EFFECT OF GOVERNMENT SCHEMES ON RURAL AND URBAN STUDENTS' ATTITUDES AND ACHIEVEMENTS: A SPECIAL REFERENCE TO JHARKHAND

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***Abstract*—The future of modern education in Jharkhand is shaped by dynamic growth and transformation amid significant regional differences within India. Despite its rich natural resources, Jharkhand faces challenges in educational infrastructure, technological development, and resource availability. While the state is making progress toward modernization through technological adoption, improved curriculum standards, and improved teacher training, it continues to deal with issues such as outdated facilities and limited digital connectivity.**

The paper examines the effect of government policies on education in the rural and urban parts of Jharkhand, emphasizing the various measures taken to improve access, infrastructure, quality, and student retention. The main initiatives involve setting up schools in both rural and urban areas, offering scholarships, carrying out upgrades to the infrastructure, providing training for teachers, transforming the curriculum, and giving support to improve retention. Engagement with the community via committees and awareness campaigns has helped to advance these initiatives.

***Index Terms*—Rural and Urban, Government Policies, Scholarships, Jharkhand**

I. Introduction

India has a global ranking for the size and variety of its education system, covering all stages from early childhood up to higher education, and this system is governed by policies at both the central and state levels. The National Policy on Education (NPE) is a policy prepared by the Government of India with the objective of promoting and regulating education across the whole country and it covers both elementary and higher education in rural and urban areas. The first NPE was introduced by the Government of India when Indira Gandhi was Prime Minister in 1968; the second was issued by Rajiv Gandhi when he was Prime Minister in 1986; the third (a revised version of 1986) was approved by P. V. Narasimha Rao when he was Prime Minister in 1992, and the fourth was launched by Narendra Modi when he was Prime Minister in 2020.

In Jharkhand, there is a wide range of school education programs which combine government initiatives with private and public schools, vocational training, and adjustments in accordance with the NEP 2020, all with the aim of improving learning outcomes. Government initiatives such as the Samagra Shiksha Abhiyan have significantly increased access to and enrolment in rural schools in Jharkhand. However, there are still serious problems because the policies have focused on certain 'Schools of Excellence'; regular rural schools have been left with inadequate resources, resulting in a large number of teacher vacancies and weak basic literacy results.

Education is one of the fundamental activities of humans and its purpose is to develop people's abilities so that they may play an active part in their surroundings. In the present-day, highly competitive world,

academic achievement is a key sign of success, and one of the most important factors affecting it is the level of aspiration. The level of aspiration that a student has acts as an internal motivation, prompting him or her to make continuous efforts towards their educational objectives and having an impact on their entire academic career (Singh, 2011). When students have high aspirations they not only tend to set higher goals but also carry on performing better throughout their academic experience.

The education sector in rural India is facing serious problems, such as poor infrastructure, a shortage of teachers, and limited digital access, even though government schemes and community-run programmes are gradually improving both access to and the quality of education. The article examines the development of urban education in India since independence by making use of available secondary sources to trace its expansion, the difficulties it has come across, and the policy responses that have been introduced. The paper also argues that cities act as a reflection of the structural inequalities that prevail in Indian society. If inclusive and equitable learning is to be achieved, it is essential to take into account both the achievements and the limitations of urban education. For that reason, before looking at the main arguments of the paper, an investigation into the growth of urban education in India both before and after independence should be carried out.

The National Education Policy (NEP) 2020 is a major reform of India's education system with the aim of making it more inclusive, equitable, holistic and forward-looking. Even though the policy involves important structural and teaching-methodological innovations, the extent of its real impact is greatly affected by the particular regional and social conditions that exist in places such as Jharkhand. This article looks at the effects of the NEP 2020 on students in the rural areas of Jharkhand, with a focus on the Bundu block in the Ranchi district from a sociological point of view. Jharkhand's situation, characterised by a large tribal population, ongoing socio-economic disadvantages and poor education facilities, highlights the significant differences between rural and urban areas. These differences cause rural students to encounter particular difficulties when compared with their urban peers, such as limited access to digital resources, a smaller number of qualified teachers, and stronger socio-economic obstacles. The study examines both the opportunities brought about by the NEP 2020—like teaching in the mother tongue, multidisciplinary learning, skill development and wider inclusion—and the continuing problems of the digital divide, teacher preparedness and resource shortages, which are particularly severe in rural districts. The analysis argues that although the NEP 2020 has a great deal of potential to tackle educational inequalities and enable rural students in Jharkhand, its success will in the end depend on the policy being put into practice in a way that takes into account the specific needs of both rural and urban areas, with sensitive adjustments to the existing regional disparities and with continued institutional support.

