



IMPACT OF GOVERNMENT POLICY AND PLANNING TOWARDS EDUCATION OF RURAL AREAS OF ASSAM

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ABSTRACT :

Right to Education is a primary right of every citizen of India, whether a child resides in a high profile society or in a far-away not so developed secluded village. Education is a vehicle through which one can achieve success in life. Education improves social status, cultural and intellectual qualities. Rural Education plays a pivotal role in resolving many of India's key problems-youth disillusionment, poverty, crime to name a few. Government policies can have a significant impact on rural education and can help to address some of the challenges faced by rural areas. Policies that focus on improving access to education, supporting teacher training and recruitment, and investing in technology and infrastructure can help to create a more supportive environment for rural education. So this paper tries to study how government policies are impact on education of rural areas of Assam. Also try to highlights the socioeconomic scenario of the study area.

Keywords: *Right to Education, Social status, Rural Education, Government policies, Socioeconomic.*

I. Introduction:

Right to Education is a primary right of every citizen of India, whether a child resides in a high profile society or in a far-away not so developed secluded village. Education is a vehicle through which one can achieve success in life. Education improves social status, cultural and intellectual qualities and also opens up new opportunities to access new information and

technology that enables an individual to make the right decisions in both personal and professional life. It allows children to understand policies, rights, laws from the young age which will be helpful in the future.

Rural Education plays a pivotal role in resolving many of India's key problem.



Youth disillusionment, poverty, crime to name a few. It is the rural education scenario which is the yardstick of a nation's development. Mahatma Gandhi once said, **"India lives in her villages"**. And the remark made by the Father of the Nation many decades ago still seems to hold true even after fast-paced urbanization in India. An education system in rural communities has the opportunity to build capacity and knowledge in the rural populace, helping them to make informed decisions about their farms and to innovate agriculture affairs.

The rural population of India represents 65% of the total population around 88 crore. As of 2021, the literacy rate in rural India was around 73.5%. This includes 81% male and 65% female literacy in rural section of India. As the rural economy currently contributes to 25%-30% of the country's GDP, literacy in these parts is important for the Indian economy.

Government policies can have a significant impact on rural education and can help to address some of the challenges faced by rural areas. Policies that focus on improving access to education, supporting teacher training and recruitment, and investing in technology and infrastructure can help to create a more supportive environment for rural education. However,

policy interventions may need to be tailored to specific local contexts to be effective. Overall, improving access to quality education in rural areas is crucial for promoting social and economic development and creating opportunities for individuals and communities in these areas.

The study area was Rajapara, a village located in Chayani Tehsil in the Kamrup District of Assam, India. It is situated at a distance of approximately 65 k.m from Guwahati and its adjacent to the Chandubi Lake. Rajapara is a Rabha dominated village and broken Assamese is the commonly spoken language in this village. According to Census 2011, there are about 320 households in Rajapara village. The village is surrounded by lush green forests and is home to a diverse range of flora and fauna. It is also a popular destination for eco-tourism, with several eco-resorts and homestays in the area. The villagers of Rajapara and surrounding areas are primarily engaged in agriculture and fishing, and the village is known for its traditional handicrafts and ethnic cuisine. It is served by a Government primary school, a primary health centre and a sub post office. The famous Chandubi Lake and the Kolongtari Picnic Spot are situated near the village.

II. Significance of the Study:

Study on rural education are an important tool for understanding the status of



education in rural areas and can help guide policy decisions. These study can provide valuable data on enrollment rates, literacy level and learning outcomes among students in rural areas based on impact of government policy and planning to wards rural education. There all India lives in villages. As more than half of the population of the country lives in villages, rural development is an eminent factor for development of our economy. The crucial motivating factor for the development of the economy in today's time is education. To explore this significant role of education in Assam specially rural Assam, this paper tries to explain in the present condition of rural education, rural education failures and problems being faced by the rural education. It also focused the various initiatives been taken by government and some of the suggestions for improving the education system in rural or remote areas.

