



ROLE OF EDUCATIONAL INSTITUTIONS IN UPLIFTING THE RURAL PEOPLE IN HIGHER EDUCATION AND CAREER PLANNING, WITH SPECIAL REFERENCE TO UDUMALPET TALUK

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ABSTRACT

From Gurukul system to e-Learning system, the education evolved itself completely. Education is a basic need that everyone should get. Education creates a pathway to identify career of individual mostly. Sometimes, the rural education and career progression are ignorantly treated and concentrated poorly. In India, Government takes efforts for the empowerment of rural people through education including women education and rural employment. Rural areas are participative in economic development with the help of agricultural sector. The rural education and rural employment are part of economic policies in the recent years. The present study targeted to understand the Role of educational institutions in uplifting the rural people in higher education and career planning, with special reference to Udumalpet Taluk. There are approximately 55 villages in Udumalpet Taluk. Among the total population of study, 60 respondents were taken as sample using convenient sampling method. The findings revealed As per Chi-square, There is no significant association between institution type and uplifting rural education; and there is no significant association between annual income and uplifting rural career planning. The respondents mentioned the finance as the primary factor that influences the promotion of higher education and career planning in the rural areas. The government educational institutions also should actively participate in the promotion of higher education and employment opportunities in the rural area. The study has further scope to analyze the Role of higher educational institutions in uplifting the rural people in higher education and career progression in villages.

KEYWORDS

Rural education, Rural employment, Educational institutions, Career progression, Higher education.

1. INTRODUCTION OF THE STUDY

Education to empower is the motive of modern society. It is always prioritized as crucial one and it is influenced by employment or career. Career assists the society in uplifting standards and economic status. Education and Career are interrelated and interdependent as always. From Gurukul system to e-Learning system, the education evolved itself completely. Education is a basic need that everyone should get. Education creates a pathway to identify career of individual mostly. Sometimes, the rural education and career progression are ignorantly treated and concentrated poorly. In India, Government takes efforts for the empowerment of rural people through education including women education and rural employment. Rural areas are participative in economic development with the help of agricultural sector. The rural education and rural employment are part of economic policies in the recent years.

Rural education, employment and empowerment are always poor-concentrated and ignored. But the economy highly believes and needs the rural development in terms of education, employment and empowerment. While the urban develops rapidly, the rural develops slowly. The challenges of village people in of higher education and career progression are many. Unless the educational institutions focus on rural employment and career planning, the overall development in the country is not possible and attained. The concentration of Educational Institutions (EI) on rural education and rural employment will gradually gear up the contribution of rural people in higher education and employment. As per the New Education Policy 2020, the gross enrolment ratio in higher education



institutions should be hiked post higher secondary class. As well as, the employment rate should be increased in villages and post-graduation.

2. REVIEW OF LITERATURE

Osuji (2015) et.al aimed to study the prima role of Marist International University College (MIUC) in the promotion of sustainable development in Kenya. The result of study indicated that it educates its students to be agents of liberty, transforming and self-development. However, it is challenged by financial constraint and limited programmes available. It implied that only some of the students get benefitted from curriculum; hence the rate of concentration of wealth of knowledge for sustainable development nationwide is less. The study recommended to the government to fully fund private universities as it serves public universities and it also advised to develop more innovative and market-driven campaigns.

Theocharis (2017) analyzed that the current policy's focus on labour market-driven policies in higher education that leads to always growing rivalry transforming the social institution to ordinary market-place, where achievement and programmes are viewed as currency that can be twisted to a labour market-value. It resulted that higher education turns very costly and even if policies are rooted towards transparency, practically, just some people have money to afford it. A move towards a hybrid model should be viewed by policy makers to forward to create educational systems which are more inclusive and societies that are knowledgeable.

Muhammad Shabbir et.al (2018) studied to explore the common perception of students about their education for their practical lives, investigate the relationship between higher education and employment, and the extent higher education predicts employment for students. The relationship between higher education and employment found significantly positive and it was evident that higher education strongly affects and applied as predictor of employment. On the bases of these findings, it was suggested that Educational ministry must engage its strength for the expansion of higher education and encouragement of proper structural reforms in employment directions.

Maia Chankseliani et.al (2020) presented new experiments and conceptual insights into the paths in higher education. The study provided a large evidence on the national indications of the development role of universities, it also showed that limited academic freedom and institutional autonomy obstacle the full realisation of the potential of higher education. The paper questioned the possibility of diluting higher education from the immediate human capital and modernisation needs of the nation-state and becomes concerned with the global on promoting independence to cultivate intellectual curiosity through education and research, and rousing a more holistic imaginary of the development purposes of higher education.

