



## Development of Education in Arunachal Pradesh since 1947

Tageng Tamuk

Associate Professor, Dept. of Education,  
J. N. College, Pasighat, Arunachal Pradesh

**Abstract:** The crucial role of education and skill makes it all the more essential to pay attention to public policy to expand basic education and to promote skill formation. Tribal development is one of the prime concerns of our Constitution. Since independence, several developmental strategies have been evolved for all round development of the people of Arunachal Pradesh. Education is one of the most important indicators for human resource development. Education, as an endless continuance of life-long learning, is essential for human resource development at every age level. Formal educational activities were first introduced in the territory in 1947 by creating an education wing in the administration. The government after independence, formulated welfare schemes for the development of the people of this area giving high priority to education. In Arunachal Pradesh, till independence literacy rate was only less than 1%. Now it is 66.95 %. But it is lagging behind the national average 74.04 %. The achievement is due to the growing awareness and need for urgency of developing human resources for the attainment of accelerated and self-sustained economic growth.

### Introduction:

Tribal development is one of the prime concerns of our Constitution. Since independence, several developmental strategies have been evolved for all round development of the people of Arunachal Pradesh. Many efforts have been made to promote the educational development of this region, like recommendations of many commissions, policies and different five year plans have reiterated the importance of positive interventions the area. Special interventions in the educational sector include stipends, scholarships, free tuition, books, equipments, uniforms, free hostel facilities, mid-day meal, and other facilities like reservation of seats, relaxation of marks and age for admission establishment of residential schools etc. But still the people of Arunachal Pradesh continue to be faced with many problems in the education sector. The question arises how to enhance education in Arunachal Pradesh by which the people will be able to achieve the statistical target and keep pace with rest of the country.

Life-long education is required for the multiple development and social modernization of our country. Since knowledge is growing fast every day, every hour and in very sphere of life, it is desirable for everyone to try and update his

knowledge. Our present knowledge may be a good start but it cannot sustain for a long period of time unless we try to enhance our knowledge as the field of education and system of education are going to be complicated and modernized by the multimedia computer and other teaching tools. The continuing education may meet the needs of an individual and his expectation in four ways viz., (i) Knowledge, wisdom and value system to enable him to make appropriate choices at every stage in his life; (ii) capacity to adjust himself creatively to his life-cycle and to the changing social, economic, political and cultural environment in which he lives; (iii) nourishment and assistance required to grow to his full potential; and (iv) development of a sense of social awareness, social responsibility, creation of capacity for an opportunity to provide adequate service to others. Therefore, education is the most potential means to bring about permanent changes in the socio-economic condition and cultural outlook of people, through it new ideas are disseminated, new ideas are setup and a new life is brought into being. Thus, it accelerates the economic growth to a large extend.

The crucial role of education and skill makes it all the more essential to pay attention to public policy to expand basic education and to promote skill formation. The role of widespread basic education

has been quite crucial in countries that have successfully grown fast making excellent use of world markets: for example, the so-called four 'tigers' in East Asia (namely South Korea, Hong Kong, Singapore and Taiwan), and more recently, China and also Thailand. The modern industry in which these countries have particularly excelled demand of many basic skills for which elementary education is essential and secondary education is most helpful. While some studies have emphasized the productive contribution of learning by doing and on-the-job training, rather than the direct impact of formal education, the ability to achieve such training and learning is certainly helped greatly by basic education in schools prior to taking up jobs.

The constitution of India, in its directive principle lays down that it is obligatory for the state government to provide universal and free primary education to the citizen. Realizing the important role of education for all around development, the Third Five year plan emphasized the role of education thus "education is the single most important factor in achieving rapid economic development and technological progress and in creating social order founded on the values of freedom, social justice and equal opportunity. Programmes of education lie at the base of the effort to forge the bonds of common citizenship, to harness the energies of the people, and to develop the natural and human resources of every part of the country.

The National Policy on Education, 1986 and its Programme of Action, as reviewed in 1992, envisaged improvement and expansion of education in all sectors, a stress in improvement in quality and relevance of education at all levels, along with technical and professional education. The goal of education policy is to provide education for all, giving prior importance to free and compulsory primary education to children in the age group of 6-14 years (upto standard V), total eradication of illiteracy, vocationalisation of education, covering children with special needs and special focus on education of women, weaker section and minorities.

**Objective:** The objective of the paper examines the development of education in Arunachal Pradesh since 1947.

**Method and Materials:** The proposed study is basically based on secondary sources. The data are collected from the Directorate of School Education, Directorate of Higher and Technical Education and Directorate of Economics and Statistics and also the information has been collected from books, journals, relevant articles, various reports and bulletins. Simple numerical calculations and graphical representations are used to analyse the data. The paper is divided into three sections. The section-I tries to find out the past scenario of education system before independence in the state. The section-II investigates the scenario of education system after independence while the section-III explores the probable need of investment in education for sustainable economic growth, steps to be taken for development of education, suggestions for the improvement of the quality of the education and then conclusion follows.