Moreover, the findings of rural education surveys can provide information that is essential for valuating the effectiveness of education policies and interventions. By tracking progress over time and comparing rural areas to urban or sub-urban areas, researchers can identify areas where interventions are having the greatest impact and where additional resources or changes in approach may be needed.

Overall, studies on rural education are an important tool for understanding the state of education in rural areas, identifying the challenges and opportunities that exist, and developing policies and interventions that can help improve educational outcomes.

III. Objectives:

- a) To analyse the socio-economic profile of the people in the study area.
- b) To study the impact of government policies towards education of rural area.
- c) To study the impact of free education and distance from educational institutions on the educational level in the study area.

IV. Tools and Methodology:

To study the above objectives, the Primary data have been collected through the method of Purposive sampling (i.e. a method in which sampling units are collected to fulfil a definite purpose). In the study area there were total 320 households from which we can draw conclusion. However due to various challenges, only 100 households have been selected from a total of 320. Based on the responses from those selected households at a later stage, I have drawn another worthy conclusion or outcome. In this study data are collected through Direct Personal Interview (DPI) method. DPI was conducted in the area by two alternate members of each group with the help of schedules. The data collected



through demographic survey are of great help in describing population and their characteristics such as age, education, housing and marital status, etc.

After collection of the primary data, classification and tabulation of the acquired data is done and represented with the help of statistical tools like, regression model etc. The collected data is analysed by using appropriate statistical techniques.

V. Results and Discussion:

5.1 Socio -economic Profile of the Study Area

To study the socio -economic profile of People of the study area, have been considered the following indicators and found the results

Gender :

Gender	Number of persons
Male	44
Female	56
Total	100

It is found that in the study area out of 100 samples female samples are greater than male samples, i.e, and 56 female and 44 male sample.

Age Structure:

It refers to the number of people of different age group. It is found that the large number of population belongs to 30-40 age

group and followed by 18-30 age group of the selected sample.

Age (InYears)	Number of Person	Percentage
18-30	28	28%
30-40	32	32%
40-50	18	18%
50-60	16	16%
Above60	6	6%
Total	100	100%

Marital Status:

Marital status is the legally defined marital state. There are several types of marital status – single, married, widowed, divorced etc. Marital status appears to be more strongly related to life satisfaction for older adults than for younger adults. In our analysis it is found that a large size of population belongs to the married group of the selected samples.

Marital Status	Number of persons	Percentage
Married	62	62%
Unmarried	32	32%
Widow	6	6%
Total	100	100%

Educational Status:

It is a sub-division of formal learning. Typically covering from the lowest level of education qualification i.e illiterate to highest level of education qualification i.e. Postgraduate. The selected samples,



maximum population belongs up to primary followed by Matriculation level.

Educational status	Number of person
Illiterate	14
Uptoprimary	42
Matriculation(Upto10)	22
Intermediate(10+2)	18
Graduation	4
Post-Graduation	0

Religious Status:

Religious is one of the most dominant forces affecting the cultural and political life of the majority of Indians. Since religious virtually permeates community lives. In our study area all the people are belong to the Hindu religion.

Social Category:

Social category is the process through which we group individuals based on social information. In our analysis of the survey, all the people belong to the Schedule Tribe (P).

Occupation:

Occupation are fundamental to human health and well-being because they provide meaning, identity and structure to people’s lives and reflect society’s value and culture. In our analysis, most of them are housewives followed by farmers and others.

Occupation	No of person	Percentage
Housewives	40	40%
Employed	12	12%
Self-	6	6%
Farmer	22	22%
Labour	2	2%
Others	18	18%

In the study area it is found that 94% of the respondents are studying in government aided institutions and 6% of respondents are studying in private institutions. And around 80% respondents are received free education from the government and 20% are not. Regarding the good infrastructure including buildings, rooms, campus for education, around 72% respondents are satisfied on good infrastructure facilities in Schools and 28% are not satisfied. Scholarship is one of traditional method to provide financial assistance for belonging backward students in the government educational institutions. Interestingly in the study area it is found that only 14% respondents are getting scholarship and 86% respondents are not getting.

