

Development of Education and its Quality of Accessibility in the era of Knowledge Society in Arunachal Pradesh

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Abstract: *The development and expansion of modern and formal education system is one of the most significant accomplishments during the last 60 years, one that has had a far reaching impact on the people and on the society. Education and its accessibility have brought a momentous change with new knowledge and ideas in the lives of the people. It has empowered them, instilled confidence and encouraged them to have broader outlook. These changes have taken place in an extremely short span of time, at best over a couple of generations and have made considerable impact on social relationships and society in an irreversible manner. The newer systems of learning and knowledge have come to the state and the domain of knowledge that a person needs to encompass has broadened. The old systems based on clan and community, have come under stress and have weakened but they are still very important. The spread of the school and the growth of literacy in the state is encouraging despite hilly area and communication problems of remote villages. The pupil-teacher ratio is an important indicator of the quality of education which was neglected for long till central government intervention for its enhancement. The paper start with a brief introduction of the school system in the state and the objective is to analyze the literacy rate and its gender gap, rural-urban gap in literacy and the issue of access to school of all the districts of Arunachal Pradesh with the help of primary and secondary data and a field study observation.*

Keywords: Education, Knowledge, Community, Village, Literacy, Gender, Quality, Development

1. Introduction

Arunachal Pradesh "The land of dawn-lit mountains" was known as North-East Frontier Agency (NEFA) till 1972. On 20th January, 1972, the NEFA was renamed as Arunachal Pradesh and a status of full-fledged Union Territory was granted. On account of its strategic geographic location, Arunachal Pradesh was given a special attention by the government of India particularly after 1962 and started the slow and arduous journey towards socio-economic and political development as a distinctive entity in the geo-political framework of the union of India. Arunachal Pradesh obtained full-fledged Statehood on 20th February 1987. Arunachal Pradesh is situated in the extreme North-East part of India. Geographically the state lies between 26° 28'N to 29° 38' N latitudes and 91° 30'E to 97° 30' E longitudes with total area of 83,743 km². It is the largest state among the North-Eastern States consisting of about 2.55 per cent of the total geographical area of the country. The State of Arunachal Pradesh has common international boundary with China in the North and North-East (1,080 km), Myanmar in the East (440 km) and Bhutan in the West (160 km).

During the beginning of the 20th century, Arunachal Pradesh had no schools at all. The first school was established in 1918 at Pasighat and the second in 1922 at Dambuk. Both the schools are bordered with the more developed State of Assam. Progress was slow at the time of independence; there were only three schools in the entire State which was up to the primary level. Most people in the State were not familiar with the written word until recently and many did not have a script of their own. However, the Buddhist tribes of the Kameng region and the lower Lohit valley have their own script. The monestaries of the former provided religious instruction in the Tibetan language to them and Khamptis

had tradition of reading and writing in the Tai-Khampti language which was brought from the present-day Myanmar. As a result and out of necessity, knowledge was passed on from generation to generation through oral histories and learning by doing, and the responsibility of teaching and guiding fell on the older people. The ballads that people sing even today are not just expressions of music and creativity but are rooted in time, place and culture. They are an important means of transmitting knowledge.

2. Setting up the School System

In the 1950s, the old insularity of the State began to come to an end as administrative structures and institutions, akin to that of the rest of the country were introduced. New towns and settlements began to spring up across the State. With these sweeping and unprecedented changes came the first phase of the expansion of a schooling system.

In 1951 itself as many as 67 Lower Primary (LP) schools were set up in the State. From 67 LP schools and one middle school (ME) in 1951-52, the number of schools increased to 179 LP schools, 25 ME schools and seven high schools (HE) in little over a decade.

Table 1: Growth of Educational Institutions in Arunachal Pradesh

Year	Schools			Teachers			Students		
	LP	ME	HE	LP	ME	HE	LP	ME	HE
1951-52	67	1	-	120	6	-	2674	34	-
1955-56	152	16	3	359	88	26	7105	310	87
1963-64	179	25	7	339	141	113	7,200	2,267	1,306

Source: Statistical outline of North-East Frontier Agency, April 1964.

