

Rural education and Globalisation: A Critical Analysis

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Abstract

Majority of India still lives in villages and so the topic of rural education in India is of utmost importance. A survey named called the Annual Status of Education Report (ASER), shows that even though the number of rural students attending schools is rising, but more than half of the students in fifth grade are unable to read a second grade text book and are not able to solve simple mathematical problems. Poverty is another setback. Government schools are not as good and private schools are expensive. This results in a very low number of students actually clearing their secondary education and taking admission in colleges for further studies. So the drop-out-rate at the secondary level is extremely high in villages. Only parents who can afford college education send their kids to secondary schools. If parents are not able to send their wards for higher education then all their previous efforts get wasted as completing just secondary education means a low paying job and the person is again struck in the same never ending cycle of money, life and poverty.

Globalization is believed to affect most the earnings and the living standards of people in the urban areas. NGO's and several organizations are studying the impact of globalization on value system and employment. People describe its impact in relation to literacy, skills, growth and development mostly on urban life but its effect on rural livelihood that impacts more than 60 percent of Indian population is seldom discussed. Globalization has no impact on rural life as standards of living are suboptimal but migration of people is taking place and poor people are moving to urban areas in search of employment. Through this paper the efforts have been made critically analyse the nature of globalization and how it is effecting rural education and to suggest some recommendations with regard to them.

Keywords: poverty, globalisation, literacy

Introduction:

Education enables an individual to look at society and its aspects with a wider perspective. Without education, people are unable to develop the basic sense required. Around three fourth of the country's population belong to the rural area. With literate and educated rural Indians, our country might emerge as a developed nation. Considering India's earlier state, rural education condition has been still improving. However, the rural school have been suffering a lot. The schools in rural regions are very few at different far off places and children residing in one village don't prefer travelling, considering it as a waste of their time and money. The problem of commuting becomes a main drawback for these schools.

The condition of schools is such that they don't provide the students with clean drinking water. The education quality is also not up to the mark. Because the teachers there are paid lesser, they tend to get reluctant towards their teaching or prefer remaining absent for the day. Most of the times, the teachers selected to teach are also not very well qualified to educate the rural children. Method of teaching also lacks in all aspect. Most of these schools have a very poor or mediocre infrastructure. Hence, the students are deprived of the essential facilities like sports educations, extracurricular activities and basic computer training classes. One of the most serious problems is that the number of school dropouts is increasing in these areas.

Majority of India still lives in villages and so the topic of rural education in India is of utmost importance. A survey named called the Annual Status of Education Report (ASER), shows that even though the number of rural students attending schools is rising, but more than half of the students in fifth grade are unable to read a second grade text book and are not able to solve simple mathematical problems. Not only this, the level of maths and reading is further declining. Though efforts are being made, they are not in the right direction. The reason cited for this problem in surveys is the increasing number of single classroom to educate students from more than one grade. In some states attendance of teachers and students is also declining. These are a few reasons why schools have failed to educate rural India. Globalization is believed to affect most the earnings and the living standards of people in the urban areas. NGO's and several organizations are studying the impact of globalization on value system and employment. People describe its impact in relation to literacy, skills, growth and development mostly on urban life but its effect on rural livelihood that impacts more than 60 percent of Indian population is seldom discussed. International trade has registered manifold increase (3-4 times or more) as a proportion to Gross Domestic Product (GDP) compared to eighties. Two decades earlier, restrictions were in force on foreign trade, exports, imports, foreign direct investment, and technology transfer etc. to protect Indian economy for self reliance. With the implementation of New Economic Policy of Indian Government, many processes involving privatization, liberalization and globalization got automatically initiated. However, this action is understood to have taken place to get more financial assistance from international funding agencies like International Monetary Fund and World Bank. Opening of Indian markets to multinational companies (MNCs) has helped introduction of new technologies but it is believed to take place at the cost of gradual withdrawal of farm subsidies to Indian farmers.

