

Rural Education: A Study of District Dimapur of Nagaland in India

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Abstract:- Dimapur District is a place of Nagaland state, and the centre place of Nagaland. The education system in rural areas is not so fruitful for the children. To improve the socio-economic conditions of the people in the north eastern state, there is need to provide proper education facilities to all children in rural areas. The major objectives of this paper are; to study the education facilities, infrastructure available in district Dimapur of Nagaland, to study the problems related to education of rural people, to provide suggestions for improving the level of rural education.

Keywords:- Education, Rural Areas, Illiteracy, Poverty, Infrastructure.

I. INTRODUCTION

Education is a way to improve the quality of life and literacy to minimize poverty and to make each and every citizen ability to read and write. And every child has the 'right to get education' from the very beginning. Education in rural areas is more important for the improvement of socio-economic development in balancing the scale between the high and low. There is a low literacy rate in rural areas, Technology can be brought only through education and hence development cannot be brought without education. And every child has excess to get basic primary education to know of their basic rights and ability to read and write to bridge the gap in all sectors of the society.

II. REVIEW OF LITERATURE

- Suman Battacharjea, Wilima Wadhwa, Purnima Ramanujan, in his article, 'Progress through primary school in rural India: Evidence from a longitudinal study', 2013, 'Nationally, about half of all children in grade 5 are unable to read a grade 2 level text', outcomes in arithmetic are even poorer.
- Dr. S. Govindarajan in his article, 'A study on the rural education and rural development in India, 2017; The consistent development of the Indian economy powers the Indian government to quicken the way toward building up every one of the parts of the Indian education framework'.
- Sandeep Sharma, Dora Marinova and Diana Bogueva in their article, transitioning to better primary education: The role of an expatriate organization in India, 2020, 'of the estimated cohort of 200 million children in the primary school age bracket; over six 6) million children still remain excluded from schooling', 'Novelty and contribution of the expatriate engagement model as one of

the possible supportive forces for lifting the educational level of rural children and achieving SDG4 in India'.

- Radhika Kapur in his article, 'the system of education in rural areas', 2019; 'Developments in the system of rural education mainly focuses upon creation of amiable school environmental conditions and utilizing the practices and methods in such a manner that would enhance the educational skills and abilities of the students'.
- Anita Silvana Ilak Persuric and Patrick Gautier in their article, 'Multiple effects of education in rural areas: action research for development strategies in Croatia, 2005, education is an essential prerequisite for reducing poverty and for improving the living condition of rural people. Education is an essential factor for rural development.'
- Michael Corbett in his article, Re-placing rural education: AERA special interest group on rural education career achievement award Lecture, 2021, 'In the field of rural education, has offered a compelling challenged to this marketized framework and its choice politics, with marketized options to rural communities stressed by neoliberal pressures (Eppley, 2021.)'
- Elizabeth Wargo, Kathleen Budge, Davin Carr-Chellman, Kathryn Canfield-Davis in the article, Leadership for rural school district Improvement: The case of one statewide research practice partnership, 'As rural school districts play key economic, social and political roles in rural locales for better understand leadership as adaptive in literature for rural education improvement', 2021.

III. METHODOLOGY

Primary sources of data, structured questionnaire is used and through phone calls and secondary sources of data, such as the internet sources and journals, books, newspapers, magazines related to the topic.

Sample;

A sample of 10 villages residents of the district dimapur was taken.

IV. ANALYSIS

Gender of the respondents	No of respondents	Percentage
Male	36	36.0%
Female	64	64.0%
In which school your children are studying?	No of respondents	Percentage
Govt school Duncan	6	6.0%
Govt school Darogapathar	2	2.0%
Govt school Purana bazar	3	3.0%
Govt school Burma camp	6	6.0%
Govt school Aoyimti	5	5.0%
Govt school Chumukedima	7	7.0%
Govt school Diphupar	6	6.0%
Govt school Naharbari	5	5.0%
Govt school Nagarjan	4	4.0%
Govt school Lengrijan	8	8.0%
Govt school Kushiabill	5	5.0%
Govt school Thahekhu	12	12.0%
Govt school Thiluxi	10	10.0%
Govt school Sovima	8	8.0%
Govt school Indisen	8	8.0%
Govt school Notun Bosti	5	5.0%
Are you satisfied with the educational facilities provided by the school?	No of respondents	Percentage
Yes	47	47.0%
No	53	53.0%
Why have you sent your children to govt school?	No of respondents	Percentage
Financial	100	100.0%
Why have you sent your children to private school?	No of respondents	Percentage
Nil	0	0.0%
Are you satisfied with the education facilities provided to child in school?	No of respondents	Percentage
Yes	47	47.0%
No	53	53.0%
What to you expect from local government?	No of respondents	Percentage
Quality education	39	39.0%
Infrastructure	34	34.0%
Textbook	1	1.0%
Resources	1	1.0%
Good teacher	25	25.0%
What do you expect from state government in education facilities?	No of respondents	Percentage
Quality education	39	39.0%
Infrastructure	34	34.0%
Textbooks	1	1.0%
Resources	1	1.0%
Good teachers	25	25.0%
Are your children satisfied with the education facilities?	No of respondents	Percentage

