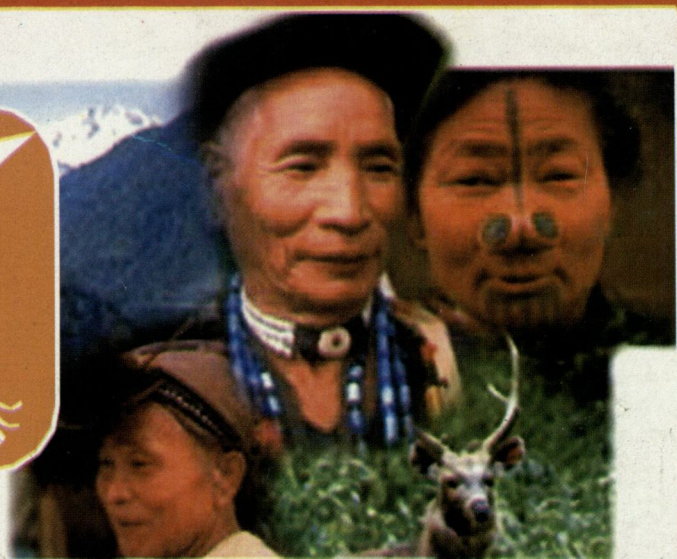


# Higher Education in ARUNACHAL PRADESH



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**P.K. NAYAK**

Education, almost universally, is seen as a powerful instrument making positive and effective contributions for a better world. It is such a large undertaking and it has so radical an influence on man's destiny that it can be proved damaging if its very substance, its relationship to man and his development, its interaction with the environment, as both product and factor of society are not deeply scrutinised and extensively reconsidered. In a country like India where variety marks physical, social, economic and cultural aspects, any worthwhile attempt at understanding the way education operates at the national level must endeavour to deal with variations peculiar to local contexts. The study of a micro-level unit and the like put together relieves such apprehensions.

The present work reports the research carried out on one such phenomenon, viz. Need for Higher Education in Arunachal Pradesh, basically stressing upon the dropouts. This volume focuses on the following various aspects of education—primary, secondary and higher. Certain remedies for the eradication of various maladies are also suggested. The volume grown upon many tables and analyses is expected to be popular among the readers and researchers on education of Arunachal Pradesh.

Rs. 400

**Dr. Prasant Kumar Nayak** (b. 1967) obtained M.A., M.Phil., Ph.D. degrees from Utkal University, Bhubaneswar, Orissa. Currently a Lecturer (S.S.) in History, Government College, Bomdila, Arunachal Pradesh, he has been teaching History to the Undergraduate students in the colleges of Arunachal Pradesh since 1992. Actively involved in research, he has published a dozen of research articles in various regional and national journals, completed a Minor Research Project sponsored by the University Grants Commission as the Principal Investigator and prepared 6 numbers of full text course materials for the Undergraduate and Post-Graduate students of History for the Directorate of Distance and Continuing Education, Utkal University, Bhubaneswar. His present pursuit and interests include the Development History of the Tribals of Arunachal Pradesh and the Economic History of Modern Orissa.

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**P.K. NAYAK**

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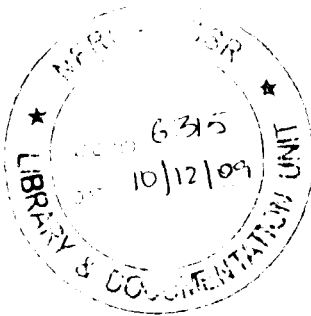
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# 1

## INTRODUCTION

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Man has tried across the span of human life on earth, within the limitations of his potentialities to make adjustments to the physical universe and to the social world about him. This process of adjustment has endeared him before his environment and social worlds, thereby creating in him a tinge for cultural integrity. Endowment of certain qualities such as easy manipulation of hands and of use of speech make him a highly expressive and creative being. His magic, religion, art, literature and the rest of the world of symbols are as much instrumentalities of his adjustive process as his material tools, architecture and technologies inventions. He creates these instrumentalities in order to feel at home, although it is another matter that having created them he loses rather complete mastery over them and in turn, may be slaved by them. This process again calls for renewed effort to adjustment and balance and so the gamut of change goes on.

