

Rural Education Revitalisation in the Context of National Cultural Revival

Rui Sun*

*Department of Visual Design, Yeongnam University, Gyeongsan-si, Gyeongsangbuk-do, 38525,
Korea*

s1234567779@163.com

**Corresponding author*

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Abstract: Rural schools, with their unique geographical space and cultural and educational advantages, take on the important mission of nurturing cultural identity and cultural confidence among rural youths, promoting the self-improvement and transcendence of rural culture while maintaining its vitality, and thus becoming the main body responsible for the cultural heritage of rural society. However, with the advancement of modernisation, the differences in cultural influence between urban and rural areas have become more and more obvious. The main aim of this paper is to investigate the revitalisation of RE in the context of national cultural revival. This paper analyses the relationship between RE and revitalisation, and conducts a detailed study of the relationship between the RR strategy and the development of rural schools and rural society, as well as the relationship between rural cultural construction and the rural revitalisation (RR) strategy and rural education (RE). It then goes on to study the revitalization of RE in the context of national cultural revival, including the value significance and inevitable requirements. Finally, an experimental analysis is conducted and it is found that schools and relevant education departments are currently supportive of rural cultural heritage, but due to the lack of relatively professional training, the absence of a systematic rural cultural construction model and the lack of corresponding supporting policies for rural cultural construction, etc., many excellent rural cultural resources cannot be effectively integrated and utilised in the classroom directly or indirectly. As a result, it is impossible to cultivate students' awareness of rural cultural heritage.

1. Introduction

The rural revitalization strategy is an important institutional arrangement for the overall prosperity of the countryside, taking into account the current situation of rural development in China. Rationally reflecting on the soul-casting qualities and functions of culture, in reality, rural cultural revitalization suffers from lagging concepts, lack of talents, poor operation of institutional mechanisms, inadequate rationing of public cultural services and weak material foundation, etc. It is necessary to improve the institutional mechanism for the development of rural talents, so as to unite the main forces of rural cultural revitalization; strengthen the protection and utilization of rural

cultural resources and promote the comprehensive revitalization of rural culture. Looking at the current situation, rural cultural revitalization, as a comprehensive project involving a wide range of areas, a large number of participants and a relatively complex structure, needs to fully mobilize the participation of the government, farmers and all sectors of society, and fully mobilize all favourable factors to serve them, so as to jointly promote the comprehensive revitalization of rural culture under the vision of rural revitalization strategy [1, 2].

In a related study, Carol et al. found that librarians in rural libraries have expertise in digital literacy and a deep understanding of unique communities, which helps to improve the quality of life of residents. However, many library education programmes do not include training students to become future leaders in community growth. The role of libraries was then expanded by bringing librarians into the community to work with community leaders and residents to promote needed and desired change [3, 4]; Brian et al. mention that one of the most recent developments in South Africa's educational priorities is the provision of information and communication technology (ICT) to schools to meet the goals of the country's 2030 National Development Plan (NDP) agenda, and that it is important to fully understand teachers' perceptions and attitudes towards the use of ICT in practice [5, 6]. Therefore, this study investigated teachers' perceptions and attitudes towards the use of ICT in teaching and learning. The results indicated that most teachers had positive perceptions of using ICT for teaching and learning. It also noted that teachers' attitudes varied according to the level of ICT training and support they received. The findings of this study are perhaps most important in providing clear insights that can contribute to the effective adoption of teaching and learning technologies.

This paper focuses on the revitalisation of RE in the context of national cultural revival. The relationship between RE and revitalisation is analysed, mainly including the relationship between mutual assistance, motivation and also responsibility; then the relationship between RR strategies and rural schools and rural social development, as well as the relationship between rural cultural construction and RR strategies and RE are studied using illustrations [7, 8]; then the revitalisation of RE in the context of national cultural revival is studied, including the The important value and significance of RE, the inevitable requirement of revitalizing RE to achieve the great rejuvenation of the Chinese nation, and the promotion of RE; finally, an experimental analysis of rural primary school teachers' attitudes towards multiculturalism and the conditions for the construction of rural culture is launched.

