



A Study On The Roles Of Village Schools In Rural Development Of Sambalpur District Of Odisha

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ABSTRACT

This present research paper “ A Study On The Role Of Village Schools In Rural Development Of Sambalpur District Of Odisha” explores the multifaceted roles through a comprehensive analysis of existing literature and diverse rural contexts. The sampling method include systematic random sampling and empirical data were gathered through surveys, interviews and analysing organizational records. This is a qualitative research. By highlighting the indispensable nexus between village schools and rural development, this paper aims to contribute to a deeper understanding of the transformative potential of education in shaping the future of rural communities. The result indicates that rural schools are truly appreciated as the agency for imparting formal education as well as developing moral values, problem solving abilities as per rural context and emotional health of learners. The village schools are effectively working for rural development. Infrastructural facilities are available. The stakeholders involved in village schools are working significantly and contributing towards rural communities development. Village schools are focal in rural development and impart education that fosters literacy, skills and awareness. They empower communities and promote social mobility. It helps in driving sustainable growth by nurturing future leaders and informed citizens.

Key words: comprehensive analysis, imperial data, qualitative research, rural development, village schools, transformative potential, formal education, moral values, emotional values, literacy and awareness, sustainable growth.

CHAPTER -1**INTRODUCTION****1.1. CONCEPT OF RURAL DEVELOPMENT**

Rural development is defined as the process of improving the quality of life and economic well-being of people living in rural areas which are relatively isolated and not much populated areas. Rural regions have experienced rural poverty greater than urban regions due to lack of access to economic activities, and lack of investments in key infrastructure such as education. Rural development has traditionally centered on the exploitation of land-intensive natural resources such as agriculture and forestry. Various changes in global production networks and increased urbanization have changed the character of rural areas. Increasingly rural tourism, niche manufacturers and recreation have replaced resource extraction and agriculture as dominant economic drivers. The need for rural communities to approach development from a wider perspective has created more focus on a broad range of development goals rather than merely creating incentive for agricultural or resource-based businesses.

1.2. CONCEPT OF EDUCATION

Education in its core concepts is regarded as a process of learning and gaining knowledge, skills and understanding which encompasses both formal and informal experiences and aims to develop individuals and societies. It is a timeless concept that transcends generations and embodies the fundamental pursuit of knowledge happiness and enlightenment. This catalyst lightens up the flame of curiosity and empowers individuals to reach their fullest potential. In the broader concept education is not only transfer of knowledge or information but also an intricate tapestry of experiences, ideas and values that shape the fabric of society. It is a gateway to personal growth and societal progress, education continues to be an enduring beacon of hope and a testament to the boundless potential of the human intellect.

1.3. MEANING OF EDUCATION

Education is a fundamental pillar for human development and it encompasses various activities and processes to acquire knowledge, skills, value and attitudes. It is a lifelong journey of learning that originates from the womb and continues until the end of our lives. It encourages critical thinking, problem solving abilities, and the development of analytical skills. Education empowers individuals to think independently, question assumptions and seek new knowledge.

1.4. IMPACT OF QUALITY EDUCATION ON SOCIETY

Education is regarded as the cornerstone of social progress and development. A well functioning education system prioritizes access, equity and excellence and helps in creating a ripple effect, shaping individuals, community and the entire fabric of society. It helps in contributing a brighter and more prosperous future.

Breaking the cycle of poverty – By providing equal access to education and ensuring high standards for teaching and learning, society can empower marginalized communities and pave the way for social mobility along with economic growth and reducing income inequalities. It secures the better livelihoods.

- Enhancing health and wellbeing – Quality education equips individuals with the skills and information necessary to make informed physical and mental health choice leading to healthier community and reduced healthcare disparities.
- Fostering social cohesion and inclusion– Quality education creates an inclusive learning environment that values and celebrate differences nurturing a sense of belonging among individuals with huge diverse backgrounds.
- Driving economic growth and innovation – Quality education prepare individual to adopt to a rapidly changing job market and participate in a knowledge based economy by nurturing critical thinking, problem solving and creativity. It foster an entrepreneurial mind-sets and encourages innovation, creating new industries, technology and employment opportunities.
- Empowering active citizenship and democratic values – Quality education installs democratic values such as respect for human rights, tolerance, social responsibility, encourages civic participation, enable individuals to make informed decisions, contribute to public disclosure and advocate for social justice and equality.
- Cultural preservation and heritage – Quality education ensure cultural traditions, languages and history are passed down from one generation to another. It foster cultural appreciation, intercultural dialogue, respect for cultural diversity and contribute to enrichment and preservation of societal identity.

1.5. THE INDISPENSABLE NEXUS – VILLAGE SCHOOLS AND RURAL DEVELOPMENT

Rural development, a multifaceted process aimed at improving the quality of life for rural populations, remains a critical global challenge, particularly in developing nations. While economic interventions, infrastructure development, and agricultural advancements are often prioritized, the foundational role of



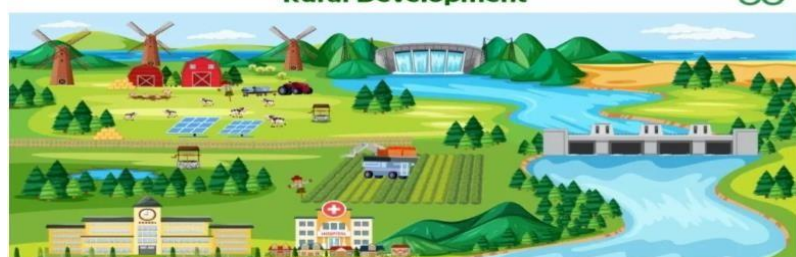
education, specifically within the village school setting, cannot be overstated.