Social change at its source is just a part of this broad based biological-psychological process. True, on the basis of anthropological and archaeological studies that society has never been absolutely static. In the early history of man's life change has of course been dead slow as in the vast eras of the Ice Ages. But albeit man's innovations in the fields of tool-making and agriculture have been galvanizing the process of change until today when the world is snared in the whirlpool of technological and social changes.

Although social change is a stubborn fact of human life, yet not all social change is good in its own right. It is for this reason that EDUCATION, as a tool of social control, has to perform two interspersed functions : one to assimilate, preserve and transmit the useful elements of the cultural patterns throbbing with the new vitalities of people and answering the list of social values. Hence, education, as a highly organised institution of society, must negotiate cultural heritage with open eyes and creative zeal. While assimilating and transmitting cultural heritage it must question as well as experiment and in that light modify it. The dynamic and durable culture is the one that keeps on admitting new change and new influences without losing its own moorings and cardinal human values. The school as a considerable partner of society, but with its own privileges of independence must exercise all its resources to achieve the aforesaid objectives in the most thoughtful and creative way.

There is a sensitive objection that the modern school is not well coping the responsibility of conserving the best of the cultural heritage and is hypnotically giving in to anything new and tantalizing. That needs a serious investigation in the best ways of research on the part of every educational institution so that the hard earned solid gains of the past are not simply thrown away with or without any social acquisitions from the new elements of life. Whether or not the objection be valid, it surely puts the school in its proper sphere of responsibility. The inescapable task of the school, and more so of the universities is to keep the emerging cultural patterns always under review and research so that under the guise of modernity no debilitating elements creep into the mainstream of life. The departments of sociology, psychology and philosophy of the universities need carry out a co-ordinated plan of research on this vital issue on which rests the very fate of civilization.

Hence education has always been linked to life and society. Since education is a sub-system of society, societal



vision and priorities will necessarily be reflected in education. While the pace of change has been slow in the past, that is no more true in the present context. The changes are of such a nature and occur with such rapidity that many persons go into a state of shock as a result. It is, therefore, imperative that necessary changes are made in the educational process so as to enable individuals and the society to cope with the change.

That knowledge is power, perceived a long time ago has been most forcefully demonstrated by the developed countries. It is not iron and coal, not oil nor even the accumulation of wealth that has made a few nations very rich and powerful, but the relentless pursuit of knowledge and its myriad applications through technology. Those nations which possess a high degree of knowledge and which have developed the ability to create new knowledge and thus have acquired power over nature, by understanding its laws, that have been inventing newer and newer technologies. Knowledge and technology have made it possible to acquire vast amounts of wealth. The power that has become available through knowledge, technology and money to the developing nations, has also made the developing nations remain at the receiving end.

### **The Essence and Role of Education**

Almost universally, education, is seen as an instrument that will positively and effectively contribute to making a better world. This is based on the fact that education has a definite role in developing the quality of minds of the people, the temper of their hearts and attitudes and the skills of their hands. Developing that boundless resource, the Human Person is therefore, also closely linked with national development. Education, as it is hoped, needs to produce a new person.

Education basically suffers from the gap between its context and the living experience of its pupils, between the

system of values that it preaches and the goals set up by society, between its ancient curricular and the modernity of science. Linking education to life, associating it with concrete goals, establishing a close relationship between society and economy, inventing or rediscovering an education system fitting its surroundings, surely brings about multi-dimensional solutions to the problems mankind faces (Inderpal Singh: 75).

For far too long, education had the task of preparing for stereotyped functions, stable situations, for one moment in existence, for a particular trade or a given job. It inculcated conventional knowledge in time honoured categories. This concept is still far too prevalent. And yet, the idea of acquiring, at an early age, a set of intellectual or technical equipment that is valid for a life time is out of date. This fundamental axiom of traditional education is tottering. Is not this the time to call for something quite different in education system? Learning to live, learning to learn, so as to be able to absorb new knowledge all through life, learning to think forcefully and critically, learning to love the world and make it more human, learning to develop in and through creative work.

Seemingly abstract words. But education is such a big undertaking, it has so radical an influence on man's destiny that it will be damaging if it is only considered in terms of structures, logistical means and process. The very substance of education, its essential relationship to man and his development, its interaction with the environment, as both product and factor of society, must all be deeply scrutinised and expensively reconsidered.

