

EDUCATIONAL PRACTICES IN RURAL AND URBAN AREAS - A LITERATURE REVIEW

Deepika. K

Research Scholar, Department of Economics, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore – 641043

Email ID: 21phec001@avinuty.ac.in

Dr. M. Shanthi

Assistant Professor (SS), Department of Economics, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore – 641043

Email ID: shanthi_eco@avinuty.ac.in

ABSTRACT

Education is a Holistic process and continues throughout our life. It is the process of learning which is not limited in our curriculum. Education is not only the core of knowledge and values but also it opens our minds and expands our horizon and removes our ignorance. Education is becoming a worldwide aspect. Both the rural and urban areas give more of importance to education today. The system of education has been undergoing many changes. The improvisation of rural schools and the urban schools are still aiming for a high profile for the betterment of students. Both the rural and urban households face the major challenges in Education area. Comparison between the rural education and the urban education plays a dominant role in the country. With this background the present paper tries to highlight the studies related to status of education in rural and urban areas, quality of life and education, role of ICT (Information and communication technology) in Education.

Keywords: Education, Rural – Urban areas, poverty, Quality of life, ICT, status of education.

INTRODUCTION

Education plays a very important role in the life of every individual. Education is the medium of techniques, skills, information and Knowledge. It helps to develop a good perspective in exploring new ideas. Education in regard to society enhances in safety against crime, Women Empowerment, Reduction in Poverty, prevention from war and terrorism whereas when education is in regard to the country it enforces job opportunities, true potential, improvisation of sectors, standard of living, increasing wealth and welfare, balanced growth, stability and so on. Moreover Education acts a tool for the fundamental and developmental growth of the nation.

Education is the activity or procedure of teaching or of being taught. The means of acquiring present day wisdom is education. In rural areas education has captured lights successfully in different circles for instance social, political, monetary, logical and others can go about as an impetus to change. Many castes have made education as a weapon to break through the social and cultural norms for economic betterment. After India is getting independence in 1947, the

importance of education was understood as it stood as the most convincing intends to start social changes and also enhance network advancement in India. Education provides growth to country's economy **(Govindarajan, 2017)**.

Education is becoming a worldwide aspect. Both the rural and urban areas give more of importance to education today. The system of rural education has been undergoing many changes. In the present existence, there have been developments and progressions taking place in the system of education in rural areas. Much improvement needs to be made and it is not at par with the urban system of education. With the developments taking place, the rural communities are able to recognize the significance of education and sustain their livelihoods better. **(Radhika Kapur, 2018)**. Rural education in India is to a extreme significance as dominant part of India, still lives in towns. There is ignorance of rural education in remote areas. Rural education is not that successful because in remote areas because quality and access to education is the real worry in rural schools as there are less dedicated instructors.

In India, literacy level is poor because of lack of easy access, lack of teachers, lack of interest, poverty, gender differentiation, lack of infrastructure are the main reasons for the back progress in rural education **(Sahana Sridhar, 2020)**. Within few decades (by 2030), India will be reaping the full advantage of demographic dividend. India might emerge as a developed nation but on a wider aspect it has lot of diversities and disparities like geographical disparities, gender disparities, language disparities, division of rich and poor, urban- rural classification. This is the current scenario of India. The country consists of 1.3 billion people and 67% of the population are residing in the remote areas. Elementary school going children are 196 million and out of it 146 million are enrolled in rural schools. Enrolment of children for the age group 5-14 is above 95%. Children in rural areas go to school but the learning quality is not satisfactory **(Ranjan Kumar Muduli, 2021)**

Education determines the level of prosperity, welfare and security of the people. To build the architecture of an inclusive education in rural areas, transformational change is required by linking education. For acquaintance of Entrepreneurship, Quality education will be instrumental. It further more will create more of employment opportunities that will directly enhance and induce growth and prosperity of an individual. According to Indian Prime Minister Mr. Narendra Modi “ Economic transformation cannot happen without public participation. Development must become a ‘jan-andolan’ (participation of masses)”. Thus, education is a tool which helps for specialised training , decision making, creating more job opportunities and generating of income. These lead to productivity increase and participation of the public in rural areas. It is said so that there is irregularity of students attending the schools because of daily wages, less family income, ignorance of family members, low level of parents education, less IQ level, low academic achievement, poor environmental factors, malnutrition issues, lack of trained teachers, disparity between government and private schools.