Present Scenario of Rural Education:

Rural Education Helps Indian Economy: According to 2011 census, India's population is around 121 crore. Three fourth of this population can become the nation's strength, helping the economy to grow. More the rural India learns and sharpens its skills, the better it would help the economy. Mahatma Gandhi had also said that India cannot progress unless the villages progress which is very much applicable. Rural education will prepare India for a better tomorrow.

Literacy Rate: There is heartening news in the latest census. India's effective literacy rate has recorded a 9.2 per cent rise to reach 74.04 per cent, according to provisional data of the 2011 census. Effective literacy rate in the 2001 census was 64.83, which has improved to 74.04. Pace of increase in Female Literacy Rate is perceptibly higher in Rural areas. It has increased from 46.13% in 2001 to 58.75%

in 2011. Gender gap in Literacy Rate has narrowed down considerably over the Censuses but continue to be high (19.81). This gap is largest in Rajasthan (31.2 points).

Literacy Rate Census 2011

Resident	Sex	2001	2011	Change
Rural	Person	58.74	68.91	+10.17
Rural	Males	70.70	78.57	+7.87
Rural	Females	46.13	58.75	+12.62

Initiatives by Government for Rural Education: The rural population accounts for a little more than 70% of India's enormous population. Hence, it is extremely essential that the government takes appropriate initiative for the welfare and betterment of rural India. Mahila Samakhya is one such scheme which mainly focuses on the women's literacy from rural areas. Under this scheme, the rural women are asked to attend meetings and seminars for better awareness. Presently, the National Bal Bhavan has 10 and 68 affiliated bal Kendra and bhavans respectively. This scheme includes social as well as educational activities. This scheme also helps in recognising the children's talent for specific educational stream. Another flagship scheme 'Sarva Shiksha Abhiyan' is in process of being implemented for education in every district of India. This scheme primarily focuses in providing appropriate elementary education to all the children within the age group of 6-14 years by 2010. This programme will mainly cover educational needs for girls, and scheduled caste and scheduled tribes. Due to this programme, many new schools will open in places that did not have facilities and proper infrastructure.

Issues related to rural education in the light of globalisation:

Quality and access to education is the major concern in rural schools as there are fewer committed teachers, lack of proper text books and learning material in the schools. Though Government schools exist, but when compared to private schools then quality is a major issue. Majority of people living in villages have understood the importance of education and know that it is the only way to get rid of poverty. But due to lack of money they are not able to send their children to private schools and hence depend upon government schools for education. Above that, in some of the government schools there is only one teacher for the entire school and if they don't show up at work, then it is a holiday. If the quality along with number of teachers and, those too committed teachers can be improved in these schools, then aspiring rural children and India can fulfil their dreams of doing something great.

Some government schools in rural India are overly packed with students, leading to a distorted teacher-student ratio. In one such remote village in Arunachal Pradesh there are more than 300 students in class X which makes nearly 100 students in each classroom. In such a situation it is impossible for teachers to pay full attention towards each and every student, even if they are willing to help.

Every village is not provided with school which means that students have to go to another village to get education. Owing to this parents usually do not send their daughters to school, leading to a failure in achieving rural education in India.

School buildings are available in few villages but number of teachers is inadequate in primary schools. Benches, boards and other facilities are of sub-standard quality. There is, however, one positive

development that girls are attending the schools in the villages. Also the number of students attending graduate and post graduate courses is increasing but awareness among students from rural areas lacks towards technical education and that is the single reason that most of the students from rural areas are unable to secure employment.

