

Annotated Bibliography
on
Lifelong Learning for Rural Transformation

Edited and Compiled by
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This annotated bibliography on lifelong learning for rural transformation serves as a valuable resource for researchers, educators, policymakers, and community leaders committed to fostering sustainable development in rural areas. It compiles key literature that underscores the critical role of lifelong learning in empowering individuals, enhancing community resilience, and driving socio-economic progress.

The selected works highlight various dimensions of lifelong learning, including community-based initiatives, the integration of technology in education, and the empowerment of marginalized groups, particularly women. They illustrate how tailored learning opportunities can address the specific needs of rural populations, enabling them to adapt to changing circumstances and seize new opportunities.

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Author: A. Mathew

Title: Conceptual Evolution of Adult Education in India and Correspondence with Global Trends.

Source: Journal of Educational Planning and Administration, vol. XXVII, no. 2, April 2013, pp. 179-201.

Abstract: In most Third World countries like India where adult education witnessed an evolutionary process, there were generally two trends, viz., the centrality and continuity of certain core dimensions of knowledge, values and skills informing adult education, and the precedence in the focus of certain knowledge-values-skills blend during certain programme phases, as compared to others, depending on policy perceptions. This profile of adult education in India could also be seen as a window to the trends in the world at certain phases. Taking a leaf out of Paulo Freire's Pedagogy of the Oppressed, the article shows how India's policy premises as in NAEP (1978), its Review (1980), the NPE and its POA in 1986, as well as the Revised POA (1992) continued to serve as constant guideposts in designing the content and curriculum of adult education as an instrument of critical awareness about social deprivation and amelioration from it, as a window to the vision of new India.

Keywords: Adult Education; Conceptual Evolution; India; Global Trends; Third World Countries; Core Dimensions; Knowledge; Values; Skills; Policy Perceptions; Paulo Freire; Pedagogy of the Oppressed; NAEP (National Adult Education Programme); NPE (National Policy on Education); POA (Plan of Action); Critical Awareness; Social Deprivation; Amelioration; Curriculum Design; Vision of New India.

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Author: Abdon, Ephrem; William, Francis & Tandika, Pambas.

Title: Assessment of the community's technological literacy in the use of mobile phones for rural development.

Source: International Journal of Lifelong Education, vol. 42, no. 3, 2023, pp. 270-282.

Abstract: Access and use of mobile phones by communities in rural areas is a topical issue in different countries. However, there has been limited empirical literature to account for mobile phone use in rural areas for development and lifelong learning. This study employed the data which were collected from 66 phone users in rural areas to report on their technological literacy in the use of mobile phones. The data were generated through questionnaires, focus group discussions and practical tests. Descriptive statistics and thematic analysis were employed to analyse the data. The analysis revealed that the majority of adults in rural communities could use mobile phones through voice calls and short messages only. Only a few of them could use mobile phones to access internet services. Financial transactions and searching for information on weather, health, politics and businesses were challenging to them. This led to the conclusion that rural communities need to be empowered to access internet services through mobile phones to enhance their socio-economic development activities. It is recommended that technological literacy programmes on the use of mobile phones and the internet to maximise productivity be implemented in rural communities that are mostly farmers and producers of raw materials.

Keywords: Lifelong Learning; Socio-economic Development; Technological Literacy.

Author: Aggarwal, Aarushi.

Title: Fostering Growth in Rural India.

Source: Kurukshetra: A Journal of Rural Development, June 2021, pp. 21-23.

Abstract: Facilitating rural India's self-governance and self-determination has motivated the creation of robust centre-to-rural infrastructure. Improving and expanding India's infrastructure is essential in bridging gaps between urban and rural India. It allows better access to education, healthcare and economic success.

Keywords: Rural Growth; Economic Development; Agriculture; Infrastructure; Employment Opportunities; Entrepreneurship; Community Development; Government Policies; Innovation; Sustainable Practices.

Author: Aggarwal, Aarushi.

Title: Leveraging ICT in Rural Marketing.

Source: Kurukshetra: A Journal of Rural Development, September 2021, pp. 47-50.

Abstract: Given that majority of India's rural population is involved in agricultural activities, one of the two major components of rural marketing in the country is enabling the sale of agricultural products in urban areas. Understanding contemporary consumption patterns will be instrumental in meeting the needs of urban consumers and farmers must be equipped to understand these patterns, especially in their own areas. Information and communication technology can be effectively deployed to enhance their understanding of popular food types and the ways in which they can alter their farms to produce such food types.

Keywords: ICT (Information and Communication Technology); Rural Marketing; Digital Transformation; E-commerce; Connectivity; Consumer Behavior; Market Access; Agricultural Products; Technology Adoption; Capacity Building.

Author: Ahamad, Tauffiqu and Narayana, Ananta .

Title: Girl education: A lifeline to rural transformation in India.

Source: International Journal of Applied Research, vol. 1, no. 6, 2015, pp. 84–87.

Abstract: Education is very important for every child whether boy or girl. It is sad that some communities still discriminate against the education of the girl child. Education is the key factor for girls' empowerment, prosperity, development and welfare. Discrimination of girl from womb to tomb is well known. There is continued inequality and vulnerability of girls in all sectors- Economic, Education, Social, Political, Health Care, Nutrition, Right and Legal etc. Girls oppressed in all spheres of life, they need to be empowered in all walk of life. In order to fight against the socially constructed gender biases, girls & women have to swim against the system that requires more strength. Such strength comes from the process of empowerment and empowerment will come from the education. And rural transformation will come from girls' education. This paper emphasis on girl's education because it enables them to responds to the challenges, to confront their traditional role and change their life. So that we can't neglect the importance of education in reference to girls empowerment.

Keywords: Girl Child; Girl Education; Health Care; Education; Empowerment.

Author: Arden, Catherine.

Title: Social Participation, Altruism and Learning Opportunism: A Phenomenography of Adults' Learning through Workplace Experiences in Rural Community Volunteering.

Source: Australian Journal of Adult Learning, vol. 63, no. 3, 2023, pp. 368-397.

Abstract: Workplace experiences are central to adults' learning and development, providing opportunities for significant and valuable lifelong learning. Research into adults' learning in volunteer work attests to its significance and value across the spectrum of adult learning, serving instrumental, social, and altruistic purposes for the learner and enriching lives through furnishing individual, collective and broader community benefits. But how does adults' learning through workplace experiences in community volunteering contribute to their agency and lifelong learning while also generating wider collective benefits? What are people learning, and what are the learning incentives, processes, mechanisms and affordances at play? This article reports selected findings from a phenomenographic investigation into a group of community volunteers' experiences of workplace learning in a social enterprise in an Australian rural town coming to grips with transitioning to life in a digital era. The findings illuminate the experience of community-based workplace learning from the adult learner's perspective, and specifically, learning embedded in social participation in rural community volunteering and associational life, providing new insights about adults' experience of learning through volunteering in the interests of understanding and furthering their own lifelong learning and development goals while contributing to their communities of interest, practice and place.

Keywords: Altruism; Adult Learning; Work Experience; Rural Areas; Community Involvement; Volunteers; Lifelong Learning; Foreign Countries; Individual Development; Learning Experience; Interpersonal Relationship; Participation.

Author: Arora, Payal.

Title: The Ict Laboratory: an Analysis of Computers in Public High Schools in Rural India.

Source: AACE: Association for the Advancement of Computing in Education Journal, vol. 15, no. 1, 2007, pp. 57–72.

Abstract: There has been a strong push towards eLiteracy in India, particularly in the distribution and usage of information and communication technologies (ICT) in schools for economic and social growth. As a result, the Vidhya Vahini scheme was launched in Kuppam, a marginalized village constituency in Andhra Pradesh. This scheme strives to disseminate computers to all high schools by

2005 with the intention of scaling this pilot initiative nationwide. In this paper, I argue that in spite of strong governmental initiative and multifarious private-public partnerships, there are considerable barriers in the implementation of computers in public high schools. To optimize these cost intensive resources, we need to address some of the chronic educational challenges prevalent in the school system. With the constant flux in participation by public and private actors in this process, the question of sustainability is critical in the transformation of schools as e-learning communities.

India as the IT hub Media gurus like Thomas Friedman has drawn attention to the Indian information technology (IT) dynamism, attributing this in part to India's "technology determinism" in the global market economy (Pink, 2005). Given the current media coverage on India's' technology boom (Dudley, 2005), it is easy to attribute this "determinism" as a recent phenomenon. However, India's embrace of technology for development can be seen as stemming from as early.

Keywords: ICT (Information and Communication Technology); Rural Education; Public High Schools; Computers; Digital Divide; Educational Technology; Access and Equity; Pedagogical Practices; Teacher Training; Student Engagement.

Author: Arya, Satender Singh.

Title: Employment and Entrepreneurship Opportunities for Skilled Youth.

Source: Kurukshetra: A Journal of Rural Development, February 2021, pp. 28-30.

Abstract: Agriculture is truly the backbone of India's economy, reverberating with a new dynamism and excitement. The sector is poised for a big leap forward towards a sustainable future. There are umpteen opportunities for youth in the agriculture and agribusiness sector. Technological breakthroughs, increased concern for food safety and hygiene, innovations in agricultural marketing have created a range of new jobs across the agri value chain. Precision farming has created a demand for services of skilled professionals in farm machinery, greenhouse farming, pesticide and fertiliser application, micro-irrigation and solar energy.

Keywords: Employment; Entrepreneurship; Skilled Youth; Job Creation; Vocational Training; Economic Empowerment; Startups; Youth Development; Skill Enhancement; Rural Economy.

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Author: Arya, Tanu Shikha.

Title: Panchayat Participation in Adult Literacy Programmes.

Source: Economic and Political Weekly, vol. 45, no. 26-27, 26 Jun, 2010.

Abstract: The Saakshar Bharat Mission aims at 80% adult literacy and is to be implemented by gram panchayats. However, not only are these local bodies already heavily burdened with a multitude of roles and responsibilities, it is also a fallacy to presume that their members are adult literacy experts. While adult literacy is a non-formal exercise, the members of the committees to be constituted under this mission are to be drawn from the formal education system. These factors are bound to affect the functioning of this much needed scheme.

Keywords: Panchayat; Adult Literacy; Participation; Education; Local Governance; Community Development; Policy Implementation; Empowerment; Socio-economic Factors.

Author: Banasree P.

Title: Education in Rural India: Schemes for Women and Youth.

Source: Kurukshetra: A Journal on Rural Development, January 2021, pp. 16-22.

Abstract: The Government of India's programmes such as Samagra Shiksha and Beti Bachao Beti Padhao are playing a major role in ensuring quality education for rural India, especially among the disadvantaged girls. The newly launched Padhna Likhna Abhiyaan is now set to carry forward the message of education among rural adults in a similar fashion.

Keywords: Education; Rural India; Women; Youth; Government of India; Samagra Shiksha; Beti Bachao Beti Padhao; Quality Education; Disadvantaged Girls; Padhna Likhna Abhiyaan; Rural Adults; Education Schemes; Rural Development.

Author: Bansal, Meenakshi

Title: A study on the role of Education for Rural Transformation.

Source: Integrated Journal of Social Sciences. 2018, vol. 5, no. 1, pp. 27-30.

Abstract: Role of Education in the rural transformation is preeminent. Education is the doorway to the wider world and it encourages people to get acknowledge with the issues related to rural development, taking effective decision and acting on them. It also gives special attention to the realization of developmental goals set for rural transformation. The present paper articulates the role of education for rural transformation, performance of various educational theories and practices used for rural development and also examine the effectiveness of

technology based learning used for rural masses. The results indicate that due to education, rural sector has witnessed a tremendous transformation in the recent year. At the end of the study, some suggestive measures are given to enhance the role of education for rural transformation in India.

Keywords: Rural Transformation; Education; Rural People; Technology.

Author: Bansal, Nidhi & Choudhary, Heena.

Title: Fostering digital equity: evaluating impact of digital literacy training on internet outcomes in rural marginalised communities in India.

Source: International Journal of Lifelong Education, vol. 43, no. 5, 2024, pp. 473-493.