There were 120 teachers in the LP schools and 6 teachers in the ME schools. To begin with, the enrolment was small. There were 2,674 children in the LP schools and only 34 children in the ME schools but this number grew extremely rapidly as the number of schools expanded.

As Table-2 shows, there has been a substantial increase in the number of schools and in school enrolment after Arunachal became a State in 1987. The big spurt in the expansion of schools (in all the three categories) was in the 1981-91 period, after which the growth has been gradual. Between the years 1991 and 2001, the enrolment in middle and secondary schools doubled and in the primary schools, it went up by a little over 50 per cent.

Table 2: Number of Schools

Year	Junior Basic Nursery Schools	Pre-Primary/ Upper Primary Schools	Middle/ Senior Basic Schools	Secondary/ Higher Secondary Schools
1981	965	-	120	48
1991	-	1,371	254	114
2001	-	1,360	333	184
2013	-	1974	825	231

Source: Statistical Abstract of Arunachal Pradesh, various issues.

Again, middle/senior schools has been risen more than doubled during the period between 2001-2013 and pre/upper primary schools and secondary/higher secondary schools have also increased substantially during the same period (2001-2013). In terms of number of institutions, the pre-primary/primary schools declined from 1,371 to 1,360 during the years 1991-2001 mainly because of the up gradation of many primary schools to middle schools.

Table 3: Number of Students

Year	Junior Basic Nursery Schools	Pre-Primary/ Upper Primary Schools	Middle/Senior Basic Schools	Secondary/ Higher Secondary Schools
1981	-	-	-	-
1991	-	1,25,071	26,089	15,696
2001	-	1,99,652	51,220	32,002
2013	-	1,47,471	98,731	79,002

Source: Statistical Abstract of Arunachal Pradesh, various issues.

3. Literacy in Arunachal Pradesh

Given the fact that most languages in the region do not have a script of their own, it is not surprising that the literacy levels in the State were extremely low. However, for the people who have recently been introduced to the written word, the progress in the last few decades has been remarkable. Table-4 reveals the percentage of literacy rate in Arunachal Pradesh. The literacy rate in Arunachal Pradesh has increased in each census. The literacy rate in the state was merely 7.13 per cent in 1961. But it has increased to 66.95 per cent (73.69 per cent males and 59.57 per cent females) in 2011.

Along with formal education, the literacy rate in Arunachal Pradesh has also increased considerably. As late as 1981, the literacy rate in Arunachal Pradesh was 25.55 per cent, which means that only one in four people were literate. The literacy rate for men was 35.12 per cent (one in three men was literate) while for women it was only 14.02 per cent (one in seven women was literate). All these rates were substantially below the national average.

Table 4: Literacy Rate of Arunachal Pradesh

Year	Persons	Males	Females
1961	7.13	12.25	1.42
1971	11.29	17.82	3.71
1981	25.55	35.12	14.02
1991	41.59	51.45	29.69
2001	54.74	64.07	44.24
2011	66.95	73.69	59.57

Source: Census of India, 2011,

The literacy rate varied from a high of 34.94 per cent in East Kameng and 15.75 per cent in the Upper Subansiri district. In these two districts (East kameng and Upper Subansiri) the female literacy rates were as low as 3.52 and 6.48 per cent respectively. The districts of West Kameng, West Siang, East Siang, Dibang Valley and Lohit enjoyed literacy rates above the state average but everywhere the literacy levels were low.