Like every other human enterprise, education also follows the law of growing old and therefore, gathering increasing amount of irrelevance. To remain alive education must constantly question its objectives, its content, and its methods.

From one view point aims of education may be taken as universal or particular. Universal aims are those which apply in their generality to all mankind. Developing human qualities such as love and non-violence are or anything to be, universal aims of education. Integration of human personality, sound physical and mental health, in keeping with the maximum of the health and progress of society are as well the universal aims of education. There are certain fundamentals in the life of individual and society, like fundamentals in any other field; which give education on one plane, a universal character. All sound philosophies and educational theories are agreed on this no matter what their language be. The intrinsic values are universal.

Individual or particular aims are limited in scope and character. They are related to times and conditions. They are also a matter of emphasis following certain exigencies. For example, a technologically backward country may of necessity emphasise, out of proportions, the place of science and technology in the curriculum. That does not mean that the values of science and technology are superior in merit to the basic human values. All it means is that to promote the human values it is necessary in particular conditions of a society to give top priority to technical subjects so that adequate material progress is assured. But if the material and technology become the vanguard in the march leaving human values in the rear there is serious reason for the educationists to feel alarmed. The particular aims, however good and useful, should not defy the universal, intrinsic aims of education, rather on the other hand enrich them.

It is one of the major tasks of education to keep the two in proper harmony for generally what happens is that the universal aims are constantly harped upon without due regard to the specific situations calling for specific curriculum and specific methods of education, or the specific problems are addressed to in a limited way in other disregard to the intrinsic universal values. Thus, to take an

instance, if India in the very early phase of educational reconstruction were to gear the whole system of education to attain spiritual ends at the cost of technological progress she might end up spiritually bankrupt and without adding anything to her material wealth. Or the other way round, if she were to insist on the progress of the technological knowledge at any cost without any heed to her spiritual heritage she would still be committing an educational folly.

Particular aims of education, which are in the nature of extrinsic or instrumental values – values whose function is to realise higher or intrinsic values have their justification so long as they do not contradict the basic values. The aims of education, therefore, is the extent of harmony and balance to be found in universal and particular aims.

Education is widely accepted as necessary tool for attainment of developmental goals. The role of education in development is related with its three major functions, viz. literacy, information diffusion and skill inculcation. It is quite clear that taken together these three functions constitute the main contribution of education on the development all over the world. The movement for a mass based education system in USA and Canada in the nineteenth century partly owes itself to this aspect. It arrived in the wake of mass industrial development. This is markedly different from that of the growth of education in UK and other European countries. Education played only a minor role in the initial stages of industrial revolution in these countries. It is only towards the later end of industrial revolution that it became imperative to spread education in UK and Europe, to facilitate the further economic growth.

The role of education in the modern period hardly needs any advocacy. But the problem is that when the poorer nations are launching their plans, given the nature of contemporary development, they are obliged to fulfil the precondition of education. They are not attempting to finish

crawl and the run, but to run straight way, because in the present times it is the nature of available technology and innovations which governs development. These countries have to move straight from pre-industrial age to modern pre-industrial stage, in these countries, the pressures on education, to facilitate this process, are tremendous. Their educational system has to deliver in as timing range of output to match the varying requirements of modern development. Educational system is not only to impart education but also so many other services get facilitated by its process. The institutions of educational system become conduct for many other inputs, like creation, health and community services. The growth of educational institutions should act as a facilitator for all such services.

In addition, the curriculum also becomes an important means of inculcating appropriate social values in the students. Such curriculum helps in forging together an identity in society. It also helps in developing common ethos of social members by inter-mixing the children from different socio-economic families together. In India, where due to lack of infrastructural facilities, the interior areas are aloof from the rest of the society, the spread of educational system is all the more important. Similarly, for creating a mutually accommodating climate in caste and class ridden villages it has an important role to play. It is in this sense, the objective of education is stated to be, education for development of manpower (B.L. Raina: 26-27).

Education can not be considered in isolation but should be related to other sectors of development. In this connection, the General Conference of UNESCO affirmed that by the very complexity of the problems which it must help to solve, education must be concerned in an interdisciplinary context as a factor of multidimensional development of which man is both the end and the instrument (J.P. Naik: 1978). Education has three important interrelated functions. First as a basic human need, people need

education to acquire a broad spectrum of knowledge, attitudes, value and skills which they can develop later on. Secondly, as a means of meeting other needs, education influences and is in turn influenced by access to the other basic needs like adequate nutrition, safe drinking water, health services and shelter. Third, as an activity, that sustains and accelerates over all development as a consequence of trained manpower development to manage capital technology, services and administration in every sector of economy.

