

“Effect on ‘RURAL EDUCATION’ of Covid-19 in Bijnor district”

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ABSTRACT

Children in rural areas have been impacted by the virus, which has kept schools closed for almost two years, and their education. Because of the lack of access to technology, students living in rural regions are falling behind their urban counterparts in the classroom. The difficulties experienced by residents of the Bijnor area are indicative of those felt throughout India as a whole. They include, but are not limited to, inadequate infrastructure, high rates of poverty, an absence of internet access, and so on. This blog will investigate the effects of the coronavirus on rural India's educational system. Were the Education Policies implemented with enough vigour to prompt doubt before the further disruptions brought on by the coronavirus? What would happen if funding for rural schools was cut? The majority of rural America's poor live in food-dependent households whose members lack access to formal schooling. To fully understand the potential of digital education, we must also ensure that all students have access to the equipment they need to access digital information. The small displays of smartphones are not ideal for extended periods of study, and there are not many personal computers available to individuals in rural India. Teachers and students alike may be put off by the high cost of data plans, which is particularly problematic for real-time lectures. Having access to a laptop or smartphone may be helpful in the classroom, but many students either don't have one or only use it for a short period of time. As a result, education continues to be constrained by a lack of resources and tools. The lack of instructors or the high student-to-teacher ratio in rural regions is another barrier to the widespread adoption of digital education. This ratio must be increased, and a large number of highly qualified educators are needed, to ensure that every student in a fully online class gets the individual attention they need. Students still need a teacher's direction and attention, even if modern online classroom solutions are designed to encourage student participation and intuitiveness towards learning.

INTRODUCTION

In rural parts of emerging nations, social inequality is a problem. The high drop-out rates among rural students, triggered by COVID-19, hinder the intrinsic and extrinsic advantages of receiving a higher education degree from materialising, despite governments developing public programmes focused at access, retention, and timely graduation of students in those areas. Hence, the economic difficulties highlighted by dropout both before and after the pandemic have not been well addressed in the research of this phenomena. The goal of this article is to use a modelled economic impact analysis to examine the costs associated with rural student higher education dropout for individuals, households, HEIs, and the state.

There is no such thing as a beneficial crisis that can be used to transform a market. The coronavirus has swooped in and changed our world, but for the better. The coronavirus has left its mark on every industry, from fashion to sports to hospitality to finance. Our youth, who are tomorrow's leaders, have been the primary beneficiaries. There's no denying that the epidemic has made us all more aware of the urgent need for educational system-wide changes.

More than half of rural school fifth graders cannot read a second standard textbook and cannot answer basic mathematics problems, according to the Annual State of Education Report (ASER). The problem caused by the coronavirus has had a particularly negative effect on our rural education system, exacerbating the already existing divide between urban and country schools.

Thirteen million elementary, middle, and high schools were counted in the Eighth All India School Education Survey that was conducted on September 30, 2009. About nine out of ten of these institutions were located in rural communities, with just 16% in metropolitan settings. This evidence disproves the claim that there is a dearth of educational opportunities in rural regions. In any case, it sheds light on the massive inefficacy of India's educational reforms, raising the question of whether or not the process ends with the creation of new rules and the construction of new school buildings in rural areas. Even though the RTE ACT of 2009 has been in effect for over a decade, just around 1 in every 20 schools really follows the law's requirements.

The ineffective utilisation of resources such as people, machines, and words is the issue at hand. Stakeholders in rural education, including students, instructors, and parents, are increasingly worried about the shutdown's impact on education since our foundation was already weak. Schools are more than simply places of education for pupils from rural or low-income backgrounds, and this fact alone should emphasise the need for immediate action. Every student, regardless of family status, benefits from the social safety net that a school may provide in the form of counselling services, health care, and food and nutrition. Around 9.12 billion Indian schoolchildren do not get a midday meal while schools are closed. Economists estimate that 75% of the income of low-income households goes towards food, therefore these meals functioned as a crucial safety precaution.

In rural regions of developing nations, higher education may be a means of combating socioeconomic inequality. The high drop-out rates among rural students, triggered by COVID-19, hinder the intrinsic and extrinsic advantages of receiving a higher education degree from materialising, despite governments developing public programmes focused at access, retention, and timely graduation of students in those areas. Hence, the economic difficulties highlighted by dropout both before and after the pandemic have not been well addressed in the research of this phenomena. In this work, we use public policies for access to higher education in both the pandemic and post-pandemic scenarios to estimate the economic impacts of rural student dropout at the higher education level for students and their families, Higher Education Institutions (HEIs), and the State. Undergraduate training programmes in Colombia were used to define the scope of the suggested model's implementation. The primary modelling approach was system dynamics. Based on results from three computer simulations, the model was informed by data from the top 20 rural training programmes for 2019. Results illustrated the scenario in which COVID-19 would not have occurred and the consolidation of the public policy of tuition fee exemption in public HEIs as a result of the pandemic; they also described the dynamic model and the financial effects of dropout for the actors of the educational level under the current policies of access to higher education. Given that the costs of dropout are characterised by high costs for students and their families as well as for HEIs, and where it was determined that current policies are inefficient in preventing and mitigating dropouts, it was concluded that the model developed is very useful for the valuation of these economic effects and for decision-making on policies to be implemented.

