

Education And Skill Development In Rural Areas

Dr. Jyoti Kulshreshtha¹, Dr. Hemlata Jain^{2*}, Dr. Vandana Whig³, Dr. Tarun K Tayal⁴, Deepti Raj Verma⁵, Dr. Sunil Garg⁶

¹Sharda School of Humanities, Sharda University Agra Keetham, Agra, Uttar Pradesh, India

jyotikulshreshth@gmail.com, 000-0001-7985-7944

²Sharda School of Humanities, Sharda University Agra Keetham, Agra, Uttar Pradesh, India

hemlata.jain@agra.sharda.ac.in, 0009-0003-6254-9867

³TMIMT - College of Management, & Commerce Teerthanker Mahaveer University Moradabad, vandanawhig@gmail.com, 0000-0002-6393-093X

⁴Anand School of Engineering & Technology Sharda University Agra Keetham, Agra, Uttar Pradesh, India, taruntkt@gmail.com

⁵TMIMT - College of Management, & Commerce Teerthanker Mahaveer University Moradabad

⁶Department of Management, Agra Public College of Technology and Management, Artoni, Agra, Uttar Pradesh, India

Abstract

Nelson Mandela aptly stated, "Education is the most powerful weapon which you can use to change the world. "Education and skills is the cornerstone for rural societies in India to achieve impartial access to career opportunity. Rural areas, the life blood of the nation's growth still face challenges in providing quality education and equipping youth with relevant skills. This disparity leads to limited career opportunity and hinders the economic and social development of bucolic. Dexterous education and skills are fundamental to the sustenance of any field to excel in their chosen profession, but rural are meager due to lack of various innovative teaching methods and skills in education. Efficient and effectual educational techniques and approaches play a dominant role in empowering rural communities in versatile fields. The present chapter emphasizes to underscore the quality of education in rural areas' school education to cater the specific needs. Bridging the educational and skill gap is a powerful tool for fostering entrepreneurship and creating a more sustainable and prosperous future of rural development. By addressing the challenges and implementing effective techniques and initiatives in education, India can bridge the educational and skill gap in rural areas and this will empower individuals to unlock their potential to create a more vibrant rural economy, and pave the way for a sustainable future.

Key words: Entrepreneurship, Career Opportunity, Dexterous, Sustainable, Approaches

INTRODUCTION:

Quality education as Sustainable Development Goal 4 is now the world's priority. United Nations' SDG Progress report mentions that Progress towards quality education was already slower than required before the pandemic. However, COVID-19 has had devastating impacts on education, causing learning losses in four out of five of the 104 countries studied. Education is the key to achieving many other sustainable development goals (SDGs). When people can get quality education they can break from the cycle of poverty. Education helps to reduce inequalities and to reach gender equality. It also empowers people everywhere to live more healthy and sustainable lives. Education is also crucial to fostering tolerance between people and contributes to more peaceful societies. To deliver on Goal 4, education financing must become a national investment priority. Furthermore, measures such as making education free and compulsory, increasing the number of teachers, improving basic school infrastructure, and embracing digital transformation are essential.

Education and skill development play a vital function in transforming and remodelling the status of socio-economic development of rural areas in India. Rural growth and educational progress are inseparable. As economies increase and societies evolve, it becomes crucial to empower rural youth with the necessary skills to thrive in a converting landscape. For generations, rural communities have been the backbone of a nation's identity and economy. However, the quality of education in these areas often lags urban facilities. This disparity hinders the potential of rural communities and limits the ability of their youth to thrive in the modern world. Addressing this gap in rural areas requires a collaborative effort from teachers, governments, educational institutions, NGOs, and the private sector. By investing in quality education and skill development programs, the rural youth can revitalize, empowered, and pave the way for a more sustainable future. In this chapter, we explore various effective educational teaching techniques in schools

and initiatives, challenges, and opportunities related to education and skill development in rural regions. By focusing on these vital aspects, we can unlock a powerful way out. Investing in rural education and skills training empowers individuals, fosters economic opportunity, and paves the way for a brighter future where rural communities can flourish create a more vibrant rural economy Development of these regions is dependent to a large degree on the ability of entrepreneurs, creativity, capital, and education and socio-economic infrastructures in the rational manner; overall the quality education system focus on fostering entrepreneurship in rural areas holds immense potential. It empowers individuals, strengthens local economies, and paves the way for a more sustainable future. By nurturing the talent and ingenuity that exist within rural communities, we can cultivate a generation of young leaders who will not only thrive but become the architects of a brighter future for themselves and their communities.