Table 5: Literacy Rate of all Districts (In Per cent)

Districts	1981			1991			2011		
	Male	Female	All	Male	Female	All	Male	Female	All
Tawang	-	-	-	40.41	16.83	29.80	73.69	59.57	66.95
West Kameng	34.53	15.36	25.84	55.03	35.22	46.31	68.54	60.80	69.40
East Kameng	14.80	3.52	9.39	37.69	14.02	26.20	70.95	54.18	62.48
Lower Subansiri	33.88	12.24	23.88	51.10	30.70	41.57	82.40	70.10	76.33
Upper Subansiri	24.60	6.48	15.75	47.58	27.24	38.31	76.36	60.51	63.96
West Siang	37.95	16.78	28.03	53.86	35.85	45.64	73.89	60.76	67.62
East Siang	41.98	19.28	31.81	52.49	34.43	44.30	78.94	67.90	73.54
Dibang Valley	40.83	17.10	31.85	56.94	33.27	46.88	69.39	59.10	64.80
Lohit	44.36	22.06	34.94	59.02	36.21	49.21	77.25	61.62	69.88
Changlang	-	-	-	54.44	29.64	43.20	70.80	52.08	61.90
Tirap	34.01	12.11	24.03	43.44	18.52	32.06	61.87	41.83	52.23
Arunachal Pradesh	35.12	14.02	25.55	51.45	29.69	41.59	73.69	59.57	66.95
All India	56.38	29.76	43.57	64.13	39.29	52.21	82.14	65.46	74.04

Source: Censuses of India, Arunachal Pradesh of 1981, 1991, 2011.

Starting from this low literacy rate, the State has made rapid progress. The literacy rate in the State increased from 25.55 per cent in 1981 to 41.59 per cent in 1991 and further to 54.34 per cent in 2001 and again rose to 66.95 per cent in 2011. In the 1981-91 decade, the literacy rate for men went up to 51.45 per cent (an increase of 16.33 percentage points). During the same period, the male literacy rate in the country increased by 7.75 percentage points. The four districts with the highest literacy rates in 1981, continued to have literacy levels above the state average. West Siang, East Siang, Dibang Valley, Lohit, as well as West Kameng and Changlang had literacy rate above the State average. Tawang, East Kameng, Lower Subansiri, Upper Subansiri and Tirap continued to have literacy rates below the State average. Women's literacy rate registered an increase of 15.67 percentage points in the same period. At the national level, the increase in women's literacy rate was 9.53 per cent points in the 1981-91 period. However, women's literacy continued to be low, with a rate of 29.69 per cent, only one in three women in Arunachal was literate. For India as a whole, the literacy rate for women in 1991 was 39.29 per cent. Women's literacy was extremely low in Tawang, East Kameng and Tirap (all below 20 per cent).

By 2001, the literacy rate in Arunachal Pradesh climbed to 63.83 per cent for men, 43.53 per cent for women and 54.34 per cent for the entire population. Arunachal is ranked at number 32 amongst the 35 States and Union Territories of the country in terms of literacy, according to the 2011 census. The literacy rate in Arunachal Pradesh is only 10.50 percentage points below the all-India literacy rate of 64.80 per cent. However, in districts like Tawang, East Kameng, Kurung Kumey, Upper Subansiri, Upper Siang, Dibang

Valley, Changlang, Tirap, Lower Subansiri the literacy rate is below the State average. East Kameng is ranked second from the bottom with a literacy rate of 40.64 per cent, and less than one in three women is literate (the male literacy rate is 52.36 per cent and the female literacy rate is 28.59). Kurung Kumey district is ranked at the bottom with a literacy rate of 25.74 per cent; only one in four people is literate and only one in three men is literate (male literacy rate of 34.08 per cent).