Abstract: Digital literacy (DL) training improves the participants' digital skills and engagements and achieves desired online benefits and opportunities. However, there remains a gap in understanding whether the acquired skills effectively translate into tangible outcomes. This study explores how digital literacy training programs (DLTPs) serve as solutions to mitigate the impact of the digital divide, particularly among marginalised rural populations. Using the corresponding fields' model, we explored the internet outcomes achieved post-training, as achieving meaningful outcomes is crucial in the digital age. In-depth interviews of 60 beneficiaries of the PMGDISHA programme, a DLTP run by the Government of India, were conducted, and thematic analysis was performed to identify the internet outcomes based on Helsper's corresponding fields (2012). The findings demonstrate that training significantly impacts digital engagement and internet outcomes across online fields. However, discrepancies in internet outcomes persist among participants, and these disparities are closely linked to participants' socio-demographic and economic characteristics. To create a more equitable digital landscape, digital inclusion initiatives must consider these elements and tailor their approaches accordingly. These findings significantly impact policymakers, managers, practitioners, trainers, and researchers in bridging the digital divide and creating a more inclusive digital society.

Keywords: Digital Inequality; Digital Literacy; Internet Outcomes.

Author: Bhattacharjee, Mousumi K.

Title: Optimal Hybrid Schooling Strategies for Sustaining Skilling.

Source: Economic and Political Weekly (Engage), vol. 58, no. 40, 07 Oct, 2023, pp. 2-24.

Abstract: This article is on understanding what solutions may work for tackling the challenges faced by the Indian education system due to the pandemic or

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any disruption (like viral infection and climate change). The author suggests eight strategies to facilitate parents, teachers, school management, and the community to stay at home and school. Schools can develop an optimisation system to implement the strategy in an emergency or disruption. These strategies keep in mind the pupil–teacher ratio of 15 (the Organisation for Economic Co-operation and Development average), classroom size, sick or other leaves by any of the stakeholders, vacations, developing countries, remote access, high population density, first-dose adult vaccination of all family members of the pupil, and teachers, strictly follow sanitize, mask and social distancing (SMS) norms, fines or punishment imposed in relaxing of COVID-19 protocols, and willingness to adopt digital technologies. The strategies also work for those children who opt for vocational school training. Given that the pandemic is here to stay, the Indian school-level education system should consider adopting hybrid solutions. It is crucial to reduce the learning losses due to the pandemic and achieve the various National Education Policy, 2020 goals.

Keywords: Skills; Schooling; SDG4; Sustainable Solutions; SDG4 Goals & Sub-Goals; Conceptual Framework.

Author: Bhola, H.S.

Title: Education for Rural Transformation (ERT) in India: Dialectics between Theory and Ideology - The National and the Global.

Source: Journal of Educational Planning and Administration, vol. XXVII, no. 3, July 2013, pp. 257-280.

Abstract: Programs of Rural Transformation of nations, rooted in national Ideology and Economy, yet resonate to the drum beats of Globalization. The Global to the Local are mediated by the United Nations and its affiliated agencies, particularly the Food and Agricultural Organization (FAO) and its offspring The International Fund for Agricultural Development (IFAD). World Health Organization (WHO) is another important mediator. Theoretical lenses of choice today are Systems Theory that focuses on the holistic, and is joined with an Epistemic Triangle formed by (i) the systemic, (ii) the constructivist, and (iii) the dialectical. Contextualization is central in the application of these theoretical perspectives, in particular Social Configurations of Innovators and Adopters. India's Community Development Initiative, during its active life from 1954 to 1961, had covered 500,000 villages — an impressive achievement at that point in history. It, however, lost to India's new love-affair with Industrialization. During the last two decades, attention has once again been directed to Rural Reconstruction through such initiatives as: Poverty Eradication, Food Security, and Health Missions for Rural (and Urban) areas, Mahatma Gandhi-National Rural Employment Guarantee Scheme (NREGA) and, underpinning it all, Right

to Education. Finally, the Global Phenomenon of Social Media is changing Rural (and Urban) India in truly transformative ways.

Keywords: Education for Rural Transformation (ERT); India; National Ideology; Globalization; United Nations; Food and Agricultural Organization (FAO), International Fund for Agricultural Development (IFAD); World Health Organization (WHO); Systems Theory; Holistic approach; Epistemic Triangle; Contextualization; Social Configurations; Community Development; Initiative; Industrialization; Rural Reconstruction; Poverty Eradication; Food Security; Health Missions; Mahatma Gandhi National Rural Employment Guarantee Scheme (NREGA); Right to Education; Social Media; Transformative Changes.

Author: Cameron, John and Cameron, Stuart.

Title: Economic Benefits of Adult Literacy Interventions.

Source: Journal of Educational Planning and Administration, vol. XIX, no. 4, October 2005, pp. 483-509.

Abstract: This paper reviews the evidence on the economic benefits of increasing adult literacy, focussing mainly on developing countries. It introduces a framework for understanding the various ways in which literacy could impact on livelihoods, and reviews recent studies of adult literacy and basic education interventions, showing how they relate to this framework. It argues that, although numerous claims for economic benefits have been made in studies of literacy interventions, these have not generally been backed up by formal economic analysis which would enable strong conclusions to be drawn on the economic benefits. In particular, there has been a lack of attention to the opportunity costs involved in providing adult literacy, as well as a lack of rigorous measurement of the outputs and outcomes. The paper then reviews the findings of cross-country growth studies and of the microeconomic returns to education literature, and discusses how these may relate to adult literacy. Both literatures have generally focussed on formal education rather than literacy per se, and so caution is needed in drawing inferences about adult literacy. The paper emphasises that the economic returns to literacy at both the macro- and microeconomic levels appear to be highly dependent on other aspects of the economic context. However, there is evidence that literacy benefits at least some individuals, and also that the literacy of one individual can benefit others in his or her household. Finally, the paper discusses some of the conceptual shortfalls of conventional economic analysis, including the livelihoods discourse, for understanding literacy. It proposes a capabilities approach, drawing on the work of Amartya Sen, as a way forward for future research. The paper concludes by highlighting the difficulty in drawing specific conclusions from such a small and disparate set of research finding, and pointing to the practical need for more systematic monitoring and evaluation of literacy interventions.

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Keywords: Adult Literacy; Economic Benefits; Developing Countries; Livelihoods; Literacy Interventions; Framework; Economic Analysis; Opportunity Costs; Outputs and Outcomes; Cross-country Growth Studies; Microeconomic Returns; Formal Education; Economic Context; Macro-level; Micro-level; Capabilities Approach; Amartya Sen; Research Findings; Systematic Monitoring; Evaluation.

Author: Choudhary, Richa.

Title: Impact Assessment of Tech-Driven Learning Acceleration Programme in Rural Region of India.

Source: Online, 2023, 35p.

Abstract: The purpose of this study is to analyse the impact of the emerging concept of 'learning acceleration' in addressing student's learning gaps and enhancing their learning levels, especially for high-risk students who struggle to pass state board examinations. The study focuses on understanding the impact of the tech-driven Learning Acceleration programme adopted by a remote and rural district - Dumka in Jharkhand State of India. This study examines the learning outcomes of randomly selected sample students from control and treatment groups. The control group included students who had no exposure to the project, while the treatment group included students who were exposed to the tech driven learning acceleration program in Dumka District. The performance of students was evaluated in the Maths subject for Grade 11 and Grade 12 students through the baseline and endline learning assessments deployed during the academic session 2022-23 and also, based on student's interaction with the platform. The impact of the program for students from different socio-economic backgrounds has also been assessed to analyse how useful has been the program to build equity for students from disadvantaged backgrounds. An overall improvement in Academic Performance by 14% in Mathematics was observed for treatment group students. Students from different socio-economic backgrounds - rural regions, low-income families (< INR 10,000 per month, ST/ SC Category, Female Students and first generation learners have shown remarkable improvement in their performance. Treatment group students were able to overcome non-linear learning gaps by bridging their foundational learning gaps while also enhancing their overall understanding of the topic. Also, reduction of high-risk students who struggled to obtain passing scores and has seen a transformational rise in the number of high-performing students. The evidence from the study can help education policy makers to devote attention to learning acceleration as an effective tool to bridge learning gaps aggregated over years among students, especially after COVID-19.

Keywords: Technology uses in Education; Acceleration (Education); Rural Areas; Foreign Countries; Educational Technology; Secondary School Mathematics; Mathematics Achievement; High School Students; Scores; Remedial Mathematics; Economically Disadvantaged; Achievement Gap; Individualized Instruction.

Author: Cunha de Araujo, Gustavo

Title: Education and Lifelong Learning for Young and Adult Peasants.

Source: European Journal of Training and Development, vol. 45, no. 6-7, 2021, pp. 512-525.

Abstract: This paper aims to provide an overview of an expanded, workable conception of rural youth and adult education that will move Brazil closer to a fair, egalitarian society focused on human development. **Design/methodology/approach:** This research uses a qualitative bibliographic perspective, analyzing historical data extracted from bibliographic and empirical research on rural education--assumptions for thinking about lifelong learning for young and adult peasants--and education and learning for all throughout life. **Findings:** Education is critical in a democracy, forming the foundation of social, cultural and political citizenship, critical decision-making and an informed populace. Therefore, teacher education policies aimed at rural education in Brazil must be strengthened, funded and improved. **Research limitations/implications:** This research does not present similarities and differences compared to European experiences; instead, it suggests expanding studies on this topic in other international contexts through developmental research to widen the discussion. **Practical implications:** Providing high-quality, customized training for the teachers who teach the vastly diverse body of rural students is essential in terms of empowering and recognizing young and adult peasants' right to learn. **Social implications:** "Education for all throughout life" has become a recognized right. Democracies must universalize this right by developing public policies, implementing them throughout the entire population and monitoring progress to verify that everyone--including the poorest peasant in the remotest countryside--has the tools to learn effectively. **Originality/value:** By placing this study in the context of youth and adult learning, the study complements research that has addressed this topic in different international contexts, contributing broadly to knowledge regarding teacher education for rural areas and, more generally, to the implications of lifelong learning.

Keywords: Rural Education; Rural Youth; Rural Areas; Adults; Adult Education; Lifelong Learning; Agricultural Occupations; Access to Education; Civil Rights; Educational Development; Policy Formation; Educational Policy; Foreign Countries; Economically Disadvantaged.

Author: Da Costa, Dia.

Title: "Spoiled Sons" and "Sincere Daughters": Schooling, Security, and Empowerment in Rural West Bengal, India.

Source: Signs: Journal of Women in Culture and Society, vol. 33, no. 2, 2008, pp. 283-308.

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Abstract: In "Spoiled Sons and 'Sincere Daughters': Schooling, Security, and Empowerment in Rural West Bengal, India," Dia Da Costa explores the complex dynamics of gender and education in rural communities. The article examines how societal expectations shape the experiences of boys and girls in educational settings, emphasizing the contrasting notions of masculinity and femininity. Boys are often viewed as privileged yet spoiled, while girls are perceived as sincere and responsible, tasked with upholding familial honor. This dichotomy influences their educational opportunities and aspirations, ultimately affecting their empowerment and security in a rapidly changing socio-economic landscape. Da Costa argues for a critical re-evaluation of these gendered narratives to foster a more equitable approach to education in rural India.

Keywords: Gender Roles; Education; Rural West Bengal; Empowerment; Masculinity; Femininity; Societal Expectations; Gender Inequality; Cultural Norms; Socio-Economic Change.

Author: Dadhich, Balendu Sharma.

Title: Smart Villages: Towards Information Superhighway.

Source: Kurukshetra: A Journal of Rural Development, October 2021, pp. 27-30.

Abstract: Availability of broadband connectivity is surely bringing new opportunities to India's villages as they will be better connected with the country's digital infrastructure. The government believes the proliferation of broadband in rural areas will bridge the rural-urban divide of digital access and accelerate the achievement of Digital India. The penetration and proliferation of broadband is also expected to increase direct and indirect employment and income generation. After the smart cities, the smart villages are going to be a big step forward in our quest to make India digital.