Education and skill development are crucial drivers for the socio-economic development of any region. Majority of population is engaged in agriculture and informal sectors live in rural areas hence access to quality education and skills training can transform livelihoods, reduce poverty, and improve overall well-being. However, the rural context presents unique challenges, including limited infrastructure, poor access to learning resources, and socio-cultural barriers. Addressing these challenges is the key to ensuring that rural communities are not left behind in the modern economy.

Skill Development through education can foster through various measures like in agriculture and allied Sectors, skill development initiatives tailored to the specific needs of rural communities can greatly improve productivity and income. For example, training in modern farming techniques, water management, organic farming, or livestock rearing can help rural populations make their agricultural practices more efficient and sustainable. Additionally, the introduction of agro-processing skills can help rural farmers create value-added products. Vocational education and training (VET) are also essential for diversifying the rural economy. Training programs that focus on trades such as carpentry, tailoring, mechanics, and handicrafts can provide rural youth with alternative employment opportunities, reducing dependency on agriculture and enhancing rural economies. With the growing digital penetration, even in rural areas, digital literacy is becoming increasingly important. Training rural communities in the use of mobile phones, the internet, and other digital tools can open new avenues for e-commerce, digital agriculture (e.g., precision farming), and access to government services. Digital education platforms can also provide access to high-quality learning materials and connect students to global knowledge. Promoting entrepreneurship among rural youth through skills training, mentorship, and access to microfinance can foster local enterprises. Small businesses, cottage industries, and rural tourism initiatives can create jobs, reduce migration to urban areas, and stimulate the local economy.

The Government of India is encouraging skill development in rural areas through various initiatives like Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) aim to provide universal access to education, particularly in underserved rural areas. Similarly, the Skill India Mission and Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) focus on enhancing employability by providing vocational training in rural regions. Public-Private Partnerships (PPPs): PPPs have proven effective in delivering education and skill development in rural areas. Private organizations, often in collaboration with local governments or non-profits, run skill training centers and vocational programs that address local needs. These partnerships bring in expertise, resources, and technology, helping bridge the education and skill gap. Community-Based Education: Community-based approaches, such as self-help groups (SHGs) or rural cooperatives, play a pivotal role in improving education and skill training at the grassroots' level. Through these initiatives, community members can share knowledge, resources, and experiences, creating a sustainable model of development. Mobile Learning and Distance Education Leveraging mobile and digital technologies, education platforms can reach rural learners without the need for extensive physical infrastructure. Programs using tablets, mobile phones, and radio-based learning have been particularly effective in remote areas where traditional school systems are difficult to sustain. Quality education and the availability of skill development opportunities play a significant role in development of rural areas. With the right policies, infrastructure, and community involvement, rural areas can build a strong foundation for socio-economic growth. Equipping rural populations with the skills to thrive in a rapidly changing world will not only improve individual livelihoods but also contribute to national development.

LITERATURE REVIEW:

Education has a prominent role to access the larger world; the measure of our general accessibility must include the advancement of education in rural India. Education is a key parameter for social change and for sustainable rural development. The thrust in rural education requires anchoring quality and equity¹ (S M Sehgal Foundation rural education India). Mahatma Gandhi, the father of the Nation said that India's strength lies in its villages. Rural India is the real face of our country as it represents 68.9 percent of our population² (Census, 2011). The National Sample Survey Organization and the National Family Health Survey collected data in India on the percentage of children completing primary school which are reported to be only 36.8% and 37.7% respectively³ (Social Exclusion of Scheduled Caste Children from Primary Education in India). Education is a fundamental right of every citizen, irrespective of their location, economic status, gender, or ethnicity. Education provides individuals with the necessary skills and knowledge to improve their lives and contribute positively to society. However, there is a significant difference in education quality and access between urban and rural areas⁴ (Bornmann L, Daniel H).

The term 'youth' refers to persons between the ages of 15-29 years. According to the National Sample Survey Office (NSSO), the unemployment rate among rural male and female youth stood at 17.4% and 13.6% respectively. This is because regular jobs with additional benefits are hard to come by for rural youth⁵ (Bharat Cares by SMEC Trust)