2. Design Research

2.1. RE and Revitalization Relationship

2.1.1. Mutual Aid Relationship

The rural renewal strategy is an important decision to support overall rural development. The requirements of the renewal strategy cover all political, economic, humanitarian and material aspects of rural areas [9, 10]. It is a strategic development for a new period, based on the national context and a full understanding of the agricultural situation, and is a fundamental solution whose main aim is to resolve the contradiction between the aspirations of farmers for a better life and the lack of rural development. In these times of opportunity, we look at rural revival from the perspective of education, firstly, to inherit and develop rural culture and put its building function into practice; secondly, to ensure a constant flow of knowledgeable, thinking and caring people into rural construction. There is a two-way, mutually supportive relationship between rural regeneration strategies and rural schooling, a fundamentally modern solution. Recognising the inextricable link between the two will help revitalise rural schooling and develop rural renewal through human

resources [11, 12]. Figure 1 shows the relationship between RR strategies and the development of rural schools and rural societies.

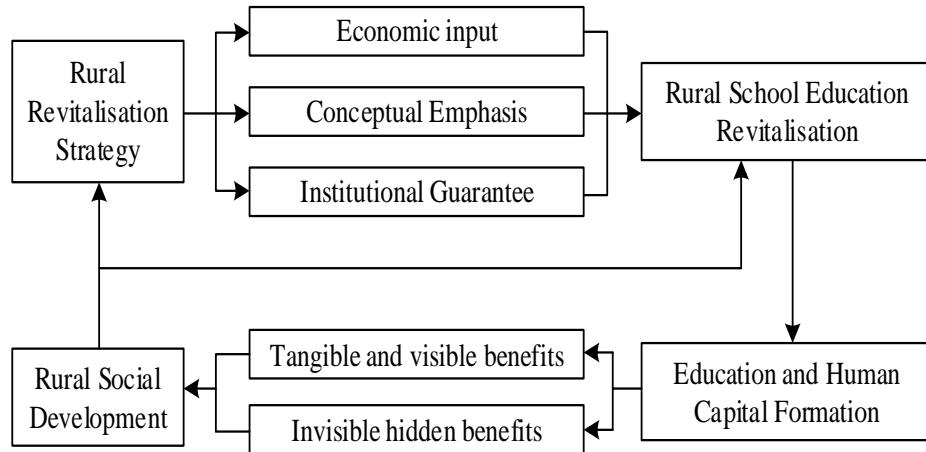


Figure 1: Relationship between RR strategy and rural school and rural social development

2.1.2. Intrinsic Motivation

Chinese culture, rooted in rural civilization, still has many excellent ideological and moral concepts and humanistic spirit that have not been washed away by the sands of history. The Rural Renewal Strategy states that "a civilised rural way of life is the guarantee of rural renewal", which fully confirms the cohesive and inspiring power of spiritual culture. In the process of rural cultural renewal, the history, ethnicity and nature of the countryside should be preserved and inherited, "civilised countryside, good family customs and simple folkways" should be made the three-dimensional goal of rural cultural development, material and spiritual culture should be understood together, the cultural taste of rural society should be improved, and rural development should be highly humanistic. The adoption of a rural renaissance strategy means that rural development and progress will no longer be limited to imitation and copying of urban landscapes, but will be improved and enhanced on the basis of respect for the original living space. Rural communities must also have cultural confidence. In line with the requirements of the new era, the reconstruction of rural culture should be innovative in terms of inheritance and integration, preserving the bones of the countryside with the unique charm of rural culture, renewing a new perspective of the countryside in the new era with the self-awareness and conscious awakening of rural culture, forming a unique spiritual field for RE, and ensuring the revitalisation of the countryside with shining humanistic power. Figure 2 shows the construction of rural culture and RR strategy and RE [13, 14].

