

Role of Professional Education in Promoting Self-Reliant Rural Economy

6.1. Introduction

Abid *et al.* (2015) found that a higher dependency on the household head, low diversification in agriculture, and a lack of non-farm employment opportunities are vital indicators influencing farmers' choices of adaptation measures. Quality education is a provision that precedes the progress of society (Singh, 2016). Among the reserved categories, Scheduled Tribes (STs) in India remain deprived of educational opportunities (Census of India abstract, 2011). Chapter Six addresses inadequate financial capacity and limited household employment opportunities, contributing to a substantial percentage of student dropouts.

This chapter analyzes the level of education and aspiration concerning the socioeconomic status of marginal people. Here, the researcher talked about improving livelihood by incorporating advanced skill-building professional courses. The focus is on engaging rural students with skill-based education, regardless of gender. These districts have inferior academic achievement and high dropout rates due to poverty, insecurity, and limited higher education opportunities (Basu and Chatterjee, 2014). It is observed that inaccessible locations, poor economic bases, and historical deprivation are the causes of low performance in education, indicating how well a region or country is economically and socially performing (Jianshi, 2021). In this context, empowerment plays a crucial role in this process, as it not only fosters confidence and the ability to negotiate choices but also demands equal access to and control over resources. This chapter suggests allocating essential infrastructure, including specialized, skill-oriented professional courses. Therefore, understanding the cultural and educational contexts is crucial to integrating indigenous groups into society. Thus, it is inevitable to enhance rural professional education at 'zero cost' to promote the self-reliant economy by i) utilizing natural resource bases such as land and forest resources, and ii) enhancing small-scale artisan and handicrafts products markets at the global level.

6.2 Level of education and occupational structure

The study focuses on the low performance in schools and the livelihood crisis of marginal communities, such as Santal, Savar, and others. It has been found that the majority of children drop out of school to support their families after the eighth or ninth standard. To integrate these indigenous communities into mainstream society, their cultural and educational backgrounds should be addressed. Based on this, the marginal economy of the rural is sustained. Rapid technological and social change and a lack of skill-building opportunities are increasing seasonal migration and occupational mobility.

For improving marginal communities, this research highlights the value of skill-based professional courses and training programmes by guaranteeing income, establishing identities, and constructing comprehensiveness and self-reliance. The results reveal intra-family intersectionality, such as gender prejudice between boys and girls and societal power systems. As a result, it is crucial to incorporate more capacity building programmes among disadvantaged populations by providing them with free or low-cost educational options that will allow them to earn a living once they finish high school. Facilitating an environment for stakeholders would be facilitated by ensuring access to advanced educational teaching aids, which would cut communication costs. Human resources, especially skills, are crucial to the growth of the economic system (Bhattacharjee, 2018; Agapitova and Navarrete, 2017). Quality education is a prerequisite to societal development (Singh, 2016). Scheduled Tribes (STs) in India continue to have limited access to higher education despite being a minority group protected under India's constitution (Census of India abstract, 2011). The districts are home to roughly a million people, nearly 29.37% of who are members of Scheduled Tribes (Census, 2011; Sahoo *et al.*, 2022). The field investigation revealed that remote settings, weak economic foundations, and long-standing poverty significantly contribute to educational failure. Santal, Savar, Lodha, and Kheria are just a few marginal groups who make their homes in forested and forest-edge regions. Many indigenous communities rely heavily on selling forest goods to supplement their livelihood (Sahoo *et al.*, 2022). Since India's independence, Christian missionaries have done outstanding work in Jhargram and the neighboring

areas to disseminate education. Some official and non-government initiatives were done after independence to improve indigenous peoples' access to education (Baskey, 2016). Increased social competition measures a region's or country's economic and social success in the modern era, thanks to the exponential growth of scientific and technological knowledge (Jianshi, 2021). It fosters economic growth and societal progress. Therefore, it plays a crucial role in achieving the Millennium Development Goals, which include ending extreme poverty, increasing individual and collective productivity, significantly contributing to sustainable production systems, and raising average incomes (Rodriguez and Enrquez, 2022).