Keywords: Smart Villages; Information Superhighway; Digital Infrastructure; Connectivity; Rural Development; Technology Integration; Sustainable Development; E-governance; Community Empowerment; Innovation.

Author: Das, Nisha and Peter, Magdalene.

Title: Girl Education: A lifeline to rural transformation in India.

Source: Malaya Journal of Matematik, S(2), 2020, pp. 3301-3303.

Abstract: Education is very important for every child whether boy or girl. It is sad that some communities still discriminate against the education of the girl child. Education is the key factor for girls' empowerment, prosperity, development and welfare. Discrimination of girl from womb to tomb is well known. There is continued inequality and vulnerability of girls in all sectors-

Economic, Education, Social, Political, Health Care, Nutrition, Right and Legal etc. Girls oppressed in all spheres of life, they need to be empowered in all walk of life. In order to fight against the socially constructed gender biases, girls & women have to swim against the system that requires more strength. Such strength comes from the process of empowerment and empowerment will come from the education. And rural transformation will come from girls' education. This paper emphasis on girl's education because it enables them to responds to the challenges, to confront their traditional role and change their life. So that we can't neglect the importance of education in reference to girls empowerment.

Keywords: Girls' Education; Gender Inequality; Rural Transformation; Welfare; Empowerment.

Author: Das, Rupak & Das, Debabrata.

Title: The 2030 Agenda for Sustainable Development: Where does India Stand?

Source: Journal of Rural Development, vol. 38, no. 2, 2019, pp. 266-295.

Abstract: Sustainable Development Goals (SDGs) is one of the most definite and widely accepted goals by United Nations (UNs) as a result of discourse and deliberations among the member States. The global goals that seek to consider three dimensions of poverty i.e., social, economic and environmental dimensions to improve people's lives and protect the planet for future generations. The article seeks to juxtapose 17 SDGs and the existing status of the goals of India in comparison with the South Asian countries. The study extensively used secondary sources of data to paint a quantitative picture of SDGs and the ranking given by various international agencies. Since the SDGs were adopted in September 2015, we may not get the impact as such. The purpose of the study is to give a summarised picture of goals so that future course of action can be drawn from the study. The study found nearly 21.9 per cent of the people in India live below poverty line. The situation of poverty is grim more particularly in rural areas, as around 25.7 per cent live below the poverty line. Among the South Asian countries, lowest poverty rate exists in Sri Lanka that stood at close to 7 per cent. The life expectancy rate of India is 68.3 years, which is even less than that of Bangladesh. The per capita income of India is \$5,663 which is half of that of Sri Lanka. The literacy rate of India is 74 percent, Maldives on its way to achieve cent percent literacy rate. In the Human Development Index, India was ranked 131 among the list of countries. However, it is noteworthy that among South Asian countries, Sri Lanka and Maldives could figure themselves in 73 and 105, respectively. The Global Hunger Index report of 2016 ranking has placed India

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at 97 out of 118 countries. India performed poorly in the Gender Development Index, managed to perform better than Pakistan and Afghanistan. India will have a long way to achieve 100 per cent access to clean drinking water and electricity. Starting business in India still not a good proposition and huge inequality persists in the income distribution. India's position in crime index and pollution index is also not up to the mark. Global collaboration, engaging with countries of expertise will help in addressing these issues.

Keywords: **SDGs; Poverty; India; South Asia.**

Author: Dasari, Sarala and Somvanshi, Manthan.

Title: Employment Opportunities for Rural Youth.

Source: Kurukshetra: A Journal of Rural Development, February 2021, pp. 34-37.

Abstract: The rural youth have immense potential that can be nurtured in a right direction and be utilised to contribute to country's economic growth. The Government of India has made several efforts for the rural young employment seekers with most of the schemes targeting rural youths as beneficiaries. The Government schemes aimed at providing employment have played a significant role in improving the employment scenario for the rural youths, but Government schemes alone cannot bring along major required changes. A fraction of responsibility lies with the private sector via medium of Corporate Social Responsibility for providing such societal goals.

Keywords: **Employment Opportunities; Rural Youth; Skill Development; Job Market; Entrepreneurship; Agricultural Employment; Vocational Training; Economic Growth; Policy Support; Community Development.**

Author: Dhal, Sangita and Singh, Nachiketa.

Title: Women's Empowerment in Rural Odisha: Mapping Common Service Centres as a Critical Enabler.

Source: IASSI-Quarterly, 2024, vol. 43, no. 1, pp. 188-208.

Abstract: Technology and information serve as instrumental forces that complement and enhance the pursuit of meaningful citizen engagement and inclusive governance, addressing a multitude of challenges faced by the human race. Odisha, as a state in transition, endeavours to leverage information and communication technology (ICT) and e-governance to tackle the complexities of administration. Within this context, the gender discourse and the developmental narrative of an increasingly ambitious women's community in the state reaffirm their rightful claims and strive to reclaim public spaces

previously dominated by their male counterparts. However, the journey towards the liberation and social empowerment of women has not been without hurdles, including social, economic, and political challenges. In this scenario, the emphasis should be on enhancing capacity as a catalyst for the comprehensive empowerment of citizens, both in the economic realm and the broader socio-political domain. This approach aims to transform individuals into essential contributors and significant participants in the nation's progress and advancement. Therefore, the emphasis on capacity building, facilitated by the application of technology, is viewed as a crucial mechanism to achieve the broader objectives of empowering women in the state. Recognizing the crucial role of citizen engagement in the socio-economic domain, this paper seeks to explore the importance of women's empowerment. It also assesses the influence of citizen participation through a pioneering initiative, the Common Service Centres (CSCs), as a transformative factor in this context. This paper endeavours to examine the current era of digital governance in the Indian state of Odisha, which has garnered a remarkable impact on a national scale.

Keywords: Administrative Reforms; Good Governance; Digital India, Capacity- Building; Women's Empowerment; Common Service Centres; Citizen Participation.

Author: Dimopoulos, Carol A.

Title: Women Empowered: The Purkal Project -- Weaving the Fibers of Transformation through Education and Entrepreneurship in Rural Northern India.

Source: ProQuest LLC, Ed.D. Dissertation, University of Illinois at Urbana-Champaign.

Abstract: In this paper, the researcher presents the findings of this original qualitative study on the human experience of the participants of The Purkal Project, change-makers in social innovation that provide free, world-class education and vocational development in an economically challenged rural community in the Himalayan region of Northern India. In this paper, the researcher explored the history of the conditions of poverty for women in India, reviewed the development of the Purkal Project, and shared personal perspectives from participants. Societal engagement through family and education are core fundamentals of development and community empowerment; however, social conditions exist which contribute to and perpetuate women's state of poverty in this region. The researcher addressed the unprecedented challenges to the international research process, as well as the effect on the Purkal Project's participants, based on the lockdown conditions created by the COVID-19 global pandemic. An examination of these past and present conditions was essential before presenting the participants' stories to determine their perception

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regarding social intervention projects, which can have a lasting impact on societal development in rural Northern India. Changes in rural societies must begin with the examination of women's status, which is related to other components of development that benefit children and society, as well as oppositional factors which could impede women's agency. The purpose of this study was to explore the history of the conditions that created and continue to perpetuate the feminization of poverty. The researcher also examined participants' perspective on the effect of the Purkal Project as a social intervention which has developed sustainable methods of poverty alleviation, thereby encouraging agency and empowerment for women and their families in economically challenged rural communities in the Himalayan region of Northern India.

Keywords: Empowerment; Entrepreneurship; Rural Areas; Females; Foreign Countries; Change Agents; Poverty; Social Change; Business Education.

Author: Ebrahim, Safia N and Girija V. Kerala University.

Title: Effectiveness of Home Science Vocational Training Programmes Imparted by KVKs (Krishi Vigyan Kendras).

Source: JEE - Journal of Extension Education, vol. 32, no. 1, 2020, pp. 6455-6462.

Abstract: Vocational training programmes play a positive role in the empowerment of women. The present study was planned with a specific objective to study the effectiveness of vocational trainings in home science discipline as rated by women trainees of a Krishi Vigyan Kendra (KVK). Training effectiveness was evaluated on five levels, viz. coverage, utility, teaching quality, knowledge and skill acquired. It was found that a great majority of trainees had perceived training as moderately effective. Programme effectiveness scores did not differ significantly among the four training groups. Mass media exposure, information seeking behavior, attitude towards training and entrepreneurial behavior had significant relationship with training effectiveness.

Keywords: KVK, Training Programme; Effectiveness; Kerala.

Author: Felix von der Bank et al.

Title: Farming Is Charming: Informal Learning of Farmers in Coimbatore, Tamil Nadu, India.

Source: International Review of Education, vol. 70, no. 3, 2024, pp. 497-518.

Abstract: The agricultural sector in India has come to prominence as a source of employment and livelihood. It is one of the most significant informal sectors in the country, and one in which informal learning plays a major role. This article

analyses the informal learning of farmers in Coimbatore, Tamil Nadu, India. In the course of this research, qualitative interviews with 34 farmers in Coimbatore were conducted and analysed with regard to informal learning. The findings show that informal learning is lifelong and chiefly takes place at home in a family and peer group context. Informal learning is facilitated by training courses specifically adapted to farmers' needs, which can help them improve their situation on their respective farms. However, not every farmer attends these courses, indicating a need to strengthen the programmes, conduct information campaigns to raise awareness, and improve accessibility, especially for farmers and agricultural labourers.

Keywords: Foreign Countries; Agricultural Occupations; Lifelong Learning; Family Environment; Training; Courses; Access to Education; Knowledge Level; Educational Quality; Nonformal Education; Nonschool Educational Programs; Peer Teaching.

Author: G. Narendra Kumar and Kathiresan, C.

Title: Panchayati Raj: Present Status and Future Prospects.

Source: Kurukshetra: A Journal of Rural Development, September 2021, pp. 38-41.

Abstract: India has a remarkable achievement of continuing Panchayati Raj System, which is an integral part of our culture and civilisation. The 73rd amendment of the Constitution of India provided constitutional status and institutional framework to Panchayats to strengthen grassroots level democracy through elected self-governing local bodies in the rural areas. Year 2021 marks 28 years since Panchayati Raj Institutions (PRIs) came into existence and this article is an attempt to understand evolution of PRIs as units of local governance, their roles and responsibilities, achievements and way forward.

Keywords: Panchayati Raj; Local Governance; Rural Development; Decentralization; Community Participation; Policy Analysis; Socio-Economic Development; Future Prospects; Governance Challenges; Grassroots Empowerment.

Author: G. R. Chintala.

Title: Role of Micro Finance and Micro Credit in Transforming Rural India.

Source: Kurukshetra: A Journal of Rural Development, October 2021, pp. 18-22.

Abstract: Microfinance is emerging as a fast growing sector in India. It has transformed lives by mainstreaming rural women and making them partners in the nation building process. A multi pronged strategy is now required for harnessing our demographic dividend, unleashing entrepreneurial spirit and

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increasing technological penetration backed by financial literacy in rural areas.

Keywords: Micro Finance; Micro Credit; Rural Transformation; Financial Inclusion; Poverty Alleviation; Small Enterprises; Empowerment; Economic Development; Women Empowerment; Sustainable Livelihoods.

Author: Gordon, Rebecca.

Title: 'Your Mind Becomes Open with Education': Exploring Mothers' Aspirations for Girls' Education in Rural Bihar

Source: Compare: A Journal of Comparative and International Education, vol. 53, no. 5, 2023, pp. 837-854.

Abstract: The transformational power of education is considered crucial to improving life outcomes. However, girls in rural India often still face barriers to learning. The literature notes economic and socio-cultural barriers to girls' education which both mediate, and are affected by, parental aspirations. This research explored the aspirations for girls' education of members of a grassroots microfinance organisation in rural Bihar through one-on-one interviews and focus group discussions. Economic factors, such as increased awareness of employment opportunities and changing financial situations enabled mothers to act on their pre-existing aspirations for daughters' education, supported by shifts in the requirement of higher levels of education for marriage. Mothers also emphasised the potential for education to enhance their daughters' wellbeing as influencing their aspirations. Therefore, policymakers must prioritise education that has a socially transformative agenda, as well as providing support to tackle economic and socio-cultural barriers to girls' education.