This research paper *A Study On The Role of Village Schools in Rural Development in Sambalpur district of Odisha* states into the intricate relationship between these vital institutions and the holistic progress of rural communities. Village schools, often the sole educational access point for a significant portion of rural populations, serve as more than just centers of formal learning. They are potential catalysts for social

transformation, economic empowerment, and cultural preservation within their respective communities. Unlike their urban counterparts, village schools operate within unique socio-economic and cultural contexts, facing challenges such as limited resources, teacher shortages, infrastructural deficiencies, and socio-cultural barriers to education, particularly for girls and marginalized groups. However, their proximity to the community also provides them with a distinct advantage: the ability to foster localized solutions, build strong community ties, and tailor education to the specific needs and aspirations of the rural populace.



Rural Development



This paper argues that village schools, when effectively supported and strategically integrated into broader rural development initiatives, can play a pivotal role in:

- Human Capital Development – By providing basic literacy, numeracy, and life skills, village schools equip individuals with the tools necessary to participate meaningfully in economic activities and improve their livelihoods. Furthermore, they can foster critical thinking, problem-solving, and innovative capacities, essential for adapting to evolving rural landscapes.
- Social Empowerment and Equity- Education within village schools can challenge traditional power structures, promote gender equality, and empower marginalized communities. By fostering inclusivity and promoting awareness of rights and responsibilities, these schools can contribute to building

a more equitable and just rural society.

- Agricultural and Economic Diversification- Village schools can serve as hubs for disseminating agricultural knowledge, promoting sustainable farming practices, and introducing vocational training relevant to local industries. They can also facilitate access to information and technology,

enabling rural communities to diversify their economic activities and enhance their competitiveness.

- Health and Sanitation Awareness- Through health education and awareness campaigns, village schools can play a crucial role in improving public health outcomes in rural areas. They can promote hygiene practices, educate on disease prevention, and foster community-led initiatives for improving sanitation and access to clean water.

- Cultural Preservation and Community Development- Village schools can serve as custodians of local culture, language, and traditions. By incorporating these elements into the curriculum, they can foster a sense of identity and belonging among students, contributing to the preservation of cultural heritage. Moreover, they can act as focal points for community gatherings and initiatives, strengthening social cohesion and promoting civic engagement.

1.6. INITIATIVES FOR PRIMARY AND SECONDARY EDUCATION BY GOVERNMENT OF INDIA

Here it encompasses basically three crucial initiative and are listed as below.

Sarva Shiksha Abhiyan – Sarva Shiksha Abhiyan (SSA) means *Education for All* and it is a flagship program of the Indian government that aimed at achieving universalization of elementary education for children between age groups 6 to 14 making it a fundamental right. It is listed in the 86th Amendment Act of Indian Constitution to make free and compulsory primary education to all children. It is an Indian government program that aimed at the universalization of elementary education in a time bound manner. This programme was pioneered by the then Indian Prime Minister Atal Bihari Vajpayee. This programme aims to educate all children irrespective of their gender, race, disabilities, socio-economic status, ethnicity of aged 6-14 by the year 2010.

SSA is for achievement of the *Universalization of Elementary Education* in a time bound manner as mandated by the 86th Amendment to the constitution of India making free and compulsory education to the children is a fundamental right.

Sarva Shiksha Abhiyan in Odisha – It is a project functioning in the state under Odisha Primary Education Program Authority (OPEPA) for the universalization of elementary education. It has been implemented in 30 districts of Odisha since 2001 with the following objectives.

- I) All children of age group 6-14 in school by 2003.
- II) All children to complete 5 years of schooling by 2007.

- III) All children to complete 8 years of schooling by 2010.
- IV) Universal retention by 2010.
- V) Bridge all gender and social category gaps at primary stage by 2007 and at upper primary stage by 2010.
- VI) Focus on Elementary Education of satisfactory quality.

Padhe Bharat Badhe Bharat – The Union Minister of Education, Sri Dharmendra Pradhan, encourages everyone to adopt the habit of reading and share their suggestions with others. Sri Pradhan wants to create an inspiring environment where students read for pleasure are motivated to read books independently. He stressed that reading is an essential habit that will help students cultivate or develop skills through an enjoyable process. It has following objectives.

- I) To inculcate the habit of early reading, writing, comprehension and numeracy skills in children
- II) To associate reading as a joyful habit and help kids connect with real situations
- III) To improve the language development in children and preserve the cultural heritage by encouraging all participating parties to read books in their regional languages
- IV) To create a positive interest in mathematics related to social and physical world
- V) To make children independent and curious readers with comprehension and writing skills so that they develop lasting reading/ writing habits.