### Section-I

In Arunachal Pradesh, the system of formal education, in particular, had been conspicuously absent before independence. Even the system of informal education had also been non-existent excepting the Buddhist i.e., the Monpas who had their own script. A few literate Monpas of Kameng district could read the Tibetan script, but such literacy was confined to a few Lamas of the Tawang Monastery. Among the Monpas, the mythological education was used significantly only with a view of explain and preach the principles of Buddhist religion. But this was mostly confined to those who used to dedicate their lives to serve the society through Monastery. The rest of the non-Buddhist tribes in Arunachal Pradesh did not have their own script. The Khamptis who migrated from the direction of Burma had also derived their script from the Tai language. The application of script for other than religious purposes was almost absent. The documentation practice remained totally absent in the territory in the past. The whole tribal society in Arunachal Pradesh remained verbal in the past.

The first efforts for spreading education among the tribal people were made by the American Baptist Mission in the middle of the 19<sup>th</sup> century when an education centre was set up at Sadiya. Tribal boys and girls were admitted in the Mission School to obtain the light of education initially. Actually no effort was made during the British rule to introduce

formal education in Arunachal Pradesh, the then North-East Frontier Agency. The real beginning of formal education started during 1947 when two lower primary schools at Sadiya and Pasighat were established with 100 enrolments comprising both boys and girls. Afterward, another primary school was set up at Riga in the heart of the Minyong land. Since then, there has been rapid development in the field of education. In Arunachal Pradesh, till independence literacy rate was only less than 1%.

## Section-II

Formal educational activities were first introduced in the territory in 1947 by creating an education wing in the administration. It was headed by an education officer, who was directly responsible to the adviser of the governor of Assam. To make educational administration convenient, the Assam pattern was followed in all respect by totally accepting the Assam Education Manual and even the curriculum. Initially, educational activities remained restricted to the foothills bordering the plains of Assam and the spread of education was slow because, the tribal were quite ignorant of its benefits. After independence, as the pace of all developmental activities increased and people started taking interest in them, there was considerable expansion in the field of education and improvement in educational administration.

On the first day of September 1947, just after the independence, Department of Education was constituted under the charge of an education officer with head quarters at Sadiya as a mile-stone of history of education in Arunachal Pradesh. Mrs. Indira Miri was appointed as first Education Officer. She started the pioneering works in the field of formal education. The journey towards positive foot stepping to education was continued hence after. Therefore, the system of formal education was beginning since then.

In the month December, 1947 a Teacher's Training Institute was established at Sadiya with a view to spread education. The trained teachers from the institute were sent for opening new schools in the interior. In the post period of 1948, a number of lower Primary School was established as a result of emphasis on rural education by the administration as possible as remote corner of this region. But the severe earthquake of 1950 and the subsequent flood of 1952 caused a serious blow to the expansion of

education programme. During these turmoils many schools were closed for various reasons such as want of teachers, death of teachers, declining number of students, disrupted communications and overall unprecedented natural calamities.

A fundamental change in approach to tribal problems was first indicated through the inclusion of directive principle of state policy embodied in Article 46 in the constitution of India. It says, "The state shall promote with special care the educational and economic interiors of weaker sections of the people, and in particular, of the scheduled castes and the scheduled tribes, and shall protect them from social injustice and all forms of exploitation".

In 1956, an important step was taken by the administration when the need for an Education Directorate was felt. Consequently a Director of Education stationed at Shillong was appointed in order to implement the educational policy, schemes and programmes. In the District Level the District Education Officer was in charge of all primary and middle schools. The Higher Secondary Schools are placed directly under the principals acting under the administrative control of Deputy Commissioner and Super Vision of the Director. The Assistant District Education Officers stationed at various places are concerned with inspection and supervision of the educational institutions, particularly primary and middle schools. All the educational institutions in the district are directly aided, managed and financed by the Government. Special care is taken to see that the institutions should run in the best interest of the tribal people and educational facilities are extended to all of them. In 1956 the post of education officer was upgraded to 'director of education,' to look after all matters related to education. The administration took care to maintain educational standards and laid special emphasis on the screening and recruitment of staff to man the new institution, and on training of staff by sending them to attend 'BT' course at Bhubaneswar and Senior/ Junior Basic Training College at Changlang in the region.

Adequate arrangements were made for the supervision of educational activities under an inspector of school assisted by sub-inspector. Officer at the Directorate too helped in inspection and supervision of schools in the interior regions. Individual schools were also guided through letters

and directives from the headquarters in order to safeguard the standard of education from deterioration due to rapid expansion of education.

In the late seventies, the region known as North East Frontier Agency, popularly called NEFA, acquired a district identity of its own as a union territory of India and education started progressing rapidly. Then, in the eighties when Arunachal Pradesh attained Statehood, progress became even more rapid and in order to keep up with this pace of progress, certain changes were incorporated in the administrative set-up.

In the succeeding five years plans, an increasing percentage of expenditure on education has given good results despite of formidable constraints like inaccessibility of territory, people's unawareness of the need of education and traditional dependence on children for domestic and field work. With increasing emphasis through successive plans, commendable progress could be made over the past few decades. The government after independence, formulated welfare schemes for the development of the people of this area giving high priority to education. With the introduction and expansion of education, Arunachal has taken a leap forward; a lot of socio-cultural and economic developments have taken places which are easily noticeable. The first census was conducted in the state in 1961. The Census Report of 1961 throws considerable light on the progress made in the field of education in Arunachal Pradesh as shown in Table-1.