For many researchers and psychologists attitude has always been a topic of interest. To some it appears exciting and mysterious. It can serve as a kind of shield to one person and as a weapon to another. If people are to live in harmony and if they are to gain a greater understanding of the world in which they live, then they must have a certain attitude. Since attitudes play a major role in shaping a person's personality, they influence the way in which people perceive and behave towards the people, objects or events they meet. Furthermore, attitudes also have an effect on an individual's social interactions. For these reasons it is important to know what an attitude is, how it is developed and what impact it has on people. That is why the paper will focus on the subject of attitude and will be divided into six sections: Definition of Attitude, Components of Attitude, Attitude Formation, Attitude Functions, Attitude Change, and Persuasion. After reading the paper the reader will have a better understanding of attitude. It is also essential for educators and policymakers who wish to support student development and academic success to understand the relationship between aspiration and achievement. The text stresses the importance of promoting both self-awareness and the ability to set goals from an early age in order to improve academic performance throughout the educational journey.

Because of the establishment of a number of government programmes such as the Right to Education (RTE) Act and Samagra Shiksha, there has been a significant rise in the number of children attending school in the urban parts of Jharkhand. However, local studies indicate that certain shortcomings still remain: the urban

poor as a group continue to have unequal access to good quality resources, a large number of teaching posts are still vacant at the secondary level, and private tutoring is becoming increasingly common as a means of compensating for the poor performance of government schools.

II. Review of Literature

Shashikala S. R. (2020), The above research was presented by Shashikala S. R and Dr. M. Amulya. The paper outlines the public authority plans for the advancement of new-age business visionaries in India. In the present India setting, work open doors in the open area and huge scope area are contracting and vast valuable open doors emerging from globalization are standing by the exploited entrepreneurs can truly take more time to the statures of turning into very financial power.

Kumar (2017), The paper outlines the endeavors to comprehend the job of MSMEs in giving work open doors and pushing towards the comprehensive advancement of the country. The different issues looked at by these MSMEs in executing their activities have additionally been talked about in this paper.

A. Sathish (2019), The paper outlines the strategies that are offered by the MSMEs to advance entrepreneurship in India. In association with the MSMEs to deliver n -number of assistances to advance entrepreneurship in MSMEs sectors which contain Khadi village and coir industries. This assistance will also facilitate skill development programs and also provide subsidy schemes.

Sudha D. S. (2019), The paper outlines the endeavor and has been made to feature the business improvement (ED) process in India and the meaning of the business venture advancement program for the country's monetary development. The possibility of pioneering improvement includes engaging an individual with the fundamental data and information utilized for big business constructing and advancing his enterprising abilities.

Zanjurne (2018), The paper outlines the execution of MSMEs and the development and open doors. The fact that this makes it a contemplated area essentially contributes to business, trades, and fabricating yield. The MSMEs area can help for accomplishing the objective of country manufacturing that assembling to contribute 25% of India's GDP by 2020. For that reason, the public authority of India has taken a decent drive of "Make in India"

Mohanty and Ray (2019), examined the effects of government initiatives on the Indian economy and society , which have been assessed in several studies. For instance, the Pradhan Mantri Jan Dhan Yojana (PMJDY) and its effects on financial inclusion in India.

Sathiyabama P, Velmurugan R. A (2019), Study on the Awareness of Indian Government Schemes among the Women Entrepreneurs of Coimbatore District. They discovered that the program has assisted in reducing the number of households without bank accounts and increasing the number of bank accounts.

Chakrabarti's (2018), The Swachh Bharat Abhiyan (Clean India Mission) has reduced open defecation and increased sanitation, evaluation of the program's effects on public health.

The Indian government has a wide range of incentives and programs in place to support entrepreneurs. The programs are introduced and implemented to regional needs. Numerous governmental organizations. A detailed study has been conducted on the various government schemes in different states of India: Harshad Thakur (2016) in his study "Study of Awareness, Enrollment, and Utilization of Rastriya Swasthya Bima Yojana (National Health Insurance Scheme) in Maharashtra, India", showed that the utilization of the scheme and services from Rastriya Swasthya Bima Yojana (RSBY) was very poor. RSBY was launched with good intentions, but it lacked good planning and implementation. B Spandana, Dr R Geetha Reddy and B Prashanthi (2019) "A Study on Awareness and Utilization of the Telangana state government schemes by the tribal women". This article highlights that respondents were aware of schemes like KCR kit, Kalyana Lakshmi, Arogya Lakshmi, and Aasara Pensions. The study also reveals that the respondents got information through Gram Panchayats. Radhakrishnan Aishwarya, Vidyapeetham Amrita Vishwa, Pillai Nisanth.M, Rao R Bhavani, Dr Georg Gutjahr (2018) "Awareness and Effectiveness of Educational Schemes for Scheduled Castes and Scheduled Tribes in Coimbatore District". This study shows that most