The current scenario of todays educational challenge of improving learning outcomes to combat the challenges and fulfilling of SDG initiatives like Sarva Shiksha Abhiyan (SSA), The Right of Children to Free and Compulsory Education (RTE),Right to Education Act (2009), Mid-day meal, Samagra Shiksha Abhiyan, Pradhan Mantri Gram Sadak Yojana (PMGSY),

Prime Minister's Krishi Sinchai Yojana (PMKSY), Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), Pradhan Mantri Ujjawala Yojana (PMUY), Swachh Bharat Mission (SBM), Deendayal Antyodaya Yojana – National Rural Livelihoods Mission (DAY- NRLM) The initiatives discussed in the paper are reforms and programs of the rural economy. The study concluded that education is not only a short term measure but a long term measure to reduce poverty and to promote sustainability. Human capital formation is acquired in effective educational programs at different levels like primary, secondary or tertiary level. UNESCO's 2014 report stated that "Sustainable Development begins with education" (**Ritu Chandra, 2014**).

According to Late President of India Shri . A.P.J. Abdul Kalam " Almost half of the population of the world lives in rural regions and mostly in state of poverty. Such inequalities in Human Development have been one of the primary reasons for unrest and in some parts of the world, even violence". Education determines the level of prosperity, welfare and security of the people. To build the architecture of an inclusive education in rural areas, transformational change is required by linking education. For acquaintance of Entrepreneurship, Quality education will be instrumental. It further more will create more of employment opportunities that will directly enhance and induce growth and prosperity of an individual. According to Indian Prime Minister Mr. Narendra Modi " Economic transformation cannot happen without public participation. Development must become a 'jan-andolan' (participation of masses)". Thus, education is a tool which helps for specialised training , decision making, creating more job opportunities and generating of income. These lead to productivity increase and participation of the public in rural areas. The current paper tries to highlight the recent studies on Education practices in rural and urban areas.

a) EDUCATION IN RURAL AND URBAN AREAS:

Mangayarkarasi (2012) has done a conceptual study on "The Status of Rural Education in Tamil Nadu". The study stated that the private schools excel more due to high advancements where as the government schools lack as they do not get more of merits. The paper brought in notice about the mid – day meal scheme. Parents send their wards to school only to fill the stomach of their children by not considering education into an account. Education according to them is not an important factor. The study suggested that necessary steps and additional care has to be taken for every child as they need to shine in their fields.

Sreekanthachari and Nagaraja (2013) explored the significant role of education in India, especially the rural section. The study focused on the initiatives taken by the government and some of the suggestions for improving the education system in the rural areas. The study underlined the failure of rural education in India and the main reasons of it and concluded that education plays an important role so therefore the awareness of education in rural areas has to be brought to be notice by the government, educated youth of urban towns, cities, teachers and young scholars.

Sumitaben (2013) gave a clear view about the "Rural Education in India". The paper stressed

on the education system in India, problems in Rural Education and the objectives of education. The study listed the initiative objectives of rural education. They are to provide free standard education to rural children, supporting the children for higher education, guiding and supporting research scholars in Educational Development, Implementing new teaching methodologies and assessment system, promoting all schools to stress free environment. The study indicated that the current scenario of rural education in India is quite pathetic. The condition is really worse that they aren't able to get more of facilities in such areas. India poses many challenges for implementation of consistency of the education nationwide as it's a ethnic diversity.