Young people constitute a high and a peaking portion of the world's population; they represent challenges as well as opportunities for development. The youth can lead to economic development as well as the social development of their communities and society⁶ (A Guide for Development Agencies and Policy Makers, 2010). According to Article 21A, primary education is a fundamental right. Reimagining and upgrading rural education in India to achieve the vision of accessibility, quality, and a level playing field is the need of the hour⁷ (S M Sehgal Foundation rural education India). To ensure that education differences do not occur in urban and rural areas, it is essential to implement comprehensive strategies that address the root causes to attain an existing employment opportunity and to enhance an equal standard of living for holistic development of rural area students. According to the Ministry of Skill Development and Entrepreneurship (MSDE), among persons aged 15-29, only about 2% have received formal vocational training, and 8% have received non-formal vocational training. This suggests that very few new entrants to the workforce in this age group have any marketable skills⁸ (Quest UPSC notes skill development). Rural Skill India is a visionary initiative that holds the promise of empowering rural communities across the country through skill development. This program recognizes the pivotal role of the rural population in India's socio-economic landscape and seeks to bridge the urban-rural development gap by equipping rural individuals with essential skills and knowledge⁹ (Rural Skill India Development). Addressing the specific infrastructural needs of rural areas, such as transportation, healthcare, and education, can significantly enhance the sustainability of development efforts. Tailored approaches can prioritize investments that have the most significant impact on local communities, improving access and quality of life¹⁰ (France, Paris, 2006). According to a World Bank [5] research, a worldwide scarcity of trained personnel and a skills gap are among the challenges endangering labor market stability and growth. Despite tremendous gains in education access in numerous nations, the global learning crisis persists. The scarcity of skilled employees and the high unemployment rate have prompted a reorientation of the education and skill development system to supply the essential skills for the labor market¹¹ (The World Bank Education Global Practice 2013). According to the 2011 census, it is noted that around 67% population comprises of 67 % non-workers and 33 % in the workers' category. Further, 74 % of workers are engaged in agricultural activity, and their lives depend on this sector only. It is imperative that the dependence on agriculture be reduced and that a skilled workforce is created to take advantage of the opportunities that the state must offer¹² (Bihar Skill Development Mission Department of Labour Resources 2016).

Conversely, in certain rural areas, we face serious educational concerns about quality and accessibility. In terms of social and economic roles, schooling is an essential key factor that can make a difference to excel progress in these regions of India. Better education enables people to take advantage of new emerging possibilities and economic development. Since independence, the government has set out to provide its citizens with better education, but implementation has been a major problem. There is still ambiguity in the education sector between the rural and urban population of India. Rigorous steps are being required to streamline the process and make education accessible for all rural background groups. The literacy rate is much higher in an urban area than in rural areas. In rural areas, the percentage of male literacy is higher in the urban area; literacy among women in rural areas is very low. This contributes to the low

development of socioeconomic indicators in rural areas. Despite several measures taken by both the central and state government, the literacy rate remains to be low in India, particularly in rural India.

Current Status of Education in India:

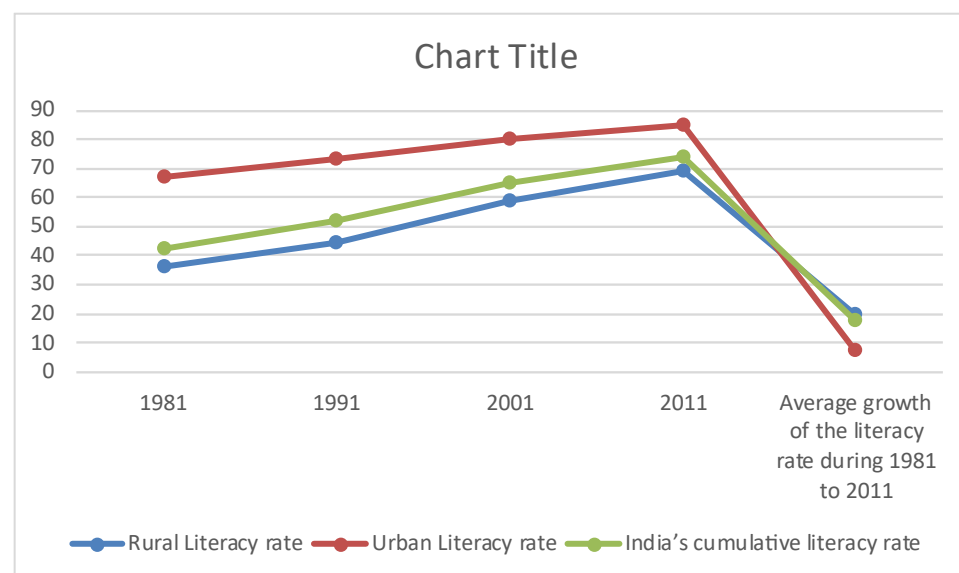
According to census 2021, the overall literacy rate in rural India stands at approximately 73.5%¹. The Gross Enrolment Ratio for elementary education is 100.13%, decreasing to 79.56% for secondary education and 61.49% for higher education¹. However, quality remains a significant concern. The Annual Status of Education Report, 2022 indicates that only 43.8% of rural students in standard V can read the grade II level text, underscoring the learning crisis in rural education results in decreasing employment. Thus, the status of education and skills enhancement of rural areas need to be improvised for future progress.

