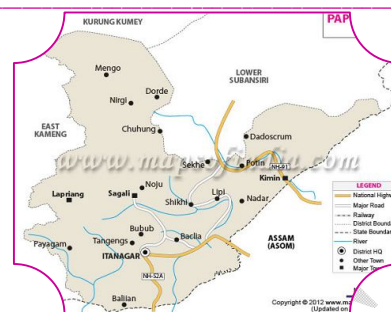




IMPACT OF GEOGRAPHICAL FACTORS ON EDUCATION IN PAPUMPARE DISTRICTS OF ARUNACHAL PRADESH, INDIA

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ABSTRACT

The present study examines Geographical issue on Education in Papumpare district of Arunachal Pradesh. A qualitative survey method was adopted where 12 schools, SCERT, RMSA, Secretariat (Dept. of Education) and 1 B.Ed. College (VKCTE) were selected (purposively) as a sample of Papumpare district. Institute records, questionnaire and interview schedule were used to examine the factors affecting educational development, comparison with other student and the student belonging from geographically back warded region and remedial measures in minimizing the geographical factors that effect on educational process. The qualitative analysis of interview data revealed that major geographical factors like; climatic change, youth geological landscape, environmental instability, remote location, lack of natural resource are mainly impact on the proper development in education. It is also found that students belonging from the geographically back warded region are much more lagging behind as per compared to students from other region of the country in the field of education.

KEYWORDS: Back warded region, Educational process, climatic change, youth geological landscape, environmental instability, remote location, lack of natural resource, lagging behind.

INTRODUCTION :

India is a diverse country, from cultural to physical there are many varieties have seen in India. If we focus on the cultural part of India then we see that the culture of India refers collectively to the thousands of distinct and unique cultures of all religions and communities present in India. India's languages, religions, dance, music, architecture, food, and customs differs from place to place within the country. Cultural and education cannot be distinct from each other. They are interdependent. The cultural patterns of a society guide its educational patterns.

Physically also India is diverse, it is the capital zone of bio-diversity. India has three distinct physical divisions. The northern boundaries, the Great Plains of northern India formed by the basins of three mighty river systems - the Indus, the Ganga and the Brahmaputra. Down below, India has the Deccan Plateau of the Peninsular India.

The Geographical diversities of an area is assimilate by the myriad of the factors, which have their direct or indirect impact over Education in India. But among all these geographical factors physical characteristics plays the most important role. Earlier it has been believed that the physical pattern of the terrain is the most important factor to determine the population and their Education. As the pages of the history revealed that areas which have eminent physical quality attract large human habitation and bring more facilities in Education. But as the span of time passes and the world become globalized and interconnected, various geographical factor started playing prominent role in education and dominated the

physical attribute. As the studies focused on the regions which are more communicative viable as attract more facilities regarding education. The raising education of India as comparison throughout the Himalayan and North-Eastern state was the empirical evidence this regard in last couple of years.

Arunachal Pradesh, the "Land of the dawn-lit mountains." it is also called "The land of rising sun or Orchid state of India." Arunachal Pradesh the state became an Indian state on February 20, 1987. It is the largest state in the North-East among the seven sisters.

In the present study, the investigators try to make an attempt to examine the geographical factors that effects among the students regarding educational process in the Papumpare districts of Arunachal Pradesh in India and the problem has been stated as: "Impact of Geographical factors on Education in Papumpare district of Arunachal Pradesh, India."

STATEMENT OF THE PROBLEM

In the present study, the investigators try to make an attempt to examine the issue of geographical factors to identify the magnitude effect on education of the Papumpare district and the problem has been stated as: "Impact of Geographical factors on Education in Papumpare districts of Arunachal Pradesh, India"

OBJECTIVES

- 1) To identify the geographical factors that affect in educational development.
- 2) To compare the problems facing by the other students and the students belonging from geographically backwarded region.
- 3) To suggest remedial measures to minimize the geographical factors that effect on educational process.

RESEARCH QUESTIONS

- 1) What are the geographical factors that affect in Educational development?
- 2) Is there any difference among the other students and the students belonging from geographically backwarded region regarding facing of problems in education?
- 3) What are the remedial measures to minimize the geographical factors that effect on educational process?