**Table-1: Student population in 1961 as per First Census 1961**

District	Male	Female	Total
Kameng	5,678	429	6,107
Subansiri, Ziro	2,722	135	2,857
Daporijo	372	25	397
Siang, Along	3,833	219	4,052

Pasighat	2,451	360	2,811
Lohit, Tezu	3,590	664	4,254
Roing, Anini	415	45	460
Tirap	2,696	379	3,075

*Source : Census Report, Arunachal Pradesh, 1961*

The subsequent census record reveals progressive growth of literacy since 1961 shown in Table-2.

**Table-2: Literacy Rate in Percentage since 1961 onwards**

Year	Arunachal Pradesh			All India
	Person	Male	Female	Person
1961	7.13	12.5	1.42	28.30
1971	11.29	17.82	3.71	34.45
1981	25.55	35.12	14.02	43.53
1991	41.59	51.45	29.69	52.23
2001	54.34	63.83	43.53	65.38
2011	66.95	73.69	59.57	74.04

**Source:** Census Report, Arunachal Pradesh, 1961, 1971, 1981, 1991 & 2001

[Note: In Census, literate is defined as a person aged 7 and above who can both read and write with understanding in any language. A person who can only read but cannot write is not literate. But those who are blind and can read in Braille should be treated as literates. All children of age 6 years and below are to be treated as illiterates even if the child is going to school and might have picked up

reading and writing. Till 1981 Census, all children

aged 4 years and below were treated as illiterates].

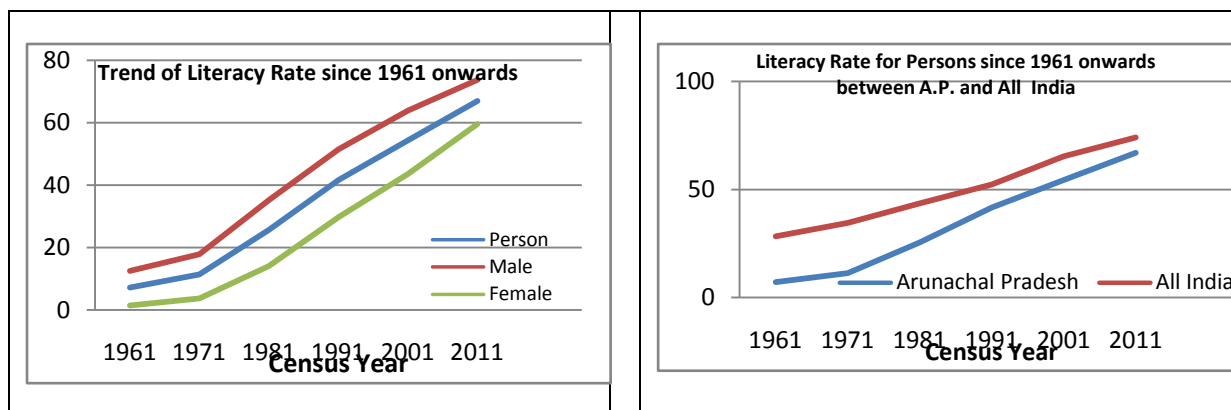


Fig.-1

Male and female literacy rate in all India as per 1991 census was 64.13% and 39.29% respectively. Again male and female literacy rate in All India as per 2001 census was 75.85% and 54.16%. In this respect, Arunachal Pradesh is lagging behind the all India level shown in Fig.-1.

The aim of National Literacy Mission to achieve full literacy, i.e., a sustainable threshold level of 75 per cent literacy by the end of the year 2005 was still far. The present literacy rate is lagging behind the aims of National Literacy Mission. Under the scheme of Sarva Shiksha Abhiyan, a massive campaign has been underway to achieve the target

within a very short period. Again, Adult Education Programme had also been taken with special attention in this state in the age group of 15-35 years with thrust on literacy, social awareness and functional literacy.

The 9<sup>th</sup> plan strategies made in such a way so as to achieve the national objective of universalisation of elementary education, complete eradication of illiteracy among the people of age group 15-35 years, expansion of vocational education and youth service facilities to reduce dropout rates. Qualitative improvement of education at all levels including higher and university education is being given on priority basis. During the last seven years, the growth of Educational Institution is shown in Table-3.

