Abstract

A literature review shows that issues regarding rural education are arbitrarily common & universal. Basically India is agriculture-based country. About 80% of India's population lives in villages. In spite their being in majority, they have been lagging behind in the fields of education, civic amenities, medical facilities & economic wellbeing. Presently it is a big issue in India. Coping with the rapid changes in international economy-globalization, improved communications & reduced transportation costs, changing trade patterns for commodities & the emergence of important non-farm activities in rural regions, it became necessary to understand the New Rural Policy (NRP). It was interesting to find out the inputs from New Rural Policy for rural youth, in the context of 'demographic dividend' in India. It was decided to analyse the New Rural Policy document with the objective to find out the prominent features of the document & their educational implications. The study excludes the details of implementation of policy, case studies in NRP. A skill-based education is suggested for rural area. A distance mode & use of e-learning would be useful for remote rural learners. Assessment studies & process evaluation would be useful to find out the gaps of rural development programs.

1. INTRODUCTION

Rural education is older, still real issue to discuss. Many individuals & organisations have worked hard throughout their careers to improve rural education. However, rural education has remained a back burner issue for top national policy makers & philantropies. As is a global issue, India also suffers from the same. Moreover, the nature of problems are also similar. For example, Access to education. Access to education varies around the world, UIS & UNESCO (2015) estimate that on average the out of the out of school population is roughly twice as large in rural areas as it is in urban areas (16% &
Outmigration is another issue. Rural areas suffer from the outmigration of both young & highly skilled workers. This leads to an aging population & strained public services. Lack of awareness about job market, funding, parental attribute, low skill, low wage labour are some other issues. Although rural population is being in majority, they have been lagging behind in the fields of education, civic amenities, medical facilities & economic wellbeing. The prominent features of NRP & their educational implications to Indian rural higher education were as follows:

- Agriculture is not the main source of income & several rural regions perform in line of urban for economic growth.
- 3 types of rural areas are observed-FUA1, FUA2 & FUA3. According to the type, they have different challenges.
- Average difference of Education indicator is statistically significant between group 1& 4 across urban & rural area. Key national policies such as health care, education, innovations & others would benefit significantly from receiving guidance from rural development policy.

2. RATIONALE FOR THE STUDY

Being a practitioner in education field through state government & working with government educational schemes, observed rural education keenly. Basically India is agriculture based country. Number of rural development schemes, models is executed from post-independence period. Still periodical dynamic changes, natural disasters & many other factors may hamper agriculture related economies leading to economic crisis & victimising farmers. It’s very urgent need to focus on the problem. Thinking on rural education starts with M. Gandhi which is creative, original, revolutionary, skill development & based on social needs. India has a very favourable dependency ratio & it is estimated that, the average age in India by the year 2020 will be 29 years. It means 60% of the population will be in the age group of 15-59 years highest in the world. To reap the benefits of 'demographic dividend' the XIIth plan favoured the creation of a comprehensive National Skill development Mission. With this context of economic crisis & unemployment in rural area it was decided to analyse the new rural policy published by OECD.

3. BACKGROUND OF THE STUDY

To proceed further it was decided to review the rural education at global level. Some related to the issues are as presented below.

i.) Young people in rural areas are much more likely to be idle- meaning not engaged in education, training, not working & not earning regular income. This problem is especially acute for high school dropouts & for native Americans.

ii.) The need for research & evaluation of practice in rural education is likely to increase as more accountability & results are expected from public investments in education.
iii.) The Global Education Review (GER) is focussed on rural education because the disparities between children living in urban & rural areas remain such a persistent issue in so many countries.7,8

iv.) Not only the number of children who remain out of school staggering, but progress in reducing these numbers has stagnated since 2007 & in many countries, children living in poor, rural areas are among the most affected.9

v.) Despite compulsory schooling in China.....parents reported being relieved when their children wanted to quit school because of the financial burden ......admire the youngsters who are making money by working in the city.10

vi.) The youth in rural areas will need to be trained to cater to the demands of the latest jobs available in the private sector. ITIs & polytechnics, which are the pioneers in providing technical human resources to the public sector, have outdated curricula that do not link effectively with the existing job market. Therefore new & flexible training solutions will require a major restructuring of TVET system & how it is managed.

vii.) Schools & college education needs to be more oriented to preparing students for life, including the world of work. This will require the curriculum to lay emphasis on developing key skills such as communication, critical thinking & other life skills. India has lagged behind in the area of technical & vocational education & training.11

viii.) Many schools need to raise their standards & become fully integrated in to telecommunication networks.12 The review points can be summed up as follows:

a. Rural education has similar type of issues generally in all countries.

b. The common issues affecting rural education are early dropouts, out migration, lack of awareness about career options, parental attitude, poor educational practices, disparities between urban & rural living.

c. India has similar issues as observed in other countries. The prominent are underemployment, lack of latest job level skills, outdated curricula mismatching the market needs.