marginalized populations are uninformed of educational programs and unable to make use of all the programs' benefits. In 2019, Anu Devi published "A Study on the Awareness of BPMP Street Vendors towards Government Schemes in Bengaluru". This essay emphasizes how important street sellers are in creating urban culture. According to the survey, the majority of respondents are unaware of the benefits and modifications to the state of Karnataka's monetary policy that are offered to street sellers. Amruta somshekhar & Syed Saif, "A STUDY OF THE GOVERNMENT SCHEMES FOR THE MSME SECTOR AND THEIR CONTRIBUTION TO THE DEVELOPMENT OF INDIA". Review the government schemes available for the MSME sector and figure out how to contribute to the development of our country. The target of this examination is to find out the different issues Faced by MSME in India and to know the scheme framed by the government under the MSME sector. Prof Rupa Chanda, "CONTEMPORARY SCHEMES ON INDIAN ECONOMY". Analysis of different schemes like NHM and JNNURM as well as the implementation of its methodologies and performance measurement by different states. Recommended to use Bottom-up planning and Integrated planning due to our country's demography, and economic and political conditions. Dr Girija Bhushan, "EVALUATION FOR THE SCHEME OF DOMESTIC PROMOTION AND PUBLICITY". The Ministry of Tourism launched the Domestic Promotion and Publicity (DPP) scheme with the main goals of raising national awareness of the potential of domestic tourist attractions and expanding the domestic tourism sector. Under this scheme, various activities for the promotion of domestic tourism and the spread of social awareness messages are undertaken. Ministry of Tourism Final Report, "EVALUATION OF THE SCHEME OF COMPUTERIZATION AND IT". To increase the effectiveness of tourist offices within the Government of India tourist offices, improve tourist information, and improve tourist facilitation through tourism marketing and promotion employing cutting edge technologies, the Central IT and Computerization Scheme take a three-pronged strategy. The program pays for hardware and software upgrades in state tourism bureaus.

III. Objectives of the Study

- In order to find out what effect the government's schemes have on the achievements of students in the rural parts of Jharkhand.
- The objective is to investigate the impact that government schemes have on the academic achievements of students in the urban parts of Jharkhand.
- A comparison must be drawn between the attitudes of students in rural areas and those of students in urban areas with respect to government policies in Jharkhand.