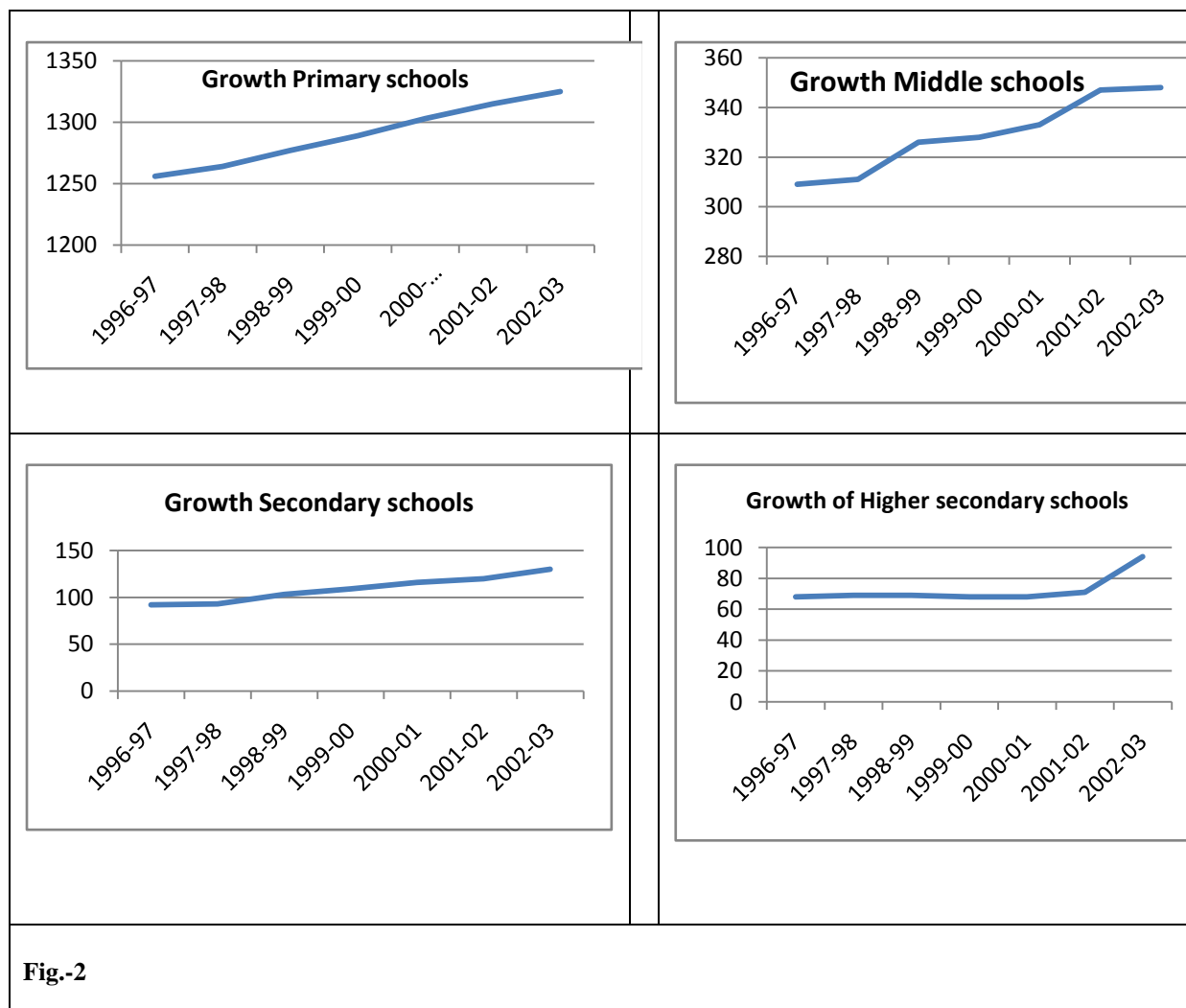
Table-3: Growth of Educational Institutions

Type of Educational Institutions	During the last 7 years						
	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Primary schools	1256	1264	1277	1289	1303	1315	1325
Middle schools	309	311	326	328	333	347	348
Secondary schools	92	93	103	109	116	120	130
Higher secondary schools	68	69	69	68	68	71	94
School for Handicapped	0	0	0	1	1	1	1
College	6	7	7	7	7	7	7

University	1	1	1	1	1	1	1
Technical Educational	0	0	0	0	1	1	2
Medical College (Homeo)	0	0	0	0	0	0	1

**Source:** Directorate of Economics and Statistics, Govt. of Arunachal Pradesh.

The Growth of educational Institutions of Primary, Middle, Secondary and Higher Secondary from 1996-97 to 2002-03 is shown below diagrammatically in fig.-2.



From the above diagram it is clear that there is a steady growth of educational institutions in this state over the seven years. Besides these institutions, there are six Teachers' Training Institutes (DIET) functioning all over the state. With a view to provide educational facilities in the habitations below 200 populations, 266 community schools have been functioning in phase manner

since 1990-91. In these community schools, pre-schooling, primary education, non-formal education and adult education are being taught. Besides, there are quite a number of Private English Medium Schools mainly managed by Churches and individuals as private institutions at Primary, Middle, Secondary and Higher Secondary level of education. Again, there are two private colleges;

one is at Itanagar and another is at Ziro managed by Christian Missionary.

Number of Recognized educational institutions by type, District-Wise Classification of Educational Institutions by Type, District-Wise Number of

Student, District Wise Number of Scheduled Tribe Student by Type, District Institution- wise Number of Teaching Staff by Sex as on 31-03-2012 and Teacher Student Ratio in the state during the Year 2011-2012 are shown in Table-4, Table-5, Table-6, Table-7, Table-8 and Table-9.

**Table-4: Number of Recognized Educational Institutions by Type in Arunachal Pradesh as on 31-03-2012**

Sl. No.	Type of Institutions	Number of Institutions		
		Government	Others	Total
1	University	1	5	6
2	National Institute of Technology	1	-	1
3	Deemed University	1	-	1
4	Degree College	12	6	18
5	Professional colleges	2	3	5
6	Private Teacher Training Education (B.Ed.) Colleges		8	8
7	Higher Secondary School	88	30	118
8	Secondary Schools	124	96	220
9	Middle Schools	814	131	945
10	Primary Schools	1911	187	2098
	Arunachal Pradesh	2954	458	3412

Source: Directorate of School education/Higher Education/ Registrar of Rajiv Gandhi University

**Table-5: District-Wise Classification of Educational Institutions in Arunachal Pradesh by Type as On 31-03-2012**

Sl. No.	District	Colleges		Higher Secondary School		Secondary School		Middle School		Primary School		University	
		A.P. Govt.	Other than A.P. Govt.	A.P. Govt.	Other than A.P. Govt.	A.P. Govt.	Other than A.P. Govt.	A.P. Govt.	Other than A.P. Govt.	A.P. Govt.	Other than A.P. Govt.	A.P. Govt.	Other than A.P. Govt.
1	Tawang	-	-	2	2	9	2	34	3	70	10	-	-