METHODOLOGY

A qualitative research approach was followed wherein descriptive survey was adopted to explore the impact of Geographical factors on Education in Papumpare districts of Arunachal Pradesh in India. The population of the study was the institutional members, inhabitant and the students of Papumpare district in Arunachal Pradesh. Multi-stage sampling strategy has been adopted for the present study. There are 15 blocks in Papumpare district, out of which 4 blocks (Itanagar, Naharlagun, Doimukh, Banderdawa) has been selected purposively considering the lack of geographical facility. Among this 4 blocks various schools (12), college (01), educational institute (SCERT, RMSA, Dept. of Education, Sectariate) have been selected randomly to constitute the sample.

DELIMITATION

There are 15 blocks in Papumpare district and the present study is delimited to only 04 blocks (Itanagar, Naharlagun, Doimukh, and Banderdawa) of Papumpare district in Arunachal Pradesh.

MAJOR FINDINGS OF THE STUDY

- 1) The major geographical factors impact on education is climatic change, youth geological landscape, environmental instability, remote location, lack of natural resource.
- 2) The literacy rate of Arunachal Pradesh (65.38%) is very less as per comparison with India's overall literacy rate (74.04%).

- 3) The students belonging to Papumpare district is much more lagging behind in the perspective of educational technology such as Edu-sat, remote sensing & GIS as per comparison with other geographically developed area of India.
- 4) There are some other findings which the investigators found during the course of their investigation as follows
 - Lack of road density (25.16km per sq km.)
 - Hilly region takes maximum time to cover small distance as per comparison with plain area.
 - Frequent land slide and disconnect the communication system.
 - Soft and muddy geological formation of the rocks
- 5) Investigators also found some remedial measures for the geographical impact on education as follows:
The Government should make certain policies/programme for the development of education in Papumpare district.
 - Development of Infrastructure
 - Geomorph hazard rescue team in emergency condition
 - Increase of road density
 - Sustainable development
 - Environmental balance
 - General awareness among local people

DISCUSSION

The study found that the students belonging to the district possess low level of aspiration but some of them tend to be lagging behind due to their less interest on education. Both the male and female students also possess the same (low) level of aspiration and continuing their study, it may be because of their better educational adjustment than the dropout students or any other reason. The causes of low aspiration among the students of the district may be due to their prolonged communicate on deprivation and less exposure to the other society of modernity as Gould (1939) found out that physical features to a great extent is responsible for improving the level of aspiration of an individual. Knowledge of performance of other groups may have effect on goal oriented behaviour or level of aspiration of the individual. Further, the geographical location of the family like, climatic change, youth geological landscape, environmental instability, remote location, lack of physical resources etc. have an effect on the education of the students in general and geographically back warded in particular. Several studies have been conducted on these variables and findings of most of them support the present study. The relatively more notable among them are Perita and Pastor (2000), Alex and Isoke (2008), Pillai, Benjamin and Nair (1980), Abrol (2001), Singh (2005), Gupta and Srivastav (1989), Yadav (2005), Saindane (1991), Sharma (2007), Chalam (1999), Sachchidananda (2001), Nagarajan and kanase (2001), Prasad (2006), Patil (2005), Das (2000). All these studies support the present research that geographical location status comes from better and average of education. The remote and hilly location status of the family is a main determinant of educational upliftment and adjustment as supported by Dhingra (2004), Miller et al (2006), and Margetts (2003). All these study supported the present research that, the remote geographically status of the locality has a significant effect on education. However the students are largely influenced by their location status with low level of aspiration and adjustment ability.

Another factor which has been studied earlier concluded that poor and inadequate facilities in various educational institutions were responsible for poor condition on education among the children. This is supported by Waghmare (2006), Bhattacharyya (2003), Abrol (1987), Ramana (1989), Gaur (2003), Yadav (1991), Panda (1999), Sachchidananda (2008), UNICEF survey (2000), Khan (2005), Jha and Jhingran (2005), Gupta (2006), Ramalingam (2007), Sarnia et al (1991), DPEP West Bengal (2003), Phukan (1999), Das (2000).

These studies have shown that geographical location and the institutional facilities largely affect the learners' retention or lagging behind in comparison with the other areas.

CONCLUSION

India is a country where full of Geographical diversity is there from North to South and East to West. Our daily lives are interwoven with geography. Each of us lives in a unique place and constant interaction with our surrounding, therefore geographical factors have immense influence on the educational progress and development communication system of a particular region. As a result the students belonging from geographically backward area they do not get proper enlighten facility in education like other developed areas students. Effective execution of such integrated development programmes require political will of the government. Otherwise haphazard plans would not be environmentally sustainable.

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