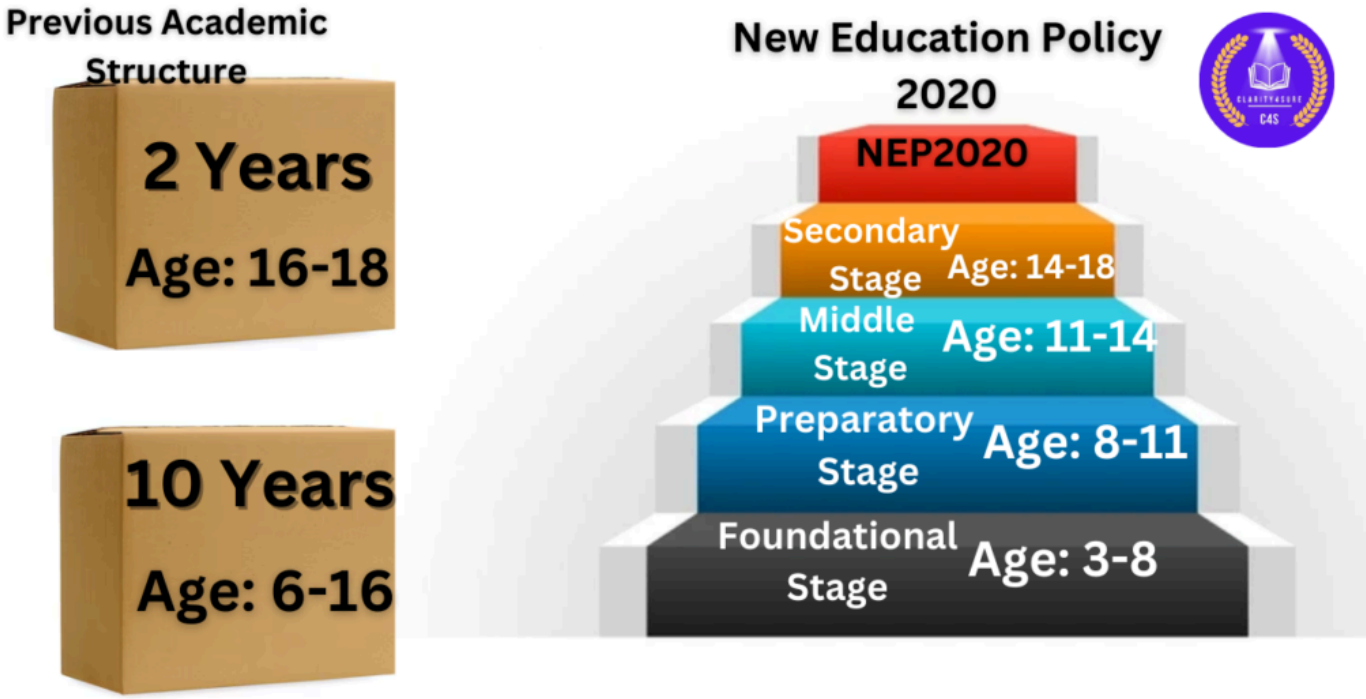
IV. Methodology

The study uses a descriptive survey research approach in order to systematically examine the effect of government schemes on educational outcomes. The reason for selecting the descriptive survey method is that it is appropriate for obtaining attitudes and perceptions among a diverse population, which here consists of both rural and urban teachers in Hazaribagh, Jharkhand. To collect the data, standardized attitude scales and demographic questionnaires were administered to a purposive and representative sample of teachers, making sure that there was representation among different socio-economic and geographic groups. The scales and questionnaires were chosen so as to enable a comprehensive assessment of the cognitive, affective, and behavioural aspects of teacher attitudes, with the aim of achieving reliable and valid results. Through this method, the study not only offers empirical evidence of the existing educational problems but also supports its methodology by showing how teacher attitudes are linked to broader educational and economic development in the area.

V. Education in India

The Indian education system covers early childhood education, primary education, secondary education and higher education, as well as vocational and professional training. Previously the school system operated on a 10+2+3 basis – ten years of general education, then two years at the higher secondary

level and afterwards three years of undergraduate study. The National Education Policy (NEP) 2020 has introduced a 5+3+3+4 structure that includes early childhood education and aligns the different stages of learning with the developmental milestones between the ages of 3 and 18.



