



GENERAL EDUCATIONAL TABLE RELATING TO ASSAM

For the year 1942-43.

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GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS, 1947-43

				Percentage of Scholars to population			
				Recognised Institutions		All Institutions	
				1942-43	1941-42	1942-43	1941-42
Area in square miles ..	54,951						
Population—							
Males ..	5,382,795	Males ..	8.3	8.4	9.0	11.4	
Females..	4,821,938	Females ..	1.1	2.6	1.2	3.4	
Total ..	10,204,733	Total ..	4.9	5.7	5.3	7.6	

Recognised Institutions	Institutions			Scholars			Stages of instruction of scholars entered in column 4
	1942-43	1941-42	Increase or decrease	1943	1942	Increase or decrease	
	1	2	3	4	5	6	
UNIVERSITIES							
<i>For Males</i>							
Arts Colleges ..	10	10	..	2,304	3,473	-1,169	(a) 771 (b) 1,415 (c) 83 (d) 35
Professional Colleges ..	1	1	..	40	70	-30	(a) 40
High Schools ..	148	142	+6	35,002	39,831	-4,829	(c) 29,872 (d) 5,138
Middle Schools ..	636	625	+11	56,918	67,172	-10,254	(c) 28,338 (d) 28,550(x)
Primary Schools ..	7,331	7,437	-106	327,239	364,185	-36,946	(c) 130 (d) 327,086(y)
Special Schools ..	1,234	1,452	-218	29,559	39,943	-10,384	..
Totals ..	9,360	9,667	-307	451,062	514,674	-63,612	..
<i>For Females</i>							
Arts Colleges ..	4	4	..	171	200	-29	(a) 58 (b) 113
Professional Colleges ..	..	..	..	..	..	..	..
High Schools ..	24	23	+1	5,201	6,055	-854	(c) 3,672 (d) 1,529
Middle Schools ..	77	75	+2	7,620	8,655	-1,035	(c) 2,164 (d) 5,456
Primary Schools ..	1,138	1,158	-20	40,265	45,113	-4,848	(c) 69 (d) 40,196
Special Schools ..	110	104	+6	2,567	2,848	-281	..
Totals ..	1,353	1,364	-11	55,824	62,871	-7,047	..
UNRECOGNISED INSTITUTIONS							
<i>For Males</i> ..	874	1,578	-704	37,610	66,221	-28,611	..
<i>For Females</i> ..	113	145	-32	3,693	5,563	-1,870	..
Totals ..	987	1,723	-736	41,303	71,784	-30,481	..
GRAND TOTALS ..	11,700	12,754	-1,054	548,189	649,329	-101,140	..

(a) In Graduate and post-graduate classes. (b) In Intermediate classes. (c) In Secondary stage. (d) In Primary stage
(x) Excludes 30 pupils of Hafiz classes. (y) Excludes 23 pupils of Quran classes.

GENERAL SUMMARY OF EXPENDITURE ON EDUCATION, 1942-43

	Total expenditure			Percentage of expenditure from				Cost per scholar to				Total cost per scholar
	1942-43	1941-42	Increase or decrease	Govt. funds	* Local funds	Fees	Other sources	Govt. funds	*Local funds	Fees	Other sources	
	1	2	3	4	5	6	7	8	9	10	11		12
Direction and Inspection	Rs. 5,39,178	Rs. 5,29,185	Rs +9,993	100	..	..	..	Rs. a. p. 1 1 0	..	..	..	Rs. a. p. 1 1 0
Universities .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Boards of Secondary and Intermediate Education ..	..	..	..	..	..	..	..	..	..	..	..	..
† Miscellaneous	7,75,941	12,14,833	-4,38,892	40.67	14.78	20.64	23.91	0 9 11	0 3 7	0 5 1	0 5 10	1 8 5
Totals	13,15,119	17,44,018	-4,28,899	64.99	8.72	12.18	14.11	1 11 0	0 3 7	0 5 1	0 5 10	2 9 6
<i>Institutions for Males</i>												
Arts Colleges	5,28,329	6,21,010	-92,681	61.20	..	33.99	4.81	140 5 3	..	77 15 0	11 0 8	229 4 11
Professional Colleges	11,331	11,612	-281	42.39	..	57.61	..	120 1 2	..	163 3 2	..	283 4 4
High Schools	15,67,481	15,48,035	+19,446	57.09	0.23	37.59	5.09	25 9 1	0 1 7	6 13 4	2 4 6	44 12 5
Middle Schools	7,90,022	8,37,036	-47,014	29.68	28.25	31.98	10.09	4 1 11	3 14 9	4 7 0	1 6 4	13 14 0
Primary Schools	15,47,355	15,51,699	-4,344	68.12	23.63	..	8.25	3 3 6	1 1 10	..	0 6 8	4 11 7
Special Schools	2,97,050	3,26,722	-29,672	77.00	6.55	5.27	11.18	7 11 10	0 10 6	0 8 5	1 2 0	10 0 9
Totals	47,41,568	48,96,114	-1,54,546	57.79	12.90	22.02	7.29	6 1 3	1 5 9	2 5 0	0 12 3	10 8 3
<i>Institutions for Females</i>												
Arts Colleges	39,314	45,578	-6,264	47.42	..	28.47	24.11	109 0 6	..	65 7 3	55 6 9	229 14 6
Professional Colleges .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
High Schools	2,75,313	3,45,636	-70,323	66.43	1.28	23.58	8.71	35 2 8	0 10 10	12 7 8	4 9 9	52 14 11
Middle Schools	1,38,376	1,29,400	+8,976	40.25	29.83	9.08	20.86	4 7 11	5 6 8	1 10 4	3 12 7	18 2 6
Primary Schools	1,87,333	1,90,791	-3,458	63.49	31.93	..	4.58	2 15 3	1 7 9	..	0 3 5	4 10 5
Special Schools	15,308	15,736	-428	53.53	12.64	1.07	32.76	3 3 1	0 12 0	0 1 0	1 15 3	5 15 4
Totals	6,55,644	7,27,141	-71,497	58.63	16.25	13.55	11.57	6 14 2	1 14 6	1 9 6	1 5 9	11 11 11
Grand totals	67,12,331	73,67,273	-6,54,942	59.28	12.42	19.25	9.05	7 13 7	1 10 3	2 8 10	1 3 2	3 3 10

* Includes both District Board and Municipal Funds.

† Includes expenditure on buildings.

I.—Classification of Educational Institutions, 1942-43

	For Males						For Females						
	1 Government	2 District Board	3 Municipal Board	4 Aided	5 Unaided	6 Total	7 Government	8 District Board	9 Municipal Board	10 Aided	11 Unaided	12 Total	
<i>Recognised Institutions</i>													
Universities	
Boards of Secondary and Intermediate Education.													
Colleges—													
Arts and Science*	..	3	..	..	5	..	8	..	..	..	4	..	4
Law	1	..	..	..	..	1	..	..	..	..	..	..
Medicine
Education
Engineering
Agriculture
Commerce
Technology
Forestry
Veterinary Science
Intermediate and 2nd grade Colleges.				2		2							
Totals	4	..	..	7	..	11	..	..	..	4	..	4
High Schools	23	..	..	108	17	148	3	..	..	20	1	24
Middle Schools		7	4	2	279	71	363	4	..	5	21	8	34
{ English		7	4	2	279	71	363	4	..	5	21	8	34
{ Vernacular		15	205	10	31	12	273	..	28	6	4	1	39
Primary Schools	496	5,456	71	325	983	7,331	4	854	31	37	212	1,138
Totals	544	5,665	83	743	1,083	8,115	11	882	42	82	222	1,239
<i>Special Schools—</i>													
Art
Law
Medical
Normal and Training	3	..	..	..	..	3	..	..	..	2	..	2
Engineering†
Technical and Industrial	3	4	..	4	4	15	..	..	1	4	..	5
Commercial	4	..	4	..	..	..	..	..	..
Agricultural
Reformatory
Schools for Defectives	1	..	1	..	..	..	..	..	..
Schools for Adults	695	..	..	356	12	1,063	85	..	..	14	1	100
Other Schools	2	..	1	78	67	148	..	..	..	2	1	3
Totals	703	4	1	443	83	1,231	85	..	1	22	2	119
Totals for Recognised Institutions	..	1,248	5,669	84	1,193	1,166	9,360	96	882	43	108	224	1,353
Unrecognised Institutions	874	874	..	..	..	..	1	112	113
Grand Totals, all Institutions	1,248	5,669	84	1,193	2,040	10,234	96	882	43	109	336	1,466

*Includes Oriental Colleges.

† Includes Survey Schools.

II-A.—Distribution of Scholars attending

	Government			District Board			Municipal Board		
	Scholars on roll on March 31st	Average daily attendance	No. of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	No. of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	No. of residents in approved hostels
	1	2	3	4	5	6	7	8	9
Reading—									
IN RECOGNISED INSTITUTIONS									
University and Intermediate Education (a)—									
Arts and Science [(b) & (c)]	1,220	934	299	..	..	..	..	..	..
Law	40	32	7	..	..	..	..	..	..
Medicine .. .. .	..	..	..	..	..	..	..	..	..
Education .. .. .	..	..	..	..	..	..	..	..	..
Engineering .. .. .	..	..	..	..	..	..	..	..	..
Agriculture .. .. .	..	..	..	..	..	..	..	..	..
Commerce .. .. .	..	..	..	..	..	..	..	..	..
Technology .. .. .	..	..	..	..	..	..	..	..	..
Forestry .. .. .	..	..	..	..	..	..	..	..	..
Veterinary Science .. .. .	..	..	..	..	..	..	..	..	..
Totals	1,260	966	306	..	..	..	..	..	..
School and Special Education—									
In High Schools	9,906	7,555	729	..	..	..	..	..	..
„ Middle Schools { English	665	551	169	465	336	72	237	169	..
„ Vernacular	2,185	1,605	157	27,225	19,556	495	1,712	1,304	..
„ Primary Schools	16,564	12,444	..	255,470	182,981	..	6,912	4,829	..
Totals	29,320	22,155	1,053	283,160	202,873	567	8,861	6,302	..
In Art Schools .. .. .	..	..	..	..	..	..	..	..	..
„ Law .. .. .	..	..	..	..	..	..	..	..	..
„ Medical Schools .. .. .	..	..	..	..	..	..	..	..	..
„ Normal and Training Schools	255	249	189	..	..	..	..	..	..
„ Engineering Schools* .. .. .	..	..	..	..	..	..	..	..	..
„ Technical and Industrial Schools	137	124	28	49	39	15	..	..	..
„ Commercial Schools .. .. .	..	..	..	..	..	..	..	..	..
„ Agricultural .. .. .	..	..	..	..	..	..	..	..	..
„ Reformatory .. .. .	..	..	..	..	..	..	..	..	..
„ Schools for Defectives .. .. .	..	..	..	..	..	..	..	..	..
„ Schools for Adults	15,611	11,014	..	..	..	..	..	..	..
„ Other Schools	354	334	11	..	..	..	12	7	..
Totals	16,357	11,721	224	49	39	15	12	7	..
Totals for Recognised Institutions	46,937	34,842	1,589	283,209	202,912	582	8,873	6,309	..
In Unrecognised Institutions .. .. .	..	..	..	..	..	..	..	..	..
Grand Totals, all Institutions for Males	46,937	34,842	1,589	283,209	202,912	582	8,873	6,309	..

II-B.—Distribution of Scholars attending

Arts and Science (d) .. .. .	..	..	..	..	..	..	..	..	..
Medicine .. .. .	..	..	..	..	..	..	..	..	..
Education .. .. .	..	..	..	..	..	..	..	..	..
Totals .. .. .	..	..	..	..	..	..	..	..	..
School and Special Education									
In High Schools	786	696	15	..	..	..	..	..	..
„ Middle Schools { English	574	359	..	..	..	..	834	583	..
„ Vernacular .. .. .	..	..	..	2,386	1,726	..	982	634	..
„ Primary Schools	93	78	..	28,760	20,315	..	2,160	1,470	..
Totals	1,455	1,133	15	31,146	22,041	..	3,976	2,687	..
In Medical Schools .. .. .	..	..	..	..	..	..	..	..	..
„ Normal and Training Schools .. .. .	..	..	..	..	..	..	..	..	..
„ Technical and Industrial Schools .. .. .	..	..	..	..	..	..	9	6	..
„ Commercial Schools .. .. .	..	..	..	..	..	..	..	..	..
„ Agricultural Schools .. .. .	..	..	..	..	..	..	..	..	..
„ Schools for Adults	1,945	1,413	..	..	..	..	..	..	..
„ Other Schools .. .. .	..	..	..	..	..	..	..	..	..
Totals	1,945	1,413	..	..	..	..	9	6	..
Totals for Recognised Institutions	3,400	2,546	15	31,146	22,041	..	3,985	2,693	..
IN UNRECOGNISED INSTITUTIONS									
Grand Totals, all institutions for Females	3,400	2,546	15	31,146	22,041	..	3,985	2,693	..
Grand Totals, all institutions—Males and Females.	50,337	37,388	1,604	314,355	224,953	582	12,858	9,002	..

(a) Scholars reading more than one of the following subjects should be entered under only one head.

(b) Includes scholars also reading Law.

(c) Includes 20 scholars in Oriental College.

*Includes Savy Schools.

III-A.—Expenditure on

Expenditure on Buildings includes Rs.19,139 spent by the Public Works Department on educational buildings.

“Miscellaneous” includes the following main items:— Scholarships, hostel charges, games, common-room charges, cash prizes, ambulance work, other examination charges, money order commissions, grants to unrecognised institutions, etc.

	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Totals
	1	2	3	4	5	6
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ..	..	..	..	..	..	..
BOARDS OF SECONDARY AND INTERMEDIATE EDUCATION.						
Arts Colleges ..	2,77,800	..	..	91,862	..	3,69,662
Professional Colleges—						
Law ..	4,803	..	..	6,528	..	11,331
Medicine ..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..
Engineering..	..	..	..	..	..	..
Agriculture ..	..	..	..	..	..	..
Commerce ..	..	..	..	..	..	..
Technology ..	..	..	..	..	..	..
Forestry ..	..	..	..	..	..	..
Veterinary Science ..	..	..	..	..	..	..
Intermediate Colleges ..	..	..	..	..	..	..
Totals ..	2,82,603	..	..	98,390	..	3,80,993
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ..	6,22,211	..	..	1,53,298	10	7,75,519
Middle Schools—						
English ..	19,129	..	..	3,120	..	22,249
Vernacular ..	53,983	..	..	170	3	54,156
Primary Schools ..	1,24,135	..	..	..	..	1,24,135
Totals ..	8,19,458	..	..	1,56,588	13	9,76,059
<i>Special.</i>						
Art Schools..	..	..	..	..	..	..
Law Schools..	..	..	..	..	..	..
Medical Schools ..	..	..	..	..	..	..
Normal and Training Schools ..	59,989	6,167	68	26	..	66,250
Engineering Schools *	..	..	..	..	..	..
Technical and Industrial Schools	63,682	..	..	..	9,062	72,744
Commercial Schools ..	..	..	..	..	..	..
Agricultural Schools ..	..	..	..	..	..	..
Reformatory Schools ..	..	..	..	..	..	..
Schools for Defectives ..	..	..	..	..	..	..
Schools for Adults ..	21,664	600	..	..	304	22,568
Other Schools ..	46,829	..	..	3,945	..	50,774
Totals ..	1,92,164	6,767	68	3,971	9,366	2,12,336
Totals (Direct) ..	12,94,225	6,767	68	2,58,949	9,379	15,69,388

*Includes Survey Schools, (a) Includes Rs. 100 paid to unaided Middle English School from Provincial Funds and excluded from (x)

(b) Includes Rs. 95 paid to unaided Middle Vernacular Schools from Municipal Funds and excluded from (y),

(c) Includes Rs.981 paid to unaided Primary Schools from Provincial Funds and Rs. 114 from Municipal Funds.

(d) Includes Rs. 50 paid to unaided Tols from Provincial Funds and excluded from (o).

Aided Institutions

Government funds	Board funds	Municipal funds	Fees	Other sources	Totals
13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..
40,720	..	..	76,301	21,543	1,38,564
..
..
..
..
..
..
..
..
4,800	..	..	11,405	3,898	20,103
45,520	..	..	87,706	25,441	1,58,667
2,72,606	1,050	2,513	3,83,439	37,254	6,96,862
1,07,089	12,838	7,424	1,66,424	48,093	3,41,868
12,815	1,252	125	2,261	6,370	22,833
41,529	2,054	10,643	..	16,846	71,072
4,34,049	17,194	20,705	5,22,124	1,09,563	11,32,635
..
..
..
..
..
950	1,651	..	3,138	418	6,157
1,350	..	..	4,169	514	6,033
..
..
1,500	60	575	..	767	2,902
13,855	144	..	..	185	14,184
17,451	2,786	3,509	4,281	12,160	40,187
35,106	4,641	4,084	11,588	14,044	69,463
5,14,675	21,835	24,789	6,51,418	1,48,048	13,60,765

Education for Males, 1942-43

			Total Indirect expenditure from					
			Government funds 22	Board funds 23	Municipal funds 24	Fees 25	Other sources 26	Grand Totals 27
Direction ..			Rs. 1,13,808	Rs. ..	Rs. ..	Rs. ..	Rs. ..	Rs. 1,13,808
Inspection ..			4,00,484	..	..	..	..	4,00,484
Buildings, etc. ..			35,217	13,575	4,328	7,771	56,051	1,16,942
Miscellaneous ..			2,50,513	71,553	7,953	1,05,021	88,615	5,23,655
Totals (Indirect)			8,00,022	85,128	12,281	1,12,792	1,44,666	11,54,889
Recognised unaided Institutions			Total Direct expenditure from					
Fees 19	Other sources 20	Totals 21	Government funds 22	Board funds 23	Municipal funds 24	Fees 25	Other sources 26	Grand Totals 27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..
..	..	..	3,18,520	..	..	1,68,163	21,543	5,08,226
..	..	..	4,803	..	..	6,528	..	11,331
..
..
..
..
..
..
..
..	..	..	4,800	..	..	11,405	3,898	20,103
..	..	..	3,28,123	..	..	1,86,096	25,441	5,39,660
52,512	42,588	95,100	8,94,817	1,050	2,513	5,89,249	79,852	15,67,481
49,537	22,330(a)	71,867	1,28,264(a)	17,179	11,629	2,29,126	70,323(x)	4,56,521
..	2,313(b)	2,313	1,06,238(b)	1,83,769	10,610	23,532	9,352(y)	3,33,501
..	1,05,073(c)	1,05,073	10,54,059	3,16,692	48,992	..	1,27,612	15,47,355
1,02,049	1,72,304	2,74,353	21,83,378	5,18,690	73,744	8,41,907	2,87,139	39,04,858
..
..
..
..
..	..	..	59,989	6,167	68	26	..	66,250
..
..	392	392	66,034	4,391	600	3,138	11,383	85,546
..	..	..	1,350	..	..	4,169	514	6,033
..
..	..	..	1,500	60	575	..	767	2,902
..	196	196	35,519	744	..	..	685	36,948
116	7,746(d)	7,862	64,330(d)	2,786	4,057	8,342	19,856(o)	99,371
116	8,334	8,450	2,28,722	14,148	5,300	15,675	33,205	2,97,050
1,02,165	1,80,638	2,82,803	27,40,223	5,32,838	79,044	10,43,678	3,45,785	47,41,560
Grand Totals (Direct and Indirect)			35,40,245	6,17,966	91,325	11,56,470	4,90,451	58,96,457

III-B.—Expenditure on

Expenditure on buildings includes Rs.5,503 spent by the Public Works Department on educational buildings.

“Miscellaneous” includes the following main items:—Scholarships, hostel charges, money order commissions, gardens, books and maps, games, library, etc.

	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Totals
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION						
Arts Colleges .. .. .	..	..	..	..	..	..
Professional Colleges—						
Medicine .. .. .	..	..	..	..	..	..
Education .. .. .	..	..	..	..	..	..
Intermediate Colleges .. .. .	..	..	..	..	..	..
Totals .. .. .	..	..	..	..	..	..
SCHOOL EDUCATION						
<i>General</i>						
High Schools	76,999	..	..	16,383	8	93,390
Middle Schools—						
English	28,614	..	..	2,190	..	30,804
Vernacular .. .. .	..	..	..	..	..	..
Primary Schools	924	..	..	..	..	924
Totals	1,06,537	..	..	18,573	8	1,25,118
<i>Special</i>						
Medical Schools .. .. .	..	..	..	..	..	..
Normal and Training Schools .. .. .	..	..	..	..	..	..
Technical and Industrial Schools .. .. .	..	..	..	..	..	..
Commercial Schools .. .. .	..	..	..	..	..	..
Agricultural Schools .. .. .	..	..	..	..	..	..
Schools for Adults	1,787	..	..	..	103	1,890
Other Schools .. .. .	..	..	..	..	..	..
Totals	1,787	..	..	..	103	1,890
Totals (Direct) for Females	1,08,324	..	..	18,573	111	1,27,008
Totals (Direct) for Males	12,04,225	6,767	68	2,58,949	9,379	15,69,38
Grand Totals (Direct) for all	14,02,549	6,767	68	2,77,522	9,490	16,96,396

Aided Institutions					
Government funds	Board funds	Municipal funds	Fees	Other sources	Totals
13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
18,644	..	..	11,193	9,477	39,314
..
..
..
18,644	..	..	11,193	9,477	39,314
1,05,900	..	3,521	47,581	18,404	1,75,406
15,993	300	3,464	5,953	11,728	37,438
1,410	540	1,656	229	269	4,134
9,689	1,791	6,053	..	1,365	1,1,898
1,33,022	2,631	14,694	53,763	31,766	2,35,876
..
4,782	..	..	..	..	4,782
..	264	1,672	..	3,318	5,254
..
..
516	..	..	..	..	516
960	..	..	164	1,554	2,678
6,258	264	1,672	164	4,872	13,230
1,57,924	2,895	16,366	65,120	46,115	2,88,420
5,14,675	21,835	24,789	6,51,418	1,48,048	13,60,765
6,72,599	24,730	41,155	7,16,538	1,91,163	16,49,185

Education for Females, 1942-43

			Total Indirect expenditure from					
			Government funds	Board funds	Municipal funds	Fees	Other sources	Grand Totals
			22	23	24	25	26	27
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection ..			21,886	..	..	..	..	24,886
Buildings, etc. ..			6,936	2,102	1,002	405	12,363	22,808
Miscellaneous ..			22,822	10,890	3,314	46,965	28,545	1,12,536
Totals (Indirect) ..			54,644	12,992	4,316	47,370	40,908	1,60,230
Recognised Unaided Institutions			Total Direct expenditure from					
Fees	Other sources	Totals	Government funds	Board funds	Municipal funds	Fees	Other sources	Grand Totals
19	20	21	22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..	..	..	18,644	..	..	11,193	9,477	39,314
..
..
..
..	..	..	18,644	..	..	11,193	9,477	39,314
959	5,558	6,517	1,82,899	..	3,521	64,923	23,970	2,75,313
1,866	15,880	17,746	48,234	2,200	10,951	11,925	27,608	1,00,918
..	768(a)	768	7,433	21,888	6,239	635	1,263	37,458
..	4,953(b)	4,933	1,18,940	39,793	20,025	..	8,575	1,87,333
1,825	27,139	29,964	3,57,506	63,881	40,736	77,483	61,416	6,01,022
..
..	..	..	4,782	..	..	..	..	4,782
..	..	..	134	264	1,672	..	3,318	5,388
..
..
..	(c) 15	15	(d) 2,318	..	..	..	103	2,421
..	39	39	960	..	..	164	1,593	2,717
..	54	54	8,194	264	1,672	164	5,014	15,308
2,825	27,193	30,018	3,84,344	64,145	42,408	88,840	75,907	6,55,644
1,02,165	1,80,638	2,82,803	27,40,223	5,32,838	79,044	10,43,678	3,45,785	47,41,568
1,04,990	2,07,831	3,12,821	31,24,567	5,96,983	1,21,453	11,32,518	4,21,692	53,97,212
Grand Totals (Direct and Indirect) for Females.			4,38,988	77,137	46,724	1,36,210	1,16,815	8,15,874
Grand Totals (Direct and Indirect) for Males.			35,40,245	6,17,966	91,325	11,56,470	4,90,451	58,96,457
Grand Totals (Direct and Indirect) for all.			39,79,233	6,95,103	1,38,049	12,92,680	6,07,266	67,12,331

(a) Includes Rs.50 paid to unaided institutions from Provincial funds and excluded from (x).

(b) Includes

(c) Rs. 15 represents "Grant from Provincial funds to unaided schools for Adults and is included in (e).

IV-A.—Race or creed of Male

			Anglo-Indians and Europeans	Indian Christians	Hindus			Muslims
					Brahmins	Non-Brahmins		
						Caste Hindus	Exterior caste Hindus	
1	2	3	4	5	6			
TOTAL POPULATION			1,772	19,925		2,260,871		1,815,613
<i>School Education Classes.</i>								
Primary	I	..	6,494	3,413	38,852	10,562	36,901	
	II	..	4,404	2,558	22,496	5,739	18,195	
	III	6	3,198	2,791	21,536	4,959	15,165	
	IV	16	2,624	2,871	19,406	4,009	12,679	
	V	17	2,480	3,362	18,699	3,183	11,927	
Middle	VI	13	799	1,733	7,756	783	3,989	
	VII	11	610	1,698	6,894	630	3,280	
	VIII	9	643	1,690	5,202	527	2,480	
*High	IX	13	270	843	2,636	232	1,065	
	X	2	167	675	2,111	170	886	
	XI	8	128	626	1,832	132	844	
	XII	8	102	617	1,681	98	670	
TOTALS			103	21,919	22,877	149,101	31,024	108,081
<i>University and Intermediate Education.</i>								
Intermediate classes	1st year	1	24	97	357	37	143	
	2nd year	7	21	93	361	39	156	
Degree classes	1st year	3	5	65	163	13	84	
	2nd year	1	10	72	189	11	79	
	3rd year	..	..	..	..	..	..
Post-graduate classes	1st year	..	..	..	..	..	..
	2nd year	..	..	..	..	..	..
Research students	..	..	..	..	..	..	..
TOTALS			12	60	327	1,073	100	462
No. of scholars in recognised institutions			115	21,979	23,204	150,174	31,124	108,543
No. of scholars in unrecognised institutions			..	601	891	7,311	2,442	15,856
GRAND TOTALS			115	22,580	24,095	157,485	33,566	124,399

IV-B.—Race or Creed of Female Scholars

TOTAL POPULATION			1,288	17,825		1,952,352		1,626,866
<i>School Education Classes.</i>								
Primary	I	..	3	5,268	2,634	15,542	3,392	11,224
	II	2,791	1,640	8,133	1,550	4,249
	III	6	1,840	1,698	7,302	1,252	3,320	
	IV	1	1,232	1,426	5,765	931	2,291	
	V	9	1,061	1,225	4,374	617	1,627	
*Middle	VI	19	387	359	1,158	141	220	
	VII	14	266	288	953	95	181	
	VIII	13	234	236	732	69	118	
*High	IX	9	134	104	335	21	51	
	X	5	87	79	265	2	29	
	XI	9	40	65	193	7	22	
	XII	13	48	55	158	4	17	
TOTALS			101	13,388	9,809	44,910	8,081	23,319
<i>University and Intermediate Education.</i>								
Intermediate classes	1st year	5	9	12	72	..	..
	2nd year	2	8	10	48	1	1	
Degree classes	1st year	..	2	8	43	2	2	
	2nd year	1	6	3	17	2	2	
	3rd year	..	..	..	..	..	..
Post-graduate classes	1st year	..	..	..	..	..	..
	2nd year	..	..	..	..	..	..
Research student	..	..	..	..	..	..	..
TOTALS			8	25	33	180	5	5
No. of scholars in recognised institutions			109	13,413	9,842	45,090	8,086	23,354
No. of scholars in unrecognised institutions			..	364	373	2,158	529	7,174
GRAND TOTALS			109	13,777	10,215	47,248	8,615	30,528

* Please draw two broad lines across the table indicating the
(x) Includes 118 pupils of School Department of St. Edmund's
(y) Excludes 118 pupils of School Department and 23 student's
(z) Excludes 3 students of B. T. Class of St. Mary's

Scholars receiving General Education, 1912-43

Buddhists	Parsis	Sikhs	Others	Total	No. of pupils from rural areas	Total No. of married pupils	No. of married pupils of and above the age of 18 years
7	8	9	10	11	12	13	14
4,550	2	2,243	1,277,819	5,382,795	..	..	..
102	..	36	12,947	109,307	103,254	75	75
52	..	22	5,510	58,976	55,126	52	49
40	1	11	4,420	52,127	49,109	37	33
43	3	11	3,550	15,212	42,432	23	16
33	..	14	2,924	42,639	39,412	34	17
10	..	8	815	15,906	13,694	9	1
10	..	1	629	13,763	11,575	19	7
6	..	..	522	11,079	8,919	24	6
2	..	2	143	5,206	3,568	6	4
2	..	1	130	4,144	2,720	20	16
..	1	3	99	3,673	2,318	28	21
..	..	..	82	3,258	1,866	41	34
300	5	109	31,771	365,290 (x)	333,993	368	279
..	..	1	6	666	325	12	12
..	..	2	6	688	340	12	12
..	..	..	7	340	191	23	23
..	..	..	11	373	197	11	11
..
..
..
..
..	..	3	30	2067 (y)	1,053	58	58
300	5	112	31,801	367,357	335,046	426	337
21	..	1	2,868	29,991	29,633	398	390
321	5	113	34,669	397,348	364,679	824	727

receiving General Education, 1942-43

							No. of married pupils of and above the age of 14 years
8,594	..	1,321	1,218,792	4,821,938	..	..	..
10	..	13	3,766	41,852	38,287	1	..
5	..	7	1,284	19,659	17,231	2	..
5	1	6	904	16,334	12,664	16	1
6	1	8	673	12,334	10,623	6	..
2	..	4	389	9,308	7,621	13	6
..	..	..	96	2,380	1,184	5	2
..	..	2	76	1,875	883	20	7
..	..	..	62	1,464	606	20	3
..	..	1	13	668	109	19	4
..	..	..	8	475	61	9	5
..	..	..	15	351	23	4	4
..	..	..	12	307	20	8	6
28	2	41	7,298	107,007	89,312	123	38
..	..	..	5	103	12	2	2
..	..	..	1	71	8	7	7
..	..	..	1	58	6	6	6
..	..	..	1	32	7	..	..
..
..
..
..
..
..	..	..	8	(z) 264	33	15	15
28	2	41	7,306	107,271	89,345	138	53
4	..	..	710	11,312	10,182	11	10
32	2	41	8,016	118,583	99,527	149	63

stages where the High and Middle Departments begin.
 Arts College, Shillong and excludes 66 pupils reading purely classical language.
 of B. T. Class of St. Edmand's Arts College, Shillong.
 Art's College for women, Shillong.

V-A.—Race or Creed of Male Scholars receiving Vocational and Special Education, 1942-43

	Anglo-Indians and Europeans		Hindus			Muslims	Buddhists	Parsis	Sikhs	Others	Total	No. of pupils from rural areas	Total No. of married pupils	No. of married pupils of and above the age of 18 years
	1	2	Brahmins	Non-Brahmins										
				Caste Hindus	Exterior Caste Hindus									
<i>School Education</i>														
Art Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Law Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Medical Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Normal and Training Schools ..	13	..	34	122	10	67	..	..	..	6	252	252	166	166
Engineering and Surveying Schools ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools ..	..	2	49	279	24	50	..	..	..	31	435	318	1	1
Commercial Schools .. .. .	..	2	40	70	5	20	..	..	..	4	141	53	39	39
Agricultural Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Reformatory Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Defectives .. .. .	..	..	1	2	1	5	..	..	..	..	9	3	..	..
Schools for Adults	818	148	6,780	3,724	9,778	234	..	..	..	3,768	25,250	25,209	14,774	14,303
Other Schools	16	1,212	355	134	1,222	..	..	2	249	3,190	2,017	387	365	..
Totals	851	1,484	7,608	3,898	11,142	234	..	2	4,058	29,277	27,852	15,367	14,874	..
<i>University and Intermediate Education</i>														
Law .. .. .	..	..	11	25	..	4	..	..	..	..	40	..	5	5
Medicine .. .. .	..	..	..	..	..	..	..	..	..	(y)	..	..	..	..
Education	2	..	1	15	..	5	..	..	..	..	23	..	..	..
Engineering .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Agriculture .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Commerce .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Technology .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Forestry .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Veterinary Science .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	2	..	12	40	..	9	..	..	..	..	63	..	5	5
Grand Totals	2	851	1,496	7,648	3,898	11,151	234	..	2	4,058	29,340	27,852	15,372	14,879

V-B.—Race or Creed of Female Scholars receiving Vocational and Special Education 1942-43

	Anglo-Indians and Europeans		Hindus			Muslims	Buddhists	Parsis	Sikhs	Others	Total	No. of pupils from rural areas	Total No. of married pupils	No. of married pupils of and above the age of 18 years
	1	2	Brahmins	Non-Brahmins										
				Caste Hindus	Exterior Caste Hindus									
<i>School Education</i>														
Medical Schools
Normal and Training Schools	12	3	17	1	1	..	..	..	..	34	34	2	2
Technical and Industrial Schools	1	24	94	22	13	..	..	..	23	177	61	11	11
Commercial Schools
Agricultural Schools
Schools for defectives	6	2	1	4	..	..	..	..	13	3	..	..
Schools for Adults	72	82	1,061	454	220	34	..	..	530	2,433	2,433	694	678
Other Schools	20	27	23	48	..	..	..	67	185	31	4	4
Totals	85	135	1,201	501	286	34	..	..	620	2,862	2,562	711	695
<i>University and Intermediate Education</i>														
Medicine
Education	1	..	..	1	..	..	..	..	..	3(z)	..	..	..	..
Law
Agriculture
Commerce
Technology
Totals	1	1	..	1	..	..	..	..	..	3	..	..	..	..
Grand Totals	1	86	135	1,201	501	286	34	..	..	620	2,865	2,562	711	695

(w) Includes 13 pupils reading Sanskrit.

(y) Represents B. T. Students of St. Edmund's Arts College, Shillong.

(z) " " " " St. Mary's " " for Women, Shillong.

VI-A.—Men Teachers, 1942-43

Class of Institutions	Trained Teachers with the following educational qualifications					Untrained Teachers				Total Trained Teachers	Total Un-trained Teachers	Grand totals of Teachers
	A Degree	Passed Matric or School Final	Passed Middle School	Passed Primary School	Lower qualifications	Possessing a degree		Possessing no degree				
						Certificated	Un-certificated	Certificated	Uncertificated			
1	2	3	4	5	6	7	8	9	10	11	12	
<i>Primary Schools</i>												
Government .. .. .	..	12	185	14	..	..	..	20	361	211	381	592
Local Board and Municipal ..	..	36	2,050	86	..	..	..	751	4,864	2,172	5,615	7,787
Aided .. .. .	..	2	37	6	..	..	..	30	309	45	339	384
Unaided .. .. .	..	22	13	..	..	..	..	38	956	35	994	1,029
Totals .. .. .	..	72	2,285	106	..	..	..	839	6,490	2,463	7,329	9,792
<i>Middle Schools</i>												
Government	3	39	51	1	..	2	1	1	19	94	23	117
Local Board and Municipal ..	..	145	493	8	..	1	9	86	373	646	469	1,115
Aided	1	58	152	3	..	2	79	91	863	214	1,035	1,349
Unaided .. .. .	..	7	27	..	..	1	18	14	197	34	230	264
Totals	4	249	728	12	..	6	107	192	1,452	988	1,757	2,745
<i>High Schools</i>												
Government	169	62	47	..	2	14	99	6	68	280	187	467
Local Board and Municipal ..	..	..	..	..	..	..	..	..	..	..	..	..
Aided	79	81	71	..	3	91	392	109	465	234	1,057	1,391
Unaided	4	12	7	..	..	4	83	4	75	23	166	189
Totals	252	155	125	..	5	109	574	119	608	537	1,410	1,947
Grand Totals	256	476	3,133	118	5	115	681	1,150	8,550	3,988	10,496	14,484

VI-B.—Women Teachers, 1942-43

<i>Primary Schools</i>												
Government .. .. .	..	..	6	..	..	..	..	..	29	6	29	35
Local Board and Municipal ..	..	7	78	34	..	..	..	32	659	119	691	810
Aided .. .. .	..	4	21	6	..	..	..	..	55	31	55	86
Unaided .. .. .	..	1	3	1	..	..	..	1	242	5	243	248
Totals .. .. .	..	12	108	41	..	..	..	33	985	161	1,018	1,179
<i>Middle Schools</i>												
Government .. .. .	..	6	5	..	..	1	3	4	11	11	19	30
Local Board and Municipal ..	..	6	37	1	..	..	4	11	75	44	90	134
Aided	1	6	46	..	..	1	7	5	54	53	67	120
Unaided	2	3	8	..	..	..	1	..	39	13	40	53
Totals	3	21	96	1	..	2	15	20	179	121	216	337
<i>High Schools</i>												
Government	17	2	4	..	..	7	9	6	5	23	27	59
Local Board and Municipal ..	..	..	..	..	..	..	..	..	..	..	..	..
Aided	12	20	16	..	..	7	65	7	71	48	150	198
Unaided	1	..	8	..	..	..	2	..	2	9	4	13
Totals	30	22	28	..	..	14	76	13	78	80	181	261
Grand Totals	33	55	232	42	..	16	91	66	1,242	362	1,415	1,777

VII.—Anglo-Indian and European Education, 1942-43

Total Anglo-Indian and European population.	Male .. 1,772		Percentage to Anglo-Indian and European population of those at school									
	Female .. 1,288		Males	Females	Total							
	Total .. 3,060		5.4	6.3	5.8							
	Institutions	Scholars on roll on March 31st	Number of females in institutions for males and <i>vice versa</i>	*Number of non-Europeans on roll	Teachers		Direct expenditure from				Total expenditure	
					Trained	Untrained	Government funds	Local funds†	Fees	Other sources		
	1	2	3	4	5	6	7	8	9	10	11	
<i>Institutions for Males</i>												
Arts Colleges ..	1	220	..	146	15	..	Rs. 18,000	Rs. ..	Rs. 28,865	Rs. ..	Rs. 46,865	
Training Colleges ..	..	..	..	..	..	..	..	..	..	..	..
High Schools ..	..	..	..	..	..	..	..	..	..	..	..
Middle Schools ..	..	..	..	..	..	..	..	..	..	..	..
Primary Schools ..	..	..	..	..	..	..	..	..	..	..	..
Training Schools ..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools ..	..	..	..	..	..	..	..	..	..	..	..
Commercial Schools ..	..	..	..	..	..	..	..	..	..	..	..
Other Schools ..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	1	220	..	146	15	..	18,000	..	28,865	..	46,865	
<i>Institutions for Females</i>												
Arts Colleges ..	..	..	..	..	..	..	..	..	..	..	..
Training Colleges ..	..	..	..	..	..	..	..	..	..	..	..
High Schools ..	3	137	26	33	20	..	29,876	..	16,445	11,965	58,286	
Middle Schools ..	..	..	..	..	..	..	..	..	..	..	..
Primary Schools ..	..	..	..	..	..	..	..	..	..	..	..
Training Schools ..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools ..	..	..	..	..	..	..	..	..	..	..	..
Commercial Schools ..	..	..	..	..	..	..	..	..	..	..	..
Other Schools ..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	3	137	26	33	20	..	29,876	..	16,445	11,965	58,286	
Grand Totals for Institutions	4	357	..	179	35	..	47,876	..	45,310	11,965	1,05,151	
Indirect Expenditure—												
Inspection
Buildings, etc. ..							1,536	..	..	6,474	8,010
Miscellaneous ..							4,223	..	71,333	10,669	86,225	
Expenditure on Buildings includes Rs. 1,536 spent by the Public Works Department.												
"Miscellaneous" includes the following main items:—												
Hostel charges, Scholarships, games, Books, etc.												
Totals (Indirect) ..							5,759	..	71,333	17,143	94,235	
Grand Totals (Direct and Indirect) ..							53,635	..	1,16,643	29,108	1,99,386	

*The term "non-Europeans" does not include Anglo-Indians and domiciled Europeans.

†Include both District Board and Municipal Funds.

(a) Includes 118 pupils of School Department and 23 students of B. T. Class of St. Edmund's College.

VIII.—Examination Results, 1942-43

Examinations	Males						Females					
	Number of Examinees			Number Passed			Number of Examinees			Number Passed		
	Public*	Private	Total	Public*	Private	Total	Public*	Private	Total	Public*	Private	Total
1	2	3	4	5	6	7	8	9	10	11	12	
DEGREE EXAMINATIONS												
<i>Arts and Science</i>												
D. Litt.	..	..	..	..	..	..	..	..	..	..	..	..
Ph. D.	..	..	..	..	..	..	..	..	..	..	..	..
D. Sc.	..	..	..	..	..	..	..	..	..	..	..	..
M. A.	..	..	..	..	..	..	..	..	..	..	..	..
M. Sc.	..	..	..	..	..	..	..	..	..	..	..	..
B. A. (Honours)	47	..	47	38	..	38	4	5	9	4	2	6
B. Sc. (Honours)	17	..	17	14	..	14	..	..	..	..	..	..
B. A. (Pass)	265	27	292	197	8	205	8	10	18	6	3	9
B. Sc. (Pass)	34	..	34	30	..	30	3	..	3	3	..	3
<i>Law</i>												
Master of Law	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Law	51	..	51	32	..	32	..	..	..	..	..	..
<i>Medicine</i>												
M. D.	..	..	..	..	..	..	..	..	..	..	..	..
M. B. B. S.	..	..	..	..	..	..	..	..	..	..	..	..
L. M. S.	..	..	..	..	..	..	..	..	..	..	..	..
M. C. P. & S. (Bombay)	..	..	..	..	..	..	..	..	..	..	..	..
M. S. M. F. (Calcutta)	..	..	..	..	..	..	..	..	..	..	..	..
M. S.	..	..	..	..	..	..	..	..	..	..	..	..
M. Obstetrics	..	..	..	..	..	..	..	..	..	..	..	..
D. Hyg.	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg.	..	..	..	..	..	..	..	..	..	..	..	..
D. P. H.	..	..	..	..	..	..	..	..	..	..	..	..
D. O.	..	..	..	..	..	..	..	..	..	..	..	..
B. Sc. (Sanitary)	..	..	..	..	..	..	..	..	..	..	..	..
S. T. M. (Calcutta)	..	..	..	..	..	..	..	..	..	..	..	..
<i>Engineering †</i>												
Master of C. E.	..	..	..	..	..	..	..	..	..	..	..	..
Master of E. E.	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of C. E.	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of E. E.	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of M. E.	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Mining and Metallurgy	..	..	..	..	..	..	..	..	..	..	..	..
<i>Education</i>												
B. E., B. T. & L. T.	21	..	21	17	..	17	11	..	11	6	..	6
<i>Commerce</i>												
Master of Commerce	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Commerce	..	..	..	..	..	..	..	..	..	..	..	..
<i>Technology</i>												
Master of Technology	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Technology	..	..	..	..	..	..	..	..	..	..	..	..
<i>Agriculture</i>												
Master of Agriculture	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Agriculture	..	..	..	..	..	..	..	..	..	..	..	..
<i>Intermediate Examinations</i>												
Intermediate in Arts	452	25	477	274	7	281	55	3	58	41	3	44
Intermediate in Science	189	..	189	145	..	145	7	..	7	4	..	4
Licentiate of Civil Engineering	..	..	..	..	..	..	..	..	..	..	..	..
Licence, Diploma or Certificate in Teaching	..	..	..	..	..	..	..	..	..	..	..	..
Intermediate or Diploma in Commerce	..	..	..	..	..	..	..	..	..	..	..	..
Licentiate of Agriculture	..	..	..	..	..	..	..	..	..	..	..	..
Veterinary Examinations	..	..	..	..	..	..	..	..	..	..	..	..
SCHOOL EXAMINATIONS												
<i>(a) On completion of High School course</i>												
Matriculation	2,449	395	2,844	1,547	190	1,737	213	149	362	159	83	242
School Final, etc.	..	..	..	..	..	..	..	..	..	..	..	..
Anglo-Indian and European High Schools	..	..	..	..	..	..	..	..	..	..	..	..
Cambridge School Certificate	1	..	1	1	..	1	3	..	3	3	..	3
<i>(b) On completion of Middle School course</i>												
Cambridge Junior	..	..	..	..	..	..	2	..	2	2	..	2
Anglo-Indian and European Middle	..	..	..	..	..	..	..	..	..	..	..	..
Anglo-Vernacular Middle	2,788	142	2,930	1,869	75	1,944	294	29	323	201	8	209
Vernacular Middle	1,930	91	2,021	992	21	1,013	196	52	248	113	25	138
<i>(c) On completion of Primary course</i>												
Upper Primary	..	..	..	..	..	..	..	..	..	..	..	..
Lower Primary	21,405	82	21,487	16,825	46	16,871	3,462	53	3,515	2,668	33	2,701
<i>(d) On completion of Vocational course</i>												
For teacher's certificates—												
Vernacular, Higher	54	11	65	30	2	32	7	1	8	6	1	7
Vernacular, Lower	101	5	106	81	1	82	29	..	29	26	..	26
At Art Schools	..	..	..	..	..	..	..	..	..	..	..	..
At Law Schools	..	..	..	..	..	..	..	..	..	..	..	..
At Medical Schools	..	..	..	..	..	..	..	..	..	..	..	..
At Engineering Schools †	..	..	..	..	..	..	..	..	..	..	..	..
At Technical and Industrial Schools	..	..	..	..	..	..	..	..	..	..	..	..
At Commercial Schools	65	..	65	48	..	48	9	..	9	9	..	9
At Agricultural Schools	167	..	167	92	..	92	..	..	..	..	..	..
At other Schools	36,049	95	36,144	31,152	81	31,233	4,209	29	4,238	3,458	14	3,472

*i. e., appearing from a recognised institution.

†Including the Diploma Examination of the Thomson Civil Engineering College, Roorkee.

‡Include Survey Schools.

IX.—Statistics of educational

Types of Institutions 1	No. of Institutions and Scholars							
	Government		District Board		Private		Total	
	Institutions 2	Scholars 3	Institutions 4	Scholars 5	Institutions 6	Scholars 7	Institutions 8	Scholars 9
I. RECOGNISED INSTITUTIONS								
<i>For Males</i>								
Art Colleges .. .. .	..	..	..	..	..	..	..	..
Professional Colleges .. .. .	..	..	..	..	..	..	..	..
High Schools	1	187	..	..	87	15,835	88	16,022
Middle Schools	14	1,737	209	27,690	363	21,444	586	50,871
Primary Schools	484	16,065	5,454	255,457	1,246	44,307	7,184	315,829
Training Schools	3	255	..	..	..	..	3	255
Agricultural Schools .. .. .	..	..	..	..	..	..	..	..
Schools for Adults	693	14,822	..	..	368	9,814	1,061	24,636
Other Schools .. .. .	..	..	..	..	129	2,582	129	2,582
Total	1,195	33,066	5,663	283,147	2,193	93,982	9,051	410,195
<i>For Females</i>								
Arts Colleges .. .. .	..	..	..	..	..	..	..	..
Professional Colleges .. .. .	..	..	..	..	..	..	..	..
High Schools .. .. .	..	..	..	..	..	..	..	..
Middle Schools .. .. .	..	..	28	2,386	12	723	40	3,109
Primary Schools	3	78	853	28,660	223	7,747	1,047	36,485
Training Schools .. .. .	..	..	..	..	2	31	2	31
Agricultural Schools .. .. .	..	..	..	..	..	..	..	..
Schools for Adults	85	1,945	..	..	15	333	100	2,278
Other Schools .. .. .	..	..	..	..	2	34	2	34
Total	88	2,023	881	31,046	254	8,868	1,223	41,937
Grand Total for all Recognised Institutions.	1,283	35,089	6,544	314,193	2,447	102,850	10,274	452,132
II. UNRECOGNISED INSTITUTIONS								
For Males .. .. .	..	..	..	..	..	..	872	41,363
For Females .. .. .	..	..	..	..	..	..	113	3,693
Total .. .. .	..	..	..	..	..	..	985	45,056
Grand Total for all Institutions.	..	..	..	..	..	..	11,259	497,188

institutions in rural areas, 1942-43

Expenditure on Institutions (Direct and Indirect)				No. of Teachers			
From Government funds	From District Board funds	From other sources	Total Expenditure	In Government Institutions	In District Board Institutions	In Private Institutions	Total
10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.				
..
1,58,401	3,409	3,51,523	5,13,332	13	..	926	939
1,93,480	2,21,890	3,23,588	7,38,964	75	1,042	1,351	2,468
10,35,442	3,65,055	1,44,661	15,45,158	553	7,455	1,339	9,347
73,728	768	10,784	85,280	17	..	..	17
..
34,764	620	665	36,049	693	..	333	1,026
18,185	2,104	28,487	48,776	..	..	213	213
• 15,14,006	5,93,846	8,59,707	29,67,559	1,351	8,497	4,162	14,010
..
..
..
7,023	22,445	13,329	42,797	..	90	49	139
1,05,432	43,554	9,238	1,58,224	3	901	332	1,236
5,020	..	..	5,020	..	..	5	5
..
2,318	..	103	2,421	85	..	15	100
180	..	..	180	..	..	2	2
1,19,973	65,999	22,670	2,08,642	88	991	403	1,482
16,33,979	6,59,845	8,82,377	31,76,201	1,439	9,488	4,565	15,492

Explanatory notes :—

- (1) Figures for *urban* areas (i.e., municipal, cantonment, notified and small town committee areas) are excluded from this table.
- (2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.
- (3) The total number of pupils from rural areas, who are under instruction, is shown in the last column of Tables IV-A and B and V-A and B.
- (4) This table includes statistics relating to *training schools*, whether situated in urban or in rural areas, in which the majority of the students are being trained for employment in *rural* areas. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained for schools in *urban* areas.