Keywords: Foreign Countries; Mothers; Rural Areas; Well Being; Barriers; Parent Attitudes; Economic Factors; Parent Aspiration; Academic Aspiration; Context Effect; Daughters.

Author: Goswami, Kukila and Khanna, Pinki.

Title: Study of awareness and interest of students towards vocational education at school level in scheduled tribe populated districts of Madhya Pradesh.

Source: Indian Journal of Vocational Education, 34, October 2022-March 2023, pp. 9-12.

Abstract: Vocational education training (VET) is considered a master key towards socio-economic development. The main purpose of vocational education is to enhance the importance of education and develop the skill of students of to make them more employable. The present research study is

based on the awareness and interest of students in vocational education. The sample of the study is students from tribal population districts of Madhya Pradesh. The methods which are applied in this study are random sampling methods by which data are collected through a structured questionnaire. Quantitative data are analysed by using a statistical tool and some of the data are analysed qualitatively according to the need of the objectives. The study revealed students are less aware of the term vocational education but they are interested to opt for some vocations to develop their skills and for their future livelihood.

Keywords: Vocational Education; Skill Development; Interest Towards Vocational Education; Awareness.

Author: I. V. Subba Rao.

Title: Walking the Last Mile: Meeting the Learning Needs of the Marginalized Populations in Andhra Pradesh, India.

Source: Journal of Educational Planning and Administration, vol. XIX, no. 3, July 2005, pp. 375-396.

Abstract: The educational challenges faced by marginalized populations in Andhra Pradesh. It emphasizes the importance of addressing these challenges to ensure equitable access to education and improve learning outcomes for these communities. The author likely explores strategies and interventions aimed at meeting the specific learning needs of these groups, highlighting the significance of inclusive educational practices. For a detailed understanding, I recommend accessing the full text of the article.

Keywords: Marginalized Populations; Learning Needs; Andhra Pradesh; Education; Access to Education; Equity; Inclusion; Educational Planning; Administration; Barriers to Learning; Community Engagement; Policy Implications; Socioeconomic Factors; Literacy; Skill Development; Educational Interventions; Vulnerable Groups; Empowerment; Local Context; Educational Outcomes.

Author: Jain, Bhakti and Sirsikar, Ishita

Title: Technology and Development.

Source: Kurukshetra: A Journal of Rural Development, April 2022, pp. 35-39.

Abstract: Digital literacy and connectivity have strengthened the labour market, provided a platform to people in rural areas and helped them become financially independent. Enhanced innovation has helped the rural areas improve their growth prospects, and the policymakers support reforms beyond subsidies and sector-specific approaches. Technological advancements can lower trade expenses, allowing rural areas to tap into new markets. Rural goods and services

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are likely to reach more distant markets at a lesser cost and faster than they are now, thanks to new technologies. Driverless vehicles, for example, can operate 24 hours a day and travel far further distances than traditional trucks, lowering transportation costs and shipment times. Drone-based deliveries are also expected to be deployed in their initial phase in rural areas, where regulations are less stringent, and roads that are not populated by high rise buildings making it easier for drones to maneuver.

Keywords: Technology; Development; Rural Development; Innovation; Digital Divide; Sustainable Development; Economic Growth; Agricultural Technology; Education Technology; Infrastructure; Empowerment; Policy Framework; Access to Technology; Social Impact; Capacity Building.

Author: Marmath, Seema.

Title: Gender, Identity and Higher Education: Young Meena Women in Rajasthan, India.

Source: Compare: A Journal of Comparative and International Education, vol. 54, no. 3, 2024, pp. 386-403.

Abstract: Several communities in India have defined the contours of the extent and quality of women's education based on the shifts in the demands of marriage within the community. The following paper traces a similar pattern in the educational trajectories of first-generation women of the Meena community across the rural and urban areas, to access the state government's women's college in Sawai Madhopur, Rajasthan, India. The relevant data has been collected through fieldwork conducted in Sawai Madhopur in the year 2017. The paper explores the complicity of the women's college with the institutions of family and marriage that result in a complete elimination of the classroom as a meaningful space of learning for women. The paper focuses on these and other such costs that Meena women bear for access to education. Several communities in India have defined the contours of the extent and quality of women's education based on the shifts in the demands of marriage within the community. The following paper traces a similar pattern in the educational trajectories of first-generation women of the Meena community across the rural and urban areas, to access the state government's women's college in Sawai Madhopur, Rajasthan, India. The relevant data has been collected through fieldwork conducted in Sawai Madhopur in the year 2017. The paper explores the complicity of the women's college with the institutions of family and marriage that result in a complete elimination of the classroom as a meaningful space of learning for women. The paper focuses on these and other such costs that Meena women bear for access to education.

Keywords: Foreign Countries; Self Concept; College Students; Minority Group Students;

Females; Rural Areas; Urban Areas; Access to Education; Marriage; Social Influences; Barriers; College Environment.

Author: Harender Raj Gautam.

Title: Fostering Innovation and Entrepreneurial Skills among Rural Youth.

Source: Kurukshetra: A Journal of Rural Development, December 2021, 2021, pp. 31-35.

Abstract: Agriculture in India needs youth to sustain farming and youth need non-farm employment opportunities to meet their aspirations and lifestyle. As 90 percent of agricultural workers in India have no formal training, they need skills for the respectable employability. Skills emerge from the technologies and innovations are important for the emergence of new technologies. As majority of the youth in the rural areas are engaged in agriculture, there is a need to equip them with skills blended with new technologies like Big Data analytics, Supply Chain/market-linked model, Internet of Things (IoT) in agriculture.

Keywords: Innovation; Entrepreneurial Skills; Rural Youth; Skill Development; Economic Empowerment; Youth Entrepreneurship; Startups; Capacity Building; Job Creation; Sustainable Development; Training Programs; Access to Funding; Mentorship; Community Development; Digital Skills; Market Opportunities; Social Enterprises; Collaborative Networks.

Author: Jacquelin, D.Nancy and Sundharavadivel, G.

Title: Lifelong Learning for Rural Development.

Source: International Journal of Research in Social Sciences, vol. 8, no. 6, June 2018, pp. 552-562.

Abstract: This paper explores the critical role of lifelong learning in fostering sustainable development in rural areas. It emphasizes the need for continuous education and skill development to empower rural communities, enhance their economic prospects, and improve their quality of life. The study discusses various strategies for implementing lifelong learning initiatives, including community-based programs, partnerships with educational institutions, and the use of technology to facilitate access to knowledge. By examining case studies and best practices, the paper highlights the positive impact of lifelong learning on rural development, such as increased employment opportunities, improved agricultural practices, and enhanced social cohesion. The findings suggest that a concerted effort from government, NGOs, and community members is essential to create an environment conducive to lifelong learning, ultimately leading to sustainable rural development.

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Keywords: Lifelong Learning; Rural Development; Sustainable Development; Community Empowerment; Skill Development; Education; Technology in Education; Economic Prospects; Agricultural Practices; Social Cohesion.

Author: Kant, Amitabh et al.

Title: Womenpreneurs driving transformation.

Source: Kurukshetra: A Journal of Rural Development, October 2021, pp. 11-17.

Abstract: Women labour force participation is a driver of development, and their participation rates point to the potential for a country to grow more rapidly. It is closely linked with financial independence, confidence and ability to drive others, as well as to make an individual mark in the social environment. Entrepreneurship remains critical to harness the economic potential of women. Stimulating women entrepreneurship can also go a long way in bridging gender gaps and empowering women.

Keywords: Womenpreneurs; Entrepreneurship; Rural Development; Gender Empowerment; Economic Transformation; Small Business; Innovation; Community Impact; Skill Development; Leadership.

Author: Khan, Qutub.

Title: Managing Education for Rural Development: Fitting the Task to the Needs.

Source: Journal of Educational Planning and Administration, vol. XVI, no. 1, 2002, pp. 5-30.

Abstract: This is an attempt to provide a representative sample of situations, problems and strategies related to the impact of education (formal and non-formal) on rural development both in terms of economic and social dimensions and the extent of 'integration' in the planning and management of rural development, between different development sectors as well as between higher and lower levels of the delivery systems to analyse the various kinds of problems of co-ordination and mutual reinforcement which may eventually exist within the educational field itself in particular, between the school and different non-formal programmes, and in brief to examine with great caution what can - and what cannot - be expected from education, and seek to identify the conditions in which specific educational programmes achieve results in the rural context. Rural development extends considerably beyond agricultural growth and the increasing diversification of education takes it far outside the confines of the school.

Keywords: Managing Education; Rural Development; Formal Education; Non-formal Education; Economic Dimensions; Social Dimensions; Integration; Planning and

Management; Development Sectors; Delivery Systems; Coordination; Mutual Reinforcement; Educational Programs; School and Community; Agricultural Growth; Diversification of Education; Rural Context; Educational Impact; Strategies; Conditions for success.

Author: Kishore, S.

Title: Value-Addition for Empowerment and Employability through Intervention of ODL Mode of IGNOU.

Source: Turkish Online Journal of Distance Education, vol. 14, no. 1, 2013, pp. 185-192.

Abstract: In the developing country like India, the output of graduates from higher educational institutions is high. But, the major concern is that majority of graduates are not employable, especially from rural areas for want of skills expected by the employer. The soft skills, communication skills and multidisciplinary knowledge are essential to become employable. In this context, the short-term six months courses of Indira Gandhi National Open University (IGNOU) delivered through the ODL mode is an alternative intervention to the graduates towards empowerment. This article analyses the benefits of self-learning through ODL mode of IGNOU. The IGNOU Regional Centre, Madurai has made a pilot attempt in enrolling formal mode college going students in a few specific certificate programmes of IGNOU for enrichment and empowerment. The certificate level programmes of IGNOU which match the discipline of study at the graduation level as a value added course are also explored in this work. Self-study through ODL promotes the many skills and builds confidence to link learning to real-life situations and as well as ability to understand the changing demands in the world of work. Also, ability to manage information is a significant dimension of self-learning. Thus, the short-term programmes of IGNOU extend value-addition to the graduates in the form of transferable skills and the value-added outputs are expected to be employable or self-employable, thus contributing to the growth of the nation.

Keywords: Foreign Countries; Developing Nations; College Graduates; Rural Areas; Employment Potential; Employer Attitudes; Expectation; Job Skills; Communication Skills; Independent Study; Intervention; Open Universities; Distance Education.

Author: Krupar, Allyson M. & Prins, Esther.

Title: Participation in adult education for community development: a critical discourse analysis of Training for Transformation.

Source: International Journal of Lifelong Education, vol. 35, no. 4, 2016, pp. 359-375.

Abstract: Participation has become so central to adult education for community

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development that even the World Bank supports participatory programming. This article analyses how participation is conceptualised in Training for Transformation (TfT), a Freirean-inspired curriculum used in international community development settings. TfT seeks to equip learners ‘to understand and take action in their world’, partly by shaping the curriculum itself. Using critical discourse analysis (CDA) of the TfT curriculum, three interviews, and published TfT case studies, the study explores what kinds of involvement and control educators and curriculum developers intend in TfT. CDA elucidates who is included in the training and how practitioners position themselves vis-à-vis learners and other audiences. TfT implementation highlights the dialectic between idealised community participation and decision making in educational programming, and educators’ need and desire to develop curricular content. Specifically, within Freire’s early philosophy and the TfT curriculum, there is a tension between exploratory, participatory learning pedagogy rooted in dialogue, and animators’ intention to teach certain content and relay particular ideologies. This study highlights potential contradictions and complications in adult education for community development participatory discourses, and underscores the need for practitioners to consider what genuine participation entails and how best to cultivate it.

Keywords: Adult Education; Community Development; Participation; Paulo Freire; Critical Pedagogy; Transformation.

Author: Lakshmanan, Remya.

Title: Rural India-The Periphery of Development.

Source: Kurukshetra: A Journal of Rural Development, February 2021, pp. 43-46.

