



BEST PRACTICES FOR RURAL YOUTH TO GET EXCELLENT PERFORMANCE

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ABSTRACT

Each man has the same abilities at birth. Who advances and who doesn't may be determined by society. When one is an infant, potential is the same for everyone. Students in rural areas might also have some aptitudes, but the variation will be greater due to societal and educational disparities. A teacher's contribution to closing the gaps is crucial. There is no other cure for social ills than education. Every society will value someone who has an education. The only effective tool to lessen social inequality is education. Rural students have a lot of challenges to overcome. In India, a large number of people live in villages, while some move to the metropolis to further their education. Bright outcomes will come from improvements in infrastructure, government facilities, universalization of primary education - removing private institutions up to elementary education - reforms in teaching methods, and changes in the examination system.

INTRODUCTION

Humans are social creatures. Society will be important to him from a young age. Family, community, and finally schools and colleges will lay the basic foundations of education. "Educated masses are the actual strength to every nation," said Aristotle. Education advances both the individual and the community. English became a link language, a universal language, and a lingua franca despite being one of the languages. It is one of the most efficient ways to study and live. English proficiency has become necessary for having improved professional possibilities. There were significantly more schools. Many educators made an effort to teach English in the best methods they could. Rural pupils, meanwhile, struggle to pick up English rapidly. The rate of illiteracy in India is high. Rural communities have an extremely high illiteracy rate. Not everyone needs to know how to read and write to be considered literate. It raises people's awareness of local events. Social outreach is one way to share the teaching. Without cost, many social workers can help rural populations understand English. In remote places, literary festivals can teach basic grammar and language abilities.

Teaching English in rural places is more difficult because most people there learn it as a second language. English lessons are frequently taught in native tongues by teachers. Students therefore attempt to think in their mother tongue first before translating it to English. The teacher can set up dramas and performances to help the students believe and communicate similarly. Since the development of the Internet and mobile technology, language instruction via gadgets is now possible. Teachers can learn language skills through video lessons, online courses, and mobile devices. Teachers can employ real-time

dialogues between native speakers and phonetics CDs, etc., to familiarize students with the accent.

Government and NGOs both play important roles in this. All schools and institutions must be upgraded by the government with language labs and qualified personnel. The teachers should have enough of time to develop the lesson plan while being overworked with classes. Lesson plans shouldn't be organised in a uniform way. Because a person's mother tongue has a greater impact on them, it should vary from region to region. This is something that academics should always remember because not all diseases respond the same manner to treatment. It is best to teach English in its spoken and written forms separately. NGOs should form into groups everywhere. After forming groups, they must choose competent speakers. Groups should be trained/instructed from these knowledgeable speakers. NGOs should provide their services for no charge because the rural economy lacks skilled workers.

Learning shouldn't be done in a mundane way. By-heart the charts and words are not either answers or solutions. It's not advisable to push someone to learn vocabulary. Every student should be taught how to use common terms, communicate with friends and family, and present at easy seminars. Reading from a newspaper should be included in curriculum. The curriculum ought to be updated every five years. It must be periodically revised. Translations of authors from local languages should be eliminated from the course plan. If the government wants to impose them, they must be included in the simplified versions but not the standard ones. Because if we included it in the everyday lessons, pupils would start thinking in their native tongues once more and the true significance of the works would be lost.



Instead of acting as a typical teacher, teachers should function as guides. Many pupils in remote areas avoid speaking English out of fear. Teachers will therefore focus on them more. The teacher will divide the class into groups and may conduct role plays. Even more technically proficient people struggle with communication. Language instruction should be promoted at professional institutions, and English professors should have full creative control. The technical expertise shouldn't meddle with the curriculum design. Language learning and technicality are two distinct ideas. The lesson will be useless if we attempt to instill them all at once.

The literature component should be given more weight because it fosters learning while also enhancing compassion, morality, and humanity. Lectures are raising technocrats in both rural and urban places, but not good Samaritans. Textbooks should depict urban lifestyles, the value of handicrafts, agriculture, and related activities. The educational process ought to be inclusive but not exclusive in terms of development.

Mostly in our country now, rural development is thought to be of noticeably greater importance than in earlier times in the process of the nation's growth. It is a strategy that seeks greater productivity, greater socioeconomic equality and ambition, and stability in the growth of society and the economy. It teaches individuals how to be better citizens, how to land a better-paying job, and how to distinguish between right and wrong. Education both teaches us the value of perseverance and aids in our personal growth. Thus, by being aware of and abiding by rights, rules, and regulations, we can help to create a better society in which to live. A rural education system has the potential to increase the capacity and knowledge of the rural population, empowering them to make informed decisions about their farms and to innovate in the field of agriculture. Additionally, education exposes the public to information and aids in preventing information misunderstandings. When parents and schools collaborate, kids perform better. If parents are aware of the goals of the school and how they may contribute, they can assist more successfully. An effective system encourages greater parental input into the decision-making process for children's education and learning. Accessibility is crucial for rural development. People must have appropriate access to markets, health care, education, electricity, water, and other resources. The opportunity for people to enhance and maintain their social and economic well-being is constrained by a lack of access.

The educational systems in rural and urban areas clearly differ, and rural children in particular struggle greatly as a result. Two thirds of Indian rural children said they received no educational materials or activities at all during the pandemic, according to the Annual State Education Report study. The capacity for an individual and the entire community to become lifelong learners is at the core of community education. Through community education, people can build relationships and learn problem-solving techniques to handle the various difficulties our society faces.

CONCLUSION

Education should lead to the entire personality development of people. The nation has incorporated a variety of influences into its own distinct culture. The cycle of a child's or adult's development is education. It is a continuous process. Education aims to harmoniously develop a person's intrinsic potentialities. Education is the symbiotic growth of everyone's ability, including the physical, social, intellectual, artistic, and spiritual. There are some goals that must be met by every educational programme. The goals vary from time to time and location to location. But there is a common thread between the goals. The goals of education are decided by the philosophy or purpose of life. Creating an integrated person who is equipped to handle life as a whole is the highest purpose of education. When the underprivileged groups and rural areas get the rewards, the true aim of education should still be maintained. Therefore, both our government and educators should strive for that.

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