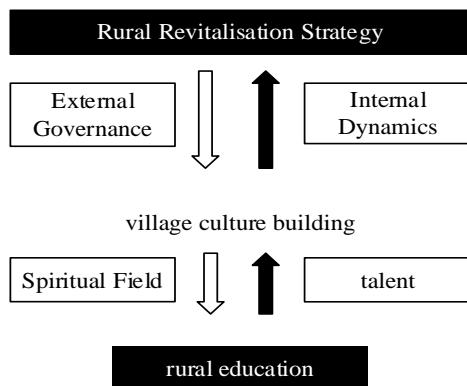


Figure 2: Rural cultural construction and rural revitalization strategy and RE

2.1.3. Responsibility

Rural culture is constantly enriched by the combination of cultural inheritance and innovation, which is both the spiritual core of rural development without forgetting its cultural origin and the source of strength to ensure that rural builders love and care about the countryside and constantly replenish talents for the revitalisation of the countryside. The attraction to the village that comes from cultivating rural culture is an internal, spontaneous emotional shift that is difficult to develop in adulthood. In the context of RR strategies, it is worth considering whether village schools, as basic educational spaces and important cultural elements in rural areas, can take on the task of spreading and developing rural culture. Rural culture has a new role to play in the new era, and rural school education should also follow the guidelines of the rural renewal strategy and take on the responsibility of promoting rural culture and building healthy and prosperous schools [15, 16].

2.2. Types of Risk in RE

Given the many risks involved in the process of organising RE, an analysis of the existing literature shows that these risks can be categorised into the following five areas.

(1) Policy risks. (1) Policy risk refers to the risk of uncertainty in the running of education due to changes in national policies and laws, but this risk may also be caused by policies that lag behind the actual development of RE. In this regard, some scholars believe that the adjustment of relevant laws at the national and local levels is an important cause of policy risk in RE, as the government's understanding of RE has been drastically adjusted, making RE's understanding of its own development also stalled.

(2) Market risk. This risk is mainly due to the competition in the RE market, which is mainly focused on the risk of decreasing student numbers and the risk of student employment difficulties. The main reasons for this part of the risk are: on the one hand, the competition for higher education students is fierce; on the other hand, the excessive RE fees have led to the risk of competitive market pressure.

(3) Management risk. These risks are mainly at the level of school management. Compared with public universities, RE has more room for decision making and management, which on the one hand can have a positive impact on the development of RE, but on the other hand, it can also lead to mistakes in decision making due to management quality and ability. Such decisions can have a positive impact on the development of RE, but on the other hand, they can also lead to mistakes due to the quality and competence of the management, which can lead to the closure of schools.

(4) Financial risk. This is the most widely studied type of risk and refers to the possibility that RE will become unsustainable as a result of its own management failures. This includes not only the possibility of defaulting on debts and interest payments, but also investment failures and broken capital chains, which can be attributed to an unreasonable financial structure and the arbitrary use of funds.

(5) Quality risk. This is mainly due to the fact that RE has relaxed the quality of teaching and learning in order to pursue a larger scale of development and the maximum level of net profit. Quality risks are reflected in the following aspects: Firstly, the mismatch between the number of students and the level of school management makes it difficult to improve the quality of student training. Secondly, the level of teaching reform is lagging behind to raise the quality of teaching to the desired level. Finally, the system for developing students' practical skills is inadequate, making it difficult for students to integrate into the real workplace.

2.3. Research on Collaborative Filtering Algorithms

2.3.1. LFM Implicit Semantic Model

As one of the more popular research topics in recent years, it is also a typical representative of model-based recommendation, which provides users with personalised recommendations by automatically clustering user behaviour data through Latent Variable Analysis (LVA) technology and mining the hidden features within user preference data. i's preference.

$$p_{u,i} = rating_{u,i} = p_u^T q_i = \sum_{k=1}^K p_{u,k} \times q_{i,k} \quad (1)$$

Where $p_{u,k}$ denotes the relationship between user u's preference and the kth hidden feature, and $q_{i,k}$ denotes the relationship between the kth hidden feature and item i.