APPENDIX A,

Exclusive of Arts and Law Colleges and European Schools, 1942-43

District	Area in square miles	Number of all classes of recognised schools	Number of square miles per school in each district	Population			Number of population to one school in each district	Pupils at school			Percentage of pupils to population		
				Males	Females	Total		Males	Females	Total	Males	Females	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Cachar	3,862	785	4.9	337,701	303,480	641,181	816.7	28,400	7,339	35,739	8.4	2.4	5.4
Sylhet	5,478	3,384	1.6	1,624,816	1,491,786	3,116,602	920.9	124,710	38,663	1,63,373	7.6	2.5	5.2
Khasi and Jaintia Hills (British Territories).	2,382	522	4.5	60,718	57,947	118,665	227.3	10,281	8,831	19,112	16.9	15.2	16.1
Naga Hills	4,293	103	41.6	93,831	95,810	189,641	1,841.1	4,425	882	5,307	4.7	.9	2.8
Lushai Hills	8,092	224	36.1	73,855	78,931	152,786	682.0	6,650	2,875	9,525	9.0	3.6	6.2
Goalpara	3,985	968	4.1	539,437	474,848	1,014,285	1,047.8	32,825	8,625	41,450	6.0	1.8	4.0
Kamrup	3,844	1,622	2.3	673,403	590,797	1,264,200	779.4	59,719	11,104	70,823	8.8	1.8	5.6
Darrang (including Bali- para Frontier Tract).	3,402	617	5.5	398,203	345,100	743,303	1,204.7	21,075	4,667	25,742	5.2	1.3	3.4
Nowgong	3,896	583	6.6	379,911	330,889	710,800	1,219.2	28,302	6,847	35,149	7.4	2.1	4.9
Sibsagar	5,131	1,170	4.3	570,591	504,150	1,074,741	918.5	49,661	12,263	61,924	8.7	2.4	5.7
Lakhimpur (including the Sadiya Frontier Tract).	7,434	768	9.6	517,149	437,811	954,960	1,243.4	23,875	5,068	28,943	4.6	1.1	3.0
Garo Hills	3,152	250	12.6	113,180	110,389	223,569	894.2	4,520	2,594	7,114	3.9	2.3	3.1
Totals for 1942-43 ...	54,951	10,996	4.9	5,382,795	4,821,938	10,204,733	928.4	394,443	1,09,758	5,04,201	7.3	2.2	4.9
Totals for 1941-42 ...	58,714	11,014	5.33	5,382,795	4,821,938	10,204,733	926.52	450,782	1,22,776	5,73,558	8.37	2.54	5.6

APPENDIX B, PART I

Number of pupils in each class of Vernacular Schools for Indian for the year 1942-43

			A	B	I	II	III	IV	V	VI	Total	
1			2	3	4	5	6	7	8	9	10	
<i>In Vernacular Schools for males—</i>												
Primary	Assam Valley Circle.	Boys ..	58,776	29,047	25,792	22,086	15,331	78	33	11	151,154	
		Girls ..	11,823	5,280	4,071	3,034	1,789	..	..	..	25,997
	Surma Valley and Hill Districts.	Boys ..	44,349	25,761	22,033	18,997	12,692	36	37	32	123,937	
		Girls ..	11,199	5,565	4,422	3,104	1,816	7	2	..	26,115	
Middle	Assam Valley Circle.	Boys ..	3,409	2,544	2,633	2,567	2,631	4,236	3,221	2,395	23,636	
		Girls ..	390	263	254	201	200	207	159	87	1,761	
	Surma Valley and Hill Districts.	Boys ..	1,063	796	842	781	1,008	1,277	913	611	7,291	
		Girls ..	63	35	40	31	29	38	24	20	280	
Totals for 1942-43			Boys ..	107,597	58,148	51,300	44,431	31,662	5,627	4,204	3,049	306,018
			Girls ..	23,475	11,143	8,787	6,370	3,834	252	185	107	54,153
			Totals ..	131,072	69,291	60,087	50,801	35,496	5,879	4,389	3,156	360,171
<i>In Vernacular Schools for females—</i>												
Primary	Assam Valley Circle.	Boys ..	306	118	72	35	26	..	..	..	557
		Girls ..	6,201	2,473	2,166	1,653	11,93	42	21	15	13,764	
	Surma Valley and Hill Districts.	Boys ..	530	234	135	69	37	..	..	..	1,005
		Girls ..	10,437	4,811	4,012	3,195	2,397	50	29	8	24,939	
Middle	Assam Valley Circle.	Boys ..	..	..	..	..	..	..	..	..	..
		Girls ..	592	430	410	334	313	269	203	161	2,712	
	Surma Valley and Hill Districts.	Boys ..	..	..	..	..	..	..	..	..	..
		Girls ..	194	140	171	159	116	100	67	56	1,003	
Totals for 1942-43			Boys ..	836	352	207	104	63	1,562
			Girls ..	17,424	7,854	6,759	5,341	4,019	461	320	240	42,418
			Totals ..	18,260	8,206	6,966	5,445	4,082	461	320	240	43,980
Grand totals for 1942-43			Boys ..	108,433	58,500	51,507	44,535	31,725	5,627	4,204	3,049	307,580
			Girls ..	40,899	18,997	15,546	11,711	7,853	713	505	347	96,571
			Totals ..	149,332	77,497	67,053	56,246	39,578	6,340	4,709	3,396	404,151
Grand totals for 1941-42			Boys ..	117,095	67,976	59,494	50,341	34,064	6,884	5,084	3,483	354,421
			Girls ..	45,738	22,559	17,671	12,291	7,638	813	574	378	107,662
			Totals ..	162,833	90,535	77,165	62,632	41,702	7,697	5,658	3,861	462,083

(a) Excludes 47 pupils reading purely Sanskrit in the Assam Valley Schools.

APPENDIX B, PART II

Number of pupils in each class of Anglo-Vernacular Schools for Indians for the year 1942-43

			A	B	I	II	III	IV	V	VI	VII	VIII	IX	X	Total	
1			2	3	4	5	6	7	8	9	10	11	12	13	14	
<i>In Anglo-Vernacular Schools for males—</i>																
Middle	Assam Circle.	Valley	Boys ..	493	364	323	278	3,280	2,737	2,419	1,767	48	20	18	7	11,754
			Girls ..	35	25	24	31	268	205	117	67
	Surma and Districts.	Valley	Boys ..	350	252	248	256	2,796	2,803	2,343	1,635	47	20	4	..	10,754(a)
			Girls ..	94	46	37	54	135	113	98	63
High	Assam and	Valley	Boys ..	79	55	71	78	2,882	2,600	2,689	2,605	2,898	2,299	1,929	1,771	19,956
		Hill	Girls ..	..	..	..	3	34	38	29	16	14	11	15	6	166
	Surma and Districts.	Valley	Boys ..	30	25	34	32	1,761	1,840	1,985	1,905	2,156	1,795	1,703	1,461	14,727
		Hill	Girls ..	6	3	6	4	17	30	23	24	18	10	4	8	153
Totals for 1942-43			Boys ..	952	696	676	644	10,719	9,980	9,436	7,912	5,149	4,134	3,654	3,239	57,191
			Girls ..	135	74	67	92	454	386	267	170	32	21	19	14	1,731
Totals..				1,087	770	743	736	11,173	10,366	9,703	8,082	5,181	4,155	3,673	3,253	58,922
<i>In Anglo-Vernacular Schools for females—</i>																
Middle	Assam Circle.	Valley	Boys ..	20	9	8	2	..	..	..	..	..	..	..	..	39
			Girls ..	400	326	296	269	439	327	266	196	7	11	6	5	2,547
	Surma and Districts.	Valley	Boys ..	24	7	14	22	9	7	2	1	1	..	..	..	87
		Hill	Girls ..	129	133	148	148	171	219	143	127	10	4	..	..	1,232
High	Assam Circle.	Valley	Boys ..	16	7	12	7	21	5	..	5	..	..	..	..	73
			Girls ..	14	20	26	55	269	309	283	259	278	200	134	108	1,955
	Surma and Districts.	Valley	Boys ..	68	43	32	15	5	10	3	..	..	..	..	..	176
		Hill	Girls ..	176	111	134	157	314	388	370	309	327	231	180	163	2,860
Totals for 1942-43			Boys ..	128	66	66	46	35	22	5	6	1	..	..	..	375
			Girls ..	719	590	604	628	1,193	1,243	1,062	891	622	446	320	276	8,594
Totals..				847	656	670	674	1,228	1,265	1,067	897	623	446	320	276	8,969
Grand totals for 1942-43.			Boys ..	1,080	762	742	690	10,754	10,002	9,441	7,918	5,150	4,134	3,654	3,239	57,566
			Girls ..	854	664	671	720	1,647	1,629	1,329	1,061	654	467	339	290	10,325
Totals ..				1,934	1,426	1,413	1,410	12,401	11,631	10,770	8,979	5,804	4,601	3,993	3,529	67,891
Grand totals for 1941-42.			Boys ..	1,010	757	732	794	11,699	12,514	11,429	9,061	5,667	4,869	4,191	3,439	66,162
			Girls ..	794	714	823	887	1,793	1,932	1,517	1,260	659	525	401	297	11,632
Totals..				1,804	1,501	1,555	1,681	13,492	14,446	12,946	10,321	6,326	5,394	4,592	3,736	77,794

(a) Excludes 30 pupils of Hafiz class.

APPENDIX C

Statistics of High Schools for boys for the year 1942-43

1	2	3	Number of pupils						10	11	Number passed in the Matriculation Examination				16	17	Direct expenditure					
			4	5	6	7	8	9			12	13	14	15			18	19	20	21	22	23
			High School Classes	Middle Classes	Upper Primary Classes	Lower Primary Classes	Total on rolls on 31st March	Average daily attendance	Number of pupils in top class on 31st December 1941	Number of candidates sent up	First Division	Second Division	Third Division	Total	No. of Scholarships	Merit marks	Government Funds	Board Funds	Municipal Funds	Fees	Other sources	Total
																	Rs.	Rs.	Rs.	Rs.	Ps.	Rs.
Assam Valley Circle ..	Government.	14	2,958	1,569	534	729	5,790	4,225	495	485	24	174	149	407	30	51.4	3,61,364	..	..	84,733	10	4,46,107
Surma Valley and Hill Districts.	"	9	2,252	968	416	450	1,116	3,330	400	382	84	73	153	314	35	49.1	2,60,847	..	..	68,565	..	3,29,412
Totals for 1942-43 ..	"	23	5,210	2,537	980	1,179	9,906	7,555	895	867	172	247	302	721	65	50.4	6,22,211	..	..	1,53,298	10	7,75,519
Totals for 1941-42 ..	"	23	5,510	2,866	1,069	1,229	10,574	9,297	1,063	1,056	143	257	442	842	60	43.7	5,66,099	..	..	1,80,463	512	7,48,074
Assam Valley Circle ..	Aided	60	4,815	3,384	1,446	2,120	11,765	8,714	719	701	38	120	200	367	5	31.9	1,58,131	1,050	1,133	1,27,221	18,519	3,76,054
Surma Valley and Hill Districts.	"	48	4,614	2,756	1,316	1,353	10,039	7,589	838	718	41	83	258	382	12	25.3	1,14,475	..	1,380	1,86,218	18,735	3,20,808
Totals for 1942-43 ..	"	108	9,429	6,140	2,762	3,473	21,804	16,303	1,557	1,419	79	212	453	749	17	26.2	2,72,606	1,050	2,513	3,83,439	37,254	6,96,862
Totals for 1941-42 ..	"	101	10,869	7,741	3,510	3,572	25,422	20,580	1,581	1,950	99	262	832	1,193	18	28.2	2,43,265	1,390	2,508	4,31,916	17,774	6,96,883
Assam Valley Circle ..	Unaided	12	1,176	687	341	363	2,567	2,008	139	139	12	27	41	83	2	32.1	..	..	..	39,559	36,166	76,025
Surma Valley and Hill Districts.	"	5	289	213	108	115	725	531	21	28	..	1	10	11	..	14.2	..	..	..	12,953	6,122	19,075
Totals for 1942-43 ..	"	17	1,465	900	449	478	3,292	2,589	167	167	12	28	51	94	2	29.1	..	..	..	52,512	42,568	95,100
Totals for 1941-42 ..	"	18	1,819	983	513	520	3,835	3,034	257	254	16	37	107	160	..	30.0	912	..	..	63,820	38,346	1,03,078
Grand totals for 1942-43	..	148	16,104	9,577	4,191	5,130	35,002	26,447	2,619	2,453	263	487	814	1,564	84	35.0	8,94,817	1,050	2,513	5,89,249	79,852	15,67,431
Grand totals for 1941-42	..	142	18,198	11,290	5,122	5,221	39,831	32,911	3,301	3,260	258	556	1,381	2,195	84	33.4	8,11,276	1,390	2,508	6,72,229	56,632	15,48,035

Statistics of Boys' Middle

Division 1	Kind of School 2	Number of Institutions 3	Number	
			Middle Classes 4	Upper Primary Classes 5
Assam Valley Circle ...	Government	6	215	139
Surma Valley and Hill Districts ...	"	1	49	26
Totals for 1942-43 ...	"	7	264	165
Totals for 1941-42 ...	"	7	252	235
Assam Valley Circle ...	Board and Municipal	6	275	161
Surma Valley and Hill Districts ...	"	...	...	...
Totals for 1942-43 ...	"	6	275	161
Totals for 1941-42 ...	"	6	366	265
Assam Valley Circle ...	Aided	139	3,479	2,266
Surma Valley and Hill Districts ...	"	140	3,341	2,372
Totals for 1942-43 ...	"	279	6,820	4,638
Totals for 1941-42 ...	"	260	7,662	5,302
Assam Valley Circle ...	Unaided	36	992	531
Surma Valley and Hill Districts ...	"	35	802	518
Totals for 1942-43 ...	"	71	1,794	1,049
Totals for 1941-42 ...	"	75	2,014	1,378
Grand totals for 1942-43 ...	All	363	9,153	6,013
Grand totals for 1941-42 ...	All	348	20,4294	6,180

Statistics of Boys' Middle

Assam Valley Circle ...	Government	11	681	342
Surma Valley and Hill Districts ...	"	4	90	72
Totals for 1942-43 ...	"	15	771	414
Totals for 1941-42 ...	"	16	971	478
Assam Valley Circle ...	Board and Municipal	158	5,506	3,179
Surma Valley and Hill Districts ...	"	57	1,492	1,024
Totals for 1942-43 ...	"	215	6,998	4,203
Totals for 1941-42 ...	"	203	7,544	5,205
Assam Valley Circle ...	Aided	10	131	101
Surma Valley and Hill Districts ...	"	21	303	205
Totals for 1942-43 ...	"	31	434	306
Totals for 1941-42 ...	"	36	543	487
Assam Valley Circle ...	Unaided	10	246	85
Surma Valley and Hill Districts ...	"	2	14	14
Totals for 1942-43 ...	"	12	260	99
Totals for 1941-42 ...	"	12	232	161
Grand totals for 1942-43 ...	All	273	8,463	5,022
Grand totals for 1941-42 ...	All	267	9,290	6,331

DIX D

English Schools for the year 1942-43.

of pupils		Average daily attendance	Direct expenditure from—					
Lower Primary Classes	Total on rolls on 31st March		Government Funds	Board Funds	Municipal Funds	Fees	Other sources	Total
6	7		9	10	11	12	13	14
212	566	467	Rs. 15,128	Rs. ...	Rs. ...	Rs. 2,597	Rs. ...	Rs. 17,725
24	99	84	4,001	...	...	523	...	4,524
236	665	551	19,129	...	...	3,120	...	22,249
244	731	653	22,360	...	...	4,558	...	26,918
266	702	505	1,946	4,341	4,205	10,045	...	20,537
...
266	702	505	1,946	4,341	4,205	10,045	...	20,537
329	960	831	2,991	4,040	3,464	14,355	...	24,850
3,167	8,912	6,679	47,086	5,555	3,869	79,876	20,607	1,56,993
3,413	9,126	6,873	60,003	7,283	3,555	86,548	27,486	1,84,875
6,580	18,038	13,552	1,07,089	12,838	7,424	1,66,424	48,093	3,41,868
7,969	20,933	15,999	1,09,196	13,441	7,089	1,86,401	48,461	3,64,558
823	2,346	1,554	...	...	...	27,645	8,795	36,440
879	2,199	1,673	100	...	...	21,892	13,435	35,427
1,702	4,545	3,227	100	...	...	49,537	22,230	71,867
1,812	5,204	3,812	841	...	...	52,936	28,718	82,495
8,784	23,950	17,835	1,28,264	17,179	11,629	2,29,126	70,323	4,56,521
10,354	2,828	21,295	1,35,388	17,451	10,553	2,58,150	77,179	4,98,821

DIX E

Vernacular Schools for the year 1942-43

820	1,843	1,337	45,023	...	...	166	3	45,192
180	342	268	8,960	...	...	4	...	8,964
1,000	2,185	1,605	53,983	...	...	170	3	54,156
1,362	2,811	2,194	52,246	...	...	298	146	52,690
14,081	22,766	16,511	24,529	1,51,022	7,979	16,467	641	2,09,638
3,655	6,171	4,349	14,901	31,495	2,411	4,634	120	53,561
17,736	28,937	20,860	39,430	1,82,517	10,390	21,101	761	2,54,199
20,748	33,497	23,956	36,090	1,85,828	10,160	19,289	779	2,52,146
225	457	301	4,100	1,000	125	1,136	488	6,849
483	991	827	8,725	252	...	1,125	5,882	15,984
708	1,448	1,128	12,825	1,252	125	2,261	6,370	22,833
1,538	2,568	1,906	19,054	974	50	3,613	6,478	30,160
...	331	247	...	...	...	...	1,812	1,812
39	67	50	...	...	95	...	406	501
39	398	297	...	...	95	...	2,218	2,313
44	437	299	210	...	60	...	2,940	3,210
19,483	32,968	23,890	1,06,238	1,83,769	10,610	23,532	9,352	3,33,501
23,692	39,313	28,355	1,07,600	1,86,802	10,270	23,200	10,343	3,38,215

Statistics of Boys' Primary

Division	Kind of School	Number of Institutions	Number of pupils			Average daily attendance
			Upper Primary Classes	Lower Primary Classes	Total on rolls on 31st March	
1	2	3	4	5	6	7
Assam Valley Circle	Government	416	...	13,480	13,480	10,464
Surma Valley and Hill Districts	"	80	(a) 4	3,080	3,084	1,980
Totals for 1942-43	"	496	4	16,560	16,564	12,444
Totals for 1941-42	"	513	20	19,271	19,291	15,348
Assam Valley Circle	Board and Municipal.	3,370	(b) 105	155,244	(c) 155,349	111,571
Surma Valley and Hill Districts	"	2,157	(c) 76	106,944	107,020	76,239
Totals for 1942-43	"	5,527	181	262,188	262,369	187,810
Totals for 1941-42	"	5,461	194	287,815	288,009	199,522
Assam Valley Circle	Aided	90	...	3,932	3,932	2,813
Surma Valley and Hill Districts	"	235	(d) 30	9,380	9,410	7,265
Totals for 1942-43	"	325	30	13,312	13,342	10,078
Totals for 1941-42	"	259	40	12,138	12,178	9,169
Assam Valley Circle	Unaided	114	...	4,390	4,390	3,434
Surma Valley and Hill Districts	"	869	(e) 4	30,557	30,561	22,328
Totals for 1942-43	"	983	4	34,947	34,951	25,762
Totals for 1941-42	"	1,123	73	41,451	41,524	31,219
Grand totals for 1942-43... ..	All	7,331	219	327,007	327,226	286,091
Grand totals for 1941-42	All	7,356	327	360,675	361,002	255,258

DIX F

Schools for the year 1912-13

Direct expenditure from					
Government Funds	Board Funds	Municipal Funds	Fees	Other sources	Total
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
91,398	...	...	...	...	91,398
32,737	...	...	...	...	32,737
1,24,135	...	...	...	...	1,24,135
1,38,453	...	...	...	155	1,38,608
4,95,165	2,35,663	20,681	...	1,118	7,52,627
3,92,249	78,975	17,524	...	5,700	4,94,448
8,87,414	3,14,638	38,205	...	6,818	12,47,075
8,67,822	3,02,714	42,192	...	9,934	12,22,662
11,877	1,694	4,694	...	7,164	25,429
29,652	360	5,949	...	9,682	45,643
41,529	2,054	10,643	...	16,846	71,072
32,719	2,453	11,177	610	11,040	57,999
...	...	...	...	9,952	9,952
981	...	144	...	93,996	95,121
981	..	144	...	1,03,948	1,05,073
976	...	264	...	1,03,213	1,04,453
10,54,059	3,16,692	48,992	...	1,27,612	15,47,355
10,39,970	3,05,167	53,633	610	1,24,342	15,23,722

(a) Represents pupils of middle classes (*) Excludes 13 pupils reading Sanskrit.

(b) Includes 35 pupils of " "

(c) " 40 " " " "

(d) " 20 " " " "

(e) " 2 " " " "

APPENDIX

Statistics of Girls' Schools

Division	Kind of School	Number of institutions	Number of		
			High School Classes	Middle Classes	Upper Primary Classes
1	2	3	4	5	6
<i>High Schools</i>			<i>Statistics of Girls'</i>		
Assam Valley Circle	Government	1	99	74	38
Surma Valley and Hill Districts	"	1	192	143	60
Totals for 1942-43	"	2	291	217	98
Totals for 1941-42	"	2	277	250	111
Assam Valley Circle	Aided	8	576	480	220
Surma Valley and Hill Districts	"	10	709	539	328
Totals for 1942-43	"	18	1,285	1,019	558
Totals for 1941-42	"	17	1,444	1,199	608
Assam Valley Circle	Unaided	1	45	26	23
Surma Valley and Hill Districts ... ..	"	...	...	...	...
Totals for 1942-43	"	1	45	26	23
Totals for 1941-42	"	1	56	37	19
Grand totals for 1942-43	All	21	1,621	1,262	679
Grand totals for 1941-42	All	20	1,797	1,486	828
<i>Middle English Schools</i>			<i>Statistics of Girls'</i>		
Assam Valley Circle	Government	2	...	50	46
Surma Valley and Hill Districts	"	2	...	60	58
Totals for 1942-43	"	4	...	110	104
Totals for 1941-42	"	4	...	163	106
Assam Valley Circle	Board and Municipal.	4	29	124	76
Surma Valley and Hill Districts	"	1	11	20	14
Totals for 1942-43	"	5	40	144	90
Totals for 1941-42	"	6	12	129	145
Assam Valley Circle	Aided	12	...	211	140
Surma Valley and Hill Districts	"	9	3	111	146
Totals for 1942-43	"	21	3	352	286
Totals for 1941-42	"	23	...	467	358
Assam Valley Circle	Unaided	4	...	59	55
Surma Valley and Hill Districts	"	4	...	54	36
Totals for 1942-43	"	8	...	113	91
Totals for 1941-42	"	6	...	88	95
Grand totals for 1942-43	All	38	43	719	571
Grand totals for 1941-42	All	39	12	847	704

for the year 1942-43

pupils—			Direct expenditure from —					
Lower Primary Classes	Total on roll on 31st March	Average daily attendance	Government Funds	Board Funds	Municipal Funds	Fees	Other sources	Total
7	8	9	10	11	12	13	14	15
<i>High Schools.</i>			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
62	273	228	24,659	...	...	3,285	8	27,052
71	466	438	30,864	...	...	5,793	...	36,657
133	739	666	55,523	...	...	9,078	8	64,609
118	776	566	48,601	...	...	12,948*	6	61,555
252	1,523	1,008	40,973	...	1,900	20,411	2,822	66,106
934	2,570	1,863	56,527	...	1,621	18,030	3,617	79,795
1,236	4,098	2,871	97,500	...	3,521	38,441	6,439	1,45,901
1,418	4,759	3,787	84,649	...	4,842	4,872	6,945	1,40,263
133	227	139	...	...	...	959	5,558	6,517
...
133	227	139	...	...	...	959	5,558	6,517
139	251	211	...	...	...	892	6,824	7,716
1,502	5,064	3,676	1,53,023	...	3,521	48,478	12,005	2,17,027
1,675	5,786	4,564	1,33,250	...	4,842	57,667	13,775	2,09,534
<i>Middle English Schools</i>			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
130	226	146	11,433	...	...	1,012	...	12,445
230	348	213	17,181	...	...	1,178	...	18,359
360	574	359	28,614	...	...	2,190	...	30,804
446	715	534	24,999	...	...	2,934	...	27,933
478	707	505	1,887	1,000	7,018	1,385	...	11,290
82	127	78	1,740	900	469	531	...	3,640
560	834	583	3,627	1,900	7,487	1,916	...	14,930
678	964	698	4,027	1,942	5,562	1,557	...	13,088
955	1,336	1,100	9,956	300	1,910	4,096	8,806	25,068
349	609	485	6,037	...	1,554	1,857	2,922	12,370
1,304	1,945	1,585	15,993	300	3,464	5,953	11,728	37,438
1,412	2,237	1,771	14,270	360	3,567	9,357	12,205	39,759
203	317	254	...	...	...	1,177	10,201	11,378
115	235	191	...	...	...	689	5,679	6,368
348	552	415	...	...	...	1,866	15,860	17,746
750	433	470	...	...	...	1,329	12,539	13,868
2,572	3,905	2,972	48,234	2,200	10,951	11,925	27,608	1,00,918
2,786	4,349	3,473	43,296	2,302	9,129	15,177	24,744	94,648

Statistics of Girls' Schools

Division 1	Kind of School 2	Number of institutions 3	Number		
			High School Classes 4	Middle Classes 5	Upper Primary Classes 6

Middle Vernacular Schools

Statistics of Girls'

Assam Valley Circle	Board and Municipal.	24	...	387	171
Surma Valley and Hill Districts	"	10	...	173	92
Totals for 1942-43	"	34	...	560	263
Totals for 1941-42	"	32	...	580	284
Assam Valley Circle	Aided	4	...	42	7
Surma Valley and Hill Districts	"	...	...	...	...
Totals for 1942-43	"	4	...	42	7
Totals for 1941-42	"	3	...	76	11
Assam Valley Circle	Un-aided	...	...	...	...
Surma Valley and Hill Districts	"	1	...	9	10
Totals for 1942-43	"	1	...	9	10
Totals for 1941-42	"	1	...	4	10
Grand totals for 1942-43 ...	All	39	...	611	280
Grand totals for 1941-42 ...	All	36	...	660	305

Primary Schools—

Statistics of Girls'

Assam Valley Circle	Government	4	...	...	...
Surma Valley and Hill Districts	"	...	...	...	...
Totals for 1942-43	"	4	...	...	...
Totals for 1941-42	"	4	...	...	...
Assam Valley Circle	Board and Municipal	384	...	39	60
Surma Valley and Hill Districts	"	501	...	29	37
Totals for 1942-43	"	885	...	68	97
Totals for 1941-42	"	874	...	94	82
Assam Valley Circle	Aided	10	...	...	...
Surma Valley and Hill Districts	"	27	...	7	14
Totals for 1942-43	"	37	...	7	14
Totals for 1941-42	"	32	...	5	17
Assam Valley Circle	Unaided	13	...	11	2
Surma Valley and Hill Districts	"	199	...	...	...
Totals for 1942-43	"	212	...	11	2
Totals for 1941-42	"	218	...	1	3
Grand totals for 1942-43 ...	All	1,138	...	86	113
Grand totals for 1941-42 ...	All	1,158	...	100	102

DIX G—concl'd.

for the year 1942-43.

of pupils		Average daily attendance	Direct expenditure from—					
Lower Primary Classes	Total on roll on 31st March		Government Funds	Board Funds	Municipal Funds	Fees	Other sources	Total
7	8	9	10	11	12	13	14	15

Middle Vernacular Schools

1,928	2,486	1,648	Rs. 4,233	Rs. 16,355	Rs. 3,799	Rs. 406	Rs. 276	Rs. 25,069
617	882	712	1,710	4,993	784	...	...	7,487
2,545	3,368	2,360	5,943	21,348	4,583	406	276	32,556
3,032	3,896	2,853	5,643	20,344	3,989	510	362	30,848
177	226	160	1,440	540	1,656	229	269	4,134
...
177	226	160	1,440	540	1,656	229	269	4,134
236	323	211	960	594	1,518	...	114	3,186
...
102	121	85	50	...	...	...	718	768
102	121	85	50	...	...	...	718	768
66	80	70	...	...	...	...	718	718
2,824	3,715	2,605	7,433	21,888	6,239	635	1,263	37,458
3,334	4,299	3,134	6,603	20,938	5,507	510	1,194	34,752

Primary Schools

93	93	78	924	...	...	...	...	924
...
93	93	78	924	...	...	...	...	924
143	143	66	876	...	...	...	...	876
13,017	13,116	9,125	39,242	26,827	10,438	...	324	76,831
17,738	17,804	12,660	68,985	11,175	3,534	...	2,053	85,747
30,755	30,920	21,785	1,08,227	38,002	13,972	...	2,377	1,62,578
33,707	33,883	24,386	1,07,213	42,291	13,907	...	2,296	1,65,707
624	624	383	2,196	1,791	1,463	...	485	5,935
1,208	1,229	807	7,493	...	4,590	...	880	12,963
1,832	1,853	1,190	9,689	1,791	6,053	...	1,365	18,898
1,980	2,002	1,373	8,707	1,736	5,696	...	2,082	18,221
475	488	364	...	...	...	...	1,549	1,549
6,911	6,911	5,173	100	...	...	...	3,284	3,384
7,386	7,399	5,537	100	...	...	...	4,833	4,933
9,081	9,085	6,586	300	...	...	10	5,677	5,987
40,066	40,265	28,590	1,18,940	39,793	20,025	...	8,575	1,87,333
44,911	45,113	32,411	1,17,096	44,027	19,603	10	10,055	1,90,791

APPENDIX H
Statistics of Training Schools for the year 1942-43.

Division	Number of institutions	Number of pupils		Direct expenditure from—		Total	Cost per pupil		
		On the rolls on 31st March	Average daily attendance	Government Funds	Board and Municipal Funds		To Government Funds	To Board Funds	Total cost per pupil
1	2	3	4	5	6	7	8	9	10
<i>Government—</i>									
Assam Valley Circle	2	143	137	Rs. 30,033	Rs. 6,246(a)	Rs. 36,279	Rs. 210 0	Rs. 43 6	Rs. 253 6
Surma Valley and Hill Districts	1	112	112	29,956	..	29,956	267 4	..	267 4
Totals for 1942-43	3	255	249	59,989	6,246	66,235	235 2	24 4	259 6
Totals for 1941-42	3	306	285	59,252	6,733	65,985	193 6	22 0	215 6
<i>Aided—</i>									
Assam Valley Circle	1	20	16	1,920	..	1,920	96 0	..	96 0
Surma Valley and Hill Districts	1	11	11	2,862	..	2,862	260 1	..	260 1
Totals for 1942-43	2	31	27	4,782	..	4,782	154 2	..	154 2
Totals for 1941-42	2	46	44	4,883	168	5,051	106 0	3 8	109 8
<i>Unaided—</i>									
Assam Valley Circle .. ..	..	..	..	..	..	..	..	..	..
Surma Valley and Hill Districts .. ..	..	..	..	..	..	..	..	..	..
Totals for 1942-43 .. ..	..	..	..	..	..	..	..	..	..
Totals for 1941-42	1	6	6	..	1,308	1,308	..	..	218 0
Grand totals for 1942-43	5	286	276	64,771	6,246	71,017	226 4	21 8	248 2
Grand totals for 1941-42	6	358	235	64,135	8,209	72,314	179 1	22 9	202 0

(a) Includes Rs.11 from fees.

APPENDIX I
Boarding Houses attached to Government College, High and Middle Schools for the year 1943-42.

Division	Number of hostels for—				Number of boarders the institution can accommodate	Number of boarders on 31st March	Average number of boarders on rolls monthly during the year	Sanctioned establishment grant	Expenditure		
	Hindus	Muhammadians	Others	Total					Contingent charges	Construction and repairs	Total
1	2	3	4	5	6	7	8	9	10	11	12
<i>Colleges—</i>											
Assam Valley Circle	2	2	..	4	..	191	187	3,163	14,951	1,115	16,066
Surma Valley and Hill Districts	3	2	..	5	162	147	113	6,539	21,012	..	21,012
Totals for 1942-43	5	4	..	9	162	338	300	9,702	35,963	1,115	37,078
Totals for 1941-42	8	4	1	13	594	509	131	8,413	1,09,966	5,184	1,15,150
<i>High Schools—</i>											
Assam Valley Circle	13	10	6	29	817	446	401	13,176	14,993	5,747	20,740
Surma Valley and Hill Districts	8	7	2	17	498	298	297	9,868	7,641	5,962	15,003
Totals for 1942-43	21	17	8	46	1,315	744	698	23,044	22,634	11,709	34,343
Totals for 1941-42	23	18	10	51	1,531	1,013	1,023	24,434	23,023	11,390	34,413
<i>Middle English Schools—</i>											
Assam Valley Circle	2	..	1	3	83	36	39	886	707	476	1,183
Surma Valley and Hill Districts .. ..	..	..	..	..	..	..	..	..	..	..	..
Totals for 1942-43	2	..	1	3	83	36	39	886	707	476	1,183
Totals for 1941-42	2	..	..	2	67	49	51	856	736	5,942	6,084
<i>Middle Vernacular Schools</i>											
Assam Valley Circle	7	2	2	11	444	155	152	1,194	540	435	975
Surma Valley and Hill Districts	1	..	..	1	7	2	2	120	60	39	99
Totals for 1942-43	8	2	2	12	451	157	154	1,314	600	474	1,074
Totals for 1941-42	8	2	2	12	451	330	335	2,036	1,826	200	2,056
Grand Totals for 1942-43	36	23	11	70	2,011	1,275	1,191	31,946	59,904	13,771	73,678
Grand Totals for 1941-42	41	24	13	78	2,643	1,961	1,540	35,739	1,35,551	22,722	1,58,273

APPENDIX J

Number of Muslims in all institutions for Indians recognised and unrecognised for 1942-43

1	1942-43			1941-42			8 Increase or decrease
	2 Institutions	3 Total number of pupils on 31st March	4 Total number of Muslims pupils on 31st March	5 Institutions	6 Total number of pupils on 31st March	7 Total number of Muslims pupils on 31st March	
IN RECOGNISED INSTITUTIONS							
<i>University and Intermediate Education</i>							
Arts and Science College* { for males ..	9	2,084	451	9	3,076	548	-94
{ for females ..	4	171	2	4	200	6	-4
Law College for males ..	1	40	4	1	70	4	..
<i>School Education</i>							
High Schools .. { for males ..	148	35,002	7,627	142	39,831	8,068	-441
{ for females ..	21	5,064	434	20	5,786	503	-69
Middle English Schools { for males ..	363	23,950	8,560	358	27,859	9,484	-924
{ for females ..	38	3,905	488	39	4,356	543	-55
Middle Vernacular Schools. { for males ..	273	32,968	5,515	267	39,313	6,596	-1,081
{ for females ..	39	3,715	375	36	4,299	422	-47
Primary Schools .. { for males ..	7,331	327,239	95,486	7,437	364,185	104,664	-9,178
{ for females ..	1,138	40,265	12,921	1,158	45,113	14,993	-2,072
<i>Special Education</i>							
Normal and Training Schools. { for males ..	3	255	67	4	312	75	-8
{ for females ..	2	31	1	2	46	..	+1
Technical and Industrial Schools. { for males ..	15	457	52	12	609	60	-8
{ for females ..	5	155	11	6	269	24	-13
Commercial Schools .. { for males ..	4	141	20	4	111	18	+2
{ for females ..	..	..	..	..	..	..	..
School for Defectives.. { for males ..	1	22	9	1	18	6	+3
{ for females ..	..	..	..	..	..	..	..
Schools for Adults .. { for males ..	1,063	25,425	9,786	1,275	35,408	11,075	-1,289
{ for females ..	100	2,278	212	94	2,316	297	-85
Other Schools .. { for males ..	148	3,259	1,241	156	3,485	1,281	-40
{ for females ..	3	103	29	2	217	21	+8
Totals for Recognised Institutions ..	10,709	506,529	143,294	11,027	576,829	158,688	-15,394
IN UNRECOGNISED INSTITUTIONS							
For males ..	874	37,610	21,393	1,578	66,221	25,825	-4,132
„ females ..	113	3,693	1,637	145	5,563	2,962	-1,325
Totals for Unrecognised Institutions ..	987	41,303	23,030	1,723	71,784	28,787	-5,757
Grand totals for all Institutions ..	11,696	547,832	166,324	12,750	648,613	187,475	-21,151

* Exclude St. Edmund's Arts College, Shillong.

APPENDIX K

Statement showing the employment of Muhammadans

1 Employment	1942-43				1941-42			
	2 Total number	3 Number of Muhammadans	4 Total number of vacancies occurring during the year	5 Number of vacancies filled up by Muslims	6 Total number	7 Number of Muhammadans	8 Total number of vacancies occurring during the year	9 Number of vacancies filled up by Muhammadans
Inspecting Officers	126	55	2	2	125	54	20	9
Clerks, Librarians, Compounders, etc. ..	201	78	5	3	201	78	7	3
INSTRUCTIVE STAFF								
Government Colleges and High Schools ..	605	163	17	7	589	153	35	8
Aided	1,476	201	55	17	1,453	217	76	21
Unaided	202	15	12	..	211	19	20	3
Special	1,397	428	62	23	1,661	452	376	182
Government and Board Middle Schools ..	1,270	189	71	26	1,380	182	85	12
Aided	1,193	499	65	33	1,193	497	53	11
Unaided	317	54	34	2	370	81	33	11
Government and Board Primary Schools..	9,224	2,475	348	111	9,173	2,416	445	150
Aided	170	42	10	5	502	34	25	1
Unaided	1,277	312	4	..	490	394	47	..
Grand total	16,056	4,511	685	239	17,558	4,557	1,214	514

Statistics of Madrasas and

1	Management	No. of institutions	Enrolment on 31st March			
			In Classes III—VI	In Primary Classes	Total	
2	3	4	5	6		
<i>Assam Valley Circle</i>						
Recognised Institutions for males—						
1. Senior Madrasa (Aided)...	Private	1	95(a)	47	142	
2. High Madrasa (Aided)...	„	1	132(b)	90	222	
Total ...	...	2	227	137	364
3. Middle English Madrasa—	Government	1	40	...	40	
Ditto Local Board ...	Local Board	1	134	187	321	
Ditto Aided ...	Private	40	1,736	641	2,377	
Total ...	...	42	1,910	828	2,738
4. Middle Madrasa Aided ...	...	5	282	112	394
Total	...	5	282	112	394	
5. Muktabs Local Board ...	Board	290	774	11,844	12,658	
Ditto Municipal ...	Municipal	4	8	304	312	
Ditto Aided ...	Private	10	49	711	760	
Ditto Unaided ...	„	1	2	14	16	
Total ...	...	305	833	12,913	13,746
For females—						
Muktabs Local Board	Board	46	77	1,443	1,520	
Ditto Aided ...	Private	1	15	131	146	
Total ...	...	47	92	1,574	1,666
Unrecognised institutions	For males	Madrasa	...	...	...
		Muktabs	...	39	53	1,541	1,594
	For females	Madrasa
		Muktabs	...	10	3	380	383
Total ...	...	49	56	1,921	1,977

DIX L

Maktabs for the year 1942-43

Direct expenditure						Remarks
Government funds	Board funds	Municipal funds	Fees	Other sources	Total	
7	8	9	10	11	12	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	(a) Including pupils of Senior Department. (b) Includes 40 pupils of classes VII to IX.
1,310	...	...	658	919	2,887
1,644	360	...	1,351	...	3,355	
2,954	360	...	2,009	919	6,242	
600	...	...	492	96	1,188
480	1,642	...	698	...	2,820	
18,980	2,485	1,785	13,116	8,193	44,559	
20,060	4,127	1,785	14,306	8,289	48,567	
2,700	197	360	2,600	1,941	7,798	
2,700	197	360	2,600	1,941	7,798	
18,527	31,167	953	...	215	50,862	
924	...	1,247	...	...	2,171
2,059	648	1,473	...	310	4,490	
...	...	...	...	186	186
21,510	31,815	3,673	...	711	57,709	
2,596	5,987	...	...	106	8,689
540	240	528	...	1	1,309	
3,136	6,227	528	...	107	9,998	
...	
...	...	...	...	2,784	2,784
...	
...	...	...	...	600	600
...	...	...	...	3,384	3,384

Statistics of Madrasas and

1	Management	No. of institutions	Enrolment on 31st March			
			In Classes III-VI	In Primary Classes	Total	
2	3	4	5	6		
SURMA VALLEY AND HILL DISTRICTS						
Recognised Institutions—						
1. Special Madrasas ...	Government	1	287	...	287	
Ditto Aided ...	Private ...	(b) 7	(c) 474	136	(a) 702	
Ditto Unaided ...	" ...	1	169	65	234	
Total ...	...	9	930	201	1,223
2. Middle English Madrasas	Private ...	73	3,175	691	(d) 3,866	
Ditto Aided	" ...	2	85	...	85	
Total ...	...	75	3,260	691	3,951
3. Middle Madrasas Aided ...	Private ...	21	691	300	991	
Ditto Unaided ...	" ...	2	67	...	67	
Total ...	...	23	758	300	1,058
For males	4. Maktab Board ...	Board ...	343	368	14,371	14,739
	Ditto Municipal ...	Municipal	6	...	321	321
	Ditto Aided ...	Private ...	7	8	406	414
	Ditto Unaided ...	" ...	118	63	5,393	5,456
	Total	474	439	20,491	20,930
For females	5. Maktabs Board	Board ...	77	60	2,365	2,425
	Ditto Municipal	Municipal	1	5	18	23
	Ditto Aided ...	Private ...	2	...	104	104
	Ditto Unaided..	" ...	53	31	1,675	1,706
	Total	133	96	4,162	4,258
Total unrecognised institutions	For males	Madrassa ...	42	31	1,766	1,797
		Maktab ...	128	7	5,036	5,043
	Total	170	38	6,802	6,810
	For females	Madrassa
		Maktab ...	4	...	125	125
Total ...	...	4	...	125	125
Total unrecognised Institutions	...	174	38	6,927	6,965	

(a) Includes 25 pupils of High Madrasa classes from class VII to X and 67 of Senior Madrasa.

(b) Includes Shillong Isamia High Madrasa.

(c) Includes 9 pupil of High School Classes.

(d) Includes 30 pupils of High Classes.

DIX L

Maktabs for the year 1942-43

Direct expenditure						
Government funds	Board funds	Municipal funds	Fees	Other sources	Total	Remarks
7	8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
46,326	...	...	3,945	...	50,271	
13,898	...	900	4,059	6,063	24,920	
...	...	...	116	2,518	2,634	
60,224	...	900	8,120	8,581	77,825	
37,330	828	804	26,473	13,394	78,829	
...	...	...	606	1,180	1,786	
37,330	828	804	27,079	14,574	80,615	
8,725	252	...	1,125	6,040	16,142	
...	...	95	...	406	501	
8,725	252	95	1,125	6,446	16,643	
51,162	8,919	...	...	205	60,286	
853	200	2,596	...	...	3,649	
864	...	541	...	112	1,517	
...	...	...	...	1,407	1,407	
52,879	9,119	3,137	...	1,724	66,859	
10,080	694	...	...	200	10,974	
222	...	...	...	...	222	
697	...	203	...	89	989	
(e) 100	...	...	...	352	452	
11,099	694	203	...	641	12,637	
...	1,660	1,660	
...	
...	1,660	1,660	
...	
...	
...	
120	1,660	1,660	

(e) From Provincial funds to un-aided institutes.
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Quinquennial Review of the Progress of Education in Assam during 1937-42

CHAPTER I

INTRODUCTORY

(I) *General Survey*

1. The years 1937-1942, the quinquennium under review will be remembered as one of the most critical periods in the history of Assam and of India, and educationists, no less than politicians and economists, will profit by its lessons. The schools and colleges of a country cannot be treated as isolated units cut off from the family and social organisations, the political and economical development, the moral and religious background and the physical and geographical, intellectual and cultural environments of its people. The inauguration of the new constitution in 1937 was followed by vigorous activities among political parties with the result that one Ministry was succeeded by another within a few years and this again was replaced by another shortly afterwards, the Constitution remained suspended under Clause 93 of the Government of India Act for about 8 months when the Governor of Assam took over the administration of the Province entirely under His Excellency's control till another Ministry could be formed. These changes of Government had their reaction on the educational policy and administration, and those elements of certainty, security and stability were lacking which are indispensable aids to progress and improvement in the field of education. The Second World-War broke out in September 1939 and spread from the remote Western Europe to Eastern Asia till its clashes of arms could be heard from our very door and Assam came into prominence as the North Eastern Frontier of India. The province had also suffered from the adverse effects of floods earlier in 1938-39. The period was therefore not only unfavourable to the launching of new schemes and projects, but even the very existence of the Department of Education was threatened by Military exigencies of the situation that demanded buildings of our schools and colleges for Military hospitals as well as for the residence of the officers and rank and file of the land and air forces. The economic depression, high prices of food-stuffs dearth of paper for the production of books and khatas and examination scripts of our scholars, political unrest and strike and indiscipline among youths coming in the train of the war situation presented a dismal outlook for the educational world towards the end of the Quinquennium. If in spite of all these distressing factors, the present Review shows some hopeful features and progressive movements in the educational world, our grateful thanks are due to the loyal and devoted staff of educational officers and their subordinate inspecting agency and the army of teachers in Government and Aided High Schools who have done their very best to do their duty to God, King and Country in the midst of all these troubles and disturbances in a spirit of cheerfulness and with a sense of responsibility that is really commendable. The liberal educational policy of the Government of Assam is reflected in the reports on increased grants for the expansion of primary education and in the starting of new primary and secondary schools with Government aids or out of Government funds and especially in the special attention given to the education of hill tribes, plains tribals and scheduled castes and other backward classes.

(II) *Special Features of the Quinquennium*

2. The outstanding events and distinguishing features of the period are summarised below:—

(1) A movement for Mass Literacy was inaugurated and a temporary additional staff was created for the purpose, both on divisional and subdivisinal basis.

Along with it a new class of Inspecting Officers called the Assistant Sub-Inspectors was created in the Lower Assam School Service, and 34 such officers were posted to different subdivisions.

The staff of Sub-Inspectors was strengthened by the appointment of 8 new officers in course of the quinquennium.

(2) A number of Primary Schools in different Local Board areas received direct grants from Provincial Revenues. All these schools have since been absorbed into the Board School system and the grant transferred to the Boards concerned.

An impetus was given to education of Tribals both by starting new schools in their midst as well as by advancing some old ones to higher status. A number of special scholarships were instituted for the benefit of the tribal people and the scheduled and other backward classes. A separate Primary Scholarship Examination was also instituted for the Mikir Hills area.

As a matter of fixed programme and policy, the Government continued to make from year to year increased grants to the Local Bodies for the expansion of Primary education in their areas on the joint recommendation of a Subdivisional Committee consisting of the Chairmen of these Bodies, the local Members of Legislative Assembly and the Deputy Inspectors of Schools, special attention being paid to the needs of the scheduled castes, immigrants and the tribal peoples.

(3) Preliminaries in connection with the introduction of Compulsory Primary Education in three Municipalities and one small town were finished and Government grants were sanctioned for giving effect to these schemes.

(4) The Education Department was invited to take a leading part in the opium prohibition activities of the Government and the staff and students gladly participated in the same.

(5) The Educational officers also took an active and intelligent share in the preparation of the decennial census of 1941.

(6) Success of the China Day Observance in the Province on the 7th March, 1942, was largely due to the earnest efforts and contributions made by the scholars and teachers of the educational institutions.

(7) Several officers of the Government Colleges, Physical Inspectors, Scoutmasters and School teachers volunteered their services for relief works in aid of the refugees from Burma.

(8) The introduction of Vernacular as the medium, both of instruction and examination, in High Schools, became a *fait accompli*. The first matriculation examination through the medium of this language took place in the year 1941.