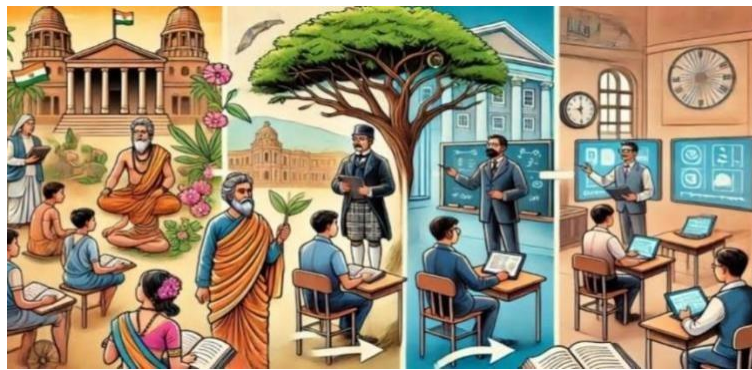
Rastriya Madhyamik Shiksha Abhiyan – The Government of India in recognition of multiple challenges to secondary education launched a centrally sponsored program in 2009, with aimed at providing universal access to secondary education by 2017, with universal retention/ completion by 2020. The RMSA was highly consistent with the world bank's country partnership strategy for FY 2013-17. Key outcomes included improved market driven skills for productive employment, better access and quality of education including the excluded groups.

The project objectives and components included

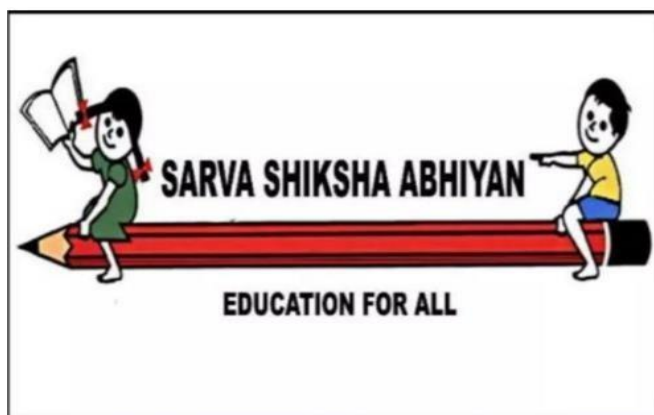
- I) Improving the quality of secondary education activities in terms of recruitment of additional teachers, in service teacher training, capacity development of local institutions to support quality improvements, provision of core infrastructure and learning materials for secondary schools and development of a study assessment system
- II) Improving equitable access to secondary education activities included construction and upgrading of secondary schools, girl's hostel in educationally backward blocks and separate toilet facilities for boys and girls
- III) Improving accountability of secondary education activities included strengthening of school development committee
- IV) Developing innovative approaches to secondary education activities included subprojects

to

pilot or scale up innovation to improve secondary education.



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1.7. STATEMENT OF THE PROBLEM

The problem can be stated as “A Study On The Role Of Village Schools In Rural Development In Sambalpur District Of Odisha”.

1.8. OPERATIONAL DEFINITION OF THE KEY TERMS

- I) Village Schools – village school are more than a place of teaching and learning. It is a hub in the community for everyone.
- II) Rural Development – It is a term for improving the quality of life and economic well-being of the

population that resides in villages. It aims at bringing about overall growth in rural areas in terms of health, education and quality of life.

1.9. **OBJECTIVES OF THE STUDY**

- To study the status of village schools in rural development in sambalpur district
- To study the infrastructural facility available in the village schools in sambalpur district
- To study the effectiveness of village schools in rural development in sambalpur district
- To study the roles of stakeholders involved in the village schools in rural development of sambalpur district

1.10. **RESEARCH QUESTIONS**

- What is the status of village schools in rural development in sambalpur district ?
- What are the infrastructural facility available in the village schools in sambalpur district ?
- What is the effectiveness of village schools in rural development in sambalpur district ?
- What are the roles of stakeholders involved in the village schools in rural development of sambalpur district ?

1.11 **DELIMITATION OF THE STUDY**

This particular study is delimited to government primary and secondary schools only.

This particular study is delimited to the Maneswar and Dhankauda block of Sambalpur district.

CHAPTER -2 REVIEW OF THE RELATED LITERATURES

2.1. **CONCEPT OF LITERATURE REVIEW**

It is an overview of the previously published works on a topic. This refer to a full scholarly paper on a section of a scholarly work such as a book or an article. It is a comprehensive analysis and the synthesis of existing research and knowledge related to a particular topic or research problem. It demonstrates the researcher understanding of the current state of knowledge and identifies gaps or debates within the concerned field of study. They are secondary sources and do not report new or original experimental work. They are a basis for research in nearly every academic field.

2.2. **TYPES OF LITERATURE REVIEW**

1. Narrative/ Traditional Literature Review – it summarize the body of a literature and draw conclusion about a topic and identifies gaps in a body of knowledge.
2. Systematic Literature Review - it is more defined, rigorous, comprehensive and follows a particular timeframe. Here review can be divided into two categories such a meta analysis and meta synthesis.