2.3.2. Evaluation Metrics

The following two metrics are used to measure recommendation performance, namely Precision and Mean Reverse Rank (MRR), where Precision is used to measure the ratio of successful recommendations to the top n recommendations, and MRR measures where the first ground truth item per investor occurs.

MRR is a statistical method used to evaluate any process that ranks a sample of queries based on the probability of being correct, thereby generating a list of possible responses to a sample of queries. MRR is the mean of the reciprocal rank results for a sample of queries Q.

$$MRR = \frac{1}{|Q|} \sum_{i=1}^{|Q|} \frac{1}{rank_i} \quad (2)$$

Where $rank_i$ denotes the ranking position of the first relevant document for i queries.

3. Experimental Study

The main contradiction in our society has been transformed into the contradiction between the people's growing need for a better life and unbalanced and insufficient development". Revitalisation includes the training of talents as well as the revitalisation of the countryside and the enhancement of civilisation. The revitalisation of the countryside has become one of the major tasks in building a moderately prosperous society in all aspects, while the Chinese nation has gone through several stages of cultural tradition change, civilisation clash and cultural exchange and blending throughout its history, and some outstanding rural cultures have been lost or died out. This is a global problem. General Secretary Xi Jinping has repeatedly stressed the importance of carrying on and promoting Chinese culture and not allowing it to be disconnected from its heritage; not only to "protect" but also to "pass on". Therefore, there is an urgent need to awaken and cultivate local and innovative talents in order to achieve effective articulation and high-quality development of rural revitalization.

3.1. Important Value and Significance of RE

General Secretary Xi Jinping pointed out that "developing the rural economy and achieving a combination of poverty eradication and building a harmonious socialist society is a long-term, arduous and complex process, which must be guided by a correct historical and cultural outlook." In China, poverty-stricken areas mainly include rural areas and remote mountainous areas; the poor

population is mainly rural population. To achieve poverty eradication, it is necessary to improve the living standards of people in poor areas and change the living conditions of people in poor areas. And to achieve RR, it is inevitable to achieve continuous forward progress in rural social civilisation. To achieve sustainable progress in rural social harmony must be achieved by comprehensively improving the living standards of rural people, which means that it must be achieved through the balanced development of urban and RE.

3.2. Analysis of the Structure of RE

The purpose of evaluation is to enable and guide the achievement of goals. To achieve the goal of educational development, RE must be developed by rural schools; the elements that must be present for rural schools to develop are educational opportunities, educational quality, and educational management[5, 6].

3.2.1. Access to Education

Access to education is the basic guarantee of a fair education for those who receive it. Only when every citizen has the opportunity to receive education can he or she achieve the best development, and only when he or she has the right conditions for his or her development can he or she achieve the best development for himself or herself. The main factors are the investment of funds, the deployment of teachers and the conditions of schooling. Some of these factors have been fully implemented and do not have an impact on individual access to education, such as teachers' qualifications and titles. Teachers' academic qualifications are already a requirement for entry into education; teacher titles are basically a reflection of teachers' qualifications rather than their teaching ability, and factors such as these should not be in the system as developmental assessments. There are factors that meet the needs of teaching and learning, but a change in these conditions may change the access of the educated to education, for example, per pupil floor space, per pupil sports hall area, per pupil illustrations, etc. A change in the number of students is a change in the resources each student occupies, and access to education will change. This type of factor should be strengthened in the system.

3.2.2. Quality of Education

The quality of education is the ultimate goal pursued by educational activities and is an important factor that must be taken into account in any education. It is just that different times, different regions and different individuals have different views on the quality of education. Some think that quality is marks and quality is the rate of promotion. There are views that quality is the improvement of quality and that marks should not be pursued unilaterally. But quality and scores are not opposites, quality improvement scores should be high, high scores and low ability is an individual special phenomenon, not a universal phenomenon. As a system of evaluation, and to evaluate education, the quality of education is related to the development of students throughout their lives and the delivery of students to higher level schools, the quality of education must be reflected in the system as an important factor.