(9) Extra-Curricular activities of all kinds, notably Physical Training, Games, Scouting and Red Cross Work continued to receive attention in an increasing measure. A Wood-Badge Camp and an All-Assam Scout Jamboree were held in course of the quinquennium. Towards the close of the period the introduction of the Recreation Club Scheme lent special emphasis to these extra-academic activities of the Department.

(10) The Circulating Library system gained in importance and popularity, being supplemented by the scheme of post-literacy studies in connection with the Mass Literacy movement.

(11) Central gatherings of teachers and exhibitions of hand-work and school garden produce were held in many subdivisions as in the previous quinquennium.

(12) The Assam University Bill was introduced in the Legislative Assembly and referred to a Select Committee.

(13) The Title Course was opened in Sylhet Government Madrasa.

(14) High Madrasa Courses were introduced in Sylhet Government Senior Madrasa and in some other Madrasas of the Province.

(15) Increased grants were provided for aiding the High and Middle Schools and taking over on aided basis of the Middle English Schools hitherto maintained or aided by a Local Board in the Surma Valley:

(16) The control of Primary Education in the Khasi and Jaintia Hills and the Garo Hills was transferred from the Mission Bodies to Government.

(17) An impetus was given to education in the Hills Districts by the opening up of a co-educational Government High School at Jowai and by the establishment of Government High Schools at Tura and Kohima, and also by the appointment of an Assistant Sub-Inspector for North Cachar Hills to organise and look after the education of the Hill tribes.

(18) Provision was made for the teaching of Science in High Schools, as required by the Calcutta University Regulations, through appointment of Science Teachers in Government High Schools and a grant of Rs.50 per mensem for B. Sc. teachers and Rs. 300 as non-recurring grants for Scientific apparatus to Government-Aided High Schools.

(19) Assam students continued to show brilliant records in the Calcutta University Examinations, as was evident from the fact that a girl from Sylhet Government Girls' High School secured the first place in the Matriculation Examination in 1940 and from the fact that the first three places in the University were occupied by three boys of 3 different Assam High Schools in 1941, one of them from Nalbari Government Aided High School being the first Assamese scholar to win this coveted distinction.

(20) School Children's Recreation Clubs were started in educational Institutions for the promotion of culture and intercommunal harmony and encouragement of General Knowledge.

(21) A number of teachers and mistresses of schools were trained in Physical Training Camps and Red Cross Training Camps.

(22) The schools in the Naga Hills and Manipur were transferred from the charge of the Inspector of Schools of Surma Valley and Hill Districts to that of the Inspector of Schools, Assam Valley Circle.

(23) The post of Inspectress of Schools was revived. Miss S. Sen was the first Indian lady to be promoted to this post and Miss B. Thomas, an Assamese lady with British University training, was appointed Assistant Inspectress in the resultant vacancy.

(24) A Muslim Inspector of Schools was appointed for the first time in Surma Valley and Hill Districts in the person of Professor A. Lais, who filled the post after the sad death of Dr. S. C. Gupta, Inspector of Schools.

(25) The post of Assistant Director of Public Instruction was created for the first time and was filled by the appointment of Khan Bahadur A. Rahmani, who was formerly Assistant Director of Public Instruction for Muslim Education.

(26) Mr. G. A. Small, the last European member of the I. E. S. in Assam, retired after nearly 11 years' valuable services as Director of Public Instruction, and Mr. S. C. Roy, the last member of I. E. S. in the province, succeeded him as the first Indian Director of Public Instruction on the first May, 1941.

(III) Statistics

3.(a) The number of all classes of institutions increased from 8,460 in 1936-37 to 12,754 in 1941-42 or by 38.9 per cent., and their enrolment (including adults) from 4,59,878 to 6,49,329 or by 41.2 per cent.

There were 2,06,441 males and 42,178 females on the 31st March 1937, which respectively rose to 2,90,382 and 69,732 in March 1942.

(b) The total expenditure on education rose from Rs.57,38,134 to Rs.73,67,273, i.e., by Rs.16,29,139 or 28.3 per cent.

(c) The table below furnishes a comparison of institutions (recognised and unrecognised) and their enrolment in 1941-1942 with those of the closing years of the last six quinquennia:

Types of Institutions	Institutions							Scholars						
	1912	1917	1922	1927	1932	1937	1942	1912	1917	1922	1927	1932	1937	1942
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Arts Colleges	2	2	3	3	3	9	14	295	688	767	1,040	1,208	2,292	3,673
Professional College	1	1	1	1	1	1	1	14	45	52	91	75	60	70
Secondary Schools	167	286	336	382	511	620	865	23,340	39,610	35,322	50,473	71,305	94,320	121,713
Primary Schools	3,711	4,197	4,298	4,786	5,891	6,795	8,595	148,987	181,808	169,151	213,675	270,490	321,628	409,298
Special Schools	104	101	107	159	182	166	1,556	4,396	2,668	2,722	5,154	5,228	4,771	42,791
Total ..	3,985	4,587	4,745	5,334	6,594	7,591	11,031	177,032	224,819	208,014	274,433	348,306	423,071	577,545
Unrecognised institutions	143	303	276	437	600	869	1,723	5,080	9,094	8,204	18,187	24,012	38,807	71,784
Grand Total ..	4,128	4,890	5,021	5,768	7,194	8,460	12,754	182,112	233,913	216,218	288,620	372,318	459,878	649,329

It will be seen that there was an all-round increase in the number of all grades of institutions and the pupils attending them except in the number of Professional Colleges which remained at one since 1912.

The Secondary Schools increased by a little more than 39.5 per cent. and the Primary Schools by 26.5 per cent.

The striking rise against special schools was mainly due to the establishment of adult schools in each subdivision according to the allotments assigned by the Government in each case.

(d) *Scholars*.—The subjoined table shows the distribution of scholars according to stages of instruction.

Stage	1931-32	1936-37	1941-42	Increase or decrease
1	2	3	4	5
Collegiate Stage { Arts and Science ...	1,212	2,110	3,278	+1,168
{ Professional ...	75	60	70	+10
High Stage ...	9,886	14,049	20,330	+6,281
Middle Stage ...	29,954	38,943	55,259	+16,316
Primary Stage ...	3,01,658	3,62,999	4,55,623	+92,624
Special Schools ...	5,228	4,771	42,838	+38,067
Unrecognised Institutions ...	24,012	36,807	71,784	+34,977
Total ...	3,72,025	4,59,739	6,49,182	+1,89,443

Here also an advance in all the stages was recorded. The increase in High stage was 6,281 against 4,163 in the last quinquennium, and in the Middle stage it was 16,316 against 8,989. In the Primary stage the advance was 92,624 against 61,341.

The very high percentage of increase, namely from 4,771 to 42,838 against special schools, is accounted for by the inclusion of a very large number of adults receiving instruction in the Mass Literacy centres which came into existence only in 1940-41.

A comparative view of the advance made by each community will be noticed from the table below :—

SCHOLARS ACCORDING TO RACE OR CREED

Community	1931-32	1936-37	1941-42	Increase or decrease
1	2	3	4	5
Europeans or Anglo-Indians ...	336	417	510	+93
Indian Christians ...	23,682	32,906	41,521	+8,615
Hindus { Brahmins ...	26,641	32,576	39,589	+7,013
{ Non-Brahmins ...	188,662	186,577	252,156	+65,579
Muslims ...	108,802	126,090	187,515	+61,425
Buddhists ...	159	267	456	+189
Parsis ...	1	...	65	+65
Sikhs ...	95	194	384	+190
Others ...	23,647	31,638	64,614	+32,976
Total ...	372,025	4,59,739	649,291	+1,89,552

EXPENDITURE

4. The expenditure on Education has risen from Rs.57,38,134 to Rs.73,67,273 as shown in the following table :

Descriptive heads	1931-32	1936-37	1941-42	Increase
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Government Funds ...	28,82,606	31,26,157	40,07,796	8,81,639
Board Funds ...	6,32,412	7,59,990	8,67,383	1,07,393
Fees ...	8,33,949	11,51,670	16,56,743	5,05,073
Other sources ...	6,61,317	7,00,317	8,35,351	1,35,034
Total ...	50,10,284	57,38,134	73,67,273	16,29,139

The expenditure was divided amongst various grades of institutions as follows :—

Descriptive heads	1936-37		Total	1941-42		Total	Increase or decrease
	For males	For females		For males	For females		
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges ..	4,79,100	5,318	4,84,418	6,21,010	45,578	6,66,588	+1,82,170
Professional Colleges ..	13,637		13,637	11,612		11,612	— 2,025
Secondary Schools ..	17,67,456	3,25,528	20,90,984	23,85,071	4,75,036	28,60,107	+7,69,123
Primary Schools ..	13,20,453	1,41,559	14,62,012	15,51,699	1,90,791	17,42,490	+2,80,478
Training Schools ..	60,380	4,678	65,058	67,293	5,051	72,344	+7,286
Other Special Schools ..	1,51,854	2,041	1,53,895	2,59,429	10,685	2,70,114	+1,16,219
Direction ..	94,862		94,862	1,22,042		1,22,042	+27,180
Inspection ..	3,36,859	10,649	3,48,508	3,86,020	21,123	4,07,143	+59,645
Building ..	3,04,513	60,247	3,64,760	3,21,955	39,575	3,60,530	— 4,230
Miscellaneous ..	5,35,249	1,25,751	6,61,000	7,60,836	93,467	8,54,303	+1,93,303
Total ..	50,64,363	6,73,771	57,38,134	64,86,967	8,80,306	73,67,273	+16,29,139

The following table furnishes the percentage of expenditure met from Government funds under various heads:—

Institutions	1936-37		1941-42	
	For males	For females	For males	For females
Arts Colleges	60.47	67.69	48.90	41.57
Professional Colleges	52.80	..	23.39	..
High Schools	53.34	59.80	52.40	48.91
Middle Schools	27.27	38.67	29.03	38.56
Primary Schools	64.12	57.55	68.00	61.38
Special Schools	73.11	72.66	79.68	54.85

(IV) Administration including Inspection

5. *Direction.*—Mr. G. A. Small, I.E.S., was in charge of the Department till his retirement. I took over charge from him on 1st May, 1941, and held it till the close of the period under review. Mr. Small has left his mark on the educational history of Assam through the introduction of Dalton plan in some Government High Schools, Direct Method of teaching English in most of the Middle and High English Schools, and above all through a most efficient organisation of Scout Training, which won for Assam a high place of distinction in the All-India Competitions.

6. *Assistant Director of Public Instruction.*—The period under review marks the creation of the post of Assistant Director of Public Instruction, which fulfils the genuine and long-felt need of a growing and expanding department.

The first incumbent of the post was Khan Bahadur Maulavi Aatur Rahman who brought to bear on its duties his special talents and long experience.

The Khan Bahadur relinquished the charge of Muslim Education, after holding it for 24 years since the creation of the post of Special Officer in 1916, and held the post of Assistant Director of Public Instruction from 6th May, 1940, with exceptional ability and untiring zeal and devotion in the cause of the education of the Muslim community. The re-organisation of the Madrasa system and its expansion in this province are mainly the result of his endeavours.

The status of Assistant Director of Public Instruction for Muslim Education was raised from that of Assistant Inspector of Muslim Education to that of Assistant to the Director of Public Instruction for Muslim Education in Class I of the Assam Educational Service. It seems desirable that there should be an Assistant Director of Public Instruction for Hills Education, and an Assistant Director of Public Instruction for Sanskrit Education and another for Mass Literacy, Primary Education and Adult Education.

The creation of a post of Deputy Director of Public Instruction, which should be filled up by the senior-most Assistant Director of Public Instruction, is urgently necessary in order to enable the hardworked Director of Public Instruction to cope with the increasing volume of office work and find time for organising Mass Literacy Work, Adult Education and Primary Education, and vocational and industrial education which are coming into prominence with the evolution of a national policy of education. One Assistant Director of Public Instruction for Hills Education is required to help the Director of Public Instruction in guiding and controlling the development of a sound and efficient system of education for the Khasis and Jaintias, for the Garos and Ravas, for the Lushais and various branches of Nagas, Mikirs and Miris and other tribes with different dialects.

Besides the conduct of various examinations of the Department and the preparation of and revision of text-books compiled by the Department and examination of those submitted by private Agencies alone require the services of a whole time officer of the status of Assistant Director of Public Instruction.

7. *Assistant Director of Public Instruction for Muslim Education.*—Khan Bahadur A. Rahman was in charge of the office till 5th May, 1940 and from the day following he was appointed to hold charge of the office of the Assistant Director of Public Instruction, Assam. The post of Assistant Director of Public Instruction for Muslim Education remained vacant till 30th June, 1941, when it was filled by the appointment of Maulavi Nazmul Hussain Choudhuri, a native of Sylhet who was holding a post in the Bengal Educational Service and he continued to hold charge of the office till the end of the quinquennium. He began his work with conspicuous ability and his valuable experiences of Madrasa education in Bengal are an acquisition to the Department of Education in Assam.

8. *Personal Assistant to the Director of Public Instruction.*—The post was held by Babu R. C. Roy Ghatak during the first year of the quinquennium and by Babu G. C. De (now Rai Sahib) during the second year and thereafter by Srijut G. C. Goswami. The Head of the Department is immensely helped by the valuable services of his Personal Assistant and it is desirable that the post should be of Gazetted status and interchangeable with that of Deputy Inspector of Schools or an Assistant Inspector of Schools.

9. *Director's Office Staff.*—The clerical staff of the office of the Director was slightly strengthened during the quinquennium. But it is still overworked and a further increase with a complete overhauling of the present system of grouping is needed to enable the staff to keep pace with the work which is steadily increasing. In order to improve the efficiency of the office it is desirable that the office should be divided into two main branches, each having a Superintendent of its own to exercise effective supervision of the work done by different groups placed under his charge. The Ministerial Services Reorganisation Committee appointed by Government has laid stress on the need of strengthening the office staff of the Director of Public Instruction but their recommendations have not been given effect to as yet.

10. *Inspection.*—The following table shows the strength of the inspecting staff:—

Area	Inspectors	Assistant Inspectors	Deputy Inspectors	Sub-Inspectors	Assistant Sub-Inspectors and Inspecting Pandits	Total
1	2	3	4	5	6	7
Assam Valley	1 A. E. S.	1 A. S. S., Class I S. G.	13 A. S. S. Class I	31	10	56
Surma Valley and Hill Districts. Province	1 A. E. S.	1 Ditto.	9 Ditto	28	8	47
.. .. .	1 A. E. S. (Inspector- tress), 1 A. E. S. (A. D. P. I. for Muslim Education).	1 Ditto (Assistant Inspector- tress).	..	..	..	3
Total	4	3	22	59	18	106
Total for 1936-37	2	4*	22	51	2	81
Increase or Decrease	2	1	..	8	16	25

* Included the Post of Assistant Director of Public Instruction for Muslim Education now shown under "Inspection".

The posts of Inspectors are the pillars on which the whole structure of control and administration of the educational system rests and it is desirable that the Officers appointed to these posts should be adequate in number, efficient in quality (including high academic distinction) and strong and quick in their grasp of the problems of life and society which beset the path of educationists.

A statement of Provincial Inspectorate giving the number of posts, scale of pay and duties of officers of different grades is appended. (Appendix I).

11. *Inspectors of Schools, Assam Valley and Surma Valley.*—Mr. S. C. Goswami was in charge of the Assam Valley Circle including the Naga Hills and Manipur throughout the quinquennium except for 15 days in 1937-38, when he went on leave, and the period from the 21st October 1941 to the 8th February 1942, when he was appointed Special Officer for Primary Education. His services were always appreciated and recognised by the Department. Beside inspecting a large number of high middle and primary schools, he visited a large number of Mass Literacy Centres and attended and organised many meetings and conferences in this connection and inspected some offices of the Deputy Inspectors of Schools and Headmasters and checked the educational accounts of Local Board Offices. He also attended many conferences of teachers and students, the University Select Committee meetings, Sanskrit Board Meetings, the Educational Conference called by the Director of Public Instruction, the All-Assam Jamboree Camp at Shillong, a number of scouting, cubbing and mass Physical demonstrations. Towards the close of the year, he met the Headmasters and the Deputy Inspectors in several sub-divisions to discuss the New Log Book Circular, Recreation Club activities and Air Raid Precaution measures.

Rai Bahadur Dr. S. K. Bhuyan acted as Inspector of Schools for 111 days *i.e.*, for the period when Mr. Goswami was on special duty. He was on tour for 51 days and for about a month of it he had to be at Shillong and Gauhati in connection with the University Bill which he drafted. Altogether he saw 22 schools.

During the quinquennium under review the following officers were in charge of the Surma Valley and Hills Districts for the periods noted against their names:

I. Dr. S. C. Gupta M.A. (Cal.) Ph. D. (Lond.), 3 years 9 months and 24 days.

II. Rai Sahib K. C. Purkayastha, M.A., B.T., 3 months.

III. Professor A. Lais, F.M., B.A., M.B.E.,—11 months 7 days.

Late Dr. S. C. Gupta, was in charge of this Division up to 24th January, 1941, when he expired. The office was then temporarily held by Rai Sahib K. C. Purkayastha from 25th January to 23rd April, 1941. Professor A. Lais, took over charge of this Division as permanent Inspector of Schools on 24th April, 1941, and continued to the closing day of the quinquennium.

The Department suffered a heavy loss by the death of Dr. S. C. Gupta, as observed in the last Annual Report.

Professor A. Lais, was out on tour for 246 days and visited 50 High Schools, 15 Middle English Schools, 7 Middle Vernacular Schools and 29 Lower Primary Schools for boys and 9 Secondary and 8 Primary Schools for Girls and 15 special schools. He inspected two Deputy Inspectors' Offices and attended one Assam University Bill Committee Meeting, one Teachers' Conference, 3 prize distribution meetings, one tournament and one educational exhibition. He rendered valuable war services in connection with the recruitment to the Army and Navy, which took up much of his time.

Rai Sahib K. C. Purkayastha, threw himself whole-heartedly into the work during the short period of his service as Inspector of Schools.

12. *Assistant Inspectors.*—Rai Sahib K. C. Purkayastha on his reversion proceeded on leave from 24th April 1941, and Maulavi Abdul Wahed officiated in his place for one month; Babu S. N. Kar, Deputy Inspector of Schools, North Sylhet, was appointed to officiate as Assistant Inspector of Schools and held the post from 24th May 1941 to 15th July 1941, when he went on leave preparatory to retirement. Maulavi Abdul Wahed was then appointed to officiate in his place and served as Assistant Inspector of Schools till 21st August, 1941, after which date Rai Sahib K. C. Purkayastha rejoined his duties and continued till the end of the year. The late Dr. Gupta recorded the following words in appreciation of the services of the Assistant Inspector of Schools. "Mr. Purkayastha has proved his worth by thorough and sound work. He has been extremely helpful to me and I express my gratitude to him". The present Inspector also wholly endorses these remarks made by his predecessor.

Babu S. N. Kar, who officiated as Assistant Inspector of Schools from 24th May, 1941 to 15th July 1941, went on leave preparatory to retirement from 16th July 1941, and has since retired. In his retirement the Department lost an officer unostentatious and thorough in work and sound in views, whose advice was often sought and always valued.

Srijut Keshab Chandra Das, was the Assistant Inspector of Schools in the Assam Valley Division up to the 17th May, 1939, except for 29 days in 1937-38, when he was on leave and for 15 days in the same year when he officiated as Inspector of Schools. He retired from service on 17th May, 1939. In him the Department lost an able, energetic and experienced officer. After the close of the quinquennium he was appointed Special Officer for the revision of Rules and Orders of the Department and did valuable work. Srijut Sankhadhar Borooah, B.A., B.T., succeeded him on 18th May, 1939 and was in charge for the remainder of the period under review except for 31 days from 21st April, 1941 to 21st May, 1941 when he went on leave. He had to remain mostly in charge of the office at Head Quarters during the absence of Inspector of Schools on tour and on special duty. He worked as the Secretary to the Board of Moderation for the Normal School Examinations and attended the Moderation Board meetings of these examinations as well as of the Middle School Leaving Certificate and Scholarship Examinations. He also conducted the Practical Tests of the Normal Final and the Guru Training Examinations of the Jorhat Normal School.

Besides he attended a meeting of the special committee for the consideration of the proposed change in the initial date of the school year, a meeting of the Students' Recreation Club committee (both in Shillong) and several other functions. The Inspector of Schools reports:—

"Srijut S. Borooah was of considerable assistance to me both in inspection and office work. In all difficult and complicated problems, his wisdom and experience were of value."

Srijut Santa Pal Das, acted as the Assistant Inspector of Schools during the absence on leave of Srijut S. Borooah from 29th April, 1941 to 31st May, 1941. During this short period he acted with great zeal and earnestness.

Maulavi Abdul Wahed B.A., worked as Deputy Inspector of Schools for Muslim Education from 1st to 23rd April, 1941 and from 24th May to 15th July, 1941, and again from 25th August, 1941 to 31st March, 1942. The Inspector of Schools reports:—

"Maulavi Abdul Wahed continued to do excellent work as Deputy Inspector of Schools for Muslim Education. By his scholastic attainment, experience as a teacher of Islamic subjects and as a Supervisor and Organiser of Islamic Education he is particularly fitted for the work he is engaged in. His work has been thorough and his advice on all matters relating to Islamic subjects sound and thoughtful. As an officiating Assistant Inspector of Schools also he proved his ability by earnest and conscientious work".

13. *Inspectress and Assistant Inspectress.*—The period under review marks the revival of the post of Inspectress of Schools. Miss S. Sen, Assistant Inspectress, was appointed to hold charge of the office since 12th October, 1940 and Miss B. Thomas was appointed as Assistant Inspectress of Schools. The valuable services rendered by Miss Sen in the field of education of girls and women in Assam deserve special recognition. She has improved her qualification by a visit to Europe and devoted herself whole-heartedly to the task of pioneering and up-hill work for the expansion and consolidation of women's education in a province which was backward and conservative in this respect when she joined and which now bids fair to be one of the most enlightened and progressive provinces of India as regards promotion of education and culture among the womanhood.

Miss Thomas, the new Assistant Inspectress of Schools had her training in England and acquired experience as Assistant Headmistress in a Government Girls' High School and is expected to give her sisters the benefit of her training and teaching experience.

14. *Deputy Inspectors.*—The divisional reports made special mention of the following officers for good work :—

Assam Valley.—(1) Srijut Bhabakanta Datta, Nowgong, (2) Maulavi Abdur Rahman, Gauhati, (3) Srijut Premanath Barua, Sibsagar, (4) Srijut Karuna Kanta Barua, Tezpur, (5) Maulavi Muhammad Mohsin Ali, Golaghat.

Surma Valley.—(1) Babu Manomohan Majumdar (now Superintendent, Silchar Normal School) (2) Babu Surendra Nath Kar, B.A., B.T. (now retired), (3) Babu Narendra Nath Bhattacharyya, B.A., B.T., (4) Maulavi Omarali Barlaskar, B.A., B.T. (5) Mr. Owen Rowie, M.A., B.T.

Babu Hem Chandra Das was one of the best Deputy Inspectors of Schools, and the Surma Valley Division suffered a loss by his death in February, 1941. He was an earnest and sincere worker and thorough and painstaking officer.

15. *Sub-Inspectors and Assistant Sub-Inspectors.*—The divisional reports make special mention of the following officers for good work.

Surma Valley.—1. Babu Ramesh Chandra De (since appointed Deputy Inspector of Schools). 2. Babu Taraknath Chakravarty (since appointed Deputy Inspector of Schools). 3. Moulvi Abdul Gafur Choudhuri. 4. Moulvi Syed A. Rahim. 5. Moulvi Shah Imtiaz Ali. 6. Moulvi Ershad Ali. 7. Moulvi Muzakir Ali. 8. Moulvi Ataur Rahman. 9. Moulvi Abdul Wahab. 10. Moulvi Muhibur Rahman Choudhury. 11. Moulvi Khalilur Rahman.

Assam Valley.—1. Srijut Jagat Chandra Barua, Dibrugarh. 2. Srijut Naranath Sarma, Dibrugarh. 3. Srijut Hem Chandra Datta, North Lakhimpur. 4. Srijut Mohendra Nath Gohain, Golaghat. 5. Srijut Sailendra Mohon Nath, Tezpur. 6. Moulvi Wahidur Rahman, Mangaldai. 7. Srijut Joy Kanta Barua, Gauhati. 8. Srijut Debendra Nath Bhattacharyya, Gauhati. 9. Srijut Abhiram Talukdar, Gauhati. 10. Moulvi Anisuz Zaman, Barpeta. 11. Srijut Ambika Charan Chaudhury, Barpeta. 12. Moulvi Azimuddin Ahmed, Dhubri.

16. *Mass Literacy Staff.*—The staff consists of one Mass Literacy officer, 3 Assistant Mass Literacy Officers (one for Surma Valley and 2 for the Assam Valley) and 19 Assistant Sub-Inspectors, one for each of the plains subdivisions. There are also 19 clerks for the Mass Literacy work, one for each of the Deputy Inspectors of Schools in the plains and two in the office of the Mass Literacy Officer at Gauhati.

The Mass Literacy Officer, Srijut Kamakhya Nath Thakur, B.A., B.T., has been working enthusiastically since the inception of the scheme. The other officers were appointed only towards the end of the quinquennium and reports go to show that they have also taken up the work in right earnest.

These officers are all temporary as the Mass Literacy movement has not been placed on permanent footing. A full report on their work will be found under the chapter on Adult Education.

17. *Need for strengthening the Inspecting Staff.*—The statement below furnishes the number of Secondary and Primary schools for males and females separately on 31st March, 1942 :

No. of schools for males as it stood on 31st March 1942							No. of schools for females as it stood on 31st March 1942					
	High Schools	Middle English Schools	Middle Vernacular Schools	Primary Schools	Venture Schools	Total	High Schools	Middle English Schools	Middle Vernacular Schools	Primary Schools	Venture Schools	Total
Assam Valley Circle.	81	186	185	3,976	600	5,028	9	25	26	410	122	592
Surma Valley and Hill Districts.	61	172	82	3,380	514	4,209	11	14	10	748	23	806
Total ..	142	358	267	7,356	1,114	9,237	20	39	36	1,158	145	1,398

The number of High and Middle schools has increased considerably and made it impracticable for one Inspector and one Assistant Inspector in each Valley to visit the schools even once a year.

The need for strengthening the superior Inspecting staff was emphasised in the Quinquennial Review and the Annual Reports for many years without any result. In view of the enormous increase in the number of secondary schools this question should not be lightly passed over any longer.

In the Assam Valley the post of Assistant Inspector of Schools was created as far back as 1908. At that time there were only 79 secondary (viz., 18 High and 61 Middle) Schools. This number has risen in the last 35 years to 452 (viz., 81 High and 371 Middle) Schools, which is more than 6 times that of 1908. The following suggestion of the Inspector of Schools is worth consideration :—

"The most essential need of the Division in this matter is that the single Divisional Inspectorate should be divided into two Ranges as Bengal has done for the Dacca Division. The Assam Valley Division is now too big in area and too heavy in work to be administered from its eastern Head Quarters at Jorhat."

The post of Assistant Inspector of Schools, Surma Valley and Hill District was created in 1913-14, when there were only 103 secondary schools, viz., 12 High and 91 middle. This number has now risen to 315, viz., 61 High and 254 Middle Schools.

In connection with the question of strengthening the superior Inspecting Staff the Inspector of Schools, Surma Valley and Hill Districts, writes as follows :—

"The figures of 1941-42 as compared with those of 1913-14 show an increase in the total number of schools, which is more than double of what it was in 1913-14 when the post of the Assistant Inspector of Schools was created. The number of high schools for boys is more than 6 times what it was in 1913-14. The number of aided high schools is more than 15 times larger.

Work in the field and in office has grown enormously both in volume and complexity. It is no longer possible for one Inspector of Schools and an Assistant Inspector of Schools to cope satisfactorily with the present volume of work. The Division needs as a minimum for its present needs one Divisional Inspector, a Second Inspector and an additional Inspector of Schools."

A comparison with the Superior Divisional Inspecting Staff in any Division in the sister province of Bengal would show that the suggestions made above are reasonable and modest.

The posts of the Assistant Inspector of Schools were proposed to be reduced on the recommendation of the Retrenchment Committee, but fortunately this retrogressive step has been abandoned. The posts were reduced to A. S. S. Class I from A. E. S. Class I, although the officers were placed in the Selection Grade of A. S. S. After the close of the Quinquennium Government have decided to raise the status of the post to one of Class II of A. E. S.

The female Inspecting staff consists of only one Inspectress and one Assistant Inspectress of Schools. The need for strengthening the female inspecting agency can hardly be overstressed. The time has come when we should have 3 Assistant Inspectresses—two for Assam Valley and one for Surma Valley and at least 10 Deputy Inspectresses, one for each plains district (8) and 2 for the Hill Districts.

The Sub-Inspecting staff is still very weak. In this regard the Divisional Inspectors write as follows:—
"In 1936-37 Assam Valley Division had within its jurisdiction 175 Middle Vernacular and 2,966 Primary Schools with 26 Sub-Inspectors of Schools in charge. In 1941-42 these numbers increased respectively to 211 and 4,267, while the number of Sub-Inspectors of Schools rose by 5 only.

On the accepted principle of 70 schools for each Sub-Inspector of Schools the number of Sub-Inspector of Schools required for the Assam Valley Circle is 61, i.e., 30 more than the present strength.

During the last year of the quinquennium 20 posts of Assistant Sub-Inspectors of Schools were created. These Officers have to supervise mainly Mass Literacy Work. The work of the Sub-Inspectors has however been somewhat lightened by these appointments. The need of the Division for subordinate inspecting agency can be met by immediate appointment of about half a dozen Sub-Inspectors and a dozen Assistant Sub-Inspectors.

Another matter that may be considered now is the creation of a Class of Assistant Deputy Inspectors for places like Nalbari, Dakuakhana etc."

"During the quinquennium the number of Sub-Inspectors in the Surma Valley increased from 25 to 28. But the Sub-Inspecting Agency is still very insufficient to cope with the work of inspection of schools which continue to increase from year to year. On an average each Sub-Inspector in this Division is in charge of 139 primary schools, excluding Middle Vernacular Schools, special schools and "B" Class Garden Schools. The highest number of schools that a Sub-Inspector may be expected to inspect profitably and control effectively is 70. The Division should have twice as many Sub-Inspectors. The strengthening of the Sub-Inspecting Agency is therefore very urgently necessary."

(V) Conditions of Service—Pay and Prospects

18. Educational Services.—The following table compares the strength of the various educational services for the last two years.

Service	Sanctioned strength		Number of posts in occupation	
	1940-41	1941-42	1940-1941	1941-42
Indian Educational Service	2	1	2	1
Assam Educational Service	86	93	86	93
Assam School Service	460	476	445	470
Assam Lower School Service	310	326	306	320
Post Outside the Graded Service	574	574	572	572
Ministerial Service	159	160	159	160

19. With my retirement on 24th May, 1943, there will be no more officers in the Indian Educational Service. This service has now been replaced by the Assam Educational Service—Class I. The scale of pay attached to this class is Rs. 250—250—300 (on confirmation)—40/2—500 (bar)—50/2—650 (bar)—50/2—800. The post of the Director of Public Instruction in the I. E. S. was on the scale of Rs. 2,000—50—2,250, but it is going to be reduced to a special scale of Rs. 1,200—50—1,500 in Class I of Assam Educational Service.

20. Assam Educational Service—Class II and Class III—consist of Lecturers and Assistant Lecturers in Government Colleges. The scales of pay attached to these classes are as noted below:

Class II, Assam Educational Service, Rs. 175—25/2—325—10—425 (Old), Rs. 175—185—195 (on confirmation)—10—255 (bar) 10—355 (bar) 10—425 (New).

Class III, Rs. 100—105—8—225 (old), Rs. 125—125—130—6—190—7—225 (now revised as Rs. 125 for the starting pay per mensem).

Assistant Inspectors of Schools used to be in Class I of Assam Educational Service, but since the close of the quinquennium Government have decided to place them in Class II of Assam Educational Service.

21. Assam School Service.—During the closing year of the quinquennium there were 50 posts in Class I including 5 (in the Selection grade), 24 in Class II and 402 in Class III.

The scales of pay attached to these posts are as noted below:—

Assam School Service Selection grade Rs. 400 per mensem.

Assam School Service Class I. Rs. 150—12½—250—12½—350.

Assam School Service Class II. Rs. 150—10—250.

Assam School Service Class III. Rs. 75—5—125—5—175—5—200 (Old), Rs. 75—4—115—4—155—4—175 (New).

The Class I and the Selection Grade posts are meant for the Deputy Inspectors of Schools, including a Special Deputy Inspector of Schools for Muslim Education, Superintendents of Normal Schools and Headmasters and Headmistresses of High Schools. Two of these posts were also held by the Assistant Inspectors, which have since been raised to Class II of Assam Educational Service.

The class II posts are meant for the Assistant Headmasters and Assistant Headmistresses of High Schools and the class III posts for Assistant Teachers (excluding vernacular masters) of High and Normal Schools. It is an anomaly in the Assam School Service that an Assistant Teacher in Class III has to earn promotion to Class II as Assistant Headmaster, before he can rise to Class I Grade as Headmaster, while a Sub-Inspector of Schools in Class III secures promotion direct to Class I grade as Deputy Inspector of Schools. This creates heart-burning among the Assistant Masters who naturally seek transfer to the Inspecting line. To remedy this defect it is desirable to create some posts in Class II as Assistant Deputy Inspectors under the Deputy Inspectors for officers serving in the inspecting line.

22. Assam Lower School Service.—The scales of pay attached to this service are as noted below:

High School Cadre I—Selection Grade—Rs. 70—10/2—100.

High School Cadre I.—(General)—Rs. 40—1—50—2—70.

Middle School Cadre—Selection Grade—II A—Rs. 76—10/2—100.

IIA. Middle General Grade—Rs. 40—1—50—2—70.

Middle Cadre II B.—Rs. 30—1—40—1—54—1—55.

The above scales were fixed about half a century ago and need revision in the light of present-day needs and requirements. Increase of 50 per cent at least in each cadre would not be regarded as extravagant.

23. Attention of Government and the leaders of the public who are interested in educational development in Assam may be drawn to the following quotations from the recommendations of the Committee of the Central Advisory Board of Education, appointed at their meeting held in January, 1942, as the outcome of a memorandum submitted by the Bengal Government on the recruitment of Educational Officers :—

“The existing method of recruiting Educational Officers, particularly on the administrative side, is not likely to produce men and women of the requisite calibre to enable and improve the system of public education to be established and maintained. In view of the importance which ought to be attached to the educational service, the attractions which it offers should be at least comparable to those offered by other major Government services. In actual fact, the financial attractions offered to young men and women of outstanding ability to enter the educational service are distinctly inferior to those offered by other services. What, however, makes the position far more serious is the tendency to fill vacancies in the higher grades by promotion from the subordinate service and so to exclude the possibility of securing the services of first class graduates at the stage at which they are normally recruited into other branches of the Administration.

Since the Education above all other public services should put a premium on high academic attainment as well as personality and practical experience, it is clearly against the public interest to cut it off from any source of supply where such qualifications are likely to be found. The Committee are therefore convinced that the Educational service must be put in a position to recruit substantial proportion of its senior personnel at stages and on terms approximating to those which obtain in other branches of Government service.

It is desirable to define accurately the meaning of ‘Educational Officers’. The term applies primarily to those members of the Educational Service who are concerned more with administration than with teaching and within this category to those who hold positions of responsibility. It is realised that the heads of educational institutions have to a greater or less degree administrative duties and that in most services it will be expedient that they should be recruited from the educational officer class and *vice versa*, but in the main their recruitment and conditions of service must be directly related to that of teachers rather than administrators. So far as the minimum qualifications for an Educational Officer are concerned, such officers must possess high academic qualifications. Any officer whose duty involves the supervision of teachers should possess an academic background which will command their respect. In view of probable educational development, it is necessary that an increasing proportion of Administrative Officers should possess special qualifications in technical, commercial and art subjects in order that they may be competent to supervise the work of such institutions, on the assumption of course that such institutions will before long be transferred to the control of Education Department. It is of importance for similar reasons that Educational Officers should have received the necessary training in the art of teaching.

In view of the duties which they may be called upon to perform Educational Officers must have had practical experience of teaching and if possible, this experience should cover more than one type of educational institutions. It is however not necessary that the teaching experience should cover a very long period. Experience suggests that the teacher with too much experience does not usually make a good Administrative Officer since he tends to be set in his outlook and to require those under his control to adopt the methods which he himself found successful. Not less than three years’ actual teaching experience should be prescribed and it is to be hoped that as conditions in the lower stages of education improve, the Educational Officers with teaching experience elsewhere than in a University will become much more common.

The Committee attach the greatest importance to the personal qualities of the Educational Officer. He perhaps more than any other class of public servant is called upon to deal with humanity and human problems and the success of his work both in the office and more especially in the schools must depend almost entirely on the tact and skill with which he handles those with whom his duties bring him into contact. His clients will be of all ages and drawn from all ranks of society. He must therefore possess in a high degree not only a sympathetic and liberal habit of mind but also those other attributes which are normally connoted by the term ‘personality’.

If education is to attract as good servants as other services it must offer comparable rewards. In Government service as in other walks of life pay and prestige tend to be closely related and the Committee are in entire agreement with the Bengal Government that it will always be difficult for the Educational Officer to hold his own with officers of other services and particularly with district officers so long as they have reason to regard him as of inferior status.”

The Committee suggested for Assistant Inspectors (who in Assam are called Sub-Inspectors of Schools now) as a minimum both for men and women the scale of Rs. 150-10-250 (efficiency bar)—10-350 per mensem. For Deputy Inspectors (who might be called District Inspectors), who are the full-fledged Educational Officers, the Committee recommended that the minimum scale both for men and women should be Rs. 250-15-550 per mensem with selection grade of Rs. 550-20-750 per month.

“The Committee appreciate the fact that this salary scale falls far short of those offered in other branches of Government service in certain Provinces. They point out, however that the scale is a minimum one and that to prescribe salaries which some Provinces might regard as altogether beyond their capacity would serve no useful purpose and that in any case they attach more importance to equality of status and remuneration with other major services in the same area than to any particular figures

The two categories of Assistant and Deputy Inspectors, as described above, should constitute the Junior grade of Educational Officers or Class II of the Education Administrative Service. Turning to the senior Grade the Committee contemplate that in all areas this will consist of a Class I and certain posts above Class I, *e.g.*, those of the Director of Public Instruction, Deputy Director of Public Instruction and the Chief Inspectors for male and female education.

No where should the scale for Class I be less than Rs. 400-25-1,000. For the highest posts in the educational service, it is not feasible to suggest definite salaries owing to the varying circumstances in different provinces. Importance of the posts of Chief Inspector for male and female education respectively should be emphasised and such persons should certainly rank with Deputy Director of Public Instruction and should be regarded as eligible for promotion to the post of Director of Public Instruction itself. In view of the urgent need of attracting women with suitable qualifications into the Educational Services, the Committee did not think it desirable at the present stage to introduce any general differentiation of salary between men and women.

It would do a great deal to keep officers fresh if at the discretion of Government and subject to the exigencies of the service they could be granted a period of study leave not exceeding twelve months as soon as possible after they have completed seven years’ service. With the further object of counteracting the tendency to get into groove, which is inevitable in case where officers are confined for long periods to service in areas remote from centres of intellectual activity, all reasonable facilities should be granted to them to attend Conferences and meetings on educational subjects outside their areas. The tendency in certain areas to restrict such facilities on the plea of economising in travelling allowances must be deplored.

24. *Pay of Non-Government Teachers.*—The following table shows the average pay of teachers in non-Government Educational Services in the two valleys separately :

Kind of Employment	Number of teachers in Institutions not managed by Government	Average pay		In other Schools
		In Secondary Schools	In Primary Schools	
ASSAM VALLEY				
	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Board	5,636	1 12 0	13 9 2	
Municipal	296	25 8 5	19 7 1	
Private	1,946	30 12 6	11 1 8	19 15 7
SURMA VALLEY				
Board	3,650	19 9 3	12 13 11	
Municipal	144	20 13 7	18 5 5	
Private	3,376	33 4 8	5 4 1	9 10 5

The following table will show the number of Non-Government School teachers and the amount or remuneration earned by them annually from other sources :—

Kind of work	Number of teachers	Amount received
SURMA VALLEY		
1. For serving as Post Master of Branch Post Offices	20	Rs. 1,309
2. For selling quinine	6	5
3. For serving as clerk in Co-operative Societies	Nil	Nil
4. For working as Sarpanch	6	211
Total	32	1,525
ASSAM VALLEY DIVISION		
1. For serving as Post Master of Branch Post Offices	9	Rs. a. p. 795 0 0
2. For selling quinine	3	10 9 0
3. For serving as clerk in Co-operative Societies	2	Amount not furnished.

25. On the subject of recruitment, training and conditions of service of teachers the committee appointed by the Central Advisory Board made the following recommendations, which are well worth consideration and should be accepted by all the Provincial Governments of India :—

“The whole condition of the Teaching service in the lower stages of the educational system in this country is so unsatisfactory that no real progress can be looked for unless and until the position of the teacher is radically improved. For it is a truism which appears to be ignored in India, that the quality of the teacher is the one factor which must always determine the efficiency of any educational system. Unless a satisfactory supply of suitably qualified teachers is forthcoming, the money spent on education will be almost entirely wasted”.

“ Those who are unable or unwilling to face the financial implications of providing India with a proper system of public Education often suggest that the teacher should be attracted to his work by a sense of vocation or service to the community rather than by financial inducement. But this amounts to mere wishful thinking, although it is an ideal very much to be desired and it is hoped that an increasing number of men and women will be led to take up teaching by higher motives. Common sense supported by experience leaves little doubt that if the teaching service is to secure an adequate supply of the right type of people, it must offer practical attractions comparable with those which other branches of the public service offer to their members. If the labourer is worthy of his hire, then of all labourers the good teacher is most worthy of his. Teaching, if properly done, is exacting both on body and mind. The conditions under which teachers often have to live in a country like India isolate them from social amenities and from intellectual companionship. The raw material on which they work, the bodies and minds of children, is not merely the most valuable asset of the community but once spoiled it can hardly ever be repaired. It might reasonably be assumed therefore that of all servants of the public the teacher would be the best rewarded and the most esteemed.

Appendix II to Education in India, 1938-39, will show that teachers of primary and middle schools (on which the efficiency of the whole system must ultimately depend) are being paid at rates inferior to those of the most classes of menials, e.g., Chaprasis, Chowkidars, cooks and bearers.

The lower standard that can be accepted as satisfying the essential criterion for the establishment of an efficient teaching service must be that a teacher should approach his daily work free from strain of domestic financial anxieties. The position that now exists is far short of this standard and the wide gap between the actual and the desired must be bridged.

The problem of providing India with a reasonably satisfactory system of public Education cannot be indefinitely shelved. Hence the necessity of making such recommendations as will achieve this purpose even if they may involve drastic reconsideration of educational finance, including the relations between the Central and Provincial authorities. From the financial point of view, the cumulative effect of these proposals may appear prohibitive, but their adoption would still leave teachers as a whole in an unfavourable financial conditions compared with other persons who enjoy professional status, and a country which claims equality with other civilised nations can hardly remain satisfied for an indefinite time with a state of affairs where the teacher is worse off than the clerk, or where his economic position generally *vis-a-vis* that of other educated classes is substantially inferior to that of the teacher in other countries.”

“ *Need for Training.*—Every Teacher employed in any kind of school maintained or aided out of public funds or recognised by Government must be trained. It should be possible to extend this requirement to every school which is allowed to exist at all. There is a technique or art of teaching which can be learnt and before any man or woman is allowed to operate on human materials, he or she must be required to acquire the necessary mastering of this technique. Provincial Government should take such measures as may be necessary to compel local bodies to comply with this requirement so far as any schools under their control are concerned. The responsible authorities should work out a progressive programme for ensuring that all teachers in their schools become trained within a specified period. As a necessary preliminary to the question of training, any person entering upon a course of training should have a minimum educational background and this minimum, even under existing conditions, can in no case be made lower than the possession of a Matriculation Certificate or its equivalent.”

“ There are two main causes which may induce young people to take up teaching, firstly a sense of vocation, secondly conditions of service which are reasonably attractive. There is nothing incompatible between these, the first of these without the second will never produce either the quality or the quantity of the teachers required for a national system of education.

The conditions of service including scales of pay of the teaching profession in regard to the lower stages of education, are ludicrously inadequate and nothing short of a drastic reconsideration of the whole matter can achieve the desired result. We fully appreciate that the cost of education at all stages is largely determined by the salaries of teachers, and that a comparatively small increase in the present expenditure under this head may well prove extremely embarrassing to existing educational budgets. We believe however that the financial issue can no longer be evaded and that if anything is to be done to place the teaching service on a proper basis, to secure the right kind of men and women for it and to give teachers the status which they ought to enjoy in the eyes of the community at large, a great improvement must be effected in their conditions of service, cost what it may. If India wants her children to be taught properly, she must be prepared to pay her teachers properly or to face the alternative, which is permanent inferiority in the society of civilised nations.

Since the primary schools form the basis on which the national system must be erected and since the primary system in view of its magnitude will also be the determining factor financially and otherwise the most important problem is to determine the conditions of service of teachers in primary schools. With this object in view we have considered the practicability of prescribing the minimum national scale for both men and women in both urban and rural areas. We recommend that the minimum national scale for the teachers in primary schools (including Infant and Nursery Schools) should be Rs.30—1—35 (*biennially*).—50 *per mensem*. The same scale is recommended both for men and women. It is essential that teachers of village schools should have free houses; where this is not possible 10 per cent. should be added to their salaries. This scale which has been framed for what may be described as normal rural areas, may be increased up to 50 per cent. to meet the needs of areas where the cost of living or other factors necessitate a more generous scale. *e.g.*, in one of the provincial capitals the initial salary for primary teachers may be raised to Rs.45 and the maximum to Rs.75.

For the teachers in Vernacular Middle or Senior Basic Schools the minimum scale recommended is Rs.40—2—80 *per mensem*, with the same provision as in the case of primary teachers for increasing it to meet the needs of more expensive areas. Here also there is no reason for differentiating between men and women.

The same scale with similar provision is suggested for teachers in Anglo-Vernacular Schools and for non-graduate teachers in the middle classes of High Schools.

For graduate teachers in High Schools the committee recommend a scale of Rs.70—5—150 *per mensem* again with the same provision set out above.

The inducements to the keen and ambitious to take up teaching can be increased if a reasonable number of the posts are available which carry salaries above the ordinary scales. Outstanding among these posts are those of Headmaster and Headmistress and much may be done to raise the status of teaching in the eyes of the public generally and of parents in particular by according special recognition to these posts. Apart however, from what may be described as the propaganda aspect of this matter, it may be noted that not only the administrative responsibilities of Heads in all but the smallest schools but what is much more important the influence which particularly in rural areas they should exercise on pupils, parents and the community at large, have been almost entirely ignored. The Head of even the smallest school ought to be a person of consequence in the district and this should be reflected in his salary. We accordingly recommend that Head Teachers in all grades of schools should be remunerated as set out below:—

[As in the case of assistant teachers scales may be increased up to 50 per cent. in areas where cost of living by pre-war standard is more expensive.]

PRIMARY SCHOOLS					
Grade	Size of Schools		Salary scale per mensem		Remarks
A	1 or 2 class sections	.. ..	Rs. 10 above scale for assistants	.. ..	Same scale for men and women. Where no house is provided 10 per cent. should be added to salary.
B	3, 4 or 5 ditto	.. ..	Rs. 50—4—70	.. ..
C	5 or 6, 8 or 10 ditto	.. ..	Rs. 60—4—80	.. ..
D	Above 8 or 10 ditto	.. ..	Rs. 80—4—100	.. ..
MIDDLE SCHOOLS, (MIDDLE VERNACULAR AND ANGLO-VERNACULAR)					
A	3 or 4 class sections	.. ..	Rs. 80—4—100	.. ..	Ditto ditto.
B	4 or 5 to 6 or 8 ditto	.. ..	Rs. 90—4—110	.. ..
C	Over 6 to or 8 ditto	.. ..	Rs. 112—4—130	.. ..
HIGH SCHOOLS					
A	Up to 250 pupils on roll	.. ..	Rs. 175—10—255	.. ..	Same scale for men and women.
B	Ditto 251—500 on roll	.. ..	Rs. 250—10—350	.. ..
C	Over 500 on roll	.. ..	Rs. 350—15—500	.. ..

All recognised teaching service should ultimately become pensionable and where no pension funds exist or can be expected to exist in the near future, contributory provident funds should be at once established on the basis of 50 per cent. contribution from the teacher and 50 per cent. from the employer.

Where teachers are transferred from one school to another either in the same area or in different areas, the period which they have spent in recognised service should be taken into account in determining their salaries in the new school or area.

Apart from purely financial considerations, such matters as sick leave, size of classes, hours of work, holidays, etc., have an important bearing on the attractiveness or otherwise of conditions of service.

We attach importance to security of tenure for members of the teaching profession, and the present unsatisfactory situation in this respect in many areas is one of the gravest factors which deters people from entering the profession. Every teacher may be required to serve for a year on probation, but once the probationary period has been satisfactorily completed, the teacher in question should be given a permanent appointment.