However, education is rendered limited by mainly the prevailing economic order, political power and social structure. In spite of various advances made in this sphere and the wider spread of education, there is inequality in terms of its distribution among different social strata. Further, one-third of the children in the primary age group are not enrolled in schools, 60 per cent drop out before reaching the fifth standard, another 15 per cent before reaching eighth. Only half the number complete the school certificate examination (Raina: 29-30). The situation is more alarming in the case of weaker sections of society, especially the backward classes and scheduled castes and tribes, where poverty, low social and political status and cultural deprivation are dominant. The literacy in India has been improving considerably. After Independence it has increased from 16.67 per cent in 1951 to 43.4 per cent in 1981, and 52.1 per cent in 1991, 24.95 per cent (males) and 7.93 per cent (females) in 1951 to 56.4 per cent (males) and 29.8 per cent (females) in 1981 and 63.9 per cent (males) and female 39.4 per cent in 1991.

The growth of literacy rate by 8.5 per cent during 1981-91 decade, marks a slight progress over 7 per cent of the 1971-81 decade. If the country moves at this rate, it is expected that it can achieve total literacy by 2040. But female literacy is still very discouraging-the larger percentage being contributed by the BIMARU States, Bihar, Madhya Pradesh,

Rajasthan and Uttar Pradesh. The total female literacy is expected by 2060. The World Bank has estimated that India will have 500 million illiterates by 2000—constituting 54 per cent of the world's illiterate population. This is quite alarming for a democratic country like India. It is against such an intensely intimidating scenario that study of drop outs case assumes special significance. Also it appears quite inevitable to arrest the dropouts problems or else compounded with the illiteracy position, a greater challenge will emerge which will out race all our efforts to attain the EFA (Education for All) goal.

However, it is encouraging to note that there has been a steady increase in literacy, but this has uneven sexwise and regionwise distribution. Apart from the problem of having access to opportunities of education, the better educational facilities are also concentrated in the urban areas. In order to have equalitarian pattern of development in a democratic set-up like ours, it is important to have a balanced growth of education in the rural and urban areas.

In this regard, it needs to be recognised that such imbalances or variations in the very functioning of education in different areas are caused by factors and processes outside education. In other words, the ground procedures adopted at the national level and state level are similar all over. But a lot of variations will be there in the extent to which these operate effectively, depending on the local socio-cultural environment.

More precisely the aim of education is to help students develop their critical faculties, their capacities for thinking and judging and for modifying their behaviour so that now and later their education does not fail them to evaluate the life situations correctly and deal with them and promptly. The pragmatic educationists aim to develop the social intelligence of children has a substantial relevance in this context. Further, education succeeds in its aim to the degree it is able to make it acceptable to the pupils that learning in

life is not entirely in the gift of the school master but something to be won by their own efforts, maybe with more or less aid of the society, school and the teacher who serve as noble instrumentalities for the harmonious development of the former. Education in its aim emerges, by a little emphasis, to be a case of self-education. The test of the progress of any educational institution is as to how far it has made its principles fit for the career of self-education (Prem Nath: 92).

The aim of education as such turns out to be the total education of the whole individual for the total and wholesome life through mainly self-effort in the atmosphere with the community.

In a country like India, which is full of variety in physical, social, economic and cultural aspects any attempt at understanding the way education operate at a national level provides a very global view which is too comprehensive and complex to reflect such variations peculiar to local contexts. Hence, data attempted at the national level excludes the peculiarities of the particular regions. In an attempt to evolve a common view regarding the entire nation, they reveal only the generalities but not peculiarities specific to local regions. For instance, national figures regarding enrolment, dropout, number of schools in states and such other indicators of educational growth would only minimally explain the actual support constraints education faces in different regions. Such information is very much necessary. Also required are certain other indicators such as number of teachers, infrastructure facilities available as quantitative informations at grass root level alongwith qualitative information such as perceptions of people, problem faced reactions of teachers, general receptivity for the new things in the local cultural context. Besides, other features of relevance would be in the form of the locations or village nearer to city, nature of economic activities carried on and the socio-cultural functions. Studying such varied



details at a national level is too difficult but meaningful. Hence, the need of studying a smaller unit, such as a district or a village or a community with distinct socio-cultural identity is very much essential.