Dipankar Das and Sugata Samanta (2014) discussed about the recent emerging trend and the status of rural education in India and the problems on the basis of several educational schemes in India such as Sarbha Sikha Abhijan (SSA), Right to Educational Act (RTE), District Primary Education Programme (DEEP), Mid- Day- Meal Scheme (MDMS), Kasturba Gandhi Balika Vidyalaya. The study brought the status of rural education in India where the literacy rate in rural areas is 68% and in urban areas its 85%. The study stated that schools in rural areas are considered to be insufficient because they lack in infrastructure, communication, extracurricular activities, and there is low teacher- pupil ratio. Based on the observations the study suggested to improve the Rural education in India likely Mid Day Meal Schemes are necessary, action of catalyst (provision of fee, school dresses, text books, cash for purchasing bicycle), increasing teacher pupil ratio, using visual aids to attract the students and create an enthusiasm among the students, appreciating the efforts of the students who perform well in their classes (gifts, scholarships, textbooks). The paper concluded that there should be necessity of sustainable rural development in rural education.

Dandan Zhang et al., (2015) examined Education inequality between the rural and urban areas of the People's Republic of China (PRC). The study focused on education inequality between rural and urban areas of the people's in Republic of China especially Migrants children. The paper stressed on education inequality, rural-to-urban migration, human capital accumulation etc. The study used the data from China Family Panel Survey (CFPS) and the Rural – Urban Migration in China (RUMiC). The data was collected in order to survey and compare the performance of education of the rural children, the children of rural – to - urban migrants and urban children over the period 2009 – 2010. The results of the study revealed that there is existence of substantial disparity between the rural and urban children with rural-to-urban migration which has narrowed the gap by playing a weaker role. Education performance is significantly worse of the migrating children. The study concluded that large gap is found in education performance of the children of rural and urban areas. Hence this problem needs to address well with good implementing factors.

Ragupathi and Shanmugham (2016) examined the relationship between education and poverty in Coimbatore among rural households. The study found that the level of education

was negatively associated with the level of poverty. The tests from the survey proved that respondents of the low literacy village need to concentrate highly on their education in order to reduce the great extent of poverty level.

Radhika Kapur (2017) stated her views on education in rural areas where the developments are taking place in the system of education in rural areas. They are able to recognize the significance of education and sustain their livelihoods better. The study explained about the current scenario of India and it foremost focused on the measures to make the improvements in rural education and fundamental principles of high quality rural education program and it explained the system of education in the rural areas is in a developing state and the facilities provided in the rural areas should enrich the education system.

Govindarajan (2017) reviewed rural education and rural development in India. The paper spotted keenly on current scenario of the rural education system and the failures and problems of rural education system in India. Every Individual has the right for education as it's a worldwide human right. The study accomplished that for measuring the progress of the various programmes People's acceptance and participation can be used as an indicator.

Sahana Sridhar (2020) highlighted the quality and access to education is the major concern in the rural schools. It's not too obvious that all villages do have schools so they depend on going to nearby villages for learning. And though there are schools, the students do not stick on to regularity of attending schools. There is a drastic comparison of rural and urban schools on basis of technology, establishment of free education, computer literacy, training of teachers and adoption of techniques. The ratio of rural and urban areas education is inappropriate because the people who are able to afford send their wards for secondary education followed by Higher education. On the other hand the parents who are unable to afford have poverty as another setback so they either send their kids to Government schools or forcefully stop their kids education after primary education or even at times children drop out of schools voluntarily during secondary education. In the recent days, people began knowing the importance of education and they believe education is the only way to get rid of poverty.