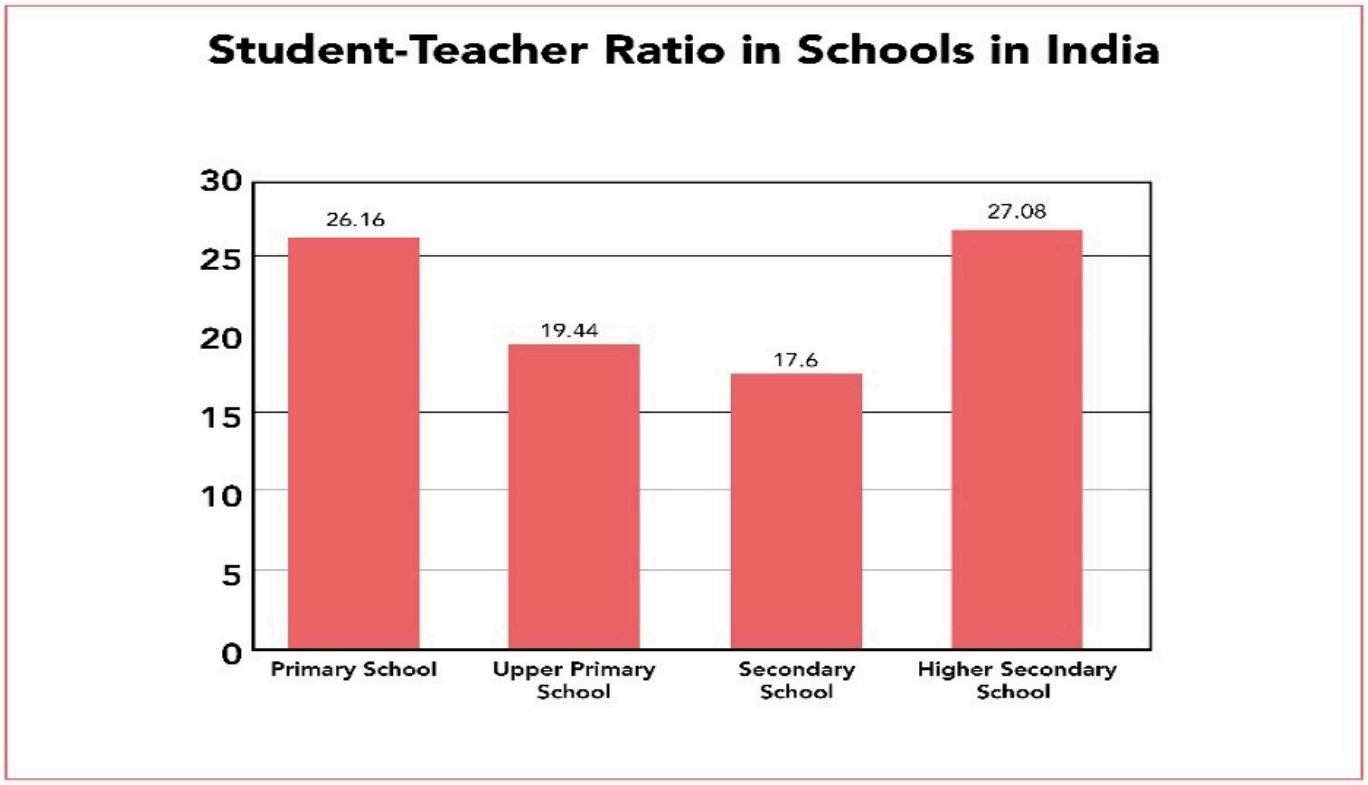
Source: www.google.com

- Early childhood education is given through the use of Anganwadis as part of the Integrated Child Development Scheme, with an emphasis on learning by playing and via a variety of activities for children aged between 3 and 8.



Source: www.google.com

- In primary school both the lower primary section (covering Grades 1 to 5) and the upper primary section (covering Grades 6 to 8) are provided, the aim being to develop basic reading and arithmetic skills as well as to give practical instruction in science and mathematics.
- Secondary education, covering the years 9 to 12, is split into general/lower secondary (which includes years 9 and 10) and upper/senior secondary (which includes years 11 and 12) so that students can be prepared for a place in higher education or for a vocational route.
- Higher education consists of universities, colleges, and a number of other institutions of national importance such as the IITs, IIMs, and AIIMS; the duration of undergraduate programmes ranges from three to five years according to the subject.



Source: www.google.com

Governance and Policy

In India education is looked after at the central, state and local levels, state governments being mainly responsible for primary and upper primary schools. The Right of Children to Free and Compulsory Education Act of 2009 ensures that children from the age of 6 to 14 receive free education. The major national programmes are Samagra Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan, the Midday Meal Scheme and Beti Bachao Beti Padhao.

Bodies such as the University Grants Commission (UGC), NCERT and AICTE have the duty of setting up standards, determining the curricula and overseeing affiliations in the area of higher education. Since education is a subject that is jointly reserved for the centre and the states, the states are allowed to draw up their own policies while the central government offers guidance.

Challenges

Even though some advances have taken place, India continues to experience serious inequalities in access to education and in the quality of that education, especially when urban and rural areas, different genders, and various socio-economic groups are taken into account. The problems in this area include high

dropout rates, a reliance on rote learning, grade inflation, a large number of unaccredited institutions, and poor employability, since almost half of the graduates are considered to be unemployable. It is essential for students to be competent in English if they are to succeed in higher education and in their careers, even though rural students frequently do not have access to good instruction.

Recent Reforms

The NEP 2020 places a strong emphasis on holistic, flexible and competency-based learning and moves away from rote memorization; it combines early childhood education with formal education, promotes the teaching of a number of languages, and encourages vocational training to start at an early age.

Literacy and Enrollment

In 2017–18 the literacy rate was 77.7 per cent, 84.7 per cent of the men being literate and 70.3 per cent of the women. In the rural areas the ratio of enrollment is different, with 80 per cent of students attending government schools and 20 per cent attending private schools, whereas in the urban areas a greater number of students go to private schools (36 per cent as against 66 per cent).

The education system in India is still under development as it attempts to strike a balance between scale, diversity and quality by means of a series of reforms aimed at improving learning outcomes, inclusivity and employability.

VI. Education in Jharkhand

The education system in Jharkhand includes all the main stages such as primary, upper primary, secondary, and higher secondary education. In the past, only 56% of children between the ages of 6 and 11 were attending primary school, but the state has now made significant progress and it is now the case that 95% of these children are enrolled. The Kasturba Gandhi Balika Vidyalayas, which are residential schools for girls, have played an important role in raising female literacy levels and in reducing the gap in education between the sexes.

Government Initiatives:



Source: www.google.com

The Sarva Shiksha Abhiyan (SSA)is a key initiative aimed at providing free and compulsory education to all children, particularly focusing on marginalized groups, including girls and The program has played a vital role in increasing both enrollment and retention among children from the Scheduled Castes and Tribes; moreover, the National Education Policy (NEP) 2020 stresses the need for a holistic and flexible education system in order to improve the quality of education in the state.