2	West-Kameng	1	1	6	3	5	11	47	9	110	19	-	-
3	East-Kameng	1	-	5	Nil	8	1	51	2	174	10	-	-
4	Papum-Pare	4	2	8	12	11	30	77	13	177	18	-	1
5	Lower-Subansiri	1	2	6	2	9	10	74	23	133	16	-	-
6	Kurung Kumey	1	-	4	Nil	7	1	76	7	149	9	-	-
7	Upper Subansiri	-	-	4	Nil	7	4	55	5	128	9	-	-
8	West Siang	2	2	11	1	13	6	69	14	186	30	-	-
9	East Siang	2	3	11	1	17	4	60	18	138	5	-	-
10	Upper Siang	-	-	4	Nil	2	1	23	3	66	9	-	-
11	L/ Dibang Valley	-	-	3	3	7	2	24	4	55	7	-	-
12	Dibang Valley	-	-	1	Nil	Nil	1	7	Nil	16	1	-	-
13	Lohit	1	-	7	3	9	5	85	11	151	21	-	-
14	Changlang	1	-	7	2	13	8	53	14	161	11	-	-
15	Tirap	1	-	7	1	6	8	54	5	144	12	-	-
16	Anjaw	-	-	2	Nil	1	2	25	Nil	53	Nil	-	-
	Total A.P.	15	10	88	30	124	96	814	131	1911	187	-	1

Source: Director of School education/Higher Education

Table-6: District Wise Number of Student In Arunachal Pradesh By Type As On 2011-2012

Sl .	District	Pre-Primary Stage	Primary Stage	Middle Stage	Secondary Stage	Higher Secondary Stage	Colleges
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		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Girls	Boys	Girls	Boys
1	Tawang	781	689	2298	2614	735	1196	422	618	230	365	-	-
2	West-Kameng	1849	1668	5391	5315	2265	2417	1002	1124	727	701	518	567
3	East-Kameng	850	772	6849	6768	2053	2296	1128	1073	917	680	168	82
4	Papum-Pare	483	333	17383	15989	5648	5113	2143	2002	2102	2155	4404	2806
5	Lower-Subansiri	270	240	9285	8485	3072	2840	1306	1006	916	958	326	389
6	Kurung Kumey	2846	2787	10766	9340	2924	3177	432	329	226	172	-	-
7	Upper Subansiri	1152	847	10894	10854	3382	3402	1280	1146	1045	165	-	-
8	West Siang	1636	1352	10632	10436	3978	4007	2448	2497	1496	1596	1006	813
9	East Siang	911	618	9970	9250	4396	4148	2106	1950	1652	1503	1825	1759
10	Upper Siang	723	676	2562	2760	1334	1209	652	576	462	374	-	-
11	L/ Dibang Valley	858	812	4611	4076	2016	1761	1147	928	846	864	-	-
12	Dibang Valley	151	148	388	387	192	177	89	79	67	75	-	-
13	Lohit	2103	1730	9929	8828	4579	4259	2377	2140	1827	1517	9994	891
14	Changlang	1125	951	10467	9149	4616	4077	2647	2049	1201	944	144	140
15	Tirap	1500	1210	8603	7693	3575	2814	1667	1161	1109	776	299	231
16	Anjaw	123	119	1661	1634	650	493	285	190	132	78	-	-
	Total A.P.	17361	14952	121689	113578	45415	43383	21131	18868	14955	13373	9684	7678

Source: Director of School education/Higher Education/Vice Chancellor of Arunachal University

Table-7: District Wise Number of Scheduled Tribe Student in Arunachal Pradesh by Type as on 2011-2012

Sl. No.	District	Pre-Primary Stage		Primary Stage		Middle Stage		Secondary Stage		Higher Secondary Stage		Colleges		University	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	Tawang	670	587	1939	2289	607	1051	318	539	190	329	-	-	-	-
2	West-Kameng	1053	968	3401	3493	1374	1515	575	757	461	445	444	513		
3	East-Kameng	790	723	6595	6513	1896	2143	1031	1007	837	596	160	73		
4	Papum-Pare	440	298	15191	13738	4311	3701	1540	1348	1472	1458	3081	2175	444	493
5	Lower-Subansiri	260	215	8016	7638	2771	2303	1103	946	892	895	309	355		
6	Kurung Kumey	2846	2787	10634	9190	2865	3099	408	316	207	150	-	-		
7	Upper Subansiri	1081	795	10304	10229	3119	3117	1242	1103	961	535	-	-		
8	West Siang	1453	1206	8527	8775	3479	3457	2109	2062	1422	1416	968	791		
9	East Siang	796	413	7044	6739	3299	3417	1620	1609	1139	1089	1518	1487		
10	Upper Siang	600	571	2152	2320	1086	977	562	504	406	323	-	-		
11	Dibang Valley	109	104	295	313	160	142	73	68	56	56	-	-		
12	L/ Dibang Valley	375	371	2037	1963	1082	1004	656	574	491	547	-	-		
13	Lohit	625	539	2504	2408	1381	1495	797	933	703	641	618	594		
14	Anjaw	110	98	1512	1449	554	413	223	142	107	60	-	-		
15	Changlang	401	359	3783	3599	1988	1876	1188	1139	636	551	136	134		
16	Tirap	1352	1108	7984	7167	3271	2557	1508	1021	976	665	279	211		