3. Scoping literature review – it identify the scope or coverage of a body of literature on a given topic. It is useful for examining emerging evidence.
4. Argumentive literature review – it examine literature selectively in order to support an argument, deeply imbedded assumptions or philosophical problem already established in the literature.
5. Integrative literature review – it critique, reviews and synthesized secondary data about a research topic in an integrated way that new perspective may be generated.
6. Theoretical literature review – it focuses on a pool of theory that has accumulated in regard to an issue or concept or theory or phenomenon. It plays instrumental role in establishing the existing theory.

2.3. INTERNATIONAL JOURNALS

1. Robinson (2022) conducted a study on the “ education for rural development – bridging the gap in Nepal”. He had conducted a pilot study and finding of the study reveals that the curriculum and training approaches were strongly influenced by the assumption that education could initiate economic and cultural change. It showed that in an area with limited infrastructure, poor communication and huge social inequalities, education appeared to have the potential to improve communities wellbeing and livelihood and change attitudes particularly towards women and low caste community.
2. Ediger (2005) conducted a study on the “ role of schools administration in community development in the Philippines” . He had a sample of 73 school administrations in 73 different schools by employing simple random sampling method. The finding of the study revealed that the school administration play a positive role in development of community.
3. Atchoarenaet et.al (2005) conducted a study on the “ education and rural development – setting the framework in Brazil” . They had taken a sample of 204 rural schools using systematic random sampling method. The data were collected and analysed. The findings of the study reveals that education at every level is very important for rural development. It leads to the economic development, social development and cultural development of society which in turn plays a positive role in rural development.
4. Dickson et.al (2003) conducted a study on the “ role of primary education in community development in Nigeria”. They had taken a sample of 124 schools in different regions of the study by using systematic random sampling method. The data were collected from school heads, parents and society members. The findings of the study reveals that the primary education of children is very critical for leading a joyful life of students which in future play an important factor for overall growth of the learners and academy career.
5. Malcolm et.al(2003) conducted a study on the “impact of education primary and elementary level in betterment of society in Nepal”. They had taken a sample of 148 schools including both types by employing random sampling method. The data were collected from school members. The finding of the study revealed that education is the most effective tool for bringing about macro and micro economic changes in any society and is a major tool for alleviation of poverty. It is the most direct contributor to the

economic betterment.

2.4. NATIONAL JOURNALS

1. Sachdeva and Joseph (2021) conducted a study on the “ role of a girl child education in rural development in Maharashtra”. They had taken a sample of 224 schools using stratified random sampling methods in three districts of Maharashtra. The data were collected from large number of female parents, female students, female teachers and other female non teaching staffs of selected schools using interview schedule, direct contact, questionnaire tools. The finding of the study reveals that no development of any society can be possible without girls education.

2. Sharma and Sharma (2019) conducted a study on “ role of stakeholders of educational institutions on village/community development in Rajasthan”. They had taken a sample of 144; stakeholders including administrators, principals, SMC /SMDC members, parents and the resources persons . The data were collected through direct contact, indirect observation, interactions and questionnaires. The finding of the study revealed that stakeholders involved in educational settings are playing crucial role in the modification of rural communities.

3. Mehta et.al (2016) conducted a study on the “ impact of mid day meal program in reducing the students dropouts from elementary schooling in Haryana”. They had taken three districts of Haryana state in Hisar, Panipat and Kurukshetra. They had taken a sample of 315 government primary schools in those areas using systematic random sampling method. The data were collected through interviewing the school headmasters, interacting with parents and children. The finding of the study revealed that the mid day meal program contributed in reducing the dropout ratio, increasing the enrolment of students of age group 6-14. The mid day meal program has positive impact on students as well as in parents life.

4. Hedge and Shetty (2014) conducted a study on “ the role of teachers in shaping children’s mind in

Karnataka”. They had taken a sample of 180 school teachers in primary and secondary schools. The data were collected through interviewing method, observation and questionnaire. The finding of the study revealed that in some schools the teachers are playing important roles in shaping the future of our nation while in others the teachers are not contributing towards the students moral and ethical wellbeing rather only focusing on their financial growth.

5. Mishra and Mishra (2014) conducted a study on “ role of co-curricular activities in students social development in Uttar Pradesh”. They had taken a sample of 115 schools using simple random sampling method. The data were collected through questionnaire tools and rating scales. The finding of the study revealed that the co curricular activities play a positive role in the social development of the learners. The activities such as blood donation camp, planting trees, social activities, science exhibition are contributing towards positive attitude for the students.

CHAPTER -3 RESEARCH METHODOLOGY

3.1. CONCEPT OF RESEARCH METHODOLOGY

Research methodology is a systematic plan that outlines or provide blueprint on how a researcher intends to conduct study including the data collection methods, analysis techniques and the overall framework to achieve research objectives. It is a way of explaining how a researcher intends to carry out their research. It is a logical and systematic. It resolve a research problem. It is reliable and give valid results with specific to objectives.