Kalpna Chetri (2020) discussed about the "Present Scenario of Rural Education in India". The paper underlined the obstacles in rural education like lack of available educational institutions, poor infrastructure facilities, low income, less financial assistance, poor quality of educators etc. It was disclosed in the study that, many rural areas do not have proper education, system in their places. So they travel to long distance places to access education. And to travel as well, they do not have good mode of transportation. Constant failure is attained in rural areas because the rural India belongs to lower income groups and they even struggle to feed their family. The paper highlighted the Annual Status of Education Report (ASER), 2018. The author concluded that government should take a keen action in bringing special awareness programmes to the people in rural areas. NGO's, youth and the teachers can also help in

spreading of awareness.

Raoul Van Maarsveen (2020) presented a paper on “The urban- rural education gap”. The paper made an observation in most of the countries where urban – rural education gap was found largely moreover little attention was paid to whether cities actually enjoy a comparative advantage in the production of human capital. The Dutch Administrative Data was made use of in this study and found a comparison between the urban and rural regions. The children growing in the urban regions consistently attain higher levels of human capital than rural regions. The findings suggested that educational attainment differences between the urban and rural communities have observed a wide range of communities that reflect higher than the spatial sorting of households.

Elock Emvula Shikalepo (2020) gave a concerned view in his paper titled on “Challenges Facing Learning at Rural Schools: A review of related literature”. The study has had many literature based on challenges and difficulties that were been faced in rural schools. It explained about the level of intensity that the challenges influenced the learning in rural schools. Numerous challenges were characterized as per the findings of the study. Across the globe the main goal of the education system is Quality learning. The findings of the study focused on three topics persistent poverty, minimal parental involvement and shortage of resources. Persistent poverty declared that the condition of the learners is impoverished and malnourished in the rural environments. It is the main cause for the poor families who do not have a stable employment condition and they lack basic necessities. Minimum parental involvement refers to less attention of the parents towards their wards education. Parents are not likely to invest in their education of their children. Shortages of resources are found in the rural areas which are as diverse as human resources, buildings and learning and aids. The paper concluded that the ineffective factors persistent poverty, minimum parental involvement and shortage of resources can be minimized to the utmost level for successful achievement of rural education so that there is ignorance of ripple effects on learning.

Meenu Sharma and Temjensole (2021) made an attempt to study on Rural Education. It focused on illiteracy, poverty, infrastructure and poverty in rural areas among 10 village residents of district Dimapur. The study found that about 53% of parents are not satisfied with the quality of education provided and children are sent to government schools due to financial instability. By concluding, the study stated that poverty plays a major role in the rural economy for education.

b) QUALITY OF LIFE AND EDUCATION:

Dan Dumitru Lonescu et al., (2013) described about the two important variants in their study “The Investments in Education and Quality of Life”. Firstly, the study discussed about positive effects of education on quality of life and secondly, about the investments in education on quality of life. The study gathered data from 27 countries of the European Union for the period (2005-2008). In general, investments in education refer to expenditure on education and

research, financial aid to students, funding of education. For assessing Quality of Life, the study used three composite well known indicators were used namely Economist Intelligence Unit (EIU) Quality of Life index, Satisfaction With Life Scale (SWLS) and Human Development Index (HDI). The study concluded that there is diversification of positive effects of education both on individual lives and societies and communities. Well educated people have a standardized or better way of living life style (Good health status, less unemployment conditions, high social connections, greater engagement in political and civil life). Investment in education for an individual provides good income and better job but in an social and aggregate level, investing in education contributes to the constitution and development of human capital. Therefore the relation between expenditure on education and people's quality of life is tenuous as expenditure relate only to resources that go into educational institutions and not necessarily to educational attainments.

Guskova et al., (2016) gave a brief note on sustainable development in regard to Quality of education as a primary concern. Sustainable development ensures high quality of life for the present day and future generations. The article gave importance to quality of education, sustainable development, quality level, lifelong education. The study conducted a survey and it was taken among the school children, students, teachers, employers and the representatives of the state authorities in the several regions of the Russian Federation. The research gave its results that allowed defining the directions for further development of higher education and increase in its quality for the benefit of the sustainable development of the economy and the society. The directions for further development are development of permanent education system (lifelong education), improvement of interaction between all parties concerned, widespread use of practice-oriented approach, compliance of the acquired knowledge with the requirements of the labor market, formation of the trainees' new values, which allow implementing and increasing requirements to the quality of high education.