4. Gender Gap in Literacy

Across all the districts and the State, the gender gap in literacy is apparent. As late as the 2001, there is a difference of more than 20 percentage points between male and female literacy rates. Seven districts (West Kameng, Papum pare, Lower Subansiri, West Siang, East Siang, Lower Dibang Valley, and Lohit) have higher literacy rates for women than the State average. However, in Kurung Kumey district, only one out of six women is literate (female literacy is at 17.45 per cent). Women's literacy in Tawang, East Kameng, Kurung Kumey, Lower Subansiri, Upper Subansiri, Upper Siang, Dibang Valley (new), Changlang and Tirap are all below the State average (43.53 per cent). Notwithstanding the low literacy rates for women in many parts of the State, rapid gains national level and also shows that the gains in literacy are higher for women than for men, both in Arunachal and in India as a whole. Table-6 shows that the gender gap in Arunachal Pradesh is less than that at the national level and also shows that the gains in literacy are higher for women than for men both in Arunachal Pradesh and in India as a whole.

Table 6: Gender Gap in Literacy

	Literacy Rate-2001		Gender Gap in Literacy Rate	Literacy Rate-2011		Gender Gap in Literacy Rate	Decadal Improvement in Literacy rate (2001-2011)	
	Males	Females		Males	Females		Males	Females
India	75.20	53.70	21.50	82.14	65.46	16.68	6.94	11.76
Arunachal Pradesh	63.83	43.53	20.30	73.69	59.57	14.12	9.86	16.04

Source: Census of India-2001 & 2011

5. Urban-Rural Gap in the Literacy Rate

As in the rest of India, there is a wide gap between the urban-rural literacy rates in Arunachal too. In 1981, only five districts such as West Kameng, lower Subansiri, West Siang, East Siang and Lohit had any urban population. The urban-rural gap in the literacy rate for men was 38.30 percentage points, for women the gap was 40.05 percentage points and for the entire population it was 40.94 percentage points. The urban-rural gap in women's literacy is a little higher than that for men. Of these five districts, with minimal urban area in 1981, the gap was most noticeable in Lower Subansiri and East Siang although everywhere the urban-rural literacy gaps were high.

By 1991, the urban-rural gap in literacy fell to 30.99 points for men, 36.92 points for women and 34.57 points for the entire population. The reduction was greater for men (7.31 percentage points) than for women (3.13 percentage points). For the entire population, the urban-rural gap in the literacy rate continued to be quite high, 34.57 per cent (a fall of 6.37

percentage points during 1981-1991). The highest urban-rural gaps in men's literacy were observed in districts like Tirap, West Kameng, Lower Subansiri and West Siang. Similarly, in women's literacy too, the urban-rural gaps was highest in these districts. The smallest gap was observed in East Siang, where, in fact, the gains in literacy seem to be greater in the rural areas than in the urban areas.

Table 7: Urban-Rural Gap in Literacy of Arunachal Pradesh in 2001

District	Urban Literacy Rate (%)	Rural Literacy Rate (%)	Urban-Rural Gap (In percentage points)
Tawang	87.2	35.1	52.1
West Kameng	78.3	58.9	19.4
East kameng	67.4	31.3	36.1
Papum Pare	78.9	59	19.9
Lower Subansiri (old)	77.1	40.1	37
Upper Subansiri	72.5	41.5	31
East Siang	75.1	55.7	19.4
West Siang	80.9	53.9	27
Upper Siang	-	49.8	-

Dibang Valley (old)	84.5	53.1	31.4
Lohit	77.2	51	26.2
Changlang	83.2	47.6	35.6
Tirap	81.4	34.2	47.2
Arunachal Pradesh	78.3	47.8	30.5
All India	80.06	59.21	20.85

Source: Census of India & Arunachal Pradesh-2001.

An analysis of the urban-rural gap in literacy shows that while the gap is closing, it is as much as 30.5 per cent in 2001, which is of concern. The district-wise data for the year 2001 (Table-8) shows that the gap continues to be particularly large in the districts of Tawang, Lower Subansiri (old), East Kameng, Tirap and Changlang. The literacy rate data over the 1981-2001 periods shows that the urban-rural gap continues to be large, reinforcing the view that India's development is concentrated in the urban areas. What is of even greater concern is the fact that the urban-rural gap for women is closing slower than that for men. This reflects the fact that education opportunities for women and the girl child in the rural areas continues to be limited.

