

Working of District Administration: A Study of Performances of Education Department in Tawang District of Arunachal Pradesh

Man Norbu¹, Nani Bath²

¹(PhD Research Scholar, Department of Political Science, Rajiv Gandhi University, Rono Hills, Itanagar, India.)

²(Professor, Department of Political Science, Rajiv Gandhi University, Rono Hills, Doimukh, Itanagar, India.)

Abstract:

The district is the principal unit of territorial administration in India which bridges the gap between the government and the common public. The district administration in Arunachal Pradesh was introduced for the first time in 1965 when the five Frontier Divisions of North-East Frontier Agency were transformed into Districts by the North East Frontier Agency (Administration) Regulation, 1965. There are at present 25 districts in the state, each being headed by the Deputy Commissioner who is the overall in charge of the district establishments of various departments. The district has several development departments including Education, Health, Agriculture, Horticulture, Forest, Animal Husbandry, Transport and Communication, Industries, etc. which collectively constitute district administration. These departments work under the guidance of their respective heads of departments and are responsible to the Deputy Commissioner for the planning and implementation of various developmental schemes. This article attempts to study the working and performances of education department in Tawang district of Arunachal Pradesh keeping in view the parameters like enrolment of students, number of schools and teaching staffs, teacher-student ratio and literacy rate. A quantitative method is applied to achieve the research objective. All the schools of Tawang district were included in the sample. The collected data were analyzed in terms of percentage and quantitatively.

Keywords: District, Administration, Education Department, School, Teacher, Student, Tawang, Arunachal Pradesh

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I. Introduction

The administrative set-up of Arunachal Pradesh is organized in the pattern of 'Single Line Administration' which is also known as 'Single Chain Administration' where the power descends vertically from the head of the administration to the lowest executive officers and the technical officers at each level and place are directly responsible to the respective local executive heads at that location. This pattern of administration aims at successful co-ordination of the activities of the various departments for all round development and welfare of the area.¹ The 'Single Line Administration' has been adopted taking into consideration the hilly and difficult mountainous terrain of the region which required well-coordinated administrative set-up to provide quick decision in all important matters.² In fact, the Single Line Administration was introduced to increase efficiency of work as well as to bring a spirit of co-operation between officers.³ The functions of the Circle Officers, Extra Assistant Commissioners etc. embraced a multi-purpose list in that they acted as local heads for all subjects affecting their jurisdictions such as development work, maintenance of law and order, revenue work, community development schemes, socio-cultural affairs of the people and the exercise of authority over the various installations and schemes of various technical departments such as schools, hospitals, roads, agriculture and so on. This last function enables the executive functionaries to maintain an overall integrated outlook in their jurisdictions in various spheres. It also suits the convenience of the people in that they can appeal to a single authority on any subject. The prime position accorded to the Circle Officers,

¹ Gazetteers Department, *Gazetteer of India Arunachal Pradesh East Kameng West Kameng and Tawang Districts* (Shillong: Gazetteers Department, Government of Arunachal Pradesh, Shillong, 1996), 193.

² M. N. Das and C. M. Manpong, *District Administration in Arunachal Pradesh* (New Delhi, India: Omsons Publications, 1993), 58-59.

³ Verrier Elwin, *A Philosophy for NEFA* (Itanagar, India: Directorate of Research, Government of Arunachal Pradesh, 1957), 5.