3.3. Revitalizing RE is An Inevitable Requirement for Achieving the Great Rejuvenation of the Chinese Nation

The world today is undergoing major changes unprecedented in a century, and mankind is facing various common challenges; the ideology and values of people from all countries are increasingly diverse, and national cohesion is growing; China's development and progress have had a profound

impact on the world development pattern, and it is increasingly becoming an important force for change in the global governance system. We should take the realization of the great rejuvenation of the Chinese nation as a historical coordinate system for long-term strategic planning. In this strategic consideration, we must firstly achieve revitalisation in terms of talent cultivation and respect for people themselves; secondly, people-centredness must start from the system for systematic system construction; and once again, the construction of people-centred thinking should be the fundamental purpose to the main position of people.

3.4. Promote the Comprehensive Development of RE and the Creative Transformation and Innovative Development of the Excellent Chinese traditional Culture

In RE, the inheritance and promotion of vernacular culture is crucial. Attention should be paid to the excavation of the excellent ideas and outstanding culture contained in excellent RE, so that traditional culture can enter the mind and heart and penetrate the heart. Emphasis should be placed on excavating, summarising and enhancing the Chinese national spirit embedded in traditional Chinese education, as well as new ideas and thinking that lay a good foundation and a solid foundation for the development of RE, so that the excellent Chinese traditional culture can keep pace with the times. At the same time, RE must further develop and enrich traditional ideas, perspectives and methods as well as other national civilisations, so as to contribute its own strength to the progress of contemporary human civilisation.

3.5. Promote the Development of RE and "Ground" Young Learners

RE is an important carrier and an important part of the excellent Chinese traditional culture, and is an inheritance and promotion of the excellent Chinese traditional culture, reflecting the spiritual connotation of the times of cultural revival. The modernisation of education in China is taking place in the context of the interaction between urban and rural areas, and it is in this context that the educational model is being adjusted. With the accelerated development of urbanisation in China, people's pursuit of a better life has become increasingly strong. In the process of urbanisation, some young people have been swept along by the wave of urbanisation and have lost their self-worth. They are reluctant to take root in the countryside and feel alienated and detached from the rural society; they are unwilling to return to the mainstream social groups and live far away from the rural society. Therefore, China should change its concept and thinking to promote the quality and balanced development of compulsory education. This will not only help to solve the problem of teachers in rural areas being "unstaffed", but also help to solve the problem of employment difficulties for young people in cities; it will also help to cultivate cultural confidence in young students and prepare them for urban life in the future.

4. Experiment Analysis

4.1. Attitudes of Rural Primary School Teachers Towards Multiculturalism

Teachers' attitudes towards multiculturalism are related to their ability to actively embrace multicultural knowledge. ii. The survival of rural primary school teachers in a multicultural context - a case study of three teachers This will affect their understanding of other ethnic cultures and their ability to integrate and live in harmony with local minority cultures. According to Ponit, the more teachers are aware of multiculturalism, the more they have a sense of responsibility and obligation and will consciously integrate multiculturalism into their curriculum design and teaching activities. This is shown in Table 1.

Table 1: Teachers' attitudes towards multiculturalism (Unit: %)

Teachers' attitudes to multiculturalism	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Multicultural societies are characterised by freedom of belief	23	70.3	6.7	0	0
It is difficult to get along with communities of different cultural backgrounds	0.1	24.2	35.8	29	10.9
Living in a multi-ethnic society requires tolerance and respect for each other	89.2	9.7	1.1	0	0
Different cultural differences between people can affect their understanding of each other	11	2.6	56.9	14	15.5
Minorities should give up their cultural beliefs and integrate into the mainstream culture	0.8	1.2	12	80.9	5.1
Be happy to get along with people from different ethnic groups	12.2	20.9	45.3	18.2	3.4
Feel incomprehensible about the customs of ethnic minorities	0	0.7	21.1	42	36.2

