age group 6- 14 years) are enrolled in school in rural India.
- In some selected states near about 20% Girls (11-14) currently not enrolled in school.
- Apart from this level 2nd to 5th grade Children who can read at StdII level (or higher) is about 48%.
- 32.5% Children in StdII who cannot even recognize letters as yet.
- Close to 20% children can only read letters or not even that.
- 14% can read words but not sentences.
- 19% can read sentences but no longer text.
- 20% Children in Std II who do not recognize numbers 1-9.
- 40 % Children in Std III who do not recognize numbers till 100.

This is serious issue in rural school. Strong focus is needed to ensure that basic skills are built in these early years. Without basic skills, they cannot progress in school. As per findings in rural

schools not taking care on girl education. Literacy. While going through various research findings, literatures many questions are coming in my mind. Finally I compare those studies two scenarios are came in front of me. That is, from before independence endeavors are for to educate girl child & after independence effective schemes implemented for girls education, spend lot of money on those schemes for better development of rural schools. Till today we face problems.

LITERATURE REVIEW

Based on the research findings of the 1960s on the importance of human capital in economic development and in the 1970s and 1980s on the relationship between educating girls and lowering birth rates, the international community shifted its investment policy during the 1990s & 21st century to provide more support to basic education. Schools in rural areas range from those in provincial capitals and other towns remote from the capital city to those in sparsely populated areas, usually situated between villages and isolated from any one village. In spite of notable differences in rural areas and rural schools, the schools can generally be characterized by features that distinguish them from urban schools.

Several steps had taken during the British period and since Independence to promote women's education. Yet because enrolment of girls is poorer than that of boys in a situation of similar socio-economic background almost everywhere, it is pulling down the results of achievement of universal primary education to bring more and more girls in to schools and see that they are there for an essential minimum period requires the backing of the community and a host of support services.

The Education Despatch of 1854, women's education was given greater importance by starting schools for girls wherever possible. Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, Keshav Chandra Sen, D.K. Karve and Rabindranath Tagore among others, were great advocates of women's education. In 1882, the Indian Education Commission, also known as the Hunter Commission, advocated *zenana* education for women within the home in sex segregated societies. It had emphasized the need to have a different curriculum for girls in tune with the role they were expected to fulfill. The early years of 21th century saw remarkable activity on the women's education front when many women missionaries came to India and gave a boost to women's education.

Beena Shah (2000) shared the result of a study on women empowerment in India from the educational dimensions. She stated that only a small proportion of women could continue their education after VIII Class. **Mrinal Pande** (2001) conducted a study on invisible world of adolescents. The study reveals that the majority of our young, especially unmarried girls have no access either to institutionalized information, help or service that will help them cope with the normal problems of adolescence. **Sethy** (2002) argues that participatory development communication and effective facilitation by development agencies is required for better participation of the weaker sections of the society. **National Council of Educational Research and Training (NCERT)** to advise and assist the Ministry of Human Resource Development,

Government of India and Departments of Education in States/ UTs in formulation and implementation of their policies and major programmes in the field of education, particularly for qualitative improvement of school education

National Council of Teacher Education (NCTE) The National Council for Teacher Education, in its previous status since 1973, was an advisory body for the Central and State Governments National Policy on Education (NPE), 1986 and Indian School Education System the Programme of Action thereunder, envisaged a National Council for Teacher Education with statutory status and necessary resources as a first step for overhauling the system of teacher education. NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at preprimary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses. In addition, many rural communities lack the professional help, and support, governance structures, books and learning materials that they need to provide the necessary support and care for learners.

OBSTACLES TO LESS PARTICIPATION OF GIRLS IN RURAL SCHOOLS AS UNDER

- Permeating effects of poverty
- Cultural practices
- Biased curriculum
- Lack of female teachers to provide a safe school environment and serve as appropriate role models
- Lack of safe means of getting to school
- Absence of separate toilet facilities for boys and girls
- Challenge, related to the time issue, is the long distance teachers had to travel for professional development opportunities.
- “Knowing whether or not a workshop offered quality research-based information has been a great challenge.” One kindergarten teacher said her greatest challenge was “finding workshops that were more than fluff.”
- Many rural households in some areas depend on their children for help during busy times of the agricultural year.
- Parents in rural areas often have a lower level of education attainment and may attach a lower value to schooling. Parents are not able to help their children with homework or

preparing for tests, because of their low level of education. If parents are not educated themselves, they will have less ability to provide educational support for their children.