Extra Assistant Commissioners etc., in respect of their jurisdictions has come to be known as the Single line Administration.⁴

The Deputy Commissioner is the overall in charge of the district establishment of various departments. He supervises and controls all administrative and developmental activities of the district which are carried out by different departments in the district under his administrative jurisdiction. There are various development departments in the district which perform developmental activities such as Department of Education, Health, Agriculture, Horticulture, Industry, Forest, Animal Husbandry, Irrigation, Social Welfare, Cooperative, Civil Supplies, Transport and Communication etc. All these departments collectively constitute 'District Administration.' These departments are the integral parts of the office of Deputy Commissioner and are responsible for the implementation of governmental plans and schemes and other developmental works. They work under the guidance of their respective heads of departments. The Deputy Commissioner is responsible for the planning and implementation of various developmental schemes in the district for which he functions in unison with the district heads of the developmental departments.⁵

II. Education Department

The education department is one of the most important departments in the district which is responsible for the effective management and implementation of educational policies in the district. The education department works for the improvement of educational standard and literacy rate of the district. Till 1996, the education department at the state level was headed by the Directorate of Public Instruction (DPI), who was assisted by the Joint Directors and Deputy Directors. The government continued with the system of DPI until 1996 to look after all sectors of education. However, under strategic decisions the Directorate was bifurcated into Directorate of School Education and Directorate of Higher & Technical Education.⁶ At present, the educational system in Arunachal Pradesh is broadly classified into (1) Higher and Technical Education and (2) School Education. The Higher and Technical Education includes colleges, universities and technical institutes like Polytechnic and School Education can be further classified into elementary and secondary levels. The primary and middle classes come under elementary level and secondary and higher secondary classes come under secondary level.⁷

So far as the structure of educational administration is concerned, the state Education Minister is the overall head of the Ministry of Education followed by the Secretary for Education whose secretariat exercises the powers delegated to it by the state government. Below the Secretary, there are Directorate of School Education (DSE) and Directorate of Higher & Technical education (DHE), which implements policies and matters related to school education and higher education. In Directorate of School Education and Higher & Technical Education, there are Director, Joint Director, Deputy Director and Assistant Director and the powers and duties are decentralized among officials of the Directorates for effective management and implementation of the educational policies at different levels. At the district level, the DDSE is the head of education department who is assisted by Block Education Officer and his subordinate staffs at the block level for effective management of various educational activities.

In terms of the genesis of formal modern education in Arunachal Pradesh, it has started very lately. Before independence, the British Indian administration did not pay any serious attention towards the introduction of education. The history of education in Arunachal Pradesh reveals that the mythological education used to be imparted through Buddhist monastery in the north-west portion of the Kameng district and the formal system of education was initiated during the British period in the Adi areas of East Siang district. In 1918, the people of Pasighat opened the first venture school in 1918 followed by the Adis of Dibang Valley at Dambuk in 1922.⁸ After India got independence, the introduction of modern education became a serious challenge for the new administration. At the dawn of independence in 1947, it was officially recorded that there were only three primary schools with the total enrolment of 35 students. The literacy rate of the state was recorded only 7.23 per cent against 28.30 per cent of all India when the census was conducted for the first time in the state in 1961.⁹ According to the first census in 1961, there were 148 educational institutions with the total enrolment of 4,443 students. The number of educational institutions rose up to 567 and enrolment of students to 33,000 during 1971 census.

⁴ P. N. Luthra, *Constitutional and Administrative Growth of the Arunachal Pradesh* (Itanagar, India: Director of Research, Arunachal Pradesh, 2007), 21-22.

⁵ Gazetteers Department, *Gazetteer of India*, 194.

⁶ Rachob Taba, "Development of Education in Arunachal Pradesh- A Critical Study," (PhD Thesis, Arunachal University, 2004), 142.

⁷ Joram Begi, *Education in Arunachal Pradesh since 1947: Constraints, Opportunities, Initiatives and Needs* (New Delhi, India: Mittal Publications, 2007), 62.

⁸ Taba, "Development of Education," 116.

⁹ Directorate of Higher and Technical Education, *Basic Information on Higher & Technical Education Arunachal Pradesh 2019-20*, (Itanagar: Directorate of Higher and Technical Education, Department of Education, Government of Arunachal Pradesh, 2020), 2.