Public policies enacted by states to improve students' chances of enrolling in school, staying enrolled, and graduating on time from high school in rural areas of developing countries, especially developing countries, have traditionally been grounded in a paradigm in which the state plays the role of the students' financial backer (Marginson, 2016; McCowan, 2016). Hence, the State either pays for all or a portion of a student's tuition and fees via educational credits or tuition fee exemptions, with the burden of full payment being on the Higher Education Institutions (HEI), the student's family, or the student themselves.

Therefore, within the context of public policies for financing higher education, neither public policy makers nor researchers at the higher education level have conducted a detailed analysis of the financial problems caused by drop-out in rural populations for students and their families, HEIs, and the state. The academic community is generally more interested in analysing other elements of the COVID-19 epidemic for this student demographic, such as the usage and accessibility to technology resources, and there are currently no reliable models that enable the calculation of the economic impacts of dropout.

This article's goal was to model the economic effects of rural student dropout at the higher education level for students and families, HEIs, taking into account public policies of access to education, the phenomenon of dropout in rural populations, the effects of COVID-19 on the educational level, the fragmentary analysis of the economic effects of dropout, and the lack of models that integrate the actors of the educational level, particularly in rural populations.

By achieving this goal, many important insights into the causes of student attrition in rural areas would have been gained. First, this article adds to the growing body of research on the monetary consequences of dropout within the context of COVID-19 and the modelling of this phenomenon, which is of interest to all stakeholders in higher education. This addition is founded on the article's methodological contribution in the form of dynamic modelling, which provides a more complete picture of the effects of dropout on rural populations and a more solid framework within which to examine these effects. Second, this article gives managers of public policies on financing higher education based on credit and tuition fee waivers feedback on whether or not to keep these programmes as is, make changes to them, or do away with them altogether in an effort to lessen the financial consequences of dropping out and help people in rural areas of developing countries overcome social inequalities. Finally, by accounting for the financial repercussions of dropping out, the model aids both direct and indirect users of educational access policies in making well-informed choices.

Following the introduction and justification, the theoretical framework and proposed model is presented, which includes the conceptualization of dropout, the documented economic effects on education stakeholders, and finally the proposed dynamic model. The third section discusses the methodology used to achieve the objective and operationalize the model through the use of system simulations developed.

OBJECTIVE

The purpose of this research is to analyse how Covid-19 has impacted students in Bijnor district's rural schools.

HYPOTHESIS

Covid-19 has had little effect on students in Bijnor's rural schools.

METHOD OF STUDY

The data was gathered using a survey.

ANALYSIS

A combination of in-person interviews and mail-in questionnaires were employed.

CONCLUSION

Young people in Bijnor's rural schools have benefited greatly from Covid-19.

RECOMMENDATION

Covid-19 has disrupted the schooling of youngsters living in rural areas. Because of their limited resources, policymakers are urged to pay more attention to these kids at every age and stage. Poor conditions discourage learning.

It has been suggested that schools switch to online education as a stopgap measure in case of interruptions to traditional schedules. Smart classrooms, which include technology, are revolutionising teaching not just in private, fee-based institutions but also in public schools. As a result, e-learning has emerged as a key strategy for bringing about necessary changes in the educational system. The trend is clearly in the right direction, and even educational institutions in more remote places are gradually embracing technological advancements. It is encouraging to note that even Tier III and rural communities are making efforts to modernise their educational systems by using digital tools.

Rural areas often lack necessary infrastructure for online education and e-learning, such as high-speed internet, reliable electricity, and computers. Although some rural communities in India have been able to overcome the lack of basic infrastructure, many others are still struggling to bring their schools into the digital age.

These are significant challenges that prevent online education from becoming accessible in India's rural areas. The electricity and network infrastructure in rural regions have improved dramatically, but there is still opportunity for growth. There is a growing acceptance of technology in the classroom among rural educators and pupils, but the necessary infrastructure is still lacking.

As the Covid-19 forced a stop to in-person classes, students and instructors found a new normal in online education. It's encouraging to see that state-funded schools in rural regions have turned to online education to combat a decline in student performance. In spite of the fact that not every city or town in

India has the necessary infrastructure to support online education, it is encouraging to see so many secondary and tertiary institutions in rural areas embracing e-learning fully now. There are also a growing number of low-cost and multilingual e-learning systems that make it possible for people in rural India to take advantage of online education. Specifically, the fourth section discusses dynamics and presents the model's architecture and computational findings.

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