The present investigation is an attempt to carry out a research and survey of one such smaller phenomenon, viz. need for higher education in the West Kameng District of Arunachal Pradesh basically stressing upon the drop outs. In attempting such a research the present study focuses on the various aspects related to education—primary, secondary and higher in the said district, causes of drop outs at different stages of education accounting for the very slow process of enrolment for higher education, extent of utilization of educational facilities, perceptions of parents and local people regarding education, the way education has influenced the people of different subgroups in the rural set up, any possible improvement qualitatively, the extent of utilisation of developmental programmes launched by state government and such other related aspects.

### **The Present Study**

Education throughout the country is facing a crisis due to the lack of planning. This crisis can be overcome only through right education with proper emphasis on higher education. Higher Education is crucial for a country's development. The study covers all the factors responsible for the current status of Higher Education in the country. The present study will highlight the difficulties of the students coming for higher education. The students come forward, but their education gets stopped on the way the cause of which are under investigation of the study. As a result, the mechanism of higher education is hampered. Society suffers since it rears expenditure on them but receives very poor response. The economy starts reading down.

## **Objectives**

This study of the district attempts: To examine the socio-economic background of the family of a student dropping out on the way, i.e., features in different classes to reach higher education

- To identify the cases whether rising out of first generation education.
- To analyse the problem arising out of ineffective teaching methods or due to the pattern of education prevalent at the elementary and secondary levels.
- To focus the study of different aspect like Administration, Organisation, Evaluation and Inspection, Teacher and Research practices etc., contributing to the piling up of the problem.
- To make circle-wise survey of all the school facilities presently made available in the district (The District-West Kameng has Eight Circles presently, i.e. Bhalukpong, Bomdila, Dirang, Jamiri, Kalaktang, Nafra, Singchung and Thrizino).
- To suggest in toto the measures to be taken for the expansion of higher education in the district.

## **Methodology**

The project undertaken comprises an analytical survey of the existing school facilities, pre-service and in-service needs of the schools as well as college teachers (mention may be made that the said district has only one Degree college at its headquarters, Bomdila covering students from three districts, West Kameng, East Kameng and Tawang, established only a decade ago in 1988 and offering only Arts subjects that too Honours courses in three limited subjects, Economics, History and Political science). The study has been based basically on primary, secondary and tertiary sources, i.e., the officials records in the departmental

files, committee reports, bound survey publication, inspection reports, published books, monograph and other printed materials at the state, district, circle, village and institutional levels.

## Tools

For the collection of data for the study primarily the office of the DDSE (Deputy Director of School Education), West Kameng district, Bomdila, has been consulted. The said office has greatly come to the use for gathering information regarding the existing schools, infrastructure, enrolment, dropouts, teaching strength etc.

Moreover, three types of questionnaires were prepared and used for collecting data for analysing several factors contributing students dropping out. These are:

- 1) *Family Based Questionnaires (FBQ)* designed to collect informations regarding the family background of the student who has gone for drop out.
- 2) *Student Based Questionnaires (SBQ)* to elicit information on students' psychology, their opinion and difficulties behind the cause of dropping out.
- 3) *Teacher Based Questionnaires (TBQ)* to collect informations from the teachers appointed in the district in various capacities pertaining to the students problems, syllabus and other institutional facilities enjoyed by both the students and teachers.

The whole system has been empirically examined and analysed for a better solution.

## Significance of the Study

Since education drives a nation's prosperity to a significant position, any kind of impediment to the progress of education is to be curbed out. Large number of academic drop outs not only hampers the study atmosphere in an

institution but also drags the process of educational development of society in particular and of the country in general towards posterity. The study, the investigator hopes, would substantially lighten the burden of the explosive population growth of India.

A microscopic study of the problem and its suggestions for remedy after investigation if properly implemented would no doubt to some extent check the intensity of the problem. If this problem gets checked, the problem of unemployment gets lessened which enables a rural economy to grow stronger. If economy gets strengthened the sociological background of a society gets empowered. And a strong and powerful socio-economic background of a society accounts for the sum totality of nation's prosperity and development and projects India as one of leading nations in the world.