Abstract: In India, the rural areas have seen substantial development because government policies aimed at improving rural housing, sanitation and welfare have contributed to transforming its landscape. With half of India’s population expected to be in rural India by 2050 and the bulk of workforce emanating from rural India accounting for 70 percent of the total workforce, it is widely acknowledged that the country's overall development will move parallel to the development of rural India.

Keywords: Rural India; Development Challenges; Socioeconomic Disparities; Infrastructure Gaps; Policy Framework; Rural Poverty; Education Access; Health Care; Sustainable Development Community Resilience.

Author: Merriam, Sharan B. and Kee, Youngwha.

Title: Promoting Community Wellbeing: The Case for Lifelong Learning for Older Adults.

Source: Adult Education Quarterly (AEQ), vol. 64, no. 2, 2014, pp. 128-144.

Abstract: Community wellbeing is a function of many factors working in concert to promote an optimal quality of life for all members of a community. It is argued here that the promotion of lifelong learning among older adults can significantly contribute to community wellbeing. The aging society is a worldwide phenomenon presenting both opportunities and challenges to community wellbeing. Research suggests that the more active, healthier, and educated older adults are, the less drain they are on family and community resources and services. At the same time, active and healthy elders contribute to community wellbeing through their accumulated life experience, expertise, and service. The relationship between lifelong learning and community wellbeing is argued from a social capital perspective. This framework contends that formal, nonformal, and informal learning activities of older adults promote an active and engaged lifestyle that helps create and preserve community. Issues of access and opportunity are also addressed.

Keywords: Lifelong Learning; Older Adults; Community Wellbeing; Adult Education; Educational Programs; Social Engagement; Empowerment; Health and Wellbeing; Learning Opportunities; Intergenerational Learning; Participation; Quality of Life; Adult Learners; Community Development; Education Policy.

Author: Mishra, Avinash and Sharma, Aakanksha.

Title: Empowering Rural Youth through Water and Tourism Sector.

Source: Kurukshetra: A Journal of Rural Development, February 2021, pp. 31-33.

Abstract: MGNREGA, the largest employment programme of the country proved to be great initiative for employment for post COVID-19 rural recovery. Besides this, there is certain untapped potential in rural India which can use local resources in synergy with the skills the rural youth possess to empower and boost the economy. It has been estimated that half of the world's workforce i.e., about 1.5 billion people are dependent and employed in one of the eight water and natural resources dependent industries. Hence, it is evident that the water sector in different facets has a potential to empower the rural youth.

Keywords: Rural Youth; Empowerment; Water Resources; Tourism Development; Job Creation; Sustainable Tourism; Community Engagement; Economic Opportunities; Skill Development; Environmental Conservation.

Author: Misra, Pradeep.

Title: E-strategies to support rural education in India.

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Source: Educational Media International, vol. 43, no. 2, 2006, pp. 165–179.

Abstract: The World Declaration on Education for All in 1990 and the World Education Forum in Dakar in 2000 reaffirmed the right to learn and a commitment to meet the basic learning needs of all people by expanding learning opportunities and working for a fully literate society. In the Indian context, especially in rural India, it is still a cherished dream. Two-thirds of the population of India live in rural villages (approximately 700,000,000 people in 634,321 villages), among whom 207,000,000 are adult illiterates. The rural population of India is around 12.2% of the world's population and development of the rural sector and people living in rural areas is essential in the transformation of 'developing India into developed India'. The author of this paper has developed three innovative strategies to attain the Millennium Development Goals in rural India. The proposed strategies use a flexible amalgam of formal, informal and non-formal approaches to provide E-support for the diverse educational needs of the rural population of India.

Keywords: India; World Declaration; Rural India; World Declaration on Education; World Declaration Forum; Dakar; Rural Population.

Author: Mohapatra, Amiya Kumar and Mohanty, Malay Kumar.

Title: Integrated Rural Development and Sustainable Development Goals.

Source: Kurukshetra: A Journal of Rural Development, June 2021, pp. 44-48.

Abstract: The overall well-being of India very much rests on rural economy and its development. Accomplishment of SDGs are mainly connected with rural India and its progress. The rural development and its concomitant outcomes will not only reduce the poverty and inequality, but also will empower the community, especially the women and the underprivileged sections of the society. Hence, the attainment of SDGs can be possible in India through integrated and inclusive development of the rural India in true sense.

Keywords: Integrated Rural Development, Sustainable Development Goals (SDGs), Rural Development, Poverty Alleviation, Community Empowerment, Economic Sustainability, Environmental Sustainability, Social Equity, Policy Frameworks, Development Initiatives.

Author: Mukherjee, Mousumi; Agrawal, Sandal.

Title: Decolonising Lifelong Education: Learning from J. Krishnamurti.

Source: International Journal of Lifelong Education, vol. 40, no. 4, 2021, pp. 328-338.

Abstract: Jiddu Krishnamurti's educational ideas and practices of reform were deeply informed by their own troubled experiences of schooling within the highly mechanised industrial model of education imported from colonial England. Both were school dropouts and devoted their adult life to building their own schools for holistic child and community development. Krishnamurti specifically focused on learning as a process of becoming a free-thinking individual outside of all kinds of social conditioning. Lifelong learning is a quest for freeing the self from social conditioning for societal transformation according to him. In this paper, we engage with the writings of J. Krishnamurti as an intrinsic quest for lifelong learning about the inner 'self' devoid of any conditioning based on national, racial, religious, ethnic, and other social divides, which trigger war and destruction. This paper presents Krishnamurti's conception of lifelong learning intrinsically driven by a call for awakening wisdom, i.e. the intelligence to realise the interrelated nature of life on earth. This paper tells that according to Krishnamurti's lived experience and writings, the whole movement of life is learning about 'self' and its integral relationship with other humans and Nature.

Keywords: Lifelong Learning; Educational Philosophy; Educational Theories; Foreign Countries; Learning Processes; Transformative Learning; World Views; Role of Education; Independent Study.

Author: Mukhopadhyay, R. and Ghosh, Sudeshna.

Title: Quality of Indian Tribal Literacy.

Source: Journal of Educational Planning and Administration, vol. XV I, no. 1, 2002, pp. 55-72.

Abstract: Primary education, despite its being a crucial variable for the development of human resources of any nation, is yet to receive its due importance in India. This position is explained, using 1991 Census figures, by analyzing the poor quality of literacy in general and more precarious position of tribal literacy in particular in the country. It has been demonstrated with the help of sub-aggregate data that, there is a wide spread divergence across states in literacy both for the general population and the tribal population, between rural and urban areas as also, between sexes. Poor accessibility to primary schools and high incidence of child labour has been demonstrated as two factors responsible particularly for the very poor quality of tribal literacy. An attempt is made to demonstrate how to make efficient use of limited resources for the most vulnerable section of the society of the worst performing states.

Keywords: Tribal Literacy; Education Quality; Indian Tribes; Literacy Rates; Educational Planning; Administration; Socioeconomic Factors; Educational Access; Cultural Context; Government Policies; Community Education; Learning Outcomes; Educational Challenges; Empowerment; Indigenous Education.

Author: Nath, Tripti.

Title: Empowering Rural Artisans to make them AatmaNirbhar.

Source: Kurukshetra: A Journal of Rural Development, February 2021, pp. 38-42.

Abstract: Since rural artisans belong to the unorganised sector, government schemes are imperative to strengthen them economically. After all, they are custodians of our cultural heritage. Given the fact that so many ministries are putting their resources together and handholding artisans, the day is not far when India's rural artisans will arrive on global stage.

Keywords: Rural artisans; AatmaNirbhar; Empowerment; Self-reliance; Skill Development; Sustainable Livelihoods; Economic Empowerment; Artisan Support; Community Development; Entrepreneurship.

Author: Nath, Tripti.

Title: Empowering Senior Citizens.

Source: Kurukshetra: A Journal of Rural Development, October 2021, pp. 63-66.

Abstract: Over the years, constant increase in life expectancy due to improvement in the healthcare facilities has contributed to increase in proportion of population of senior citizens. The number of elderly persons increased from 1.98 crore in 1951 to 7.6 crore in 2001. A decade later, the 2011 census reported that the population of senior citizens in India had increased to 10.38 crore, constituting 8.6 percent of the total population.

Keywords: Senior Citizens; Empowerment; Aging Population; Social Inclusion; Community Support; Health Care Access; Economic Security; Lifelong Learning; Mental Well-being; Policy Initiatives.

Author: Passi, Santosh Jain and Jain, Akanksha.

Title: Towards Making India a Fit Nation.

Source: Kurukshetra: A Journal of Rural Development, October 2021, pp. 31-36.

Abstract: Good health is central to happiness and well-being of the mankind; and contributes significantly to productivity, prosperity and economic growth of the individuals, families and the nation as a whole. Fit India movement was launched on 29th August to make fitness an integral part of our daily lives. The mission of the movement is to bring about behavioural changes and move towards a more physically active lifestyle. It is aimed at spreading awareness on fitness and various physical activities that promote fitness through focused campaigns and encourage indigenous sports.

Keywords: Fitness; Health Promotion; Physical Well-being; National Initiatives; Public Health; Community Engagement; Lifestyle Changes; Nutrition; Awareness Programs; Rural Development.

Author: Patel, Neelam and Sethi, Tanu.

Title: Rural Women: Key to New India's Agrarian Revolution.

Source: Kurukshetra: A Journal of Rural Development, December 2021, pp. 26-29.

Abstract: Rural women are torchbearers for social, economic and environment transformation for the 'New India'. In India, Agriculture employs about 80 percent of rural women. Empowering and mainstreaming rural women workforce in agriculture can bring paradigm shift towards economic growth. It will enhance food and nutrition security and alleviate poverty and hunger. It's a winwin strategy for achieving Sustainable Development Goals by 2030.

Keywords: Rural Women; Agrarian Revolution; Empowerment; Gender Equality; Sustainable Agriculture; Economic Development; Community Participation; Livelihood Opportunities; Agricultural Practices; Capacity Building; Decision-Making; Social Change; Access to Resources; Policy Support; Entrepreneurship; Innovation in Farming; Women's Cooperatives

Author: Patel, Vibhuti.

Title: Women's Studies in Praxis: Dr Neera Desai's Contribution towards Developmental Work for Rural Women in Udwada, South Gujarat.

Source: Indian Journal of Gender Studies, vol. 25, no. 2, 2018, pp. 256-280.

Abstract: Dr Neera Desai personified combination of both theory and praxis in women's studies that sees itself as an academic discipline to improve women's status through knowledge construction, teaching and training, documentation, research, and action. She founded Centre for Rural Development (CRD) in SNDT Women's University, Mumbai to take the learning of women's studies to transform women's reality through feminist activism. CRD began its work among rural women in Udwada village of Paradi Taluka in Valsad District of Gujarat by baseline survey to identify the needs of the community. Economic programmes were initiated along with consciousness raising on reasons of subordinate status of women. Involvement of women's rights activists and women's studies scholars ensured dialogues on vision, mission, goals, objectives methods of mobilisation and issues to be taken up by the CRD. The interface between macroeconomic changes in the post reform period after 1991. The new industrial belt established in South Gujarat took away young women as

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industrial workers. In 2013, the SNTWU authorities decided to give away the CRD to a corporate house to administer as a Corporate Social Responsibility. Nevertheless, women workers and office bearers of the CRD, mentored by Neeraben continue to be active in the development sector as trainers, CBOs, consultants, researchers, writers, elected women representatives in local self-government bodies, social workers in CSR activities and continue to uphold the ethos of CRD. Now they talk in terms of gender sensitisation, practical and strategic gender needs, gender planning and gender budgeting.

Keywords: Women's Studies; Dr. Neera Desai; Rural Development; Gender Studies; Empowerment; Udwada; South Gujarat; Developmental Work; Education; Skill Development; Community Engagement; Gender Disparities; Socio-economic Challenges; Feminist Perspectives; Sustainable Development.

Author: Rajkumari S and Bhaskar, Ramya.

Title: Rural Community Teachers' Awareness and Attitude on Learning Challenges.