Literacy Rate in Rural Areas:

According to Census 2011, the literacy rate in rural areas across the country is 67.77% (Male: 77.15% and, the Female: 57.93%) compared to the urban literacy rate of 84.11% (Male: 88.76% and, the Female: 79.11%).

Table-1 Trends of the Literacy rate in India

Census Year	1981	1991	2001	2011	Average growth of the literacy rate during 1981 to 2011
Rural Literacy rate	36.01	44.7	58.74	68.91	19.37
Urban Literacy rate	67.2	73.1	79.92	85	7.53
India's cumulative literacy rate	42.43	52.22	64.83	74.04	17.52



Source: Government of India. (n.d.). *Census of India: Literacy Rates 1981-2011*. Retrieved from <http://censusindia.gov.in>

The data describes in table -1 show that the illiteracy rate in India in the census year of 1981 was surprisingly high at 58%. There was a significant disparity between urban and rural areas in the country, non-literates being almost 33% in urban areas and 64% in rural areas. As per data, the Census of India (2011) further showed a large improvement, the overall literacy rate was 74% - around 85% in urban areas and 69% in rural areas. Though the Indian Census data exhibited a nearly 18 per cent growth rate in literacy at the country's aggregate level, around 8 per cent in urban areas and 19 per cent in rural areas between 1981 and 2011, the problem of rural-urban disparities in literacy has not been eliminated. The above-mentioned data depict the improvement in data.

Statistics of Rural Education in India:

In rural areas, the literacy rate was 73.5 percent as compared to 87.7% in urban areas, while the male literacy rate was higher (84.7%) than the female literacy rate (70.3%). As per 2018 report, rural areas had 73.5 per cent literacy rate, while in urban areas, the literacy rate was reported at 87.7 per cent. The male literacy rate stood higher at 84.7 per cent than the female literacy rate at 70.3 per cent.

The new National Education Policy 2020 (NEP 2020) introduced by the Central Government is expected to bring profound changes to education in India. The policy approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the 1986 National Policy on Education. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India¹³ (National Education Policy, 2020).

The Rural and Urban Gap in Literacy Rate of India:

Observers of rural education research have termed it “scant,” noting that the area has received much less attention than urban education¹⁴ (Mulkey, D. 1993). Numerous educational researchers have highlighted the importance of technical assistance in promoting teachers’ skills and the fidelity with which they implement curricula. The literature increasingly recognizes that teaching is a highly technical and involved process, and that training and support are crucial for developing and honing excellent instructional skills. Studies also suggest that this assistance should be ongoing and intensive, ideally involving on-site support^{15,16,17} (Blakeley, M. R. (2001) (Berends, M., Bodilly, S. J., & Kirby, S. N. 2002) (Bodilly, S. J. 1998). There is a wide range of literacy disparity in rural-urban areas along with male-female. The figures indicate that male female urban literacy disparity is lower than male female rural literacy. From the census report in rural areas the female literacy rate is very poor than male literacy. Rural areas having low level of literacy rate should be given attention so that they may come up at par with urban areas. The disparity between urban and rural education systems is severe due to lack of resources, inadequate infrastructure, and socio-economic barriers.

Educational Challenges in Rural Areas:

Herzog & Pittman (1995) explain that schools in rural areas often face high levels of poverty and subsequently low levels of educational attainment¹⁸ (Herzog, M. J., & Pittman, R. 1995). It is important to study perceived educational barriers as these can prevent youth from formulating or pursuing particular postsecondary aspirations¹⁹ (Lent RW, Brown SD, Hackett G 1994). The lack of quality education result in unemployment, poverty, social distress and hampers national development and human resource development, despite the incredible development made in enhancing quality education in rural India, various factors demanding situations persist in these regions are lagging. Numerous barriers forestall the capacity of underprivileged youngsters to acquire great training, proscribing their possibilities for private increase and societal advancement. There are several important challenges faced in these areas: In short, the following are the demanding situations being confronted in training in rural areas:

- **Lack of Infrastructure:** Most of the schools in rural areas are lagging with basic and adequate facilities which are much required to attract the attention of these students.
- **Lack of Qualified Teachers:** Rural areas often face a shortage of skilful teachers; even many teachers are not adequately knowledgeable to teach the respective area. More than the scarcity of qualified teachers, the deployment of teachers is another significant area of concern.
- **Inexpert Teachers:** Most of the rural areas have a high percentage of untrained teachers and staff that hinder the learning process a lot.
- **The Linguistic Barriers:** Language barriers are the biggest hurdle in the way of education, in many rural areas; students speak their local dialect, which differs from the instruction language. This language barrier can make it challenging for students to learn and understand in an efficient manner.
- **Poverty:** Many students in rural areas come from below the poverty line so their families cannot afford education costs, such as uniforms, textbooks, and transportation and other bearable expenditures of education.
- **Inadequate Resources:** In addition to infrastructure constraints, rural schools often lack essential resources like reference books, teaching aids, and technology, which are essential for quality education. This limitation severely impacts the education system in rural areas and restricts students' learning scope, hampering their overall development.
- **Gender Differences:**

Despite efforts to promote gender equality, the education system in rural areas continues to grapple with deep-rooted gender disparities. In certain areas, girls face restrictions on attending school or pursuing higher education, limiting their opportunities for personal growth and empowerment.

- **Admittance Matriculation:**

Rural regions often face many geographical boundaries that obstruct students' ability to attend school regularly. Many villages are several kilometres away from residential regions. The trouble worsens due to inadequate transportation, making it hard and time-consuming for students to tour to and from school. In addition, the roads in rural regions can be hard, with many being poorly maintained or non-existent. This makes it difficult for children to tour to high school, throughout bad climate, or herbal disasters.

- **Socio-Economic Factors: Dependent Relative**

In rural communities, most of the families often dependent their survival on farming or daily wage labour, the financial strain of meeting these educational expenses can be overwhelming. Parents may be forced to choose between prioritising their children's education or allocating resources towards more immediate needs, such as shelter, food, and healthcare.

Improving Pedagogical Skills in Rural Area:

According to UNESCO (2014), building and renovating schools, providing electricity, and ensuring access to learning materials can significantly improve educational outcomes in rural areas. In an analysis of research literature regarding rural education, Arnold and associates noted this concern. They suggested that identifying ways to help rural schools improve teachers' "pedagogical skills in ways that have the greatest impact on student achievement" should be a priority area of research in rural education²⁰ (Arnold, Newman, Gaddy, & Dean, 2005)

Conceptual Understanding of Comprehensive Education in India:

Education has a positive, regulating effect on the development of the rural community, individual, family, and society, which reduces poverty and controls unemployment²¹ (Gallie, D.; Paugam, S.; Jacobs, S.2003). Education is essential for several reasons, including social development, enhancing individual living standards, increasing income levels in rural areas, creating employment opportunities, and bringing rights awareness to the community. In the vast and varied landscapes of rural areas, the transformative power of education takes on a profound significance²² (Guajardo, M.; Guajardo, F.; del Carmen Casaperalta, 2008)

The government is committed to provide excellent education to all its citizens, no matter wherein they locate; due to this, it has taken various steps to improve the quality of teaching, particularly in rural areas, but evidently the steps initiated are not enough because of which the government required to invest more on schooling and expand innovative techniques to meet the challenges to reaching the holistic goal of education.

NEP 2020 introduced by the Central Government is expected to bring profound changes to education in India. The policy approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the 1986 National Policy on Education. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India²³ (National Education Policy 2020).

The Estimation of Environmental Factors of Education in rural areas:

The relevance of education in the personal growth, skills development, and holistic development of an individual is at par, and place significant contribution to the total wealth of a nation, but rural areas in India still face various challenges in providing quality education and skill development opportunities due to several factors; As per the survey conducted in various elementary and secondary schools, some Manoeuvres were followed to enhance the quality of Education in these regions:

- Advance Facilities, Infrastructure & Teaching material
- Socioeconomic status of rural families
- Supporting innovative teaching methods and creating partnerships in rural areas' teaching methodology
- Sustainable funding and investment in rural skill development initiatives
- The quality of experiential training to ensure the availability of qualified teachers
- The use of language as per their background, language, proficiency and t heir experimental background etc
- Incorporate the teaching style as per their abilities and literacy background

- To find out the strategies for incompetent students to create their interest in leaning
- Design questions to find out students' inquisitiveness for improving their language proficiency
- Use of an appropriate and Effective personal style
- Use of simple and easy language
- Steer clear of physical and psychological barriers
- Use of Effective body language
- Open frank and a positive interactive ambience
- Use of appreciation and motivational technique
- Use of proper Audio-Visual Aids
- Effective Voice Dynamics
- Awareness of rural communities
- The availability of Internet connectivity and access to technology
- Accessibility in transportation to access training centres and employment opportunities.