The proposals now submitted, inadequate as they may be in some respects, from the point of view of securing equality for teachers with other classes of professional people, will still, if adopted, increase the cost of education to an extent which most Provincial Governments will find it extremely difficult to meet from their existing resources. If progress of any real and permanent kind is to be made in this all important connection, it will be necessary for the Central Government to come to the assistance of Provinces, and we recommend that the Central Government should contribute not less than 50 per cent. of the cost of the adoption by any Provincial Government of scales of salary for the different categories of teachers not less than those recommended in this report."

(VI) Educational Legislation and Finance

26. During the period under review the question of establishment of a University in Assam received serious attention of Government. A Special Officer was appointed, a Bill was prepared and presented to the Legislative Assembly which referred the Bill to a Select Committee, and the Committee invited experts from other Provinces with a view to obtaining their advice in the matter; but before the Bill could be presented to the Assembly the Ministry resigned and the constitution was suspended under Clause 93 of the Government of India Act.

It is gratifying to note that matters relating to educational reforms and improvements received attention from the members of both the Houses of Legislatures, as will be evident from the fact that a very large number of interpellations during the Legislative Sessions referred to educational topics. It is round the subjects of appointment of teachers on communal basis and on the increased scale of pay of the teaching staff in the Schools and Colleges that these questions mostly centred. It would have been more fruitful if the legislatures could vote for larger educational contributions from the Local Bodies and larger grants from Government for educational expenditure and zealously protect the interests of merit and efficiency and secure preferential treatment for highly qualified and trained teachers at the time of recruitment to Educational services.

27. *Educational Finance.*—The Education Department is generally regarded as the most expensive of all the Government Departments and any increase in the amount of expenditure under education is viewed with suspicion, if not resentment, in some quarters. But it cannot be denied that education is also a most important branch of the nation-building activities of Government, and notwithstanding the fact that our total grant for education comes up to Rs.40,07,796, which is about 12 per cent. of the total budget of the Government of Assam, it must be admitted that we have not yet touched even the surface of the problem of educating our children of school-going age, not to speak of Collegiate and University education or of Adult Education. Compulsory Primary Education Act which was passed over 15 years ago has not yet been given effect to for want of funds. The Assam University Bill has also been held in abeyance mainly on financial grounds. The Mass Literacy Campaign which was inaugurated only three years ago with an allotment of Rs. 1,24 000 in 1940-41, also suffered a cut of Rs 50,000 under the axe of retrenchment. We have no funds for meeting the cost of improving the pay and prospects, of the large army of teachers in the primary and secondary schools; nor have we been able to improve the conditions of our educational services or the lot of our educational officers as compared to what has been done in the sister provinces. We are, however, grateful to the Hon'ble Ministers of Education and Finance for the new schedules which could be included in our Education Budget, year after year, in spite of the financial stringency of the Government of Assam. For the expansion of Primary Education in the rural areas provision has to be made for a sum of not less than Rs. 50,000 (recurring) every year to enable the Local Boards to take over a large number of venture Primary schools awaiting financial assistance from Government. Besides, a provision of Rs. 10,000 (non-recurring) and 10,000 (recurring), totalling Rs. 20,000, has to be made for direct grants to non-Government Primary Schools, most of which will not be able to continue their existence without such aid. There are many venture Secondary schools for boys and girls which are crying for grants and are deserving of help. To provide maintenance grants to such new schools to be brought on to the Aided list and increased grants to some existing aided schools and also for giving building and equipment grants we should ask the Government to sanction a sum of Rs. 50,000 namely, Rs. 25,000 recurring and Rs.25,000 non-recurring, every year. For the encouragement of Madrassa and Tol education we require Rs 20,000 at least for new grants and increased grants to deserving Madrassas and Tols. Provision has to be made for some additional college scholarships for girls who take up Science course as well as for middle scholarships for plains Tribal girls, and additional Primary scholarships for plains Tribals. A Muslim Educational Conference should be held to discuss on the question of reorganising the present system of Madrassa education, which was started 25 years ago, and for this also money is needed. The Text-Book Committee has collected fees from the authors and publishers who submitted Text-Books for approval. To this accumulated fees, Rs.15,000 or so more should be added by Government for expenditure on the preparation and publication of Departmental Text-Books in different subjects for use in Primary and Secondary schools. For the strengthening of the female inspecting staff several additional posts of Assistant Inspectress of Schools and Deputy and Sub-Inspectress of Schools should be created and this is necessary in view of the growing demand for girls' education. Similarly, Subordinate Inspecting Staff is also to be strengthened by the provision of double the number of Sub-Inspectors and Assistant Sub-Inspectors we have at present. Provision of Rs. 25,000 at least should be made annually for Science teaching in Aided High Schools and for building and apparatus grants to some of the Aided High Schools. Funds are urgently required for the provision of posts of school medical officers to arrange for the health inspection of school children. The need for appointing a larger number of Physical Instructors and Swimming and Rowing Instructors and provision of suitably equipped gymnasium in each of the Government High Schools and Colleges has been stressed from year to year. The Collegiate education needs greater provision for strengthening the staff on several subjects (*e. g.*, Assamese and Bengali, Islamic Studies Department and English) of existing affiliation as well on such subjects as Philosophy, Economics and History—in which Post-Graduate development seems to be an urgent necessity. Murarichand College needs affiliation in Biology and Zoology and Botany up to the B. Sc. standard and a modest beginning should be made for the teaching of Geology, Mineralogy and Anthropology in Assam Colleges.

These are some of the urgent and indispensable minimum requirements of the Department of Education in Assam. A large sum of money is required also for the spread of education in the excluded areas as well. A large number of demands for educational improvements had to be turned down for want of funds. There are one or two items of heavy expenditure under Educational budget which will have to be faced by the Government as a result of the War emergency situation, *viz.*, (i) Dearness allowances for poor primary school teachers which will cost no less than three lakhs at the most modest calculation of an increase of Rs.3 per mensem per teacher and a similar allowance to teachers and menials of non-Government secondary schools and colleges which would require another sum of two lakhs or more. (ii) Many of our aided schools and colleges suffered heavy losses in fee receipts due to the decline in enrolment during the abnormal times and increased grants amounting to Rs.1,17,792 will be needed for supplementing their fees income and balancing their accounts to save the poor teachers from starvation. These are humanitarian measures which cannot be dispensed with if we have to do our duty to the educational staff who are entrusted with the sacred duties and responsibilities of training leaders and citizens of future Assam.

28. *Educational Benefactors.*—The Surma Valley Report contains the following welcome features of educational benefaction from private sources:—

“The Burma Oil Company maintained a primary school at Masimpur which ceased to exist during the closing year of the quinquennium as the activities of the Company were suspended.

The Bengal and Assam Railway Company continued to maintain one Middle English school on aided basis and one boys' primary school and one girls' primary school out of its own funds.

The Tea Garden authorities in some estates maintained primary schools, irrespective of aid from the Government or the Board, in addition to “A” and “B” Class Schools.

The following educational benefactions by private persons during the closing year of the quinquennium are reported by the Deputy Inspectors of Schools:—

(1) The sons of late Babu Bishnu Charan Dey, of Panchgaon, have constructed a semi-permanent school building for the Panchgaon Boys' Primary School at a cost of about Rs 1,000 to commemorate the name of their late revered father.

(2) Babu Brajanath Ghose of Kanihat constructed a house at a cost of Rs.700 for the Kanihat primary school.

(3) Hazi Zahura Begum, wife of the late Hazi Kudrath Ulla, made a cash contribution of Rs.1,950 for the improvement and reconstruction of the building of the Hazi Kudrath Ulla Maktab on a plot of land valued at about Rs.1,600 gifted to the school by her husband.

(4) Moulvi Abdur Rashid Choudhury, B.A., M.L.A. (Central) contributed Rs.1,177 towards the improvement of Durgapasha Rashidia Middle English Madrasa building, Sunamganj and also spent a sum of Rs.4,418 for construction of some additional buildings for housing the high school classes started there. Besides he spent a sum of Rs.435 towards the maintenance of the high school classes.

(5) To commemorate his father's name Moulvi Abdur Razzaque, Talukdar of Dharampassa, furnished the Khuda Middle English Madrasa in Sunamganj with a building at a cost of about Rs.1,444 from his own pocket.

(6) Babu Chandi Charan Choudhury of Shyamarchar (Sunamganj) has deposited a sum of Rs 500 with the Local Board for the construction of the primary school building of Shyamarchar to be named after his father.

(7) Babu Alapchandra Das of Purapar, Sunamganj, supplied a building for the primary school there at a cost of Rs 315.

(8) Babu Harendra Narayan Choudhury, M. L. A. donated a sum of Rs 5,000 for Rashmoy Memorial High School which has been named after his late father.

(9) Cachar Native Joint-Stock Company has made the following donations:—

Rupees 5,000 for Cachar High School, Silchar.

Rupees 1,500 for Dinanath Institution, Satkapan.

(10) The Bharat Samity of Sylhet has made the following donations.—

Rupees 5,000 for Dinanath Institution, Satkapan.

(11) Mrs. Charu Prova Dutta Choudhury, wife of the late Rai Bahadur Jogesh Chandra Dutta Choudhury, made a donation of Rs.4,000 to Jagadishpur Jogesh Chandra High School which has been named after her deceased husband.

(12) Babu Srish Chandra Kar and Suresh Chandra Kar donated a sum of Rs.1,000 for Putijuri High School.

(13) Srijukta Rajyeswari Choudhury of Sreepur Estate donated Rs.5,000 for Satish Chandra Girls' High School, Sunamganj, which is named after her deceased son.

(14) Babu Bepin Chandra Paul donated Rs.6,000 for Boolchand High School, Sunamganj, which is named after his father.

(15) Mr. Harendra Kishor Chakravarty, M.A., B.L., retired Sub-Judge, donated Rs 4,000 for Harendra Kishore High School, Habiganj, which is named after him.

(16) Babu Nayan Chandra Sarma of Jaintia donated Rs.1,000 for N. C. Jaintia High School, which is named after him.

(17) Mr. Debendra Nath Dutta made a gift of land of the value of Rs 3,000 for Dinanath Institution, Satkapan, which is named after his late father.

(18) Babu Surjya K. De donated Rs.3,620 for Naba Gram Middle English and Agro-Technical School.

The Assam Valley Inspector also mentions similar instances of philanthropy in the cause of education, as noted below:—

(1) The Bijni Raj Estate continued to maintain the following schools:—(1) Abhoyeswari High School

(2) J. N. Memorial Girls' M. E. School, (3) Abhoyapuri Boys' L. P. school, (4) Abhoyeswari Tol

(5) Abhoyapuri Muktab

Besides the maintenance of these schools, the estate contributed to as many as 10 Middle Schools for their upkeep in Goalpara subdivision and to two High Schools and three Middle Schools in Dhubri subdivision.

(2) The Zamindar of Mechpara contributed Rs 3,000 for the Lakhipur High School and Rs.1,764 to nine Middle English Schools in his Estate.

(3) The Zamindars of Gauripur, Chapor and Bogribari Estate continued to maintain High Schools at their respective Headquarters

(4) The Rupsi and Sidli Estates, each maintained one Middle English and a Girls' Primary School within their own Estates.

(5) The Zamindar of Kariabari contributed the cost of a very decent building for the Mankachar High School

(6) The Gauripur Raj Estate also aided the South Salmara High School, the Gauripur Madrasa, the Gauripur Girls' Middle English School and Gauripur Hindi School with recurring grants and also gave non-recurring grants to these schools from time to time when necessary.

(7) The Assam Railway and Trading Company of Dibrugarh maintained one Middle English School at Ledo and a Primary School. These two Schools had however to suspend their activities towards the close of the quinquennium due to the situation arising out of the war.

Borgolai Colliery—This Company also continued to aid two Middle English Schools at Margherita, one for Bengali and the other for Assamese boys. The Company also provided good permanent buildings for these two schools and also their necessary furniture and equipment.

(8) The Bengal and Assam Railway authorities continued to maintain one Middle English School for boys at Lumding and another at Amingaon.

(9) At Digboi, the Assam Oil Company continued to cater for the Primary and Lower Secondary education of the children of their employees on a very liberal scale and on a cosmopolitan basis. They maintained 3 Middle English and 4 Primary Schools. These Schools not only provided for the education of both boys and girls—separately but also for teaching them in their respective vernacular, namely Assamese, Bengali, Hindi and Gurmukhi

(10) Among individual donors mention may be made of the name of Srijut Rampat Das Rameswar of Barbarua (Dibrugarh) who developed the Barbarua Middle English School to the status of a High School, finding the entire cost of the project both recurring and non-recurring except for a small Government grant of Rs 50 for the High School section and a Local Board grant of Rs 50 for the Middle section

(11) In a few other cases a number of Marwari gentlemen donated liberally for the establishment and upkeep of some Middle English Schools in comparatively backward localities

(12) In the Tezpur subdivision Srijut Bhagram Datta, an Ex-Mauzadar of Kalangpur, gave a handsome donation of Rs 4,000 for the establishment of a Middle English School to be named after his late father

(13) Mrs. S. C. Goswami donated a house for a Girls' Primary School in her own village at Nalbari and maintained a teacher for a considerable time at her own expense.

(14) In the closing year of the Quinquennium the Nepali community of Behali in the Tezpur subdivision, headed by Srijut Chabilal Upadhaya, were able to raise by donations and subscriptions a sum of above Rs 12,000 to establish a High School at Behali for the benefit of their community—which they have named after the ex-Education Minister, Srijut Rohini Kumar Chaudhuri. This School has not formally come up for recognition yet."

The magnanimous contributions of nearly a lakh of rupees made by Rai Bahadur Radhakanta Handiqui of Jorhat for the R. H. College for women at Gauhati and of Rs 35,000 or so made by Rai Bahadur Rameswarlal Saharia and Rai Bahadur Kedarnath for the Lady Keane High School and College and hostel buildings in Shillong excel all other donations and open a glorious chapter in the educational history of

new Assam and it is to be hoped that these noble examples will inspire others in future. The Department of Education as well as the public of Assam has been laid under a deep debt of obligation by these generous patrons of education.

(VII) *The Central Advisory Board of Education and their Recommendations.*

29 The present Director of Public Instruction attended the seventh meeting of the Central Advisory Board held at Hyderabad (Deccan) in January, 1942 and took immediate action on some of their recommendations which do not require specific sanction of Government. The various items of the proceedings are being dealt with by Government. Reference has already been made to their valuable advice in regard to the appointment and conditions of service of Educational officers and recruitments, training and pay of teachers in paragraphs 23 and 25 above. Some other important points are touched below :—

(a) *Adult Education*—A report on the Mass Literacy Campaign in Assam is given in a separate chapter. It is proposed to co-ordinate this movement for Adult Education with the scheme of expansion of Primary Education, and as an outcome of the conference recently held, Government will probably form a committee to make definite recommendations for placing the Primary Education of the Province on a sounder basis, particularly with an eye to its expansion and prevention of wastage and faulty distribution of schools, etc. and at the same time pushing the Mass Literacy activities on a concerted plan.

(b) *Basic Education*.—Mr. Small, as Director of Public Instruction, did not recommend the adoption of basic education experiments in Assam; but from what the Hon'ble Minister of Education has seen of its progress in U. P., he may consider the desirability of making a start by deputing our Superintendents of Training classes of Silchar and Jorhat and one or two Deputy Inspectors of Schools of each Valley to Lucknow for observation of such features of the Basic Scheme as may be profitably introduced in Assam.

(c) *Social Service*.—The Department of Education in Assam has been encouraging Social Service through Rovers and Scouts, Guides, Junior Red Cross groups, and reports of good works done by them are published in our Annual Reports and Quinquennial Reviews. During the war period, most of our teachers and inspecting officers have been helping A. R. P. measures, Civil Defence and National War Front organisation in various ways. Whenever occasions of public distress like flood, famine, epidemic outbreaks require their services the Educational Staff and pupils always offer themselves as volunteers and co-operate with local agencies for relief works.

We have sent to the central Educational Bureau such detailed informations as could be collected by Inspectors of Schools regarding voluntary Social Service agencies in the Province and shall continue to send them from time to time.

(d) *Nomenclature of teaching staff*.—Adoption of a uniform system of nomenclature may be the ultimate objective, but it will take time and can be realised only progressively with the reorganisation of Educational Services under Government and adoption of a common plan by the Inter-University Board.

(e) *Omission of obscure passages from text books*.—Action has been taken by the Director of Public Instruction who advised the officers of the Department to bring to his notice such passages immediately they come across them and he would take action to remove them. Our Text Book Committee members are expected to be alive to this.

(f) *Kindness to animals*.—It is gratifying to note that a branch of the Society for the Prevention of Cruelty to Animals has been started in Shillong and the Director of Public Instruction has brought the good work done by this Society to the notice of Educational Institutions in Shillong and asked for their co-operation. Branches of this Society should be started all over the Province. The noble example of the Bombay Humanitarian League could be followed to our advantage. Scouts and Junior Red Cross members have to follow the motto of "Kindness to animals." What is needed is an active organisation to keep up this fire alive and create an atmosphere of non-violence in which the seed of kindness to animals may thrive. With the active co-operation of teachers and pupils with societies and agencies established with the object of preventing cruelty to animals, much could be done by organised efforts in this direction, which would not only help in promoting the spirit of non-violence and charity and compassion to all creatures but also further the cause of improving cattle in our Province.

(g) *School buildings*.—A summary of the recommendations of the Building Sub Committee was circulated among the members of the Educational Conference held in April, 1942 for their information. In a message for the New Year, the Director of Public Instruction addressed the Educational Staff at Gauhati and Sylhet on the necessity of improving our Primary and Secondary Educational buildings on the lines of these recommendations and especially in the case of new buildings to be constructed. The Director of Public Instruction has appealed to the Inspecting Officers and Heads of Institutions to give effect to some of the recommendations of the Building Sub-Committee, which were adopted by the Central Advisory Board. He has also prepared a scheme of reorganisation of schools which, when brought into effect, would considerably minimise expenditure on buildings. One building might suffice for two or three neighbouring schools of different grades, if it could be arranged to hold the classes in two or more shifts. Similarly two high schools in the same neighbourhood might be amalgamated and the buildings of both schools provide rooms for library, recreational activities etc., according to the recommendation of the Central Advisory Board. With the approval of Government, the standard type plan adopted by the Central Advisory Board should be introduced for the buildings of the Department and incorporated in our revised Rules and Orders.

(h) *Uniform Braille Code*.—We have no school for the blind in Assam and so this does not concern us. But Government may take initiative for starting a school in the Province, if and when funds allow.

(i) *Medical inspection of pupils*.—The Director of Public Instruction strongly recommended that action may be taken to give effect to this recommendation regarding improvement of physical health of school children. Fees of annas 8 and Re. 1 per annum may be levied from all children in Secondary schools and students in Colleges in urban areas respectively towards the cost of their medical inspection and treatment. A schedule was submitted for this last year but it was turned down. The Inspector General of Civil Hospitals and the Director of Public Health may be asked to advise on this and an adequate staff of wholtime Medical Officers for educational institutions in towns may be provided, to begin with.

(j) *School Examinations*.—The Board also recommended reduction of the importance now attached to school examinations. The Director of Public Instruction had already taken action with a view to reducing the number of written papers, by encouraging oral and other tests wherever possible.

It was brought to notice of the Director of Public Instruction that annual examination fees in some Government and Aided High Schools are charged from pupils at a higher rate than is absolutely necessary and that the cost of books, exercise books and stationery materials in our schools has been increasing, year by year, with the result that many poor parents and guardians find it impossible to meet the demands of their children and wards reading in schools.

Inspecting Officers were therefore requested to co-operate with the parents and guardians and issue instructions to the Head Masters and the Deputy Inspectors of Schools under their control to economise as far as practicable the expenditure on paper and stationery and other examination materials for pupils in all grades of schools on the lines indicated below:—

I. Examination fees may be reduced to the minimum. The number of periodical examinations may be reduced by concentrating more on the written works in the class rooms. For example, 25 per cent. of marks in each examination subject may be reserved for weekly progress record of class work as entered in the various exercise books, including regularity of attendance. Every subject should have weekly marks assigned for class exercises and these marks may be totalled up and counted towards the annual examination.

III. The text books should not be frequently changed unless such changes are required by the omissions and alterations in the prescribed list of text books approved by the Department.

Poor pupils should be encouraged to buy second-hand books from their senior predecessors at cheap price and to have them even *gratis* from their friends and relations.

They were advised to give relief to the parents and guardians of the boys in as many ways as practicable by rigid economy in the use of papers and text books and in the holding of examinations without impairing the efficiency of teaching in our schools.

The following recommendations of the Examination Committee of the Central Advisory Board are well worth consideration and acceptance by Government:—

An examination of some kind or other, whatever its imperfections, is the only means of testing the attainments and assessing the progress of pupils, particularly when it is a question of dealing with large numbers. While it is necessary to retain external examinations at the end of certain stages of education the number of such examinations should be reduced to the minimum especially during the earlier stages of education and in all cases an examination should be regarded as the servant and not the master of the curriculum. This is particularly necessary in India where schools as a rule tend to be greatly over-examined and where the cramping effects of the examination syllabus on experiment and initiative are only too frequently apparent. It is however necessary to have a selection test at the end of the primary stage, *i.e.*, for the age groups between 10 and 12 as places in the post-primary schools are limited.

There should be another test for pupils of 14 so that "late developers" may not be barred from facilities of higher education.

Argument against external examinations at the primary stage applies also at the middle stage, where there should be a variety of courses suited to the individual needs of the pupils in relation to their immediate environment.

In regard to the high school stage there should be only one external examination. This should take place at the end of this stage and should be called the High School Certificate Examination.

The following recommendations of the Joint Committee set up by the Central Advisory Board of Education and Inter-University Board should be accepted:—

"It is desirable on educational, economic and administrative grounds that there should be only one examination at the end of the high school stage and that this examination should be of such a character as to suit those pupils who will enter employment on leaving school as well as those who intend to proceed to a University. The object of this examination would be to provide a qualifying test for admitting students to their further courses of studies as well as a test of the work done in the schools."

The three-year degree course was strongly favoured, because it is the obvious way of achieving two highly desirable objects: it will at once raise the general standard in high schools and at the same time relieve Universities of a mass of immature students who should still be at school. There should be only one external examination to be held at the end of the three-year degree-course.

Internal examinations at the different stages of school education should be as few as possible.

Internal examinations in the middle of the school year should be eliminated. At the most there should be one internal examination at the end of each year of the primary course. This should be a simple test supplemented and if necessary moderated by the teacher's opinion and the school record of the individual pupil. Class promotion at this stage should be determined more by the general performance throughout the year than by a single examination result.

In the middle stage also there should be similar annual tests supplemented in the same way by teacher's opinion and the pupil's Record. At the end of the middle course, however, there should be no external Examination, though there may be a comprehensive internal assessment of the work done by the pupils. In a High school there should only be an internal test at the end of each academic year to measure the progress of the pupils during the year. Promotion to Higher Classes should be determined at this stage also by the general performance of the pupil rather than by any one examination result.

At the University stage also there should be only one internal Examination at end of each year. While the need for some stimulus of this kind is admitted, the retention of students in the same class for a second year except in very special circumstances should be deprecated. The ordinary discipline of the University or College should be adequate to secure that students apply themselves to their studies with sufficient diligence and the matriculation test eliminates those who are incapable of proceeding to the degree stage at the normal pace. Students at the College stage should be left as free as possible to work according to the plan which they themselves may make in consultation with their tutors.

All Examinations, internal as well as external, should wherever possible be held at the end of the cold season. The length of any Examination for children of primary school age should not extend beyond two days and the papers set should be short. Examinations in the middle stage should not last more than four days and as far as possible there should be no gap between the days of examination. The length of the external examination at the High school stage will be very largely determined by the number of subjects that a candidate offers and internal tests should be as simple as possible. As regards the duration of the external examination the programme should be so arranged as to enable a candidate to complete his examination within a week.

At the University stage to test the attainment of a candidate in an Honours course there should be eight to ten papers of three hours each. Even at this stage gaps in between examination days are clearly undesirable. For post-Graduate degrees which are not awarded on thesis, the only one examination is necessary at the end of the course, the number and length of the papers being the same as that of the Honours course.

(k) *Technical and Industrial Education.*—It was highly desirable that such education should be placed under the Department of education, particularly in these days when the University has recognised vocational education as a part of the general Education, and the direct introduction of technical and Industrial courses would go a long way to solve the bread problem of the youths of our Province. But no reorganisation of education on these lines was possible unless and until the entire technical education of the province was placed under the control and guidance of the Education Department. The matter has been placed before Government for approval and necessary action.

(l) *Radio sets for Educational purposes.*—The Director of Public Instruction wanted Radio sets to be purchased for our Government Colleges and submitted a Budget Schedule for the purpose, but this was turned down. Now most of our Government Schools and the 2 Government Colleges have purchased sets out of the non-Government [Students' common room] funds, etc. It is gratifying that the Central advisory Board have lent their moral support to the idea of Radio sets being purchased out of Government funds as a legitimate item of educational expenditure. Government of Assam may kindly approve of this.

The Director of Public Instruction advised Heads of Institutions that Radio sets could be largely utilised for educational purposes, particularly for disseminating general knowledge amongst students, as recommended by the Board.

(m) *Pay of teachers.*—This is a very important item of far-reaching consequences on the educational system. Recommendations of the Standing Committee of the Central Advisory Board should be accepted by every provincial Government. A scheme of dearness allowance of Rs.3/- per mensem at least to poor Lower Primary teachers has been already submitted for the favourable consideration of Government. The principle underlying the recommendations of the Central advisory Board may be approved and funds provided for giving effect to the same.

(VIII) Educational Committees and Conferences.

30. (1) A meeting was convened by the Director of Public Instruction, Assam, on the 21st of August, 1941 to discuss matters about the formation of an Assam Educational Association or a Teachers' Association. Sixteen members, official and non-official, were present.

While explaining the object of this meeting, the Director of Public Instruction impressed upon the members the necessity of forming an All-Assam Educational Association. Such an association, he said, might bring about a healthy change in the direction of the educational progress of the province. He referred to many important works which could be undertaken by the Association. The most urgent among these are :—

- a. Mass Literacy work and the revival of the Siksha Vistar Samity.
- b. School Children's Recreation Club.
- c. Promotion of Literary Activities.
- d. Children's Welfare League.
- e. Co-operative Stores.
- f. Vocational Training.

He expressed the view that we cannot be indifferent to the condition of service of the Government as well as Aided school teachers. Educational Officers and the teachers of Aided Schools may have separate Service Unions, wherein they might discuss matters concerning the betterment of their services. At the same time he laid stress on the necessity of fostering the "happy family" spirit among the educational workers in different fields and grades and also among the teachers and the taught.

After much discussion the following resolutions were unanimously passed :—

1. That an All-Assam Educational Association be formed for the furtherance of the cause of education in the province.

2. That a provincial central committee be formed.
3. That a Sub-Committee be formed for drafting the constitution of the Association and the rules.

The scope of the Association will include among others :—

1. Mass Literacy Work and Evening Classes for Adults.
2. Vocational Training.
3. Co-operative Stores.
4. Provident Fund.
5. Service Unions.
6. Holding occasional Conferences and Exhibitions.
7. Publishing an Educational Journal.
8. Social Service Work.
9. Children's Recreation Club.

The rules of the Constitution framed by the Sub-Committee were under circulation among the members, but further action was delayed owing to abnormal times.

(2) Another Educational Conference was called by the Director of Public Instruction towards the end of the quinquennium and the proceedings of this Conference held just after the close of the period under review are expected to lead to far-reaching consequences.

The subjects of the conference were stated in Director of Public Instruction's letters dated the 25th and 28th March, 1942, from which the following are quoted :—

(A) *Agenda* :—

- (1) To provide increased facilities for training Primary School teachers.
- (2) Organisation of short Refreshers' course for trained Primary school teachers.
- (3) Proper facilities for training Women teachers.
- (4) Improvement of teaching of English, especially spoken English in schools.
- (5) Co-ordination of Islamic and Sanskrit studies with Modern Education (Oriental studies).
- (6) Scope for extension of Recreation Club Activities.
- (7) Development of inter-communal harmony.
- (8) Furtherance of female Education.
- (9) Re-organisation of Primary and Secondary schools and renaming of classes.
- (10) Air Raid Precaution measures and Emergency war services and keeping up the morale of youths.
- (11) Type plan of School Buildings
- (12) Assam Educational Association and Assam Educational Journal.

(B) *Points for discussion* :—

I. Whether we can have some Training Centres for Primary School Teachers attached to selected High Schools, without extra cost on staff and building accommodation.

II. Whether short Refreshers' course for the trained teachers of Primary Schools may be organised in suitable centres. Our trained inspecting staff and the teachers of Government High Schools with B. T. Degrees may offer their services for imparting such training.

III. Women Teacher's Training needs special attention :—

(a) Could we have more seats for mistresses to be trained for B. T. Degree at St. Mary's College by reducing a few seats from the St. Edmund's College and transferring them to St. Mary's College to avoid extra expenditure ?

(b) Could we also reduce the number of seats by 5 or 10 in Jorhat and Silchar Normal Schools in Training Classes and add these seats to Training Classes for Mistresses at Nowgong and Silchar ?

(c) Could we prepare an inexpensive scheme for four additional Training Classes on an aided basis, one for male teachers and another for female teachers in each Valley ? For example, Nalbari may have a Training Class for Men teachers and Gauhati for women teachers in Assam Valley ; Sylhet may have a Training class for men teachers and Habiganj for women teachers in Surma Valley. The cost of buildings for classes can be avoided by utilising the existing Government or aided High School buildings of the localities in the morning and in the evening, that is, before and after School hours. The cost on the staff may be minimised by giving honorarium or allowance to competent Headmasters and Assistant Masters (or Headmistresses and Assistant Mistresses in case of Girls' Schools) on the staff of the local Government or Aided High Schools. Residential arrangements will have to be made for teachers under training in hostels (where seats are vacant) or otherwise.

IV. Teaching of English needs improvement in our Schools specially spoken English. Calcutta University has arranged classes for spoken English and teachers from Assam are also attending them and getting certificates for such training. To avoid the large expenditure on such training in Calcutta and also to enable a larger number of teachers to benefit by such classes, I propose to have some Training classes in Shillong, Sylhet and Gauhati for spoken English. The European officers and Professors of English in the local colleges may be asked to co-operate with us in giving the teachers and would-be teachers the benefit of lessons on conversational English and on reading of English literature. For instance, Bro. O'Leary, Mrs. Small and Miss Barr may help us in Shillong, Dr. Sword, the Deputy Commissioner and the Superintendent of Police may be requested to help in Gauhati and the Rev. Mr. and Mrs. Roberts and some of the English Tea Planters may be of help at Sylhet, besides the Professorial staff of the English Department in the colleges of these places. As regards accommodation, college and school buildings may be utilised outside college and school hours.

As regards allowance or remuneration to teachers a fee of Rs 10 or so may be charged from each teacher pupil or candidate joining the class, which will be sufficient to cover the cost. It may be desirable at the outset to have such Training Classes in Shillong only, and to extend it to Sylhet and Gauhati later on, if the experiment proves successful.

V. Co-ordination of Islamic and Sanskrit Studies with Modern Education (Oriental Studies).

(a) It is for consideration whether the Madrassas and the Sanskrit Tols could be co-ordinated with our High Schools so that candidates for Madrassas and Tol examinations may also prepare for the Matriculation Examinations simultaneously in addition to their own regular courses.

(b) In Sylhet we have a Sanskrit College and a Government Madrassa in the same neighbourhood. If the Government High School could be shifted to the present site of the Medical School hostels, a good deal of economy could be made in staffing High School classes for the Madrasa and the Sanskrit College in co-operation with one another. We could then even build up Intermediate classes with Islamic and Sanskrit studies and transfer most of the students of the I.A. classes of the Murarichand College to this new development. Nalbari Sanskrit College and the Gurdon High School might also combine in working out a scheme for such developments up to the Intermediate standard in Kamrup District.

(c) The need for an Oriental College has been felt in Assam. With proper co-ordination of the staff of the Government Madrassa and Sanskrit College with the staff of Sanskrit and Vernacular Departments and Islamic studies of the Muraichand College at Sylhet, it is possible, perhaps, to develop such an Oriental College, teaching up to the Post-Graduate standard, namely, M.A. in Arabic and Persian and the Title of the Islamic courses, and M.A. in Sanskrit, Pali, Bengali, etc., along with the Sanskrit Titles.

The buildings of the Srechatta Sahitya Parishad might be utilised for some of the classes. The Murarichand College might then be left free for I.Sc. and B.Sc. teachings and for B.A. and M.A. courses in other subjects. It might very well be a residential college so that the students of the town need not go to Tilagarh for Intermediate, B.A. and M.A. in classical subjects. Similarly Cotton College, Gauhati, may have a similar Department of Oriental Studies in co-operation with the Tols and Madrassas that exist or may be developed in that centre.

If necessary, we may ask Government to appoint a Committee to investigate the problems of Madrasa and Sanskrit education with a view to developing the Oriental College, as outlined above.

VI. The Recreation Club Programme may include Physical Training, Scout Training, Red Cross Training, Manual Training and encourage dignity of labour, handicrafts, excursion and camping as a regular feature of school life.

I have got two or three Schemes for discussion under this head. These items are very important also from the point of view of discipline. You may please submit a report of how the Recreation Club Programme is being worked out and proposed to be carried out in the new session in the boys' and girls' schools under your control, keeping in view the requirements of discipline and morale of the future generations.

VII. I want to lay special stress on inter-communal harmony or harmony of faiths and cultures. This may be encouraged by prizes and medals, etc., to be awarded on Essay competition, as has been done by the Shillong Recreation Club, by removal of misunderstanding and promotion of good will and spirit of service to all irrespective of creed or caste, through occasional lectures and production and encouragement of suitable books on literature and history with this end in view. Teachers may be advised to keep this in mind while doing their duties in and outside the class rooms. Some lines of works may be taken up after discussion.

VIII. Importance of education of women is to be recognised and impressed upon all educational authorities. Schemes for developing Primary Schools to Middle Vernacular and Middle English Schools for girls and providing education for all girls up to class VIII with or without English will be welcome.

IX. A scheme of reorganisation of classes in Primary and Secondary Schools, with a view to reducing the duration of school life of our boys and girls, and securing economy in staff and buildings and cost of educating children on the part of parents and guardians is also, under consideration.

X. Air Raid Precaution measures and Emergency War Services also may be discussed with reference to educational institutions in the province.

I shall be glad to have some workable scheme from you on the above for discussion in the Educational Conference."

Only some of these subjects are dealt with in the next few paragraphs of this Chapter, the rest being touched in appropriate places.

The plan of Educational Reconstruction through Recreation Clubs, the working out of the Log-book Circular, measures adopted for improvement of discipline and establishment of Inter-Communal Harmony in this Province during the period under review will be unfolded in the remaining sections of this chapter.

(3) Another conference was held by the Hon'ble Minister of Education (Mr. Rohmi Kumar Chaudhuri) with a view to considering whether it would be profitable and practicable to revert to the old system (still prevalent in Bengal) of beginning the school year in January rather than in March as at present, on which there was a motion in the Assam Legislative Council. The conference did not recommend reversion but favoured the proposal of commencing the School session from 1st April.

(IX) Schemes of Re-organisation of Education.

31. As early as December, 1941, the Director of Public Instruction submitted a note to Government on the economic use of buildings of our educational institutions which will involve some sort of re-organisation of our present system of education.

The Central Advisory Board of Education suggested renaming of classes in our primary and secondary schools with a view to securing uniformity of nomenclature all over India, namely, primary schools should consist of classes I, II, III, and IV (leaving out the Kindergarten classes and infant classes and baby classes or nursery classes, as they are called). Secondary education may be imparted in two grades of Middle and High Schools which may be regarded as Lower Secondary and Upper Secondary respectively, namely, classes V, VI, VII and VIII forming Middle or Lower Secondary Schools and classes IX, X, XI, and XII forming High or Upper Secondary Schools.

The following are the advantages of this classification :—

(1) Primary schools will be relieved of the present classes A and B, which may properly be dealt with as separate Nursery or infant classes or Kindergarten classes under trained teachers.

(2) The present classes III and IV of Middle Vernacular Schools and even of Middle English and High Schools may be transferred to the Primary Schools which may be placed under Matriculate and undergraduate teachers with Normal-passed or training certificates, whenever possible, so that English may be taken up as an optional subject by those who propose to join Middle English and High Schools.

(3) The Middle Schools with classes V to VIII will impart instructions up to the same standard as class VIII of our existing High Schools, so that those who appear in the Middle School Leaving Certificate Examination will have a much higher level of intellectual attainment than the present Middle School Examination candidates.

(4) The Examination of the Middle English scholars and Middle Vernacular scholars will be in the same subjects and up to the same standard with the difference that Middle English Examination will include two papers in English in addition to the subjects of the Middle Vernacular examination. This will raise the standard of efficiency of our Middle Schools and especially Middle English Schools up to the level of that prevailing in the last century and early years of the present century when the students of our Middle schools were given a more comprehensive course in History, Geography and Mathematics, almost equivalent to the present Matriculation standard.

(5) The completion of the Lower Secondary Course, *i.e.*, up to class VIII of Middle Schools will mark the culmination of a stage in the life of our scholars, after which they may choose for themselves whether to take the general line of education through the Matriculation and Collegiate classes or follow technical, industrial or vocational courses.

(6) The scheme allows a student to go up to the middle stage in their own vernacular with or without English (as an optional subject) as the case may be, so that we may have purely high vernacular schools above the Middle Vernacular stage leading up to a good Normal and Training Certificate for those who propose to be Head Pandits and Assistant teachers in our vernacular schools.

(7) Classes IX, X, XI and XII of the High or Upper Secondary Schools will include not only vocational subjects like carpentry, smithery, agriculture and cottage industry but also teaching of English, History, Civics, Classics and Science subjects up to the present I.A. and I.Sc. standard. This will mean that the top two classes of High Schools may be combined with the 1st year and 2nd year classes of our Arts Colleges, so that the latter will be confined to the teaching of Degree and Post-graduate course only for two or three years, according as they take Pass or Honours course in the B.A. or B. Sc. Examination. The highest rung of the ladder will be formed by the M. A. or M. Sc. class which will extend for one year only in case of students who pass the Degree with Honours and two years in case of pass graduates. Of course, the Collegiate and Post-Graduate courses will have to be decided by the University of Assam when it will be founded and we are not concerned with this at present. In any case the system of Secondary education in our province may very well be developed on the above lines up to class XII so as to include vocational and general courses up to the Intermediate standard.

(8) Applying the above nomenclature, let us see how reorganisation with economy in buildings and staff can be made so far as educational development in Assam is concerned. Take for instance the case of Gauhati. We have got to extend the Cotton College and there is neither land nor money available for the purpose. Cotton Collegiate School is in the immediate neighbourhood of the College and its land and buildings and even the staff, can be utilised for the Cotton College by some sort of reshuffling. The present classes III, IV, V and VI of the Collegiate High School can easily be removed and distributed over the Primary and Middle Schools of the town in accordance with the scheme laid down above. In that case classes VII, VIII, IX and X of the High School together with the new classes XI and XII—say 1st and 2nd year I.A. classes—(at least for some of the subjects)—can be accommodated in the Cotton Collegiate School buildings. The Inspector of Schools can be advised to post as many M.As. (with minimum 2nd class qualifications) in the Collegiate School, Gauhati, as he can possibly spare from other Government High Schools of the Assam Valley. The Principal may supervise the classes XI and XII, and the Headmaster (who must be a qualified M. A., with sufficient teaching experience, to be competent to teach college classes) may be designated as Assistant Principal so far as these two classes are concerned. There will thus be co-operation between the Government College and the Government School in the same station. Government money will be saved inasmuch as no new buildings will be required for the extension of the College. There is already a Government Girls' Middle English School at Gauhati; and there will be no harm and rather enormous gain if the Middle English Classes III, IV, V and VI are amalgamated with the Municipal Boys' Middle English School as a separate Boys' Middle English School on a more spacious site near the Museum.

The cost of extending the buildings of the Middle English School and strengthening its staff will be nominal and certainly much less than what will be required for extending the College buildings or shifting the whole of the Collegiate High School to a new site.

(9) Similar economy can be made in regard to staff and buildings if the Radhakanta Handique Girls' College at Gauhati is co-ordinated with the Cotton College so that the girl students of the Government College may read with their sisters of Radhakanta H. College and the girl students of the latter may attend Science classes and some of the Arts classes of the former. As the Cotton College has been growing in roll strength and the number of Assistant Lecturers has to be increased year after year, Government might as well help the Radhakanta H. College authorities with additional grants in order to enable them to raise the pay of their College staff to the level of that of the Assistant Lecturers of the Cotton College, so that the two institutions, though different in name, may virtually function as a unity. This will be all the easier when a University is established in Assam. For under the new University a Government College and a non-Government College may certainly share the teaching in certain number of subjects and the staff of both Colleges can co-operate in running the Degree classes as well as Post-graduate classes for men as well as women students.

If the Government approve of the principle and policy underlying the scheme, it will be possible to work out details in consultation with the Heads of the two colleges and the Inspector of Schools of the Assam Valley. Later on the policy may be extended to other localities where there are several institutions of the same grade and there is need for building up a strong Central Federal Institution on the basis of co-ordination and co-operation of the constituent schools and colleges therein.

The above scheme was really in continuation of and a more detailed development on, the schemes suggested by the Reviewer in the Quinquennial Review for 1922-27 at pages 30-31 (Appendix) and also in the Quinquennial Review for 1927-32 in paragraph 70 at pages 31-32).

This Scheme was worked out in greater details and discussed in the Education Conference mentioned above. The results of the Conference, as recorded in the proceedings thereof, are given in the Appendix II. The matter is now before the Government for their consideration and approval.

(X) Educational Recreation Club

32. As a part or foundation of the plan of educational reorganisation in Assam, School Children's Recreation Clubs were tried in Primary and Secondary Schools of the Province. The Director of Public Instruction issued the circular quoted below to Inspectors of Schools on the 6th September 1941 on the subject of all-round development of the pupils in our Educational Institutions:

"It is recognised that the present system of education in our primary and secondary schools is much too literary and examination-centered with the result that the boys and girls passing out of them learn little or nothing outside their curriculum, have interest in no subjects that fall outside their text-books, and betray a narrow outlook on life and the outside world. What little physical and intellectual training they receive during school hours is seldom co-ordinated with the condition of their life at home and in the

villages from which majority of our pupils come. Even their life at schools becomes dull, dreary and monotonous in the absence of recreation, amusements and entertainments which should form part of the training imparted in a well-conducted educational institution. Besides there is very little aptitude developed in our school children for practical side of life in course of their education. Revised Regulations of the Matriculation Examination provide for vocational training as a condition for success in this Examination; but this provision will remain fruitless unless our educational institutions help in creating practical-mindedness and in developing inborn talents and natural gifts in boys and girls admitted therein and thereby give a vocational bias to their education long before they reach the Matriculation Class.

Lastly, there is no arrangement for moral and religious education in our schools and the pupils have very little opportunity for studying the lives and works of great Prophets, Saints, Sages and Thinkers and imbibing the spirit of serving their fellow-men in and through the corporate activities in their institutions.

In order to remedy the defects noted above and also to develop in the youths of our country the spirit of initiative and enterprise and to bring about an all-round cultural improvement in our institutions, the scheme of "School Boy's Recreation Club"—which has been printed in English, Assamese and Bengali for the use of our school masters and school mistresses as well as of the inspecting officers and circulated through the latter—should be introduced in all our primary and secondary schools. This scheme is meant for being worked out by way of entertainments, amusements and extra-mural cultural tests during Saturdays, or Thursdays in case of Muktab and Madrasas which observe holidays on Fridays instead of Sundays), and also during the recreation periods of other working days, if possible. When an interest will have been aroused among the pupils by properly conducting the Recreation Club, it may be found desirable to extend its work even to Sundays and other holidays by way of excursions, out-door games, imitation marketing and journeys by railways, steamers, motor services (*vide* Group C, No. 9 at page 2 of the English pamphlet). It will be noticed that tests on general knowledge, observation, recognition and memory, form an important feature in the running of this Club. Besides, all kinds of handicrafts, artistic decorations and designs can be encouraged through this scheme. In-door games should be introduced during recreation periods to break the monotony of the class-routine. Physical exercises and drill will also serve the same purpose.

Groups A and B [consisting of (1) Music, (2) Recitation, (3) Acting and Dramatisation, (4) Story-telling, (5) Describing travels, (6) Reading and Recital on Biographies] will be found useful not only for the purpose of widening the out-look and bringing out the latent mental faculties of our boys and girls but also for storing in their minds and imprinting in their hearts moral and religious ideas conveyed through the songs, recitations, stories, etc.

The scheme may be introduced in the last period on Saturdays (or Thursdays, as the case may be), to begin with, but later on when the experiments will progress it may be extended to two periods or more for the sake of inter-class and inter-school competitions."

Copies of the Circular were sent to all Superintendents of Normal Schools, Deputy Inspectors of Schools and Headmasters and Headmistresses of High and Middle Schools as well as to Chairmen of Local Boards and Municipal Boards and Secretaries of Managing Committees together with copies of the Recreations Club scheme.

Recreation Club Activities, including Air Raid Precaution measures, Inter-Communal Harmony and extra-curricular diversions and entertainments, were the subjects of a discussion in the Educational Conference, which made the following recommendations:—

1. The Recreation Club work should be named hereafter as 'Recreation Studies'.
2. Recreation Studies should be one of the subjects of the present curriculum for—
 - (a) Classes III to VIII of High Schools;
 - (b) Classes III to VI of Middle English Schools;
 - (c) Classes I to VI of Middle Vernacular Schools;
 - (d) Classes III to VI of Middle Madrasas;
 - (e) Classes I to VI of Middle Madrasas; and
 - (f) Classes I to III of Primary Schools including Maktabas.

N.B.—Headmasters of High Schools may be given option so far as Classes IX and X are concerned.

3. Recreation studies will be of 4 periods per week in High and Middle Schools and will consist of the following:—

- (a) Spoken English—Littleman's Lecture—conversation.
- (b) General Knowledge—Current topics—Group C of the Director of Public Instruction's scheme.
- (c) Reading, Recitation, Dramatisation, Dictation (Group A of the Director of Public Instruction's scheme).
- (d) Handi-work—Group C(8) of the Director of Public Instruction's scheme—memory-testing and in-door games—Red Cross—A. R. P.—Music—Scouting.

4. Recreation Studies will be of 3 periods per week in Primary Schools and will consist of the following:—

- (a) General Knowledge—Current topics—Group C;
- (b) Reading—Recitation—Dramatisation—Dictation;
- (c) Handi-Work—Group C (8)—Red Cross—memory, testing and in-door games—Cubbing—Gardening—Music.

N.B.—Classes A and B may be kept engaged mostly in out-door or in-door games under the leadership of a senior boy or a Group Leader.

A model time-table for a month for the High and Middle Schools and also one for the Primary Schools, as well as instruction about competition in games and A. R. P. measures for the guidance of teachers will be found in Appendix III.

The Conference also recommended the following:—

"(1) Government should be moved for the inclusion of the Recreation Studies as an integral part of the school curriculum.

(2) St. John's Ambulance Association should be moved for grants for the introduction of First Aid Classes in Schools.

(3) Inter-School competitions in culture-group tests should be arranged for in connection with the annual Inter-High School tournaments.

(4) The Report, as enclosed at Appendix, may be circulated among the Heads of institutions and Inspecting staff with instructions from the Director of Public Instruction."

The scheme was given effect to in both the Divisions under Inspectors of Schools and also in Girls' Schools under the Inspectress. The results are reported to be satisfactory. The Government has been moved for formal approval of the same and incorporation of the scheme in the Rules and Orders of the Department, which are under revision.

A report of the Shillong Recreation Club has been appended to Chapter IV (High School Stage).

The first two clauses of the constitution for the Educational Recreation Club, Assam, adopted in a meeting of its members, after consulting the educational and inspecting staff of the Province are quoted below :—

1. *Name and Headquarters.*—The name of the organisation will be the *Educational Recreation Club, Assam*. The Headquarters of the Club will be at Shillong and it will have jurisdiction over the whole province.

2. *Aims and Objects.*—It is a non-political, non-communal and non-sectarian body : Its aims and object will be :—

(1) to encourage extra-mural activities amongst students with the co-operation of the teachers and officers of the Education Department ;

(2) to foster inter-communal harmony by bringing about brotherly love and feeling amongst the students of different communities ;

(3) to promote amongst students the spirit of social service ;

(4) to encourage dignity of labour and promote practical arts and crafts ;

(5) to encourage the cultivation of music and other fine arts amongst pupils ;

(6) to provide facilities for physical culture ;

(7) to arrange for lectures for diffusion of useful knowledge ;

(8) to establish libraries and organise study-circles ;

(9) to undertake the organisation and co-ordination of Recreation Club activities in other parts of the province, and

(10) to take such other action as is incidental or conducive to any or all of the aforesaid objects.