Critical analysis of Rural Education problem with Globalization:

Some section of people in India, basically poor and very poor ,tribal groups, they did not feel the heat of globalization at all.They remain poor & Poorest as they were. Increased gap between rich and poor fuels potential terrorist reaction.Youth group of India leaving their studies very early and joining Call centres to earn easy money thereby losing their social life after getting habituated with monotonous work.High growth but problem of unemployment. Multi party rule, hence political ideology intervenes globalization(reservation, labour law reforms).Price hike of every daily usable commodities

Technology: Technology has failed to percolate to villages in absence of electricity and other communication infrastructure. Few people know about the internet. However, well-to-do families have availed DTH and dish TV facilities. Mobile connections are increasing in rural areas but at slower pace. There are no small scale industries in villages to provide employment to educated youth. Government is trying to push the technological changes in the agriculture to make it a profitable venture. Efforts have resulted as success stories in selected cases. Lack of irrigation facilities in rain fed areas has blocked the progress of agriculture.

Culture and social values: India's real culture is still preserved in rural life. New advancement of technology has not much influence in rural areas. People still prefer to wear dresses of old fashion and celebrate festivals in old styles. Folk dances and folk songs are still popular among villagers. Culture is still untouched and unaffected by western influence. Globalization has no impact on rural life as standards of living are suboptimal but migration of people is taking place and poor people are moving to urban areas in search of employment

Poverty: Poverty is another setback. Government schools are not as good and private schools are expensive. This results in a very low number of students actually clearing their secondary education and taking admission in a colleges for further studies. So the drop-out-rate at the secondary level is extremely high in villages. Only parents who can afford college education send their kids to secondary schools. If parents are not able to send their wards for higher education then all their previous efforts get wasted as completing just secondary education means a low paying job and the person is again struck in the same never ending cycle of money, life and poverty.

Most textbooks are in English and since people in rural areas either speak their native language or Hindi, but not English that defeats the purpose. This results in lack of their interest in studies. Though some of the students from villages are really brilliant, as they have a wealth of practical knowledge and know how to survive even in very harsh conditions of life, difficulty in understanding their textbooks, lack of facilities and their poverty are a hurdle in their education.

Quality related issues are far powerful than poverty. Students are not at all encouraged to think but they are asked to memorize pre-defined questions for exams. So for many students clearing examination at the end of the session, passing their exam becomes more important than gaining knowledge. Also as per the new CBSE rule, every student is supposed to be promoted to the next class

irrespective of marks in their examination. Hence majority of students do not bother to study, which means a decline in their education level. Neither students nor teachers take any interest in studies which is why the level of education is declining in India despite many efforts.

The foundation to turn India into a strong nation has to be laid down at primary and rural levels and so the quality of education right from the beginning should be excellent. Education and text books should be made interesting. For rural students textbooks related to their culture, their traditions and values should also be there so as to create their interest in studies. The reasons behind so many drop-outs in spite of free education should be found out as this is a hurdle on the road to progress. Improvement in the condition of government schools, education quality, committed teachers and more salaries to these teachers should be part of development.

Electricity: Life in rural India is miserable due to non-availability of electricity. Several states in India claim that 40, 50 or even 100 percent villages have been electrified. But supply of electricity to villages that have been electrified is not more than 3-4 hours per day. It is big hindrance in development. Globalization is not going to make much difference to rural life until and unless electricity is supplied uninterruptedly 10-12 hours per days too these villages. Population pressure will always be there in cities until and unless electric supply is made to a threshold level in rural areas.

Technical and Vocational Education (age range 15–25 years): Technical and Vocational education and training in rural areas is limited and largely Out-of-date. It is clear, however, that technical and vocational education and training in India is almost exclusively delivered in urban settings: from the apex Indian Institutes of Technology (IITs), the six Indian Institutes of Management (IIMs), to the Seventeen Regional Engineering Colleges (RECs), ten of which have recently been re-named as National Institutes of Technology (NIT). Also included in this list are the 357 Industrial Training Institutes (ITIs), some of which are also used as Basic Training Centres (BTCs) for Apprenticeship Training Programmes to the 291 polytechnics and 24 women's polytechnics. The vocational education stream is quite small, enrolling less than three per cent of students at the upper secondary level, and those students that do enter this stream appear to be more intent on progressing to higher education rather than the labour market. The small provision made for technical and vocational education and training beyond the institutions listed above is almost exclusively in the non-government sector and comprises of NGO activities and programmes with a small for-profit informal training sector.