3.2. TYPES OF RESEARCH METHOD

1. Qualitative research : It involves collecting and analysing written/ textual data focusing on body language or visual elements . It help to create a detailed description of a researcher's observations. This research methodology is subjective and more time-consuming than using quantitative data. Eg. Semi Structured Interviews, Focus Group Discussions , Case Studies, Participant Observation, Document Analysis
2. Quantitative research: It is used when the objective of the research is to confirm something. It focuses on collecting, testing and measuring numerical data that are drawn from a large sample of participants. It is objective in nature. It is used to measure the relationship between two variables or to test hypotheses. E.g. Surveys, Questionnaires, Test, Databases, Organizational records
3. Mixed method research: This is a contemporary research method which combines both quantitative and qualitative approaches in a single frame . It provide additional perspectives and build multiple findings. It can produce interesting results as it presents exact data while also being exploratory. It includes Combining quantitative and qualitative data to validate findings and provide a more comprehensive understanding of the research problem. Eg. Triangulation

3.3. METHOD ADOPTED FOR PRESENT STUDY

The present study was designed to study the roles of village schools in rural development of Sambalpur district of Odisha. The researcher had decided to take help of descriptive method of educational research to investigate, describe and explain the study. In this context an attempt was made by the researcher to observe the attitude of teachers and educational stakeholders involved in village schools towards the rural development.

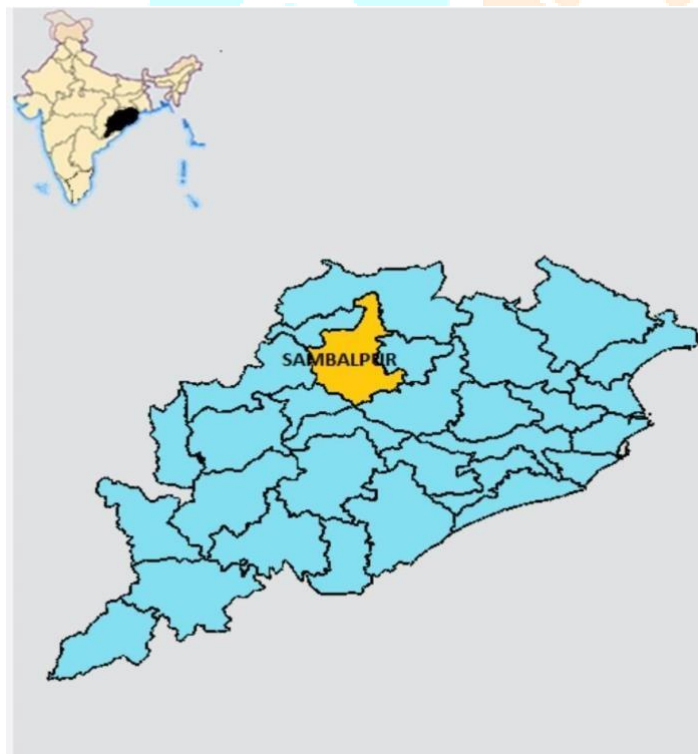
3.4 UNIVERSE/ POPULATION OF THE STUDY

In research population refers to the entire group of individuals or objects or any thing that are of interest to the researcher from which data can be collected to draw conclusions. It is well defined and all the individuals share a common characteristic that is relevant to the research problem.

Population can be 2 types.

- **Target Population-** It includes group that the researcher wants to study and for which generalization is done.
- **Accessible Population-** It is the subset of the target population that the researcher can actually access and study.

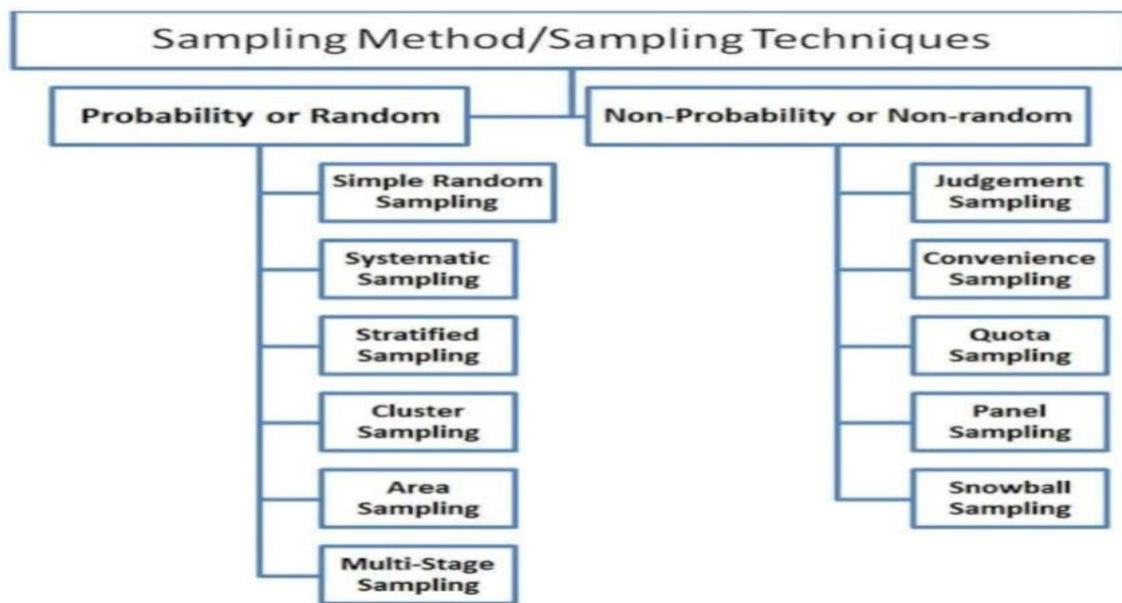
For the present study, two blocks of Sambalpur district were taken namely Maneswar block and Dhankauda block and they have 16 and 13 clusters respectively. In those two blocks there are 146 and 154 government primary schools and 12 and 11 are government high schools in those two blocks respectively as above.