Source: JEE - Journal of Extension Education, vol. 34, no. 4, 2022, pp. 6920-6931.

Abstract: In rural landscapes, teachers are unsung education heroes, facing challenges like limited professional growth, inadequate infrastructure, and the need to innovate teaching methods for diverse student needs. They shape their communities' education through adaptability and evolution. A September 2022 study conducted in Coimbatore district of Tamil Nadu surveyed 149 rural primary school teachers, using self-developed questionnaires on background information, awareness of learning challenges, and attitudes toward them. Reliability, measured with Cronbach's Alpha, showed scores of 0.829 for awareness and 0.854 for attitudes. Results revealed that most teachers had moderate awareness, with some displaying low awareness and many holding neutral attitudes, which could turn unfavorable over time. Linear regression highlighted associations with age, experience, and class type. Experience emerged as the main predictor for both awareness and attitude, implying that more experience leads to improved awareness and attitude. These findings can guide stakeholders in supporting rural educators, benefitting students across geographical boundaries.

Keywords: Teacher; Rural Community; Awareness; Attitude; Learning Challenges ; Tamil Nadu.

Author: Rakhee Banerjee, Pradip Kumar Sahu, and Santiranjana Pal.

Title: Women's Education and Empowerment in Rural Areas - A Case Study of West Bengal, India.

Source: Journal of Educational Planning and Administration, vol. XXIV, no. 1, January 2010, pp. 23-52.

Abstract: Starting with the global documents on women education and empowerment, this paper makes an attempt to examine rural and urban women in West Bengal, particularly with respect to the availability of educational opportunities and empowerment. All the results were on the basis of a 10 per cent sampling of households in selected villages classified according to soil-agro-climatic zones of West Bengal.

Keywords: Women's Education; Empowerment; Rural Areas; West Bengal; Case Study; Gender Equality; Educational Planning; Socioeconomic Development; Literacy Rates; Community Development; Policy Implications; Social Change; Access to Education; Women's Rights; Educational Challenges.

Author: Ramasamy, Muthuveeran; Pilz, Matthias.

Title: Competency-Based Curriculum Development in the Informal Sector: The Case of Sewing Skills Training in Rural South India.

Source: International Review of Education, vol. 65, no. 6, 2019, pp. 905-928.

Abstract: Although India is one of the world's fastest-growing economies, a large proportion of its people live in rural regions and is employed in the informal economy. Constituting a prominent role in the informal economy, the textile industry is one of the oldest and most labour-intensive in India, which is globally ranked fourth in leading garment sourcing destinations around the world. However, the Indian garment industry has a shortage of skilled labour. Vocational skills training is one of the best tools to help individuals participate in the labour market and boost productivity and working conditions, especially for disadvantaged people. However, recent economic trends and traditional curriculum methods tend to ignore the needs of these marginalised groups, and this impedes the growth and productivity of the informal sector. This article explores the extent to which a competency-based curriculum development approach can respond to the skills training needs of people (seeking to be) employed in the informal sector. The authors discuss the theoretical framework of competency-based curricula. Next, they describe the process of developing a curriculum for sewing skills training based on learners' demands. This process was part of a study they carried out in rural South India, and the resulting curriculum was subsequently piloted in four villages in South India as an intervention strategy. The authors complement the analysis and discussion of their findings from the piloted curriculum with insights from expert interviews they conducted to explore curriculum framing and teaching-learning arrangements from a pedagogical perspective. They conclude that a competency-based curriculum approach works best in the informal sector if the targeted learners are directly involved in its planning and development.

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Keywords: Competency Based Education; Curriculum Development; Sewing Instruction; Rural Areas; Foreign Countries; Informal Education; Vocational Education.

Author: Rani, Susmita.

Title: ICT based applications to support rural development in India - A review.

Source: International Journal of Bio-resource and Stress Management, vol. 15, no. 2, 2024, pp. 1-9.

Abstract: A brief review was done based on the literatures available and the findings from these research studies are used to evaluate its effectiveness on rural livelihood upliftment, poverty alleviation and implications for education and further research. Rural development in India is one of the most important factors for the growth of the Indian economy. Even after seventy years post-independence, India has not been able to come under “developed nation”, instead the nation is still developing. Public administration, governed by bureaucratic structures that dominated the twentieth century has failed to respond to the changing requirements of the present times. ICT plays a prominent role in strengthening societal development and helps to speed up the developmental process and can also bridge gaps between the educationally and technologically backward and forward sections of society. Various e-governance projects have attempted to improve the reach, enhance the base, minimize the processing costs, increase transparency and reduce the cycle times. For example, the introduction of computer and e-chaupal, radio farm forum, community radio, and ministry of rural development mobile apps such as shramik bandhu, janmanrega, meri sadak app, etc., are some of the initiatives by the government that have up to some extent been able to bring the rural population in contact with technologies. There are great opportunities for ICT application that help in democratic and sustainable development of rural India. This review mainly focuses on various ICT-based applications and their role in the Rural Development of India.

Keywords: Information; Communication; Development; Poverty; Empowerment; Marginalized; E-chaupal; Janmanrega.

Author: Rao, K. Rajeswara and Khurana, Sakshi.

Title: Empowering Youth: Towards Rebuilding Rural India.

Source: Kurukshetra: A Journal of Rural Development, February 2021, pp. 5-8.

Abstract: A policy focus on empowering youth with an increased thrust on skill development, employment, entrepreneurship, innovation and talent development has been critical to the all-round development of youth. As a part

of the 'Transformation of Aspirational Districts' programme launched in 2018 and anchored in NITI Aayog, there has been a special focus on skill training of youth in 112 aspirational districts, including those from vulnerable and marginalised sections of society, with various stakeholders and agencies coming forward to empower youth in aspirational districts. Past initiatives and campaigns have shown that when youth are mobilised to lead a social cause, a marked difference can be made and everyone else can be inspired to follow in the footsteps of young leaders.

Keywords: Empowerment; Youth; Rural Development; Community Engagement; Education; Skill Development; Economic Growth; Sustainability; Social Change; Policy Initiatives.

Author: Rao, K Rajeswara and Piyush Prakash

Title: Skilling For Future: Reaping Demographic Dividend for Aatma Nirbhar Bharat

Source: Kurukshetra: A Journal of Rural Development, December 2021, 2021, pp. 5-12.

Abstract: India has set an ambitious goal of becoming a \$5 trillion economy. One of the pillars of such a transformation is its youth power. With nearly two-thirds of its population in the working-age group, India could benefit immensely from this demographic dividend provided the youth are empowered with the right skills. The year 2014 marks an important milestone in the Indian skilling evolution when a dedicated ministry for skilling (MSDE) was launched – a vision to transform India into the skill capital of the world was set. Skill India mission and the recently launched National Education Policy 2020, with their several innovations and bold reforms, are concrete steps in this direction. The integration of vocational education with school and higher education and skilling in futuristic technologies will play a defining role in creating a highly-skilled workforce which will make India AatmaNirbhar.

Keywords: Skilling; Demographic Dividend; AatmaNirbhar Bharat; Rural Development; Youth Empowerment; Skill Development Programs; Employment Generation; Economic Growth; Sustainable Development; Vocational Training; Innovation; Self-Reliance; Policy Framework; Human Capital; Future Workforce; Industry Collaboration; Digital Skills; Global Competitiveness.

Author: Reddy, M. Gopinath and Bhavani, G.

Title: Community Participation in Educational Administration in Andhra Pradesh: Rhetoric or Real?

Source: Journal of Educational Planning and Administration, vol. XXVI, no. 3, July 2012, pp. 427-444.

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Abstract: The most important forms of community participation was formation of Village Education Committees (VECs). During the initial phase of DPEP i.e. during 1996-97 the formation of VECs was made with lot of fanfare. Elections were held in every village for electing the VEC members and the elected members of the VECs were given capacity building trainings. However, in a short period of 5 6 years since the formation of VECs, these VECs were abandoned for some time and were later (2003 04) replaced with a new nomenclature of School Education Management Committees (SEMCs) with nominated members rather than elected members. Paradoxically, the near abolition or suspension of these VECs was so quiet and silent in sharp contrast to their formation which leaves an unanswered question of what the VECs or community participation in effect have done to primary education in Andhra Pradesh. Thus, this paper attempts to analyze the role of VECs through which community participation was supposedly obtained by the DPEP. The analysis comes from a study carried out to examine the functioning of District Primary Education Programme (DPEP) – a major policy intervention in primary education for augmenting primary education through community participation.

Keywords: Community Participation; Educational Administration; Andhra Pradesh; Rhetoric Reality; Governance; Decision-making; Policy Implications; Challenges; Case Studies; Socio-economic Factors; Institutional Resistance; Educational Reform; Inclusivity; Stakeholder Engagement.

Author: S, Elakkiya and M., Asokhan.

Title: Participation of Women Members in a Community – driven Development Project.

Source: JEE - Journal of Extension Education, vol. 30, no. 1, 2018, pp. 6031-6036.

Abstract: 'Vazhvu' was launched in Tamil Nadu in November 2005 with World Bank assistance. The goal of the project was to reduce poverty among the rural poor and other vulnerable groups and to promote their empowerment, through targeted assistance for productive livelihood activities, in a more enabling village environment, adopting Community Driven Development (CDD) approach. Under this project, rural women were grouped into Self Help groups to promote their livelihood status. Hence there is a need to study the CDD-SHG's effectiveness. The study was carried out in Namakkal district in Tamil Nadu as it is one of the districts in Tamil Nadu where Pudu Vazhvu project was implemented. A sample of 132 respondents was selected from two blocks (six villages) following Proportionate Random sampling technique. The present study was undertaken to find out the participation of women project members in various activities of CDD project. The study revealed that Pudu Vazhvu project

SHG women members had participated in group meetings record and account maintenance, formulating the rules and regulations and in getting loans.

Keywords: Community Driven Development Project; Women Members; Participation; Self Help Group; Pudhu Vazhvu; Tamil Nadu.

Author: Sahu, Partha Pratim.

Title: Promoting Tribal Entrepreneurship: Towards a Holistic Strategy.

Source: Kurukshetra: A Journal of Rural Development, October 2021, pp. 54-58.

Abstract: Pradhan Mantri Van Dhan Yojana (PMVDY) is a market-linked Entrepreneurship Development Programme for forming cluster of tribal Self Help Groups (SHGs) and strengthening them into Tribal Producer Companies. There is an elaborate and systematic institutional framework to support enterprise development across social groups. There are multiple Central Government ministries such as Ministry of Micro, Small and Medium Enterprises (MSME) and Ministry of Skill Development and Entrepreneurship (MSDE), State Government department and agencies, formal financial institutions, training and capacity development institutions, incubation centres and so on responsible for inclusive and sustainable enterprise promotion.

Keywords: Tribal Entrepreneurship; Holistic Strategy; Rural Development; Economic Empowerment; Skill Development; Community Resources; Sustainable Livelihoods; Cultural Preservation; Policy Frameworks; Access to Markets.

Author: Sailabala Devi.

Title: Loan Financing to Higher Education—Experiences of Bank Financing in a Less Developed.

Source: Region. Journal of Educational Planning and Administration, vol. XXVIII, no. 1, January 2014, pp. 55-82.

Abstract: The paper attempts to examine the financing of higher education through bank loans in the context of a less developed state (Odisha). The state spends 0.60 per cent of its GSDP on higher education which is grossly inadequate. The paper, through an empirical survey, found that (i) loan has increased the inequality in access to higher education, (ii) the amount of default of loan is found to be higher when the economic status of the households is better, (iii) the return to education of the loan holders is found to be higher as compared to the return of the same education without loan. The paper suggests loan financing of higher education as one of several alternatives of financing higher education, with some precautionary measures, in the context of present fiscal stringency.

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Keywords: Loan Financing; Higher Education; Bank Financing; Less Developed Region; Educational Planning; Administration; Financial Experiences; Access to Education; Economic Development; Institutional Support; Case Studies; Barriers to Financing; Policy Recommendations; Student Loans; Regional Disparities.