Sarah Javed et al., (2016) described in their study on "Effect of Education on Quality of Life and Well-being". Study imprints the importance of education which has become one of the clearest indicators of the life outcomes namely employment, income and social status. The outcomes are strong predictors of attitude, well -being and good quality of life. The survey focused on 200 samples (100 educated Muslim housewives and 200 uneducated Muslim housewives) from Aligarh district through snowball sampling technique. The study gave a brief aspect of Education in Islam and Phrases highlighted the importance of education in Koran. The paper brought the differences between the quality of life and well-being that has changed across decades. Findings of the study revealed that, education has a positive effect on quality of life and well-being and moreover significant differences was found between various dimensions.

Emad Mohamad Al- Zoubi (2020) in his study examined about "Quality of Life and its Relationship with Cognitive Flexibility among Higher Education Students". Cognitive flexibility is an emergent property of executive function or it is the ability to appropriately and

efficiently adjust one's behavior according to changing environment. Findings of the study revealed that there were differences in the quality of life (health, time management) among higher education students irrespective of male gender. In addition, the study stated that there are statistical significant differences in the quality of life (health, education and learning, time management, emotional life, mental health). Special recommendations paved by the study were affording of extracurricular and curricular programs that aims to increase the feeling sense of life quality that lies on the development of cognitive flexibility which utilizes the positive correlation between Quality of Life and Cognitive Flexibility.

Lysenko and Zharinova (2021) presented their fundamental ideas in the educational community for determining the actual role of quality of education on the quality of a modern person on their various aspects of life. The article showed the result of reflective analysis from the students through essays, questionnaires and interviews. It personally described the criteria for improving the quality of a person and life in the conditions of high – quality higher education. The study made use of handful research methods such as conceptual analysis, phenomenological analysis, modeling, analysis of activity products, content analysis. The study analysed a content analysis of the statements, reflecting the relationship and inter - determination of key categories in the longitudinal section among 240 students. The study used three indicators namely “Quality of life, Personal Qualities and Quality of Education”. The study observed that three indicators were inextricably linked and were mutually conditioning and interpenetrating. However, in the 21st century the three indicators are acquiring an acme- orientation, noospheric dimension and it focused on the formation of the culture of life. Moreover, quality of education is the key to ensure and improve the quality of life of the individuals (citizens) as they are the target for the functioning of any nation, state and society.

c) ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION:

Nathan David (2009) constructed a study on “The Impact of ICT in Rural Education: Case Study – Enugu State”. The paper stretches and gives the outline of ICT needs for vast majority of rural areas. The paper has set of secondary data collected from the schools of Enugu state in order to primarily finance the ICT projects that are focusing on the needs, aspirations, capacities, perspectives of the people in rural areas. The study focused on the concern of Nigeria as the role of economic development is unquestionable and hence it can easily adopt and learn the hacks of effectiveness in education from the countries who have invested high in education and the countries that are economically successful. Nigerian people are much concerned in education as they are willing to provide education to their wards and maintain their well-being by improving their income. Utilization of ICT essentials in the rural communities of Nigeria is low as the population is less as well. So the access to internet is poor in these communities without electricity. And also, the paper discussed about the choices for communication infrastructure as telephone lines, 2.4GHz IP radios (WiFi), mobile LAN, frame

relay telecommunication, e-learning etc. Moreover the study concluded that, ICT plays an catalytic role and its not the only solution for development. Digital communication might cause even more dramatic prototype as learning over internet is neither time bound nor place bound.