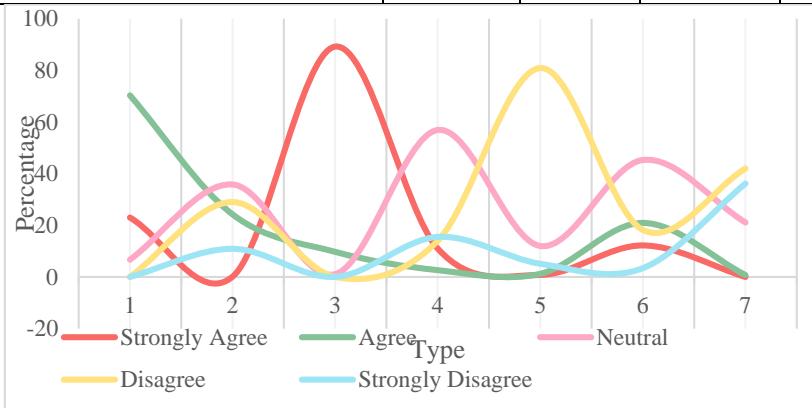


Figure 3: Teachers' attitudes towards multiculturalism Analysis chart

The results of the survey in Figure 3 show that the majority of teachers have a positive attitude towards multiculturalism. 93.3% of teachers believe that "freedom of belief is a characteristic of multicultural societies"; 98.9% believe that "living in a multi-ethnic society requires mutual tolerance and respect"; 33.1% believe that "living in a multicultural society requires mutual tolerance and respect"; and 33.1% believe that "living in a multicultural society requires mutual tolerance and respect". 33.1% of teachers said that they were "happy to get along with people from different ethnic groups".

However, the survey found that some rural primary school teachers still have a negative attitude towards multiculturalism: 24.3% of teachers believe that "it is difficult to get along with people from different cultural backgrounds"; 13.6% of teachers believe that "different cultural differences between people can affect their understanding of each other "; 2% of teachers thought that "ethnic minorities should give up their own cultural beliefs and integrate into the mainstream culture"; and 0.7% of teachers thought that they "feel incomprehensible about the customs of ethnic minorities".

4.2. Conditions for Building Rural Culture

According to the results of the interviews with teachers, rural schools provide comprehensive hardware and software for the development of rural culture. When teachers were asked "What do

you think are the difficulties facing schools in building rural culture?", 84.1% of teachers felt that the biggest difficulty within the school was the lack of appropriate teachers, while the lack of financial support, parents' attitudes and the pressure to pursue higher education were also considered to be problems that must be faced in practice, with 47.2%, 41.1% and 40.2% respectively, as shown in Table 2.