Irma Shyle (2020) attempted to explore that Students are influenced by a variety of factors while choosing a university and often after graduation encountering a job market gap. Career orientation, during and after the studies serve as a method of positioning Polytechnic University for Tirana's students distinctively, but also support them in the job market placement. Technology development created bureaucratic procedures and made it easier to collect information. This study analyzed the significance of the university in the alignment towards the labour market and career planning, students' expectations after completing their studies and their ability to fit in to market demands. The underlying target for research is to build an online platform in which students can get an academic and professional profile, thereby creating a flyover to all businesses offering vacancies.

3. STATEMENT OF THE PROBLEM

Education and career are basic necessities of every individual. The government should ensure that all the people get educated and employed appropriately. Rural education, employment and empowerment are always poor-concentrated and ignored. But the economy highly believes and needs



the rural development in terms of education, employment and empowerment. While the urban develops rapidly, the rural develops slowly. The challenges of village people in of higher education and career progression are many. Unless the educational institutions focus on rural employment and career planning, the overall development in the country is not possible and attained.

As per the New Education Policy 2020, the gross enrolment ratio in higher education institutions should be hiked post higher secondary class. As well as, the employment rate should be increased in villages and post-graduation. The present study targeted to understand the Role of educational institutions in uplifting the rural people in higher education and career planning, with special reference to Udumalpet Taluk. The study takes the population from 55 villages in Udumalpet Taluk. The study has further scope to analyze the individual factors affecting rural education and employment separately. The study has further scope to analyze the Role of higher educational institutions in uplifting the rural people in higher education and career progression in villages.

4. OBJECTIVES OF THE STUDY

- ❖ To understand the socio economic profile of the respondents.
- ❖ To explore the role of education institutions in higher education.
- ❖ To highlight the role of education institutions in career planning.
- ❖ To analyze the remedies for uplifting rural people in higher education and career planning.

5. RESEARCH METHODOLOGY

Research methodology is a framework of conducting the re-search work. The present study depends upon the data from both primary source and secondary source. The structured questionnaires yielded primary data whereas websites and printed sources supplied the secondary data. The questionnaire was properly framed in line with the objectives of study. The first section of questionnaire collected information of personal information of the respondents. The second section explored the idea of rural people about higher education and career planning. The final section analyzed the role of educational institutions in the upliftment of rural people in career planning and higher education. Sample size of the study was determined as 60 respondents covering Academicians from Schools, Colleges and Training Institutes in Udumalpet Taluk. Non Random sampling method was opted. The respondents were asked to fill the questionnaire. Convenient sampling was adopted to take samples out. The specific tools were also employed for the study including: Simple Percentage Analysis, Rank Analysis, Chi-square Test and ANOVA.

6. HYPOTHESES OF THE STUDY

Following null hypotheses were framed for the study.

1. There is no association between institution type and uplifting rural education.
2. There is no association between annual income and uplifting rural career planning.

7. ANALYSIS OF DATA

SOCIO-ECONOMIC PROFILE

Factor	Components	No. of Respondents	Percentage (%)
Gender	Male	24	40
	Female	36	60
Age Group	21-30	12	20
	31-45	29	48
	46-60	17	28

	Above 60	2	4
Annual Income	Below Rs.150000	16	27
	Rs.150001-Rs.250000	21	35
	Rs.250001-Rs.350000	14	23
	Above Rs.350000	9	15
Area of Residence	Rural	29	48
	Urban	21	35
	Semi-urban	10	17
Family Type	Joint	17	28
	Nuclear	43	72
Medium of Instruction Teaching	Tamil	21	35
	English	31	52
	Both	8	13
Type of institution serving/belonging	Private	39	65
	Government	11	18
	Trust Established	10	17
Designation	Teacher	21	35
	Professor	19	32
	Mentor/Tutor	13	22
	Principal/Head	4	7
	Others	3	4
Rural based institution	Yes	31	52
	No	29	48
Quantum of rural students studying	Majority	33	55
	Moderate	15	25
	Minority	12	20

Source: Primary Data

The above table depicts the socio-economic information of the respondents. 60% of the respondents are Female. 48% of the respondents belong to age group of 31-45. 35% of the respondents has annual income is between Rs.150001 and Rs.250000. 48% of the respondents are from rural area. 72% of the respondents belong to nuclear family. 52% of the respondents teach English medium students. 65% of the respondents belong to private institution. 35% of the respondents are teachers. 52% of the respondents stated that they work in rural based institution. 55% of the respondents stated that their institution has majority of rural students.

CHI-SQUARE ANALYSIS

(i) There is no association between institution type and uplifting rural education.

Institution type and uplifting rural education are compared. The calculated chi-square value is 8.424 and table value (at degree of freedom 4) at five percent level is 9.488. Since the calculated Chi-square value is lower than the table value at five percent level, there is no significant association between institution type and uplifting rural education. Therefore, the null hypothesis is accepted.