After the attainment of statehood in 1987, education in Arunachal Pradesh has undergone considerable expansion. As per the 1991 census, the number of educational institutions increased to 1,240 out of which 284 pre-primary schools, 1,114 primary schools, 73 secondary schools, 48 higher secondary schools, 04 colleges and 01 university. And the literacy rate rose to 41.59 per cent. The numbers of primary, middle, secondary and higher secondary schools have increased to 1,146, 277, 79 and 61 with an increase of 20 per cent, 52.20 per cent, 58 per cent and 96.77 per cent respectively. The overall increase in number of schools is 28.64 per cent after 1986 and the enrolment of students in primary, middle, secondary and higher secondary schools have also increased to 59,589, 40,491, 23,739 and 24,271 respectively in 2001.¹⁰

III. Development of Education in Tawang District: Working and Performances of Education Department

The development of modern education in Tawang district has been a post-independence phenomenon. Initially, the formal modern education was not known to the people of Tawang district although they had an age-old system of monastic education. The *Monpas* had the practice of sending the second son out of three or more sons to serve as monk in Tawang monastery. It was only in the year 1952 that the first school was established in Tawang namely Headquarter Primary school, which was later on upgraded to higher secondary school. In the erstwhile Kameng Division, there were no higher secondary schools till the 1960s. By 1980s, there were three higher secondary schools along with an undergraduate college at Bomdila in undivided Kameng district. The erstwhile Kameng district was divided into East Kameng and West Kameng districts in 1980 and Tawang district was carved out of the West Kameng district in 1984.

Like in every district, the education department of Tawang district is under the administrative and technical control of the Deputy Director of School Education (DDSE) who executes all educational schemes in the district. He is the implementing authority of educational schemes or centrally sponsored schemes like Mid-Day Meal, Sarva Siksha Abhiyan (SSA), Rashtriya Madhyamik Sikhsha Abhiyan (RMSA), Right to Education (RTE) and free and compulsory education to children from 6-14 years under RTE Act etc.. He is assisted by Block Education officer (BEO) in promoting education in the district. The DDSE office comes under the administrative control of the Deputy Commissioner and thus DDSE provides technical advice to the DC in matters related to education.¹¹

The main aim of this study is to find out the working and performances of education department in Tawang district. For this purpose, the student's enrolment, number of teachers, number of educational institutes, teacher-student ratio and literacy rate are the parameters covered in the study.

1. Educational Institutions

Tawang was a sub-division of West Kameng district till 1984 when it came into existence as full-fledged district on October 6, 1984. As on March 31, 1991, there were 78 schools in newly created district out of which 63 pre-primary/primary schools, 12 middle/senior basic and 03 high/higher secondary schools.¹² With the growing significance of education, the government has taken positive steps towards the progress of education in the state by increasing the number of educational institutions. Thus, there has been a tremendous growth in spreading educational network in the state. After the attainment of district status, the number of schools in Tawang increased from 78 in 1991 to 92 in 2000 which has further increased to 134 in 2014. As on September 30, 2000, there were 55 primary, 15 middle, 05 secondary, 01 higher secondary and 16 community schools in Tawang district. As on March 31, 2014, the district had 134 schools, 72 primary, 48 middle, 09 secondary and 05 higher secondary schools.¹³

So far as institute of higher education is concerned, there was no higher educational institution in Tawang district till 2016 when the first government college was established in the district. Students from Tawang district had to travel more than 180 kilometres to Bomdila, West Kameng district for higher education. However, Government College Tawang was established in 2016 vide Government of Arunachal Pradesh Notification No. ED/HE/PLG-592/2016, dated 16th June, 2016 and the first academic session began from July 2017 with the approval for the commencement of the first academic session of the college vide No. ED/HE/PLG-592/2016/761-73 dated 17th May, 2017. The Government of Arunachal Pradesh vide Notification No. ED/HE-160/2017, dated 17th October, 2017 accorded the introduction of Hindi in addition to English, Economics, Geography, Political Science and History from academic session 2018-19. The Government College

¹⁰ Taba, "Development of Education," 147-148.