4. OBJECTIVES OF THE STUDY

I. To analyse the content in the document New Rural Policy.

II. To find out the prominent features in the document New Rural Policy.

III. To determine the educational significance of the prominent features of NRP with the present status of the Indian Higher Education.

4. DELIMITATIONS OF THE STUDY

The entire document in not analysed but the way, the concept of rural has developed, its characteristics & classification of rural, challenges being faced, characteristics of well-being are considered content wise. This is because for this paper, the limited content was found to be sufficient to fulfil the objectives of the paper.
5. METHODOLOGY
A qualitative method -document analysis was used. It is a systematic method of reviewing & evaluating the document both printed & electronic (computer based & internet transmitted) material. Here data is the content of document. It is examined & interpreted to elicit the meaning. It is simplified to get meaning understood.

6. ANALYSIS & INTERPRETATION
Considering the nature of the study, it was decided to analyse the data manually. A paper-pencil coding was used to analyse the data. To represent the themes & central ideas, appropriate words, phrases, simple & short sentences were marked. Graphics, tables, graphs were used for data on averages, percentages, figures for easy understanding.

DATA ANALYSIS - Analysis of descriptive data is made page wise & paragraph wise. A word, short phrase assigning summative, salient, essence- capturing attribute was used to represent content in the paragraph. A schematic representation used, wherever possible. Figures were adapted to simple understanding. The page is then interpreted below its analysis.

Table 1: Page & Paragraph wise analysis of Chapter 1

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Page &amp; Para No.</th>
<th>Point</th>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2--1</td>
<td>Foreword</td>
<td>Radical change : Typical subsidy → Investment strategy</td>
</tr>
<tr>
<td>2</td>
<td>2--1</td>
<td>Foreword</td>
<td>10th rural conference--- direction of future work</td>
</tr>
<tr>
<td>3</td>
<td>2--2</td>
<td>Quote</td>
<td>Success → mobilization of place based assets</td>
</tr>
</tbody>
</table>

Observation-

i. A radical change in NEW RURAL POLICY, 2006 was Investment strategy instead of typical subsidy program for specific sectors.

ii. The document is about the direction of future work.

iii. A quote by OECD secretary general about success in rural region was mobilizing the place based assets by communities.

Integrating policy domains to well-being

- Main tool
- Objectives
- Key target sector
- Key actors

Complementarities with cities

Low density economics

Understanding variety & diversity of

Tool kit/ policy

Figure 1-The New rural policy- thinking
Observation: On thinking the new rural policy well-being, low density economics, complementarities with cities, understanding variety & diversity of places were the points which came out.

Table -2: Introduction

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Page &amp; Para No.</th>
<th>Point</th>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4--1</td>
<td>Introduction</td>
<td>Generating economic growth, job opportunities in low density regions.</td>
</tr>
<tr>
<td>2</td>
<td>4--2</td>
<td>Advancing policy</td>
<td>Statistical evidence- agriculture is not main source of income Rural regions perform in line of urban for economic growth</td>
</tr>
<tr>
<td>3</td>
<td>4--3</td>
<td>Advancing policy</td>
<td>Large amount of information, Involvement of sub-central entities required.</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Bold message</td>
<td>Rural is not agriculture &amp; economic stagnation</td>
</tr>
</tbody>
</table>

Observation:

i. It was realised by financial crisis that, generating economic growth & job opportunities in low density regions was a key priority.

ii. Policy analysis showed that, agriculture is not the main source of income, many rural regions perform in line of urban for economic growth.

iii. The shift towards urban resemblance requires large amount of information & Involvement of sub-central entities.

iv. Rural is not simply agriculture & economic stagnation.

v. Observation:

Table -3: Beyond the Paradigm

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Page &amp; Para No.</th>
<th>Point</th>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5--1</td>
<td>Beyond the paradigm</td>
<td>NRP- obsolete?, basic paradigm-relevant?, modifications? Stakeholders: NRP- remains pertinent &amp; yet fully embraced</td>
</tr>
<tr>
<td>2</td>
<td>5--2</td>
<td>Beyond the paradigm</td>
<td>Role of OECD : help members to develop &amp; adopt policy, evaluating its working, affecting factors, shaping the change</td>
</tr>
<tr>
<td>3</td>
<td>5--3</td>
<td>Beyond the paradigm</td>
<td>Next work : last 10 years work, change in members perspective about achieving, evolution of SES, integrating policy in broader governance</td>
</tr>
</tbody>
</table>

Observation:

i. Feedback about policy working from stakeholders is that, it is pertinent & fully embraced.

ii. Role of OECD evolved is helping members to develop & adopt policy, evaluating its working, understanding the affecting factors & shaping the change for its success.

iii. Next Stages of working are follow up of 10 years work, recognising change in members perspective about achieving from the policy, evolution of SES, integrating policy in broader governance system for betterment.
### Table - 4: Action Plan

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Page &amp; Para No.</th>
<th>Point</th>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6--1</td>
<td>Title</td>
<td>Action Plan: road map for implementation</td>
</tr>
</tbody>
</table>
| 2       | 6--2            | Build upon Past work | - Initial work for specific sectors  
- New shift to holistic approach  
- Responsibility of developing policy shared between national govt. to regional/ local stakeholders |
| 3       | 6--3            | Build upon Past work | - Investment approach- assessing cost & outcomes of policy  
- Assessing transformation  
- Identifying new economic drivers & policy approaches  
- Need of flexible policy- can adopt specific needs  
- Promote investment & complementarities among different policies |
| 4       | 6--4            | Build upon Past work | NRP as a benchmark to assess national rural policies.  
Countries are slow in adopting NRP |

**Observation:**

i. In new rural policy a shift is to holistic approach. Policy developing is between national govt. to local stakeholders.

ii. Investment approach assessing cost & outcomes of policy.

iii. It has been observed that, NRP is considered as a benchmark to assess national rural policies & countries are slow in adopting NRP.

### Table – 5: Action Plan

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Page &amp; Para No.</th>
<th>Point</th>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7--1</td>
<td>Bold message</td>
<td>Need for Territorial approach but implementation is challenging</td>
</tr>
<tr>
<td>2</td>
<td>7--2</td>
<td>Table</td>
<td><strong>Objectives</strong></td>
</tr>
</tbody>
</table>
|         |                 |             | - Competitiveness of rural areas  
- Valorisation of local assets  
- Exploitation of unused resources |
|         |                 |             | **Key target sector**- sectors of rural economy  
**Main tools** - investments  
**Key actors** - govt from supra national to local & stakeholders |

**Observation**: Based on feedback of old paradigm, the changes in objectives, key target sector, main tool & key actors are made in NRP.

### Table – 6: Action Plan

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Page &amp; Para No.</th>
<th>Point</th>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8--1</td>
<td>Title</td>
<td>Appropriate concept &amp; definition of rural</td>
</tr>
</tbody>
</table>
| 2       | 8--2            | Concept of rural & classification | Old definition of rural & urban based on population density  
**Territorial classification**  
Predominantly urban intermediate predominantly rural (26%) |
Extended classification is suggested based on population density, location of main urban centre & journey-to-work. Close to cities (80%) & remote (20%).

**Observation:**

i. There was a need of defining rural appropriately.

ii. A territorial classification is suggested. About 26% population is occurring in predominantly rural area.

iii. Extended classification is suggested based on population density, location of main urban centre & journey to work.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Page &amp; Para No.</th>
<th>Point</th>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9-1</td>
<td>Graph</td>
<td>Nation wise distribution in predominantly rural regions 2012. Ireland has most 75%, Netherlands do not show while OECD(33) have around 25% predominantly rural region</td>
</tr>
<tr>
<td>2</td>
<td>10-1</td>
<td>Bold message</td>
<td>About 1/4th of OECD population lives in predominantly rural area</td>
</tr>
</tbody>
</table>