It is gratifying to note that encouragement of extra-curricular activities through educational institutions was included as one of the subjects for discussion in the eighth meeting of the Central Advisory Board held at Lucknow this year, as will be seen from the statement on item No.XVI of the agenda quoted below :—

“In November 1941, the Government of Assam suggested that the question of the encouragement of extra-curricular activities through educational institutions on the lines of the Recreation Club Scheme and the circular issued by their Director of Public Instruction should be considered by the Central Advisory Board of Education. They thought that it would be good if the Universities and the Secondary Boards of Education could take into account the college and school records of students with regard to sports, debates, general knowledge, proficiency in music, power of observation, scouting and Bratachari activities and other methods of general cultural development.

The points emphasised in the circular letter from the Director of Public Instruction referred to above are :—

(i) The education at present imparted is centered exclusively on examinations.

(ii) Most children betray a narrow outlook after leaving school.

(iii) There should be a great deal more of recreation, amusements and entertainments in schools than are found at present.

(iv) A strong vocational bias is to be introduced in all the early stages of education.

(v) Children should have opportunity of studying the lives of all great teachers and thinkers.”

At the request of the Secretary, C. A. B. of Education, the Educational Commissioner's office was supplied with 60 copies of the pamphlet on School Boys' Recreation Club, and these were circulated among the different provinces and States of India by the Secretary. Although the matter was not a question of All-India policy, it is satisfactory to learn that the provinces were alive to the importance of Recreation and extra-curricular activities in schools and it is expected that developments in this direction should be a matter for each Province to work out for itself. The scheme has since been embodied in the book on “Training in Leadership and Citizenship for Young India” published by Calcutta University.

The *Amrita Bazar Patrika* reviewing this book, writes :—

“The problem of education in our country should get whole-hearted attention from all concerned. Even the rattle of tanks along the roads and the drone of planes overhead must not suppress all talks of educational reforms. There must not be any dispute over the statement that our educational system requires thorough reorganization. It cannot be helped remarking that very few in our country give their best thought to education. Literature on the subject is scanty and demand for reforms except from political or communal motives is almost nil. It is however pleasing to note that the University of Calcutta has published a book that sets forth various problems of education with attempts at solutions thereof. The author is an educationist of long standing and his readers will be greatly benefited with his wise suggestions. His ideas are opportune and welcome at a time when a state of intellectual deadlock continues persistently in the educational institutions of our land. The author aims his shaft at the schools and colleges with their present system of teaching. They encourage cramming for success in the examination and turn boys into brainless automata with capacity for nothing. The entire plan of education must undergo thorough change.

The author thinks that the end of all education should be an all-round human progress. There cannot be any progress if the learner gets no opportunity to grow in the atmosphere of the tradition of his own country. Again to guard against all narrowness he must receive best lights from beyond the limits of his own land. The ideas of the east and the west must combine to mould a principle of education. This must fulfil all the requirements of a student. From his education he should learn how to master entirely the great art of health, mental strength, morals and religion. Leaders and useful citizens must be manufactured in the class rooms.

He gives much stress on the value of religious feelings in education. A Godless education bereft of religion is lifeless. It cannot fulfil its purpose and ultimately proves suicidal”.

(XI) Log Book Circular

33. The Log Book Circular is followed in all the subdivisions and reports of satisfactory progress have been received from every quarter. As a result of this circular a definite object has been kept in view by the Inspecting officers and the object once decided on becomes a subject of concentration for some years till it is attained. Aimless and purposeless work has become a thing of the past. The following is extracted from a Divisional Report to show the defects and disadvantages of our system which prove obstacles on the way of the working out of this Circular :—

“In conformity with these instructions (of the Log Book Circular) a limited number of subjects were taken up for concentration of attention, and schemes for the removal of common defects were prepared and explained both while inspecting schools and in Teachers' gatherings. The Inspecting Officers generally conducted their inspections with reference to these schemes and tried to ensure their success as far as practicable. But many obstacles were met with in the achievement of the desired results. The following excerpts from the Subdivisional reports put the matter in a nut-shell :

"We have a small percentage of trained teachers. Pupils of village schools are very irregular in attendance. We are handicapped in making the best selection of candidates while filling up new posts for various reasons. Teachers trained under the existing old arrangements are very often found not well-suited to the work they are entrusted with. There is inadequate staff in almost 50 per cent. of our village schools" (Jorhat).

"The year under report is notably a bad year for the educational advancement of the district. Everywhere we go, we see a batch of lifeless set of teachers and taught without any energy to work. The whole atmosphere is surcharged with feelings of depression. The present war is not the only agency which is responsible for this state of affairs, but there are epidemics of cholera, pox, etc., which have been visiting every village in the interior creating havoc all throughout the year. Add to this the irregular payment of the teacher, some receiving their salaries after four or five months. Those poor teachers serving away from home had to depend mainly for their supplies on Marwaries on credit system. But now these Marwaries having left for home, the lot of these teachers can better be imagined than described. It is humanly impossible to expect work from these discontented teachers. There are practically none to look after the interests of these underfed teachers. Majority of the schools are understaffed. There are no black boards, no maps. Under the circumstances it is not possible to work out the scheme under the Log Book Programme. The scheme though worked out honestly could not reap its benefits."

Towards the close of the Quinquennium the following instructions in regard to the Log Book Circular were issued by the Director of Public Instruction to the Inspecting Officers:—

A Log Book Programme should be prepared for the session in accordance with this Circular, and the following points should be specially attended to:—

"1. There should be a continuity of purpose in the execution of the programme. The improvement of the quality of teaching is certainly one of the primary functions of the teachers and Inspecting Officers and this will depend largely on the improvement of attendance. To secure regularity of attendance it is not only necessary to improve the health and physique of the boys as well as the sanitary conditions of the locality in which they live, but also to make our schools more attractive than they are at present. Trained teachers are expected to secure this end. You may take a stock of well-qualified trained teachers who can be depended upon to help our schools with a systematic endeavour in these directions and to promote all-round culture and welfare of the boys through hygienic, sanitary, moral and social improvements in their environments.

2. Moral training and character-building are to be recognised as the supreme responsibility of teachers in respect of the pupils entrusted to their care, and inspecting officers have to see that teachers under their control fulfil their responsibility by inculcation of sound morals and good manners among the boys both by precept and example. Maintenance and improvement of discipline in and outside class rooms should be regarded as primary duty of a school master. Honesty, truthfulness and straightforward dealings should always receive encouragement among the pupils. War services, A. R. P. work and other forms of social service or village welfare works should be encouraged among the school boys as necessary constituents of their moral character.

3. Our School Examinations should not only take account of the boys' theoretical knowledge of the class subjects, but also of their practical knowledge and capacity to apply in practice what they learn at school and at home. Red Cross Work, Scouting, Physical Training, General Knowledge, Observation, Recognition, Hand-works and other practical tests, as laid down in the Recreation Club programme, are essential to such all-round development of the talents of our boys. Sports tournaments and cultural competitions should be arranged on the lines of the Recreation Club scheme. Records of proficiency in such subjects should be counted towards the success of their Annual Examination for class promotions.

4. Parents and Guardians' meetings should be held more frequently than at present. In towns and district Headquarters, where there are two or more High Schools, it is possible to organise meetings of the parents and guardians residing in the town at least once a quarter, if not once a month. Recreation Clubs of these High Schools may arrange a combined sitting with variety shows and entertainments by school boys for the entertainment of parents and guardians; and the High School staff can avail themselves of these occasions for exchange of ideas and discussion on matters relating to discipline and moral welfare of our youths with their parents and guardians who may be invited to such functions. This is sure to result in an increased measure of co-operation between the staff and the guardians and secure the agreement of the latter on such important subjects as midday tiffin, compulsory Physical exercise, vocational and technical training and payment of enhanced rates of fees for such improvements, if necessary. This should form a regular feature of our "happy family" of educational institutions.

5. Development of corporate activities of pupils in our schools is essential to the improvement of discipline. Teachers trained in Scout-craft, physical instruction, Red Cross and Ambulance, etc., should be encouraged to prepare a programme for such development and prove their capacity for organisation and improvement of the tone of discipline in the schools through such sections. To enable them to exert and extend their healthy influence on the life and conduct of the boys in their respective groups (e.g., Scout-troops, Cub-packs, Junior Red Cross sections, Bratacharis or social service workers), Recreation Clubs may be authorised to have evening sittings in one or two class-rooms or in the school compound or play-grounds in the open air when the weather is fair, and Common rooms may be kept open after school hours so that the boys can read useful books and magazines and play in-door games before their studies in the evening.

Debating Clubs and Literary Unions also may be encouraged through the Recreation Club scheme. Mass Literacy works through night schools also may be encouraged among the boys of upper classes. Service of the people and amity and peace and good will among the boys of different castes, communities and creeds should be encouraged. The more solidarity there is in the corporate life of the school, the better the prospect of improved discipline and morale among its members. You are requested to advise the Deputy Inspectors and Headmasters of Schools to prepare their Log Book Programme of the new session on the above lines."

(XII) Discipline

34. (I) During the period under review the Colleges and schools all over India have passed through troubles due to Students' strike and indiscipline, and Assam was not an exception. "The Statesman" remarked in one of its issues:—

"We hope, however, that these incidents, taking place frequently in well-known colleges, will make their executives think hard and reach definite principles. Each College is more or less free to have its own policy, but it does well to pursue that policy consistently. Should a body such as the Students' Union be allowed to hold political meetings at all? Does College discipline come into play only when such meetings are held inside the college premises? If the use of the college premises is the sole point at issue, the obvious solution is not to limit the college executive's discretion by rules nor to distinguish between one kind of meeting and another. Somewhere in educational institutions there must be an authority which can say "No." in the confidence that it will be unquestioningly obeyed. For an authority not to be able to command that confidence is a serious state of things. Students in most Indian colleges are politically-minded and have formal or informal affiliations with political parties. That may be a reason for the breakdown of discipline in some Colleges; but it can hardly be the sole reason. Mass defiance by students of a College executive's orders may point to some flaw in the College's internal adjustments, some previous error in the use of authority which is not easily remedied."

"The Modern Review" once commenting on the conduct of our college students wrote:—

"The real trouble is that our college students and recent graduates do not take any moral issues seriously, whether about their personal affairs or the economic and political problems of the nation. Their only principle is that there are no moral principles at all, their only slogan that all statements of policy, all appeal to standard, are nothing but slogans and hence frauds and deceptions. They are sophists in the most invidious sense of the term which connotes an unqualified scepticism about all moral judgments.

"The Times of Assam" criticising the agitation of students in the premier college for the Assamese youths, wherefrom it seemed for a time as if discipline had taken its exit, advised in the following terms:—

"The boys and girls should remember that they are sent to an educational institution not to earn degrees merely but to imbibe a true spirit which will help them to become worthy citizens to solve our complicated problems. The expenditure of several thousands of rupees on that institution will be fruitless if it becomes a breeding ground for petty squabbles among ourselves."

"The words spoken by Pandit Jaharlal Nehru in his address to the students of the Lucknow University in 1939 deserve the closest study by the students of our Province and should give them food for reflection. Pandit Nehru pointed out that in England and France there is very little emotional shouting. This shows the disciplined mind. He desires that India should have the same disciplined mind and body and not mere cry of emotional slogans. In this connection, the Panditji referred to the raid by the Lucknow students on a cinema house in the past and how they gloried it in high sounding words. To him it appeared then and now too to be very disgusting and speaking of a lack of discipline and order. If any country wanted to win freedom", continued Pandit Nehru, "Unity and a disciplined mind and body alone would bring it."

(II) The question of discipline in educational institutions has engaged the serious attention of Universities and Provincial Governments all over India. But it is a question that cannot be solved by a stroke of pen from educational authorities nor by any orders of Government until political troubles, social unrest and economical mal-adjustments which have become the order of the day all over the civilised world, are remedied. The educational world cannot be treated as a water-tight compartment, and relations between the Government and the people, between the educated public and the illiterate masses, as also between the staff of educational institutions and the parents and guardians of the pupils cannot but have a reaction on the life and activity of our students in schools and colleges. Of late there has been a tendency to slackening of discipline in educational institutions, due mostly to political reasons. Political leaders and outside agitators have often made the students cat's paws in their hands and incited them to go on strike and disobey orders and defy authorities of heads of institutions. The Principals and Headmasters depend on the support of the Governing Bodies and Managing Committees for disciplinary action against unruly boys and ring-leaders of strikes, but sometimes Governing Bodies and Managing Committees find it difficult to go against public opinion, and even where they advise action against students they are not always supported by Government in regard to disciplinary measures. Students' Federations and other organisations of young men sometimes approach higher authorities over the head of the Principals and Headmasters as well as of Governing Bodies and Managing Committees and even manage to get orders of the Heads of Institutions or Governing Bodies withdrawn or set aside. Where orders are sought to be enforced with the support of the Managing Committee and with the backing of Government, students threaten to, and even actually do, go on strike in a body, or individual students go on hunger-strike. Apart from this political cause, there are certain issues, religious, communal or territorial which complicate matters. Grievances supposed or real, may be made by Hindu students against Muslim students or *vice versa*, or by Assamese students against Bengali students or *vice versa*, or students of Hill tribes against students of the plains and so on. The life of the Principal or the Headmaster is full of risks and troubles on these grounds. In order to meet the situation we need strengthening the hands of the school and college authorities and at the same time providing healthy atmosphere in our schools and colleges and in the social, moral and religious environments of the students. Training in discipline and character and promotion of all-round culture among students should be recognised as a supreme necessity of the hour, and a programme for this line of development should be prepared and executed with the co-operation of the public, the guardians, the staff and students. Maintenance of discipline in schools and colleges must be held as sacred and important as that of law and order in the body-politic.

The following suggestions were made by the Director of Public Instruction, by way of positive and negative remedies against unhealthy developments during recent years, which have tended to demoralise the educational institutions in India as a whole and also in Assam and to slacken discipline in our schools and colleges:—

(1) There should be no outside interference with the authority of the Heads of Institutions in regard to admission and transfer of pupils, that is to say, the Heads of Institutions should be free to select from among the candidates for admission, taking into account the intellectual, moral and physical quality of the applicants.

(2) Promotion and detention of pupils on the results of the school and college examinations should be left to the Principals and the Headmasters in consultation with the staff council. Discipline would improve to a large extent if the cases of detained students and of students who are expelled for the use of unfair means according to University Regulations and Rules and Orders of the Department are not supported by the leaders of the public or higher authorities against the interest of the institutions.

(3) As regards strikes, Rules and Orders on the subject, as laid down by the Department and Government, should be strictly enforced when they occur, but steps may be taken to ensure that strikes are prevented by promoting mutual understanding and good will among the various sections of the students' community, among the staff and the students, and among the parents and guardians in relation to the school and college authorities.

In the event of the poisonous infection of strikes and other modes of indiscipline, spreading widely amongst the students of colleges and schools and their resorting to violent picketing, the Director of Public Instruction may be authorised to close down schools and colleges for an indefinite period until the student come to their good sense and are willing to submit to rules of discipline.

(4) As an indispensable factor in the improvement of discipline, appointments to the Education Department should be made more strictly on the principles of merit and efficiency and not merely on communal grounds. It is a sad experience of the Principals of Colleges and Head Masters of schools that discipline in the class rooms as well as outside the college and schools tends to be slackened if teachers appointed to schools and colleges do not possess strong personality and requisite academic attainments to inspire respect and confidence among the students.

On this subject Professor L. N. Chatterjee, as Principal, Cotton College, Gauhati, wrote—

"Only men of *character* and *personality*, possessing the highest academic distinctions, should be appointed teachers and Professors. I would lay more stress on character and personality than even on mere high academic attainments. Educational appointments should be kept free from the question of communalism."

Mr. S. C. Goswami, Inspector of Schools, Assam Valley, wrote—

"Our duty as teachers is to see clearly that cardinal human virtues take a deep root in the character of the youths we are called upon to train. The most important of such virtues are—steadiness (resoluteness in face of adverse circumstances), self-control, correct judgment (in other words, ability to consider calmly all the sides of the question), resourcefulness, good manners, courage, self-sacrifice (that is, willingness to forego

one's personal advantage for the good of the community). Whatever may be the immediate future of the human race, it is only through the above qualities that it can rise. These things cannot be done by means of text-books and class lessons alone. These are, no doubt, excellent opportunities, of which advantage must be taken to *inculcate* the virtues. But preaching alone is not enough, opportunities to practise them must be created.

"To create such opportunities requires much more ability, willingness and resourcefulness on the part of our teachers than in conducting the mere teaching work of a class or a group of classes.

"Here the personality of the teacher counts. Personality is rather a vague commodity and is also varied. But without strength of character (perhaps again a vague term), no personality can exist.

"To minimise these defects, I suggest the following actions:—

(1) Much more care should be taken to recruit the Teaching staff.

Strength of character, scholarship and athletic abilities should count for much in the selection of teachers."

(5) Social Service, Village Welfare Works and other healthy activities should receive encouragement in connection with the corporate life of schools and colleges and to this end Scouting, Guiding, Red Cross, Manual Training and Physical Education should be promoted and facilities provided for boys and girls of schools and students of colleges to get trained in these arts and crafts.

Greatest emphasis must be laid on the need for physical training. In the schools we have got Physical Instructors and it is possible to introduce a scheme of compulsory physical exercise and regular participation in out-door games for all boys and girls every day or at least twice or thrice a week. Orderly drilling and marching has become almost a necessity in our schools in view of the Air Raid Precautions and War measures. Probably some sort of Military training will have to be introduced in our schools in the future. A covered gymnasium and gymnastic apparatus should be provided and gymnastic instructors appointed for every Subdivisional town and District headquarter without delay. A well-devised scheme of physical culture for our youths would go a long way to solve much of our disciplinary troubles in educational institutions.

On the same grounds, manual training and dignity of labour should be upheld among the school and college population. Agricultural farming, gardening, weaving, carpentry and handicrafts should become a part of the school routine and the introduction of vocational courses in the revised syllabus of the Matriculation Examination under Regulations of the Calcutta University has already prepared the way for such developments. The Heads of institutions should insist that at least one period a week should be devoted to practical application of the motto of dignity of labour through such manual works as clearing *lengra* grass or wild shrubs in the School and College compounds, levelling the play ground, making approach roads to schools and hostels, felling trees and cutting branches in the jungles where necessary and digging trenches and making drains, etc., in the interest of health and sanitation of the neighbourhood (of course with proper permission), and so on. Hobbies and handicrafts should also be encouraged under vocational education according to a fixed routine. At least three periods a week should be devoted to such manual labour and making of toys and other handi-works.

(6) A camping excursion lasting for a week or 10 days should be arranged every year for groups of students according to a well-conceived plan. In these camps students should be habituated in the art of living together in the open air, collecting fuels, cooking and serving meals and contributing to each other's comfort and showing mutual consideration while living an out-door life. Plenty of games and other recreations should be organised in these camps, and Scout training, Red Cross training and physical training could be combined on the occasions of these camping excursions. The times and places for such camps must vary according to climate and weather as well as to healthy and sanitary surroundings of the locality. This will be a most effective means of improving discipline.

(7) Discipline in our Schools and Colleges suffers in the absence of organised corporate activities of an extra-mural character. The athletic section, the debating section, the literary section, music section, social service section, magazine section should be well conducted and general knowledge and wide outlook among the students promoted by all means. Well-equipped common rooms with periodicals and in-door games should be provided in every school and the existing accommodation in the common rooms of Colleges should be extended. The value and utility of such common rooms should be recognised and their facilities should be extended outside College hours and even in the evening (before study hours) where possible.

(8) Every member of the staff in our Schools and Colleges should co-operate with the head of his or her institution in organising corporate life and promoting the "happy family" spirit in the educational institutions. Besides, the voluntary sections or associations mentioned above, cultural groups consisting of 25 or 30 students may be placed in charge of every member of the staff, who might direct the extra-mural activities of his or her group, and provide for them talks on cultural subjects, excursions to places of historical and religious interest, enjoyment of in-door and out-door games, as well as of music, recitation, dramatisation, etc., and even help them with some amount of tutorial supervision in their studies and preparations for examination. One period a week, preferably the last period of Saturdays, may be reserved for meetings of such cultural groups. This system was tried with success in the Punjab during the period of the last Great War. Much of the evils of non-co-operation and civil disobedience, etc., could be counteracted by the establishment of a healthy and cordial relationship between the staff and the students along the lines proposed above.

(III) Students' strike at Gauhati in December, 1941, was not without its lessons for all concerned.

(a) We have sometimes to appeal to the guardians of school boys, as represented through the Managing Committees, that strikes in schools being more injurious than in Colleges, they should all co-operate in saving the seedlings in our educational institutions. The country would not suffer much if one or two colleges were abolished or if one or two thousand college students give up their studies for some months especially, in view of the unemployment of educated youngmen of these days. But the Matriculation Certificate is the minimum educational qualification for the sons and daughters of *Bhadralog* Classes in these days and no family of culture or respectability could afford to leave their children without school education for any length of time. It would be a national calamity if school boys and girls had to give up attending their classes for reasons which they themselves did not understand. These children will prove a nuisance to their parents, and a source of troubles to society if they are to turn vagabonds during their school-going age.

(b) As regards college students, if we have a frank and free heart to heart talk with them it will help in clearing a good deal of misunderstanding and removing the unhappy barriers that stood between the college authorities and the student community. In the beginning of such conversations the students may be in an excited and discontented mood and almost determined to continue their battle by strike and picketing, etc.,

but at the end of the discussion we may be fortunate in finding that they are brought to a position from which they could realise the unwisdom of the strike policy. The following lines of reasoning may succeed in winning them over to our way of thinking:—

(1) They were students first and the right to study was their supreme right and the most sacred privilege and this right they should not forego in any case. In giving up their studies they were rustivating themselves and losing the status they enjoy as students. Even the Students' Federation is a misnomer if they cease to be students by suspending their studies in schools and colleges. It is literally a suicidal policy for them.

(2) If they had any grievances due to an unpleasant incident in or outside the college this could far more easily be got removed by representation through proper channels while they attended schools and colleges and their guardians could also represent this on their behalf. Administration would be impossible without their submission to discipline and no Government ever bowed to threats or granted concessions demanded at the point of bayonets. Their guardians had sympathy with them and the injuries suffered by their wards as a result of such incidents were resented by the guardians as bitterly as by the boys. But the pleaders did not give up their profession of law nor did doctors leave their medical practice as a protest against the cause of complaint. Why should the students leave their own profession of studies, which is as sacred as a religious duty?

(3) Strike of students against schools and colleges is a dangerous game which should not be resorted to, if at all, for more than a day or two. A prolonged strike undermines discipline, demoralises character and dislocates the social order. How could the boys and girls be prevented from going astray and protected from the devil who makes idle brains his own workshop? How could students keep out of mischief and harmful consequences when young boys of tender body and mind are let loose on society out of schools and colleges? Not even Mahatma Gandhi could dare launch a Civil Disobedience Campaign among the masses, fearing lest it will lead to violence and bloodshed. Student leaders could not expect to be wiser and stronger than Mr. Gandhi and could not keep the masses of students under control for long, if their civil disobedience and non-co-operation against schools and college authorities continued.

(4) Students demanded that there should be no victimisation of the offenders or ring-leaders connected with the strike, but they were themselves victimising their younger brothers and sisters by terrorising them and picketing them, and thereby they interfered with the latter's liberty to join schools and colleges, as we know many of the students were very reluctant to continue the strike.

(5) Most of the guardians of the boys are almost always in favour of co-operating with the authorities and agree to send their boys to schools and colleges. It is undesirable that the student leaders should act against the advice and the will of their own parents and guardians in deciding to continue their strikes. Would they not have any consideration for those poor parents who are probably selling their utensils and valuables to meet the expenses of the studies of their boys? Would the losses suffered by three thousand and more students of a city by foregoing examinations and promotions and successes in the University Examinations be commensurate with the gain in what they call "students' prestige" caused by the continuance of the strike?

If we appeal to their good sense on the above lines and advise them to give up the strike and resume their studies, it is sure to produce satisfactory results. In the event of their accepting our advice they might rely on our earnest endeavours to place the grievances of the students and the demands of the guardians before the authorities.

We had repeatedly to tell the guardians as well as the students on strike that if the strike continued and picketers obstructed those who were eager to attend schools and colleges, Government would close down all the schools and colleges until the majority of students approached us with a prayer for opening them.

We had to tell the guardians of college students that we were concerned with the treatment and cure of patients (*i.e.*, our students on strike) and not with the geneology of a disease or etymology of a disorder (like the procession of the students) which might be the learned subject of a Doctorate thesis, but by the time the thesis is prepared or published the patient might expire.

(IV) The College Union Society, instead of being a source of strength to the corporate life of the college, sometimes becomes a cause of anxiety and sows the seed of disunion not only between students and students, but also between the staff and students and between the Principal or the College Authorities and the students.

The Principal of a College writes—

"The college students mostly are under the influence of the Union Secretary, who is again an instrument in the hands of some political organisation. There is another powerful organisation, *viz.*, the Students' Federation, which is also not inclined to submit to college discipline on many occasions.

"Under these circumstances, if the welfare of the college is the aim of the Government, the College Union as it is should not be allowed to function any longer in this form. If the students wish to run their Union according to their own ideas, they may be allowed to have their own private Union outside the college, and the college authorities should be relieved of all responsibilities over their actions outside the college. No demands should be made by the students for the purposes of the Union on the Common Room Funds, and the Common Room Subscription may be reduced if necessary.

"I quite appreciate that the students are inspired with new ideas and spirit of democracy. But grave administrative difficulties are being encountered very often on account of the official control over the Union, with the threat of a general strike constantly impending over the heads of the authorities. On account of the present day attitude of the students, members of the teaching staff have a tendency to dissociate themselves from the functions of the Union as much as possible while the purpose of the Union is to bring the teachers and the students into closer contact.

"It seems to me that if it were possible to abolish the College Union, the college teachers would be able to devote themselves more whole-heartedly to the work of teaching and moulding the character of the pupils. The College Union has become at present a source of constant anxiety to the college authorities."

The College Union is a part and parcel of the corporate life and activity of the students of a college and has a constitution approved by the Principal or the Director of Public Instruction. In Muzarichand College, Sylhet, the College Union has remained suspended under orders of the Director of Public Instruction for the last few years, as a result of Hindu-Muslim disunion. The students of the Cotton College, Gauhati, have shown commendable restraint and consideration in respect of the minority communities among the members of the college family and in spite of occasional disputes, the life of the College Union has gone on unimpaired. But this very unity among the students of the College seems to have been a source of anxiety to the Principal and the staff.

It is not desirable to close down such a useful and vital organ of expression of the corporate life of the college students. Action may be necessary to restrict the sphere of its activity or bring it more and more under the control of the Principal and the members of the staff. If the students do not submit to the orders of the Principal, who is *ex-officio* President of this organisation or if the students fall out among themselves, the College Union will be automatically suspended and the question of our closing it down under orders from above will not arise.

The above are the summaries of actions taken or proposed to meet the situation on the occasions of strikes and other forms of indiscipline in this Province. Some of these proposals were approved by Government and are going to be incorporated in the new Rules and Orders of the Department which are under revision.

(V) The problems of discipline created by students' strike in educational institutions are two-fold, both being inter-connected :

(A) Calcutta University called a conference of Principals and representatives of Governing Bodies of Colleges and some prominent members of the Senate of the University of Calcutta to deal with the question of discipline in schools and colleges when the Hon'ble Sir Azizul Haque was the Vice-Chancellor. A Committee was appointed at this conference and several meetings of the Committee were held during the last year or two, but nothing decisive was done as an outcome thereof except the issue of a Circular which authorised the Heads of institutions to issue, transfer certificate to any undesirable students without assigning reasons, with the previous approval of the Governing Body. This measure is expected to strengthen the hands of the heads of institutions but does not provide a sufficient remedy for the root of the troubles. As a rule the general body of students takes up the case of a few ring-leaders who are dealt with by the Collège Authorities in the manner indicated by the above circular, and the Principals may have to face a fresh strike as a result of the disciplinary action taken by him against one or two undesirable students. As it is an All-India phenomenon in these days, it is desirable that the situation should be discussed by the Central Advisory Board, by the various Universities of India and by the Inter-University Board. I can only suggest a few lines of action which might be found effective even during the abnormal times of the war situation, namely :—

There is something wrong with the ideology of our students in matters connected with education, politics, economics, religion and social order which must be set right in the first instance. There is need for setting up an agency which may in co-operation with the University authorities and the Inter-University Board produce a type of healthy literature on the subject for the purpose of curing the abnormal mentality of our youths. Indian students are wide awake and deeply conscious not only of their rights and responsibilities but are supposed to be acquainted with the situation of the students' world in other countries of the East and the West. They speak of students' movements in Russia and China, in England and America as well as in Italy, Germany and Japan. Most of the Indian students are imbued with the ideas of communism and believe in the Russian method of revolutionising the social order. Some speak of the Chinese students' patriotism and others may be finding inspiration from "Hitler youths."

It is desirable that an All-India Advisory Board set up for guiding Students' Social Service activities should prepare tracts and pamphlets giving the true pictures and real history of the students' life in different countries in its healthy aspects and constructive side of welfare activities organised by the students. Something on the lines of the Inter-National Students' Service in Europe might be organised in India and this All-India organisation might hold conferences for removing the false ideas in the minds of the organisers of the students' strike by placing the currents of the world-wide youth movements in their proper light and shade and by publishing literature meant for the students' community in order to widen their outlook, and to inculcate in them the spirit of social service and the ideal of the dignity of labour and to promote inter-communal harmony and peace and good will amongst the students of different castes and communities. Talks on these subjects might be arranged in different centres. Study Circles might be formed to encourage a better understanding of the national spirit of the Eastern and Western nations. Evils of the subversive movements might be explained and the way of reconciliation between the conflicting claims of loyalty to constituted authorities and patriotism and national service as well as between nationalism and inter-nationalism might be shown to inquisitive minds of our youths.

Manuals or hints for students and hints for teachers on the above subjects might be prepared separately and distributed through the Universities and Departments of Education.

This points to the need for the re-organisation of Primary and Secondary Education as a corrective of the evils vitiating the minds of the present-day youths, to which we must turn.

(B) The spirit of discontent and unrest among the students of Indian Universities is no doubt partly due to the political situation, but much of it is connected with the problem of unemployment which is more economical than political. The present system of education hardly meets the needs and requirements of our country in this direction. We need more of practical and vocational training introduced in our general educational scheme, more of agricultural and industrial bias to be created in the minds of the learners as preparatory to the diversion of a large number of scholars to the various branches of technical education. Besides we are to pay more attention to all-round culture of our youths through their physical, moral and mental training in order to make them better fitted for the task of leadership and citizenship.

It is urgently necessary to initiate a national fitness campaign on the lines suggested below (in the section XIV under paragraph 36) through the education departments of the provinces in order to encourage physical dexterity, mental alertness and moral discipline among the students and to enable them to be prepared for defending the country against enemy aggression from within and without. We should remove from their minds the suspicion that the Government or the educational administration does not want to give them scope for patriotic services or for healthy growth of manliness and Military spirit to help recruitment in the Army, Navy and the Air forces. All the stages of our education must be so shaped that character-building and physical training go hand in hand through camping and out-door activities such as excursions, rowing, swimming, etc., which make the scholars river-minded, sea-minded, air-minded and war-minded when necessity arises. Such a scheme of re-organisation has been outlined and embodied in my recent book "Training in Leadership and Citizenship for Young India" published by the University of Calcutta. The last four Chapters of the book, IX, X, XI and XII deal with the scheme of "School Boys' Recreation Club", "College Students' Extra-Mural Culture", "Educated Youths' National Services" and "League of Welfare" for their moral culture. So far as vocational bias for our students is concerned, nothing could serve the purpose better than the inclusion of Scout Training and Bratachari Training with some of the Proficiency Badges laid down therein and encouragement of hobbies and handicrafts in our school and college curricula.

It may not be out of place to mention that the Central Advisory Board was revived after suspension of its constitution for some years, because it was felt by the Government of India that some such re-orientation of educational system was necessary with practical and vocational elements introduced therein and that such a task could be undertaken not by provincial Government but by the Central Advisory Board under the Government of India.

It will be seen that the two problems discussed above are inter-connected. The problem of strike and indiscipline referred to in the first part of the note [viz., (A)] will find an automatic solution in and through the reorganisation of primary and secondary education, as hinted in the second part [marked (B)] and this has been already dealt with in paragraphs 31 and 32 *supra*.

(XIII) Inter-Communal Harmony

35. I. A history of the scheme for promoting Inter-Communal Harmony amongst students in schools and colleges of Assam, as tried by the Director of Public Instruction, may be found interesting, as discipline in some of our educational institutions, including Government Schools and Colleges suffered on account of communal troubles.

(a) An article on "Method for sweetening Communal Relationship" by Mr. Abdul Hashim Khan Choudhury appeared in an abridged form in the Indian Messenger, dated the 12th January 1941. It was an attempt at approaching the problem of communal amity from the moral or spiritual point of view and contained several practical suggestions, the most important of which was the forming of an All-India League of Inter-Communal Amity. This article was summarised by the Reviewer while he was Principal of the Murarichand College, Sylhet, and circulated among some members of the staff and Superintendents of hostels in the last week of February, 1941. Professor S. M. Chakravarty and Professor A. Munim Choudhury, Superintendents of the Hindu and Muslim Hostel, who were consulted in the matter, recognised the need for such an organisation in view of the prevailing inter-communal misunderstanding and disputes.

(b) A common platform was created by the starting of a Students' Moral Welfare Society, distinct from the existing Religious and Cultural Society of the Murarichand College, and meetings were held from time to time, in which lectures were delivered on the ideals of different faiths by speakers of different communities, each on his own religion, during the session 1940-41.

(c) The idea of starting an organisation in Shillong for promoting cultural and religious harmony was discussed with the Assistant Director of Public Instruction shortly after my assumption of charge as Director of Public Instruction, and we decided to make it a part of the programme of the Recreation Club, which had been already started in Shillong, with the approval and support of the then Minister of Education. The first meeting for the purpose was held on the 25th October, 1941, in connection with the I'd celebration. A full report of this goodwill gathering, presided over by the Hon'ble Khan Bahadur Sayidur Rahman, Revenue and Finance Minister, Assam (now Education Minister) appeared in the *Times of Assam*, dated the 1st November, 1941, with an editorial comment welcoming this as a "Laudable Move". A similar meeting was held at Sylhet under the "Schools Institute" in which the then Hon'ble Minister of Education, Mr. R. K. Chaudhuri, presided and several speakers, including the Director of Public Instruction, addressed on Inter-Communal Harmony.

(d) Encouraged by this, a scheme of Inter-Communal Harmony to be worked under the Department of Education in the Government of Assam through Recreation Clubs and other educational organisations was prepared in December, 1941, in consultation with Khan Bahadur A. Rahman, Assistant Director of Public Instruction who was president of the Shillong Recreation Club. A copy of this was submitted to His Excellency Sir Robert Reid (then Governor of Assam) and Lady Reid and circulated among the M. L. A.'s and M. L. C.'s of the Province.

(e) That this movement was not of local interest only, but of all-India significance is evident from an appeal to Educationists and Institutions by Professor K. C. Saiyidain, Director of Education, Jammu and Kashmir, issued in the December number of Educational India, and supported by an Editorial leader on "Education for Inter-Communal Understanding" on the same issue.

(f) A quotation from Miss C. M. Masons' "Home Education" on the functions and life of the soul beautifully puts the need for nourishing the soul with its proper food and exercise of its proper function in the same way as the conscience, the will and the reason need these and this was read out in various meetings.

(g) While Sir Robert Reid felt that "under present circumstances it is not an appropriate time to take up this matter and that it should be deferred until the situation is clearer" he was kind enough to allow us to begin a part of the scheme, *viz.*, competitions in essay writing among students on the subject of Mutual Appreciation of Cultures and Religions. Accordingly an Essay Competition was arranged in the first year under the Shillong Recreation Club, on the results of which prizes and medal were declared and awarded. It is gratifying that notwithstanding the abnormal situation created by war emergency with closing of several educational institutions, the response from the students was encouraging.

(h) It is also reassuring that two leaders of the Sylhet public, *viz.*, Mr. Brajendra Narayan Choudhury (*ex-Member* of Legislative Council, Central) and Khan Sahib Abdur Rahim Choudhury, Member of Legislative Council and Public Prosecutor, have lent their support to this scheme and the former has favoured us with valuable suggestions.

(i) At the end of the quinquennium Government approval was sought for continuation of the trial of this scheme as an experimental measure under the Educational Recreation Club; as recommended by the Educational Conference held in Shillong from 11th to 15th April, 1942, with a view to promoting inter-communal harmony through mutual appreciation of the faiths and cultures of different communities by the students of schools and colleges.

II. It is firmly believed by many educationists of the Province that the unseemly contest between Hindu and Muslim boarders of the Murarichand College Hostels during the Saraswati Puja and the communal riots in many localities of the Sylhet District that disturb the peace and order among neighbours from time to time, can be remedied from the root by an organisation like this in connection with our educational institutions. It is not only desirable but possible and practicable to bring about inter-communal amity through our schools and colleges adopting common plans for the purpose.

Some valuable quotations from competent scholars and leaders of different communities, as reported in the press and published in periodicals, which confirm this faith in the educational remedy for communal troubles, are given in the Appendix IV.

While the spirit of these proposals may be appreciated, it is doubtful if these could be of much help in themselves. The impression gained by sound administrators is that the cause of the communal troubles does not rest with the students, but with the staff. If the staff are determined to work in harmony and fellowship with each other and to set their faces against communal discord within the educational institutions we should be a long way nearer securing that corporate feeling which plays such an important part in Education.

Proper instructions were given to the Heads of Institutions in these directions and measures were adopted by them and their staff for improving the relationship between the students of different communities in their charge.

The following extracts from the reports of some Headmasters of Government High Schools will be found interesting:—

(a) The Headmaster, Government High School, Shillong writes:—
"No necessity was ever felt in this institution for framing special proposals for improving the relationship between students of different communities on its rolls. Paradoxical as it may seem, this institution which has on its rolls students belonging to more diverse races and communities and professing more divers,

religions than any other educational institution in India, has always had the relationship between its students marked by perfect amity and harmony. This very desirable, if somewhat unexpected, state of affairs is, I think, due to the following factors among others:—

1. While in other institutions the Hindu and Muslim elements are on a footing of parity with each other so far as numerical strength is concerned, here the Muslim element among the students is considerably outweighed by the Hindu element, which in its turn sinks into a small minority when compared with the element hailing from the Hill tribes and professing Christianity that forms the bulk of the enrolment of this institution. The wave of communal dissensions that has been sweeping over the country, therefore, fails to evoke much response here.

2. The staff also has the principal races, communities and religions represented on it in a fairly equitable proportion and every one of its members has, I am glad to say, proved a teacher first and a teacher last, not the slightest racial, communal or religious bias ever tinging their work in connection with the school.

3. Within the walls of school sections and groups are formed on the basis of subjects, or (in tutorial classes) on the basis of the lengths of intellectual strides or other exigencies of the school routine, but never on the basis of races, communities or religions. During lessons if communal or religious questions crop up, the teachers invariably treat them with the greatest consideration for the feeling of the community or sect concerned and every effort is made (in which we have been greatly assisted by the judicious selection and prescription of some very excellent text-books) to inculcate a spirit of mutual understanding and toleration among the students under our care.

4. Without the walls of the school, teams and troops are formed on the basis of age and ability, race and religion again failing to influence our action. Year after year the school teams and scout troops of students drawn from diverse races and religions, have been formed and how perfectly they have every time fused into an organic whole will be apparent from the records of the excellent account they have invariably given of themselves at the inter-school tournaments year after year and the honours they have every time won for the school at Scout Jamborees and such other functions. Here again the students learn how the various races and communities supplement one another, each bringing to the common fund some attribute in which the others are comparatively poorer.

5. The Recreation Club activities have been planned and organised in such a way as to foster the growth in the students of a spirit of amity, fellow-feeling and religious toleration. Hindus are taught to listen to and admire the lives of Muslim great men and Muslim that of Hindu great men, while both go out together, hand in hand, on a hiking expedition.

In the granting of holidays or half holidays, in awarding free places and in such other matters, attempts are made to give every race, community or sect as much consideration as possible."

(b) The Headmaster, Government Jubilee High School, Sunamganj reports:—

"At the present time when the imagination of the youth of the country has been rather too much captured by the political ideologies of diverse nature, it seems difficult to find out a correct way for the removal of the tendency of growing ill-feelings generated among the student population of communities.

To me however, it seems possible to solve the question by asking all the teachers to be imbued with the spirit of scouting and if possible having them all trained as scouters. By this one single step, if carried into effect and pushed on with ardour, immense good will be done, as the teachers remembering the scout ideal always in their mind will be more able than now to create true brotherly feeling among the students on the one hand and to keep themselves quite aloof on the other, from even carelessly indulging in irresponsible and light talks and injudicious acts that often lead to evil consequences."

(c) The Headmaster, Government High School, Sylhet states:—

"1. The question of improving the relationship between the students of different communities in educational institutions is a knotty problem which, I feel, cannot be solved satisfactorily by the heads of educational institutions and their staff who have their students and pupils under them only for a fraction of a day, and that too during the term times only, as our schools and college are not residential institutions, though of course, it is easy for the teachers to make the present unhealthy situation worse still if they have the mind to fan the flame of communal discord and to broaden the gulf of difference which is already wide enough to swallow deep down the communal unity and harmony that existed in this country in the past.

"2. With the progressive realisation of self-Government in India on democratic principles tinged with separate electorates on communal basis, political parties are being formed on communal lines, and not on political or economic theories and outlook, with the result that communal consciousness among the elders is awakening apace and an attitude of communal bias is growing fast in all the strata of the communities in India, specially Hindu and Muslim who are the two major communities.

3. The Congress, the Muslim League and the Hindu Mahasabha stand on different platforms, each with an objective behind, peculiar of its own programme. 'The United India' of the Congress, 'The Pakistan' of the League, and 'The Hindustan for the Hindus' of the Mahasabha are the political aims which stand poles asunder. All the attempts made so far to unite the League and the Congress have failed miserably, and have rather made the lines of demarcation sharper still and have brought out more vividly the spirit of mutual distrust and want of confidence. Leaders of each political organisation and community think that they can prosper without cultivating the good will of the leaders of other organisations and communities.

4. Our students and pupils catch their ideas from their elders under whom they live and grow and are called in to help them in the propaganda of their theories and in making their platforms popular and attractive. Their youthful energy and enthusiasm are exploited by leaders to serve their end. Thus communal bias is impressed on the impressionable minds of youths.

5. Our teachers, too, are the members of the public and do not live an isolated life from public influence. Public opinion in this country is still now very weak and oscillating and the whole atmosphere is saturated with communalism. It is certainly difficult for the teachers therefore to remain unaffected by the environment in which they live and move about.

6. Still, however, I do not feel that as the builders, of the nation for the formation of which solidarity of all the communities in India is essential, the heads of educational institutions and their staff should sit idle to see the mischief done before their very eyes. They must make an honest attempt individually and in co-ordination with one another to keep the educational institutions free from communal discord and divest their students and pupils of all communal bias.

7. An attempt may, I think, be made on the lines indicated below to improve the relationship between the students of the different communities in schools and colleges:

(1) An attempt may, first of all, be made, though drastic it may be, to make all educational institutions, gradually of course, free from the teachers who fan the flame of communal discord in and outside them. Sub-rule (1) of rule 23 of Government Servants' Conduct Rules as amended by slip No.5 dated the 15th February 1934, may be further amended to include activities in connection with promotion of racial

hatred as an offence under this rule, and strictly applied. (2) The Heads of all educational institutions may be directed so to control their staff that they do not degenerate into communalists and that they look upon all their students and pupils as children of a common brotherhood. (3) The teachers should make themselves thoroughly acquainted with the culture and civilisation of all the different communities that send their children to them for education and should have a thorough study of their scriptures with a view to receiving from them and assimilating all that is good in them. Teachers' ignorance, as I notice at present, of the scriptures, manners and customs and culture and civilisation of the pupils and students who do not belong to their own community, is simply shocking to me. (4) Example is better than precept. Teachers should give unmistakable proof to their pupils and students through words and deeds that they are free from communal bias and racial hatred and then and then alone they should approach them with a clear conscience to preach communal harmony and high ideals of universal brotherhood in schools and colleges. (5) Teachers may give their pupils and students occasional talks on (a) common heritage of men, (b) universal brotherhood and (c) communal harmony. (6) Pupils and students may be encouraged to read biographies of saints of all countries and nations and imbibe from them the spirit of toleration and catholicity of mind. (7) Pupils and students should be taught through the Recreation Club Scheme how to live a corporate life in schools and colleges which they should be taught to consider to be their home and a sacred place not to be polluted by their unhealthy activities. (8) The scout movement should be given a fresh push and be rejuvenated. I have not seen during my life as a teacher an organisation which is so useful and effective and so full of promise to cement the differences existing between the members recruited from different communities in removing their prejudices and in moulding them into one solid and homogeneous whole.

An attempt, honestly made on these lines at least for two years will, I am sure, bear fruits. It will reveal all practical difficulties to be removed by and by and will indicate the prospect of success in fighting out the communal tendency growing fast in the minds of the younger generation."

The Inspector of Schools, Surma Valley and Hill Districts, forwarding the above, comments:—

"I am in agreement with the diagnosis of the disrupting tendencies given in the letters of the Headmasters of Government High Schools, at Sylhet and Sunamganj as well as the lines of approach suggested by the Headmaster, Shillong Government High School and more explicitly by the Headmaster, Sylhet Government High School. Unless Officers of Government who create trouble are penalised, mere advice and preaching of idealism would not take us far, although statement of the ideals and desires of the Department will certainly exercise a sobering influence on many."

The results of these endeavours will be reported by my successor in future Quinquennial Reviews.

(XIV) Education and War Situation

36. (A) Towards the close of the Quinquennium the War situation in the East created a sense of insecurity in the minds of the people and affected the school enrolment in some areas. The Department however took adequate measures and issued instructions on the lines of the circular appended [Appendix V (A)].

War efforts were helped by the Department of Education. It is at once a privilege, a duty and a pleasure to be able to serve our country by pushing the National War Front Organisation, Air Raid Precaution measures, the cause of national defence and physical fitness and "grow more food" campaign, etc., which have been launched by Government in the train of war activities. Education Department is recognised as one of the most important nation-building Departments, and the most valuable initiative for reconstruction of our national life and all-round development of the country's resources,—physical, intellectual, political, economical, moral and spiritual—must be expected from the vast army of labourers in the educational vineyard. National Government can be established only as the basis of national unity and both these ends can be secured by a sound and efficient system of national education. We have not yet arrived at such a system of national education on an All-India basis, but it must evolve on the lines of improvement and efficiency based on the existing schemes of education in the various provinces.

The emergency situation created by the War and the abnormal times we live in are no doubt hindrances in the way of such evolution, but a war is not an unmixed evil, rather it proves oftener than not an untold blessing in many ways and it is on the occasions of such national calamities, that the providential dispensation brings us nearer the goal of national regeneration and salvation of humanity. Posterity may reap the benefit of the rapid industrialisation of India which is bound to follow in the wake of post-war reforms. The educationists of to-day have to adapt themselves to the task of nation-building in the peculiar environments in which the people of India have been placed. Assam is specially destined to play a worthy role as the frontier Province near the war zone and as the borderland, through which India must offer sturdy resistance to the Japanese aggressions and valuable assistance to the Chinese Allies and conciliate the Burmese fellow-subjects. It is therefore not without significance that the Education Department in Assam has been called upon to fulfil a heavy task of arduous responsibilities, *viz.*, to keep the educational institutions going, to continue to offer facilities through these to the school boys and college students to enjoy the fruits of modern culture and ancient tradition, and at the same time to provide accommodation to the Military for their soldiers, officers of Land Force and Air Force, by placing numerous educational buildings at their disposal for hospitals and other purposes.

It is gratifying to record that notwithstanding the difficult times through which we have been passing, our educational officers have done everything possible in the way of co-operating with the Air Raid Precaution organisations, wherever established, and cheerfully given their unstinted support to war efforts of all kinds. We realise that the Education Department with hundred of teachers and thousands of pupils could, under skilful organisation, be mobilised as a great power in aid of victory of the cause of justice, and righteousness against forces of aggressions and that such sustained work for the country's defence was in itself an education of the highest kind. It had been always our aim to instil into younger minds the spirit of service and to awaken in the youth of the country the sense of civic responsibility. It is with this end in view that organisations like the League of Welfare and the Recreation Club have been brought into being; and these undoubtedly afford immense facilities for the development of the sense of corporate responsibility and the improvement of character.