¹¹ Goli Bagra, "District Administration in Arunachal Pradesh: A Case Study of West Siang District," (PhD dissertation, Rajiv Gandhi University, 2015), 153.

¹² Directorate of Economics and Statistics, *Statistical Abstract of Arunachal Pradesh 1991*, (Shillong: Directorate of Economics and Statistics, Government of Arunachal Pradesh 1991), 38.

¹³ Directorate of Economics and Statistics, *Statistical Abstract of Arunachal Pradesh 2014*, (Itanagar: Directorate of Economics and Statistics, Government of Arunachal Pradesh, 2014).

Tawang has been dedicated to the former Chief Minister of the state Dorjee Khandu and thus renamed as Dorjee Khandu Government College, Tawang by the Government of Arunachal Pradesh vide Notification No. ED/HE-13 (Aca)/2009Pt., dated 25th July, 2018.¹⁴

Table no 1: Number of Educational Institutions

Years	Number of School				Total School	College
	Primary	Middle	Secondary	Higher Secondary		
2015-16 (As on 31-03-16)	71	50	11	04	136	00
2016-17 (As on 31-03-17)	62	52	09	05	128	00
2017-18 (As on 31-03-18)	95	43	14	05	157	01
2018-19 (As on 31-03-19)	65	50	11	05	131	01
2019-20 (At Present)	64	51	11	05	131	01

Source: Data compiled by the Researcher from:

1. Directorate of Economics and Statistics. *Statistical Abstract of Arunachal Pradesh- 2016*. Itanagar: Directorate of Economics and Statistics, Government of Arunachal Pradesh, 2016.
2. Directorate of Economics and Statistics. *Statistical Abstract of Arunachal Pradesh- 2017*. Itanagar: Directorate of Economics and Statistics, Government of Arunachal Pradesh, 2017.
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4. Directorate of Economics and Statistics. *Statistical Abstract of Arunachal Pradesh- 2019*. Itanagar: Directorate of Economics and Statistics, Government of Arunachal Pradesh, 2019.
5. Department of Elementary Education. *Unified District Information System for Education (U-DISE)*. Itanagar: Government of Arunachal Pradesh, 2020.

The table 1 shows the number of educational institutions in the district for the last five years. It can be seen that there is fluctuation in the numbers of schools. There is a decline in the total number from 136 schools during 2015-16 to 128 during 2016-17 representing a decline of 08 schools. However, the total number of schools increased during 2017-18 to 157 with addition of 33 primary and 05 secondary schools during that year though there was a decline of 09 middle schools. It is very imperative to note that apart from the increase in number of schools, the district got its first institute of higher education with the establishment of a government college in the year 2016. There has been a considerable decline in the number of schools during 2018-19, 131 schools against 157 schools in the previous year as shown the above table. The number of primary and secondary schools decreased from 95 and 14 to 65 and 11 representing a decline of 30 and 03 schools.

2. Student's Enrolment

In order to find out the student's enrolment in the district, the researcher has collected data of enrolment for a period of last five years from 2015-16 to 2019-20. The enrolment of students in schools in the last five years from 2015-16 to 2019-20 is presented in table 2. During 2015-16, the total number of students enrolled in Tawang district was 10,227, with 4,558 boys and 5,669 girls. However, the enrolment of students has declined during 2016-17. It has reduced to 8,195 from 10,227, representing a decline of 2,032 students as compared to previous year. But there has been a growth in enrolment of students during 2017-18. The enrolment has increased to 8,241 with an increase of 41 students. Total enrollment, however, has decreased in 2018-19 and 2019-20. Enrollment has dropped to 7,466 students in 2018-19 which has fallen even further in 2019-20 to 7,237, a decline of 229 students.