Enhancing the Quality Education in Rural Areas:

Effective Teaching Approaches: "Education is the passport to the future, for tomorrow belongs to those who prepare for today," as famously said by Malcolm X, a prominent African American civil rights leader. The NEP 2020 represents a significant change in the Indian education system, seeking to address the challenges and gaps in the existing system and create a more relevant and meaningful education system for the 21st century²⁴ (Sharma Panchali, 2023). Akyeampong, Kwame (2022) suggests that implementing comprehensive training programs and providing incentives for teachers to work in rural areas can enhance the quality of education²⁵. Melore et al. (2020) stresses the importance of building climate resilience in rural development strategies²⁶. Ye et al. (2020) suggests that ICT integration can significantly improve learning outcomes and bridge educational gaps²⁷.

Several effective teaching methods used by teachers in the classroom may excel and enhance learning of students. The strategies for teaching and existing factors partly determine these approaches. There are several effective teaching factors that bridge the gap of career opportunities in rural areas and manage the unique challenges faced by these communities. Some effective approaches are as follows:

1. Community-Centered Approach:

Incorporation of local examples and stories into teaching hold local culture to understand the community's values, traditions, and aspirations. Guardian and Community Members should also involve in school activities, for decision-making.

2. Holistic Development:

Beyond academic knowledge, students must be taught practical and life skills level to encourage entrepreneurial thinking and creativity which help students explore self-employment opportunities.

3. Career Counselling:

Guest speakers and counsellor from various fields must be invited to share their experiences in different career paths and organize local visit to industries, farms, or vocational training centres to involve students into real-world applications of skills.

4. Technology Integration:

Promote Blended teaching Learning with digital resources. Use various online platforms for skill enhancement through various simulation practical exercises.

5. Task/Project-Based Learning:

Real-Life Projects related to community needs must be assigned to each student. For example, students can organize health camps to encourage teamwork and problem-solving through group projects.

6. Pedagogy Innovation:

Develop a contextualized and relevant Curriculum that is relevant and responsive to the needs and realities of rural students. This can include integrating local knowledge with practical approaches and Promote Activity-Based and Experiential Learning for making education more engaging and practical for students. Prioritize foundational skills, especially in the early years of education, to ensure that all students have a strong educational foundation.

7. Equitable Education:

Gender-sensitive policies and support for students with disabilities must be implemented to ensure equal access to education for, including providing scholarships, safety measures, and mentorship to reduce the financial burden on low-income families and encourage higher attendance and retention.

Skill Development in Rural Areas of India; Recent Initiatives:

Rural Initiatives²⁸ (RI) aims to create an approachable environment to fulfill the objectives of rural citizens to bring a relevant change in attitude and progress. The government of India is devoted to presenting a holistic education to all of its citizens, in this regard, it has taken diverse steps to enhance the quality of education, especially in rural areas, however plainly the steps initiated aren't enough, the government is required to invest extra on education and broaden innovative initiatives to fulfill the demanding situations to reaching the purpose of universal education which cannot be achieving the identical without attaining within rural-regions. Skill improvement in rural areas of India is critical for fostering inclusive boom, lowering poverty, and enhancing the socio-economic conditions of rural communities. Given the unique challenges confronted by using rural populations, such as confined to get admission to first-rate education, infrastructure, and employment opportunities, tailored techniques and satisfactory practices are vital for effective skill development in rural areas initiated by ²⁹(Ministry of Skill Development and Entrepreneurship, 2024)

1. Pradhan Mantri Kaushal Vikas Yojana (PMKVY):

Pradhan Mantri Kaushal Vikas Yojana is implemented across the country, including rural areas, PMKVY has been successful in providing short-term skill training, certification, and job placement support to millions of rural youths.³⁰ (Skill Development of India)

2. National Rural Livelihoods Mission (NRLM):

NRLM focuses on enhancing the skills and capacities of rural poor, especially women, through SHGs and other community institutions, promoting sustainable livelihoods.

3. Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY):

DDU-GKY targets rural youth, especially from poor families, and provides long-term skill development training aligned with market demand, coupled with job placement services.

4. Rural Self-Employment Training Institutes (RSETIs):

These institutes provide free, residential training programs in various skills and entrepreneurship, with the support of banks, helping rural youth start their own businesses.

5. Use of ICT and Mobile Platforms:

Initiatives like Digital Saksharta Abhiyan (DISHA) and Common Service Centres (CSCs) have successfully used ICT and mobile platforms to provide digital literacy and skill training in remote rural areas.

6. Integrated Approach to Livelihood Development:

Projects like the Kudumbashree Mission in Kerala have integrated skill development with livelihood programs, microfinance, and social empowerment, leading to holistic rural development.