Challenges

- The standard of education is such that attainment levels remain low, a large proportion of pupils struggling with basic literacy and numeracy. For instance, 29 per cent of the Grade V students could read material written at the Grade II level, this figure being much below the national average.
- Due to socio-economic factors, children are generally not able to get an education in rural areas, since most families would rather work than send their children to school, which results in high rates of drop-out.
- Because there are so many educational institutions on offer—such as 11 universities and 98 colleges that award degrees—the standard of both the infrastructure and the teaching facilities varies considerably, having an effect on the general educational experience.

VII. Rural Education



Source: www.google.com

Rural education is important for socio-economic development as over 65% of India's population resides in rural areas. Enrollment amongst children aged 6 to 14 has remained high and has gone above 95% for nearly two decades, indicating that access to primary education is good. There has also been a substantial rise in pre-primary enrollment: for three-year-olds the figure has increased from 68.1% in 2018 to 77.4% in 2024, and for five-year-olds it has risen from 58.5% to 71.4% during the same period. Yet literacy in rural areas (68%) is still below that in urban areas (85%), and gender disparities persist.

Challenges:

- **Some schools have no** classrooms, no toilets, no drinking water, and no electricity.
- **A shortage of well-qualified teachers often has a direct impact on** learning outcomes.
- **Because of the digital divide, pupils are unable to make use of e-learning, since in rural areas only 15 per cent of schools have** internet access.
- **The rate at which students drop out is high due to economic pressures, especially those which have an impact on girls, leading many of them** to leave school early.
- **The curriculum in use today usually fails to provide the practical or vocational skills needed in order to obtain a job**.
- **Gender Disparity:**Cultural norms and economic constraints reduce educational opportunities for girls

The education system in India is the largest in the world and the curriculum along with the textbooks has a significant role in forming the state, in shaping national identity and in affecting international relations. It is generally thought in many countries that smaller schools are better managed and achieve better results because teachers can give individual attention to almost all the pupils in a class. This study examined whether small primary schools are well managed. It concentrated on the Chatra district in Jharkhand, India. Even though a number of studies have already been carried out at the state, national and international levels on various subjects such as stagnation and wastage, the mid-day meal scheme, the impact of school conditions and the development of primary education, only a small number have been conducted in the state of Jharkhand. The present study may thus represent a important advance in the examination of the state of primary schools in Jharkhand.

VIII. Urban Education



Source: www.google.com

Education in urban areas of India is characterized by great inequalities, difficulties relating to infrastructure, and the existence of two types of schools—public and private—even though there have been various policy initiatives aimed at improving access to and the quality of education. Since India gained its independence in 1947, urban education has developed in parallel with the process of urbanization and social and economic stratification. In the early years after independence the emphasis was on extending the network of municipal schools in order to fulfill the ambitions of the new republic and to provide skilled labour for both industry and the government. Urban centres such as Delhi, Mumbai, Kolkata and Chennai became centres for higher education, teacher training and for specialized institutions. Yet the advantages of this expansion were not shared equally and children from marginalized groups were often left out of access to good education.

Challenges

- Overcrowding and Infrastructure
- Socio-Economic Barriers
- Migrant and Slum Populations
- Public-Private Divide

The education sector in Jharkhand has the potential to develop by adopting a well-rounded strategy which deals with the existing problems and makes use of the opportunities for advancement. Important steps in this regard would include increasing investment in educational infrastructure, incorporating technology into teaching methods, offering training and various programs to enhance the effectiveness of teaching, and expanding and improving services in order to improve performance. By looking at the examples of more developed regions, Jharkhand can obtain valuable insights and best practices which will then enable it to introduce particular reforms and innovations. Public-private partnerships could also play an important role in raising funds and introducing modern educational tools. Furthermore, regional disparities must be overcome by introducing inclusive policies and by making sure that resources are distributed in an equitable way so that all students can take advantage of the improvements. Once these approaches are taken, Jharkhand will be able to set up a more robust and more fair education system and will therefore meet both national and international standards while preparing its students for future success.

IX. Rural and Urban Students' Attitudes



Source: www.google.com

The ASER 2024 report is a survey covering all areas of rural India and involved 649,491 children in 17,997 villages located in 605 rural districts. Additionally, the ASER surveyors went to 15,728 government schools which had primary sections, 8,504 of which were primary schools and 7,224 of which also provided upper primary or higher grades.