Total A.P.	1293 4	1114 2	91918	87823	3324 3	32267	149 53	1404 1	1095 6	9755	7513	6333	444	493
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Source: Director of School education/Higher Education/Vice Chancellor of Arunachal University

Table-8: District Institution- Wise Number of Teaching Staff by Sex as on 31-03-2012

Sl. No.	District	Primary Stage		Middle Stage		Secondary Stage		Higher Secondary Stage		Colleges		University	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	Tawang	95	69	167	127	92	38	70	6	-	-	-	-
2	West-Kameng	159	173	211	166	117	81	171	69	24	5	-	-
3	East-Kameng	247	96	274	89	106	33	123	57	2	2	-	-
4	Papum-Pare	349	290	419	316	339	194	384	242	206	99	66	17
5	Lower-Subansiri	255	120	373	136	121	28	155	32	26	14	-	-
6	Kurung Kumey	281	80	329	122	66	25	62	19	-	-	-	-
7	Upper Subansiri	207	87	261	95	101	43	76	7	-	-	-	-
8	West Siang	290	113	375	149	215	86	215	62	53	15	-	-
9	East Siang	298	146	327	211	181	84	229	51	97	32	-	-
10	Upper Siang	187	62	160	58	22	7	63	20	-	-	-	-
11	L/ Dibang Valley	114	100	158	113	80	54	117	36	-	-	-	-
12	Dibang Valley	25	28	31	11	7	2	10	6	-	-	-	-
13	Lohit	244	229	412	321	159	85	189	59	19	9	-	-
14	Changlang	278	110	330	221	194	82	165	47	8	2	-	-
15	Tirap	192	146	191	149	90	73	130	36	8	6	-	-
16	Anjaw	75	12	99	41	35	5	31	15	-	-	-	-

Total A.P.	3296	1861	4117	2325	192 5	920	2190	764	443	184	66	
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Source: Director of School education/Higher Education/Vice Chancellor of Arunachal University

Table-9: Teacher Student Ratio in Arunachal Pradesh during the Year 2011-2012

Sl.	District	Primary Stage	Middle Stage	Secondary Stage	Higher Secondary Stage	Colleges	University
1	Tawang	1:16	1:13	1:17	1:17	-	-
2	West-Kameng	1:17	1:20	1:22	1:21	1:37	-
3	East-Kameng	1:21	1:21	1:22	1:31	1:62	-
4	Papum-Pare	1:20	1:23	1:17	1:22	1:23	1:26
5	Lower-Subansiri	1:18	1:25	1:33	1:23	1:17	-
6	Kurung Kumey	1:43	1:30	1:24	1:20	-	-
7	Upper Subansiri	1:45	1:34	1:35	1:50	-	-
8	West Siang	1:26	1:23	1:28	1:33	1:26	-
9	East Siang	1:24	1:21	1:20	1:34	1:27	-
10	Upper Siang	1:20	1:15	1:15	1:31	-	-
11	L/ Dibang Valley	1:18	1:24	1:24	1:27	-	-
12	Dibang Valley	1:15	1:10	1:15	1:25	-	-
13	Lohit	1:22	1:22	1:24	1:30	1:67	-
14	Changlang	1:26	1:25	1:25	1:30	1:28	-
15	Tirap	1:32	1:26	1:25	1:38	1:37	-
16	Anjaw	1:19	1:16	1:11	1:24	-	-
	A.P.	1:25	1:23	1:23	1:28	1:27	1:26

Source: Director of School education/Higher Education

### Higher and Technical Education

The first college of the State-Jawaharlal Nehru College (erstwhile Pasighat Government College), was established at Pasighat in 1964. After creation of Union Territory in 1972 and shifting of the state

capital from Shillong to Itanagar educational development was expedited. Adequate funds were available for expansion and building of infrastructural facilities. The second college of the state, Government College, Itanagar, at present known as Dera Natung Government College, was established in 1979. These two colleges were initially affiliated to Gauhati University, Assam, but due to frequent agitation and disturbance in Assam, by the students of the state, which badly affected the colleges of Arunachal also, the affiliation of the colleges was shifted to Panjab University, Chandigarh in the year 1980. But a lot of practical difficulties were faced due to long distance of the State from the said University. Hence, the government of Arunachal Pradesh decided to have its own University. Accordingly, foundation stone of Arunachal University, presently renamed as Rajiv Gandhi University, was laid on 4th February 1984 at Rono Hills by Mrs. Indira Gandhi, the then Prime Minister of India. The University today is having P.G. Departments in Commerce, Economics, Education, English, Geography, History, Political Science, Hindi, Zoology, Botany and Department of Tribal Studies. M. Phil programme in the in the Department of Tribal Studies and Ph.D programmes in all the departments have been introduced. Moreover, very recently i.e., since 2005-06 session, Bachelor of Computer Application and Diploma in Teaching Mathematics have also been introduced. The Indira Gandhi Government College, Tezu was established in 1986 and the Government College, Bomdila in 1988. During 1996-98, three more Colleges namely Donyi Polo Government College, Kamki; Rang Frah Government College, Changlang and Tirap Government Degree College, Khonsa (presently at Deomali) were opened. Even, three more Degree Colleges viz Don Bosco College, Itanagar; St. Claret College, Ziro and Doying Gumin College, Pasighat have been set up by missionaries and private agencies in 2002, 2003 and 2004 respectively. Science, Arts and Commerce streams having both Pass and Honours courses are available in two Colleges i.e. in D.N. Government College, Itanagar and J.N. College, Pasighat; Arts and Commerce streams are available in I.G.G. College, Tezu; only Arts stream having both Pass and Honours courses is available in remaining four Government Colleges; whereas in all three private Colleges only Arts stream having pass course exists. Starting from admission to examination