6. 2.1 Linkage between education and empowerment

It is observed that the average education level of parents in the area was only primary school. Women who had completed secondary school often could not continue their education due to financial constraints at home. Due to their background and current level of development, girls from low-income areas continue to be at risk. They make significant strides in improving and furthering the development of their households. Changing attitudes and practices is necessary for progress toward gender equality, but it takes work. Altering people's perceptions of women is a key to achieving gender parity, according to research by Marcus and Page (2014) and UNICEF (2018). Ghosh *et al.* (2015) explain that empowerment is critical to this procedure because it increases self-assurance and the capacity to negotiate options and demands equitable access to and control over resources. Empowerment necessitates two primary factors. These include—

- i) An enabling physical, material, and sociocultural setting for education,
- ii) An emphasis on girls' education to affirm their inherent worth and recognize their place in society.

Thus, education can be seen as the remedy for all social diseases and evils, and it is a powerful instrument for people to reach high ideals through developing human resources and economic mobility. The concept of resilience has strong ties to the socioecological aspects of the human environment.

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The first part of this chapter addresses how to create a multidirectional approach to vocational and technical training that considers regional differences. The proposed infrastructure includes technical, skill-oriented vocational training, life skills that are adapted to local cultures, open and distance learning options throughout one's life, and cultural knowledge.

There must be a strategy for reaching out to rural communities and policies encouraging using information and communication technology (ICTs) in classrooms. The relative cost can be reduced by increasing training opportunities, lowering communication costs, and improving access to ICTs for low-income people (Nezhad, 2015). Schools should have technology infrastructure, qualified lecturers, and technical staff (Dlodlo, 2005). The focus should be on those who can inform, influence, motivate, involve, and give agency to participants and stakeholders. The difficulties of running schools in rural areas should be reflected in the variety and quality of teaching aids and materials utilized at the elementary and secondary levels (Jianshi, 2021). This research aimed to examine marginal people's educational and aspirational levels as they relate to their socioeconomic standing. This survey aims to learn about people's academic and career goals. It is hoped that this study's results will help guide state statutory agencies as they develop educational policies and programmes for Native American communities. There is still a lot of traditionalism in the way schools are run. Students at vocational schools often feel inferior, although their parents see high school graduates as having a bright future. Low-income families in certain places and times require boarding schools that are both accessible and inexpensive.

Furthermore, it is essential to form the habit of knowing how to speak with them to overcome the language barrier in the teaching process due to the lack of bilingual education for school-aged children in the county. In 2010-2011, the dropout rate for Indian tribal students was 35.6% for grades 1-5, 55.3% for grades 6-8, and 70.9% for grades 9-10. The gender disparity in India's literacy rates between men and women is 14.81 percent in Jhargram, 17.49 percent in Binpur-I, and 18.03 percent in Binpur-II, per the 2011 census report of India. These percentages are more significant than the national average for India. After finishing eighth grade, ST students must

deal with inflection points. India has a rich but understudied history of environmental, social, and economic complexity. It's still common for parents to prioritize their son's education over their daughter's. Conventional schooling has parents seeing bright futures for their high schoolers while making those in vocational programs feel unworthy. As a result of linguistic hurdles, low-income families must have access to boarding schools at a reasonable cost.

This chapter introduced a framework for how social differences and intersectionality manifest inside families and businesses. After that, it is looked into how the respondents' levels of education, earnings potential, and underlying difficulties were interconnected. Domestic violence, molestation, and homicide for dowry are expected outcomes of family breakdown in low-resource rural areas. However, these conditions are underreported since the wealthy and the educated tend to avoid the spotlight. The writers endeavored to understand the entire situation in the rural context. Then, to better acquaint our readers with the existence and problems of rural society, the researcher discussed the data-gathering methods, research tools, and study area selection simultaneously. The overall scenario has been portrayed by using a variety of approaches to learn about the local ethnic people's food supply and their main concerns. The author analyzed numerical data using stepwise regression and qualitative information using case studies. Different indices of women's social position were disclosed in the analysis, including the total literacy rate, the literacy rate of women, educational accomplishments, monthly family income, and monthly earnings of women. In addition, the results showed the findings on intra-household intersectionality, which indicates that the gender gap in service providers' abilities to help their clients succeed is not a more significant issue than previously thought. This work tried to frame actionable strategies and policies for fostering long-term economic growth via solid labour force participation in the face of the crisis. This essay suggests robust methods for enhancing livelihood alternatives in rural schooling through cutting-edge communications technologies. Rural students after their class VIII are targeted with an emphasis on skill-based education and public involvement in educational reform initiatives is encouraged. This strategy will benefit the quality of life and academic achievement of today's students.

The indigenous people of West Bengal, especially people with low incomes, feel globalization's effects. They adapt their practices and beliefs as they interact with members of different castes (Ghosh, 2015). Due to poverty, instability, and a lack of further education prospects, indigenous children in this district do poorly academically and have a high dropout rate (Basu and Chatterjee, 2014).