Higher Education (age range 19 plus): There is no higher education infrastructure in rural areas—learners in the countryside will generally travel to urban areas to access this provision. However, at least 10 universities are Offering students in rural areas the opportunity to study for degrees (under graduate and post graduate) through open learning. In addition to the open universities, there are a further 54 distance course institutes that provide programmes in a wide range of subjects. The distance learning facilitated by these institutions is done through a mixture of correspondence, instructional radio, and television and more recently, as technology has changed, videotaped lectures, DVDs, audiotapes and lessons sent through the mail and, of course, the internet. Live video instruction is the most popular and fastest growing delivery mode in the developed world and this technology is starting to be used in India also—there is insufficient data to confirm whether this technology is yet available in rural areas. Through open learning, therefore, India is able to relieve some of the ever-increasing pressure that is building up on higher education.

Infrastructure Surrounding Education Institutions in Rural Areas: Government has initiated several developmental programs for uplifting of living standards of poor people but full benefits have not reached to the targeted population due to corruption prevalent in administrative and political systems. Pradhan Mantri Gramin Sadak Yojna has resulted in road connectivity in rural India but roads are of poor quality and without drainage support. The importance of infrastructure for enabling children to come to school—not just a paved road and transport but also access to facilities such as water in the household so that the child, particularly the girl child, is spared the burden of water collection. Here, we explore in more detail how physical infrastructure supports the teaching and learning process and how, potentially, it can also help to improve education management.

Recommendations:

On behalf of this paper we want to suggest some recommendations for the upliftment of rural education. These recommendations cover only the issues discussed in this paper and are by no means exhaustive:

Match Available Skill sets to the needs of the Labour Market: The youth in rural areas will need to be trained to cater to the demands of the latest jobs available in the private sector. It is and Polytechnics, which are the pioneers in providing technical human resources to the public sector have outdated curricula that do not link effectively with the existing job market. Therefore new and flexible training solutions will need to be found, particularly in rural areas. This will require a major restructuring of the TVET system and how it is managed.

School and College Education needs to be more Oriented to preparing Students for Life, including the World of Work: This does not mean that basic education should focus on jobs. Schools should continue to provide students with a good general education, but one that has value in the job market. This will require the curriculum to lay emphasis on developing key skills such as communication, critical thinking and other life skills. India has lagged behind in the area of technical and vocational education and training and even today enrolment rates in it is and other vocational institutes is only about a third of that of higher education.

Awareness: People in rural areas have only a limited awareness of the job market or career options, and this is becoming a major obstacle to development, particularly as work opportunities are changing rapidly. Traditionally, the employment outlook in rural areas has been limited to government jobs and there has been little guidance in respect of the latest developments in employment opportunities in the private sector (formal and informal). Therefore, more emphasis should be given to the provision of information about training that is being provided, including the results of any appropriately validated evaluations of this training. There needs to be more emphasis given to market-led skill development to ease the miseries of underemployment in the rural areas on the one hand, and, on the other, to equip those migrating to cities with more marketable skills so that they can negotiate better wage rates and living conditions. This will require greater levels of partnership between the Government and the private providers of vocational education and training.

Conclusions:

Flowing with globalization ,India is shining in nearly every perspects.India is getting a global recognition and slowly moving towards to become a major economic and political strength. the development is progressing rapidly,still many basic problems like rural poverty,corruption and political instability remained unsolved.Main source of income in rural India is from agriculture since 55% income in rural economy is contributed by farming that keeps fluctuating depending on monsoon, government policies and subsidies. There is a difference between city and village student not in terms of brain or development but their initial environment, skills, learning ability, availability of infrastructure, and access to different facilities. All of these must be considered while making the curricula which should not be different but how it is going to be taught would make the difference. Encourage the genuine rural students who are interested in education and make them competent.

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