**Table – 7: Action Plan**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Page &amp; Para No.</th>
<th>Point</th>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10-2</td>
<td>Close to cities</td>
<td>Rural close to cities catch urban neighbours. Remote lost ground</td>
</tr>
<tr>
<td>2</td>
<td>10-3</td>
<td>Annual Growth rate</td>
<td>Annual growth rate in remote rural is 0.24% while their urban counterparts have 0.77%. It helps in understanding the challenges &amp; functioning of different types of low-density economies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area</th>
<th>Annual growth rate</th>
<th>Area</th>
<th>Annual growth rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>0.67</td>
<td>urban</td>
<td>0.74</td>
</tr>
<tr>
<td>Intermediate close cities</td>
<td>0.77</td>
<td>Rural</td>
<td>0.64</td>
</tr>
<tr>
<td>overall</td>
<td>0.67</td>
<td>intermediate</td>
<td>0.6</td>
</tr>
<tr>
<td>overall</td>
<td>0.6</td>
<td>close to city</td>
<td>0.77</td>
</tr>
<tr>
<td>overall</td>
<td>0.64</td>
<td>rural</td>
<td>0.24</td>
</tr>
</tbody>
</table>

**Observation:** A considerable OECD population lives in predominantly rural area.

**Table – 8: Action Plan**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Page &amp; Para No.</th>
<th>Point</th>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>10-4</td>
<td>classification</td>
<td>Regional accessibility: rural-urban interactions</td>
</tr>
</tbody>
</table>
Observation:

i. Rural close to cities are coping the pace with urban.

ii. Annual growth rate of rural close to cities is highest & that of rural remote is lowest.

### Table – 9: Action Plan

<table>
<thead>
<tr>
<th>Sr. No.</th>
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<th>Point</th>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11--1</td>
<td>Box: definition of rural</td>
<td>Refining the definition of rural. Smallest settlement into the urban category. not found actually.</td>
</tr>
<tr>
<td>2</td>
<td>11--2</td>
<td>definition of rural</td>
<td>This mismatching definition created wrong impression-as rural development as a minor issue. A workshop was arranged to correct No one size fits all rural definitions for OECD countries.</td>
</tr>
<tr>
<td>3</td>
<td>11--3</td>
<td>Workshop on definition of rural</td>
<td>The key points of workshop: Economic spaces &amp; political accountability, Defining &amp; differentiating rural areas, Recognition of mixed spaces.</td>
</tr>
</tbody>
</table>

Observation:

i. It was difficult to define rural for OECD countries.

ii. The key points focussed on workshop for defining Rural were,

   a. Economic spaces & political accountability- Functional definition match with economic realities & administrative definition commits political accountability.
   
   b. Defining & differentiating rural areas- characteristics of urban areas & remaining rural.
   
   c. Recognition of mixed spaces- Strong urban & rural is better.

![Figure -2: Three types of rural regions](image)

### Table-10: Challenges facing rural regions

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Page &amp; Para No.</th>
<th>Point</th>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12</td>
<td>notes</td>
<td>Challenges facing rural regions (2014)</td>
</tr>
</tbody>
</table>
| 2       | 12--1           | FUA1  | a. services delivery as concentrate in the core area  
b. matching skills according to needs of market  
c. managing land-use policy |
| 3       | 12--2           | FUA2  | Common in OECD countries. Good industrial mix-local economies more flexible. New residents, economic & social diversity, land scarcity, needs & vision difference. |
| 4       | 12--3           | FUA3  | Primary activities- major role in regional economy. Growth-areas of absolute & comparative advantage, connectivity to export markets, matching skills to areas of comparative |
Observation:

i. According to vicinity of rural areas to cities or functional urban areas & commuting patterns, 3 types of rural areas are observed-FUA1, FUA2 & FUA3.

ii. According to the type, they have different challenges.

iii. FUA1 has service delivery, matching labour market skills & managing land-use policy as challenges.

iv. FUA2 has economic flexibility, economic & social diversity, land scarcity, new residents, varied needs & vision as challenges.

v. FUA3 has primary activities playing major role in local economy, connectivity for exporting; matching skills of comparative advantage & improvement in essential services are the challenges.

