



ROLE OF EDUCATION IN SUSTAINABLE ECONOMIC DEVELOPMENT IN RURAL AREA OF NAGPUR DISTRICT

Mr. Nikhil Ashok Kale* Dr. Niyaj S. Sheikh**

*Ph.D Scholar, Gondwana University, Gadchiroli.

**Assistant Professor, Ph.D Supervisor - Gondwana University, Gadchiroli.

Abstract

The study defines how education plays an important role in the sustainable economic development of Rural Areas. To explore this significant role of education in India Especially in rural India, this study tries to explain the failures and problems being faced by the rural education. It also addresses the various initiatives been taken by the government. The study also highlights some of the suggestions for improving the education system in rural or remote areas.

Education is the doorway to the wider world and an exposition on rural infrastructure is incomplete without an assessment of the extent to which we have been able to open this door for the children of rural India. Researcher provides, in this research study, an overview of the education system and how it is important for sustainable economic development of nation. The study also examines the current status of rural education infrastructure in the Nagpur district and gaps in the provisioning.

The Study reviews the regulatory regime for education and considers the various outcomes achieved across states and within states in this context. Costs and financing issues related to rural education infrastructure are reviewed.

Keywords: Education, Sustainable Economic Development, Rural Area.

Introduction

Development is an essential aspect of the present world, which is essential for the public well being. But these developments should not pull much stress on the resources which can decline the environment. The environmental, social and economic wellness is the need of the hour, which combines together in the idea of sustainable development.

Solving these environmental problems and avoiding new ones will need an understanding and appreciation of the connections between environmental well being and human well being. However, many of these connections are not visible. To bring environment and development worries to people's notice, to facilitate them to understand the connections between the two, to support them to take proper action, and to train them with the skills necessary for taking the needed action, education is necessary for all this.

The information about these current unsafe situations of earth has led many scientists and well-known persons to forecast about what could happen to the earth if it goes the same way. This is how the idea of safety and conservation of earth came into survival. Various options were planned and implemented to some level, though unsuccessfully to control the environmental destruction at the global level. In order to bring about information and to keep the balance of the ecosystem, the developing countries had more focused on the idea of Sustainable Development.

Few environmentalists have condemned the term "sustainable development", claiming that economic policies stand around ideas of growth and constant reduction of resources cannot be sustainable. Resources such as petroleum and coal are used much faster than they are produced by natural procedures, and are constantly being reduced. Increasing population, accelerated resource utilization and development based on careless function of technology are the main cause of environmental disaster. Many fright that the world is fast using up the huge but fixed amount of fossil fuels whereas some fright that we may have already reached at fossil fuel pulling out and production.

Right to Education is the primary right of every citizen of India, whether a child resides in a high profile society or in a far away not so developed secluded village. Schools in rural areas are promoted to raise the level of education and literacy in rural India. The main aim of running these types of schools in India is to increase the rates of literacy in rural areas.

Literature Review

Most of the studies in the past have been carried out in the area of Environmental Education which is one of the element of Education for sustainable development at present. Gupta et al (1981) examined the information of environment among rural and urban schools and non-formal education centers and found that school going rural children did better than the urban examples and the non-formal center students were more alert of environment than urban students. Padmini (2007) also gave importance the importance of environmental information for sustainable development. Pande (2007) in a study on environmental information among rural and urban children found out that majority of the students did not find to have much



knowledge of the environment related problems and they were unaware of the importance of the content and the environmental problems. Results showed that children from urban surroundings had a better idea about the problems related to the environment than their rural patterns. The reason given for this was, the classroom teaching and the media coverage; the rural children were detached of these facilities for improving their mental perspective. Deopuria (1984) also evaluated the traditional and environmental viewpoint and found that primary students did better than middle and secondary level students and both male and female teachers explained a positive attitude towards the environmental viewpoint to learning.

