Research Paper

Volume : 5 | Issue : 2 | February 2016 • ISSN No 2277 - 8179

RURAL DEVELOPMENT NEEDS EDUCATION AND SKILLS

Economics

KEYWORDS : Rural Development - Basic Education - Higher Education - Skill Development - Professional Managers , Trained Personnel

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ABSTRACT

In rural areas, the activities under agriculture, rural industries, service sector play a vital role for rapid rural development. The application of new and innovations modern technology and transparent marketing techniques also enhances the rural development. Rural participation, rural awareness, rural urge to grow and prosper and to have sustainable development, education and skills are the needy of the hour.

To have better rural development, it requires basic education and skills, improving the quality of education, skills for employment, enterprise training, higher education skills, advanced agronomic techniques, agricultural professionals and researchers, establishment and running of educational institutions, upgrading curricula, transforming teaching practices and increasing the number of graduates at all post-secondary levels, training of women volunteers centers, Regional Resource centers, increasing investment in rural projects etc. Professional managers and trained personnel are also essential for rapid rural development.

INTRODUCTION:

Rural Development is the needy of the hour for combating and improving the standard of living of the people. The activities under rural development provide a source of livelihood to more than 68 percent of the population and influence significantly the level and the pattern of economic development. As such rural development needs a special recognition by the State though better levels of education and skills. *Agriculture is the main economic activity that it can be improved through resource development, technological innovation, establishment of up-stream and down-stream linkage in industries and general upgrading of the various agricultural support services. It also needs education and better skills to adopt innovate technology to enhance better agricultural production and productivity, which in turn, provides better income levels and reduces poverty in rural areas,*

Development of rural industries is the key input of rural development. Rural development needs the application of new and innovative modern technology and transparent market techniques. Rural development also needs rural participation, rural awareness, rural urge to grow and prosper and sustainable development by playing a catalyst role in the rural society. This also requires better levels of educational techniques. The success of rural development depends upon better planning, project design and a careful identification of the various target groups in the community and an equally careful assessment of the capacity of local institutions to act as implementing agencies.

EDUCATION:

Education is the most effective instrument for moulding the responses of the agents of production to a common man goal. It can generate potent forces helpful in the transformation of a traditional society. The need to develop such human resources as skill, functional literacy, health care and hygiene, environmental knowledge, nutrition, education, social behavior, attitudinal change, self-confidence and decision making power, political structure, distribution and value systems- all these are related to the development in rural areas. Education has to deal with their problems, enlighten them about the support and succor available to them within the system, and stimulate solidarity among them in their efforts for change, growth and programs, schemes, resources, organizations and activities.

BASIC SKILLS FOR RURAL YOUTH:

Across the developing world, the challenge of providing appropriate education and relevant skills to rural youth needs to be met. It is necessary to provide a basic education that motivates them to study, training to give them skills for the labour market and opportunities for pursuing higher education.

IMPROVING THE QUALITY OF BASIC EDUCATION:

Despite progress over the past decade in increasing access to schooling in the developing world, educational levels measured by years of schooling are still dismal in many countries. Low attainment in rural areas is often attributed to farm work; in those areas, children miss school or dropout to help with farm or household work. But studies of child labour show that of the 5-14-year-old children not in school, 37 percent do not work and an additional 32 percent do only domestic work. Other reasons for dropping out include the inability to meet costs of attendance, distance to school, a curriculum or language incompatible with local conditions, beliefs that education is not necessary, and poor school quality. Improving basic education in rural areas, primary or secondary education is essential to energize the process of rural development.

The poor quality of rural schools diminishes their attractiveness and the benefits of schooling. The PROBE report of Public schools in rural India showed that physical infrastructure was woefully inadequate with 82 percent of schools needing repair. Books are often unavailable, and teacher absenteeism tends to be high. A study of primary schools in six developing countries found that 19 percent of teachers were absent on any given day, and 23 percent were absent in rural schools in India. Low quality of schooling means little learning, it is uncommon to find 5th graders who cannot read and write and low educational attainment reduces the possibilities for employment.

SKILLS FOR EMPLOYMENT:

Finding and maintaining employment requires broad-based occupational skills or specific job related skills, acquired in training institutions or on the job. In today's rapidly evolving and globally competitive economy, they increasingly include personal capabilities such flexibility, resourcefulness and communication.

VOCATIONAL SCHOOLING:

These schools aim to prepare students for entry into the labour market. In developing countries, the vocational education sector tends to be smaller than in Organisation for Economic Cooperation and development Countries and geared to lower educational levels such as lower secondary education. It is also often uncoordinated, with vocational training Centres dispersed under various Ministries. Programs that have private participation in managing institutions and designing curricula have been most effective in meeting labour market demand. One of its most successful features is the integration of occupational training and social promotion in the same organization. The learning process is related to rural work and living conditions and rural women are given preference for social promotion programmes, including training in protection against toxic products used in agriculture.

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