

Quality Education and Primary School Administration in Nagaland: A Study of Government Primary Schools in District Dimapur

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ABSTRACT

Education plays an important role in the development of the society and the country. The infrastructure of the schools should be properly maintained and enrolment of the students should be increased every year to minimize illiteracy. Economic prosperity can be achieved only through education. Improved health and education are prerequisites for long-term economic growth, and they also raise individual income because of the increase in deficiency. While basic education provides the groundwork for reading and writing for every person, children for socioeconomic growth, education contributes to the growth of an economy through the acquisition of training and skills and poverty alleviation by providing basic literacy. Its outcomes can be empowering, giving people the ability to take control of their lives and make better decisions, helping to establish a democratic society, raising earning potential and social mobility, and enhancing individual and family health and nutrition (especially for women). Additionally, there is a significantly higher social return on primary education. India's low educational standards, which are evident in the stark gender differences in enrollment, completion rates, labor market participation, and infrastructure deficiencies, have sparked legitimate concerns about how the country will be able to maintain its economic growth as it approaches the status of a global power. The main purpose of the research is to identify the factors that need improvement in the field of education in the schools and to suggest measures for better facilities for the students of government primary schools in district Dimapur.

Keywords: Quality Education, Inclusive Education, visual Aids, Curriculum, School Administration

INTRODUCTION

School Administration plays the role of managing the schools and improving the educational institution of the state and district Dimapur. School Administration organizes the school institutions to provide quality learning to the students; it directs the teachers and other staff members in improving the school's institutions through guidance, instructions, and orders through its programs and policies. According to (2018-19) Nagaland has a total of 1987 government schools of which 1069 of total primary schools in Nagaland under which Dimapur has 137 primary schools from class I-V and enrolment of a total of 73262 and Dimapur has 20452 under lower primary schools.

The total number of teachers of 9055 with Dimapur has 1445 of government primary teachers. The dropout rate in Nagaland state under the primary level during (2020-21) was a total of 5.71% and in Dimapur district 4.17%.

School Administration directs and guides the school institutions, it is a comprehensive effort intended to achieve quality education through its goals. School administration looks after the schools of its needs and facilities. It deals with educational institutions of every school it is concerned with both human and material resources that include children, parents, teachers, etc. It looks after the finances, the building of the schools, its infrastructure, supplies of equipment, textbooks, pencils, boards, community needs, and so on. School administration is different from other types of administration as it is concerned with the development of human personality ranging from childhood to manhood.

The main purpose of school administration is to educate children from every corner of the district and state right from the very young age children till adults starting from the grassroots level. It is a difficult task that the school

administration undertakes. School administration takes part in running of every school. School administration facilitates education and can overlook personal shortcomings to obtain efficiency and the ability to provide quality education in every school within the district and state.

In former times social life was provided by family and later by religious community, served as a school for life. The children learned the work and life pattern but with the lapse of time, as society became large and complex, with the growth of civilization and human knowledge and experiences family and other agencies of education were found inadequate to the future generation and the education of children became important in nurturing values and skills, knowledge in contribution to the modern world. Education develops a person as a whole in choosing the right way.

Education had always achieved remarkable results in this globalization on socioeconomic, political and cultural as good knowledge never fails a latter and a movement from clouds of darkness to light. It brings a mutual understanding and non-discrimination in the form of gender and non-violence. Education makes an individual understand and willing to cooperate each other. Even if all the systems fail, system of education should never fail but always progress.

Education is the largest enterprise undertaken for the development and growth of the individual and to meet the needs of society. It is the task of the school administration to make it work effectively and cooperatively with all the participants of the community, the public, students, teachers, parents, and people. School administration should be carried out with the great aim of education and to serve society. A free society cannot prosper without education and thus School Administration should look after the problem of education and schools. It plays an important role in its plans and policies in education. Education should reach out to every area and the most deprived sections of the population to spread literacy and improve the quality of art and culture.

REVIEW OF LITERATURE:

(Abuya, 2015) in their paper 'Free Primary Education and Implementation in Kenya: The Role of Primary School Teachers in Addressing the Policy Gap' has discussed providing primary education and the introduction of UPE (Universal Primary Education.), the process of implementing the policy of free universal primary education policy. He suggested employing more teachers to reduce class size and pupil-teacher ratio. He concluded that the teacher and student ratio can be brought better only with the implementation of the FPE (Free Primary Education) Policy. So, this type of study can also help in improving the education system in Nagaland.

(Corbett, 2021) in his paper 'Re-placing Rural education: AERA Special Interest Group on Rural Education Career Achievement Award Lecture' discussed providing qualitative Instrumental education development in the social, historical, and cultural phenomenon and to develop rural education through globalization to increase new ideas to connect the world economy, to increase Rural market and local production, to promote new social norms and Institutional mechanisms. (S.Govindarajan, 2017) in his paper 'A study on rural education and the rural development in India' discussed relating education to farming, gardening, etc. to promote a stress-free environment. Books and gifts can be given to those who perform well in the classrooms, and Visual aids can be used like projectors, televisions, etc to motivate education.

(Shikalepo, 2019) in his paper 'Characteristics of rural areas and their effects on teaching and learning dynamics' discussed about the factors that influence teaching and learning activities. He concluded that the quality of education can be brought only with community active support with the facilities of transportation and technology etc.