Indigenous women struggle to find their identities and places because of limited access to education and information. Despite being unable to fully replace men in these fields, women have played a crucial role in society and the economy (Bhattacharya, 2014). Women's education in West Bengal's Santal, Kheria-Sabar, and Birhor communities lags far behind that of men for a variety of reasons, including a lack of economic independence, superstitions, harmful cultural beliefs, and intense pressure to conserve essential resources for survival (Mukherjee, 2014). Traditional knowledge and cultural practices must be preserved if sustainable development is to be attained (Raut, 2014). According to Dey (2013), studies conducted with members of the Santal tribal group in West Bengal's Paschim Medinipur region show that exposure to modern education and technology has immediate and long-term consequences on the community's customs and values. Village councils and other traditional Santal institutions need to be revised to reflect the needs of a rapidly expanding population (Ghosh, 2010). Verma's (1990) *Indian Tribes through the Ages* provides a historical overview of Indian societies while highlighting the importance of fighting against illiteracy and societal degradation.

6.3 Methods

6.3.1 Data Collection

Poisson Regression analysis (stepwise) for quantitative approaches, a participant observation methodology, and case studies of eight participants were collected from the eight villages of the four CDBs to comprehend the qualitative data, and a mixed method approach was utilized for in-depth analysis. The current study considered the selected 576 marginal households and their members who had previously dropped out but were now working. Different socioeconomic factors, such as education, income, and occupation, were considered when designing the survey. Details regarding the crisis, the causes of unemployment, the reasons for students dropping out of high

school, the differences in students' rates of college enrollment, the courses they took, the expectations of their parents, the types of jobs available, and seasonal unemployment were all taken into account during the case studies. In addition, a SWOT analysis was performed using the data gathered from the observations and replies of the participants. There is a system of classification in place for the eight participants' case studies—

Jhargram—JH 1, Jhalda—JD 2, Ranibandh—RAN 3, Raipur—RA 4, Binpur-I—BIN 5, Binpur—BIN 6, and Salboni —SA 7, Garhbeta II—GB 8.

6.3.2 Data Analysis

6.3.2.1 Quantitative Analysis

Table 6.1: Literacy and Work Participation Rate

Marginal Communities	Literacy	Work Participation Rate
Santal	54.7	50.5
Oraon	59	43.2
Munda	57.7	45.7
Bhumij	59.5	48.4
Kora	56.5	48.9
Kharia and Lodha	45.5	49
Mahali	55	46
Savar	40.6	50
Birhor	58.2	47.1

Source: Census of India Abstract, 2011

From the primary data of Table 6.1, it was found that 35% of respondents reached up to class ten, 7% of the respondents had higher secondary passing, and 58% quit schooling at eight standards.

Poisson regression

Poisson regression predicts a dependent variable that consists of "count data" given one or more independent variables. The variable that wants to be predicted is called the dependent variable (or sometimes the response, outcome, target, or criterion variable). The variables used to predict the dependent variable's value are called the

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independent variables (or sometimes the predictor, explanatory, or regressor variables).

$$\log(E(Y|X)) = \alpha + \beta_1x_1 + \beta_2x_2 + \dots + \beta_px_p$$

Where,

- y : Is the response variable
- α and β : are numeric coefficients, α being the intercept, sometimes α also is represented by β_0 , it's the same
- x is the predictor/explanatory variable

The coefficients are calculated using Maximum Likelihood Estimation (MLE) or maximum quasi-likelihood.

Consider an equation with one predictor variable and one response variable:

$$\log(\lambda) = \alpha + \beta(x), \text{ where } Y \text{ follows a Poisson distribution with parameter } \lambda$$

This is equivalent to:

$$E(Y|X) = e^{(\alpha + \beta(x))} = e^\alpha + e^{\beta * x}$$

Table 6.2: Poisson regression using total income and school dropout

Coefficients:

	Estimate	Std. Error	z value	Pr(> z)
(Intercept)	1.21E+00	5.29E-02	22.91	<2e-16 ***
Total Annual Income	1.089	4.35E-07	0.25	0.042

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

(Dispersion parameter for Poisson family taken to be 1)

From Table 6.2, it can say that there is a significant correlation between average total annual income (Rs.) and school dropout. The 'p-value' is 0.042, that is <0.05. Hence, the researcher wanted to justify the result by using Kendall's correlation.