Table 8: Urban-Rural Gap in Literacy Rates in Arunachal During 1981-2001

Urban-Rural Gap in Literacy Rate	1981	1991	2001
Urban-rural gap in male literacy rate in percentage points	38.30	30.99	27.5
Urban-rural gap in female literacy rate in percentage points	40.05	36.92	32.60
Urban-rural gap in total literacy rate in percentage points	41.94	34.57	30.5

6. Pupil-Teacher Ratio

The pupil-teacher ratio is an important indicator of the quality of education provided by the State.

Table 9: Pupil-Teacher Ratio during 1990-91

Districts	Pre-primary	Primary	Middle	Secondary	Higher Secondary
Tawang	34:1	26:1	11:1	9:1	6:1
West Kameng	38:1	28:1	14:1	12:1	10:1
East kameng	36:1	30:1	15:1	16:1	10:1
Lower Subansiri	61:1	24:1	20:1	15:1	10:1
Upper Subansiri	50:1	36:1	25:1	19:1	14:1
East Siang	45:1	28:1	25:1	19:1	10:1
West Siang	61:1	26:1	15:1	13:1	12:1
Dibang Valley	66:1	27:1	15:1	15:1	7:1
Lohit	47:1	29:1	21:1	16:1	10:1
Changlang	61:1	46:1	19:1	13:1	6:1
Tirap	60:1	30:1	22:1	16:1	9:1
Arunachal Pradesh	50:1	29:1	20:1	15:1	10:1

Source: Statistical Abstract of Arunachal Pradesh-1991.

In 1991, the pupil-teacher ratios in Arunachal Pradesh were 50:1 at the pre-primary, 29:1 at the primary, 20:1 at the middle, 15:1 at the secondary and 10:1 at the higher secondary levels. In 2001, the ratios were 34:1 at pre-primary/primary, 27:1 at middle, 24:1 at the secondary and 30:1 at the higher secondary levels. These average figures however, only tell us a part of the story. There are significant inter-district variations in the pupil-teacher ratio. For example, in 1991, at the pre-primary school level, the number of students per teacher in Dibang Valley was 66:1

while in Tawang it was 34:1. At the primary school stage, the ratio was lowest in Lower Subansiri (24:1) and highest in Changlang (46:1). At the middle level, the ratio was the lowest in Tawang (11:1) and highest in Upper Subansiri and East Siang (25:1). At the secondary level, the ratio was lowest in Tawang (9:1) and highest in Upper Subansiri and East Siang (19:1). At the higher secondary level, the ratio was lowest in West Kameng (1:1) and highest in Upper Subansiri (14:1).

Table 10: Pupil-Teacher Ratio of 2000-01

Districts	Pre-primary/Primary	Middle	Secondary	Higher Secondary
Tawang	24:1	20:1	23:1	19:1
West Kameng	19:1	19:1	25:1	30:1
East kameng	61:1	40:1	38:1	22:1
Papum Pare	46:1	41:1	38:1	22:1
Lower Subansiri	50:1	22:1	28:1	33:1
Upper Subansiri	37:1	31:1	25:1	44:1
East Siang	22:1	23:1	20:1	27:1
West Siang	35:1	26:1	24:1	29:1
Upper Siang	37:1	25:1	33:1	37:1
Dibang Valley	26:1	29:1	28:1	24:1
Lohit	31:1	28:1	16:1	25:1
Changlang	35:1	26:1	31:1	25:1
Tirap	30:1	31:1	19:1	21:1
Arunachal Pradesh	34:1	27:1	24:1	30:1

Source: Statistical Abstract of Arunachal Pradesh-2001.