**Education** could face these challenges.

Table – 11: Measures of rural well-being

<table>
<thead>
<tr>
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<th>Point</th>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13</td>
<td>Rural well-being</td>
<td>Rural regions make important contribution to national objectives including economic development &amp; prosperity.</td>
</tr>
<tr>
<td></td>
<td>14--1</td>
<td>Rural challenges</td>
<td>Limited diversification of economic activity, limited accessibility, lack of critical mass, &amp; aging population due to outmigration.</td>
</tr>
<tr>
<td></td>
<td>14--2</td>
<td></td>
<td>Importance of large investments in rural area- Initiative of green economy &amp; renewable energy technology. p15 not related to study</td>
</tr>
<tr>
<td>2</td>
<td>16--1</td>
<td>Prosperity</td>
<td>Predominant theme of 10th rural conference : Prosperity &amp; metric of which is regional dimension, where do you live. It encompasses the dimensions like - social, economic, environmental &amp; regional.</td>
</tr>
<tr>
<td>3</td>
<td>16--2</td>
<td>Message in bold</td>
<td>Policy makers - go beyond own policy sector - promote potential interactions - other policies to capitalize on complementarities suitably.</td>
</tr>
</tbody>
</table>

Observation:

i. Rural regions contribute to national economic development & prosperity.

ii. Predominant theme of 10th rural conference is Prosperity & metric of which is regional dimension, where do you live. It encompasses the dimensions like - social, economic, environmental & regional.

iii. Policy makers should go beyond own policy sector to anticipate potential interactions with other policies to capitalize on complementarities suitably.

Table – 12: Distribution of rural well-being

<table>
<thead>
<tr>
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<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>17--1</td>
<td>Figure 6</td>
<td>Distribution of well-being components across urban-rural quartiles</td>
</tr>
</tbody>
</table>
Figure 3: Average differences of first 4, accessibility to services, safety, health, education & last environment are statistically significant between group 1& 4.

Observation-

i. Graph shows that, urban dimension is not necessarily associated with higher levels of well- being as rural dweller on environment, housing, with performance measures access to jobs & income in line with cities.

ii. Average difference of Education indicator is statistically significant between group 1& 4 across urban & rural.

Table – 13: Implement NRP approach

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Page &amp; Para No.</th>
<th>Point</th>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18–1</td>
<td>New approach</td>
<td>Change in priorities- today govt must find new ways to promote broad based economic development in low economic regions.</td>
</tr>
<tr>
<td>2</td>
<td>18–2</td>
<td>Bold message</td>
<td>Region specific characteristics should be considered</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
<td>policy coordination</td>
<td>OECD (2012a) - need for coordinated sector policies when promoting regional development</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>interactions</td>
<td>Promoting functional interactions among policies - adopt a more strategic &amp; inclusive approach. need for institutions that serve as coordination facilitators, promoting exchange of information among different policy makers, in different sectors &amp; govt levels</td>
</tr>
<tr>
<td>5</td>
<td>21</td>
<td>Message in bold</td>
<td>Key national policies such as health care, education, innovations &amp; others would benefit significantly from receiving guidance from rural development policy</td>
</tr>
<tr>
<td>6</td>
<td>23</td>
<td>Implement NRP</td>
<td>Requires navigating 4 critical steps. 1. Capitalize on opportunities from rural-urban interactions. 2. Enhance rural productivity. 3. Identify &amp; adopt innovative rural service delivery mechanisms. 4. Improve international policy dialogue.</td>
</tr>
</tbody>
</table>
Observation

i. New ways to promote broad based economic development in low economic regions should be find out.

ii. Region specific characteristics should be find out & used.

iii. Promoting functional interactions among policies - adopt a more strategic & inclusive approach.

iv. Key national policies such as health care, education, innovations & others would benefit significantly from receiving guidance from rural development policy.

v. Implementing the NRP requires navigating 4 critical steps.

a. Capitalize on opportunities from rural-urban interactions.

b. Enhance rural productivity.

c. Identify & adopt innovative rural service delivery mechanisms.

d. Improve international policy dialogue.