The Kendall (1955) rank correlation coefficient in Table 6.3 evaluates the degree of similarity between two sets of ranks given to the same set of objects. This coefficient depends upon the number of inversions of pairs of objects that would be needed to transform one rank order into another. To do so, each rank order is represented by the set of all pairs of objects (e.g., [a,b] and [b,a] are the two pairs representing the objects a and b), and a value of ‘1 or 0’ is assigned to this pair when its order corresponds or does not correspond to the way these two objects were ordered (Abdi, 2007).

Table 6.3: Kendall's correlation between total income and school dropout

Kendall's rank correlation tau
$z = 2.66845, p\text{-value} = 0.038$
Alternative hypothesis: true tau is not equal to 0
sample estimates: tau -0.7248

Kendall’s rank correlation tests the similarities in data ordering when quantities rank it. There is a significantly negative correlation between average total annual income (Rs.) and school dropout in Table 6. 3. The ‘p-value’ is 0.038 and tau-0.7248. That is ‘not equal to 0.’ It means there is a strongly negative correlation between the two variables. This inverse correlation simplifies that if the income level increases, the dropout rate will be reduced.

Both the tests, Poisson regression and Kendall’s correlation results, are identical. These two tests show statistically significant variables and a negative correlation between average total annual incomes. Therefore, it needs to be focused on increasing the annual income level of the common level. It can reduce the dropout rate.

6.3.2.2 Qualitative Analysis

- **Coded Responses**

“...my parents work as agricultural laborers. They earn Rs. 3000 per month on average. The main concern in this area is unemployment and poverty.” (CS 6, 15, 2)

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“I work as a daily wager under a road contractor. From this source, I get Rs. 250 per day. A total of 26 boys from my village work with me. I dropped out of school in class IX (15 years). However, now I am not interested in formally resuming my education”. (CS 12, 19)

“The formal way of rural education is not helpful for us. Its just a waste of time. There are many qualified people in the country who are not getting a good job.” (CS 7, 14, 20)

“There is no such implementation of the courses which we enrolled in our nearby schools and colleges. It is extremely difficult to get a job after completion of the courses.” (CS 14, 12)

Major themes from case studies of twenty participants are as follows—

- **The Economy as a Constraint:** A maximum of our respondents rely on primary economic activities, and they are marginal. Therefore, they are less interested in education.
- **Locational Disadvantages (Rural and urban gap):** People can get a job in urban areas after formal education. However, it isn't easy in rural areas.
- **Inappropriate curriculum:** There is no such linkage of the traditional curriculum with the job market. It requires specialization and a professional way of learning.
- **Lack of awareness among marginal households:** It is one of the crucial challenges among the people. They are unaware of the development policies

6.4 Findings

The participants' financial condition is the major constraint for their children's education. The recent government developmental projects are helpful to them. Kanyashree added a new avenue for girls' education. The reports of child marriage are rare now. They are getting scoped up to college-level education.

Some reasons have been identified behind the dropouts—

- i) Poor financial situations of parents
- ii) Curriculum of school education

iii) Inadequate numbers of educational institutions and supporting services

➤ **The Economy as a Constraint**

Case Study — JH 1

Mr. Bikas Murmu (name changed), aged 21 years, who left school after class seven (VII), said:

“I am a daily wage worker for a road construction company. This company pays me 250 rupees every day. The contractor employs twenty-six young men from my hometown. I was in class nine (after 15 years) when I decided to quit school. After that, my income began to decline due to the unsuitability of our property for farming. Therefore, my parents work as agricultural laborer. On average, they receive a monthly salary of 3000 Rs. My two sisters got married in the eighth and tenth grade. The unemployment rate and the poverty level are the most pressing issues here. Our family's yearly gross income is close to Rs. 20000. However, I have lost interest in returning to school formally.” (Field notes, June 2022).

According to Mr. Bikas's story, he stopped attending school after completing eighth grade. His relatives are struggling financially. The crisis in means of subsistence is the primary problem there. As a result, many students abandon their education before their first board exam (class X) due to financial difficulties at home. Girls are also getting married at a young age.