Recently Government has adopted and implemented various education policies to improve the quality of education in rural area schools in Assam. Around 92% respondents are felt that the government policies are improved the quality of education and other 8% respondents are not felt. Also in the study area it is found that



around 70% respondents said that there is no any educational institutions in their locality.

The study on rural education serves as a crucial tool for assessing the state of education in rural areas and understanding the challenges and opportunities that exist. It provides valuable insights into the existing educational infrastructure, access to educational resources, quality of education, and the level of community involvement.

One of the key aspects addressed in the study is the accessibility of education in rural areas. It examines the availability of schools and educational institutions, as well as the distance that students need to travel to access education. This information helps in identifying areas that lack proper educational facilities and allows policy makers to take necessary steps to establish schools and educational centers in under-served regions.

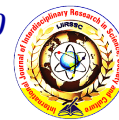
The study also focuses on the quality of education provided in rural areas. By identifying gaps in the quality of education, the survey helps in formulating strategies to enhance the teaching-learning process and improve overall educational outcomes in rural communities. Another significant aspect explored in the study is the level of community involvement and support for education. It gauges the awareness and understanding of the importance of education among rural populations and their willingness to actively participate in

educational initiatives.

Moreover, the study examines the impact of socio-economic factors on rural education. It analyses the influence of poverty, lack of infrastructure, and cultural barriers on educational attainment. Understanding these challenges enables policy makers to devise targeted interventions to address the specific needs of rural students and create a supportive learning environment.

Overall, the study on rural education provides a comprehensive understanding of the current status of education in rural areas. It serves as a foundation for evidence-based decision-making and policy formulation aimed at improving educational opportunities, enhancing the quality of education, and fostering equitable access to education for all individuals, irrespective of their geographical location. By addressing the issues highlighted in the survey, societies can work towards bridging the urban-rural education divide and promoting inclusive and sustainable development.

We can discuss the impact of various factors on development of rural education with the help of a regression model. So, a linear regression model is framed taking EDUCATIONAL STATUS as a dependent variable and ACCESSIBILITY TO FREE EDUCATION, AVAILABILITY OF EDUCATIONAL INSTITUTION and GOOD INFRASTRUCTURE as independent variables. Here all the independent variables



are dummy variables. Their impact has been checked by assigning some values (i.e. 0 and 1) according to their presence or absence.

The model is written as-

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + u$$

Where,

Y = Educational status

α = Constant

X₁ = 1 if free education is accessed

= 0 if free education not availed

X₂ = 1 if educational institution is available

= 0 if educational institution is not available

X₃ = 1 if there exist a good infrastructure

= 0 if not or otherwise

β_1, β_2 and β_3 are coefficient of X₁, X₂ and X₃ respectively and u is the random term

The data for Educational status, availability of educational institution, accessibility to free education and availability of good infrastructures are collected through direct personal interview from our study area and is entered in the SPSS data editor. The linear regression analysis of the data is performed using the analysis table in SPSS. The results we have obtained from SPSS are as follows:

Regression Analysis Table:

Regression Results				
Variable	Estimat	SE	T	P
Intercept	1.8916	0.406	4.664	<.001
Accessibility to Free education	0.3413	0.337	1.012	0.317
Availability of educational Institution	0.6171	0.341	1.1810	0.077
Availability of Good infrastructure	-0.0338	0.294	-0.115	0.909

F (3, 96) = 1.34 (0.001)	R ² = 0.0805
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The table above is extracted from the output of SPSS package. In the table, the value of the coefficients and the standard errors of the different variables are given. Dividing the coefficient value with the standard errors we get the t value. Higher t value gives higher reliability but the cut off for acceptable reliability is given by the p value. p is the risk of wrongly concluding that a variable has significant impact on the dependent variable. The acceptable range for p value is $p \leq 0.10$. R² indicates how much variation in the dependent variable is captured by the estimated equation.