- Homes in rural areas are often ill-equipped to meet the educational needs of children and often lack facilities like electricity. Children have less parental encouragement to go to school.
- When learners attend school, they find the curriculum less relevant and attractive to their lives, and learners may receive less support for their learning from home.
- Career advancement and opportunities for further studies are often unavailable or very difficult to come by in the rural areas.
- One of the biggest deficiencies among primary teachers is in teaching maths. Several studies show primary teachers lack the necessary procedural understanding of the mathematical or scientific concepts they are required to teach, which creates anxiety when teaching these subjects. Research shows that this may have a negative impact on female student achievement.

GOVERNMENT PROVISIONS TO ENHANCE QUALITY EDUCATION IN RURAL SCHOOLS:

Here I mentioned a few provisions to take education for girl child

- **Article 21-A** of the Constitution of India and its consequent legislation, the Right of Children to Free and Compulsory Education (RTE) Act, 2009 became operative in the country on 1st April 2010. Every child has a right to elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards specified in the RTE Act.
- **Govt of India provision on school education**-(22 <http://india.gov.in/spotlight/union-budget-2014-2015>)The education sector in India has in recent years witnessed a host of admirable policy initiatives from the central government. The budget has special focus on education of the girl child with the BetiBachaoBetiPadhao scheme and the resolution of providing one hundred thousand girls toilets and drinking water facilities in schools targeted to benefit 10 million girls in the first phase hoping to reduce dropouts in the process.
- **Padhe Bharat Badhe Bharat.** The programme was launched on 26 August, 2014 to improve learning outcomes particularly in class I and II.
- **National Scheme of Incentive to Girls for Secondary Education (NSIGSE).** The Centrally Sponsored Scheme “National Scheme of Incentive to Girls for Secondary

Education” was launched in May 2008 with the objective to establish an enabling environment to reduce the drop-outs and to promote the enrolment of girl children belonging mainly to SC/ST communities in secondary schools.

- **Kasturba Gandhi Balika Vidyalaya (KGBV)** 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. KGBVs provide for a minimum reservation of 75% seats for girls from SC/ST/OBC and minorities communities and 25% to girls from families that live below the poverty line.
- **Saakshar Bharat (SB)**, is the new variant of the National Literacy Mission. Initially, the scheme was in operation till 31.3.2012, now Saakshar Bharat programme has been included in the XII Five Year Plan (2012-17). The principal focus of the programme is on women, SCs, STs, minorities and other disadvantaged groups.
- **Model Schools Scheme** for setting up of 6000 Model Schools at Block Level as benchmark of excellence:- The scheme envisages providing quality education to talented rural children.
- **Pandit Madan Mohan Malviya National Mission for Teachers Training** The Scheme will address all issues related to teachers, teaching, teacher preparation, professional development, curriculum design.
- **Jawahar Navodaya Vidyalaya.** The National Policy on Education, 1986, envisaged setting up of pace setting residential Navodaya schools with an aim of providing excellence coupled with equity and social justice. With the objective to provide good quality modern education to the talented children predominantly from the rural areas without regard to their family's socio-economic condition.

Above mentioned schemes are innovative, but as per observation some lacunas are in implementing process. Properly not reach to grass root level. That is why rural schools faced lot of problems.

ACTION PLANS/SUGGESTIONS

Now it's a time to take needful action to overcome the barriers in rural education. So in this paper I focused on only girl child education especially who enrolled in rural schools. My opinion is that empower rural school is urgent need. I would like to suggest action plans & suggestions to teachers, parents, policy makers, related authorities to take strict action for fulfilling the purpose of provide education to all.