7. FINDINGS & CONCLUSION

Above data analysis & interpretation leads to following conclusions. These are the prominent features of the NRP, which fulfils the objective no. 2 of the present study.

i.) A radical change in NEW RURAL POLICY, 2006 was Investment strategy. Generating economic growth, job opportunities in low density regions was a key priority. In 10th rural conference the direction of future work was decided.

ii.) Statistical evidence shows that agriculture is not the main source of income & several rural regions perform in line of urban for economic growth. It requires large amounts of information & Involvement of sub-central entities. Next Stages of OECD working are follow up of 10 years work, recognising change in members perspective about achieving from the policy, evolution of SES, integrating policy in broader governance system for betterment.

iii.) Action plan is suggested which describes to build upon past work. NRP assessed national rural policies in 12 countries & found that countries are slow in adopting NRP. Based on feedback of old paradigm, the changes in objectives, key target sector, main tool & key actors are made in NRP.

iv.) There was a need of defining rural appropriately. A considerable OECD population (25%) lives in predominantly rural area. Annual growth rate of rural close to cities is highest & that of rural remote is lowest. According to vicinity of rural areas to cities or functional urban areas & commuting patterns, 3 types of rural areas are observed-FUA1, FUA2 & FUA3. According to the type, they have different challenges.

v.) Predominant theme of 10th rural conference is Prosperity & it is measured through 9 components of well-being. Policy makers should go beyond own policy sector to anticipate potential interactions with other policies to capitalize on complementarities suitably.

vi.) Distribution of rural well-being indicators shows that both urban & rural groups are at higher, lower or at same levels for different indicators. Average difference of
Education indicator is statistically significant between group 1& 4 across urban & rural.

vii.) Key national policies such as health care, education, innovations & others would benefit significantly from receiving guidance from rural development policy. Implementing the NRP requires navigating 4 critical steps.
   a. Capitalize on opportunities from rural-urban interactions.
   b. Enhance rural productivity.
   c. Identify & adopt innovative rural service delivery mechanisms.
   d. Improve international policy dialogue.

8. EDUCATIONAL SIGNIFICANCE OF NRP

I. SIMILARITIES BETWEEN NRP & RUSA
   It is rightly & repeatedly stated in NRP that, Key national policies such as health care, education, innovations & others would benefit significantly from receiving guidance from rural development policy. Policy on higher education in India namely National Higher Education Mission with its trivial name, Rashtriy Uchchtar Shiksha Abhiyan (RUSA) has similarities with NRP in using holistic approach, investment approach & inclusive approach for development. A strategic use of funds is recommended in both the policies. As a regional dimension is found in NRP, autonomy is there in RUSA. Both documents insist for economic growth & employment.

II. EDUCATIONAL APPLICATION
   i. Statistical evidence, agriculture is not the main source of income & several rural regions perform in line of urban for economic growth is very useful for depressing farmers in India, particularly from Maharashtra state. Along with agriculture as a source of income, farmers should be mastered with employable skills. Urban- rural interactions should be improved. Educational curriculums can include field visits, excursions, internships apprenticeships, surveys, projects those would be complementary to urban & rural learners for their interactions.
   ii. India has started so many schemes for rural development & many of them are successful. But if still the problem persists, gaps should be find out by which farmers get dipressed. Rural schemes & programs should be assessed through process evaluation to find out the gaps.
   iii. Defining 'Rural' is essential for all sectors policy makers.
   iv. Learners from predominantly rural area- Distance learning or delivered through e-learning related to employable skills would be useful based on local needs. Periodical follow up would be helpful to improve quality.
   v. Rural Learners close to cities - As annual growth rate is found to be highest for rural close to cities, education should provide opportunities to increase the interactions between rural & urban learners.
   vi. Functional Urban Areas - Figure 2 is useful for educational field, which states about not only the skill based education but type of skills useful for urban & rural part with economic significance.
a. For FUA1 service delivery skills, area specific & need based labour market skills could be incorporated in curriculum.

b. For FUA2 transferable skills along with core skills would be useful for more resilient local economies. Social skills to overcome social & economic diversity.

c. For FUA3 skills related to primary activities, essential service delivery skills would be useful.

vii. **Large Investments in rural part**- Initiative of green economy & renewable energy technology should be incorporated in curriculum.

viii. **Prosperity**- Education can train both urban & rural learners to nullify the significant difference between the levels of the well-being components across 4 groups. It would be achieved by Skill development through Health education, Education for safety, Education for accessibility & Environment education.

In short & broadly this way education sector can anticipate potential interactions with rural development policy to capitalize on complementarities during its policy implementation at higher education level.

9. REFERENCES