(ii) There is no association between annual income and uplifting rural career planning.

Annual income and uplifting rural career planning are compared. The calculated chi-square value is 8.833 and table value (at degree of freedom 6) at five percent level is 12.592. Since the calculated Chi-square value is lower than the table value at five percent level, there is no significant association between annual income and uplifting rural career planning. Therefore, the null hypothesis is accepted.

RANK ANALYSIS

Role of Educational Institutions

Factors	Total	Mean Score	Rank
Motivating students for Higher Education	237	6.58	VI
Preparing students for Higher Education	214	5.94	III
Creation of Scholarship for Higher Education	202	5.61	I
Creation of Awareness for Higher Education	238	6.61	VII
Assistance for pursuing Higher Education	204	5.67	II
Outreach for promoting Higher Education	227	6.31	IV
Government support Higher Education	241	6.69	VIII
Opportunities to pursue Higher Education	236	6.56	V

Source: Primary Data

With the help of the primary data, the Role of Educational Institutions in promotion of rural education and career planning are ranked. Creation of Scholarship is ranked I. II rank is given to Assistance for pursuing Higher Education. Preparing students for Higher Education and Outreach for promoting Higher Education are given ranks III and IV respectively. Opportunities to pursue Higher Education is ranked V. Motivating students for Higher Education is ranked VI. Creation of Awareness for Higher Education is ranked VII and finally Government support Higher Education is ranked VIII.

ANOVA

Groups	Count	Sum	Average	Variance
Highly Satisfied	8	58	7.25	4.785714
Satisfied	8	96	12	1.428571
Neutral	8	135	16.875	11.55357
Dissatisfied	8	113	14.125	11.26786
Highly Dissatisfied	8	78	9.75	11.35714

Source: Primary Data

The above table depicts the analysis of variance between the variable or Role of education institutions in higher education and career planning and Level of satisfaction of the contribution of educational institutions towards the higher education and career planning. It is concluded that Neutral satisfaction and Dissatisfaction have significance and High satisfaction, Satisfaction and High satisfaction does not have any significance.

8. FINDINGS

These are the major findings. 60% of the respondents are Female. 48% of the respondents belong to age group of 31-45. 35% of the respondents has annual income is between Rs.150001 and Rs.250000. 48% of the respondents are from rural area. 72% of the respondents belong to nuclear family. 52% of the respondents teach English medium students. 65% of the respondents belong to private institution. 35% of the respondents are teachers. 52% of the respondents stated that they work in rural based institution. 55% of the respondents stated that their institution has majority of rural students.

As per Chi-square, There is no significant association between institution type and uplifting rural education; and there is no significant association between annual income and uplifting rural career planning. Creation of Scholarship is ranked I. II rank is given to Assistance for pursuing Higher Education. Preparing students for Higher Education is given ranks III. In the ANOVA test, Neutral satisfaction and Dissatisfaction have significance and High satisfaction, Satisfaction and High



satisfaction does not have any significance. 72% of the respondents are willing to support the rural higher education and career planning. 61% of the respondents stated that management is a constraint for outreaching the areas for creation of awareness on rural education and rural career planning.

9. SUGGESTIONS

The findings showed that the rural education and career planning are not properly focused by the educational institutions. Almost half of the respondents mentioned that they are not able to focus rural areas for the higher education and career planning due to the restrictions of their own educational institutions and constraints of management. In order to align the urban development with rural areas in terms of education and career, the education ministry of central and state governments should frame the effective and efficient policies. The NEP should be implemented to promote the rural education and rural career planning.

The respondents mentioned the finance as the primary factor that influences the promotion of higher education and career planning in the rural areas. The government educational institutions also should actively participate in the promotion of higher education and employment opportunities in the rural area. Scholarships and financial assistances are not uniformly spread over by the government and non-government organizations in order to channelize adequate amount of financial assistance to the needy rural students for pursuing higher education in their areas. The government should also empower the rural candidates with job opportunities and training.

10. CONCLUSION

There are many reasons that influence the rural people in the choice of higher education and career planning in their areas. The NEP should be implemented to promote the rural education and rural career planning. The respondents mentioned the finance as the primary factor that influences the promotion of higher education and career planning in the rural areas. In the focus limits of National Education Policy, education should reach each and every needy individual in India and it should not be neglected to anyone. Also, the education should be support the individual to get him/her placed in an appropriate job. So, the higher education institutions along with government and non-government organizations should frame policies together to become Educationally Empowered Nation especially in rural areas. The vision of NEP is to achieve maximum enrolment ratio in higher education. Along with this, the education institution should be expanded and diversified with lot of educational programmes of UG and PG.

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Industrial Engineering Journal

ISSN: 0970-2555

Volume : 52, Issue 6, No. 4, June : 2023

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