1. Education for All goals, the government must urgently address the issue & relating to the provision of adequate infrastructural facilities and teacher capacity building.
2. Local leadership should include professional development training and support for principals to attend workshops and conferences.
3. **Follow the procedure for Selection of teacher**
 - Check attitude, aptitude and personality
 - Check attitude, aptitude and personality
 - Check overall academic ability and literacy:– Tests evaluate the ability to process information, think critically
 - Check suitability for teaching: Interviews look for motivation to teach, motivation to learn, communication skills and emotional intelligence.
 - Check suitability for teaching: Group exercises and teaching demonstrations test communications and interpersonal skills.
 - Appointment should be on performance based
 - Give starting appointment on conditional that,
 - compulsory based for minimum three years in rural areas to do better work then Authorities think to continuation.
4. Compulsory do two action research related quality enhance of rural education. Governing body should take responsibilities to monitoring this activity. & give report to concern authority.
5. Promote collaboration with urban schools to Encourage interdependence and mutual responsibility among rural teachers.
6. Support a streamlined process for teachers who have the appropriate skills and wish to gain a dual qualification.
7. Establishment of research centers & Quality Education Fund (QEF) to support priorities for research aligning with curriculum, assessment, and pedagogy reforms at the school level. The QEF has funded research to improve pedagogical practices in different subjects, which can inform teacher training.
8. Global exchange and teacher networks.
9. The focus on "out of school" girls and the levels of learning among girls in schools has heightened as the nation moved closer to near universal enrolment.
10. Teacher should take initiative to teach students with the help of various aids, using methodologies, familiar with technology. Because earning has shifted from monologue to dialogue i.e. Participative learning took a lead and education is seen as a right and as a mechanism for self-actualization.

11. These should include scholarships for certified teachers seeking advanced training while working in a rural area. Apart from the advanced training, rural teachers should also have access to distance learning, seminars and workshops.
12. In addition, special training opportunity, especially on multi-grade and rural specific teaching methods and techniques, must be organized from time to time for rural teachers.
13. NCTE & NCERT should add separate compulsory paper on 'Rural Education' with attached practical perspective at D.Ted,B.ed, M.edlevel.

CONCLUSION

Reviewed various studies, research papers and articles discussed in similar topics. I conclude that, rural education is very central to achieving national priorities for economic growth and development. If provided with quality, it will build people for a strong rural economy. Education of women is the most powerful tool of change of position in society.

For overcoming barriers our government had taken innovative approach for better development of rural schools. I hope that policymakers in education will find this report useful and will pay due attention to the peculiar needs of rural education in their respective countries.

REFERENCES

1. Annual report (2014-15), Ministry of rural development, GoI,
2. Annual Report (2014-15), Department of School Education and Literacy Department of Higher Education, MHRD, GOI.
3. ASER, (2014). Annual Status of Education Report.
4. Badri Narayan H.S, LalRoshan, Batra N.K, 2010, Women Entrepreneurs As Change Agents in Society, The Indian Journal of Technical Education, Vol.33, No 1, January-March 2010, pp 78-83
5. Census of India, Office of Registrar General, India.(2001-2011)
6. Dhanoa Ritu., (2012). Violation of Women Human Rights in India, Res. J. International Journal in Multidisciplinary and Academic Research ,1(4), 1-8.
7. Das Ira. (2013). Status of Women: North Eastern Region of India versus India, Int. Res. J. International Journal of Scientific and Research Publications, 3(1).
8. Educational Statistics AT A Glance (2014-15) MHRD, GOI.
9. Miller, Jane E., and Yana V. Rodgers. (2009). "Mother's Education and Children's Nutritional Status: New Evidence from Cambodia." Asian Development Review 26 (1): 131-65
10. Starr, K. & White, S. (2008). The small rural school principalship. Key challenges and cross-school responses. Journal of Research in Rural Education, 28(5), pp1-12.
11. Wright, K.A. (2007). Reenergizing small communities: a vital role for rural schools. The Education Forum, 71(4), pp 345-360.