Case study — JD 2

Mr. Sanat Sardar (Name changed), aged 19. He said:

"I come from a minority group. We were born and raised here. Our family comprises a total of eight members. We do not own a land. Both of my parents are plantation workers in our nearby forest division. Four years ago, our family faced a severe financial crisis. Then, I was in class X, I decided to stop going to school. After that, I got a job at a rice mill in

town, where I worked as a labourer for Rs. 5,000 a month. My elder brother aspired to finish his school education, but he remained silent due to a family crisis. After that, he began working as a ticket conductor for a private bus service. And now he earns Rs. 6500/month. Many boys are employed as migrant workers after completing their eighth standard education. I have lost my motivation to pursue a higher education. We are putting up cash for our sisters' wedding. The government should provide more opportunities for people to work and maintain a living standard together.” (Field notes, June 2022).

Mr. Sanat is a daily wager at a rice mill in the area. His family was unable to provide for his education. Now, he can earn Rs. 5000 in a month. Therefore, low literacy rates and financial stress should be considered a major social issue.

➤ **Intersectionality— Gender and Caste Based**

Case study — RAN 3

Ratula Murmu (name changed), 22 years age-old girl, said that:

“I dropped out of school in eighth grade and immediately began working for daily wages at a nearby rice mill. I receive Rs. 150 for 10 hours of work per day. My parents have only completed elementary schooling. My father is a carpenter, and my mother sells wood that she has gathered from the forest. Although they understand the importance of education, their poverty prevents them from encouraging us to pursue further education. In our area, class dropout rates are disproportionately high after eighth grade. Traditionally, girls would marry at this age. After abandoning their education at a young age, many boys decide to work as migrant labourers.” (Field notes, June 2022).

According to Ratula, she dropped school at fifteen (15) years of age to support her family financially. Since then, she has worked as a seasonal agricultural labourer in nearby villages, earning Rs. 150/ day. She got married at the age of 16 years.

Case study — RAI 4

Shailesh Baskey (Name Changed), aged 23, is a community club president. He noted:

“Many men are moving to urban areas from their native places. These migrants are getting hired as daily wagers or contract labourers in the industrial belts, and they led better livelihoods. The migrant workers are better able to find gainful employment and become efficient in their chosen fields than the rural people. Diversification into informal wage work, formal schooling, and small retail firms usually absorbs them at a cheaper cost. However, in this rural setting, women face limited opportunities for advancement in both fields. They depend on rural households for survival. Due to ineffective awareness, women may not get uninformed access to resources to create their agencies and the accompanying financial difficulties.” (Field notes, June 2022)

Levels of Literacy, awareness, finance, are barriers to the economic empowerment of women and the upgrading of their social status.

➤ **Inadequate numbers of educational institutions and supporting services**

Case study —BIN 5

Nirmal Kalundi (Name changed), age 26 years.

Nirmal works as migrant labour in Indian metro cities (Bengaluru, Hyderabad and Ahmedabad). He dropped school after class eight (VIII) to earn money to support his parents and to collect money for his sister’s marriage.

Case study —BIN 6

Anita Kalundi ((Name changed), age 19 years.

She said that the work market in WB is entirely saturated. The current job situation of the state demotivated the youthful generation to stop school. As a result, she is working hard in the cottage industry in her community, earning Rs. 4000 per month. The average participant comes from a lower-income family and has a lower

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level of education. They tend to have limited social connections. Connection and network are also various in the livelihood.

More content in the native language is necessary for those who do not speak English as their first language. Since English is the medium of teaching in schools, educating these people on ICT skills will need significant effort. It would be preferable if training could be conducted in the native tongue. The high price tag of this cutting-edge innovation makes widespread use unlikely. Because women in countries like India have such little control over household finances and hence no say in whether or not to invest in technologies like these, the problem is exacerbated. Due to high unemployment rates, only affluent women are able to afford training programmes.

Case study —SA 7

Mohan Singh (name changed), aged 30 years, stated that:

He works as a migrant laborer in a Hyderabad-based construction sector. He shared that he quit school after class six (VI) because he lost his father. And then, he joined as a daily wager in the brick industry of Bandwan.

Case study —GB 8

Dibya Sardar (Name changed), aged 31.

She said that education and health care, in which people play an important positive role, tend to diversify economic activity. Social capital theorists, like those who believe that knowledge gained in the home is invaluable, emphasize the importance of communication channels and network architecture.

ICT in school access and a strategy to reach this socioeconomic group would require an environment that supports access policies. Low-income individuals' relative cost of capital can be reduced by increasing access to training in low-income areas and offering targeted, temporary subsidies to poor consumers. The physical availability of information and communication technologies (ICTs) for people experiencing poverty is improved by encouraging competition in the

telecommunications business, which reduces communication costs. Providing schools with technological infrastructure, many teachers with basic ICT abilities, and technical staff to manage the laboratories would go a long way toward building an atmosphere encouraging women's ICT education (Dlodlo, 2005).