Between 1991 and 2001 the pupil-teacher ratio improved in Arunachal Pradesh at the pre-primary/primary level from 50:1 to 34:1. At the middle school level, the ratio of pupils per teacher rose marginally from 20:1 in 1991 to 27:1 in 2001. At the secondary level too the ratio rose from 15:1 to 24:1 and at the higher secondary level, the ratio rose from 10:1 to 30:1. The highest and lowest pupil-teacher ratio were observed in East Kameng (61:1) and West Kameng (19:1) at the pre-primary/primary level; Papum Pare (41:1) and West Kameng (19:1) at the middle level, East Kameng (38:1) and Lohit (16:1) at the secondary level and Upper Subansiri (44:1) and Tawang (19:1) at the higher secondary level. For India, the pupil-teacher ratio at the national level in 1997 was 42:1 at the primary school level, 37:1 for the upper primary level and 29:1 at the secondary level. Thus, there is considerable inequality in the pupil-teacher ratio across the State and at different stages of education, reflecting the changing access and enrolment of students especially at the high school level.

Table-11 shows the significant improvement of pupil-teacher ratio over the years from 2001 to 2013. The new district Lower Dibang Valley has the lowest pupil-teacher ratio (13:1) and Tirap district has the highest pupil-teacher ratio of 29:1 during 2012-13 in pre-primary/primary level. In middle level Tawang and Dibang Valley districts have lowest pupil-teacher ratio and Upper Subansiri district has the highest pupil-teacher ratio in the State. The Dibang Valley district has the lowest pupil-teacher ratio (08:1) and Lohit and Changlang districts have highest pupil-teacher ratio of 31:1 in secondary level in 2013. In Higher secondary level Kurung Kumey district has the lowest pupil-teacher ratio (18:1) and Upper Subansiri district has highest pupil-teacher ratio in the State during the same year.

Table 11: Pupil-Teacher Ratio of 2012-13

Districts	Pre-primary/ Primary	Middle	Secondary	Higher Secondary
Tawang	10:1	11:1	15:1	19:1
West Kameng	15:1	20:1	20:1	22:1
East kameng	19:1	17:1	23:1	22:1
Papum Pare	16:1	19:1	22:1	37:1
Lower Subansiri	17:1	18:1	19:1	27:1
Upper Subansiri	26:1	29:1	28:1	55:1
Kurung Kumey	24:1	22:1	19:1	18:1
East Siang	15:1	16:1	16:1	23:1
West Siang	14:1	16:1	25:1	34:1
Upper Siang	16:1	16:1	15:1	29:1
Dibang Valley	15:1	11:1	08:1	29:1
Lohit	23:1	21:1	31:1	29:1
Changlang	27:1	24:1	31:1	29:1
Tirap	29:1	22:1	18:1	35:1
Lower Dibang Valley	13:1	22:1	25:1	38:1
Anjaw	16:1	14:1	15:1	24:1
Arunachal Pradesh	34:1	27:1	24:1	30:1

Source: Statistical Abstract of Arunachal Pradesh-2012-13.

7. Infrastructure

The percentage of single teacher primary schools is much higher (45.46 per cent) in Arunachal Pradesh than the national average of 20.12 per cent. And the percentage of total schools having drinking water facilities and toilets in rural areas is lower than the national average of 47.98 per cent and 12.76 per cent respectively. In Arunachal Pradesh only 5.57 per cent of the total schools have separate toilets for girls, which is lower than the national average of 6.43 per cent.

8. Availability of Schools and Attendance

While four districts have achieved a gross enrolment ratio of 100 per cent at the primary level and one district at the upper primary level, there continue to be many areas in Arunachal where access to schooling remains an issue. The Tenth Plan document for Arunachal Pradesh clearly says that 85 per cent of the population has primary schooling facilities within a distance of 2 km and the remaining 15 per cent of the population lives in far-flung areas of the State with no road connectivity. Since the population of Arunachal is scattered, the standard norms of population followed elsewhere in the country for the establishment of schools are not relevant in Arunachal Pradesh.