The Educational workers at Sylhet and Gauhati were asked to co-operate in helping the cause of National War Front Organisation, which is after all an essential part of National Fitness and National Defence for India's youths, claiming Self-Government, and a vital point in their training as leaders and citizens of future India. The following instructions were issued to those who are earnest in volunteering for such worthy causes and noble ideals:—

"By the National Fitness Campaign, we may train our pupils in work of the present-day utility suited to the needs of the hour and the requirements of the war situation facing us. Relief may be given by them to the evacuees, and they may be of help in attending the sick and the injured in war. Inter-communal harmony may be brought in to maintain peace and order in society. A National Fitness Campaign may be started under the School Boys' Recreation Club activities. This Campaign was introduced by the Health Ministry

in England in 1939, while I was there: A National Fitness and Peace Organisation may be ushered in to train our pupils in all kinds of work that will make them useful citizens in times of war as well as in times of peace. We should make our pupils river-minded, sea-minded and industry-minded. Physical culture and development is essentially needed to fit our pupils for full manhood. A three months' programme may be arranged. Our boys are to be fitted for the citizenship of future India and for recruitment to the Indian Army, Navy and Air Force. They are to be made soldiers of the battles of life. Our Province takes a leading part in the results of the University examinations and thereby contributes a lion's share in the advancement of learning and promotion of culture which are the fine fruits of higher education in India. Assam boys secured four places out of 12 highest places at the Matriculation Examination of Calcutta University about a decade ago and this was repeated by our boys standing 1st, 2nd and 3rd and 6th in the University at the Matriculation Examination of 1941. Let our Province lead in this movement for national fitness or campaign for building up the boyhood and the girlhood of our nation. Our Physical Training Inspectors may take the lead. The Deputy Inspectors may start with the spade work for making our boys hardy, strong and enduring.

Rowing and swimming are highly conducive to make our boys fit for National Welfare Campaign. We are not in need of technical knowledge. Rowing and swimming clubs may be started and organised by our Subdivisional Inspecting Staff through the schools under their control. These health-giving extra-curricular activities may be encouraged along with progress of their studies. During the winter months, our pupils will busy themselves with occupation in studies by risking health for passing examination. If they can make time for physical activity they will gain strength of body and can secure a sound mind to profit by their studies. Through rowing and swimming our pupils may be made river-minded by regular practice. They will then be hardy and enduring. Physical Training Inspectors may draw up a scheme. Equipment and other accessories may be provided for from the school games fund.

Our boys and girls may be trained in ambulance and Red Cross so that they may be highly serviceable to the society at all times, especially in these days of warfare. They may be useful volunteers and helpers on the occasions of Air-Raids. All Inspecting officers should take part in such organisations which should be regarded as our National Home Front. These Social service workers may be trained in our schools.

Manual works, hobbies and handicrafts, encouraged during leisure hours, may bring some profit to the learners. Co-operative Stores may be started in each High School and Middle School and in each Teachers' Union for Primary Schools. It will reduce the burden of expenditure for all concerned.

Each Headmaster may arrange for the tiffin or mid-day meal for his own High, Middle or even Primary School boys. The Physical Inspectors may devise means for introducing mid-day meals and consult parents and guardians of school children on the necessity of paying some tiffin-fee for the purpose. For Medical Inspection of our school children too, we may persuade the parents and guardians to co-operate by agreeing to pay a fee of annas 8 per boy a year. A Gymnasium should be started in every sub-divisional headquarters. Dumbell, *lathi* play and ground exercises may be introduced.

Ambulance and A. R. P. works, Civic guards and Civil Defence for the home and the school may be organised through our Recreation Clubs, if Government approve. Home Front may be organised with all its blessings through the Recreation Club activities. It is a useful preparation for making our home pleasant and comfortable.

National Peace Front or National Home Front, whatever we may call it, will help our pupils to be war-minded and useful. The staff and pupils of educational institutions can help the National Home Front in the following ways—

(1) They may keep up the morale of the people. The School community (our teachers and pupils of classes VII to X) may do a good deal to keep up the morale of the people.

(2) We may advise people to stand on their own legs so far as the production of food-stuff is concerned. We may prevent famine and starvation by joining in a Campaign of 'Growing more Food'.

(3) Through school gardens we may teach how to grow crops and to plant castor plants to guard against the danger of Kerosine scarcity. Potato seeds may be supplied to villages by the Department of Agriculture. In our Recreation Club meetings on Saturdays we may ask our teachers and boys to go to villages to teach people how to grow more crops.

(4) Teachers may organise Patrol Parties—to save our Railways, to guard against enemy action and communal troubles and mischief of the fifth columnist. Police will be otherwise engaged and so the Civil people can organise defence parties. The parties will work in rotation. They will be supplied with torches and whistles. First Aid Charts will be supplied. Wrestling and *lathi* play will be taught. This aims at training of our boys in the art of self-defence. Some useful books published by Government on the subject may be translated into Bengali. Thus the mischief of the fifth columnist will be obviated. The study of these books will improve morale.

The National Home Front is a domestic organisation. It can help the nation through our boys. It counteracts the strikes and provides remedies for emergent situation. The organisation will improve discipline among our youths who will find in it a healthy occupation for themselves, and who may be turned into trusted friends of the State".

(B) A series of short sketches depicting different aspects of the life and work of the schools under the stress and strain of War has been published by the Ministry of Information of the British Cabinet on behalf of the Board of Education in England under the name of "Schools in War-time." Mr. H. Ramsbotham, President of the Board of Education, writes in the *Foreword* of this booklet:—

"In the history of education, when written in details, we may no doubt find regret but not a little also that gives cause for satisfaction and even for pride."

"The quality of our education and training, as well as the qualities of our British character, have been proved in fighting on land and sea and in the air, and no less in the street and homes of our bombed cities. Day by day, too, in the schools the courage and discipline of children and teachers alike have been helping to maintain the steadiness of our national life.

That Education should suffer its war wounds has of course been inevitable, but despite all difficulties, thanks to the energies of the Local Education Authorities and of their staffs, both administrative and teaching, the service has been kept going to an extent not always, perhaps, sufficiently realised. There has been disturbance and dislocation, but the schools are carrying on."

"The Schools in Wartime" is both an account and attribute. "It tells how Britains' State educational system has adjusted itself to wartime conditions and how these conditions have given rise to new methods and new hopes for education. It is a tribute to those who organised the evacuation scheme, to the hospitality of our country folk, to the devotion of our teachers, and above all to youths' courage and resolution."

The valuable quotations from the pamphlets given in the Appendix V(B) will be found interesting and useful for the school teachers in India and Assam.

What the British Schools and their teachers and children are doing, the schools in India with their staff and pupils can and should do. We are happy to think that Assam's educational army is in no sense outside the National War Front and is doing its best to help the cause of the War.

(XV) Acknowledgment

37. *Civil Officers.*—The Subdivisional Educational Officers express their gratitude for the help and encouragements they receive from the Civil Officers at District and Subdivisional Headquarters in all educational matters.

The success of the Mass Demonstrations in connection with the Mass Literacy Movement was largely due to the active co-operation of the District and Subdivisional Officers.

The officers of Agriculture Department ungrudgingly helped the school teachers in the matter of school gardening. The help received by the school authorities from the officers of the Weaving Department was also quite considerable.

Officers of the Departments of Public Health and Medicines, Co-operative and Industries are also always offering to the School and College staff and pupils their valuable advice and help, whenever needed.

We have to acknowledge with thanks the kind co-operation received from these and other Departments of Government and the Voluntary Associations run by the public.

I have great pleasure in recording the loyal and faithful services rendered by the Educational officers and teachers of our educational institutions during these hard times.

The division of chapters and sections in the present Quinquennial Review has been done in accordance with the directions received from the Central Government of India. In preparing this Review, I have received ungrudging assistance from Babu Harendra Kumar Bhattacharyya of my office, who was placed in charge of compilation of statistics and who took enormous pain in collecting materials and data from all sources. His valuable contribution to this hard task is recognised with grateful thanks and is highly commended.

The Inspectors and the Inspectress of Schools, the Principals of Government Colleges and the Assistant Director of Public Instruction for Muslim Education have all helped a good deal in the compilation of this Review and deserve sincere thanks for the same.

Education is coming to be recognised as the most valuable of national assets, as the strongest pillar for national Government, as the most effective panacea for all physical ailments and mental sufferings, as the noblest source of inspiration for national morality and religion, and as the surest and most abiding foundation of national unity. If this Review—the last in my service—is of some help in these directions to the large Corps of labourers in the educational vineyard, my labours will be amply rewarded.

APPENDIX I TO CHAPTER I, PARAGRAPH 10

PROVINCIAL INSPECTORATE, 1941-42

Designation	No. of posts	Scale of pay	Duties of the officers
ASSAM			
1. Inspector ...	2	Rs.250—800 <i>plus</i> special pay Rs.100 per month.	Inspector of Schools is generally responsible for the administration of Primary and Secondary education in his Division, inspects High and Training Schools and supervises the work of the Deputy Inspectors.
2. Assistant Inspector ...	2	Special posts on Rs.400 each temporary, <i>plus</i> special pay Rs.50 per mensem. (The posts on Rs.250—800 are kept in abeyance).	Inspects Middle and Primary Schools including Board Vernacular Schools.
3. Deputy Inspector ...	22	Rs.150—350 (special grade Rs.400 for old entrants).	Inspects Middle and Primary Schools. One of them is for Muslim Education.
4. Sub-Inspector ...	59	Rs.75—175 (new scale)...	Assists Deputy Inspectors in inspecting vernacular schools.
5. Assistant Sub-Inspector ...	15	Rs.40—70 ...	Assists Sub-Inspectors.
6. Assistant Director of Public Instruction for Muslim Education.	1	Rs.250—800 ...	Inspects Islamic schools and Madrassas and islamic classes, linguistic and religious, in other schools. He advises the Director of Public Instruction on all questions affecting the Muslims.
7. Inspectress of Schools ...	1	Rs.200—500 <i>plus</i> special pay Rs.100.	Inspectress is generally responsible for administration of girls schools.
8. Assistant Inspectress of Schools.	1	Rs.100—350 <i>plus</i> special pay Rs.50.	Assists the Inspectress in inspection of girls schools.

PROVINCIAL EDUCATIONAL SERVICE (MEN'S BRANCH) CLASS I, 1941-42

Province	Total No. of posts	Number of posts held by			No. of posts vacant or held in abeyance	Remarks	Scale of pay
		Promoted officers	Direct recruitment	Officiating arrangements			
Assam	28	8	18	..	(2)	(Posts of Assistant Inspector of Schools)	Rs.250—800.

PROVINCIAL EDUCATIONAL SERVICE WOMEN'S BRANCH, 1941-42

Province	Total No. of Posts*	Number of posts held by			No. of posts vacant or held in abeyance	Remarks	Scale of pay
		Promoted officers	Direct recruitment	Officiating arrangements			
Assam	1	..	1	..	..	*The post of Inspectress of Schools has been included in class II of Women's Branch of the Assam Educational Service with a special pay of Rs.100 a month. The power of the administration of Girls' schools has since been transferred to her.	Rs.200—500

APPENDIX II (*vide* Chapter I, paragraph 31)

NOTE ON THE RE-ORGANISATION OF CLASSES OF PRIMARY AND SECONDARY SCHOOLS

With a view to securing economy in the duration of school years and economy in staffing and accommodation in our schools the following re-arrangement of classes is suggested :—

<i>Existing</i>		<i>Proposed</i>		
I. Lower Primary		(A) Lower Primary :—	(B) Upper Primary :—	(C) Primary School (complete).
School :—	Class A	Class A } Infant classes	Class II	Class I
"	" B	" B }	" III } With	" II
"	" I	" I }	" IV } Optional	" III
"	" II			" IV
"	" III			(combined with Nursery school and Kindergarten classes of Pre-Primary stage, where need be.)
II. Secondary :—		(A) Lower Secondary :—		
(a) Middle Vernacular School—	Class IV	(a) Middle Vernacular School—Classes V, VI, VII and VIII.		
"	" V	(b) Middle English School—		
"	" VI			(with English classes added.)
(b) Middle English School—	Class III	(B) Higher Secondary High School—	Class IX } (with or without M. E. Classes V to VIII.)	
"	" IV	" X }	" XI } (equivalent to I. A. and I. Sc. classes of existing Colleges.)	
"	" V	" XII }		
"	" VI			
(c) High School—(as in M. E. School.)	Class III-VI			
"	" VII			
"	" VIII			
"	" IX			
"	" X			

The duration of the school life in the existing system is 5 years in the Lower Primary School, followed by 4 years in Middle English and 4 years in High Schools, totalling 13 years in 13 classes. In the case of Middle Vernacular passed boys it comes to 5 years in the Lower Primary section, 3 years in the Middle Vernacular section and again 6 years in High schools, equivalent to 14 years in all. According to the proposed system, the primary classes will require 4 years provided the pre-primary education is received in a Nursery school or an infant school; the Middle education will require 4 years and the High school classes of the present Matriculation Examination will require two years, so that the total period of school life is reduced to 10 years. Even if we allow for one or two years to be spent in pre-primary schools, the period would be less than 12 years. But it is not merely the reduction in the duration of school life that is assured in the proposed system. The efficiency of education will be raised on the following grounds :—

- The Lower Primary Section consisting of classes A, B and I, may be more easily managed by single teachers and also by teachers with minimum qualification, that is, Middle-passed.
- Upper Primary Section, consisting of classes II, III and IV, will have to be in charge of better qualified teachers and will receive more effective supervision.
- Where the Lower and Upper Primary Sections are combined into one school, it will be possible to hold the classes in double shift, namely, Lower Primary Classes in the morning, say from 7 to 10 A.M. or 8 to 11 A.M. and the Upper Primary Section from 11 A.M. to 3 P.M. in the same buildings.
- Where possible, an extra shift can be given from 3 to 6 P.M. or 4 to 7 P.M. to enable boys who are otherwise engaged in field work or helping their parents at home to profit by schooling.

- (e) It may be possible to have a Primary School with 4 classes I, II, III and IV with two or more teachers meeting in the usual hours, but at the same time admitting boys of the Pre-Primary stage by way of a Recreation Club, so that teachers and the boys of the top two classes (III and IV) may co-operate in teaching alphabets to these infants (that is, the pupils of what are known as classes A and B in the existing system) and in seeing that they may be kept engaged in healthy games, in intelligent handling of seeds, sticks, pictures and letters or card boards, blocks of woods, building boxes, etc., by means of which they can pick up letters and figures and begin to read and write by way of enjoyment.
- (f) Similarly, every boy in the top two classes of the Middle schools (corresponding to present classes VII and VIII of High Schools) may be required to devote two periods a week to the teaching of boys in classes III and IV, which might be attached to such Middle schools. Such mechanical drillings as conjugation, dictation, handwriting, etc., may be helped by elder boys of the top classes in middle schools.
- (g) The Primary as well as the Middle schools will be required to devote two periods a week to manual training for the encouragement of hobbies and handiworks and do such works in the school compound or in neighbouring fields by way of service to the village community, as will train them in the habit of applying their hands to useful activities in touch with the soil, by way of upholding the motto of "Dignity of Labour" and "Work is Worship". Mother earth is never to be despised, and cultivators, farmers and peasants and agriculturists must be respected and treated as gentlemen.
- (h) Similarly, at least two periods a week must be devoted to physical culture. Exercise of the hands, free movements of the limbs, rhythmic dances and drills (even of a military type) must be practised.
- (i) The hours of work in the schools may be as follows:—
- (1) *Lower Primary Schools*.—Five periods of reading, 5 periods of writing, 5 periods of arithmetic. This means 3 periods a day for the first 5 days of the week. In addition to this, 3 periods will be given on Saturdays to the Recreation Club programme with games, songs, recitations, practical tests in observation, recognition and making artistic and useful things with seeds, sticks, card boards, paper, leaves, cane or bamboos.
- N.B.*—A single teacher with plural classes should not be burdened with more than 18 periods for one and the same Primary school, although we may ask him to teach another set of boys or girls in a second shift with an extra allowance of not more than 50 per cent. of his pay, so that we may get the work of two teachers, which should have cost us 24 rupees a month, from one and the same teacher serving in double shifts, on payment of rupees 18 only.
- (2) *Upper Primary Schools*.—We shall give 5 periods of reading, 5 periods of writing and 5 periods of arithmetic, 5 periods of general knowledge (including stories from literature and history and geography as well as lessons on science and hygiene), plus 4 periods of Recreation Club programme including drawing and handwork, physical exercises, etc., totalling 24 periods in these upper Primary Schools. This means that they will have 4 periods of the class work every day for the first five days of the week and 4 periods on Saturdays, of which 8 periods of classes may be common and 16 periods of classes are to be held separately. If there are four teachers in these Upper Primary Schools they will have 18 periods each per week. The remaining 12 or 15 periods in the week of each of these teachers may be utilised either for Mass Literacy Work or Village Welfare work or for improving or supervising Lower Primary Schools or nursery classes attached thereto.
- (j) The savings of time and money for teachers accruing from the above arrangements will enable us to hold schools in double shifts at the primary stage without extra cost for the teaching staff and buildings. There will also be economy in buildings, as the same house will provide accommodation for 3 or 4 shifts of Lower Primary and Upper Primary classes. Thus a larger number of boys waiting for admission in our primary schools will be accommodated and will pass from lower to higher classes. And this advantage will be doubled or trebled if we have trained teachers. A separate scheme has been prepared for training of teachers in larger number than at present with very small addition to our expenditure (*vide* Chapter IX).
- (k) The three-fold defects of our present educational system may be removed by such a re-organisation, namely: (1) Recreation Club programme will give our boys and girls wider out-look through general knowledge and make them more practical through manual labour and handiworks, with corresponding improvement in health and physique. (2) Girls as well as boys will have facilities for education with a larger number of mistresses in Lower Primary and Upper Primary Schools providing co-education. Thanks to double shift of classes, there will be economy in buildings, and additional works will be given to the staff without a corresponding increase in expenditure. A considerably larger number of girls may thereby receive education. (3) Moral and religious instruction will be provided indirectly through songs, recitations, dramatisation, story telling from biographies and histories through the Recreation Club programme.
- (l) Besides, the habit of manual labour acquired in and through village welfare work will foster a spirit of service to the community and comradeship among teachers of different castes and communities. Inter-communal harmony can be promoted only through common labour for the common good through a well-organised scheme of corporate life to be developed by the Recreation Clubs. All the leisure hours of the school children, including the hours they spend at home outside the school, will be kept engaged by a systematic planning of the Recreation Club programme under the guidance of the trained teachers, whose working hours during the school periods will be reduced according to the proposed scheme in order to utilise their services outside the school. This scheme will be quite in keeping with the emergency situation created by the War and will help us in restoring the morale of our youths which might be depressed by the gloomy atmosphere in the social and economic life around us.

APPENDIX III (Chapter I, paragraph 32)—Recreation Studies

(A) A model time-table for a month for the Recreation Club Programme in High and Middle school is given below for the guidance of the workers:—

	1st Period	2nd Period	3rd Period	4th Period
1st Saturday	Recitation spoken English.	and General Knowledge	Handi-work or Scoutcraft.	Red Cross and Hygiene.
2nd ,,	Current topics	... Memory testing ...	Littleman's lecture, with special stress on spoken English.	Dictation.

3rd Saturday	1st Period Biographies of heroes and saints of all communities to promote intercommunal harmony.	2nd Period Dramatisation and spoken English.	3rd Period Story-telling	4th Period Debate and Project Post office, Legislative Assembly, Courts, etc.
4th "	Current topics and spoken English.	Gardening and Scouting.	A. R. P. work	A. R. P. work.

Periods may be of 40 minutes' duration.

N. B.—Practical and General Knowledge tests and Excursions may be held quarterly.

(B) A model time-table for a month for the Recreation Studies in Primary schools is given below for the guidance of the workers —

1st Saturday	1st Period Recitation and Reading	2nd Period Story-telling	3rd Period General Knowledge and current topics.
2nd "	Music	Stories about travel.	Handi-work.
3rd "	Gardening (Practical)	Cubbing	In-door work and in-door games.
4th "	Conversation and Dramatisation.	Red Cross	Biographies of heroes and saints of all communities to promote inter-communal harmony.

N. B.—Each period may be of 40 minutes' duration

(C) Culture Group Test and Competition :

1. At the end of each quarter there may be a test in group competition
2. There should be inter-school competitions in culture group tests at least once a year.

The suitable time for such inter-school competition is considered to be on the occasion of the inter-school sports and games tournament or at any other time the authorities of neighbouring schools may choose. Prizes will be awarded to the best competitors. A small allotment of money may be made for the purpose by the Managing Authorities out of the School Funds or out of the prize grants.

(D) Competition in Games :

The league form of competition is the best for inter-class or inter-group competitions, specially in games, both major and minor. In this form every team is to play against every team and the winner is decided by the highest score of points at the finish of the competition. All the teams continue to take interest until the whole competition is finished, while in the knock-out form, in which winners only play against winners, teams defeated in the first round get disappointed. The following is a sample graph for entries of eight teams :—

Name of Games :—

	A	B	C	D	E	F	G	H	
A	/								
B		/							
C			/						
D				/					
E					/				
F						/			
G							/		
H								/	
	Winner.				Place.				Points.

The order of the teams entered on the left side of the graph, from top to bottom, must be followed also on the top of the Graph from left to right. Draw a diagonal line from the left top corner to the right bottom corner. There will be no play on the squares crossed by the diagonal. Now fill up the blank squares with dates, and with points when the match is played. If only one round is to be played fill up one half on the graph, and if two rounds, fill up both the halves. The winner in each match may be given 2 points, and the loser 0. In a competition of 8 teams there will be 28 matches in one round and 56 matches in two rounds.

The graphs may be preserved for record and for Inspecting Officers. No separate record is necessary. The Primary and Middle schools may not have sufficient number of balls and other purchased materials for games; there are many in-door and out-door games in the Teacher's Handbook of Physical Activities which can be played with hand-made balls, staves, scales, handkerchiefs, etc.

(E) Achievements in Recreation studies or activities may be taken into consideration for promotion in the annual examination of the school.

Besides demonstration of lesson-plan in Recreation activities held by the local Inspecting Officers, advantages should also be taken of Teachers' Physical Training Camps, monthly central gathering of teachers, and of Teachers' unions, for this work. The Inspectors of Physical Training should include this in their programme of Physical Training Camps.

(F) Air Raid Precaution Measures.

1. Every school should have its own Warden and his Assistants.
2. Every school should maintain a First Aid Post. It should generally have the following in stock :—
 - (i) Common medicines—Iodine, Iodex, smelling salt, embrocation, etc.
 - (ii) Cotton wool, boric gauze, scissors, bandages, splint, one stretcher (may be improvised) and a camp-bed.
 - (iii) Buckets, cold water, some tumblers or mugs, and a thermometer.
3. Some teachers and some senior boys, Scouts and Scouters must have intensive training in First Aid.
4. The following other equipments should also be kept in stock :—
Kodolies, bucket, sand bags, baskets, ropes, poles or staves.
5. The following practices should be given to the boys :—
Formation of quads and queues, quick turn-outs and turnings, marching in order, fire-fighting drill, getting under desks, benches and tables and into the shelters.
6. Fire-fighting parties should be formed in accordance with the instructions of the A. R. P. authorities with reference to roof area of the school or the hostel attached, and each party should have the following equipments :—

(1) Stirrup Pump, (2) Buckets (two), (3) One Dau, (4) Three whistles, (5) One Lantern.

In addition to the above, sand bags should be kept ready, three-fourths filled with sand to deal with incendiary bombs.

Where training is given by the A. R. P. Instructor, arrangements may be made for the training of the volunteers.

7. Shit trenches should be dug in the compound of every school and hostel having space for the purpose. The specifications are given in the Air Raid Precautions Hand-book for Householdiers in Assam. Each pupil must know exactly the trench where he is to take cover. In order to prevent panic or stampede the pupils should be drilled to take cover during a raid. They must be instructed in the proper method of taking cover, *e. g.*, keeping the body free from the walls of the trench. They should also be taught to plug their ears with cotton wool and to keep a piece of soft wood or India-rubber between the teeth.

If they are caught in the raid outside the school or hostel, they should be instructed to take cover in the nearest ditch, if any. Otherwise, they should lie down in proper position, face downwards supporting the body on the elbows and one of the thighs and with hands on the back of the neck.

N. B.—The A. R. P. authorities where they exist, should be consulted for information and instruction in regard to protection from bombing, etc. Where they do not exist, instructions from civil authorities may be taken.

APPENDIX IV TO CHAPTER I, PARA. 35

INTER COMMUNAL AMITY

Quotations from eminent Educationists and other authorities

I. What the Ministers of Sind have been doing.

With the co-operation of the Minister of Health and the Minister of Education, and under their guidance, a Hindu-Muslim Unity Campaign was to be launched in Sind and conducted according to a well-planned scheme. The Hindu-Muslim Unity was to be observed by all students of Government and Government Aided Schools throughout the Province and the Medical School, Hyderabad and various other educational institutions, writing compulsory essays on subject of Hindu-Muslim unity, touching the following points :—

- (1) What will be advantage of Hindu-Muslim Unity in India generally and in their Province particularly ?
- (2) What will be the harm to India generally and to the Province in particular if Hindu-Muslim Unity is not achieved ?
- (3) How to achieve Hindu-Muslim Unity in India and particularly in the Province ?

Prizes totalling Rs.106 were to be offered for the best essays. The two Ministers were to undertake a tour of various districts and hold a conference of teachers, doctors, Hakims and Vaidays to discuss plans to promote communal unity, according to a report of the Associated Press.

II. How Bengal has been giving a lead.

A "Hindu-Muslim Unity Association" was started in Bengal under the patronage of the Nawab Bahadur of Murshidabad and other worthy leaders with the object of promoting and maintaining good relations between the two major communities of the Province by means of propaganda, publicity, literature and other suitable methods.

The Association is non-political and confines its activities to the promotion of social and cultural contacts between the two communities.

To implement these objects, the Association shall adopt as its programme :

- (1) Raising of a Trust Fund for encouraging the creation of a nationalist literature with a view to better understanding of the cultural basis of the two communities.
- (2) Publicity among the masses about the essential identity of their interests.
- (3) Measures for economic self-sufficiency with special reference to the problems of food, clothing, shelter and sanitation, by co-operative efforts.
- (4) Common defence of hearth and home against internal disorder.
- (5) Common measure of relief in case of disaster or distress.
- (6) Mutual protection of places of worship and regard for the religious sentiments and feelings of the two communities.
- (7) Publicity of the aforesaid objects by pamphlets, lectures, radio talks, plays, etc.
- (8) Formation of peace brigades to prevent communal disturbances.
- (9) Work among students for creating greater knowledge and respect for the respective culture of the two communities.

III. A Muslim thinker writing in the "Review of Religions".

Maulavi Abdul Hashim Khan Chaudhury (retired Inspector of Schools, Bengal), in an article published in the above-named Journal, suggested the formation of a League of Inter-Communal Amity to be worked on the following lines :—

1. Membership open to all communities.
2. Aim "The Working of our Human Unity".
3. Methods :—

(a) Propaganda to win the sympathy and active co-operation of both the Government and the public. Public utility services (*e. g.*, Posts, Telegraphs, Railways and Motor Services) to grant free use of their advertising medium ; large trading companies (*e. g.*, Match Factories, Cotton Mills, etc.) to print slogans and other signs and symbols on their products for cultivating good understanding and love between different communities. Municipalities to lend free use of their notice boards.

(b) *Celebrations*.—Setting apart one or more days in the year for meetings and lectures in honour of the founders of different religions. Speakers representing different communities to speak in appreciation of lives and teachings of founders, not only of their own religion but also of those of sister religions, emphasising points of unity between different systems, atmosphere of mutual regard and appreciation to be created. Developing a sense of common Indian Nationality through songs, etc.

(c) *Literature*.—Production and publication of literature containing stories from real History of great examples of toleration and good will by members of one community towards another (*e. g.*, large-heartedness and liberality shown by even Aurangzeb, Shivaji, Hyder Ali and Ranjit Singh.)

(d) *Rewriting History text-books taught in schools*.—Facts are facts, but actually many of these so-called facts of history are fictions. Boys and girls in their adolescent years need not be acquainted with naked and ugly facts ; for them facts should be carefully selected and arranged with a definite purpose in view. Offending books to be selected or removed from the authorised texts.

(e) *Socialised activities in schools and colleges*.—Practical preparation of new Indian Nationality.—On the occasion of festivals students of one community to play hosts and invite their friends of a different community to be their guests. All reasonable means of cultivating good will and convenience of guests to be adopted (conformably to their customs, etc.) Subjects of talks in these gatherings to be such as would hold up to general appreciation and admiration good points of their history, religion and culture.

(f) *Justice between communities.* — Due administrations of justice in case of conflict between rival communities. Rules of justice and fair-play to be observed and not to be swayed by a sense of partisanship. Really impartial enquiries and reports are wanted in every case of communal riots, etc.

(g) *National pilgrimages.* — To create a sense of solidarity and *esprit de corps* the League should organise pilgrimages to holy shrines of all religions by mixed band of people, Hindu, Buddhist, Muslim. It would serve as an effective symbol of the new spirit of mutual recognition and tolerance. Such a movement would send an immediate thrill throughout the length and breadth of India and rally public opinions round the League.

(Places of pilgrimage in India, e. g.—

(1) Hindu — Ajoydhya, Brindaban, Mathura.

(2) Buddhist — Gaya, Rajgiri, Sarnath.

* (3) Muslim — Ajmere, Delhi, Pampat, Sylhet, sacred to the memories of saint Moinuddin Christi, Nizamuddin, Bu-Ai. Qalamder, Shah Jalal.)

(h) The motive behind the movement must be primarily spiritual without aiming at political or economic gain or advantage or popular applause, or official favour.

The only chance of success lies in our recognition and acceptance of a higher and purer motive, viz., that of working out of humanity".

In the words of the Holy Quran "We (Muslims) believe in that which has been revealed to us and revealed to you and our God and your God is one and to Him do we submit".

The recognition of a common object of love and worship can alone provide adequate motivation for this great work of unification.

*Speaking from the Islamic point of view, there is certainly no more objection to visiting places associated with the memories of Sri Ram Chandra and Sir Krishna and Gautama Buddha and the scene of their ministry and mission than in visiting places associated with the memories of Muslim saints and apostles".

IV. Fellowship of Faiths.

The "Indian Messenger" of March, 1941 published the following reports of the Associated Press:—

A new organisation, the Fellowship of Faiths, has been formed, the aims and objects of which are:

1. To develop and foster a spirit of fellowship among mankind by promoting intelligent study of different faiths, encouraging sympathetic appreciation thereof, inculcating equal respect in the minds of all for various religions, scriptures, sages, saints and seers

2. To strive for the cultivation of harmonious relations among the followers of different religious persuasions by:—

(a) Arranging lectures, distributing posters and forming study circles, etc., etc.

(b) Common celebration of certain festivals, viz., 'Id, Diwali, Basant and X'mas.

(c) Joint celebration of anniversaries of various Prophets, Leaders and Reformers.

(d) Organizing Unity processions, inter-communal dinners and national picnics.

(e) Holding religious and poetic symposiums.

Members of the Fellowship are required to sign a pledge whereby they undertake to "refrain from doing anything directly or indirectly (by word, deed or intent) that engenders or encourages inter-communal hatred, religious discord, racial ill-will or theological fanaticism —A. P

V. Professor K. G. Saiyidain, Director of Education, Jammu and Kashmir State, has issued the following appeal to Educationists and Institutions:—

The XVII Session of the All-India Educational Conference has just concluded in Srinagar after discussing some very important educational issues, the most significant of which undoubtedly was the problem of "Education for Inter-Cultural and Inter-Communal Understanding". The Conference expressed the emphatic opinion that teachers and educational institutions should try intelligently and systematically to develop in their students a broad and tolerant outlook, an appreciation of the cultural achievements and traditions of all communities and a determination to work for justice and fair-play to all, rather than for narrow personal, communal or sectional interests.

Education is essentially a process of releasing children and adolescents from that narrowness and intolerance which are often fostered by ignorance or the pressure of an unfavourable environment. If our Schools and Colleges fail in this task of liberation they will be traitors to the future of their country and their people.

As conveners of the conference for this year it is our duty in a special degree, to try and implement the views of the Conference through our educational institutions. I would, therefore, ask all educational officers to think out carefully ways and means of instilling the right outlook and attitudes in school students and to impress upon the teachers the importance of stressing this fact not only by precept but also by the force of their personal examples. There is enormous dynamic power in the human personality and provided the teacher is sincere, the contagion of his own example can mould the minds and the hearts of his pupil. I trust all teachers in the Department will try to pull their full weight in this noble cause.

The High Schools and Colleges will do well to consider suggestion which I placed before the Conference—namely, the formation of specially selected squads of senior students drawn from all communities who would pledge themselves, and be trained, to render social service to members of all communities without any distinction and work, in all possible ways, for the maintenance of peace and good relations amongst the different communities. In time of communal discord, they should strive actively to promote good will and arrest tendencies and forces likely to cause disharmony. The moral effect of students of different religious persuasions working shoulder to shoulder in this worthy cause would indeed be tremendous and if we can carry out the scheme we shall be setting an excellent example to the rest of India.

VI. The Editor of "Educational India" commenting on the above writes:—

The Director of Education in the State of Jammu and Kashmir has taken a right and timely step in sending round a circular to all the educational institutions in the State that efforts should be made by teachers to devise ways and means for using education as an instrument for the promotion of inter-communal understanding. He has incidentally made a suggestion, viz., "the formation of specially selected squads of senior students drawn from all communities who would pledge themselves and be trained, to render social service to members of all communities without any distinction and work in all possible ways for the maintenance of peace and good relations amongst the different communities". The suggestion is a welcome one and deserves to be given effect to without any hesitation whatever, by all those who are concerned—as every teacher ought to be concerned—with shaping the character of the youth who are placed in their charge.

We all recognise that the primary function of education is to teach to our boys and girls the art of living. It is, however, unfortunate that an extremely narrow interpretation is put on the phrase "the art of living" and it is made synonymous with skill in earning a livelihood. It is forgotten that what we have to learn and what we have to teach to children is the art not merely of living but of living together, and that it is an art which can be learnt effectively only through constant practice. This is the greatest and the most difficult of all the arts. There is perpetual conflict between the instinct of self-assertiveness and the social need for co-operation. And the larger the number of people with whom we learn to co-operate the greater is the extent to which we achieve the purposes of life.

In order that this ideal might be realised it is necessary in the first place that the Department of Education, whether it be in the Indian States or in the British Indian Provinces, should have a firm and living faith in the idea that educational institutions should work not merely with a view to impart technical skill to their alumni but also to make them citizens in a co-operative common-wealth. Unless those who are in authority feel sincerely in regard to this matter nothing of much significance can be achieved. For recognition and for financial aid schools have to depend on Government. And it ought to be endeavour of Government to shape its educational policy that more emphasis is placed on the factors that unite community with community than on those that divide them. There is no denying that factors of both kinds exist in every society. It is however, the task of Governments—if they are really interested in carrying out the real purposes for which they exist—to strengthen the bonds of unity and make it an integral part of their scheme of education. It is therefore, necessary that the responsible educational officers should impress this on teachers and managers of educational institutions. A new day in the history of Indian Education will dawn when the Director of Public Instruction in a British Indian Province makes up his mind to convene occasional conferences of teachers and managers for impressing on them the need for efforts to promote communal understanding and gets reports from them about the steps taken in this direction by them in the course of every year.

Education for inter-communal understanding should begin not merely with senior students as is contemplated by the Kashmir circular. It should commence from the earliest stage of a child's life. Psychologists tell us that it is by the age of seven or eight that a man's character practically comes to be formed, that the ideas and beliefs he is made to entertain by that age become dominant in him and they continue to exercise a hidden but all the same a determining influence on all that he does later on. Friendships formed, the common things shared, the common plays and amusements partaken in the earliest period of a man's life leave their permanent marks on him. This naturally leads to the conclusion that the idea that Hindus, Muslims, Christians, Sikhs, Parsees, the touchable and the untouchables are all one should be impressed on them even when they are of the age of four or five. This is possible only when all communal schools are abolished. When the child enters the school for the first time he must see in it a better world than that with which he has been familiar in his family—a world where he has a larger number of brothers and sisters, elders guides and leaders, a world which will enrich him with friendship, love and affection. All means for promoting inter-communal understanding are bound to fail so long as inter-communal schools are not established in the country. A great change in the mentality of the touchables and the untouchables has been brought about in the Province of Madras in recent times owing to the insistence of Government that pupils belonging to both these classes should be taught in the same schools.

With this as basis, many other reforms can be automatically carried out. It has been recognised that the organisation of Scouting with its emphasis on social service goes a great deal in promoting unity. Separate Schools always mean separate Scout associations—Muslim, Hindu, etc. Even in places where at present there are separate communal schools social service organisations based on inter-communal membership should be started. The idea that all of them are one and that differences are subsidiary will be promoted among our children if all schools have some uniform dress regulations—as is the case with European Schools and Convent Schools attended by members of different communities. This produces a remarkable effect on the mentality of children. Schools should make it a point to celebrate Hindu, Muslim and Christian festivals in common and all pupils should be made to partake in them so that they might in course of time understand that it is only in the name they give to God and the symbols they use in His Worship that there are differences and not in their fundamental conceptions. Toleration and mutual respect and regard cannot at all be learnt from books and from lectures. They must be built up into the life of each and every individual through learning to practise them. The only way of learning this is by living together. To try to build an edifice of unity in later life when in childhood, the foundations are laid in separation is all a futile effort. It is from a basic unity that subsequent individuality should be developed.

It is therefore, a courageous statement that is now needed. Departments of Education should give a sincere lead in the matter. They must boldly fight the forces of separatism. Palliatives will not do. It is only then that the efforts like those that have been begun by the Kashmir State will bear fruit of richness and sweetness.

VII. Sir S. Radhakrishnan, Vice-Chancellor, Benares Hindu University, addressing the last convocation of the University said:—

"We must abstain from personal quarrels and petty bickerings, and must not play the partisan. Vengeance is mine, I will repay, says the Christian Bible. The guilt is due to the force of circumstances or impulsiveness. There is nothing in the world which is completely divine, or hopelessly diabolic. Chance plays a large part; lastly, there is insistence on discipline, on respect for superiors, on obedience to authority. It is the duty of pupils to listen to the voices of the wise, to respect the wishes of elders and to carry out the prescribed duties.

India never stood for national and cultural isolation. Her spiritual heights rest on a basis that embraces all humanity. Wherever men love reason, shun darkness, turn towards light, praise virtue, despise meanness, hate vulgarity, kindle sheer beauty, where er minds are sensitive, hearts generous, spirits free, there is your country. Let us adopt that loyalty to humanity instead of a sectional devotion to one part of the human race."

VIII. Sir Muza Ismail, Chief Minister, Jipur State addressing the last convocation of Patna University, said:—

Unity—how blessed is that word and that idea, so inspiring, so profoundly necessary to us in India, and so very hard to attain. If there is any real message that I have for you, especially to the young men with whom our future rests, it is just this that throughout this country, we must not in any sense whatever be separate, ours must be the virtue, ours the power and glory, of a single nationhood. There are those who looking far, too far ahead, despise talk of nationalism, conceiving that the only worthy citizenship henceforward is citizenship of the world. There are others whose view is precisely opposite, who prefer to think that India is not and cannot be, one nation and that a permanent conflict of interests exists, which makes impossible any singleness of consciousness and constitution. To me India, one Nation, is a most inspiring thought and most reasonable one. I see, too, all around the growth of this consciousness. This is the land of all of us, to whatever race or creed we may belong.

My country first, from which my life has sprung, whose people are my people, whose very soil is dear. He who has no country is nothing, the sap of life cannot flow into him, he must live on thin intellectual sunlight. We must have a certain narrowness of view if our view is to have any shape and significance. Our first and deepest loyalty must be to our own country and people, and this at once prepares us for still wider loyalties, and reaches them to us. Here there can be no conflict.

I am sure that he who most deeply and wisely loves his own country is the very man who will most deeply care for the well-being of mankind. Just as he who, as child at home, has truly loved his parents and his brothers, becomes thus so rich and true in love that in the world he will care for his brethren, so love of our own people will teach us of a wider clarity and service far better than any vague, theoretical idealism can. As Harry Emerson Fosdick has said: "No other nation can mean to us what our nation means. Here are the roots of our heritage and here our Central loyalties belong. But because we feel so deeply about our own land, we understand how other people feel about their lands, and using our patriotism to interpret theirs we grow, not in bitterness but in understanding and sympathy".

What is the function of a great university in promoting this unity? In one of its aspects this is a problem of culture. Several languages, each with its own literature, several religions, each with its own literature, philosophy and ethics. They all seem to cater most at present about their differences and rivalries, and this no doubt is human nature. Few indeed, though most eminent and wise, are those who cared to think not of Hindu culture, or Muslim culture for example, but rather of Indian culture. I suppose it may be argued that the opposition of religions is so radical and culture is so intimately related to religion, that fusion of cultures is as unattainable as a fusion of religions. But this has already been denied by history, and already we can speak with pride of Indian culture. Speaking in Benares last year, Sir Tej Bahadur Sapru remarked, "As time has gone on in our history there has been a remarkable blending and fusion of the original Hindu culture with that culture which is popularly called the Muslim culture but which is clearly traceable to countries like Persia and to a certain extent Arabia, with the result that at least in Northern India during the last three hundred years or more a mixed common culture has grown up which may truly be said to be Indian culture.

It is the task of a University to encourage deliberately, to speak scientifically, that which by natural process is already coming to pass, and this fusion of cultures can be hastened and guided and enriched by any university which deeply cares about it. There are curricular changes that would help; there are ways, too, outside the curriculum, but above all this is a matter of attitude on the part of those who teach. It could never be suggested that between Hindus and Muslims and other communities there should be identity either of thought or of custom, for just as I have insisted that a people's vitality must come from the special national source so the energy and worth of a person must be intimately related to his own religion and tradition. But the prevalent attitude of isolation or superiority, even of intolerance and hostility should give way completely to the positive desire and effort for mutual understanding, respect and co-operation. There is no doubt that in colleges and universities students who play games have, without effort, simply forgotten differences of community. So also in the life of non-communal hostels. Why? I think that there are two secrets. One is that on playing fields and in hostels people get to know each other, and are surprised to find that what is different is a small fraction of self and of life compared to what is common. But the other secret is still more important that those who are working strenuously together for a common end, whether victory in a game, for instance, or victory in a war, find that comradeship simply overwhelms every sort of difference. If only it might come to pass that all sections of the Indian people were intent and determined on victory in this war and strenuously working together for this, our difference would melt in the heat of this energy.

If only the universities and colleges could exercise continually on the whole body of students that moderating influence which should come from an intellectual environment, and could instill a modicum of political fact and principle in all of them, not only those for whom Politics is a curricular study, how well they would deserve both of the student and of the country.

To see things from many points of view, to enter into feelings far different from one's own, to understand and care about the ideas and interests of others, though they conflict with one's own, to be as ready to make concessions as to demand them—these are marks of the good man, there are forms of goodness which we positively demand of the graduate. We rely upon you. We send you forth commending your country to your wise and thoughtful service, and commending you also and your future to the fostering care of a free, united India.

IX. Mr. Syed Ali Akhbar's Broadcast on Education and Communal Harmony.—

Foundations of National Unity will be firm only if laid in childhood.

Need to sacrifice Personal and Communal Interests for Welfare of country.

The vitally important part which the system of education can play in the evolution of communal harmony and national unity in India, *vis-a-vis* the educational policy in Hyderabad State, was discussed by Mr. Syed Ali Akbar, officiating Director of Public Instruction, H. E. H. the Nizam's Government in a talk recently broadcast. Even a cursory study of the history of the progressive countries of the world would convince one that it was the system of education prevailing in those countries that had contributed in the largest measure to the development of patriotism and national unity among their inhabitants. In this respect India has much to learn from the recent history of Russia and Turkey. One of the lessons which they have taught us is that if the people of a country are determined with one accord, to improve their condition they can achieve this object, not in centuries but in the brief space of a few years. India's misfortune, was not merely that she lacked unity but that she lacked even the will to achieve it. Mutual differences had reached such a stage that even patriotic Hindu and Muslim leaders, who had spent the greater part of their lives in striving to bring about this unity, had become disheartened.

Place of Education in the attainment of national unity—One of the most important aims of Education was to equip individuals to be good and useful citizens so that they might in due time make their own small contributions to the welfare and progress of their country. The foundation of patriotism and national Unity must be laid in childhood which was the most receptive period. The pressing need of the moment was that Hindu and Muslim children, and for that matter the children of all the communities should be afforded increasing opportunities of studying and playing together, because the cordial relations established in childhood last longest and the mutual regard and friendship thus engendered will prevent misunderstandings in the future.

The school spirit.—But it was not sufficient, that children of the different communities should have the opportunity of meeting during school hours. The atmosphere of the school should be such that it develops among the children the school spirit and arouses in them a sense of proper pride in their institution. To this end extra-curricular activities, such as out-door games, educational excursions and Scouting were essential as they would afford the student fresh opportunities of forming mutual friendships, of working together and making concerted efforts to achieve the common end, namely, enhancing the reputation of their school. The fostering of this spirit among the students was tantamount to laying the foundations of patriotism. Particular emphasis was laid on the value of Scouting as a means of building up a spirit of brotherhood and patriotism, as Boy Scouts were solemnly pledged to do the assistance of everyone, irrespective of caste or creed, and loyally to serve their country.

Uniform and Hostel Life.—Among the means for the achievement of the same end is the practice, widely prevalent in Europe and also in Egypt, of each school having its own uniform, and in India, where there was a marked difference in the styles of dress of the Hindus and the Muslims, the need for the adoption of uniforms by schools was very great. In such schools in the Dominions as had introduced a common dress it had been found to be of great help in fostering the school spirit and a sense of unity among the students. Side by side if Hindu and Muslim students of the same school lived in common hostel there would be a further incentive for the establishment of mutual trust and friendship, as contacts formed in hostels were deeper and firmer than those made in schools. Even if Hindu and Muslim boys could not take their meals at the same table, they should at least be afforded the opportunity of living under the same roof and of mixing with each other more and more.

Differences of Language.—Mr. Ali Akbar discussed how, in spite of differences of language, it was possible to educate Hindu and Muslim pupils in common schools. In British India and in some of the Indian States, the usual practice was to establish separate schools, Primary and Secondary, for children speaking different languages. The result was the multiplication of communal schools. While recognising the importance of the mother tongue for imparting elementary education, he gave it as his considered opinion that such separate schools were not indispensable and suggested that in places where two languages were spoken, parallel classes in both the languages could easily be maintained in one and the same school as was being done in Hyderabad in so far as Primary Education is concerned.

Common language needed.—Mr. Ali Akbar stressed the urgency of the need for a common language for India and said that that language should only be Urdu or Hindustani which was the language born out of the Inter-mingling of the Hindus and Muslims through several centuries. There was no denying it, that in order to promote harmony between the Hindus and Muslims it was essential that they should learn each other's language. There was the example of Belgium where both French and Flemish are spoken and where both the languages are taught in all schools, one being the medium of instruction and the other taught as a compulsory second language. A beginning had been made in this direction in Hyderabad where Hindu boys have to read Urdu as their second language from the Standard I and those whose mother tongue is Urdu have, under the new syllabus to study Telegu or Marathi or Kanarese as a compulsory second language. The Education Department had been making special efforts during the past four or five years for encouraging the Urdu-speaking pupils to study the local Mulki language in primary schools. These efforts had succeeded to a great extent and it was expected that the study of the local language by the Urdu-speaking pupils would shortly become a permanent feature of the educational system in the State.

Text Books.—Three other essential requisites for promoting communal harmony through the schools, were (1) the preparation of the syllabi, (2) the selection of text books and (3) the selection of teachers and the duty of parents. The syllabi would have to be such that they would meet the needs of the different communities and at the same time assist in fostering unity and mutual confidence between them. The same caution would be needed in the selection and compilation of text books, and particularly history text books. The greatest care would have to be exercised to see that they did not contain even a single sentence which might be construed as an attack on any religion or community. His Exalted Highness the Nizam's Education Department was strictly following this policy, he said, and added that the Urdu readers published by the Anjuman-e-Taraqqi-e-Urdu under the supervision of the Department contained lessons of the type which would enable the Hindus and the Muslims to learn something of each other's cultures. Similar care had been taken by the Education Department in compiling the new history books which had been so written as to leave an entirely wholesome impression on the mind of the reader, whether Hindu or Muslim, and to inculcate in them a feeling of respect for each other's culture and history.

Role of Teachers and Parents.—However suitable a syllabus might be from the viewpoint of promoting communal harmony, the attainment of that object would be defeated by bias on the part of either the parent or the teacher. The responsibilities of teachers in this regard, specially in India, were great and it was therefore absolutely imperative to exercise the greatest care in the selection of teachers. However great his abilities, a Teacher incapable of thinking otherwise than in terms of his own community would be a source of danger to his charges. He must necessarily be one who is free from all communal prejudice and therefore capable of treating all those entrusted to his care during the plastic period of their lives, whether they be Hindus, Muslims, Christians or of any other community, with the same kindness and care. More than that he must be one who will foster unity and harmony among his charges. The same remarks applied to parents because tolerance and communal harmony could not be inculcated in children in the schools without the active co-operation of parents. The most important duty of parents was that they should refrain from speaking before their children in language that would sow in their minds the seeds of hatred. In the present conditions it was also imperative that parents and teachers should make concerted efforts to keep those under their care from getting mixed in political and communal movements and to place out of their reach communal newspapers, journals and books. Those old enough to understand politics could certainly be permitted to study the subject, but under any other circumstances it was harmful for students to get mixed in politics, as that would affect the discipline of schools and interfere with the smooth course of their own education.