Author: Saxena, Jagdeep.

Title: Major Drivers of Rural Transformation.

Source: Kurukshetra: A Journal of Rural Development, October 2021, pp. 5-10.

Abstract: Rural transformation encompasses a whole gamut of social and economic reforms along with inclusive and sustainable development, energy security and affordable access to basic minimum needs for all. To implement the vision at ground level, Ministry of Rural Development is spearheading a bunch of programmes and schemes that address issues of concern, such as livelihood opportunities, employment generation, skilling of rural youth, development of infrastructure, improvement in public services etc.

Keywords: Rural Transformation; Development Drivers; Economic Growth; Infrastructure Development; Social Change; Agricultural Innovation; Policy Impact; Technology Adoption; Community Participation; Sustainable Practices.

Author: Saxena, Jagdeep.

Title: Rural Youth and Agricultural Transformation.

Source: Kurukshetra: A Journal of Rural Development, February 2021, pp. 10-15.

Abstract: The involvement of youth is integral to agriculture as they possess requisite zeal, energy and vigour along with innate drive to take risks and swim against the tide which is needed in farm sector. Besides, rural youth are now more qualified and tech-savvy with basic management skills and a little business orientation as well. To attract and sustain the youth in agriculture sector, we need to develop a potent strategy with comprehensive backing from government bodies and public policy making institutions. The Government is supporting and motivating country's youth to take up some off-beat agri-allied activities, such as beekeeping, sericulture, lac farming, as a profitable venture for livelihood.

Keywords: Rural Youth; Agricultural Transformation; Youth Engagement; Innovation in Agriculture; Sustainable Farming; Skill Development; Employment Opportunities; Technology in Agriculture; Community Development; Policy Support.

Author: Sebastian, Shibi.

Title: Employability Skills - A Perception of Agricultural Students,

Graduates and Employers.

Source: JEE - Journal of Extension Education, vol. 32, no. 2, 2020, pp. 6508-6514.

Abstract: Agricultural universities are at the helm in giving sound technical knowledge to the students of agriculture, but many a time the students fail in expressing the real aptitude for the requirement of the agriculture industry. The study was conducted to bring an insight into the skill requirement of the industry and how the students have perceived their own capabilities in various aspects. It was found that there is variation between what the students perceived as important skills and what the industry requires. The students felt that they were competent in listening, self motivation and interpersonal relations while the employers expressed that problem solving and analytics, visioning and creativity are the core employability skills needed for the industry.

Keywords: Employability; Agricultural Graduates; Skills; Tamil Nadu Agricultural University.

Author: Sharma, H.L.

Title: Entrepreneurship: A Catalyst for Social Change.

Source: Kurukshetra: A Journal of Rural Development, October 2021, pp. 37-42.

Abstract: Entrepreneurship is identified as a key instrument in the process of industrialisation in particular and economic development in general. It acts as a driving force for new innovations and catalyst for social change. Rural areas provide abundant raw material from agricultural, horticultural and animal produce to start new enterprises in the field of food processing, dairy farming, sericulture, bee-keeping, mushroom cultivation, fisheries and other allied activities.

Keywords: Entrepreneurship; Social Change; Rural Development; Economic Empowerment; Innovation; Community Development; Skill Development; Sustainable Practices; Empowerment of Marginalized Groups; Policy Support.

Author: Sharma, H.L.

Title: Role of Allied Sector in Rural Employment Generation.

Source: Kurukshetra: A Journal of Rural Development, February 2021, pp. 23-27.

Abstract: Employment generation coupled with improving employability of rural masses has always been the priority of the Government. Various steps and policy initiatives have been taken for generating employment through substantial investment and increased public expenditure on the schemes and programmes

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formulated for this purpose. The main focus is on strengthening the rural economy by reviving agriculture and allied sectors in the country. The importance of agriculture and allied sector is brought out by the fact that as per census 2011, of the 313 million main workers in the country, 166 million (56.6 percent) were engaged in these activities.

Keywords: Rural Employment; Allied Sector; Economic Development; Livelihood Opportunities; Agricultural Support Services; Skill Development; Sustainable Livelihoods; Entrepreneurship; Policy Framework; Community Resilience.

Author: Sharma, Rashi.

Title: Inclusive, Equitable and Quality Education.

Source: Kurukshetra: A Journal of Rural Development, June 2021, pp. 10-15.

Abstract: Education should ensure that all students despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system. The Sustainable Development Goal 4 (SDG 4) seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. The NEP 2020 envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.

Keywords: Inclusive Education; Educational Equity; Quality Education; Rural Education; Access to Education; Educational Policy; Learning Outcomes; Marginalized Communities; Teaching Strategies; Sustainable Development Goals (SDGs).

Author: Sheshadri, Srividya et al.

Title: Towards Synergistic Women's Empowerment-Transformative Learning Framework for TVET in Rural India.

Source: Journal of Vocational Education and Training, vol. 75, no. 2, 2023, pp. 255-277.

Abstract: In this paper, a novel education framework for a gender-inclusive, development oriented approach is investigated within the context of a non-formal vocational education and training programme implemented in rural India. Analysis of the two-year intervention that delivered vocational and life skills education to women in rural India has led to a framework that combines theories of women's empowerment and transformative learning. The results from this analysis indicate that by fusing women's empowerment with transformative learning, the objectives of VET can more effectively be achieved, while also

making such programmes more accessible and supportive of marginal groups. Insights from this study hold potential for informing a scalable education intervention design geared towards women's empowerment and development.

Keywords: Females; Empowerment; Womens Education; Nonformal Education; Vocational Education; Rural Areas; Foreign Countries; Transformative Learning; Educational Objectives.

Author: Shivay, Y. S. and Singh, Teekam.

Title: Women, Youth and Rural Transformation.

Source: Kurukshetra: A Journal of Rural Development, June 2021, pp. 16-20.

Abstract: Women are key agents for rural growth and development in India. They play a catalytic role towards achievement of transformational economic, environmental and social changes required for sustainable development. On the other hand, youth being enthusiastic, vibrant, innovative and dynamic in nature make them the most valuable human resource for fostering economic, cultural and political development of a nation.

Keywords: Rural Transformation; Gender Equality; Youth Engagement; Women's Empowerment; Community Development; Sustainable Development; Economic Participation; Social Change; Capacity Building; Policy Initiatives.

Author: Singh, Kishore.

Title: 2030 Global Education Agenda and Challenges Before India.

Source: Social Change, vol. 49, no. 2, 2019, pp. 329–343.

Abstract: Education of which both the individual and society are beneficiaries has a key role in the implementation of the 2030 Sustainable Development Agenda. Education is the foundation of development and all sustainable development goals (SDGs) have educational dimensions. This imparts added significance to the pursuit of Goal 4 on Education, SDG4, of the agenda. Safeguarding education against forces of privatisation and preserving it as a public good is imperative if governments are respectful of their commitments to SDG4 as well as to the 2030 Education Agenda adopted under the auspices of UNESCO. It is incumbent upon the government to expand opportunities of good quality public education to build an inclusive system of education, with positive measures in support of the poor for the eradication of widespread poverty in India. Empowering adults and youth, with a special focus on skills development and pursuit of professional excellence in the drive towards 'skilled India' to respond to rising aspirations of youth is central to the pursuit of SDG4. Actions for the implementation of SDG4 as well as 2030 Education Agenda

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must be guided by the principle of social justice which is enshrined in the Constitution of India.

Keywords: Global Education Agenda;2030; India; Education Challenges; Inclusive Education; Quality Education; Policy Framework; Implementation; Equity; Socio-economic Disparities; Regional Inequalities; Educational Reform; Lifelong Learning.

Author: Singh, Surinder and Hansra, B.S.

Title: Impact of Self-Help Group Formation on Social Indicators of Sustainability.

Source: JEE - Journal of Extension Education, vol. 30, no. 3, 2018, pp. 6100-6104.

Abstract: Vegetable production has emerged as an important source of farm income from small farms in hilly states like Himachal Pradesh in India. Various researchers have studied agricultural sustainability taking into consideration three dimensions i.e. economic, environmental and social. Keeping in view the importance of the social sustainability which measures extent of social capability of farming system, present study was conducted in Himachal Pradesh to find out the ways to strengthen farm sustainability. Farm sustainability of self-help group member farmers and non-member farmers was studied and compared. Study revealed that the social sustainability of vegetable growers who were members of self-help groups was significantly higher when compared to non-member farmers.

Keywords: Social Sustainability; Social Indicators; Vegetable Farms; Self-help Group; Himachal Pradesh.

Author: Sravat, Namita and Pathranarakul, Pairote.

Title: Flipped Learning Pedagogy: Modelling the Challenges for Higher Education in India.

Source: International Journal of Learning and Change, vol. 14, no. 2, 2022, pp. 221-240.

Abstract: 'Flipped learning' is a pedagogical approach that has the potential to enhance the learning experiences of students and inculcate life-long learning skills for the ever-changing job requirements of this fast evolving world. This study is an effort towards identifying the current state and challenges for flipped learning pedagogy in higher education institutes in India. A mixed-methods approach was adopted to address the research question 'Why are educators not adopting flipped learning pedagogy?' Altogether, 11 broad challenges were identified, which were modelled using the total interpretive structural modelling

(TISM) technique. Based on this model, the awareness and willingness of management is the most important factor in implementing flipped learning. Management intervention and the facilitation of needed support can address the other underlying challenges identified in this study. The framework presented can help policy makers in India to support the adoption of flipped learning pedagogy to a greater extent.

Keywords: Teaching Methods; Educational Policy; Flipped Classroom; Foreign Countries; Learning Experience; Lifelong Learning; Higher Education; Barriers; Intervention; Time Management; Incentives; Technological Literacy; Pedagogical Content Knowledge; Teacher Attitudes; College Faculty; Faculty Development; Student Attitudes; College Students; Educational Administration.

Author: Sridevi Krishnaveni T R et al.

Title: Extent of Awareness of Distance Learners of Tamil Nadu Agricultural University.

Source: JEE - Journal of Extension Education, vol. 29, no. 4, 2017, pp. 5958-5965.

Abstract: The present research was framed to assess the awareness level of distance learners of Tamil Nadu Agricultural University. Three certificate courses were selected based on maximum number of enrollment, viz, Gardening & landscaping, Mushroom production & Solid waste management and vermicomposting. Ex-post facto research design was employed. A total of 150 respondents were selected from the three courses by equal allocation method proportionate random sampling. A well-structured questionnaire was prepared and the information was collected by sending questionnaires through post. The 108 individuals who responded were taken as the sample for the study. The results of the research pointed out that nearly three- fourths of the respondents possessed medium level of awareness on selected technologies.

Keywords: Awareness; Certificate Course; Tamil Nadu Agricultural University; Open and Distance Learning.

Author: Sumra, Suleman.

Title: Eradicating Illiteracy as a Tool for Poverty Alleviation and Rural Transformation in Tanzania.

Source: Journal of Educational Planning and Administration, vol. XXV, no. 1, January 2011, pp. 37-49.

Abstract: Given that more than 80% of its population was rural at the time of independence, the ruling class that emerged at the time formulated social and economic policies that focused on rural transformation. The paper looks at the policies followed by the Tanzanian State in the last fifty years since independence.

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The policies are divided in three phases. During the first phase, both the economic and the education policies were formulated primarily by the then President Julius Nyerere. Nyerere believed that socialism was the only viable option for a rural society to develop. Nyerere also saw education as the key for social transformation. In 60s and 70s, the education policy aimed to achieve universal literacy in the country through adult literacy program and through provision of basic education for all the children. The aim was to have a literate population that was a pre-requisite for building a socialist society. By early 80s, nearly all the children in Tanzania were enrolled in primary schools and more than 90% of the adult population was literate. By early 1980s Tanzanian economy was in total collapse, like many other economies in Africa. This is the period when institutions like the World Bank and International Monetary Fund (IMF) intervened to "help out" these countries. Financial aid provided to countries like Tanzania were conditional on meeting criteria set by these organisations. The criteria used were same for most countries getting aid - devaluation of the local currency, cutting down government expenditure, which in practice meant cutting down on education and health. These policies seriously affected provision of both primary and adult education in the country. The Net Enrolment Rate which had reached 95% in 1982 declined to 57% in 1998. Schools became dilapidated and lacked even the most basic resources. Number of adults attending literacy classes declined. The recent period is marked by policies aimed at poverty reduction. Poverty reduction strategies adopted recognised the role of education in reduction of poverty. Various efforts were made to ensure that all children enrol in primary school. Despite half a century of efforts to transform rural areas through education, the paper shows that rural areas remain poor. Both illiteracy and poverty remain entrenched in rural areas.