Niraj Kumar Roy (2012) examined ICT – enabled rural education in India. The condition of rural education has been very worse since so many days so to make it more adaptive, the study has taken the initiative to focus on Information and Communication Technology (ICT) which is one of the rapid development of technological fields in the global society. The paper gave ideas on ICTs to rural education. ICT based education was very poor in rural areas so the paper mentioned about creating awareness on ICT education, infrastructure facilities, usual community participation , Vision of the ICT for education. On the other side Chandragupt Institute of Management Patna (CIMP) has taken initiatives for effective implementation of ICT where it produced the need for ICT education in rural schools. Involvement of The National Institute of Rural Development (NIRD), setting up of e- learning centers etc. The institute proposed a model for ICT Education and the streams proacted are Rural community center, Rural Kiosk Machine, ICT- Training Centres (ICT -TC), ICT -Rural Development Department (ICT -RDD). The paper concluded that utilizing ICT based education is an great opportunity to the students of rural education and hence on the other side it improves the educational, employment and knowledge in the world of technological developments.

Adila Binti Ismail et al., (2013) described about their views on “The Use of ICT in Rural School Libraries”. The study stretched a vivid conceptual understanding on the usage of ICT in rural school libraries. The paper concentrated on the factors that influence and contribute the use of ICT and so it proposed a model based on four independent variables that include availability of facilities, access to the facilities, students ICT skills and the purpose of using ICT keeping the use of ICT in rural school libraries as dependent variable. The usage, controlling and monitoring of ICT was discussed in the paper. The paper came to a conclusion that access of ICT acts as a guideline for the future implementation of ICT in rural school libraries.

Prabakaran and Mahalakshmi (2019) in their study on “Performance of Digital Media in Rural Education System in India” focused on the important fields such as ICT in education, humongous, telecom, social media, and infrastructural establishments. The paper discussed about the key points of ICT in education such as mass media and education mass media in India, Digital India, use of digital media in rural education (providing information, educational programmes, role as a non-formal agency, providing vocational information, spreading awareness and civic responsibility), challenges of digital media in rural education in India, use of media in teaching. Therefore the study concluded that utilization of ICT in education makes better citizens, ensures a productive future, spreads awareness, helps in decision making bolsters confidence. Media in the advanced society is a noble mission of enlightening people.

Uvika Kujur et al., (2021) provided a descriptive paper titled on “An Efficient use of ICT for Education in our Rural Area”. Teachers and students both are benefited with the effective use of ICT in education. People today are evolving in a digital world of modern era where the role of ICT is having its impact in every nook and corner from working to socializing, learning to playing, creating to analyzed etc. In rural economy, ICT became a fundamental source as it has brought about transformation in the practices and procedures within business, governance and other sectors of the economy. The study concentrated on the components of ICT such as cloud computing, hardware, internet access, data, software and transactions. The study concluded that the high school teachers are highly aware and familiar with the usage of ICT integrated initiatives but the study found that there are insufficient technical supports at schools as there is less access to internet and they as well lack knowledge, hindrance in class timing, shortage of computers etc.

CONCLUSION

Education is an important source in rural areas because it helps in improving the socio economic development in balancing the scale between high and low. Not too obvious that, education in remote areas is highly accessible but it is a way to improve the quality and hence literacy minimizes poverty in providing the ability to read and write. Level of literacy rate is too low. Education can be enhanced in such areas only through adoption of technology. To bridge the gaps of the society, every individual need to attain the primary level of education at least to know their basic rights and ability. Drop out level is high and in depth to be noticed level of drop outs are more at secondary level. Comparison always arises between city and village education. The difference arises due to initial environment, skills, learning ability and availability of infrastructure. At every level or stage, it is necessary to evaluate the ongoing success of school. Assessment of chronological events in a timely manner will shower light upon the present problems and achievements in rural areas. Education in these areas can be successfully attained by Quality of life, Inclusive education and utility of ICT to improve the status of rural education in India.

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