For a long time the study of scientific attitudes has depended on examples that are already known. As Alexander, Johnson and Kelley (2012) point out, "parents usually connect scientific concepts with familiar examples (even if this is sometimes incorrect) when explaining complicated scientific ideas". One cannot fully understand science just from theory since there is likely to be a great deal of variation in the way individuals observe things and so direct experience is needed. Lee (2018) states that "perceptions or misperceptions about science act as a mediator in the relationship between knowledge and attitudes (scientific knowledge → perceptions about science → attitudes towards science)". Bybee, McCrae and Laurie (2009) assert that "science plays an important role in scientific literacy". A scientific attitude is one of the signs that students have a positive attitude towards science. Attitudes towards science and scientific attitude are two aspects which go together.

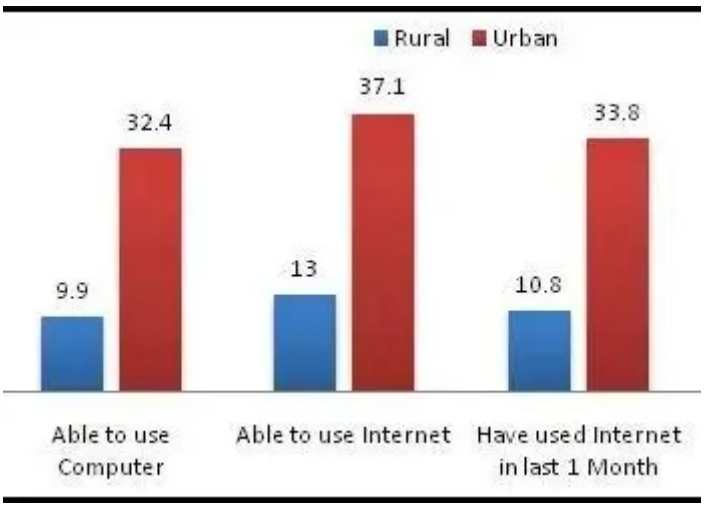
X. Rural and Urban Students' Achievements

The family is the most important factor in shaping a child's life, since from the first moment children depend on their parents and their family for protection and for having their needs met. They fare well when their parents actively encourage their positive growth and development. It is up to the family to give their children food, clothing, shelter, emotional and motivational support, financial help, and also to ensure that they have a place in wider society. There are a number of factors which affect the academic progress and other kinds of development of secondary students, and these can be familial, school-related, or residential in origin.

The main factor influencing the achievement and development of secondary school students is the background from which they come.

Azaola (2010) points out that in rural areas it is the mothers who assume responsibility for their children's education whilst the fathers do not consider it to be their duty. Moreover, in rural areas students receive very little help when encountering difficult tasks or when preparing for exams since the parents are unable to

give this kind of assistance because of their own lack of education. The situation is not very different in urban areas—parental education is higher and even the fathers do regard it as their obligation to help their children with their studies (Sandoval et al. 2017).



Source: www.google.com

The inclusion of students having a wide variety of needs and disabilities in regular classrooms is a key element of present educational policy, for example the policy outlined in the Right of Children to Free and Compulsory Education (RTE) Act. In Jharkhand, the implementation of inclusive education comes up against special difficulties, these being made worse by geographical disparities, the differences in infrastructure between rural and urban schools, and the absence of specialized teacher training. With regard to Jharkhand, inclusive education is intended to get Children with Special Needs (CWSN) into mainstream schools and to deal with the linguistic and cultural difficulties encountered by the state's large tribal population. The Jharkhand Education Project Council (JEPC) is responsible for the major initiatives aimed at ensuring that learning opportunities are fair and accessible in all districts.

The cognitive, affective and behavioural components of teachers' psychological tendencies influence the way in which they interact with their students and carry out their lessons. As these basic beliefs have a great effect on the atmosphere in the classroom, on students' academic achievement and on their general level of motivation, it is generally believed that a teacher's disposition is the most important factor in achieving successful teaching.

XI. Government Policies Related to Rural and Urban Students' Attitudes and Achievements

Government policies have shaped rural education in Jharkhand through several key effects:

- Enrollment and Access: As a result of the centrally funded schemes, more than 90 percent of the schools in Jharkhand are now located in rural areas, and initiatives such as the Midday Meal Scheme have managed to improve attendance, especially that of girls.
- In order to overcome the major cultural and infrastructure obstacles which hinder attendance, the government's policies aimed at empowering the tribal populations by constructing residential hostels and by improving school sanitation—for example, by fitting in girls' toilets as part of the Swachh Bharat Abhiyan.
- Even though enrollment has gone up, the differences in terms of infrastructure are still considerable because there is a big gap between what is stated in policy and what actually takes place; about 30 per cent of government schools have an enrollment of fewer than 50 students, and at the moment there is concern that the most recent initiative, intended for urban 'Schools of Excellence', will cause standard rural schools to be overlooked.