every activity of these Colleges is guided by the rules and regulations framed by Rajiv Gandhi University (Begi, 2007). The number of Govt. and Private Degree Colleges are increasing and established in every district of the state. At present, there are 12 number of Govt. colleges and 6 number of private colleges situated in different districts of the state.

### **Technical and Professional Education**

In respect of technical and professional education, Arunachal Pradesh is yet to have adequate institutional facilities. However, a few institutions have been set up, such as, five ITIs under the Department of Industries. The first ITI was established at Roing, in the Dibang Valley District and the second one at Tabarijo in 1989. Subsequently, (during 2004-06) three more ITIs were established at Dirang in West Kameng, Yupia in Papum Pare and Miao in Changlang Districts. There are also Health Training Research Centre at Pasighat under the Department of Medical; Gram Sevak Training Centre and the Farmers' Training Centre at Pasighat under the Department of Agriculture; Arunachal Forest School at Roing under the Department of Forest and School of Veterinary Science and Animal Husbandry under the Department of Veterinary. Apart from these, the administration sponsors candidates for training as Rangers, Deputy Rangers and Assistant Conservator of Forests at Barnihat in Meghalaya.

In 1984, the Government of India in collaboration with North Eastern Council has set up a North Eastern Regional Institute of Science and Technology (NERIST) at Nirjuli near Itanagar, to meet the technical human resource needs of the region comprising seven states. For seven states, 70 per cent of the seats are reserved i.e. at the rate of 10 per cent for each state. The remaining 30 per cent of seats is filled up on the basis of merit. It provides certificate, diploma and degree level courses in three different modules, each of two years' duration. Admission to the first module is after Class X, to the second and third modules after the qualifying examinations of the first and the second modules respectively. Lateral entry is also possible after higher secondary examination and concerned diploma.

Moreover, Arunachal Pradesh Polytechnic-presently renamed as Rajiv Gandhi Polytechnic,

was set up at Itanagar in 2002-03 under Tech. Ed. III Project of Ministry of Human Resource Development (MHRD), Government of India (GOI) with the financial assistance from World Bank. The Institute offers diploma level courses in Information Technology, Travel Tourism and Hotel Management, Costume Design and Garment Technology, Herbal Remedies and Cosmetology, Automobile Engineering, Electrical and Electronic Engineering.

Tomi Politechnic College, Basar in West Siang District was established in 2006. The institute has three streams namely Civil Engineering, Electrical and Electronic Engineering and Computer Engineering. There is almost no provision for studying medicine, agriculture and law in Arunachal Pradesh. Of course, very recently, one Homeopathic College under private sector at Itanagar and one College of Horticulture and Forestry under Central Agriculture University, Imphal, have been set up. Hills College of Education, Naharlagun was established in 2006 for Teacher Education. Still then, these are not sufficient to cater to the technical needs of the state. Hence, the state government sponsors candidates for different undergraduate and post graduate medical and professional courses against the reserved quota allotted by different Indian Universities for the students of the state. As there were no engineering and medical institutes in the state (also colleges before 1964), the government of Arunachal Pradesh used to depute students selected on merit basis to different institutes of the country against the technical and professional course seats allotted by Government of India (GOI). The state government arranges not only quota seats but also pays stipends and book grants to such students. Even at present the deputation system continues and the government sends students for diploma and degree in Engineering and Medical courses. In new courses like journalism, hotel management, etc., the government provides stipends and book grants even to those students who get admission by their personal efforts. All the APST students are entitled to stipend whether they study in government or private institutions in the state or outside.

The distance education programme has also been launched in the state with the pioneering effort of Indira Gandhi National Open University (IGNOU) and Rajiv Gandhi University. The IGNOU has its Regional Office at Naharlagun with 10 study

centres in the state. There are also 15 centres of National Open School imparting education to the aspiring youths who are otherwise deprived of acquiring education through regular mode. Rajiv Gandhi University has also launched distance education programme in five elective subjects at under graduate level from 2004-05. It has three study centres in colleges at Bomdila, Deomali and Tezu.

As there is practically no college for studying in medicine, veterinary, forestry, agriculture, fishery, etc. under Govt. as well as private sector, students are sent to study these disciplines of Higher & Technical education in the institutions of other states of the country, A number of students are sponsored by the state government through seat quota allotted to the state by different institutions.

A Horticulture and Forestry College has been set up in 2002 at Pasighat under the sponsorship of Central Agricultural University, Imphal, Manipur. After completion of their courses, most of these students return to the state catering Technical Manpower needed in various fields. Now-a-days, Engineering Manpower to meet the need of government department appears to be enough in the state. Now the passed out engineers are more than requirement in government sector as on date.

