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PROBLEMS OF RURAL SCHOOL EDUCATION SYSTEM IN INDIA

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Abstract

Our government has made so many policies and amendments for uplifting the education standard. Our government is spending on education be to ensure that all children have access to government schools and to raise the quality of education in those schools. One of the major problems is quality of education due to education system itself and students. Present study is focused finding of teachers views regarding problems of rural issues.

Introduction

Major problems of our education system are lack of facilities, lack of awareness, and lack of teacher's interest. The critical aspect of Indian public education system is its low quality. The actual quantity of schooling that children experience and the quality of teaching them receive are extremely insufficient in government schools. A common feature in all government schools is the poor quality of education, with weak infrastructure and inadequate pedagogic attention.

Lack of number of schools makes development slow, which is linked with the development of the country. To widen Education the government is very much accountable to open schools not only in the urban areas but also rural areas as well. Along with the increased number of schools, the facilities also should be sensible. There are many schools even in some cities, which require lab and quality technology facilities.

Another reason for poor quality of education is the poor quality of teachers in government schools. Government schools are unable to attract good quality teachers due to inadequate teaching facilities and low salaries. To improve the quality of education, the government needs to spend more money on instructional facilities.

In India demand of teaching profession is declining. Since the payment criteria for teachers are dropping down, it pushes up many of them to switch to other field of job. This also forces upcoming students to swift their mind from creating a dream of becoming a teacher and understanding the value of sharing education.

Objective

- Finding of impact of lack of promotion to innovation as non developmental factor for rural schools in teacher's view
- Finding of impact of lack of infrastructural facility as non developmental factor for rural schools in teacher's view
- Finding of impact of lack of conveyance facility as non developmental factor for rural schools in teacher's view
- Finding of impact of lack of education of parents as non developmental factor for rural schools in teacher's view

Hypothesis

1. There is no significant impact of lack of promotion to innovation as non developmental factor for rural schools in teacher's view.
2. There is no significant impact of lack of infrastructural facility as non developmental factor for rural schools in teacher's view.



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3. There is no significant impact of lack of conveyance facility as non developmental factor for rural schools in teacher's view.
4. There is no significant impact of lack of education of parents as non developmental factor for rural schools in teacher's view.

Methodology

Descriptive survey method was applied for present study. 200 male and 200 female rural teachers were selected randomly as sample for study. They were interviewed regarding problems of school and slow development of education system in rural areas using self prepared questionnaire. Reasons for less development of rural schools was categorized as lack of promotion to innovation, lack of infrastructural facility, lack of conveyance facility and lack of educated parents. Obtained data was tabulated and comparatively analyzed using percentile tool.

Finding and Analysis

Table: Status of Reasons of Non Developmental Factor of Rural Schools in Teacher's Views

Non Developmental Factors	Gender of Teacher	Teacher's View %		
		Positive	Negative	No Response
Lack of Promotion to Innovation	Male	67	31	2
	Female	74	23	3
Lack of Infrastructural Facility	Male	77	21	2
	Female	74	21	5
Lack of Conveyance Facility	Male	68	28	4
	Female	71	26	3
Lack of Educated Parents	Male	64	29	7
	Female	73	24	3



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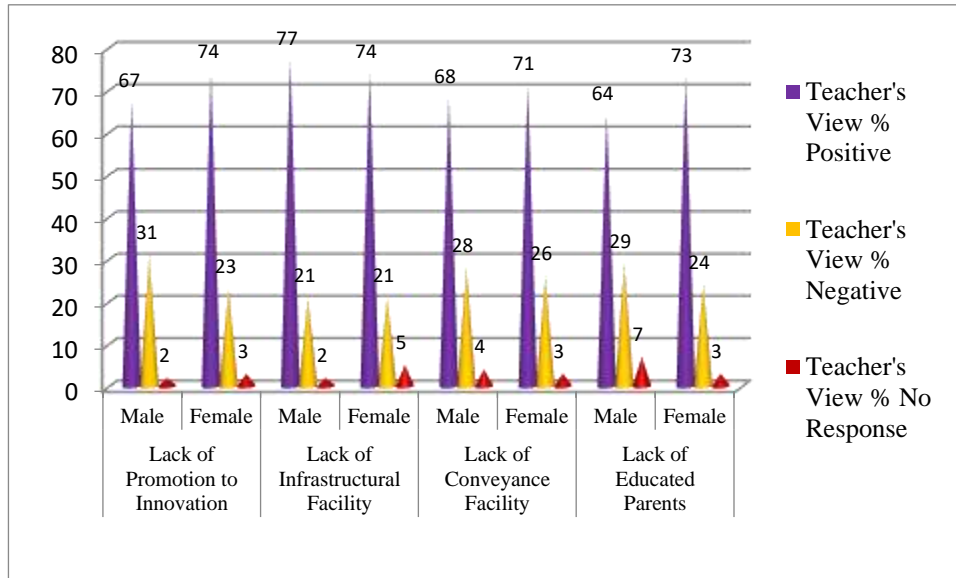


Chart: Status of Reasons of Non Developmental Factor of Rural Schools in Teacher's Views

Data table shows that regarding lack of promotion to innovation 67% male teachers express positive view and 31% negative view. 2% have not expressed their views. While 74% male show consent and 23% opposed. Hence hypothesis 1 there is no significant impact of lack of promotion to innovation as non developmental factor for rural schools in teacher's view is rejected.

For lack of infrastructural facility 77% male and 74% female show positivity while 21% male and female show negativity. Hence hypothesis 2, there is no significant impact of lack of infrastructural facility as non developmental factor for rural schools in teacher's view is rejected.

Teacher's views regarding lack of conveyance facility observed as positive views of 68% male and 71% female. 28% male and 26% female expressed negative views. Therefore hypothesis 3, there is no significant impact of lack of conveyance facility as non developmental factor for rural schools in teacher's view is rejected.

In the context of lack of educated parents, 64% male and 73% female exhibited positive thinking whereas 29% male and 24% female presented negative opinion. Thus hypothesis 4, there is no significant impact of lack of education of parents as non developmental factor for rural schools in teacher's view is rejected.

Conclusion

There are some optimistic ways for education system, where we can find students carrying innovative ideas and dreams, which they could deliver for the growth of the country. We have such potential teachers who have high skills to develop a responsible generation of youth. Getting of education should be easy. We need to promote alternate education so that the youngsters can pursue what they want. Scholarships, not just for the under-privilege students but also to the common people should be given.

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