X. Miss G. Mason's "Home Education" (page 342.)

It has been said of a great poet that if we would suppose any human being to be made without a soul, he was such an abortive attempt; for while he had reason, imagination, passions, all the appetites and desires of an intelligent being, he appeared to exercise not one of the functions of the soul. Now, what are these functions, the suspension of which calls the very existence of man's soul in question? We must go back to the axiom of Augustine: "The soul of man is for God, and God is for the Soul". The soul has one appetite, for the things of God, breathes one air, the breath, the spirit of God, has one desire, for the knowledge of God, one only joy, in the face of God. "I want to live in the Light of a Countenance which never ceases to smile upon me" it is the language of the soul. The direct action of the soul is all Godward with a reflex action towards men. The speech of the soul is prayer and praise, the right hand of the soul is faith, the light of the soul is love, the love of God shed abroad upon it. Observe these are the functions, this, the life of the soul, the only functions, the only life it can have: if it have not these, it has no power to turn aside and find "the life of its hand" elsewhere. As the conscience, the will, the reason, is ineffective till it be nourished with its proper food, exercised in its proper functions, so of the soul. and its chamber is dull, with cobwebbed doors and clouded window, until it awake to its proper life, not quite empty though, for there is the nascent soul: and the awakening into life takes place, sometimes with the sudden shock, the gracious miracle, which we call conversion; sometimes, when the parents so will, the soul of the child expands with a gentle, sweet growth and gradual unfolding as of a flower".

XI. Lord Baden Powell's Outlook

(1) "To my mind the condition of the lower (I won't use the word "Class"—I would like to see that word abolished for ever, with all the harm it has done) working men and women must and ought to be bettered.

One obstacle to bringing this about has been the barrier between the "Classes", between Capital and Labour &c. And yet we are by nature all fellow-creatures, even of the same blood and family; the class boundary is an entirely artificial erection, and can, therefore, be pulled down if only we set our mind to it. This is one lesson which we may well take to heart from the war.

Indeed, the war has almost done the trick for us with its conscription of all rich and poor without distinction, with its common sharing of hardship and danger and its common sacrifice for a common ideal at the Front, coupled with the common sorrow and the common service of those behind the scenes at home.

Are we after the war to allow the fellow-feeling thereby engendered to be dissipated by a revival of those miserable party Politics and social barriers and industrial quarrels that had brought about such bitter conditions in pre-war days? God forbid!

The war will here have helped us if only we determine to make the best use of it. Our aim should be to mingle class with class, and to bring about a happier and more human life for all, so that the poorer shall reap his share of enjoyment just as much as his more well-to-do brother, the employer should be humanised to the extent of sympathising and dealing squarely and liberally with his employees, the worker should be shown how to use his means to the best advantage in making for himself a better home and fuller life. Both parties should realise that by combination of effort they can bring about better conditions for each.

Education comes into the question as a key—and mainly education in character.

Unselfishness, self-discipline, wider fellowship, sense of honour and duty should be implanted, and such attributes as enable a man, no matter what his standing, to look beyond his own immediate ledger or bench and see the good of his work for the community, putting into his routine some service for others as well as for himself, developing also some perception of what is beautiful in Nature, in art and literature, so that his higher interests may be aroused, and he may get enjoyment from his surroundings whatever they may be. These are points of which we in the Scout Movement can do much to impart the elements and to lay the foundations."

(2) *International Brotherhood*—"The different foreign countries—some twelve there are—which have adopted scouting for their boys are now forming a friendly alliance with us for mutual interchange of views, correspondence, and visits, and thereby to promote a closer feeling of sympathy between the rising generations

International peace can only be built on one foundation, and that is an international desire for peace on the part of the peoples themselves in such strength as to guide their Governments.

If the price of one Dreadnought were made available to us for developing this international friendliness and comradeship between the rising generations, I believe we in the Scouts would do more towards preventing war than all the Dreadnoughts put together."

XII Moral Armament—Task of the Universities

A declaration signed by Professor Ebenezer Cunningham, St. John College, Cambridge, Professor Herbert F. Turnbull, University of St. Andrews, Professor Haaken H. Gran, University of Oslo and Professor A. A. Bentzen, University of Copenhagen dated Upsala, Sweden April 13th, 1939—

"While the world has been holding its breath, crisis headlines filling the Press, two hundred professors and students from twenty-five Universities in European and other countries have been assembled in the Swedish mountains at Undersaker to consider how moral rearmament through education can bring stability and security to a world whose foundations are trembling.

The problem of to-day is to recover the moral and spiritual basis of society. We have to find the way to set free all the creative power in the world without the accompanying danger of its being turned to destruction. The present state of civilisation is making it increasingly clear that we are morally unfitted to survive

The evolution of a new type of man is imperative—a man whose will, emotions and character are trained to the same degree as his intellect. The new man is open, free, fearless and reasonable, he lives in fellowship, loves his country, and obeys God.

The creation of this new type of man, and the culture which goes with it, is the first task of the University to-day. To achieve this, one thing must be men who themselves have that quality of life which their nation needs in all its citizens

The University is the guardian of true national culture. Its responsibility is for the whole life of the student, the full development of every side of every personality. It is irrational to foster the life of the intellect while neglecting that of the body and of the emotions. Sooner or later this results in personal uncertainty and in coldness to the outer world. Our responsibility as teachers is to develop the student as a coming citizen and leader rather than as a learner of a subject. We must help him to find a career in which his full vitality is applied at the point of greatest service to mankind. In this way we can fulfil our part in the moral rebuilding of nations

Education is fundamentally the dynamic of character upon character. The gap which so frequently exists between professor and student must be closed, and the first step to this is taken when the professor himself becomes open with his students. He is already often open-minded, but he must also be open-hearted. He must know the moral needs of men and how to answer them. Only then will the intellect be fully free to grapple with the problems of the world. When professors and students collaborate on this basis the whole University becomes an institute of research in the science of living together

In short, the work of the University reaches its highest significance when its content is chosen, and its methods evolved to meet world needs. The task of the University is to give moral leadership, to be the pioneer of the new civilisation.

APPENDIX V TO CHAPTER 1, PARAGRAPH 36

(A) *Extracts from D. P. I.'s Circular on the War Situation and Duties of Teachers—*

"With the extension of the War to the East and its approach to the very gates of our country it has become necessary for each one of us to think in terms of reality and to utilise every ounce of our energy in doing our duty to our King and Country. If the energies of hundreds of educational officers and thousands of students are mobilised in war effort, and plans are devised to cooperate in such effort, whatever be the agency initiating and directing it, it is perfectly certain that our contribution towards the defence of our country against aggression will bear fruit

The circulation of false rumours and the spread of mischievous and lying propaganda coming out of the enemy sources are likely to create wrong impressions in younger minds and to induce a defeatist mentality amongst the public. It is therefore a task of the foremost importance to counteract such propaganda and to allay public anxiety.

The Heads of colleges and high and Normal schools, and Secretaries of the Managing Committee and Governing Body of High schools and colleges and Inspecting officers of the Departments are therefore requested to impress upon both the teachers and the students the necessity to acquaint themselves with true facts as far as they are available and, thus armed, to remove false notions from the public mind and to do everything in their power to create a calm atmosphere

Everyone connected with educational institutions must rise up to the occasion and do his or her duty calmly, resolutely and cheerfully. It requires courage and bravery to keep up the morale of India's manhood and womanhood when the enemy is pushing against our very door. Let the sons and daughters of Assam be true to their heroic tradition and set an example before students of other provinces by their fortitude and preparedness

The A. R. P. and other Civil Defence organisations offer ample opportunities to students for humanitarian services. They may therefore be encouraged to join such organisations and offer their services for the defence of their native country and for minimising the loss of life and property as a result of Air Raids, if such contingencies occur in their locality. The students may be employed by the A. R. P. in the Warden's service. They may also form themselves into fire-fighting parties to combat fire if their own school buildings catch fire or if there is fire elsewhere.

There are Red Cross groups and Ambulance classes attached almost to every school. More of such First Aid classes may be opened so as to train in First Aid as many students as possible, batch by batch. Refreshers' courses may be arranged for those who have already gone through such training

The First Aid trained students can be of immense use as volunteers for First Aid centres and also for taking charge of First Aid Boxes

In most of the institutions there are Scout troops or Rover Crews. Their motto "Be Prepared" and their Scout training make them eminently fit for services in war efforts, e.g., as messengers, First Aiders, Wardens and the like. Scout-masters and Scouters under your control may be encouraged in organising their Scout groups for national service of any kind

All promoters of education and educational workers were requested to arrange that in the event of schools being closed earlier and in the case of Colleges and other educational institutions that are already closed for summer vacation or otherwise the staff and students may profitably engage themselves in the task of self-defence through A. R. P. and other Civil Defence organisations under the guidance of District and Subdivisional Officers and Local Committees already set up by Government.

• Where arrangements were being made for feeding and giving shelters to evacuees from Burmah, staff and students of Schools and Colleges should ungrudgingly offer their assistance for giving relief to these sufferers in all possible ways. Similarly wounded soldiers and other British and Indian troops posted in your respective stations may be provided with such entertainments as the local authorities may direct.

The programme of work of the Recreation Clubs of the Schools may be so prepared and arranged that all possible recreation periods and leisure hours of our school population may be utilised in the cause of the War services."

This appeal to all the labourers in the education vineyard to get into touch with the various local agencies for War efforts and to take prompt and adequate steps in one or other of the different ways mentioned above, was favourably responded to.

(B) *Extracts from "Schools in Wartime"—*

In the summer of 1938 a Committee under the Chairmanship of Sir John Anderson, now Lord President of the Council examined the possibilities of evacuation and, on the basis of their Report a plan was hastily improvised for the removal of London Children at the time of the Munich Crisis in September of that year. In the event this plan was not put to the test, and the breathing space which followed was used to prepare a more complete scheme covering a number of urban areas—the Government Evacuation Scheme drawn up by the Ministry of Health assisted by officers seconded from the Board of Education.

For the purpose of this scheme the country was scheduled into Evacuation, Neutral and Reception areas. The Evacuation areas were those from which certain "priority" classes—in the main school children unaccompanied by their parents and mothers with children under five—were to be given the opportunity of transfer to safer areas in the event of emergency. Reception areas were those assigned for their reception. Neutral areas, as their name implies, were to be neither senders nor receivers.

On September 1st, 1939, just two days before the actual outbreak of war the button was pressed and the scheme put into action. It was an immense undertaking involving the transport of 1½ million people, of whom rather more than 750,000 were children travelling in school parties with their teachers and voluntary helpers. The whole of this vast migration was effected smoothly and efficiently in two or three days—a truly magnificent effort on the part of the railway and road transport system.

There were faint hearts in plenty who, seeing all the difficulties that arose at the outset, said that Education was the first casualty of the war, and that the system built up over many generations had in a moment almost been reduced to hopeless disorder. Such, fortunately was not the attitude of the teachers, inspectors and education officers. Working night and day, they set themselves at once to reduce what was colourfully called "chaos" to order. Many Educational Offices were never closed during those September weeks; adjustments were made, schools were moved, children re-billed and reorganisations arranged. Books and equipment were supplied, parish halls, large houses, buildings of all sorts were pressed into service to supplement the schools and means of occupation and recreation were provided. The result of unremitting labour and ready improvisation was that by Christmas, 1939, the great majority of the Children evacuated, together with the local children in the Reception areas were receiving full time education, and arrangements were well in hand to provide education full time for the remainder early in the following spring term.

The Secondary Schools presented particularly awkward problems. The proportion of their pupils evacuated was larger than in the case of Elementary Schools, and they were often badly placed from the point of view of the necessary educational facilities. Means were, however, devised by extensive re-billiting and by bringing into use temporary premises to provide reasonably for most subjects of the curriculum. Special care was taken to see that School Certificate Forms had something tolerably approaching their normal timetable, and the examining bodies for the School and Higher Certificates made allowances for the inevitable difficulties of evacuated schools so that Certificate candidates should not suffer.

Arrangements were also made for the examinations for the award of Special Places, so that children should not be deprived, by the disturbance of war, of their chances of going to a Secondary School.

The intensification of air warfare and the indiscriminate bombing of the Civilian population which began with large scale attacks on the London area in September 1940, made it necessary to speed up, as well as broaden the basis of evacuation so as to remove as large a proportion as possible of the non-effective population, particularly school children who have now been removed to safer areas, and in December last the total number of children so settled in the Reception areas had risen to over 620,000.

"The general picture of education in Reception areas is encouraging rather than discouraging. There can be no doubt that many children's lives have been greatly enriched by their removal from large towns and, in the case of children from the worst homes, the conditions that made for sound education have been substantially improved. The new interests and the wider basis of first hand experience which the children have been getting might, on any broad view of education, be felt to compensate for some falling-off in formal attainments. In general teachers have been forced to improvise, to depend less on school apparatus and to see more value in children's out-of-school activities and experience. This at the best brought into school work a fresh reality and humanity.

New Contacts—New Interests—The experience of living for the first time away from home has given to many children a new poise and self-reliance and more thoughtfulness for others. Contact with a different way of life and rubbing shoulders with country children—and for that matter with children from different kinds of homes from other Evacuation areas—have done much to broaden the outlook of those whose lives had been confined to a few streets. Learning to live in some one-else's house, to think of others, to entertain oneself instead of being entertained, to realise the worth of those who labour to supply much of the nation's food—all these are elements of education which could hardly have come to most of these children but for evacuation.

The gains have not been solely to the town child. The children already living in the country have benefited in many ways from contact with their town visitors. So many questions have had to be answered, so many explanations given that the slower and more inarticulate residents of the countryside have had to make greater efforts to speak with lucidity, in order to impart their own instinctive knowledge and satisfy the curiosity of the newcomers. Seeing their surroundings afresh through the eyes of their visitors, they have acquired a new awareness of the beauties that surround them. The country has become a wonderland which invites further exploration and closes investigation.

Creating a Community—One of the most valuable features of this residential life is the general training which is made possible. The girls are called upon to shoulder personal responsibilities which usually fall on their mothers. They have to manage their own money, out of which they pay for their hair to be cut or their shoes to be mended, and they apportion their contributions to National Savings and other causes. They are learning, and find it a pleasure, to wash and iron their own underwear in their free time, and get repairs done in a weekly mending class. The older girls "mother" the younger ones and help to create an atmosphere of family life.

Once a month there is parents' visiting Sunday, when the girls act as hostesses and the School staff are at hand for discussions with the parents. A special Christmas lunch was arranged last Christmas, to which 240 parents came, and the Chairman appointed by the parents spoke with the greatest appreciation of the work and life of the Camp and strongly advised all to leave their children there for the duration of the war.

Their improvement in health is remarkable. The girls have become acclimatised to the rigors of country life, they are alert, enterprising and eager to take responsibility. Weeks pass and the hospital stands empty. Long nights of sleep in peaceful surroundings, regular hours, carefully planned diet, open air conditions, plenty of interest and the unflinching care and kindness of the staff have produced—as they must produce—health and happiness.

One of the problems of school camp life has been how to fill in the long winter evenings. At this school the problem has been thoroughly tackled. Making full use of all the indoor space available, activities of many kinds with something to appeal to every one were organised. There is a reading room for which books are sent out by the Home Town Library Committee, an Art Club, Hobbies Club, Chess and Draughts Club, Dramatic Club, Scout troop, and also sewing and boot-repairing classes. The school has also been lent two film projectors, one for sound and one for silent films, making it possible to give a cinema show each week. A film of about 1,000 feet in length has been made to record various aspects of Camp School Life and is being used for propaganda purposes in the home town.

Once again there is the same story of improved health and improved physique due to good food, regular hours and life in the open air. There is no doubt that the children who are fortunate enough to be spending a part of their school life in one of these camp schools are having a most valuable experience. These schools are giving education in its best form. They are providing a satisfying way of life.

Many war activities are being carried on in all schools. The girls' knit comforts for the Forces, lessons in first aid and in war cookery are given, and where possible, boys are digging for victory. In all types of schools Spitfire funds are to be found, National Savings Associations have developed enormously. During the year 1940 nearly 6,500 new Savings Groups were formed in the schools and the total of such Groups is now well over 30,000. One girls' school of 300 pupils saved over £4,300 in 1940, as against a total in the previous year of £51, while a boys' senior school with 200 on the books totalled over £6,000 in the year against 460 in the previous year.

Children are born collectors, and the salvage of paper, bottles, bones, aluminium and scrap metal owes not a little to their zeal. Their activities must be organised if good results are to be obtained. In one case the Headmaster assembled his boys and explained to them what was wanted and why it was important. A school "House competition" was arranged to stimulate effort by inter-House rivalry. A school transport fleet consisting mainly of boxes on wheels was then assembled and the hunt began. The boys scoured the neighbourhood in their spare time and at the end of four months had collected 42 tons of scrap.

In the midst of unprecedented difficulties and dangers the schools are carrying on, and when allowance is made for the handicaps their work has suffered much less than might have been expected. The children have implicit confidence in their teachers and feel safe in school, where the quiet atmosphere and steady occupation is one of the best antidotes to war nerves. It says much for the Head Teachers and their staffs that, despite the difficulties they have had to face, they have managed to conceal their own anxieties and worries and inspire such confidence in the children committed to their charge.

It is obvious that the welfare and happiness of the children depend largely upon the devotion and skill of the teachers—teachers who in the main, are not confining their efforts solely to their professional tasks.

Of the depleted staffs that remain in the schools, large numbers of the men are giving their time to the Home Guard, while many others—women as well as men—are serving in various branches of Civil Defence. Indeed, in many districts it is the rule rather than the exception to find every teacher, whether men or women, engaged in one or more activities in their spare time outside their normal work.

One of the greatest services which the teachers have rendered to the country has been the part which they have played and are playing in the evacuation scheme. But valuable as is their continuing work for evacuees a special word of commendation is due for those serving in and around the large towns which have been the targets of the enemy's heavy night bombing. In these areas, to meet the needs of families rendered homeless Rest Centres and Feeding Centres are established, and for these purposes schools are naturally selected as providing the most convenient accommodation. The manning of these Centres is often undertaken by the teachers, who thus render service at a time when it is most greatly needed under conditions of great difficulty. In all these ways teachers are making new contacts with their pupils in the country and new contacts with parents in the towns, all of which may have their effect on the place which the schools will occupy in the nation's life in future.

It is sometimes said—though perhaps without any great foundation that in the ordinary way the schools and the teaching profession stand a little apart and aloof from the main stream of life. When the nation as a whole is "on service" teachers would not wish to claim that they are doing more than others; but one thing is certain—the schools and the teachers are in no sense outside the nation's war effort; they are right in it.

APPENDIX VI TO CHAPTER I

Statement showing expenditure on buildings and equipment of various classes of institutions

Year	Amount expended on buildings, furniture and apparatus						Total amount expended (as given column 27 of G. T. III A. & B.)
	Colleges	High Schools	Middle English Schools	Middle Vernacular Schools	Primary Schools	Special Schools	
1	2	3	4	5	6	7	8
1937-38	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government Funds ..	11,718	34,729	7,122	5,529	16,966	6,901	82,965
Board Funds ..	..	..	733	8,754	27,340	379	37,206
Municipal Funds ..	..	..	635	3,197	5,745	..	9,577
Fees and other sources ..	27,728	44,040	20,135	3,955	50,143	1,221	1,47,222
Total ..	39,446	78,769	28,625	21,435	1,00,194	8,501	2,76,970
1938-39							
Government Funds ..	19,170	28,531	2,403	2,831	13,250	9,753	75,938
Board Funds ..	..	..	840	10,978	23,657	2,773	38,248
Municipal Funds ..	..	..	1,710	1,241	7,373	17	10,341
Fees and other sources ..	680	35,241	27,683	4,772	63,339	1,605	1,33,320
Total ..	19,850	63,772	32,636	19,822	1,07,619	14,148	2,57,847
1939-40							
Government Funds ..	29,487	35,365	6,164	5,792	10,973	8,971	96,752
Board Funds ..	..	..	2,085	4,571	18,355	..	25,011
Municipal Funds ..	..	407	2,279	2,990	7,510	668	13,851
Fees and other sources ..	..	44,343	22,038	4,942	72,977	6,878	1,51,178
Total ..	29,487	80,115	32,566	18,295	1,09,815	16,517	2,86,795
1940-41							
Government Funds ..	14,833	35,424	14,428	2,197	14,775	10,008	91,665
Board Funds ..	..	337	2,356	11,906	15,775	65	30,439
Municipal Funds ..	..	108	1,198	2,030	5,061	25	8,422
Fees and other sources ..	36,331	76,827	41,438	7,946	64,272	879	2,27,693
Total ..	51,164	1,12,696	59,420	24,079	99,883	10,977	3,58,219
1941-42							
Government Funds ..	24,239	36,648	15,980	2,584	8,205	7,039	94,695
Board Funds ..	..	..	355	10,062	20,637	50	31,104
Municipal Funds ..	..	..	1,770	918	2,254	..	4,942
Fees and other sources ..	31,358	70,509	44,504	12,592	69,247	891	2,29,101
Total ..	55,597	1,07,157	62,609	26,156	1,00,343	7,980	3,59,842

CHAPTER II—EDUCATION—PRIMARY STAGE

(1) ORGANISATION—ADMINISTRATIVE, ARRANGEMENTS—INSPECTION—LOCAL BODIES

38. *The Dual Control.*—The control of Primary Education in Assam is partly in the hands of the Local Government and partly under the Local Bodies, the particular charge of the Local Bodies being the maintenance of free vernacular schools of all grades. In the hill tracts Primary Education is directly under Government control except in the case of the Lushai and North Cachar Hills, where this responsibility is discharged through the Mission bodies at work there. In the plains Primary Education has been subjected to "Dual Control", about which the following extract from the Assam Valley report is interesting :—

"The figures of venture schools show that the number of such schools does not diminish in proportion to their absorption into the Boards' School System. This shows that there is no want of keenness on the part of the ordinary villager for a school in his village. Yet it is curious to contemplate how apathetic he suddenly grows towards a school, which he has taken immense trouble to establish, once it is absorbed into the Boards' System. It ceases to be his own school; its dilapidated building, uncared for and untidy compound, bad attendance—all these fail to arouse his interest or indignation. The school becomes *Sarkari* and ceases to be a concern of the village. The original keenness relapses into inactivity. How to keep it actively functioning and make it a living force is the problem for the Educational Administrator. This problem is not a new one; neither is it unknown; nor has its solution remained un-stated.

The basic principle must be the fullest co-operation between the village and the School Authority. To secure this, the Authority must be definite in its aims and policy, and just in its actions and dealings. Unfortunately the responsibilities for Primary Education in this unhappy land are divided between the Local Bodies and the Education Department. More often there is disagreement in the policy and details of administration between these two Agencies than otherwise. In such conditions co-operation from all the sections of the people is impossible to secure."

The ban of Primary Education in Assam is the System of Dual Control. It must be removed before Primary Education can achieve a steady and sound progress.

(a) EDUCATION UNDER LOCAL BODIES—RELATION OF LOCAL BODIES WITH GOVERNMENT INSPECTING STAFF—LOCAL EDUCATIONAL FINANCE, ETC.

39. With the increase in the number of schools, year by year, each Sub-Inspector had to supervise and control the work of about 150 schools on an average. This has resulted in inefficiency of inspection. Besides guidance in their routine work and arduous task, the teachers would often need to be encouraged and stimulated from time to time by expert and sympathetic guidance.

The following statement furnishes the statistics of Board Primary Schools for the last 5 years in comparison with the closing year of the preceding quinquennium :—

Year	No of schools			No. of pupils		
	For boys	For girls	Total	In boys' schools	In girls' schools	Total
1936-37	4,252	607	4,859	228,038	22,583	250,621
1937-38	4,523	654	5,177	250,673	25,426	276,099
1938-39	4,673	681	5,354	263,854	27,401	291,255
1939-40	4,860	737	5,597	276,602	29,971	306,573
1940-41	5,221	816	6,037	294,435	33,706	328,141
1941-42	5,461	874	6,335	288,018	33,883	321,901

The increase in the number of schools may be attributed mainly to the policy of expansion of primary education followed by Government through giving grants to the Local Bodies with definite direction to take over a fixed number of venture schools in their respective areas. During the quinquennium a total amount of Rs 2,00,684 was given to the Local Boards and Rs.23,466 to Municipalities and Town Committees as new grants for expansion of primary education. About this policy of expansion the Inspector of Schools, Assam Valley Circle, writes as follows :—

"This is no doubt a beneficial measure quite well-meaning in its scope and intention. But a word of caution is necessary. The policy of unrestricted expansion so far followed has largely increased the number of inefficient Primary schools in our system. It is now necessary to re-consider this policy. For the next quinquennium it will be a sound policy to devote ourselves to the task of consolidation and improvement. Many of them are under-staffed and many more do not have the house and the meagre equipment we require for a Primary School. In the result, the quality of instruction given in great many Schools is poor; the health of pupils suffers imperceptibly; many pupils have to spend more time than should be necessary to complete the Primary Course; and many leave School out of *ennui* before they can get any benefit from attending a School.

For the above purpose it is necessary that our Schools should be adequately staffed, better equipped and reasonably well-housed, and the teachers given a sound (may be a short) training. Unless these things can be done and that quickly, a very large part of the money spent on Primary education would be simply wasted."

40. *Board's Relation with Education Department.*—"In educational matters the Director of Public Instruction and the Inspector shall advise the Local Boards and the Local Board on all occasions shall take that advice into consideration. The Deputy Inspector while remaining an officer of the Education Department, and as such the representative of the Director of Public Instruction and the Inspector, is the immediate educational adviser of the Local Board to which he is attached. In case of any disagreement on any important question of educational principle the matter shall be referred to the Local Government for decision which shall be final." This is the relation as defined in the Rules and Orders of the Education Manual.

It is usual to report that the relation between the Department and Local Bodies continues to be cordial. It is correct in the sense that in spite of whatever happens in office files and at meetings, the personal relations remain cordial, which is no mean tribute to our officers.

Little attention is paid to the recommendations of the Deputy Inspectors of Schools when it does not suit them to do so. Untrained men are appointed in preference to trained candidates, men of superior qualification are passed over in favour of more favoured candidates possessing the minimum qualification. Increments of pay are given without regard to the recommendations of the Deputy Inspectors of Schools.

The observation made by the Deputy Inspector of Schools, Hailakandi, on the subject is also to the point and extracts from his Report are quoted below :—

"Members of the Local Bodies depending upon the votes of a particular area necessarily think always of his own constituency, for his personal interest both for the present and for the future and so detriment to the interest of the Subdivision as a whole is a necessary outcome. Several interests are put together to gather strength and parties are formed to drag the administration by mere weight of votes even at the sacrifice of public interest. The Chairman and the Vice-Chairman who are in the direct touch of the office, feel themselves in an anomalous position and they are compelled to participate or to maintain a neutral position, knowing full well that their attitude is not justified to their sense of justice and duty."

As a remedial measure the following suggestions were made by Mr. G. A. Small, the then Director of Public Instruction, Assam, in his last Quinquennial Review of the Province :—

"The proper remedy is to put the control of vernacular education and all its funds, whether coming from local sources or from Government, under a Provincial Board which will, under the Minister outline policy, control expenditure and insist through local committees, on regular payment, appointment of qualified teachers and a proper distribution of schools."

There is hardly any justification for continuing the present system under which Provincial Revenues contribute 2/3rds to 3/4th of the cost of elementary school and the administration of the fund and control of the organisation is placed in the hands of a body elected not for any special fitness for educational administration. There is no objection to a non-official majority, but the Body charged with the administration of Elementary Education should be persons qualified by training and experience for such work.

The following excerpt from a subdivisional report of the Assam Valley is indicative of the nature of relation between the Board and the Departmental representatives :

"The anomalous position which the educational officers as Board's advisers hold in relation to its educational matters was under a series of most unfair and undignified forms of trial during the middle of the quinquennium. The position of the educational advisers was not only belittled by uncharitable personal attacks in Teachers' meetings but also their suggestions in vital matters like appointment, transfer, retirement and punishment of teachers were disregarded and in consequence discipline among school teachers was at its lowest ebb during the period."

Though the major portion of the expenditure on Primary education is borne by Government, the percentage being as high as 67.4, yet it has no effective control over this expenditure. The recommendations of the Deputy Inspectors of Schools, who represent the Department and play the role of educational advisers to the Local Bodies, are not always acted upon, often disregarded and sometimes flouted.

The relations between the Department and the Municipalities are not very clearly defined. There is no officer of the Department on any Municipal Board, but the Educational Budgets of the Municipalities are prepared in consultation with the Deputy Inspector of Schools and approved by the Inspector of Schools.

41 *Local finance.*—The sub joined table compares the expenditure on Primary Schools for the closing years of the last two quinquennia :—

Year	Direct expenditure from					Total
	Government funds Rs.	Local Board funds Rs.	Municipal funds Rs.	Fees Rs.	Other sources Rs.	
1941-42	11,72,284	3,49,194	73,236	620	147,156	17,42,490
1936-37	9,28,113	3,10,856	50,653	1,012	171,378	14,62,012
Increase or decrease	+2,44,171	+38,338	+22,583	-392	-24,222	+2,80,478

The following table compares the percentage of expenditure on primary schools and cost per scholar from different sources for males and females separately :—

Year	P. C. of expenditure from				Cost per scholar to				Total	
	Government	Fees	Local Board funds	Other sources	Government	Fees	Local Board funds	Other sources		
FOR MALES										
					Rs a. p.	Rs a. p.	Rs a. p.	Rs. a. p.	Rs. a. p.	
1936-37	64.12	.05	23.49	12.34	2 14 5	0 0 1	1 10 0	0 8 11	4 8 5	
1941-42	68.00	.04	23.12	8.84	2 14 5	0 0 1	0 15 9	0 6 0	4 4 2	
FOR FEMALES										
1936-37	57.55	.19	36.29	5.97	2 11 9	0 0 2	1 12 7	0 4 6	4 12 0	
1941-42	61.38		33.35	5.27	2 9 6		1 6 7	0 3 7	4 3 8	

The average cost per scholar in a boys' school was Rs.4-4-2, in Government school Rs.7-7-1 and in a Board school Rs.4-3-11. In a primary school for girls the average cost per scholar was Rs.4-3-8, in Government school Rs.6-2-0 and in a Board school Rs.4-14-3.

(b) **COMPULSORY PRIMARY EDUCATION**

42 Compulsion has not been introduced in any area in Assam.

In 1940-41 Government distributed the following amounts for making arrangements for the introduction of Compulsory Primary Education in selected urban areas :—

	Recurring Rs.	Non-recurring Rs.
(1) Silchar Municipality	830	2,550
(2) Dhubri	500	3,000
(3) Tezpur	500	3,000
(4) Palasbari Town Committee	500	3,000

In the following year a provision of Rs.10,000 was made in the budget with a view to supplementing the above grants and also for aiding other Municipalities which may agree to introduce compulsion. But before the schemes submitted by different bodies could be examined and proposal submitted to Government it was ordered that the amount should not be spent in view of the need for balancing the budget. The post of Special Officer created for the purpose also came under retrenchment.

(c) **SINGLE TEACHER PRIMARY SCHOOLS**

43. The following table furnishes the particulars in regard to Single Teacher Primary Schools, subdivision by subdivision :—

Subdivision	SURMA VALLEY AND HILL DISTRICTS		Enrolment	
	No. of single-teacher schools			
	For boys	For girls	In boys' schools	In girls' schools
North Sylhet	306	149	12,625	5,101
South Sylhet	197	66	7,744	2,344
Sunamganj	313	73	12,276	2,388
Karimganj	201	63	7,157	2,198
Habiganj	337	143	14,145	5,302
Silchar	250	73	9,269	2,500
Hailakandi	110	37	3,859	1,069
Khasi and Jaintia Hills	392	...	9,650	...
North Lushai Hills	133	...	7,211	...
South Lushai Hills	66	...	2,554	...
Total	2,305	604	86,490	20,902

ASSAM VALLEY CIRCLE

Subdivision	No. of single-teacher schools		Enrolment	
	For boys	For girls	In boys' schools	In girls' schools
North Lakhimpur	145	10	5,847	330
Dibrugarh	239	16	9,464	557
Sibsagar	154	36	7,731	1,963
Jorhat	192	30	8,896	1,568
Golaghat	133	15	4,817	574
Nowgong	279	24	11,369	1,049
Tezpur	121	22	4,410	843
Mangaldai	163	14	5,702	375
Gauhati	382	42	17,453	1,962
Barpeta	237	44	11,362	1,480
Goalpara	187	19	8,010	650
Dhubri	336	44	13,087	2,046
Garo Hills	223	4	5,813	113
Naga Hills	106	...	4,337	...
Total	2,897	320	118,298	13,510

(II) STAFF—SALARIES, MINIMUM QUALIFICATIONS AND CONDITIONS OF SERVICE

44. *Staff.*—The Primary Schools were generally staffed with single teachers. The percentage of single teacher schools worked out at 71.3 of the total number of Primary Schools and the average number of pupils in a Primary School was more than 50. Obviously the Schools are inadequately staffed.

The prospect of solving this problem seems very remote in the present state of finances of the local bodies unless Government came to their aid.

Another weakness of the present staff of our Primary Schools is the high percentage of ill-qualified and inexperienced men. To get over this difficulty increased facilities for their training is an indispensable necessity.

45. *Salaries.*—In Government primary schools the following scales of pay are available for teachers.—Rs.15—1—20, Rs.20—1—25, and Rs.25—1—30 per mensem. These scales vary according to local conditions.

The salary of Local Board Guru Training-passed teachers varies from Rs.12 to Rs.31 per mensem. There is no fixed scale of pay for them, nor is there any difference in pay between the trained and the untrained teachers.

The salary of the Normal passed teachers in Local Board Primary Schools varies from Rs.15 to Rs.32 per mensem in the Assam Valley and from Rs.12 to Rs.17 per mensem in the Surma Valley.

In the Municipal Primary Schools the salary of Guru Training-passed teachers varies from Rs.15 to Rs.38 in the Assam Valley and from Rs.12 to Rs.36 in the Surma Valley.

As to Normal passed teachers in Municipal Primary schools the salary varies from Rs.15 to Rs.40 per mensem in Assam Valley and from Rs.15 to Rs.45 in the Surma Valley.

The average pay of teachers in Board Primary schools works out at Rs.13, in Municipal schools Rs.18, and in private schools Rs.5 in Surma Valley and Rs.11 in the Assam Valley.

The hard lot of the Primary school teachers remained unchanged. The minimum-pay of a Primary school teacher is Rs.12, whether he is trained or untrained. In the case of the Normal-passed teachers the minimum pay ranged in different Subdivisions between Rs.15 and Rs.20. These rates cannot be held adequate, not to speak of being attractive, in these days of economic struggle. As noted in Chapter I, the minimum pay of a Primary School teacher should be Rs.30 per mensem and the minimum qualification for such posts should be matriculation plus training certificate.

There was hardly any opportunity for the Primary School teachers in the villages to earn something by extra-departmental work. The work of Mass Literacy centres was meant to afford some facilities to a number of these teachers to earn extra money during the last two years of the quinquennium. But the very irregular and delayed payment of these small sums diminished much of their value. In the urban areas and in the advanced localities few teachers get any opportunity to earn anything by private tuition or by other extra-departmental work.

The following table shows the number of non-Government School teachers and the amount of remuneration earned by them from other sources.

Kind of work	No. of teachers	Amount received	
		Rs.	a. p.
(1) For serving as Post Master of Branch Office	29	2,104	0 0
(2) For selling quinine	9	15	9 0
(3) For working as Sarpanch... ..	6	211	0 0
	44	2,330	9 0

The following table furnishes the statistics of men and women teachers in primary schools:—

MEN TEACHERS

Class of Schools	Trained				Untrained				Total trained	Total untrained	Grand Total
	Passed Matric	Passed Middle School	Passed Primary School	Lower qualification	Possessing a degree		Possessing no degree				
					Certificated	Uncertificated	Certificated	Uncertificated			
Government	10	181	14	..	..	..	17	386	205	403	791
Board ..	33	2,083	103	..	..	..	773	4,744	2,219	5,517	10,261
Private ..	33	74	2	..	..	2	63	1,462	109	1,527	1,636
Total ..	76	2,338	119	..	..	2	853	6,592	2,533	7,147	9,739

Class of Schools	Trained				Untrained				Total trained	Total untrained	Grand Total
	Passed Matric	Passed Middle School	Passed Primary School	Lower qualification	Possessing a degree		Possessing no degree				
					Certificated	Uncertificated	Certificated	Uncertificated			
Government Board	11	74	39	2	..	..	43	25	6	25	31
Private	8	18	4	..	..	..	1	629	126	672	798
	..	..	..	..	..	..	..	325	30	326	356
Total	19	98	43	2	..	..	44	979	162	1,023	1,185

The minimum qualification for appointment in primary schools is the possession of Primary Leaving Certificate and Training Certificate. But it will appear from the above statements that a large number of teachers are untrained and ill-qualified.

46. *Condition of Service.*—Government teachers are entitled to pension and the benefit of General Provident Fund as in the case of other Government servants. As to non-Government teachers the benefit of the Provident Fund was denied to a very large number of teachers under each Local Board. While in some Subdivisions this advantage was being gradually extended, there was no provision whatever for this benefit in the case of the Primary School teachers under the Gauhati and Barpeta Local Boards.

The subjoined table furnishes separately for boys' and girls' schools the number of teachers enjoying the benefits of the General Provident Fund and the rates at which they subscribed and the managements contributed:

In schools for boys

Class of school	Management	Nc. of teachers	Rate of subscription by employee	Rate of contribution by management	Rate of contribution by management at the time of withdrawal
Primary	Board	2,643	One anna per rupee.	Varies from 6 pies to one anna per rupee.	Nil
	Municipal	155	Varies from 2 annas to one anna.	Ditto	Nil.
<i>In schools for girls</i>					
Primary	Board	141	One anna per rupee.	Varies from 6 pies to one anna.	Nil.
	Municipal	17	Ditto	Ditto	Nil.
	Aided	4	Ditto	Ditto	Nil.

(III) ENROLMENT AND FEES

47. The following statement compares the enrolment in Primary Schools during 1941-42 and 1936-37:—

Year	Enrolment in				Total
	Government Schools	Local Board Schools	Municipal Schools	Other Schools	
1941-42	19,434	311,898	10,003	67,963	409,298
1936-37	10,968	243,220	7,401	60,049	321,638
Increase	+8,466	+68,678	+2,602	+7,914	+87,660

In addition there were as many as 1,723 unrecognised institutions with a total enrolment of 71,784 pupils.

Taking 15 per cent. of the total male population as the basis of our calculation, the percentage of male scholars in all primary schools in the Surma Valley & Hill Districts to the total number of males of school-going age of that division was 42.2 in 1941-42 against 30.6 in the closing year of the preceding quinquennium, and the average number of pupils in a boys' primary school was 47.4 against 45.1 in 1936-37.

In the Assam Valley the percentage of male scholars in all primary schools to the total number of males of school-going age was 41.0 against 34.5 in 1936-37, and the average number of pupils in a boys' primary school was 50.8 in 1941-42 against 52.4 in 1936-37.

The following table furnishes the number of pupils reading in primary stage of all classes of schools according to ages:—

Classes in schools	A	B	I	II	III	Total of I to V as returned in G. T. X.
Ages of pupils under 10 years.	161,875	88,833	72,315	53,121	37,990	414,134
Ten to 20 years ..	2,536	3,778	6,383	11,236	17,125	41,058
Over 20 ,, ..	195	107	75	40	14	431
Total	164,606	92,718	78,773	64,397	55,129	455,623

The following statement will show the number of boys reading in girls' primary schools and *vice versa* :—

Year	In Girls' Schools		In Boys' Schools	
	Boys	Girls	Boys	Girls
1941-42	1,736	43,377	306,532	57,653
1936-37	989	28,805	252,091	39,743
Increase	+747	+14,572	+54,441	+17,916

48. *Wastage*.—The following tables will give an idea as to the wastage in the number of pupils in Primary Schools :—

No. of pupils	1937-38	1938-39	1939-40	1940-41	1941-42
In class A	145,169	154,061	162,030	165,529	156,067
Ditto B	72,387	75,971	81,786	86,247	85,114
Ditto I	57,555	61,065	64,997	71,022	72,042
Ditto II	44,147	47,285	50,813	54,509	57,778
Ditto III	28,159	30,049	32,845	35,246	36,803

Wastage in the number of pupils :—

	1938-39	1939-40	1940-41	1941-42
Between classes A and B	69,198	72,275	75,783	80,415
Ditto B and I	11,322	10,974	10,764	14,205
Ditto I and II	10,270	10,252	10,488	13,244
Ditto II and III	14,098	14,440	15,567	17,706

In the Assam Valley the wastage between the Classes A and B continued to be the same as in the previous quinquennium, namely, 50 per cent. Half the number of pupils admitted into Class A either fell off before they reached Class B or stagnated for more than a year. The wastage between the Classes B and I and between the Classes I and II was almost the same, being a little over 16 per cent. But wastage between Classes II and III was 31.3 per cent., the next in magnitude to that between A and B.

The main factors responsible for this huge waste were the following :—(1) Unrestricted admission into Class A. (2) Irregular admissions throughout the year. (3) Poor housing condition and want of equipment. (4) Inadequate staff and unqualified teachers. (5) Apathy of guardians. (6) Irregular attendance of pupils. (7) Bad communications. (8) Prevalence of epidemic diseases. (9) Inadequate supervision leading to inefficient instruction and consequent loss of interest. (10) Indifference to the result of instruction on the part of the Subordinate inspecting agency, due to the interference of local bodies in petty detail of administration.

To minimise wastage the first and foremost importance is to be given to measures for restricting admission of boys into Class A according to age and accommodation available.

The following excerpts are quoted from the report of the Deputy Inspector of Schools, Golaghat, in this connection :—

“It was time certain restrictions were put on the number of children that might be placed under a single teacher. It would be fastidious, no doubt, to conceive of conditions when it will be possible to introduce Intelligence Tests for admission to our Primary schools. Nevertheless, it should not be very difficult to make certain regulations whereby children below a certain age-limit may be debarred from admission. The application of the rule for admission of boys into Class A in the first three months of the School year was not strictly followed and boys were admitted practically throughout the whole year without any restriction. Action in this direction would go to some extent to arrest the high percentage of waste.”

The Recreation Club scheme, if properly worked, and the separation of Classes A and B and I into Nursery Schools or baby schools would also help in reducing wastage.

The fall in enrolment between Classes II and III was not so much due to withdrawing of pupils from Class II for utilising their services in the field, as to their migration to Middle English and High Schools. The overlapping of Class III of Vernacular Schools and of High and of Middle Schools was responsible for this migration. Except in English the course of this Class is the same in both the classes of schools. This shows the need for allowing optional English to be taught by matriculate teachers in Class III of Lower Primary Schools.

(IV) Scholarships, Stipends and freeships

49. There are as many as 374 scholarships available for plains boys on completion of the Primary school course. The provision of scholarships for the hill boys will be dealt with separately under Chapter XII.

These scholarships are awarded in order of merit, subject to the limitations and reservations for backward areas and communities, as mentioned in the Assam Education Department Rules and Orders.

The scholarships are of the value of Rs.3 per month each and are tenable for three years to enable their holders to prosecute their studies for the middle school course in middle or high schools.

Of these scholarships 264 are awarded from Local Board Funds, 38 from Municipal funds and the rest from Government funds. The Government scholarships are reserved for Muslims and other backward communities and they are distributed as below :—

(1) Muslims... ..	20 (11 for Surma Valley and 9 for Assam Valley).
(2) Other backward classes	11 (4 for Surma Valley and 7 for Assam Valley). (The 7 scholarships for Assam Valley include 2 for Garo Christians reading in American Baptist Mission schools in Kamrup).
(3) Plains Tribals	20 (for Assam Valley only).
(4) Scheduled Castes... ..	17 (11 for Surma Valley and 6 for Assam Valley).
(5) Ex-tea Garden labourers	4 (2 for each Valley).

For girls there are 45 scholarships available at the close of the Primary School course. Of these 18 are reserved for Assam Valley, 18 for Surma Valley and 9 for Hill Districts. They are awarded by the Inspectress of Schools on the results of the Primary Scholarship and Leaving Certificate Examination and made tenable for 3 years in recognised schools where arrangements can be made for post-primary teaching to the satisfaction of the awarding authority.

These scholarships are of the value of Rs.3 a month each with the privilege of free tuition. In case of non-resident pupils the value of the scholarship is raised to Rs.7 a month.

In Assam no fees are charged in primary schools ; but some primary classes attached to Middle English Schools charge fees and grant fee remission at the discretion of the Managing Committee and with approval of the Department.

(V) Curriculum.—Basic Education or other New Methods

50. Copies of the general curriculum for Assam schools were printed and are available for all Heads of Schools.

Basic Education has not been introduced in Assam nor has any new method been tried in the matter of primary education in Assam Schools, except the introduction of Recreational studies and activities.

During 1939-40 the Congress-Coalition Ministry decided to introduce the Wardha Scheme of Education in Assam, and with this end in view deputed the then Director of Public Instruction, Mr. Small, with the two Inspectors to visit Central Provinces, United Provinces and Bihar, and to study the work there. These officers in their final report to Government stated that, from what they had seen of the experiments which were being made in those Provinces, it was quite impossible with the funds or the staff available in Assam to organise primary schools of the Basic type advocated by Mahatma Gandhi and described in the Zakir Hussein Report. The scheme was thereupon abandoned.

Medium of Instruction.—Assamese is the medium of instruction in Assam Valley and Bengali for Surma Valley in Primary Schools. But the immigrants of Bengal settling in Assam Valley districts are compelled to have their children taught in Assamese in those Primary Schools which are aided by Local Boards or by Government. This is not a satisfactory arrangement. For the Hills Lower Primary Schools the question will be dealt with in Chapter XII.

As to Examination at the close of the Primary School course the Inspector of Schools, Assam Valley Circle, writes as follows:—

“The revised rule of granting Leaving Certificates to pupils at the close of the Primary School course by the Head Teachers has been in operation for nearly twenty years. This has definitely tended to lower the standard of efficiency in the Primary Schools, as the capacity of the Primary School teachers remained unimproved. It has indirectly caused deterioration of the Middle Vernacular Schools as well. A public examination at the end of the Primary School Course may arouse a healthy competition between Schools and help to arrest wastage. Several Deputy Inspectors have urged the utility of such an examination in their annual Reports during the quinquennium.”

An extract in this regard from the Divisional Report of 1938-39, is quoted below:—

“There is much to be said in favour of instituting such an examination and the step would no doubt be popular. But the number of candidates involved would rule out the possibility of conducting such an examination on a provincial or even a Divisional scale. A Subdivisional examination would be less impracticable and may be tried with beneficial results. A logical sequel to the institution of a common Primary Leaving Certificate Examination for the whole Subdivision should be to grant a printed School Leaving Certificate to the examinees satisfying the test, and this would be greatly valued by the boys and their guardians alike”.

These views are not supported by the Committee appointed by the Central Advisory Board whose recommendations on Examination have been dealt with in Chapter I, but so long as we do not have well-qualified and trained teachers for Lower Primary Schools, some sort of public examination should be conducted by the Department.

(VI) Health and Physical Education

51. There is no arrangement for the Medical inspection of pupils in Primary Schools, but there is arrangement for physical training in almost all the schools.

The new system of physical training with simple drill, action song, games, etc., which was begun in 1934 with the help of Madras-trained instructors mainly in high schools, has now found its way to Primary Schools as well.

The trained Instructors, who are now designated as Inspectors of Physical Training, organise training camps and train a number of teachers (including Primary School teachers) every year. The Inspector of Physical Training appointed, in 1938-39, also organised a number of training camps for mistresses, as a result of which new forms of physical exercise have also been introduced in some of the girls' schools.

The weather problem has also been solved in most of the primary schools inasmuch as they resort to in-door games and drill in their open Verandahs during school hours.

Demonstrations and discussion of refresher lesson plans and mass drill demonstrations have now become one of the features of the village teachers' gatherings.

The minor games taught along with physical training are now very widely played in village schools. Primary school pupils also continued to take part in country games.

(VII) Buildings and Equipments

52. *Buildings.*—Primary School buildings and their equipment continued to receive meagre attention both from the authorities and the public. I can do no better than repeat the following passage from a divisional report of 1938-39:—

“Many Schools go without a building and those that have one, do not often get from them sufficient protection against the weather. Generally the most dilapidated and unsightly house in the country side belongs to the village School. This unhappy state of things is due to the divided responsibility in this matter between the Board and the villagers. The present system of demanding local contribution in labour and kind has proved a failure and has, therefore, to be substituted by something more effective.”

The villagers maintain a school house so long as it is not taken over by the Board; and as soon as it is enlisted in the Board's list, the villagers give up all the responsibility in this matter. In the Gauhati and Barga-peta Subdivisions some villagers provide tin-roofed houses on wooden frames in the “venture School stage”; but these houses also run the risk of collapse as time goes on for want of proper repairs.”