- In Jharkhand there is a severe shortage of teachers, since the number of teaching positions available is more than 80% at the secondary and higher secondary levels, and a large number of the teachers in the primary and upper-primary classes in the government schools are said to be underqualified.
- Because the amount of instruction varies and since there is a lack of teaching materials, the standard of learning is low, and as a result over half of the rural children who attend government schools are forced to take private tuition.

If you want to dive deeper, let me know:

- Is your question relating to primary education or is it about higher education and vocational skills?
- Should I go on to tell you anything else regarding the effect of the National Education Policy (NEP) in the state?
- Shall we consider the specific difficulties that tribal students encounter?

XII. Impacts of Government Policies in Jharkhand's Urban Centers

- **Enrollment and Access:** The implementation of the Link has successfully increased access to school and has supplied the necessities such as free books and Mid-Day Meals, leading to a reduction in dropout rates.
- **Strengthening infrastructure and equity, the Swachh Bharat Abhiyan has funded** separate toilet facilities for girls, leading to a significant improvement in hygiene and upkeep. Similarly, the Link and residential hostels have provided an advantage to tribal and minority girls in urban and semi-urban areas with valuable safe spaces and access to education.
- **Even though** the number of students enrolled at the institutions has increased, there are still serious problems in the system. At the state level, the data shows that achievement levels in government schools have continued to be low, which is the reason why there is a high rate of private tutoring provided as a supplement among urban students.
- **Teacher Shortages:** Urban and district-level schools—particularly at the secondary and higher secondary levels—suffer from high teacher vacancy rates, severely limiting the capacity for individualized student attention
- **Fee Regulations:** The state government made it clear that schools can't raise fees beyond 10% without approval from the Link, which has caused friction between private school's and parents dealing with inflation

XIII. Findings

The study's findings show how government schemes affect the attitudes and academic performance of students in both rural and urban areas, with specific reference to the situation in Jharkhand. Enrolment in urban areas is much higher at both the primary and secondary levels than in rural areas. In rural areas, the lower level of enrolment is caused by socio-economic constraints, a lack of awareness and difficulties concerning accessibility. The dropout rate in rural areas is very high and a great many students abandon their studies because of poverty, the need to help with family income, early marriages (especially among girls) and the long distances they have to travel in order to get to school. Students in rural schools generally obtain lower scores in standardised tests and in other measures of academic achievement. This is because there is a lack of academic support, no qualified teachers are available, teaching quality is low and there is limited access to learning materials. Furthermore, the student-teacher ratio in rural schools is still unsatisfactory, leading to insufficient individual attention and a decrease in the quality of learning.

XIV. Future Directions

The government is focusing on improving the standard of education through a variety of assessments and interventions, one of these being the PARAKH Rashtriya Sarvekshan 2024, which is meant for the assessment and enhancement of educational abilities. Because it is addressing the existing problems and drawing on its own government programmes, Jharkhand hopes to set up a more fair and efficient education system for all of its residents.

XV. Recommendations

- Direct public spending towards the development of the infrastructure for rural education, towards digital connectivity, towards the facilities of schools, and towards the resources available in classrooms.
- In order to reduce dropout rates and improve enrollment, education reform policies should be tailored to the particular circumstances of each region, for example by addressing midday meal schemes, scholarship programmes, and the provision of incentives for girls' education.
- Hire more highly qualified teachers and make sure they receive regular training and carry out ongoing professional development; moreover, offer incentives (such as housing and bonuses) so as to encourage teachers to work in schools located in rural areas.
- We need to advance our digital learning programs by making use of mobile learning units, community radio, and e-learning platforms in order to fill the gap in learning resources.
- Promote the interests of local communities and parents by means of school management committees and awareness campaigns so as to enhance children's education and bring about greater school accountability.

XVI. Conclusion

The difference in the quality of education between rural and urban areas presents a major obstacle to India's aim of achieving inclusive development. Although urban students enjoy good infrastructure and a wide range of educational support, their rural peers still face serious shortcomings. The study emphasizes that in order to reduce the gap between rural and urban education it is necessary to share resources more equally, improve the quality of teachers, achieve greater integration of technology, and have more involvement from the community. It is not only important for individuals to be empowered by addressing these inequalities but also essential for the general socio-economic development of the country; a more fair education system will give every child, no matter where they live, the opportunity to learn, grow and succeed.

Even though Jharkhand has made significant progress in extending access to education, more efforts are still needed if the quality is to be improved and the socio-economic barriers to be removed so that all children can receive a worthwhile education. In order to improve learning outcomes, the state offers a wide range of school education programs, combining government initiatives with both private and public schools, vocational training, and changes in accordance with the NEP 2020. The government's Samagra Shiksha Abhiyan has considerably increased access to and enrolment in rural schools in Jharkhand.

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