Table no 2: Student's Enrolment

Years	Schools			College		
	Boys	Girls	Total	Boys	Girls	Total
2015-16	4558 (44.57)	5669 (55.43)	10227	-	-	-
2016-17	3450 (42.10)	4745 (57.90)	8195	-	-	-
2017-18	3474 (42.16)	4767 (57.84)	8241	65 (35.71)	117 (64.28)	182
2018-19	3079	4387	7466	70	158	228

¹⁴ Dorjee Khandu Government College Tawang Website accessed November 10, 2021, <http://dkgct.in>.

	(41.24)	(58.76)		(30.70)	(69.30)	
2019-20	3016 (41.67)	4221 (58.33)	7237	84 (31.00)	187 (69.00)	271

Source: Data compiled by the Researcher from:

1. Directorate of Economics and Statistics. *Statistical Abstract of Arunachal Pradesh- 2016*. Itanagar: Directorate of Economics and Statistics, Government of Arunachal Pradesh, 2016.
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Note: Figures in parenthesis denote percentage of boys and girls in total enrolment.

Although the number of girl students was very less in the initial stage of development of education, the enrollment of girl students has improved a lot over the years. It has now become even more than that of boy's enrollment as shown in the above table. The enrolment of girl students were 5,669 against 4,558 boys during 2015-16, 4,745 girls against 3,450 boys during 2016-17, 4,767 girls against 3,474 boys during 2017-18, 4,387 girls against 3,079 boys during 2018-19 and 4,221 girls against 3,016 boys during 2019-20. The percentages of girl's enrolment were 55.43, 57.90, 57.84, 58.76 and 58.33 respectively. The enrolment of students in college also increased from 182 students enrolled during 2017-18 to 228 during 2018-19 and 271 during 2019-20. It is evident that enrolment of both boys and girls has increased and the number of girl student's enrolment was higher than that of boys in all the academic years. The enrolment of girls was 182 against 117 boys during 2017-18, 228 girls against 158 boys during 2018-19 and 271 girls against 187 boys during 2019-20. The percentages of girl's enrolment were 64.28, 69.30 and 69.00 respectively.

3. Teachers

According to Statistical Abstract of Arunachal Pradesh 1991, as on March 31, 1991, Tawang district had the lowest number of teaching staff with 204 teachers, 182 male and 22 female against state's total teaching staff strength of 6,568 teachers, 5,227 male and 1,341 female. However, the number of teachers in the district has been continuously increasing as can be seen from the table 3.

Table no 3: Number of Teachers (2015-16 to 2019-20)

Year	Number of Teachers					
	Schools			College		
	Male	Female	Total	Male	Female	Total
2015-16	461	329	790	-	-	-
2016-17	443	379	822	-	-	-
2017-18	468	414	882	01	04	05
2018-19	461	405	866	01	05	06
2019-20	451	403	854	04	08	12

Source: Data compiled by the Researcher from:

1. Directorate of Economics and Statistics. *Statistical Abstract of Arunachal Pradesh- 2016*. Itanagar: Directorate of Economics and Statistics, Government of Arunachal Pradesh, 2016.

2. Directorate of Economics and Statistics. *Statistical Abstract of Arunachal Pradesh- 2017*. Itanagar: Directorate of Economics and Statistics, Government of Arunachal Pradesh, 2017.
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In 2015-16, there were 790 teachers, which increased to 822 in 2016-17 and 866 in 2018-19. However, the number of teachers has decreased slightly in 2019-20. The number of teachers dropped from 866 to 854, representing a decline of 12 teachers. It is found that the higher number of male teacher has been recorded in the last five successive years, 461 male against 329 female during 2015-16, 443 male against 379 female during 2016-17, 468 male against 414 female during 2017-18, 461 male against 405 female during 2018-19 and 451 male against 403 female during 2019-20. In the case of institute of higher education, the number of teachers was initially very low, with only 05 teachers in its first session in 2017-18, but this was later increased to 06 teachers in 2018-19, and the number has now been increased to 12 teachers in 2019-20.