Table 2: Statistics on the conditions of cultural construction in villages

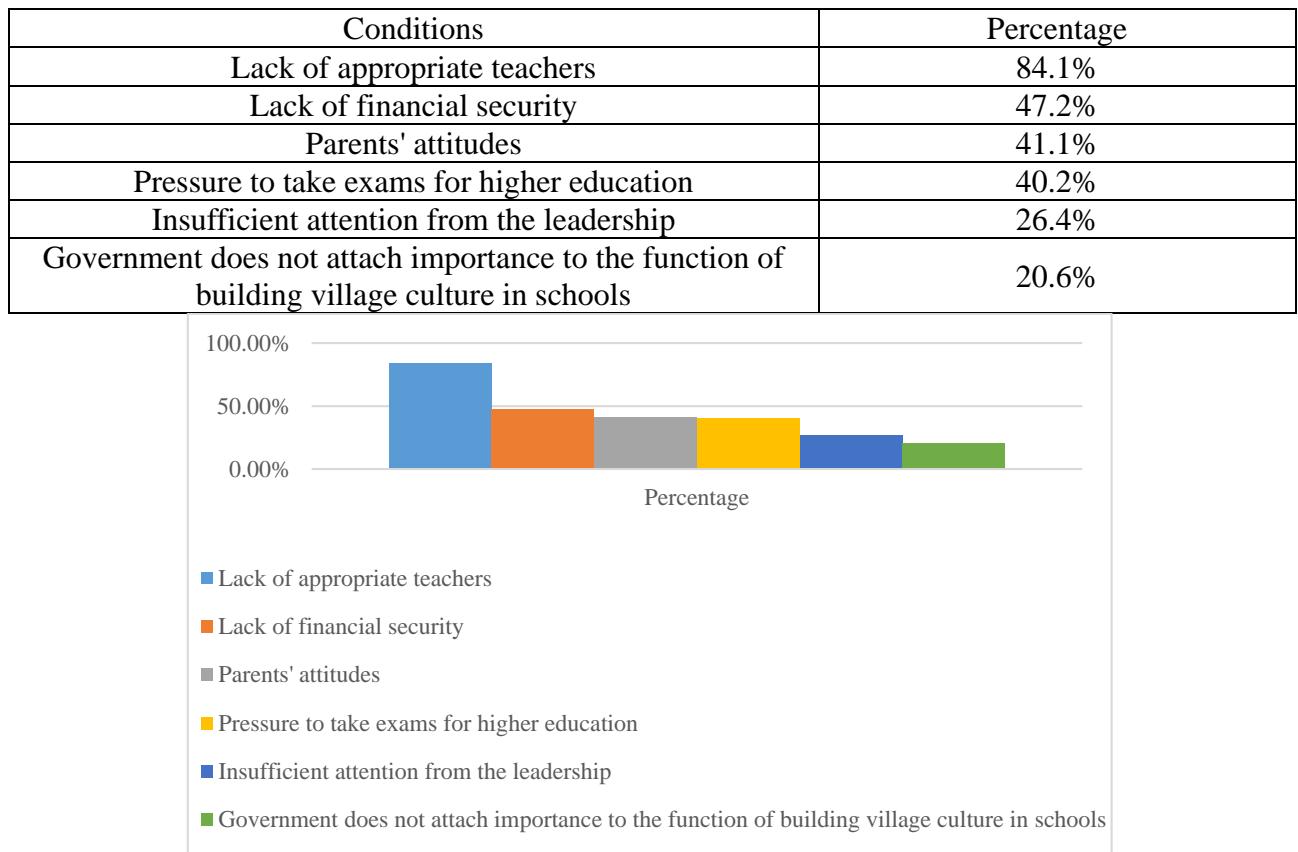


Figure 4: Analysis of the conditions for building rural culture

It can be seen from Figure 4 that during the exchange, when teachers were asked "What do you think are the specific difficulties you have encountered in the process of building rural culture? One teacher said, "In the case of maths, it's very difficult to link paper-cutting and other things in the course of teaching. Therefore, the lack of experience and ability of certain classroom teachers to integrate relevant culture in the classroom is also one of the challenges that needs to be addressed in the process of building rural culture. At present, schools and the relevant education departments are supportive of rural cultural heritage, but the lack of professional training, the absence of a systematic model of rural cultural construction, and the lack of appropriate supporting policies for rural cultural construction have directly or indirectly led to many outstanding rural cultural resources not being effectively integrated and utilised in the classroom, and teachers are unable to develop students' awareness of rural cultural heritage. This is why teachers are unable to cultivate students' awareness of rural cultural heritage.

5. Conclusions

With the accelerating process of globalisation and modernisation, coupled with reform, opening up and urbanisation, the country's economy is developing at a high level of quality, while people's

living standards have also improved significantly. However, compared to the prosperous development of the cities, the countryside has been neglected and marginalised, and its development has lagged behind, especially in the spiritual aspect, which has not improved significantly. This is reflected in the lack of cultural training for farmers, the gradual disappearance of good traditional culture in the countryside, and the weakening of nostalgia and nostalgia. The cultural development of the countryside has not kept pace with economic development and cannot meet the requirements of the times, nor can it meet the expectations of farmers.

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