Yes	39	39.0%
No	61	61.0%
Do you know about SSA?	No of respondents	Percentage
Yes	52	52.0%
No	48	48.0%
Do the teachers comes to your house to give advice in taking admission?	No of respondents	Percentage
Yes	40	40.0%
No	60	60.0%
Do you want to provide more education to your children?	No of respondents	Percentage
Yes	100	100.0%
No	0	0.0%
What problem you face while you go for admission?	No of respondents	Percentage
Illiteracy	34	34.0%
No problem	47	47.0%
Queue	2	2.0%
Financial	16	16.0%
Online	1	1.0%
Do you send your children regularly to school?	No of respondents	Percentage
Yes	98	98.0%
No	2	2.0%

According to the above table, respondents responded out of 100 respondent 64% were female and 36% were male. While asked they responded that 12%, of students went to government school of eralibil,10% on thiluxi, three groups of 8%of different colonies went to sovima, indisen and lengrijan government schools, 7% on chumu, other 6% on dobagaon, Burma camp and Duncan, respectively, 5% on Aoyimti, nahabari, pwd and shopa, 4% on nagarjan, 3% on buranabazar, and 2% on aoyimsen government schools. 47% responded said yes, that they are satisfied with the educational facilities provided by the school and 53% were not satisfied. All the 100% that parents sent their children to govt school because of lack of financial. 47% of respondents were satisfied by the facilities provided by the school and 53% respondents were not satisfied by the facilities of the school. 39% of the respondents expect quality education from the local government and state government. 34% respondents expect on better infrastructure, 1% respondents expect better distribution of textbooks, 1% respondents expect better resources available and sanction by the government through schemes, and 25% respondents demanded on good teachers. 39% responded replied that their children are satisfied by the educational facilities and 61% where respondents replied they were not satisfied.

52% respondents said yes, they knew about the SSA (Sarva Shiksha Abhiyan) and 48% respondents said no, they were unaware of the SSA scheme. 40% of the respondents said that teachers come to give advice to their house to send their children to school while 60% of the respondents said that teachers do not come to their house to give advice to take admission. 100% of the respondents said yes, they want

to send their children to better schools and provide more education to children. 34% responded that they face their illiteracy while going to take admission of their children, 47% had no problem, 2% responded that they had to stand in queue, 16% responded that they had financial problem, and it was only 1% from the responded that he takes admission through online payment. 98% said yes, they responded that they sent their children regularly to school and 2% said no, they don't send their children to school regularly.

V. MAIN FINDINGS

- 53% of parents are not satisfied with educational facilities provided by the school in rural areas of district Dimapur in Nagaland.
- Due to their low financial condition the parents sent their children to government school in district Dimapur.
- 53% of parents are not satisfied with educational facilities provided to child in school.
- Most of the parents expect from local govt and state govt to provide quality education, infrastructure and good teachers, non-absent of teachers in rural school.
- Parents sent their children to government schools because of poor financial and economic conditions.
- 60% of parents said that educational authorities/teachers do not come to their house to get information about the admission of their children.

VI. SUGGESTIONS

- Better infrastructure facilities should be provided by state and local govt in rural areas for quality education.
- Technological-education facilities should be provided.
- Scholarship should be provided to those few who have very low level of income.
- Extra-curricular activities should be made available in govt run schools to get enrolment, through the participation from rural schools to the national level.
- Awareness should be made through door- to-door campaign, surveys, etc about the SSA (Sarva Shiksha Abhiyan.)
- More advantage should be given to teachers and students in schools in rural areas provided textbooks, library and laboratory facilities so that they are left with no reason for not attending the schools.
- To promote computer literacy.
- Better well-trained teachers should be selected and non-absent of teachers should be regulated by the high authority.

VII. CONCLUSION

Education is important for every citizen and to make a better person, a transforming journey of human mindset in moulding and shaping in a proper direction through education, an ability to differentiate the differences between the right and the wrong and to minimize insecurity in the country and safeguard. Education should be start from the grass root level to make country more develop in a long run.

Poverty cannot be Eradicated but can be minimize only through Education.

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