Serial number	Name of selected blocks	Total of in number clusters selected blocks	Total of in number primary schools	Total of number of secondary schools	Total of all schools in these two blocks
1	Maneswar	16	146	12	158
2	Dhankauda	13	154	11	165

3.5 SAMPLING TECHNIQUES

Sampling in research involves the selection of a smaller group /sample from a larger population. It aims that sample must be representative of entire population.



3.6 SAMPLE OF THE STUDY

Sample is a subset of individuals from a larger population. The process of deriving sample from population is called sampling. Sample should be the accurate representativeness of a population. A good sample size is important for ensuring the reliability and validity of the research findings. Sample should be unbiased. Researchers must ensure ethical consideration in such a way that participants are treated ethically and that their privacy is protected.

For the present study, 40% of the population can be treated as sample.

Total Population for present research	Sample selected for present research
158+ 165 = 323	40% of 323 = 130

3.7. DATA COLLECTION TOOL

For the present study, the researcher has used a standardized tool prepared and developed by Dr. S. Srinivash from University of Assam.

3.8. DATA COLLECTION PROCEDURE

For the present study, the researcher has personally visited the selected schools. The data were collected

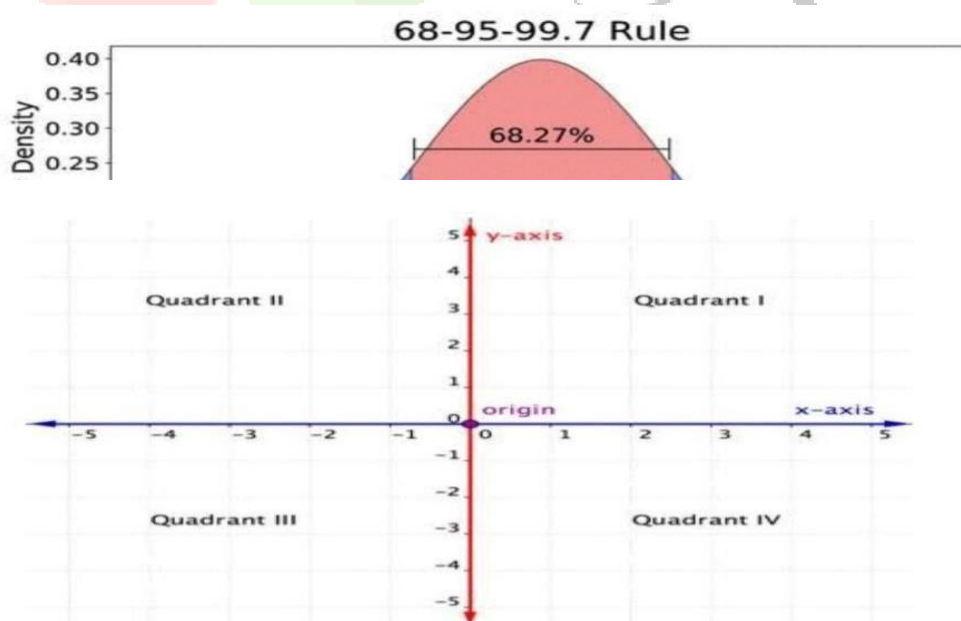
from the school headmasters through semi structured interview schedule and questionnaire tool. From the stakeholders and resources persons the data were collected through interview. Other necessary data were collected by taking permission from the school authorities and observing their organisational records.

3.9. STATISTICAL PROCEDURE

One of the most important part of research study is the analysis of data. The objective of the study, research questions and hypothesis formulation help every researcher to carry out the study. Analysis of data helps to find out the conclusion and obtain research questions and test the hypothesis. Collection of data through various tools and techniques by researcher are of lesser use. To maximize the use of these raw data, the data should be converted to information by organising, classifying and tabulating the collected raw data using statistical techniques.

Following statistical techniques have been applied to interpret and analyse the collected data.

- Simple mean/ arithmetic mean or average- In statistics, the simple mean is calculated by summing all the values in a dataset and then dividing by the total number of values.
- Percentage – It is the number or ratio that can be expressed as a fraction of 100. If we have to calculate percent of a number we divide the number by the whole and multiply by 100.
- Standard deviations – It is a measure of the amount of variation of the values of a variable about its mean. A low standard deviation indicates that the values tend to be close to the mean / expected value. In a high standard deviation the values are spread out over a wider range. This follows the Normal Probability Curve.



- Graphical representation /data visualization – It uses visual elements like charts and graphs to present data in an accessible and understandable way. It facilitates the identification of patterns. It is

measured using following.