### Section-III

Literacy when it is compared with many states of India. However, the progress is not linear; a cursory look points to gender and regional gaps and low accessing rate to higher and technical education. The education scenario is an expression of success and constraints, initiatives and limitations. The present volume thematically deals with constraints, opportunities, initiatives, achievements and changing needs of education in Arunachal Pradesh after 1947 consequent upon the introduction of the planned approach to development of tribal people (Nayak, 2002).

### Need of Investment in Education for Sustainable Economic Growth

The growing awareness and need for urgency of developing human resources for the attainment of accelerated and self-sustained economic growth are ascribed to the need of literacy growth. Investment made in education

accelerates the economic growth to a large extent. It affects the process of economic growth in many ways.

- a) Investment in human resources has directly contributed to economic development by promoting the knowledge and application of science and technology to production process, developing innovations and research, training the workers in different technical skills and building up of right type of attitude, values and interests conducive to higher output. That is, Investment in education enhances the productivity of labour force. Past experiences clearly show that countries which have widespread education and encourages experimental outlook, have higher growth rate
- b) Human resource development through literacy is an essential precondition of economic growth. Education is a key factor in development, both human resources development and socio-economic development. The development of human resources through education and training facilitates receptiveness, attitude change and development of skills for successful living of individuals in families, organizations and society. That is, Investment in education also raises the standard of livings of the people via providing better job-opportunities which becomes the means for raising their income levels.
- c) Since social returns from primary education are higher than returns from secondary or higher education, the law of equi-marginal returns directs that India should invest more in primary education in order to secure maximum returns from the investment in education. A rupee spent on primary education for girls would be worth ten rupees spent on family planning publicity and services. Education reduces the infant, child and maternal mortality and morbidity. It raises aspirations for a better life even among rural women. Education raises the status of women in

the society and contributes for overall development of the state. Investment for adult education is also another integral part of the human resource development. Thus, investment in education is pre-condition for the development of a country in the long run, as it breaks the socio-cultural and religious taboos and prepare a development-pro atmosphere and conditions. For this, community participation is essential.

- d) Literacy is the most effective instrument of change, growth and development. It is the only instrument that has the potentiality to reach all tribal people. Qualitative improvement of education for the masses can accelerate the transition of the society towards development.
- e) The strength of a country either in economy or even in defence depends not in having its material resources but only in having its qualitative people. The greatest and the most precious asset of a country is its people as it is they who exploit all natural resources and potentials of a region. Thus, the people form the wealth of a nation. Education can increase the quality of the people. It helps in preparing an army of trained and skilled labour force, which may utilize the imported physical capital in proper manner for the development of the economy. Not only this, it changes the technological level of the country in effective manner best suited for the development of the economy. Thus, educational development is precondition for technological change.

#### **Steps to be taken for Development of Education**

To develop education in Arunachal Pradesh, the following steps may be considered.

1. There is need of quick implementation of strong and effective education policies in the state. For this, a monitoring body should be constituted under the supervision of high cabinet level and action should be taken to the persons and officers who show any negligence;

2. Higher proportion of the state's budget needs to be spent toward scheduled tribes' related educational programmes;
3. As education among scheduled tribes suffers due to acute poverty, unemployment and lack of awareness, however, there is a need of mass campaign and creating awareness, providing full financial support and scholarships, counseling and guidance to parents;
4. The whole study demonstration a very complex scenario and suggests that there is a need of change of people's mind and attitude and put collective efforts to improve education level of tribes in the state. The realization of dream can come true if the government takes strong and effective steps in the implementation of state's education policies with this assumption that education is the essence of human being and the best contraceptive to socio-economic development.
5. Today computer occupies a vital part in our daily life. To see the economic viability of computer, computer Education should be imparted as a compulsory paper from Class V to Class XII. In addition to the computer course, other courses like Carpentry, agriculture, horticulture, Carpet weaving, knitting, Painting, stenography, typing, bee keeping, etc. have been introduced specially in Secondary school as optional subjects. It will generate self-employment opportunities to the students.

### Findings

The level of education is fairly very low and it is lower at higher level. Despite the constitutional provision and persistent efforts to improve the levels of education there exhibit high degree of dispersion and disparities. The real beginning of formal education was made after independence starting from elementary education which grew in different directions like secondary education, college education, teacher education, technical education and vocational education through both governmental and non-governmental initiatives. Presently, there are educational institutes in the State starting from primary level to the University

level in general line and deemed University in technical line. The structure of education has followed the recommendations made in different education commissions. Besides, all the central government programmes and schemes towards total literacy drive are found operating in the state. The school education has adopted CBSE syllabi. Initially education was imparted by integrating the formal education to the cultural setting of the people. Essentially, it gives an idea not only of the growth of formal education through various policies and programmes but also of an attitude of appreciation to the tribal culture by the planners while implementing such programme at the beginning.

No doubt, both Central and State Government are giving more emphasis to development of Tribal education and taking responsibility which hardly need be debated, but in spite of that, the Tribal literacy of this region falls far short of the national average and demands different action plan from different sides.

### Conclusion

Policy maker regarding education should give more emphasis on qualitative education in order to increase competence and productivity of workers. Qualitative improvement in manpower may promise self-employment and generation of income. In this way, success will come gradually in all fields of economic activities. The role of private sector is also expected to increase educational development. Support of privatization in education would reduce the financial burden on Government. It would enhance access to education, provide choice to individuals and improve efficiency and quality of education by increasing competition.

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