At the State level, 51.62 per cent of the habitations have primary school facilities within a one kilometer distance. About 32 per cent of habitations have schooling facilities at the upper primary level within a distance of three kilometers. The worst affected districts in the provisioning of primary schooling where more than 50 per cent of the habitations do not have school facilities within a one kilometer distance, are Tawang, Papum Pare, Kurung Kumey, Lower Subansiri, Upper Subansiri, Dibang Valley and Lohit. The problem is most acute in the districts of Kurung Kumey and Dibang Valley, where 75.11 and 84.82 per cent of the habitations respectively do not have primary schools within a radius of one kilometer. This is probably the single most important reason for the extremely low literacy rates in Kurung Kumey

especially for girls. As high as 68.83 per cent of all habitations in Arunachal do not have school facilities within a three kilometer distance at the upper primary level. In East kameng, East kameng, Kurung Kumey, Upper Subansiri, Dibang Valley, Upper Siang and Lohit more than 70 per cent of the habitations do not have upper primary school facilities within a distance of three kilometers.

The absence of adequate schooling facilities both at the primary and upper primary levels results at the large scale prevalence of dropouts and non-enrolment. The main reasons for the non-enrolment and dropout of the children in the age group 6-17 years are that the school is too far away (more boys than girls gave this reason) or that the children are required for house work (both boys and girls cited this as a reason) and not interested in studies (more boys than girls gave this as a reason). Cost was also an issue and between 10 to 15 per cent of the children said that this was the main reason for them not attending school. The percentage of children citing that the school is too far away as the main reason for not attending school is the highest in Arunachal Pradesh among the North-Eastern States. Therefore, adequate provisioning of schooling facilities is imperative. The establishment of inter-village boarding schools is a solution to the problem of settling up schools in small and remote habitations and to the issue of provisioning of primary schools for children.

Table 12: Reasons for not Attending School

Various Reasons for not Attending School	Main Reasons for not Attending School		Main Reasons for currently not Attending School	
	Boys	Girls	Boys	Girls
School too far away	23	16.10	9	2
Education not considered necessary	0.7	5.6	0	2.8
Required for household work	14.2	30.8	27.6	22.2
Required for farm/family business	3.8	0.9	2	0
Required for outside work for payment in cash or kind	2.1	9.1	4	2.3
Cost too much	12.1	11	10	15.5
Required to take care for siblings	4.5	6	0	0
Not interested in studies	18.4	9.6	28.7	19.4
Other reasons	16.7	8.9	8.4	26.6
Total	100	100	100	100

9. Conclusion

Access to education continues to be an issue in some parts of Arunachal Pradesh. Districts with relatively low education indices like Tirap, Tawang and Changlang as well as East Kameng, Upper Siang, Upper Subansiri and Lohit require intensive efforts to improve literacy rates and school education. The Specific strategies need to be devised to engage with the local communities to ensure that education becomes universal, especially at the primary and elementary levels. The problems that have been encountered vary from the construction of school buildings, to the non-availability of educated persons in some localities to work as teachers, the unwillingness of teachers from other areas to serve in remote areas. Though the Sarva Shiksha Abhiyan launched by the government of India is expected to ease the situation to some extent. However the impact of the scheme may be rather limited owing to the problem of State's contribution

of 25 per cent towards this centrally-sponsored scheme is likely to be a problem. Crucial to the success of state policies for universal education for out of school children of the poorest families will be the introduction of measures to mitigate the costs of school attendance. This, in spite of the fact that such policies may still prove insufficient to overcome problems of low demand for primary schooling, where the opportunity costs of sending children especially girls to school are too high. The quality of teaching is an issue all across the State. Teacher training is an important element in the provision of quality education. There are very few trained teachers in the State. The percentage of untrained teachers at the primary level is 59 per cent. The districts where the incidence of untrained teachers is high are Kurung Kumey (93.3 per cent), Upper Siang (92.1 per cent), and Lower Subansiri (88.2 per cent). Similarly, at the upper primary level, untrained teachers constitute 57 per cent of the total.

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