4. Teacher-Student Ratio

Further, with the increasing numbers of educational institutions, student's enrollment and teachers, an attempt has been made to find out the ratio between teacher and student. The teacher-student ratio of the state varies from district to district. According to Right to Education Act (2009), the teacher-student ratio should be 1:30 at primary level, 1:35 for upper primary and 1:30 for secondary and higher secondary level.¹⁵ Similarly, the ratio in Higher Educational Institutions as UGC laid norms is 1:25 for Science, 1:15 for Honours Course (Humanities) and 1:30 for Pass Course respectively and it is 1:20 in all perspectives as per the RUSA norms.

From the analysis of table 4, it is found that the teacher-pupil ratio has been improving in the district. It has improved from 1:13 during 2015-16 to 1:10 during 2016-17, 1:10 during 2017-18, 1:9 during 2018-19 and 1:8 during 2019-20. Likewise, the faculty-student ratio in the lone government college of the district was 1:36 during its first academic session 2017-18, with 05 teaching faculty against 182 students enrolled. The number of students enrolled increased by 46 students while the number of teachers increased by only one, resulting in a teacher-student ratio of 1:38 in 2018-19. However, the ratio has improved dramatically in 2019-20 with 1:23.

Table no 4: Teacher-Student Ratio (2015-16 to 2019-20)

Years	Teacher-Student Ratio					
	Schools			College		
	Students	Teachers	Ratio	Students	Teachers	Ratio
2015-16	10227	790	1:13	-	-	-
2016-17	8195	822	1:10	-	-	-
2017-18	8241	882	1:10	182	05	1:36
2018-19	7466	866	1:9	228	06	1:38
2019-20	7237	854	1:8	271	12	1:23

Source: Data compiled by the Researcher from:

1. Directorate of Economics and Statistics. *Statistical Abstract of Arunachal Pradesh- 2016*. Itanagar: Directorate of Economics and Statistics, Government of Arunachal Pradesh, 2016.
2. Directorate of Economics and Statistics. *Statistical Abstract of Arunachal Pradesh- 2017*. Itanagar: Directorate of Economics and Statistics, Government of Arunachal Pradesh, 2017.
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Table 5 presents data on the number of teachers and students at various stages from 2015-16 to 2018-19 in order to calculate the teacher-student ratio.

¹⁵ Directorate of Economics and Statistics, *Economic Survey Report of Arunachal Pradesh- 2017* (Itanagar: Directorate of Economics and Statistics, Government of Arunachal Pradesh, 2017), 28.

Table no 5: Stage-Wise Teacher-Student Ratio (2015-16 to 2018-19)

Years	Primary			Middle			Secondary			Higher Secondary		
	T	S	R	T	S	R	T	S	R	T	S	R
2015-16	167	6220	1:37	400	2240	1:6	147	1112	1:8	76	655	1:9
2016-17	163	4084	1:25	447	2226	1:5	133	1109	1:8	79	776	1:10
2017-18	202	4129	1:20	422	1987	1:5	151	1201	1:8	87	924	1:11
2018-19	209	3802	1:18	421	1812	1:4	140	1063	1:8	96	789	1:8

Source: Data compiled by the Researcher from:

1. Directorate of Economics and Statistics. *Statistical Abstract of Arunachal Pradesh- 2016*. Itanagar: Directorate of Economics and Statistics, Government of Arunachal Pradesh, 2016.
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Note: T=Teachers, S=Students, R=Ratio

It can be seen that the teacher-student ratio in all stages has been quite satisfactory, with the exception of the primary stage ratio in 2015-16, which was 1:37 compared to the 1:30 ratio required as per the RTE Act of 2009. However, the ratio has improved in subsequent years, reaching 1:25 in 2016-17, 1:20 in 2017-18, and 1:18 in 2018-19. Furthermore, the middle school ratio was 1:6 in 2015-16, 1:5 in 2016-17 and 2017-18, and 1:4 in 2018-19. The ratio at the secondary level was 1:8, while at the higher secondary level it was 1:9 in 2015-16, 1:10 in 2016-17, 1:11 in 2017-18 and 1:8 in 2018-19.