- Z-score / standard score-It is the number of standard deviations by which the value of a raw score (observed value) is above or below the mean value of what is being observed or measured. Raw scores above the mean have positive standard scores and those below the mean have negative standard scores.

$$Z \text{ score} = \frac{\text{score} - \text{mean}}{\text{standard deviation}}$$

CHAPTER -4 RESULT, DISCUSSION AND INTERPRETATION

4.1 DATA ANALYSIS AND INTERPRETATION

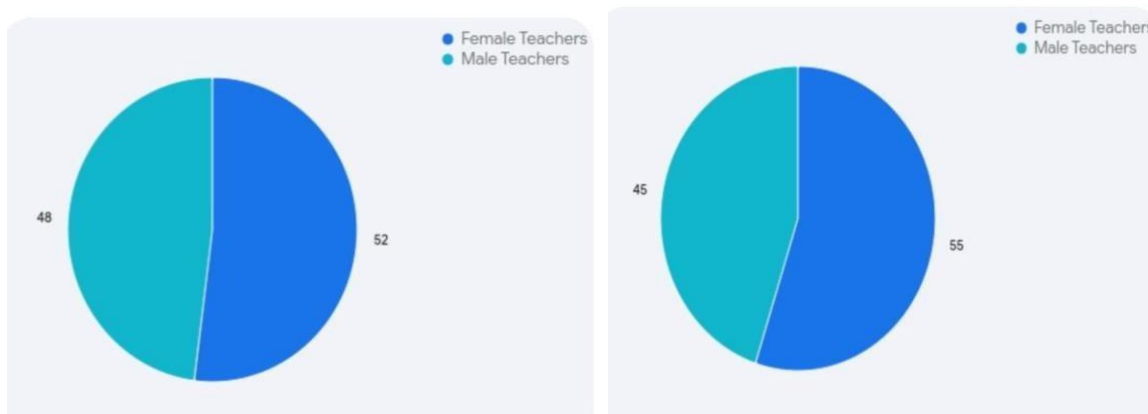
Analysis and interpretation of data is one of the most important part of any kind of research. It provides ample opportunities to answer research questions. Analysis means the computation of certain indicators or measures along with searching of relationship that exists among the data groups.

It is the process of systematically applying statistical or logical techniques to describe, illustrates and evaluate data. The nature of data depends upon the type of tools or techniques used by the researcher in their collection. Analysis required an alert, flexible and open mind. It is worthwhile to prepare a plan of analysis before actual collection of data. Analysis may be categorized in 2 types

- I) Descriptive Analysis
- II) Inferential Analysis

Objective -1 – to study the status of village schools in Sambalpur district

The status of village schools can be studied in terms of enrolment of students, number of teachers. In primary schools the appointment of male and female teachers is on ratio 45:55 whereas for secondary schools the ratio is 48:52 for male and female teachers. The enrolment of students in primary schools is equal 50-50 ratio and is approximately same for enrolment of students in secondary schools. The school system is co-aid. But in some villages there are separate high schools called girls high schools and boys high schools. All teachers are highly qualified. In all secondary schools the newly recruited teacher are all



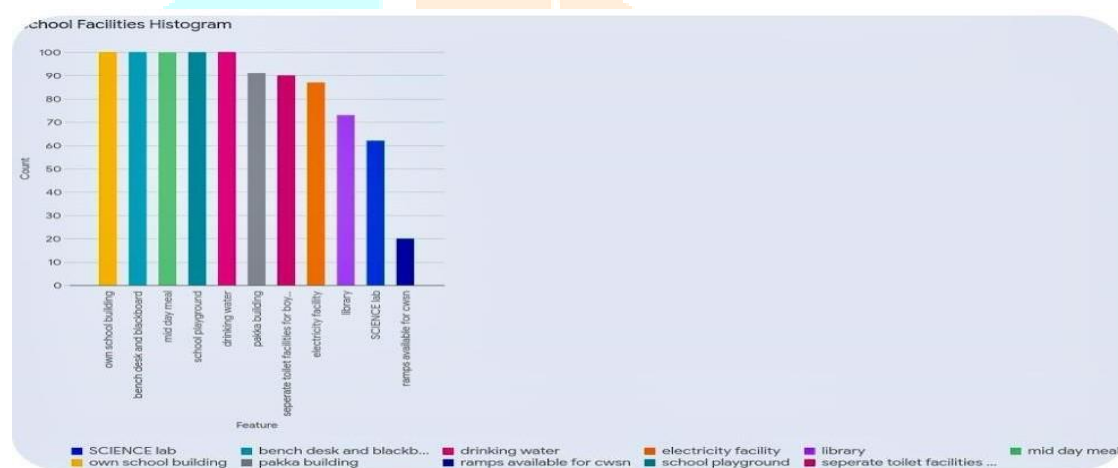
qualified with teachers training called BEd. In both government primary and secondary schools the

appointment of female teachers is more. In both schools cultural events are taking places called planting a tree, vanmahotsav science exhibition, annual sports, annual day celebration etc. Various competition like general knowledge, debate, essay writing, drawing, rangoli, singing, dancing etc are conducting to improve the co curricular activities among learners.

The first pie chart is for secondary schools and the second one is for primary schools.

Objective -2- to study the infrastructural facilities available in the village schools in rural development of Sambalpur district

The infrastructural facilities available in village schools indicates that all schools have their own school buildings and except a very few all the schools have pukka buildings. All schools have classrooms, staff common room, library, computer room, science lab, sports equipment room and a large playground. All classrooms are equipped with benches, desks, blackboards and windows through with natural light passes into the classroom. All schools have mid day meal program available for their students. There are only 20% of schools which have ramp facility available for children with special needs.