7. Right to Education Act:

The Right to Education (RTE) the Act of 2009 guarantees free and compulsory education for all children in India aged 6 to 14. This act, stemming from the 86th Amendment and Article 21A of the Constitution, aims to provide quality elementary education as a fundamental right. The RTE Act is a landmark legislation that aims to transform India by ensuring every child receives quality education. This has far-reaching implications for social justice, economic growth, and individual empowerment.

Additional Considerations:

- Collaboration among authorities, NGOs, academic institutions, and the private region for investment, resource sharing, and application implementation.
- Involve community leaders within the making plans technique to ensure the academic technique aligns with their needs and aspirations.
- The SARVA SHIKSHA ABHIYAN software aims to provide free and compulsory education to all children in India.
- The National Literacy Mission goals to get rid of illiteracy in India, focusing extra upon rural areas, due to which some progress in lowering illiteracy quotes is made.
- Skill India Mission, the Government of India targets to equip all younger Indians with the talents needed for the future.
- The authorities need to focus on enhancing the infrastructure of educational premises in rural areas, which includes building new lecture rooms, providing easy water and strength, and building separate laboratories etc.
- The authorities need to awareness on attracting certified teachers to rural schools with the aid of providing incentives inclusive of better pay and higher operating situations.

- The government ought to promote and encourage education in nearby languages to conquer the language barrier.
- The authorities need to provide monetary assistance to students from impoverished backgrounds to cowl training prices for schooling expenditure.
- The government should give attention on imparting virtual infrastructure to schools in rural areas, which includes access to internet, computers, and other digital facilities to combat the challenges of technical age.

Recommendations:

- Access to education must be increased and build more schools with digital classrooms, and promote learning platforms.
- Provide more training on computer basics, internet usage, and digital tools relevant to various occupations to focus digital literacy.
- Organize skill development programs to offer various vocational training programs, tailored to local needs and job markets.
- Provide training and resources to promote self-employment and entrepreneurship development in rural areas.
- Offer Scholarship and incentive programs to encourage participation in education and skill development programs.
- Provide Teacher's training for rural teachers on effective pedagogy and integrating technology into their teaching methods.
- To organize subject related training for teachers.
- Arrangements of the proper classroom as per requirement of school
- Focus to the four fundamental skills of Education to enhance their learning process.
- Provide adequate teaching aid for teachers.
- Implementation of proper teaching-learning techniques.
- Encourage students to become more active in receiving directions
- Learning objectives should be set before any course is introduced.
- Make sure that the teacher made the proper lesson plan for each class.
- Recruitment of more teachers is needed to balance the teacher-student ratio.

Expected Outcomes:

By implementing these recommendations, positive outcomes in rural areas are highly expected:

- Early Childhood Care and Education
- Teacher Professional Development
- Updated Curricula as per demand
- Quality teaching-learning
- Multilingual education
- Getting acquaintance to new and innovative methods of teaching
- Sharing of innovative strategies to strengthen government policy in school education gain better opportunity to gain essential knowledge and skills.
- Acquire better job opportunities and higher incomes for rural residents.
- Improvement of employment prospects
- Development of Entrepreneurship leading to economic.
- Sustainable development of rural communities.
- Improve job prospects and higher incomes for rural youth
- Growth of small businesses boosting the local economy.
- The Empowered individual's contribution to the social and economic development of their villages.
- Modernize and promote traditional skills

Above mentioned maneuvers indicate that access to quality education and effective governance is foundational pillars of the progress of any country. Indian faces critical challenges in providing access to quality education and effective governance in rural areas. India's education landscape is diverse, with disparities existing across the country. Thus, a significant increase to enhance quality education across the country is rationally required to uplift the future progress of India.

CONCLUSION:

The present chapter recommends some clarification through these above-mentioned approaches and initiatives. The implementation of these methods and approaches is likely to have a positive bearing on the improvement of education and skill enhancement in rural areas of India. To uplift rural areas, demanding situations such as inadequate infrastructure, teacher's shortages, and socio-financial aspects add comprehensive development. In conclusion, enhancing the quality of education in rural regions of India is crucial to bridge the development gap. It is vital for the government authorities, community leaders, teachers, and parents to work together to ensure that each child in India has right of entry to the quality of education and skill enhancement to pave the direction of success.