(Raja, 2013) in their paper 'Primary school education in India' discussed about the equitable and quality pre-primary schooling and the increase in demand for education at this stage, children who are totally excluded from pre-primary schooling, to improve quality and ensure equity in early childhood care and education (ECCE) Services.

(Sriprakash, 2010) in his paper 'Child-centred Education and the Promise of democratic learning pedagogic message in Rural Indian Primary School' discussed child-centred pedagogic practice to promote student learning. He discusses that students' engagement in learning experiences at work should be developed to improve teaching learning material for better quality education. Most students came from agricultural backgrounds and hence to help children retain better from attending school. He suggested that NALIKALI reach every rural area to improve the quality of education. The main findings of this paper were to improve the quality of education and learning through playing and co-curricular activities.

(Taneri, 2011) in his paper 'Quality of Education in Rural School: A Need Assessment Study' discussed about to improve the quality of education with the use of technology, and the national standards of MONE to improve. It concluded that better infrastructure needs to be built for quality education and awareness can be spread to

teachers and children in Rural Areas. There is a need to improve the school climate and library and to enrol more girls in education, especially in rural areas. In this paper secondary data is applied.

A review of the literature shows that there is a lack of research on quality education in rural areas of India, particularly in tribal areas. There are currently a lot of government schools in India. The level of education received in private schools versus government institutions, particularly in rural areas, differs significantly. All children, regardless of their financial situation, social standing, or caste, are to receive an education through government efforts. However, parents and society blames teachers for the poor quality of education provided by government institutions. In the government schools, the standard of technological equipments and visual aids are not equal with private schools. High expectations for the provision of free and compulsory education as well as the raising of educational standards have been created by the adoption of historical legislation such as "The Rights of Children to Free and Compulsory Education Act." High expectations for the provision of free and compulsory education as well as the raising of educational standards have been created by the implementation of constitutional provision such as "The Rights of Children to Free and Compulsory Education Act." SarvaSiksha Abhiyan has been concentrating on community participation, universal education that is applicable regardless of social or gender bias, and high-quality education since 2001–2002. The National Programme on Technology-Enhanced Learning (NPTEL), e-Pathshala SWAYAM, SWAYAM-Prabha DTH Channels, the National Repository of Open Educational Resources (NROER), and DIKSHA are among the projects. In keeping with the passion for technology-enabled learning, all of these have evolved to support digital learning. Regardless of where the schools and institutes are located, the goal of putting these ideas into action is to raise teaching standards.

OBJECTIVE OF THE STUDY

1. To identify the factors that need improvement in the field of education in the schools.
2. To suggest measures to provide better facilities to the students of government primary schools in district Dimapur.

RESEARCH METHODOLOGY

The data for the research is collected from both primary and secondary tools. Primary data is collected from the students, parents, and teachers. The sample size is 100. The data is collected from the primary schools in the district Dimapur of Nagaland. It is a descriptive study.

FINDINGS:

1. Factors such as school culture, a supportive climate in the classroom, and a positive class climate have been lacking in 34% of schools, surveyed during the study.
2. The use of digital sources and flipped classrooms has been lacking in 54% of schools.
3. The level of discipline is not as strong as in private schools in the district in 36% of schools.
4. The number of extracurricular activities have been organized less as compared to private schools in the district in 48% of schools
5. There is no arrangement of inverter for regular supply of electricity in 75% of schools surveyed for the study in the district.
6. There is less enrolment in primary government schools as compared to private schools due to a lack of infrastructure in 48% of schools surveyed for the study in the district.

SUGGESTIONS:

A supportive atmosphere in the classroom is essential for effectiveness. Improving the school environment is essential to increase student engagement, and improving the organizational climate is required to increase student involvement. Quality education requires proper infrastructure with availability of advanced scientific equipments, advanced visual aids and well planned curriculum with extracurricular activities. The study found that the enrolment ratio in the primary government schools is less than the private schools.

1. The school's environment and infrastructure still need to be properly developed.
2. In hot weather like Dimapur, inverters should be provided by the government in the schools.
3. The enrolment rate of the primary schools in Dimapur should be increased which can be done by developing the school by providing necessary learning types of equipment and good infrastructure, better facilities, etc.
4. Mid-day meals should be provided every day of the week to the students in all the government schools.
5. More extra-curricular activities should be provided to the students to make learning more interesting and goal-oriented.

6. There is a need for more efforts by the teachers related to reading and writing so that all the students going to government schools should be able to read and write without facing any learning challenges.
7. Students should be given an opportunity to participate in co-curricular activities and sports from their school to district and state level.
8. Local representatives of the village should look after the schools and need to pay attention to the absence of teachers and road conditions, etc.
9. To make government primary schools better than private schools; better infrastructure, quality education, and extra co-curricular activities need to be arranged by the district and local authorities.
10. The district officer of the school administration should go and check every government school in Dimapur regularly.
11. Transportation should be provided to the students to increase enrolment so that every government school can become the best among the private schools.

CONCLUSION

Academic accomplishment, student engagement, and teacher satisfaction are just a few of the factors that can be used to gauge how effective schools are. All students should feel included, regardless of their experiences and skills, since this can foster a feeling of involvement and belonging that can benefit their academic and social-emotional growth. Sufficient finance, infrastructure, and technological resources are all necessary to support student learning and success. Strong leadership, excellent instructors, a well-planned curriculum, community and parent involvement, and a supportive school environment are all characteristics of good schools. Together, these elements provide a nurturing learning environment that encourages learning and success on the part of the students.

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