The people are farmers, and their religion is deeply embedded in daily life and the desire to have children. Yet they have been relegated to the back burner in favour of the forest's honey, lumber, fruit, and leaves. The collection of fees is another source of income for them.

Our research has identified adequate formal (NGO schools, curricular upgrades, and extracurricular programmes) and non-formal (sex-selective and coeducational) sectors of adolescent empowerment programmes. Both the formal and non-formal sectors have the potential to implement effective programmes aimed at empowering young people.

6.5 Discussions

6.5.1 Integration of mixed method

Access to information, markets, and government services is constrained due to the region's isolation and poor communications with significant population hubs. The lack of available communication infrastructure and internet connection further marginalizes the region economically and socially.

Methods to improve girls' and women's computer and internet training access. The following measures were identified to increase the number of rural Moose women who have access to ICT training. Cooperative groups are led by women who work together to accomplish their goals. There is a lack of coordination among the government agencies despite the existence of "gender desks" tasked with integrating a focus on gender into government operations. This is why it is so important to empower women by empowering them to form networks to tackle ICT issues—

- i) Exchanging ideas and encouraging one another.
- ii) ICT access and education for women should be encouraged.

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iii) Ensure women's participation in ICT careers. Participate jointly in ICT sector firms to realize common ICT goals.

Academia as a source of agency

Interventions in the formal education sector have included introducing innovative methods, specifically educated teachers, and/or curriculum updates to provide young girls opportunities while addressing prevalent gender stereotypes. Fig. 6.1 displays several strategies for raising rural enrollment levels. Establish post-secondary training or apprenticeship opportunities for anyone older than fifteen (15). Ensure they can cover their educational expenses without interrupting their studies by engaging in productive work.

These include gender-responsive teaching, which entails training and deploying more trained teachers to develop more egalitarian attitudes and values about human rights, and interactive learning models designed to improve critical thinking and learning while challenging traditional educational hierarchies and gender stereotypes (Graham, 2016).

Diagram: Interlinkages of the factors that entail poverty and vulnerability

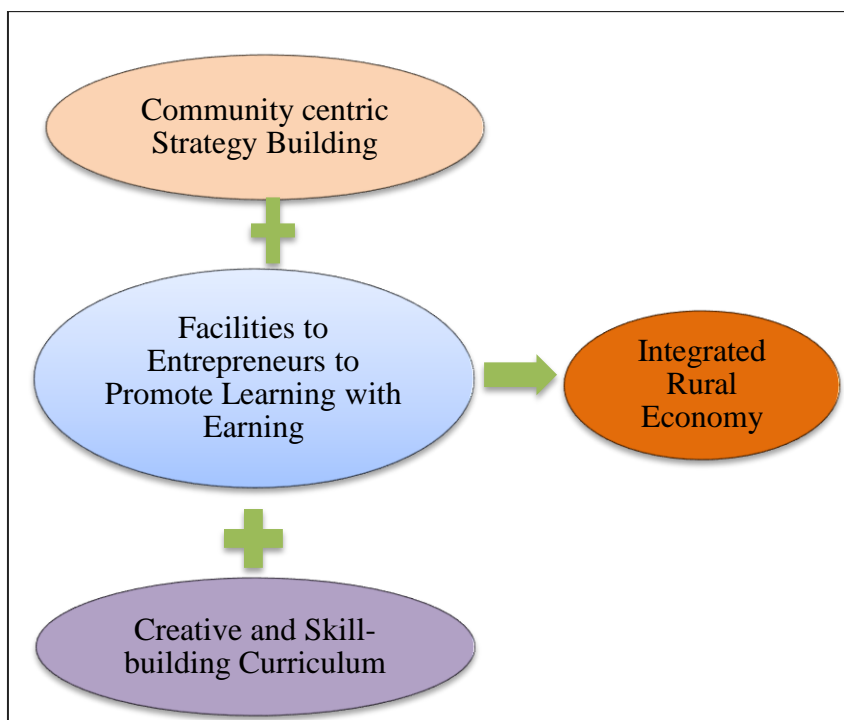


Fig. 6.1 shows the ways to increase gross enrollment.

