

EXECUTIVE SUMMARY

OF

THE MINOR RESEARCH PROJECT ENTITLED **"PARTICIPATION OF RURAL YOUTH IN HIGHER EDUCATION: PROBLEMS, STRATEGIES AND INNOVATIONS"** OF PROF. S.G.GANI.

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The leaders of our freedom movement realized the importance of rural education & had put it as a prime agenda for national development. Students who are placed at risk due to poverty, rurality, race, ethnicity, language or other factors are rarely well served by their HEIs. They often attend schools where they are tracked into substandard courses and programs, holding low expectations for learning. If HEIs are to achieve the desired goal of success for all students, they must hold high expectations for all, especially rural youth growing segment of learners. They must view these students as having strengths, but not deficits and adopt programs and best practices that help all students to achieve their true potential.

In this background we collected information from the rural youth with the help of self prepared questionnaire having five parts. First part with respect to general information of respondents, who are 92.75% resided in rural. Family occupations mainly are agriculture, horticulture and animal husbandry which are poorly developed. Literacy rate in rural is 53.80% while in urban it is 71.29% as per 2011 census.

Part II of the questionnaire is concerned, it deals with the factors affecting the participation of rural youth in HE. Ten questions are prepared as in table-10 for getting inner voices of rural youth. Regarding the personal factors as in table-11, 67% of the respondents agree that rural parents attitudes towards HE as they don't see much benefit in HE as their friends do

not return to the society after college education. This pulse by rural youth reveals that rural society is not interested HE and they give importance to their local activities. 79% of rural youths need to know the academic expose which is lower in rural colleges while 21% is higher.

Regarding college and career planning information, majority of the institutions not able to strengthen this as 89% of the respondent who negated. Only 11% agree that there is planning. Due to this rural youths often lack of information about career and opportunities. One more opinion observed here is that. Teachers and career guidance counselors reported that they do not receive adequate and timely materials to inform the primary stakeholders about the HEI and career opportunities. These opportunities helps rural youth plan for a HE. In this way the college preparatory program is need of the hour. For that 93% respondents agree to this, while only 7% not believe in it. Also our respondents response is that 88% responses indicate that rural youth want necessary facilities at rural colleges while 12% satisfied with the facilities.

72% of the respondents are satisfied with the mechanism of sharing their views through SWO. CC Cell and other means, while 28% respondents not satisfied. Also 96% have opined that there exists huge disparities in the quality of education in rural as compared with the urban pertaining to the validity of HEIs, degree certificates. 69% of the rural have noticed the significant difference, but 31% find no difference in the value certificate.

One most important thinking of the rural youth is that 91% of them believe that HE degrees not helping rural job aspirants. We conclude from these points that personal and system factors have very much influenced the participation of rural youth for HE. In order to increase the participation of rural youth in HE, factors that influence decision making must be identified and understood. A comprehensive search in opinion of the respondents shows

that the factors like system, community, family & personal are affecting decisions by rural youth to get a HE.

Regarding the sets of strategies for rural youth to remove barriers to HE, which resents on overview of strategies that can be used to remove barriers to HE for rural youth. These strategies divided into the same categories namely systems, community, family and personal as discussed in IInd part of questionnaire which have been field tested in rural settings and others in urban settings. With regard to community and system factors, rural students need support services from communities to prepare for HE. Hence students expect career options, opportunities in HE, youths decision making in HE, etc... For all this rural youth in HE need advanced preparatory classes, the bridge or early academic outreach program in the area targets students from group who are under represented HEIs. Youths also provided with activities that inform them about college preparation and opportunities. Hence regarding information needed about career opportunities and options in HE 40% say ok while 42% say could improve while 18% not believe in it. But community influence decisions by youth about 38% responded with yes of which 23% say could improve while 60% say no, while a question on students live in rural without collage, 79% say yes of which 59% say ok while 20% say could be improved and remaining say no.

With regard to a question on peers often discourage rural youth for attending college, 11% say yes while 89% say no. similarly 67% of the respondents say yes for the barriers to learning and development can be located within the learner while 33% say not agreed. So rural HE personal need timely & accurate information to prepare their primary stakeholders for HE.

With respect to the sets of strategies for rural youth to remove barriers to HE which are within the system and personal. Rural youth need to expose to SSA, RMSA and RUSA which is need of the hour. They need the information

about the centre of learning, education system, basic infrastructural facilities, socio-economic background. For this a questionnaire has been administered to the rural youth. 77% of the youth said that barriers to learning and development can be located within the centre of learning while 23% not believe in it. While 64% of the respondents agree that this problem can be located in the education system which is not meeting their diverse needs. 36% not believe in it. 86% of the youth believe that this barrier can be located within the socio-economic background, while 14% say no to this. 62% of the rural youth not happy with the infrastructural facilities in rural HEIs. 38% of them satisfied with the facilities in rural HEIs. 96% of the rural youth who use our primary stakeholders wanted know about the SSA , RMSA & RUSA.

Fourth part of the questionnaire regarding innovations to increase rural youth participation in higher education in which rural youths need self-confidence to participate in HE. Elders and social thinkers need to take remedial measures to mentor the rural youth, build their self-confidence, encourage them to attend HEIs and help there to succeed academically in HE. Hence need realistic perceptions about career and job market opportunities.

In this regard many innovative initiations have been developed to increase participation in HE. Most of the initiations address multiple needs of rural youth simultaneously, involve community partnerships, NIOS, NVEQF concept etc...

For this an attempt is made to increase rural youth participation in HE. Accordingly ten initiations in form of questions are put before the primary stakeholders. And their responses are recorded quantified and hence analysed by applying percentage technique. So that 89% of the youth responded that rural community college should be initiated while 11% of them not responded. 78% of the rural youth need "Rural Education Advisory Committee" for their future. 22% of them not responded. 74% of the youth need to implement active

learning methodology like group discussion, tutorials, assignments, seminars, field visits, quiz etc, while 26% not believe in it. 58% of the student need outreach program by implementing B.Voc while 42% not needed. Beginning of 10+2 class 70% of the rural youth wanted to see the collaboration between pre-HE and HEIs to provide an good academic program while 30% not believe in it.

It is worth to note that 68% of the students need hands-on, minds-on experiences while 32% not needed.

Most of the youth, that is 61% learning in rural places expect basic amenities in the HE, while 39% not needed. Rural youths also said that it is 93% expressed that not given high importance to computer education in rural colleges. It is also pointed out that 77% of the respondents expressed that the level of education in rural area is not-advanced, while only 23% say that there is advanced level of education. 76% of the students expressed that there is a need to strengthen the participation of students in sports, co-curricular and competitive activities. 24% of the students reveal that they are not believe in it.

Part five of the questionnaire relates to enlist the points for barrier-free environment by rural youth. We noticed as here,

- Socio-Economic barrier.
- Learners discrimination.
- Inflexible nature of curricular.
- Medium of teaching.
- To overcome inadequate provision of support services.
- Lack of Human Resources Development Strategies.