REFERENCES:

1. <https://www.smsfoundation.org/rural-education-in-india/>
2. http://www.censusindia.gov.in/2011-common/census_2011.html.
3. Social Exclusion of Scheduled Caste Children from Primary Education in India" (PDF). *Source: UNICEF*. Retrieved 15 September 2011.
4. Bornmann L, Daniel H (2008). What do citation counts measure? A review of studies on citing behaviour. *J Doc.* 64: 45-80.
5. https://bharatcares.org/Transforming_Rural_Youth_Through_Skill_Development
6. https://www.youthpolicy.org/uploads/2010_Youth_Participation_in_Development_Guide_Eng.pdf
7. <https://www.smsfoundation.org/rural-education-in-india/>
8. <https://vajiramandravi.com/quest-upsc-notes/skill-development>
9. <https://www.ruralskillindia.com>
10. France, Paris, 2006 OECD. *The New Rural Paradigm: Policies and Governance*; OECD: [Google Scholar]
11. World Bank (2013) Labor Market Impacts and Effectiveness of Skills Development Programs in India. Report no. 94682-IN. The World Bank Education Global Practice. Available at <https://openknowledge.worldbank.org/bitstream/handle/10986/22391/Labour0Market00evelopment0Programs.pdf?sequence=1>
12. Government of Bihar (2016), Skill Development in Bihar Vision & Strategy [Bihar Skill Development Mission Department of Labour Resources].
13. https://en.wikipedia.org/wiki/National_Education_Policy_2020
14. Mulkey, D. (1993). Education in the rural south: Policy issues and research needs. Mississippi State, MS: Southern Rural Development Center.
15. Blakeley, M. R. (2001). A survey of levels of supervisory support and maintenance of effects reported by educators involved in Direct Instruction implementations. *Journal of Direct Instruction*, 1(2), 73-83.
16. Berends, M., Bodilly, S. J., & Kirby, S. N. (2002). Facing the challenges of whole-school reform: New American schools after a decade. Santa Monica, CA: Rand.
17. Bodilly, S. J. (1998). Lessons from new American schools' scale-up phase: Prospects for bringing designs to multiple schools. Santa Monica, CA: Rand.
18. Herzog, M. J., & Pittman, R. (1995). Home, family, and community: Ingredients in the rural education equation. *Phi Delta Kappan*, 77, 113-118.
19. Lent RW, Brown SD, Hackett G. Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*. 1994;45:79-122. [Google Scholar] [Ref list]
20. Arnold, M. L., Newman, J. H., Gaddy, B. B., & Dean, C. B. (2005). A look at the condition of rural education research: Setting a direction for future research. *Journal of Research in Rural Education*, 20(6). Retrieved from <http://jrre.psu.edu/articles/20-6.pdf>
21. Gallie, D.; Paugam, S.; Jacobs, S. Unemployment, poverty, and social isolation: Is there a vicious circle of social exclusion? *Eur. Soc.* 2003, 5, 1-32. [Google Scholar] [CrossRef]
22. Guajardo, M.; Guajardo, F.; del Carmen Casaperalta, E. Transformative education: Chronicling a pedagogy for social change. *Anthropol. Educ. Q.* 2008, 39, 3-22. [Google Scholar] [CrossRef]
23. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
24. Sharma ,Panchali, A PARADIGM SHIFT IN EDUCATION: UNDERSTANDING THE NEP 2020, *International Journal of Innovations & Research Analysis (IJIRA)* ISSN :2583-0295, Impact Factor: 5.449, Volume 03, No. 02(II), April- June, 2023, pp 01-08
25. Akyeampong, K. Teaching at the bottom of the pyramid: Teacher education in poor and marginalized communities. In *Learning, Marginalization, and Improving the Quality of Education in Low-Income Countries*; Open Book Publisher: Cambridge, UK, 2022; pp. 77-111. [Google Scholar]
26. Melore, T.W.; Nel, V. Resilience of informal settlements to climate change in the mountainous areas of Konso, Ethiopia and QwaQwa, South Africa. *Jamba J. Disaster Risk Stud.* 2020, 12, 1-9. [Google Scholar] [CrossRef]
27. Ye, L.; Yang, H. From digital divide to social inclusion: A tale of mobile platform empowerment in rural areas. *Sustainability* 2020, 12, 2424. [Google Scholar] [CrossRef]
28. <https://www.skilldevelopment.gov.in/>
29. <https://msde.gov.in/en/schemes-initiatives/schemes-initiatives-through-nsdc>
30. Government of India Ministry of Skill Development and Entrepreneurship
31. https://en.wikipedia.org/wiki/Education_in_India
32. United Nations Educational, Scientific and Cultural Organization. Teaching and learning: Achieving quality for all. In *Education for All Global Monitoring Report*; UNESCO: Paris, France, 2014. [Google Scholar]