Studies were evaluated relating to various problems related to Education for sustainable development. The social, economic and environmental problems falling under the scope of Education for sustainable development are evaluated in this section. David (2007) organized a research project on climate capabilities: an ethical examination of anthropogenic climate change (2008-2010) which highlights the theoretical and practical feasible need for universal? climate change values versus the incident of contextual moral outlooks. The paper contributes to further knowledge on the nature of natural values intimidated by climate change and also contributes to a critical discuss on initial ethical climate change values for global and local climate change justice in political practice. Silby and Kagawa (2010) are of outlook that Education for sustainable development is the latest demonstration of the 'closing circle' of policy driven Environmental Education. described by definition lack of clarity, a tendency to blur rather than show inconsistency and variation and a comfortable but unwell considered association with the globalization agenda, the field has allowed the independent marketplace worldview into the circle so that main source Education for sustainable development facility holds economic growth and a performer and managerial sight of nature that goes hand in glove with an highlights on the technical and the tangible rather than the undesirable and intangible.

About Nagpur District

1. Nagpur, the Orange City, is currently emerging as the largest trading center of certain goods and services. The city, however, suffers from an economic setback when merged with Vidharbha due to some political sentiment. In the recent period, state and central government offices have become the principal sources of employment. But attracting an investment of 5,000 crore, the city has managed to come out of its losses. A project named Multimodal International Hub Airport (MIHAN) at Nagpur now houses heavy cargo ships from South East and Middle East Asia.
2. Nagpur is a renowned educational center in central India. Nagpur University, founded in 1923, is the oldest University having its affiliation over hundreds of colleges. The city is the abode of three principal medical colleges - the Government Medical College, Indira Gandhi Government Medical College and privately run NKP Salve Institution of Medical College. The famous Animal Sciences Research University has also been established in Nagpur.
3. Nagpur is a most important education hub in Central India. There are two kinds of schools in the city. NMC (Government) run schools and private schools run by trusts. These schools pursue the 10+2+3/4 plan (15 years of schooling leading to the first degree), the first 10 years constituting school education consisting of four years primary level, three years of upper primary level and three years of high school level with a public examination at the end of 10th class and 12th class constituting the Secondary & Higher Secondary Board Examination respectively. This is followed by either a general degree course in a chosen field of study, or a professional degree course, such as law, engineering and medicine. These schools are governed by either of the following boards: Maharashtra State Board of Secondary and Higher Secondary Education, Central Board for Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE) and The International Baccalaureate (IB).
4. In this study, the researcher has taken responses from from 11 talukas of Nagpur.

Sample Distribution Are Given Below

Village	Teachers & Lecturers	Parents	Education Office Executives
Hingna	49	10	3
Mauda	10	6	1
Kamptee	23	7	3
Umred	28	7	3
Bhiwapur	16	5	0



Kuhi	17	4	0
Ramtek	44	9	3
Saoner	28	6	1
Kalmeshwar	17	5	0
Katol	29	6	3
Narkhed	8	4	0
Total	269	69	17

Objectives

Main objectives of the proposed research are:

1. To Study Progress in Elementary & post Elementary Education and Literacy level in rural areas of Nagpur district.
2. To Study Infrastructure Needs For Providing Effective Rural education for Sustainable economic development.
3. To Study the status of rural education Infrastructure in Nagpur District.
4. To study the Gaps in Provision of Primary, Secondary and Higher Education in rural areas of Nagpur District.

Scope

1. The Study helps to analyze how the education system in rural area plays a significant contribution in the growth of the economy.
2. The study is limited to Nagpur city. However, references from different part of nation has been taken to explain the concepts.

Hypothesis

Hypothesis for the study are given as under:

H1. Quality Education in Rural Areas has proven important for Sustainable Economic Development

H2. Quality Education in Rural Areas has proven important for the quality of human resource development

Hypothesis Testing

Hypothesis 1: Quality Education in Rural Areas has proven important for Sustainable Economic Development.

The above hypothesis is a general social statement, which can be converted into a proper statistical statement. The statistical test in this case is processed on the basis of data collected from all the three categories of people viz. Teachers and Lecturers, secondly by Parents and lastly by the Education office Executives.