6.5.1.1 The typical structure of an educational system consists of three tiers.

These are as follows–

- a) The national level, which is responsible for formulating and negotiating policy;
- b) The implementation of national policy is tracked at the meso level. Typically, this is under the purview of state or municipal education agencies;
- c) The grassroots, or local, level, where educational stakeholders work to enact policies and effect change in classroom procedures.

There needs to be a more significant influx of educators and facilitators into deprived communities. The system, as a whole, may facilitate better in-service training, ongoing professional development, and certification for educators in Fig. 6.1. However, the indigenous population has seen a decline in living standards due to being left out of economic growth (Khosro *et al.*, 2019). Teachers in rural areas are not eligible for the rural teachers' living allowance, so their income is disproportionate to their remuneration. This hurts teacher morale and the improvement of education in the region.

Scheduled Tribes (STs) people are among the most socially and economically excluded groups in India. 85 million population, or 8.22% of India's population, identify as STs. Their literacy rate is 32.2%, compared to 74.04% for the general population. Despite the government's best efforts to develop STs, these products still have some way to go before they can compete. The indigenous population's low level of education, general lack of knowledge, and dismal economic situation are to blame for this. Learning the skills necessary to contribute to society is essential in a democratic republic.

6.5.1.2 Reasons the low gross enrollment rate is–

Some reasons have been identified behind the low gross enrollment rate after ten standards—

- Poor financial situations of parents
- Curriculum of school education

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- Inadequate numbers of educational institutions and supporting services
- Medium of instruction
- Absenteeism and lack of dedication of teachers

Create expertise and specialization in certain economic activities

- What causes poor educational standards
- Lack of basic education facilities
- High rate of dropouts
- Rigid curriculum and formal education system fail in the indigenous context
- The family's financial condition is not taken into account
- Inadequate support and motivation to pursue higher education

6.5.2 Importance of new educational programmes and other initiatives launched since 2011

After 2011, the government of West Bengal established some social welfare projects in *Jangal Mahal* to aid the poor and disadvantaged. These plans include—

- i. Kanyashree Prakalpa:** This programme provides women with economic support and educational incentives to help them reach their full potential. K1 is for girls aged 13 to 18, and K2 is for girls aged 19 and up.
- ii. Sabuj Sathi:** Children attending state-funded or state-aided schools can receive a bicycle through this program. The objective is to reduce absenteeism and maximize regular attendance.
- iii. Rupashree Prakalpa:** This programme provides economically disadvantaged brides with one-time cash assistance. The money is meant to help families deal with wedding expenses.
- iv. Sikshashree:** This programme financially assists students from SC and ST communities. They can get financial aid through scholarships, stipends, and other grants to cover their education costs.

- v. **Yuvashree Arpan** is a programme that helps young people out of work by providing financial aid to enroll in training programmes. The objective is to boost their chances of finding job and living independently.

- vi. **The Aikyashree** Scholarship is a merit-based programme that assists low-income students in pursuing higher education. The award funds study various medical, engineering, and other professional fields.

- vii. **Karmatirtha** is an initiative that aims to improve young people's employability and skill sets in rural areas. It includes courses, placement assistance, and endeavors to encourage business creation. To boost education, healthcare, skill development, and economic growth in *Jangal Mahal*, West Bengal, these social welfare programmes were implemented after 2011. The objective is to improve teacher education, raise awareness, and optimize the academic environment.

This study presents empirical support for the proposition that consistent engagement in reading activities is essential for developing individuals' identities, overall well-being, and global awareness, even in light of their contacts' sporadic and temporary character. Libraries are urged to strengthen their endeavors in demonstrating their dedication to acting as a steadfast establishment within their communities, fostering reading initiatives, encouraging active reading participation, and facilitating continuous exploration into the evolving concept of reading (Rothbauer, 2011). The girls' opinions of themselves, life, the surrounding environment, and societal issues were influenced by the material obtained from the Internet, leading them to contemplate the notion of colonial appearance. The computer capabilities of the rural ICT office have facilitated employment opportunities for educated girls in this community. Engaging in such an event can positively impact individuals' occupational self-assurance and enable them to picture a more empowered state of being.