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Keywords: Eradicating Illiteracy; Poverty Alleviation; Rural Transformation; Tanzania; Education; Literacy Programs; Socio-economic Development; Educational Planning; Administration; Access to Education; Community Engagement; Human Capital; Sustainable Development.

Author: Suri, Kavita.

Title: Lifelong learning and sustainable rural development.

Source: Shubhi Publication, 2017, 300p.

Abstract: This book explores the intersection of lifelong learning and sustainable rural development, emphasizing the role of education in empowering rural communities. It examines the challenges faced by these communities and proposes strategies for integrating lifelong learning initiatives that promote sustainability. By fostering skills and knowledge that are relevant to local contexts, the study advocates for an inclusive approach to development that leverages local resources and participatory methods. The findings highlight the potential for lifelong learning to enhance social cohesion, economic resilience, and environmental stewardship in rural areas.

Keywords: Lifelong Learning; Sustainable Development; Rural Communities; Education; Empowerment; Social Cohesion; Economic Resilience; Environmental Stewardship.

Author: Susmita Rani et al.

Title: ICT based applications to support rural development in India - A review.

Source: International Journal of Bio-resource and Stress Management, vol. 15, no. 2, 2024, pp. 1-9.

Abstract: A brief review was done based on the literatures available and the findings from these research studies are used to evaluate its effectiveness on rural livelihood upliftment, poverty alleviation and implications for education and further research. Rural development in India is one of the most important factors for the growth of the Indian economy. Even after seventy years post-independence, India has not been able to come under “developed nation”, instead the nation is still developing. Public administration, governed by bureaucratic structures that dominated the twentieth century has failed to respond to the changing requirements of the present times. ICT plays a prominent role in strengthening societal development and helps to speed up the developmental process and can also bridge gaps between the educationally and technologically backward and forward sections of society. Various e-governance projects have attempted to improve the reach, enhance the base, minimize the processing costs, increase transparency and reduce the cycle times. For example, the introduction of computer and e-chaupal, radio farm forum, community radio, and ministry of rural development mobile apps such as shramik bandhu, janmanrega, meri sadak app, etc., are some of the initiatives by the government that have up to some extent been able to bring the rural population in contact with technologies. There are great opportunities for ICT application that help in democratic and sustainable development of rural India. This review mainly focuses on various ICT-based applications and their role in the Rural Development of India.

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Keywords: Information; Communication; Development; Poverty; Empowerment; Marginalized; E-chaupal; Janmanrega.

Author: Teza J and Subrahmanyeswari, Bodapati.

Title: Utilisation of Mobile Telephony as an EAS (Extension and Advisory Services) Tool - A Study among Livestock based Women Self-Help Groups.

Source: JEE - Journal of Extension Education, vol. 34, No. 3, 2022, pp. 6838-6845.

Abstract: Dairying provides self-employment opportunities to rural women in India. However, due to the lack of unique approaches to meet the information needs of women dairy farmers, dairying was not found profitable. Mobile phones as one of the communication channels can address the information and knowledge gap of rural women farmers. In this regard, a study was carried out about the mobile utility pattern of women farmers in livestock-based Women Self-Help Groups, their accessibility and affordability to mobile phones. The mobile utility pattern indicated that most of the respondents own mobile or had access through their family members and were using mobile for more than five years. SMS (Short Message Service) was the mostly used feature and were in the habit of checking SMS daily. Voice SMS was preferred over text SMS and evening time was the most preferred time for receiving SMS. Accessibility to mobile phone was observed by all the rural women in the study area, however, only a few were aware that scientific information can be received through mobiles. Most of them felt that it was good to pay for mobile extension advisory services which may improve the productivity of their farms an encouraging phenomenon towards the utilisation of digital tools for extension and advisory services.

Keywords: Mobile Phones; Livestock; Accessibility; Affordability; Women; Self-Help Group; Andhra Pradesh.

Author: Thakur, DS.

Title: Building a Knowledge Society: Contribution of Knowledge Development among Scheduled Castes.

Source: Journal of Educational Planning and Administration, vol. XXXVI, no. 2, April 2022, pp. 135-158.

Abstract: Committed to a quick pace of transformation, and with various academic and research organisations engaged in acquiring, preserving, processing and applying information, India is all out for creating a valuable learning and knowledge-based society. Education, verily an important agent of change, can help bring awareness among people, particularly among the

deprived and the downtrodden, to redeem themselves to equality, social justice and all-round development via various central and state government welfare schemes. Addressing the acquisition and expansion of formal knowledge, encouraging them to avail themselves of the opportunities made available, and building and enriching their capacity to work and earn, can accelerate the pace of their socio-economic development, thereby raise their social status, and is tantamount to improving not only their contribution in the process of change but also meeting their urge for higher education and research to play their constructive role in nation building, bringing their knowledge at par with the mainstream society. This case study examines the growth of knowledge among scheduled castes in Haryana in terms of their education, equality and social justice: their empowerment as the source of their uplift in the social, economic and political spheres; and their contribution to the advancement of society per se as an integral part of their growth.

Keywords: Knowledge Society; Knowledge Development; Scheduled Castes; Education; Social Inclusion; Empowerment; Educational Planning; Administration; Equity; Capacity Building; Community Development; Access to Education; Socio-economic Advancement.

Author: Theodore, Rajiv.

Title: Education as Driver of Rural Transformation.

Source: Kurukshetra: A Journal of Rural Development, October 2021, pp. 49-53.

Abstract: The scenario of transition in rural society, especially in the post-independence era suggests that the process of planned development has shaped a new rural society where education plays a key and fundamental role. The changes in rural India have brought about a process of rapid social restructuring. It is leading to a breakdown in the segmentary mode of social change. It has resulted in the rise of the new middle class to power. There has been massive use of science and technology in agriculture

Keywords: Education; Rural Transformation; Access to Education; Skill Development; Economic Empowerment; Community Development; Literacy Rates; Vocational Training; Social Change; Policy Initiatives.

Author: Tripathy, K. K. and Wadkar, S. K.

Title: Skill Requirements for Sustainable Livelihood in Rural Farm-based Cooperatives.

Source: Kurukshetra: A Journal of Rural Development, December 2021, pp. 13-18.

Abstract: Cooperation is the culture of India's socio-economic fabric. Rural

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farm-based cooperatives as an institutional mechanism have potential to achieve food and nutritional security and thereby increase income and well-being of members. In the current market and consumer centric and technology driven economic environment, cooperatives need entrepreneurial orientation, business acumen and skill-sets in order to make themselves smart, competitive and sustainable. The success of cooperatives lies in 4S – Standardisation of institutional and business practices; Scaling-up of membership and business volume; Skilling of hard/technical and soft/ process skills; and Sustenance of good-governance and management practices.

Keywords: Skill Requirements; Sustainable Livelihood; Rural Development; Farm-based Cooperatives; Capacity Building; Agricultural Skills; Community Development; Entrepreneurship; Food Security; Cooperative Model; Training Programs; Economic Empowerment; Resource Management; Market Access; Rural Economy; Social Cohesion; Innovation in Agriculture, Gender Inclusivity.

Author: Wadhwa, Manjula.

Title: Ayushman Bharat-Transforming Health.

Source: Kurukshetra: A Journal of Rural Development, October 2021, pp. 23-26.

Abstract: Ayushman Bharat will become a game-changer for the masses in the coming years. It will improve India's ranks in human development indicators. With the robust architecture and prompt rollout of the PM-JAY, universal healthcare is likely to become an affordable dream for all.

Keywords: Ayushman Bharat; Health Transformation; Universal Health Coverage; Rural Healthcare; Policy Impact; Health Equity; Access to Healthcare; Government Initiatives; Public Health; Community Well-being.

Author: Wadhwa, Manjula.

Title: Empowering Rural Youth Need, Challenges and Way forward.

Source: Kurukshetra: A Journal of Rural Development, February 2021, pp. 16-21.

Abstract: India is sitting on a goldmine of raw talent, waiting to be nurtured, developed, and added to the growing human resource pool. It is essential that our economy has the ability to support the increase in the labour force and the youth have the appropriate education, skills, health awareness and other enablers to productively contribute to the economy. Apart from the technical skills, the rural youth have to be trained in cognitive skills, management skills and interpersonal skills to adapt to a technology-enabled world.

Keywords: Rural Youth; Empowerment; Challenges in Rural Areas; Skill Development;

Employment Opportunities; Education Access; Community Development; Social Inclusion; Leadership Training; Entrepreneurship; Policy Recommendations.

Author: Yadav, Satya Bhan.

Title: Changing Facets of Rural Transformation: A Case Study of Rajasthan with reference to Education and Media.

Source: International Journal of Reviews and Research in Social Sciences, vol. 5, no. 1, 2017, pp. 22–30.

Abstract: Globalization and reforms wave in India has given a new boost to its economy. There have been tremendous changes in the livelihood of the people across all regions. Rural areas have witnessed a dramatic change in various facets of life. Therefore, rural transformation is a process of comprehensive societal change whereby rural societies diversify their economies and reduce their reliance on agriculture; move from farm sector to non-farm sector, become dependent on distant places to trade and to acquire goods, services, and ideas; move from dispersed villages to towns and small and medium cities; and become culturally more similar to large urban agglomerations. The rural transformation is the result, first of all, of the action of global drivers, such as the diversification of rural economies away from agriculture, the globalization of agri-food systems, and the urbanization of rural regions. While global forces drive this transformation, they are mediated by localized social structures, institutional frameworks, and local societies with different levels of human agency. The interplay of global and local factors explains why the rural transformation between and within different countries has different outcomes in terms of economic growth, social inclusion, and environmental sustainability. This paper discusses all those major changes in rural transformation arisen out of the role of education and media both print and electronic in the Raath area of Rajasthan state. This study is part of the major project which identified various new drivers of growth and rural transformation in this region. For this study two variables have been selected which are described as two drivers of growth- education and media. It also explores future prospectus of the socio-economic and socio- cultural life of the people of Raath region.

Keywords: Rural Transformation; Globalization; Economic Growth; Urbanization; Economic Diversification; Social Structures.

Author: Yasam, Lakshmi Narayana Reddy; Rajendiran R and Beevi, C N Anshida.

Title: Unlocking Potential: Investigating the Impact of Education among Rural Women Agricultural Workers of Puducherry.

Source: JEE - Journal of Extension Education, vol. 34, no. 3, 2022, pp. 6882-6890.

Lifelong Learning For Rural Transformation

Abstract: Education is a powerful tool that improves socio-economic conditions and empowers individuals, especially women. However, women face gender disparities resulting in lower literacy rates compared to men. Besides understanding the educational status of women agricultural workers and their accessibility to schools and colleges, this study investigated the impact of education on their income levels, language proficiency in mother tongue and English and their preferences to spend more on their children education. Using a mixed-methods approach, data were collected and analysed from a random sample of 5,044 rural women agricultural workers across 98 revenue villages in the Union Territory of Puducherry. The findings revealed that half of the respondents completed education ranging from 6th to 10th class, where as one out of every four respondents were illiterates and a small percentage possessed higher qualifications of a degree and above. Most of the respondents had access school and six out of ten had access to college within 5 km range. The study established a positive correlation between education level and both individual and family income and a higher level of language proficiency in both the mother tongue and English. The educated rural women workers showed a preference for private schools to educate their children, indicating a growing inclination to spend more on education.

Keywords: Education; Rural Women; Agricultural Worker; Literacy Rate; Income Level; Women Empowerment; Puducherry.