Results: On the basis of interpretation (i), (ii) and (iii) done in thesis, we can conclude that Teacher and Lecturers perception toward effect of quality education in rural areas on the Sustainable Economic Development we can accept the Hypothesis 1 that "Quality Education in Rural Areas has proven important for Sustainable Economic Development", stands true.

Whereas the Parent and Education Office Executives reject the Hypothesis 1 that "Quality Education in Rural Areas has proven important for Sustainable Economic Development", for its validity.

Hypothesis 2: Quality Education in Rural Areas has proven important for the Quality of Human Resource Development

The above hypothesis is a general social statement, which can be converted into a proper statistical statement. The statistical test in this case is processed on the basis of data collected from all the three categories of people viz. Teachers and Lecturers, secondly by Parents and lastly by the Education office Executives.

Results: On the basis of interpretations (iv), (v) and (vi) done in thesis we can conclude that Teacher and Lecturers perception toward effect of quality education in rural areas on the Human Resource Development we can accept the Hypothesis 2 that "Quality Education in Rural Areas has proven important for Quality of Human Resource Development", stands true.

Whereas the Parent and Education Office Executives reject the Hypothesis 2 that "Quality Education in Rural Areas has proven important for Quality of Human Resource Development", for its validity.

Suggestions

Following are the suggestions based on the current study:

1. Government aid is required in large amount in order to create proper infrastructure at rural area schools & colleges. At present, the schools are lacking in advanced infrastructure.



2. Rural educational institutes are unable to provide quality education to students, resulted in students cannot compete in global environment.
3. Supplemental education is need of an hour. Rural area schools must provide the same to their students.
4. Environmental protection is need of an hour and most of the schools are not promoting the same. It is essential that environmental protection should be promoted among students with appropriate method.
5. rural area educational institutions should also focus on developing public understanding and awareness regarding environmental protection & economic stability.
6. Social upliftment is possible when educational institution will take effort in this direction.
7. There should be proper system to identify talented students. Talent of individual students in particular area should be identified.
8. There are lot of changes in teaching methodology now a day. The teachers must upgrade themselves with these modern day methodology like live projects, case studies, psychomotor training etc.
9. Active learning environment should be provided to the students. It will help them in achieving holistic development
10. Often it is found that every child does not receive equal and important opportunities. Focus should be on providing equal and important opportunities for holistic development of the students.

Conclusion

The entire thesis correlates two points. One is quality education & another is sustainable economic development. It is clearly understood from primary and secondary data analysis that without providing quality education, we cannot think of sustainable economic development. Let us discuss some important challenges & probable solutions in this concluding chapter.

Infrastructure to support quality education is required at educational institution. Appropriate building, playground, library with quality and adequate quantity books & periodicals, science kits and equipments are required to impart the required knowledge among students.

Value education is promoted by educational institution. It is a good sign for the society. Social upliftment is possible when educational institution will take effort in this direction. There should be appropriate training programs to promote the social development. Rural area educational institutions are important in raising standard of living of people. They are also important in raising income level & Literacy level of people. There should be proper system to identify talented students. It will help in enhancing the special talent which is there in particular student. This will support the nation in getting future genius.

Teaching pedagogy has changed a lot in modern days. Teachers need to keep pace with the modern day pedagogy. When teacher learns modern teaching pedagogy and implement the same at classroom, there will be positive development. Students will be able to contribute towards social and economic development when they will understand the concept & will be in position to apply the same in practice. Students can achieve excellence if they are taught with thought provoking modern day teaching pedagogy. The same will lead towards active & dynamic learning environment.

Due to lack of staff & other workload it becomes really difficult for teacher to provide equal and important opportunities to every student. Here, teacher must ensure that they provide equal and important opportunities to students as well as government should also ensure that they are providing sufficient manpower to schools and colleges for maintaining the quality of education. Students should be taught in such a way that they should be able to express their views, observations and experiences.

All these things are directly related to economic development of rural area. The children are the future of the nation. If they get good education, they will contribute a lot in economic development of the nation and if they don't get quality education, they will not be in a position to contribute toward economic development of the nation.

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