6.5.2.1 Role of Information and Communication Technology (ICTs)

ICT has a tremendous positive impact on rural education and the economy. Here are some ways that ICT could help the community at large—

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- **Access to Education:** ICT can offer high-quality educational opportunities and learning resources despite the lack of traditional educational infrastructure in remote locations. Through internet platforms, digital libraries, and academic applications, students in rural regions may access instructional information and materials, bridging the gap between urban and rural education.
- **E-Learning and Distance Education:** ICT makes it possible for programmes like e-learning and distance education, which give students in rural locations remote access to learning. Students in impoverished or rural places with insufficient educational resources—such as instructors or schools—benefit enormously.
- **Skills Development:** ICT can offer skills development and vocational training in rural regions. To help rural residents develop new skills and improve their employability, online courses and digital platforms may provide training in various industries, including agriculture, entrepreneurship, and technology.
- **Agricultural Development:** Farmers in rural locations can benefit from ICT tools and apps that provide access to information on crop trends, weather predictions, market pricing, and best agricultural practices. This enables farmers to make more informed decisions, boost production, decrease risks, and increase income.
- **E-Commerce and Market Access:** ICT enables rural businesses and craftspeople to promote and sell their items to a larger market through facilitating e-commerce platforms and digital marketplaces. This boosts their consumer base and revenues and encourages rural economic progress.
- **Financial Inclusion:** Digital banking and mobile payment systems are enabled by ICT, encouraging financial inclusion in rural regions. This allows people and companies to access financial services, conduct transactions, and safely save money, helping the growth of the rural economy.

In rural regions, ICT is essential for increasing education, skills, agricultural practices, commercial prospects, and healthcare. ICT empowers rural people, strengthens their economy, and improves their general well-being by bridging the digital media gap.

Women's organizations play a pivotal role in coordinating their operations and resolving information and communication technology (ICT) difficulties. Establishing

networks comprising women to lead initiatives in information and communication technologies (ICTs) is of utmost importance. Such networks are platforms for women to exchange valuable knowledge and experiences, enhance access to ICT resources, and promote active involvement in ICT professions. Educational empowerment can be attained through novel approaches, including the provision of well-prepared educators and enhancements to the curriculum, which challenge conventional educational structures and gender-based biases. The education systems operate at three interconnected levels: macro, meso, and micro. To enhance educational quality in impoverished areas, augmenting the number of teachers and trainers available is imperative. Nonetheless, the quality of life for indigenous populations is adversely affected as a result of their marginalization from developmental processes.

The population of Scheduled Tribes (STs) in India represents a socioeconomically and educationally disadvantaged community that faces marginalization. Education enables students to fulfill their responsibilities as active and engaged participants in a democratic society. Improving teacher education and fostering heightened awareness are crucial for promoting girls' education within impoverished communities. Rural libraries have the potential to serve as prominent venues for hosting reading events, offering a wide range of reading materials, and serving as a space for young people to cultivate their reading identities. The provision of unimpeded and dynamic reading choices can facilitate the cultivation of beneficial behaviors among young population.

The present study investigates communication strategies implemented in certain learning domains, such as professional education, economic empowerment, and rural entrepreneurship. This statement underscores the necessity for further policy development by considering the demands of the stakeholders, which foster rural education and self-reliance within marginalized communities.

6.6 Conclusion

Therefore, efficient communication in informal education systems must occur at different levels and involve various groups of individuals, depending on the information and concepts being taught. Having mentioned that the level of education

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may impact communications, civil society organizations routinely interact with educational institutions at all levels, generating support at the community level and promoting change at the governmental level. Particular communication techniques, for instance, can be viewed as exclusive in environments where people have poor or no literacy skills. As a result, while using specific media, some demographic groups are more likely to be excluded from knowledge and participation in decision-making. Consequently, certain demographic groups are more prone to experiencing exclusion from information acquisition and engagement in decision-making processes when utilizing particular forms of media. People who are literate and have access to a variety of knowledge sources are less likely to experience these instances of communicative exclusion. The term "communications" is employed within this report to encompass three interconnected contexts. Firstly, it pertains to the interactions and engagements among stakeholders within the skill-based professional education system. Secondly, it scrutinizes information, knowledge, or data between two or more locations. Lastly, it pertains to the processes and techniques for facilitating these interactions. Communication is characterized by its multidimensionality and multidirectional nature. It fulfills a functional role, facilitates interpersonal interaction, and serves as a medium of exchange. This study focuses on formal education primarily given by governmental institutions, as opposed to non-formal education typically offered by non-governmental organizations (NGOs). Information and communication technologies (ICTs) are a catch-all term for any communication tool or platform, including radio, television, newspapers, the Internet, computers, and telephones. Here, computer/Internet technology in education is referred to as "new ICTs" to make a distinction. To address ICT issues and advance gender equality, women's organizations and ICT offices are essential. By addressing these concerns, we can build a society that is more open and accepting of everyone.