It is evident from the table above that there exists a positive relation between all the independent variable taken and the dependent variable i.e. the educational status of rural area. But from the values and the associated p value we can observe that only the availability of educational institution have high significant impact on the educational level in rural area i.e. at 10% level of significance, where as accessibility to free education and good infrastructure did not have any significant effect on the educational status of the states. The R² value is 0.0805 which can be interpreted as 8% variation of educational status is captured by all the included factors. At last from the F value and the significance level we can say that model is overall a significant one at 1%



level of significance.

VI.Conclusion:

Study on rural education has shed light on the critical importance of education in the development of a country. It has reaffirmed the notion that basic education is a fundamental human right that should be accessible to all, regardless of their geographic location. The findings of the study have underscored the need for strong community support and active participation to ensure the successful implementation of educational programs in rural areas.

The study has highlighted the role of various stakeholders in promoting education in rural communities. The government must continue to prioritize education by formulating inclusive policies and allocating adequate resources to bridge the urban-rural education gap. Educated youth from urban areas have a significant role to play by volunteering and sharing their knowledge and resources with rural communities. Teachers and young scholars must actively engage with rural areas, imparting quality education and inspiring a love for learning.

The study has emphasized the importance of spreading awareness about the need and significance of education among rural populations. Efforts to raise awareness should involve targeted campaigns, community engagement programs, and the

utilization of innovative communication channels.

Ultimately, by addressing the challenges faced by rural education and working together as a collective society, we can empower individuals in rural areas, unlocking their potential and contributing to the overall progress and prosperity of the country. The survey serves as a valuable tool for policymakers, educators, and communities to guide their efforts in creating an inclusive and equitable education system for all, regardless of their place of residence.

Following are some recommendations furnished based on the study:

- **Equitable Education:** In rural India, there are many areas that are still bogged down by poverty, poor health, hunger, unemployment and inequality. While the government has worked to alleviate the conditions and some successes have been reported, we still need to travel a long path. And, in that direction, the state is taking the right steps by formulating various schemes for the students.

1. **Teacher availability:** The teacher is key to successful education; education is the process between the teacher and the student at its heart. Teaching needs to improve if education is to improve. Any initiative to



reform must understand the teacher's centrality. Teaching is a discipline that is intellectually and ethically rigorous. With regard to their professionalism and expertise, teachers must see as autonomous, competent, and responsible professionals.

2. Rural Connectivity: Due to the difficulties of getting there, most students and teachers opt out of classes. There are no simple railway links in rural areas. Of course, investments in the rail networks in rural areas would strengthen the education systems.

3. Digitalization of education: Digital literacy is an important part of education, especially in a world where technological advancement is the flag bearer of change. The focus is not only on infrastructure, but also on quality and creative solutions through technology to enhance educational delivery systems. The student population has shown tremendous enthusiasm for studying e-Resources. This holds great promise for the future, as internet penetration grows and rural and far-flung areas will be the key beneficiaries of online courses and facilities.

4. Trained Teachers: The first and foremost thing is to train each non-permanent teacher named recently. Student psychology should be understood by expert teachers, and they will be able to properly control and develop their pupils. Therefore, the first step should

be to train teachers to ensure that the most basic requirements can be met.

5. Decentralization in school management:

There is no question that the secret to repairing and reviving the dysfunctional rural education governance structure in India is decentralization in school /college administration and governance. In this regard, in order to revive and improve the standard of education in rural areas of the country, the position of local bodies and self-help groups is most crucial. Rural Connectivity: Due to the difficulties of getting there, most students and teachers opt out of losses. There are no simple railways in rural areas, which makes travelling a strenuous operation.

Present study has set a direction in discussing the awareness about government policy or planning for educational development. The important parameter to assess the success of any scheme is awareness about the scheme. Even the percentage of utilization of schemes is also considerably very less. Here, is a gap in terms of awareness and utilization of the schemes among parents and students respectively. Engaging and involving the local community, organization of parent-teacher meetings can help in reducing the aforementioned gap. Besides, upgrading infrastructure creates a conducive learning



environment and enhances the students' educational experience. Additionally ensuring that schools are physically accessible to students or implementation of distance learning is also an important

consideration. So these practical implications can help in developing rural educational status and create socio-economic growth and development.

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