5. Literacy Rate

With an increase in the number of educational institutions, student enrollment as well as the increase in number of teachers, the educational standard of the district has gradually improved, which has had a significant impact on increasing literacy rates. The literacy rate of Tawang district during the last three censuses is presented in table 6.

Table no 6: Number and Percentage of Literates and Illiterates during 1991, 2001 and 2011 Census

Census Year	Number of Literates			Number of Illiterates			Percentage of Literates			Gap in Male-Female Literacy Rate
	P	M	F	P	M	F	P	M	F	
1991	6830	5094	1736	21457	10244	11213	29.8	40.4	16.8	23.6
2001	15337	11160	4177	23587	10686	12901	47.3	60.3	30	30.3
2011	26073	17720	8353	23904	11431	12473	59	67.54	46.53	21.01

Sources: Compiled by the Researcher from:

1. Laskar, N. K. *Census of India 2001 Series-13 Arunachal Pradesh District Census Handbook Part- A & B Tawang District Village and Town Directory Village and Townwise Primary Census Abstract*. Shillong: Directorate of Census Operations, Arunachal Pradesh, 2002, 31.
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3. Office of the Registrar General & Census Commissioner. "Census of India 2011." Office of the Registrar General & Census Commissioner, Ministry of Home Affairs, Government of India. Accessed July 11, 2021. <https://censusindia.gov.in/DigitalLibrary/MFTableSeries.aspx>.

Note: P=Persons, M=Males, F=Females

The literacy rate of the district was very low, being the second lowest literacy rate with 29.8 per cent during 1991. The literacy rate of male and female were 40.4 and 16.8 per cent. The literacy rate of the district has tremendously increased in the last two censuses. It has increased from 29.8 per cent during 1991 census to 47.3 per cent in 2001 census which has further increased to 59 per cent during 2011 census. The literacy rate of both male and female have also increased from 40.4 and 16.8 per cent during 1991 to 60.3 and 30 per cent

during 2001 census and have further increased to 67.54 and 46.53 per cent during 2011 census. But the literacy of male is higher than that of female, 40.4 per cent male literacy against 16.8 per cent female literacy in 1991, 60.3 per cent male literacy against 30 per cent female literacy in 2001 and 67.54 per cent male literacy against 46.53 per cent female literacy in 2011. The male-female literacy gap was 23.6 per cent in 1991, 30.3 per cent in 2001 and 21.01 in 2011, which indicates reduction in the literacy gap.

IV. Conclusion

From the findings of the study, it is revealed that Tawang became a full-fledged district on October 6, 1984 and since then the district administration has been concerned with the developmental activities and implementation of various policies and programmes of the district. The developmental functions are performed by different functional departments. The Education Department, as one of the functional departments of the district, has been working tirelessly to improve the educational scenario of the district. The formal modern education in the district has started very lately. The development of modern education in the district has been a post-independence phenomenon. Tawang district had no educational institution prior to independence. In fact, the first school in Tawang was established in 1952, namely Head Quarter Primary School, which was later upgraded to Higher Secondary School. After the attainment of district status, the number of schools in Tawang increased. The findings further reveal that there was no higher educational institution in Tawang district until 2016, when the district's first college was established. However, with the growing importance of education, the government has taken positive steps toward the progress of education. Thus, there has been a tremendous growth in spreading educational network in the district. Furthermore, despite the fact that the number of female students was very low in the early stages of development of education, enrollment of female students has increased significantly over the years. It has now surpassed the enrollment of boys in both schools and college. With the increase in the number of educational institutions and student enrollment, the number of teachers appointed has also increased over the years, resulting in a significant improvement in the district's teacher-pupil ratio and literacy rate. Thus, the educational standard and scenario of the district has significantly improved.

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