Objective -3- to study the effectiveness of village schools in rural development of Sambalpur district

The village schools are truly regarded as effective institute for rural development in Sambalpur district of Odisha. The schools which I have visited are truly appreciated and effective because here the primary level children are capable of doing basic arithmetic functions and verbal calculations which truly indicates the basic numerical literacy among learners. The students have knowledge and verbal behaviour. The learners are being taught moral values, social values and emotional values. All individual differences are welcomed and celebrated here in village schools. The school environment is inclusive. The schools are more significant in playing the vital role for rural development.

Objective -4- to study the roles of stakeholders involved in village schools in rural development of Sambalpur district of Odisha

The stakeholders involved in village schools are school headmasters, concerned subject teachers, parents, school managements, community members and resource persons. The school headmasters are very much sincere to their works and responsibilities. The subject teachers are proficient in teaching subject matters.

Not only in teaching but also in imparting moral values and moreover in personality building of students. In secondary schools the students are in adolescent period so they need more of this. In case of primary schooling, the students are in pre operational and concrete operational stage as per Erickson's theory, here children are taken care, nourishment and attention like growing buds by the teachers who plays the role of a gardener. Teachers are making and building the children. Parents teachers meeting are conducting regularly. The SMC and SMDC meetings are taking places regularly. These regular interactions have a positive impact on the school development which ultimately leading to the rural development.

CHAPTER -5 FINDINGS, SUGGESTIONS AND EDUCATIONAL IMPLICATIONS

5.1. SUMMARY OF THE STUDY

The researcher had conducted the study on “ a study on the role of village schools in rural development of Sambalpur district of Odisha” to investigate the roles played by village schools with four specific objectives of study. For the present study the researcher had taken a sample of 130 schools using systematic random sampling method. This is a qualitative research paper. For the present study the researcher had personally visited the selected schools and personally interviewed all school heads, interacted with students and parents and also visited the stakeholders and took part in SMC members meetings.

5.2. FINDINGS OF THE STUDY

Findings of the study revealed that the status of village schools in sambalpur district of Odisha are really appreciated. The ratio of enrolment of students is complete. There is universal retention of students. The infrastructural facilities available are good. Thank schools are equipped with all the supplements like benches, desks, blackboards, models for science, math, chart, maps for history and geography of India and respective states, geographical map. In secondary schools the facilities for physical science are available biological models and 3D structures are available. The effectiveness of village schools as educational institutions is as effective as concerned. The stakeholders involved in village schools including the administrations, schools heads, the SMC and SMDC members are working significantly in most of the schools and in the same time in some schools the scenario is little bit different. The teachers are much sincere for being a teacher and they are inculcating the moral values, ethical values, emotional values and social values among individuals.

5.3. CONCLUSION OF THE STUDY

The conclusion of the study revealed that the village schools are the primary agency for imparting formal education. In addition of providing formal education, the village schools are making today's learners as the future's leaders. They are contributing towards nurturing the little growing children and building the nation. The village schools are contributing towards rural development by promoting free and basic compulsory primary education to all children of age group 6-14, inculcating the behavior of sustainable use of nature and natural resources, emphasizing the importance of agriculture sector and many more.

5.4. EDUCATION IMPLICATIONS

This present research through village schools is focusing on how the schools are important for rural development. Rural communities can be benefited from the education by having more productive associates increasing their overall income. Education boosts a person ability to lead a group of people successfully and efficient since it gives more information, confidence skills and experience. They provide foundational education, skill development and vocational training and contribute to local economy. They are agency for promoting social awareness and empowerment such as disseminating information about health, sanitation, and environment. They play important roles in fostering community engagement, strengthening social cohesion and simultaneously in preserving cultural heritage. They provide teachers training and collaboration between parents and teachers , organize workshop and act as centre for adults education. They emphasizing critical thinking, problem solving skills specially related to village issues. Village schools establish partnerships with local NGOs, government agencies and businesses to support school programs. It suggests the use of technology integration in bridging the digital divide. Village schools integrate local knowledge and skills into the curriculum through project like agriculture, local crafts and environmental sustainability. The goal is to transform village schools from mere educational institutions to dynamic centers for community development. By implementing these strategies, village schools can play a pivotal role in driving sustainable rural development.

5.5. SUGGESTIONS FOR FURTHER RESEARCH

This may include but not limited to the followings.

1. Long-term impact of education on career trajectories, economic contributions and civic engagement of learners
2. Comparative analysis of role of village schools in Odisha with other states having similar socioeconomic contexts to identify best practices and inform policy recommendations.
3. Exploring the impact of digital literacy and availability of digital resources in village schools on rural development of Odisha
4. The role of schools in promoting sustainable agriculture practices
5. Investigating the factors influencing teacher quality in village schools, including recruitment, training and professional development.
6. Impact of teacher motivation in supporting student outcomes
7. Examining the effectiveness of Village Education Committees (VECs) and other forms of community participation in school governance.

8. Effectiveness of interventions aimed at reducing educational disparities.
9. Analysing the efficacy of Governmental policy and how those policies effect the functionality of village schools.
10. Integrating economic and sociological perspectives to understand complex interplay between education, poverty and rural development.

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