53. *Furniture and Equipment.*—There is hardly a School in the rural areas which is furnished with seating and writing arrangements. Pupils are to squat on the floor bringing their own Dharies.

In several subdivisions there are Primary Schools which are without even the indispensable Black Board and the necessary maps, not to speak of a set of text-books for the use of the teachers. The teachers generally managed by snatching one of the boys' books, to which they have really no right.

(VIII) Extra-curricular Activities

54. *School Gardening and Hand-work.*—School gardening continued to receive attention. Exhibitions of hand-work and school-garden produce were held in suitable centres in several subdivisions during the course of the period under review. Some very useful and excellent hand-works were to be seen in some of these exhibitions. But it is to be regretted that even in such matters the keenness and enthusiasm has flagged.

55. *Extra-Curricular Activities.*—Among extra-curricular activities in Primary Schools, mention may be made of—

- (i) Cubbing, which had spread in almost all the subdivisions, and also (ii) Junior Red Cross groups;
- (iii) Country games and sports had also gained in popularity; (iv) the Recreation Club activities were also making a beginning towards the close of the quinquennium.

CHAPTER III—EDUCATION—MIDDLE STAGE

(I) Organisation—Administration—Inspection

(a) Middle Education under Local Bodies

56. Middle Stage Education consists of Vernacular and Anglo-Vernacular schools. The middle education is mainly a responsibility of Government, the only charge left on the Local Bodies being the organisation and maintenance of free Middle Vernacular schools.

The Local Boards are also permitted to maintain or make grants to Middle English Schools; but in order that the support and expansion of Middle English Schools may gradually become a charge against Government and the parents concerned, the Local Boards shall not add to the list of Middle English schools maintained or aided by them without the sanction of the Local Government.

There are the following classes of middle schools in Assam :—

- (1) Middle Vernacular schools (preparing for advanced Middle Vernacular Certificate).
- (2) Middle English Schools (preparing for Middle English Certificate).
- (3) Middle Madrasas (preparing for certificate in Islamic subjects with vernacular).
- (4) Middle English Madrasas (preparing for certificate in Islamic subjects with English).

The following is extracted from the Surma Valley report :—

“In spite of the fact that the Calcutta University has introduced Bengali as the medium of instruction, the demand for Middle Vernacular education is not very great in the district of Sylhet. In the district of Cachar, however, the demand for Middle Vernacular education seems to be real and insistent. The number of Middle Vernacular schools for boys increased from 17 to 33 in Cachar district and from 47 to 49 in the Sylhet district during the quinquennium. The observations made by the late Dr. Gupta in regard to these institutions in the Quinquennial Review for the year 1936-37 deserve quotation :—

“The glamour of English education is such that to increase the attraction of these schools very often optional English classes have to be added to them. This tendency is really to be deplored as it is making even the rural population Calcutta-Matriculation-minded.

In the last Quinquennial Report of the Province the reviewer remarked that such schools enjoyed popularity only in backward areas. Perhaps his real intention was to say that they were popular with the poorer classes who appreciated free education for their children. This is undoubtedly true. Those who can pay would rather send their children to English schools, if available. It is these people who demand optional English classes in such schools for their children.

It is my opinion that our whole educational system is designed to cater to the needs of the middle classes. The rural gentry who are tied to their village homes on account of poverty call the tune and the interest of the greater number is sacrificed for the interest of the minority. The result is that the genuine rural youth who should receive a sound vernacular education and be retained in the countryside feel attracted to the English side which is patronised by their betters and come to get an urban bias. Drift begins to high schools, to University and to unemployment and ultimately to discontent.

Another factor which has in recent years contributed to the loss of popularity by these schools is that they are no longer regarded as the only source of supply of primary school teachers. Matriculates and non-Matriculates are overcrowding the employment market. To urbanised controllers of the local bodies, these people with some pretension to English education have a greater value than Middle Vernacular-passed men. The result is that the former are given preference over the latter in the matter of employment.

Another reason is that the standard of the Middle Vernacular course is very much stiffer than the standard of the Middle English course. This will become clear when we consider and compare the results.

I indulged in some optimism in regard to the future of these schools in my last report. It was based on the decision of the Calcutta University to introduce the Vernacular medium for its matriculation. This may work a change in the mental attitude of this Valley. To aid it, we must hold fast to the purpose which a Middle Vernacular School is intended to serve and should not ordinarily allow it to develop an English side. It should also be insisted that teachers for our primary schools are recruited from the ranks of Middle Vernacular-passed candidates. The nature and standard of the course and the examination should also be looked into”.

57. *Optional English Classes.*—Optional English classes existed in the 16 Middle Vernacular Schools named below in the Surma Valley :—

North-Sylhet	...	...	...	...	...	...	7
South-Sylhet	...	...	...	...	...	...	2
Habiganj	...	...	...	...	...	...	1
Karimganj	...	...	...	...	...	...	Nil.
Sunamganj	...	...	...	...	...	...	1
Silchar	...	...	...	...	...	...	2
Hailakandi	...	...	...	...	...	...	3
							16

In this connection Deputy Inspector of Schools, North-Sylhet, makes the following observations :—

“The option given to the Middle Vernacular Schools to start optional English classes has been seriously acting against efficient Vernacular education. The remedy lies in not allowing the Middle Vernacular Schools to present candidates to Middle English Examination before the candidates pass the Middle School examination in groups I and II”. Deputy Inspector of Schools, South Sylhet also holds the same opinion—He writes as follows :—“The option, it seems, acts against efficient vernacular education, as brighter boys join the English section.”

The inspection remark of Rai Sahib K. C. Purkayastha, Officiating Inspector of Schools, on Jaintiapur Government Middle Vernacular School dealing with the question, as quoted below, will be found interesting :—

“I visited the school in connection with the enquiry made by the Director of Public Instruction asking for an expression of my views on ‘how to encourage Middle Vernacular Schools and at the same time prevent loss of knowledge of English for those boys whose guardians wish to profit by it on payment. I have given the

subject my anxious consideration and feel that the only solution lies in making it obligatory for every pupil joining a Middle Vernacular School to take the Middle School Leaving Certificate Examination in groups I and II, irrespective of whether he studied group III (English) or not. * * *

The boys who have joined a Middle Vernacular School must read for the Middle Vernacular course, appear at the school final examination in (Middle Vernacular) group II. If he reads English, *i.e.*, group III, it should be in addition to group II, but he should not be allowed to sit for the examination in group III without appearing in group II. Pupils who pass in group II can after an admission test be admitted to class VII of a high school or if they so desire they may appear in group III in the following year. But I believe that most of them would prefer admission to class VII after sitting for an admission test. * * *

The next question that rises is whether it would be possible to arrange for the teaching of both groups II and III at the same time, whether boys taking up both groups II and III can read both courses within the present school time. I have gone into details and find that this is possible.

It is just likely there will be occasionally an exceptionally bright pupil, who should be sent for the scholarship examination in group III. In that case the Deputy Inspector of Schools may relax the rule in regard to taking up group II after recording his reasons for the same.

Having regard to the qualification of most of the teachers of English classes attached to Middle Vernacular schools one cannot hope that there will be many pupils who will do well enough in the final examination to earn a scholarship, and therefore even if the relaxation of the rule be permissible, the Deputy Inspector of Schools will have very few occasions to use it."

In other words, there is a strong case in favour of reversion to the system of Middle education that prevailed in Assam about 50 years ago, when the Middle English Examination included all the subjects and papers meant for the Middle Vernacular Education *plus* some papers in English for those who wanted Middle English Certificates. There can be no gainsaying the fact that even now the Middle Vernacular Course is a fuller and more comprehensive Course than the Middle English Course in Assam.

In the Assam Valley, optional English Classes in the Middle Vernacular Schools continued to be popular. The total number of schools in which this system was in existence including two Girls' Middle Vernacular Schools numbered 64. In the last year of the previous quinquennium the number of such schools was 56. The management of the Classes could build up good reserve funds out of savings and some of them utilised these in the establishment of High Schools in their localities.

In both the subdivisions of the district of Kamrup Optional Middle Sanskrit and Middle English Madrasa Courses were also introduced in a few Middle Vernacular Schools with success.

(b) Measures adopted for Supervision and Progress made

58. The inspection and supervision of all classes of Middle Schools are done by the Government inspecting staff of the Education Department.

There are as many as 22 Deputy Inspectors of Schools, including the Deputy Inspector for Muslim Education. The Deputy Inspectors are in charge of the inspection and organisation of the Middle and Primary Schools, including the Board Vernacular Schools in their respective circles. The Sub-Inspectors of Schools are also required to help the Deputy Inspectors in the inspection of Middle Vernacular Schools.

The number of all classes of Middle Schools for boys stood at 625 and that for girls at 75 on 31st March, 1942 against 466 and 54 on the same date of the closing year of the preceding quinquennium.

These numbers are distributed according to their management as below:—

Year	Class of school	Government		Local Bodies		Aided		Unaided		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1941-42	Middle English ...	7	4	6	6	270	23	75	6	358	39
	Middle Vernacular...	16	...	203	32	36	3	12	1	267	36
1936-37	Middle English ...	5	3	7	5	147	15	92	5	251	28
	Middle Vernacular...	15	1	184	22	15	2	1	1	215	26

Expenditure.—The total expenditure on Middle Schools rose from Rs.7,96,611 to Rs.9,66,436 during 1941-42 as compared with 1936-37. This expenditure is distributed under the different heads as below:—

Year	Class of school	Government funds	Board funds	Fees	Other sources	Total
		Rs.	Rs.	Rs.	Rs.	Rs.
1941-42	Middle English ...	1,77,843	39,435	2,73,427	1,02,764	5,93,469
	Middle Vernacular ...	1,13,993	2,23,457	23,710	11,807	3,72,967
1936-37	Middle English ...	1,22,788	44,460	2,05,940	99,051	4,72,239
	Middle Vernacular ...	1,07,924	1,88,076	19,767	8,605	3,24,372

The following table gives the comparative figures of annual cost of:—

		Rs.	a.	p.	Rs.	a.	p.
ASSAM VALLEY							
A Middle English School	...	1,603	14	9	1,411	3	9
A pupil in	...	17	4	6	17	3	8
A Government Middle English School	...	6,028	10	8	3,769	10	8
A pupil in	...	31	9	0	35	15	4
A Middle Vernacular School	...	1,442	7	10	1,394	6	11
A pupil in	...	8	1	9	8	6	3
SURMA VALLEY							
A Middle English School...	...	1,440	0	0	1,374	0	3
A pupil in	...	16	15	10	18	11	5
A Government Middle English School	...	3,969	0	0	4,299	0	0
A pupil in	...	21	0	11	42	2	4
A Middle Vernacular School	...	241	11	2	978	9	6
A pupil in	...	10	15	4	9	5	9

Cost per Scholar—

The following statement shows the cost per scholar for 1941-42 in Middle Schools:—

	Government Funds	Board Funds	Municipal Funds	Fees	Other sources	Total
Middle English Schools for Males ..	4.8	.62	.38	9.3	2.8	17.9
Middle Vernacular Schools „ ..	2.7	4.8	.26	.59	.26	8.6
Middle English Schools for Females ..	9.9	.53	2.1	3.5	5.67	21.7
Middle Vernacular Schools „ ..	1.5	4.9	1.3	.12	.28	8.1

(II) STAFF—SALARIES—MINIMUM QUALIFICATION

59. Staff in Government Middle Schools consist of officers in Assam Lower School Service, the Headmasters of Middle English Schools being in Assam School Service Class III. Ordinarily a single section school consists of four teachers.

The following statement furnishes the particulars of men and women teachers in Middle Schools:—

Men Teachers

Management	Trained teachers with following qualifications				Untrained teacher				Total trained	Total untrained	Grand Total
	A Degree	Matric or School final	Passed Middle School	Passed Primary School	Passing Degree		Possessing no Degree				
					Certificated	Uncertificated	Certificated	Uncertificated			
1	2	3	4	5	6	7	8	9	10	11	12
Government ..	4	19	77	..	3	..	5	16	100	24	124
Local Board and Municipal.	..	108	492	13	3	4	83	395	913	485	1,098
Aided	4	52	171	1	3	77	110	861	228	1,051	1,279
Unaided	2	10	32	1	3	15	15	246	45	279	324
Total	10	189	772	15	12	96	213	1,518	986	1,839	2,825

Women Teachers

Government ..	..	5	7	..	1	2	4	11	12	18	30
Local Board and Municipal.	..	3	34	3	..	2	14	72	40	88	128
Aided	1	14	26	1	1	5	7	59	42	72	114
Unaided	2	3	8	..	..	1	2	30	13	33	46
Total	3	25	75	4	2	10	27	172	107	211	318

The scales of pay admissible to teachers in Government middle schools is as noted below:—

Middle Vernacular Schools.—Head, Pandit—Assam Lower School Service Cadre IIA—Rs. 40—1—50—2—70.

Other teachers.—Assam Lower School Service Cadre IIB—Rs. 30—1—40—1—54—1—55.

Middle English Schools.—Headmaster—Assam School Service Class III—Rs. 75—4—115—4—175.

Second Master.—Assam Lower School Service Cadre IIA—Rs. 40—1—50—2—70.

Other teachers.—Assam Lower School Service Cadre IIB—Rs. 30—1—40—1—54—1—55.

The non-Government schools are expected to follow the Government schools in the matter of staff, salaries and qualification of teachers.

In Middle Vernacular schools the minimum qualification required for appointment is the possession of Middle Vernacular Leaving Certificate and Training Certificate granted by Government Normal School.

In case of Middle English Schools the Headmaster should be a graduate with training qualification or an experienced under-graduate, the qualification required of the second and other English teachers being the possession of I.A., or I.Sc., pass certificate. The vernacular teachers in Middle English Schools should have the same qualification as in the case of Middle Vernacular Schools.

In case of Middle and Middle English Madrassas the Head Maulavi should be an experienced Senior Madrasa-passed man.

In Government schools the posts carry with them the privilege of pension and General Provident Fund as in the case of other Government services.

In case of non-Government schools no pension system exists. The teachers in some of the non-Government schools are allowed the benefits of contributory Provident Fund and non-participants in this Fund are ordinarily allowed a gratuity on retirement.

The Inspector of Schools, Surma Valley, writes:—

“Notwithstanding the fact that demand is very insistent and wide spread the benefits of Provident Fund scheme could not be extended to Government-Aided Middle English Schools for want of funds. The condition of the Board-aided Middle English schools is just as deplorable as that of the Government Aided Middle English schools. The Habiganj Local and Municipal Boards are the only two Boards which extended the benefits of Provident fund to the teachers of the schools aided by them. The Local Board and Municipal Middle Vernacular Schools enjoy the benefit of Provident fund in almost all the Subdivisions.”

In Assam Valley with the exception of four Aided Middle English Schools in the Jorhat Subdivision and one in the Tezpur Subdivision, the system of Provident Fund benefits did not extend to any other Aided Middle English Schools in the Valley. The teachers of Middle Schools maintained by Local Boards however enjoyed the benefits of a contributory General Provident Fund without exception.

The following statement shows separately for boys' and girls' schools in both Valleys the number of non-Government teachers that enjoy the benefits of Provident Fund and the rates at which they subscribe and the managements contribute :—

In boys' schools					
Class of school	Kind of management		No. of teachers	Rate of subscription by employee	Rate of contribution by management
1	2	3	4	5	6
Middle English Schools.	Aided	...	34	One anna per rupee	One anna per rupee.
	Board	...	26	Ditto	Varies from 6 pies to one anna.
	Municipal	...	16	Varies from one anna to two annas.	Ditto ditto.
Middle Vernacular School.	Unaided	...	11	One anna per rupee	Ditto ditto.
	Board	...	680	Varies from one anna to one anna six pies per rupee.	Varies from 6 pies to one anna six pies.
	Municipal	...	60	Varies from one anna to two annas.	Ditto ditto.
	Aided	...	27	Varies from one anna to one anna 6 pies.	Ditto ditto.
In girls' schools					
Middle English Schools.	Municipal	...	19	Varies from one anna to two annas.	Varies from 6 pies to one anna.
Middle Vernacular School.	Board	...	41	Ditto ditto	Varies from 6 pies to one anna 6 pies.
	Municipal	...	13	Ditto ditto	Ditto ditto.
	Aided	...	6	One anna per rupee	One anna per rupee.

(III) Enrolment and Fees

60. The following statement compares the growth of all classes of middle schools during the quinquennium under review :—

Year	Middle Vernacular School		No. of scholars		Middle English School		No. of scholars	
	For boys	For girls	In boys' school	In girls' school	For boys	For girls	In boys' school	In girls' school
1941-42	267	36	39,313	4,299	358	39	27,859	4,356
1936-37	215	26	34,096	2,707	251	28	22,196	4,327
Increase	+52	+10	+5,217	+1,592	+107	+11	+5,663	+29

There are also Middle English classes attached to all High Schools. The number of pupils in these classes is included in the total enrolment of high schools.

In Surma Valley the increase in the number of Middle Vernacular Schools by 18 schools and 1,318 pupils cannot be regarded as satisfactory. The reasons are obvious. There is a keener demand for English education in most parts of this Division, perhaps because of the fact that English Education is considered to be the gateway to avenues of employment, and a Middle Vernacular School is erroneously regarded as a blind alley.

Co-education in Middle Schools.—During 1941-42 there were 2,987 girls reading in Middle schools for boys against 2,409 in 1936-37.

In Assam Vernacular education is free. But fees are charged in English classes in Vernacular schools and in the Middle English Schools.

The rates of fees charged in Government and Aided Middle English Schools are noted below :—

Class	For boys			For girls		
	Rs.	a.	p.	Rs.	a.	p.
VI	1	12	0	1	4	0
V	1	8	0	1	0	0
IV	1	4	0	0	12	0
III	1	0	0	0	8	0

No fees are charged in classes below class III.

Fee rates in Middle English Madrasas are half of those charged in the corresponding classes of Middle English Schools. No fee is charged in Middle Madrasas.

In the Assam Valley the fees charged in Middle English Madrasas varied in different Madrasas and in some cases between different Madrasas in the same subdivision. The question of levy of a uniform rate of fees in all Madrasas is receiving consideration.

(IV) Scholarships, Stipends, Freeships

61. The following scholarships are awarded on the results of the Assam Middle School Leaving Certificate and Scholarship Examination for boys :—

(1) *Middle Vernacular Scholarships.*—Twenty-six scholarships of the value of Rs.4 a month each are awarded annually from Provincial revenues. They are distributed as below :—

Cachar 2, Sylhet 8, Goalpara 4, Kamrup 4, Darrang 2, Nowgong 2, Sibsagar 2, Lakhimpur 2.

In addition to the foregoing seven scholarships of the value of Rs.4 per month each are awarded annually in order of merit to boys of the Assam Valley.

All these scholarships are tenable for a maximum period of 4 years.

Six special scholarships of Rs.4 a month each are also awarded every year in extension of the time-expired Middle Vernacular scholarships to enable their holders to complete the High School course and in addition 3 more special scholarships of Rs.4 each are also available for time-expired Middle Vernacular Scholarship-holders of Assam Valley.

(2) *Middle English Scholarships*.—Thirteen Middle English Scholarships of the value of Rs. 5 a month each are awarded annually. They are distributed as follows:—

Cachar 1, Sylhet (and Khasi and Jaintia Hills) 5, Goalpara 1, Kamrup 1, Darrang 1, Nowgong 1, Sibsagar 1, Lakhimpur 1, North-East Frontier 1.

These scholarships are tenable for 4 years in any recognised high school or 3 years in any normal school or 1 year in a training class

(3) *Madrassa Scholarships*.—Nine scholarships of Rs. 7 a month, carrying with them the privilege of free tuition are awarded at the close of the Middle English Madrassa course. Three of these scholarships are reserved for the Assam Valley and six for the Surma Valley. The values of these scholarships are raised to Rs. 10 in case of Assam Valley scholars reading in a Senior Madrassa in Surma Valley.

Five scholarships of Rs. 7 a month each carrying with them the privilege of free tuition are awarded at the close of Middle Madrassa course. One of these scholarships is reserved for Assam Valley and the value of this scholarship is raised to Rs. 10 when made tenable in a Senior Madrassa in Surma Valley.

(4) *Middle Sanskrit Scholarship*.—A scholarship of Rs. 7 a month with the privilege of free tuition is awarded at the close of the Middle Sanskrit Course. It is tenable in a High School for 4 years.

(5) *Special Reserved Scholarships*.—(a) The following Government scholarships are available for the Muslim pupils:—

Middle Vernacular.—Eight of the value of Rs. 4 a month each. Five of these scholarships go to Surma Valley and 3 to Assam Valley candidates.

Middle English.—Eight of the value of Rs. 5 a month each. Five of these scholarships are reserved for Surma Valley and the rest for Assam Valley pupils.

(b) The following scholarships are available for backward classes excluding Muslims:—

Middle Vernacular.—Two scholarships of the value of Rs. 4 a month each tenable for 4 years, one being reserved for a *bona fide* resident of Jaintia Parganas in Sylhet district.

Middle English.—Three scholarships of the value of Rs. 5 a month each tenable for 4 years in a High School, one of which is reserved for a *bona fide* resident of Jaintia Parganas of Sylhet District.

In addition to the foregoing scholarships two Middle Vernacular and two Middle English Scholarships of the value of Rs. 4 and Rs. 5 a month each respectively are available for the education of the boys of the scheduled castes.

(c) Special scholarships for Scheduled castes, plains tribal and the *ex-tea* garden labour classes:—

Community	Middle Vernacular	Middle English
Plains Tribal	7 of Rs. 4 a month each ...	3 of Rs. 5 a month each.
Scheduled Castes	4 of Rs. 4 a month each ...	9 of Rs. 5 a month each.
<i>Ex-tea</i> garden labourers	1 of Rs. 4 a month ...	2 of Rs. 5 a month each.

When any scholarship reserved for a particular community is not taken up by a candidate of that community it may be awarded to a candidate from other communities specified above at the discretion of the Director of Public Instruction.

Scholarships, both general and special, carry with them the privilege of free-studentship.

(d) *Scholarships for Girls*.—Eight Middle English Scholarships of Rs. 5 a month each are available for girls on the results of the Middle Examinations. Three of these scholarships go to Surma Valley, 3 to Assam Valley and 2 to the Hill districts.

Stipends.—In addition to the foregoing scholarships special stipends are also awarded at the discretion of the Director of Public Instruction subject to the provision of funds in the budget to both boys and girls for education in the middle and the high school stage.

Free-ships.—Fee-remissions are also granted in Middle English Schools. The Inspector of Schools concerned is the proper authority to sanction fee-remissions in Government Middle English Schools. Except in backward localities the concession should not ordinarily exceed 13 per cent. of the number of pupils on the rolls of a school, 8 per cent. being reserved for Moslems and 5 per cent. for other pupils.

In schools in Jaintia Parganas in the district of Sylhet fee-remissions up to 40 per cent. may be allowed to deserving pupils in indigent circumstances.

Fee-remissions are also granted to Ahom pupils on the recommendation of the Deputy Commissioners subject to a limit of 15 per cent. of the total Ahom enrolment of a school.

Poor Muslim and Hindu pupils whose parents or legal guardians are natives of or residents in Cachar district, may be excused, subject to a limit of 30 in the case of Hindus, payment of half schooling fees in Silchar Government High School.

A similar concession to the extent of 8 and 5 per cent. of total number of boys on rolls is also admissible to Muslim and Hindu pupils of the same category, respectively at Hailakandi Government High School.

The children of Military and Civil Police below the rank of Jemadars or Sub-Inspectors are allowed free-education up to and including class VI in Government schools.

In places where there is no vernacular school offering instruction beyond the primary stage the children of Mandals and Patwaris are allowed to read at half the ordinary rates in classes III to VI of Middle English Schools under public management and at two-thirds of the ordinary rates in same classes of Government High Schools.

The children of teachers serving in Middle and Primary Schools under the control of Local Bodies are also allowed free education in classes III to VI of Government High and Middle English Schools.

The concession of fee-remission is also allowed to the children of teachers serving in Anglo-Vernacular schools under public management.

In case of children of Mistresses including Matrons on pay not exceeding Rs. 100 a month free education is provided in all grades of schools under the direct control of Government.

The concession of fee-remission is also granted in case of two or more brothers reading in a Government High or Middle English School, the eldest brother being charged the full fee and the rest at half the rates.

In case of schools under private management it is at the discretion of the Managing Committees to grant any or all the concessions mentioned above. In such of these schools as are aided from public funds no other or larger concession can be sanctioned without the approval of the Director of Public Instruction.

(V) Residential and Day scholars

62. There are no residential middle schools for Indians in Assam. The schools are all meant for the day pupils. There are however boarding houses attached to some of the middle schools.

(VI) Curriculum, etc.

63. Printed copies of the curriculum are supplied when necessary.

Method of Teaching.—In the teaching of English the Direct Method has now been replaced in almost all schools by a mixed method which employs both the direct and the translation method. Translation method is usually followed in middle schools which have no trained teachers. Mr. Small's method of teaching L. C. M. fraction and compound multiplication is successfully tried in many schools. Babu Kedareswar Das Gupta's method of teaching the four fundamental rules in Arithmetic were also tried in some schools.

Manual training is given in middle schools as means permit. But the subject is receiving less attention since it has ceased to be an examinational subject.

Bamboo and Cane work in village Middle Vernacular Schools continued to be taught successfully.

In Habiganj Subdivision Agna Aided Middle English School under the management of the Ram Krishna Mission imparts training in Weaving and Carpentry.

MIDDLE SCHOOL EXAMINATION RESULTS

The analysis of the results is given below from a note on the results of the Assam Middle School Leaving Certificate and Scholarship Examination held in December 1941:—

Groups	Years	Number presented	Number passed	Percentage of success
1	2	3	4	5
I and II	1941-42	2,163	1,187	54.9
	1940-41	1,965	1,229	62.5
I and III	1941-42	2,840	1,670	58.8
	1940-41	2,500	1,778	71.1
I and IV	1941-42	362	178	49.2
	1940-41	337	240	71.2
I and V	1941-42	70	38	54.3
	1940-41	55	34	61.8
I and VI	1941-42	43	26	60.5
	1940-41	30	25	83.3
Total	1941-42	5,478	3,099	56.6
	1940-41	4,887	3,306	67.6

The number of candidates presented in the examination was 5,478, of whom 3,099 passed. The percentage of success this year is 56.6 as compared with 67.6 in the previous year. The result, therefore, is obviously deteriorating.

It is indeed deplorable that this deterioration is very palpably manifested in all the Groups and cannot be favourably compared with the success secured in the previous year.

The cause of this uniformly disappointing results in the last examination in all kinds of institutions of this grade appears, however, to be the country-wide disquieting rumours and consequent panic for the alleged impending Japanese Air raid. These rumours produced such an abnormal situation in the country, that the people seized with general consternation began to make exodus to the interior, leaving their own hearth and home behind in the town. These premature activities of the people could not but seriously affect the normal prosecution of studies on the part of their children. And hence the result was a foregone conclusion.

64. *Key books.*—Divisional reports mention a number of Key books in use in schools in spite of the effort of the Department to stamp out the use of such books, but on the whole there is no doubt that their use has become greatly restricted.

(VII) Health and Physical Education

65. No arrangements exist for the medical inspection of pupils in middle schools. Some of the Board schools in outlying centres of Cachar district were however inspected by Sub-Assistant Surgeons.

There are Red Cross groups in many middle schools. Rules of health games framed by the Red Cross Society were followed as far as practicable. The members of the group also continued to do social service and humanitarian work, including instructions on personal hygiene.

Facilities for physical training are offered by almost all the middle schools. The physical instructors in these schools are mostly teachers trained by the Madras-Trained Inspectors of Physical Training.

(VIII) School buildings and Equipment

66. In case of Government schools buildings and equipments are supplied by Government while in the case of Board schools it is a responsibility of the Board concerned. In case of other non-Government schools the Managing Committees are responsible for these things and Government helps them with grants when they are found to be unable to meet the cost from their own funds.

(IX) Extra-Curricular Activities

67. The reports on Scouting, Guiding, Social Service, rural welfare, excursion and Recreation Club activities, as reported in the next Chapter, apply equally to High and Middle Schools.

(X) Experiments

68. During the period under review no experiments were made in the matter of middle stage education either for boys or for girls, except the scheme of School Children's Recreation Club, introduced by the Director of Public Instruction, which aims at developing all-round cultural, physical, mental and moral qualities and talents of the scholars, through General Knowledge, Observation and Memory tests, songs, recitations, dramatisations, etc. This is reported fully in the next Chapter.

CHAPTER IV.—EDUCATION—HIGH SCHOOL STAGE

(1) Organisation—Administration, Inspection

69. High Schools in Assam are all under the Calcutta University and they prepare candidates for the Matriculation Examination of that University.

The organisation and expansion of High School education is mainly a concern of Government and the parents concerned. The supervision and inspection of high schools are done by the Government officers of the Education Department. Although the University of Calcutta is the authority for granting recognition to High Schools in Assam for the purpose of the Matriculation Examination, there is no University Inspector of Schools for the purpose. On the occasions of disputes between the school authorities and the Department the University Inspector of Colleges arranges a special visit to the High School concerned.

70. *Statistics.*—The number of high schools, both for boys and girls, rose from 100 to 165 during the period under review, the increase in the number of girls' schools alone being from 16 to 23.

The following statement compares the number of high schools under different management in the closing year of the last two quinquennia :—

Year	For boys				For girls			
	Government	Aided	Unaided	Total	Government	Aided	Unaided	Total
1	2	3	4	5	6	7	8	9
1941-42	23	101	18	142	3	19	1	23
1936-37	20	36	28	84	3	11	2	16
Increase or decrease ..	+3	+65	-10	+58	..	+8	-1	+7

Co-education in High School stage.—The problem of Co-education has been dealt with elsewhere in the Chapter XII(A) on "Education of Indian Girls and Women."

There were 252 girls reading in high schools for boys against 32 in the closing year of the preceding quinquennium.

The total direct expenditure on high schools for boys rose from Rs. 10,89,890 in 1936-37 to Rs.15,48,035 in 1941-42 and that in case of girls' schools from Rs. 204,483 to Rs. 345,636.

The following statement compares the percentage of expenditure on high schools and the cost per scholar from different sources during the closing year of the last two quinquennia :—

FOR BOYS

Year	Percentage of expenditure from—				Cost per scholar to—				Total Cost per scholar
	Government funds	Local funds	Fees	Other sources	Government funds	Local funds	Fees	Other sources	
1	2	3	4	5	6	7	8	9	10
1941-42	52.40	26	43.68	3.66	Rs. a. p. 20 5 11	Rs. a. p. 0 1 7	Rs. a. p. 16 15 8	Rs. a. p. 1 6 9	Rs. a. p. 38 13 11
1936-37	53.34	09	42.52	4.05	21 7 5	0 0 7	17 2 0	1 10 6	40 4 6

FOR GIRLS

1941-42	48.91	1.40	39.17	10.52	27 14 8	0 12 9	22 5 9	6 0 1	57 1 3
1936-37	59.80	2.89	23.13	14.38	33 9 8	1 6 9	12 0 3	7 7 4	51.15 3

In Government, aided and unaided High Schools for boys the cost per scholar was Rs. 70-12-0, Rs. 27-7-0 and Rs. 26-14-0 respectively.

In case of Girls' High Schools the cost per scholar was Rs. 114-10-0 in a Government School, Rs. 48-4-0 in an Aided School and Rs. 30-12-0 in an Unaided School.

The following table gives, the comparative figures of annual cost of :—

SURMA VALLEY					1936-37		1941-42			
					Rs.	a.	p.	Rs.	a.	p.
A pupil in	..	..	..	..	24	8	3	25	15	1
A High School	..	..	..	..	12,099	13	2	10,603	14	5
A pupil in	..	..	..	..	39	11	2	40	9	5
A Government High School	..	..	..	..	34,594	0	0	34,893	1	9
A pupil in	..	..	..	..	66	9	9	74	9	9
ASSAM VALLEY										
A pupil in	..	..	..	..	19	3	9	20	5	9
A High School	..	..	..	..	13,770	6	2	11,125	14	2
A pupil in	..	..	..	..	40	12	1	37	11	0
A Government High School	..	..	..	..	30,955	6	8	31,002	9	2
A pupil in	..	..	..	..	67	6	0	68	3	0

(II) Staff, Salaries, Minimum Qualifications and Conditions of Service.

71. *Unemployment.*—The problem of unemployment that faces the country as a whole is very acute.

The progressive increase in the number of unemployed educated young men is attributed to the number of annual products of the University far in excess of those for whom salaried employments are available. This charge against the present system of education is partially true. A national system of education must take account of opportunities for employment—both existent and potential—and so direct its courses and activities that at the close of each definite stage every youth turns out to be an employable citizen capable of earning at least his own living and of looking after himself.

The limited field for employment of educated youths, not technically trained, is also another problem that faces us.

Many young men trained in particular crafts have to remain unemployed and thus to become a burden to their family, either because their training was not sufficiently thorough or practical, or because there

was no patronage and wise direction from the State, to enable them to take to the occupation for which they were trained.

A thorough and sound economic planning of the country for full correlation with the System of Education seems to be the remedy.

72. The sub-joined statement furnishes the particulars of men and women teachers in high schools :—

Men teachers

Class of institutions	Trained teachers with following qualifications			Untrained teachers				Total trained teachers	Total untrained teachers	Grand total of teachers
	A Degree	Passed Matric : or school Final	Passed Middle School	Possessing a Degree		Possessing no Degree				
				Certificated	Un-certificated	Certificated	Un-certificated			
Government	173	56	46	14	88	16	71	275	189	464
Aided	87	79	85	102	392	115	434	251	1,043	1,294
Unaided	6	8	14	14	73	11	71	28	169	197
Total	266	143	145	130	553	142	576	554	1,401	1,955

Women teachers

Government	15	4	5	6	10	5	4	24	25	49
Aided	10	28	11	11	53	7	74	49	145	194
Unaided	1	3	1	..	3	..	1	10*	4	14
Total	26	35	17	17	66	12	79	83	174	257

*Includes 5 trained teachers with Primary Leaving Certificate.

In Government schools the staff consists of officers in Assam School Service—classes I, II and III and of Assam Lower School Service—High School Cadre. The scales of pay attached to these services are as noted below :—

Headmasters and Headmistresses in class I of Assam School Service—Rs.150—12½—250—12½—350 (Selection grade Rs.400).

The Headmaster, Shillong Government High School, holds a post on an allowance of Rs.320 per mensem outside the graded services.

Assistant Headmasters and Assistant Headmistresses in class II of Assam School Service—Rs.150—10—250.

Assistant teachers except Vernacular masters in Class II of Assam School Service :

1925 scale Rs.75—5—105—5—125—10—175—5—200.

1928 ,, Rs.75—5—125—5—175—5—200.

1932 ,, Rs.75—4—115—4—155—4—175.

Vernacular Masters in Assam Lower School Service—High School Cadre :

Cadre I—Selection grade—Rs.70—10/2—100.

Cadre I—General grade—Rs.40—1—50—2—70.

The minimum qualification required for appointment in the Assam School Service is the possession of B. A. or B. Sc. degree of an Indian University and after appointment the teachers are required to take the B.T. degree of the Calcutta University.

In case of appointments in the Assam Lower School Service, Normal-passed matriculates are generally appointed in High School Cadre, but matriculation qualification is not insisted on in case of appointments in the Middle School Cadre.

In case of appointments of teachers of Islamic Subjects the minimum qualification required of candidates is the possession of Matriculation and Senior Madrasa certificates.

Similarly in the case of Sanskrit teachers minimum qualification is Matriculation and Sanskrit title certificates.

In Government schools the teachers are entitled to the benefits of pension and the general provident fund as in the case of other Government services.

In case of non-Government schools no pension system exists, but the teachers in almost all the Government-aided high schools participate in the benefits of the General Provident Fund Scheme, particulars in respect of which are furnished below :—

Kind of management	No. of teachers	Rate of subscription by employee	Rate of contribution by management	Rate of contribution by management at the time of withdrawal
		<i>In boys' schools</i>		
Aided	756	One anna per rupee	One anna per rupee	Nil
Unaided	51	Ditto	Ditto	Nil
		<i>In girls' schools</i>		
Aided	24	One anna per rupee	One anna per rupee	Nil
Unaided	Nil	Nil	Nil	Nil

(III) *Enrolment and Fees.*

73. The following statement compares the growth of enrolment in High Schools during the closing years of the last two quinquennia :—

Year	In boys' schools				In girls' schools			
	Government	Aided	Unaided	Total	Government	Aided	Unaided	Total
1911-12	10,574	25,422	3,835	39,831	871	4,933	251	6,055
1936-37	9,668	11,111	6,279	27,058	864	2,577	495	3,936
Increase or decrease	+906	+11,311	—2,444	+12,773	+7	+2,356	—244	+2,119

The High Schools in Assam consist of both middle classes and high school classes, that is, from class III to Class X. The enrolment of high school classes alone during 1941-42 consisted of 18,376 boys and 1,954 girls, as against 12,952 boys and 1,087 girls in 1936-37.

The fee rates in Government and aided high schools are as noted below :—

	In boys' schools		In girls' schools	
	Rs.	a. p.	Rs.	a. p.
Class X	3	0 0	2	8 0
IX	2	8 0	2	0 0
VIII	2	4 0	1	12 0
VII	2	0 0	1	8 0

Fee rates in middle classes of high schools are the same as in the Middle English Schools.

(IV) *Scholarships, Stipends and Free-ships*

74. There are 91 scholarships available both for men and women as noted below, on the results of the Matriculation Examination of the Calcutta University which is taken at the close of the High School course :—

For boys.—(1) 38 Junior Scholarships, 3 of the value of Rs.20 a month each and the rest of Rs.15 a month each. They are awarded by the Director of Public Instruction in order of merit subject to reservation for backward classes and areas.

(2) There are 21 special scholarships for Moslems and 21 for other backward classes excluding Moslems. They are of the value of Rs. 10 each a month and carry with them the privilege of free-tuition in a Government College in Assam. They are also awarded at the discretion of the Director of Public Instruction on the results of the Matriculation Examination to candidates whose parents are not in a position to meet the cost of College education without assistance.

Scholarships for girls.—There are 11 scholarships of the value of Rs.15 a month each ; 3 of these scholarships are reserved for Muslim girls, 3 for backward communities and the rest for others. They are awarded by the Director of Public Instruction on the results of Matriculation Examination for collegiate education.

Stipend.—Special scholarships are also awarded at the discretion of the Director of Public Instruction subject to funds being available in the budget, to candidates who have not otherwise won a scholarship, in consideration of poverty and merit.

Free-studentships.—Free-studentships are also granted in High Schools as in the cases of Middle English schools. In Government schools they do not ordinarily exceed 13 per cent. of the total enrolment, 8 per cent. being reserved for Moslems and 5 per cent. for others, except in the case of backward localities.

In Jaintia Parganas of Sylhet District fee-remissions are granted up to 40 per cent. of the enrolment of a school.

As in the case of Middle English schools, Ahom pupils are granted fee-remission in high schools as well on the recommendation of the Deputy Commissioner subject to a limit of 15 per cent.

In the Government High Schools in the Cachar District the same concession as noted under middle stage education is available for pupils in the High School classes as well.

In case of privately managed schools it is the discretion of the Managing Committees to grant any or all the concessions allowed to Government High Schools. But in aided schools no other or larger concessions can be granted without Director of Public Instruction's approval.

(V) *Residential and Day scholars*

75. There are no residential high schools for Indians in Assam. The schools are all for the day pupils.

There are however boarding houses attached to all Government high schools and some non-Government schools too.

(VI) *Medium of Instruction*

76. The medium of instruction in high schools is vernacular. In Assam Valley high schools instruction is imparted through the medium of Assamese except in case of some high schools in Dhubri Subdivision and some Bengali schools in other subdivisions, where Bengali is the medium.

In Surma Valley schools the medium of instruction is Bengali. But Government high schools and some aided high schools in the Hill districts, which cater mainly for the hill tribes, teach through the medium of English.

The operation of the rule relating to vernacular medium of instruction and examination came into force from the year 1938, and the first batch of Matriculation candidates took the examination in vernacular in 1940.

The change in the medium of instruction has brought about a remarkable change in the atmosphere of a class. The interest in a lesson is at once noticeable, answer to a question is more assured and interrogations by boys are intelligent.

Assam has, however, so many different Hill tribes and so many dialects in the Hills which are still undeveloped that the question of recognition of all these languages by the Calcutta University authorities as Vernaculars for the purposes of the Matriculation examination has offered complicated problems for the Government and the Department of Education.

(VII) *Curriculum, etc.*

77. Copies of the curriculum are printed and supplied to all concerned.

This curriculum covers the courses up to class VIII of High Schools, as classes IX and X have to follow the curriculum prescribed by the Calcutta University, all the High Schools in Assam being under that University.

Method of Teaching.—“The old method of teaching has altogether disappeared yielding place to a new one, which in sooth is a clever combination of elements from different methods quite in keeping with the varying tastes of the boys”, writes Babu Girija Bhusan Bhattacharyya, officiating Headmaster of Dhubri Government High School.

A combination of direct and the translation methods was in vogue in almost all the High Schools in the Province as also in some Middle English Schools.

A modified plan of the Dalton method and the Jorhat method continued in the Jorhat Government High School with success.

The Dhubri Government High School report mentions of an experimental method based on intelligence tests introduced in class III. Word-drilling practised in classes IV to IX of the same school every day for five minutes in the English period, is reported to have improved spelling.

(VIII) *Examinations and Tests*

Revision of the Matriculation Regulations and its Relation to School Leaving Certificate Examination.

78. The following table compares the percentage of passes at the Matriculation examination from all classes of boys' schools during the closing years of the last two quinquennia :—

	Government		Aided		Unaided		All institutions	
	1936-37	1941-42	1936-37	1941-42	1936-37	1941-42	1936-37	1941-42
Province . . .	69.5	79.21	48.3	60.25	39.4	62.25	54.8	66.5
Assam Valley . . .	67.5	79.59	36.2	61.87	39.0	67.51	48.6	68.3
Surma Valley . . .	71.3	78.74	62.5	58.49	39.9	45.00	61.7	64.4

The Assam Valley High Schools, Government, aided and unaided, did better than those of the Surma Valley. The Inspector of Schools, Surma Valley and Hill Districts might enquire into the causes of deterioration during the quinquennium.

It will be of interest to compare the results of the Assam candidates with those of Bengal at the Matriculation Examinations of the last two years.

MATRICULATION EXAMINATION, 1940

Provinces		Number of candidates	Number passed	Percentage of successful candidates*
Bengal	22,476	12,499	55.9	
Assam	2,560	1,553	60.9	
Total	25,036	14,052	56.4	

*Shows the percentage of passes on the actual number of candidates sitting for the examination, excluding those who offered special subjects (Bengal 40 and Assam 2), and those who were absent (Bengal 111 and Assam 10) and whose admission was cancelled (Bengal 1 and Assam 1).

MATRICULATION EXAMINATION, 1941

Provinces		Number of candidates	Number passed	Percentage of successful candidates*
Bengal	30,023	16,636	55.9	
Assam	3,353	1,796	53.9	
Total	33,376	18,432	55.7	

* Shows the percentage of passes on the actual number of candidates sitting for the examination excluding those who offered special subjects (Bengal 118 and Assam 8) and those who were absent (Bengal 175 and Assam 18) and whose admissions were cancelled (Bengal 3 and Assam Nil).

The following table shows (1) the number of candidates from each Province and the Major Vernacular Languages taken up, and (2) the Divisions in which the successful candidates were placed :—

Provinces	Number of candidates	Major Vernacular				Number passed			Total
		Bengali	Hindi	Urdu	Assamese	First Division	Second Division	Third Division	
Bengal	30,023*	28,410	637	495	1	1,592	3,880	11,164	16,636
Assam	3,353†	1,680	7	4	1,431	323	537	936	1,796
Total	33,376	30,090	644	499	1,432	1,915	4,417	12,100	18,432

* Of these, 377 candidates offered special optional subjects in lieu of a Major Vernacular Language ; and 102 candidates offered special subjects other than Major Vernacular Languages ; and 3 candidates were disallowed.

† Of these, 223 candidates offered special optional subjects in lieu of a Major Vernacular Language ; and 8 candidates offered special subjects other than Major Vernacular Languages.

The Divisions in which the successful candidates from each province were placed and the religions professed are shown in the following tables .—

Provinces	Number of candidates	Number passed			Total
		First Division	Second Division	Third Division	
Bengal	30,023	1,592	3,880	11,164	16,636
Assam	3,353	323	537	936	1,796
Total	33,376	1,915	4,417	12,100	18,432

ASSAM

Religions	Number of candidates	Number passed			Total
		First Division	Second Division	Third Division	
Hindus	2,662(a)	269	417	735	1,421
Muslims	530(b)	45	90	156	291
Christians	129(c)	6	26	36	68
Others	32(d)	3	4	9	16
Total	3,353(e)	323	537	936	1,796

(a) Of these, 276 were female candidates, of whom 22 were placed in the 1st Division, 41 in the 2nd Division and 78 in the 3rd Division.

(b) " 13 " " of whom 1 was placed in the 1st Division, 3 in the 2nd Division and 5 in the 3rd Division.

(c) " 42 " " of whom 1 was placed in the 1st Division, 12 in the 2nd Division and 11 in the 3rd Division.

(d) " 2 " " of whom 1 was placed in the 2nd Division and 1 in the 3rd Division.

(e) " 8 " " offered special subjects only.

79. *Key-books*.—A number of key-books were in use in High Schools as well. Steps were taken to stop the use of such books and although the matters have improved, such books were not altogether out of use.

80. *Revision of Matriculation Regulations*.—As has already been noted, the Assam high schools are all under the Calcutta University. The Matric Regulations of that University were revised during the period under review and enforced on Assam schools from the examination of 1940. The Matriculation Examination is now conducted through the medium of vernacular except in the case of hill boys who answers papers in English. Science and Vocational Courses are new features of the revised Regulations.

There is no School Leaving Certificate Examination in Assam at the close of the high school stage except the Matriculation Examination.

(IX) Health and Physical Education

81. (a) *Medical Inspection*.—A system of medical inspection of boys in Government high schools exists. The local Civil Assistant Surgeons are in charge of the work. But the divisional reports go to show that this system is not working well.

The Government high schools in Assam Valley were visited periodically by the local Assistant Surgeons. In almost all cases two visits were paid annually, which were however hurried.

In Surma Valley the majority of the Government high schools had no regular inspection of health of pupils owing apparently to the fact that the Assistant Surgeons who are in charge of the work are over-worked.

The position is not likely to improve till there is a separate staff of school medical officers.

(b) *Ambulance Class*.—There were Ambulance classes in most of the Government high schools in the Surma Valley and in only 4 Government high schools in the Assam Valley.

During the closing year of the quinquennium 165 boys appeared from Surma Valley schools at the First-Aid Examination and 133 came out successful against 163 and 124 respectively in the previous quinquennium.

In the Assam Valley only 112 boys appeared at the examination and 69 of them came out successful. Regarding unpopularity of these classes the Assam Valley report states as below:—

"The reason for the growing unpopularity of these Classes was not far to seek. There was no incentive for the boys to join these classes as they failed to secure the certificate at the end of the course and their teachers were too busy to test them and grant the certificates.

(c) *Junior Red Cross*.—This movement is spreading steadily. There were Red Cross groups in almost all the high schools and in some middle and primary schools.

Two Red Cross training camps were held during the quinquennium in the Assam Valley and two in the Surma Valley, in which some teachers of high and middle schools, some Sub-Inspectors of Schools and some mistresses received training.

(d) *Midday Meal*.—Arrangement for midday tiffin exists in Government High Schools at Sylhet, Hailakandi, Tezpur and North Lakhimpur.

In Hailakandi school tiffin is supplied only to pupils of rural areas on payment of annas five per month each.

The tiffin system in Sylhet Government high school has been working well. The following extract from the Divisional report will give an idea of the arrangement at Sylhet Government High School:—

"Midday tiffin which was introduced with effect from June 1938 continued with success all through the years under report. The cost was met out of the monthly subscription of annas 4 by each boy. This scheme is getting popular with all sections of parents and guardians. Germinated grams mixed with ginger and salt, plantain, biscuits, fried pressed rice mixed with butter (ghee) and sugar, orange, mango and other fruits in their seasons were the items of tiffin. It was supplied at the end of the 4th period at 2-10 P. M. during the recess of 15 minutes given for the purpose. The tiffin was served by tiffin captains selected from among the boys of different classes under the direct supervision of the teacher in charge."

As to Assam Valley schools the Divisional Inspector writes as follows:—

"Provision for Midday Tiffin was made in only two Government High Schools, viz., North Lakhimpur and Tezpur and only a fraction of the boys (35 in the former and 57 in the latter) participated in it. Soaked gram mixed with salt and ginger and occasionally plantain were the main items of this tiffin.

In consideration of our School hours and the poor physique of our boys, I am convinced that a Midday meal must be provided in School Time. The experiment has proved that it may be done quite cheaply. That the meal has not been taken advantage of extensively is due to two reasons (i) the first and the main one is the unwillingness on the part of the School staff to take the extra trouble, and (ii) the second is that as the meal is not general, and is sometimes discouraged as not being fit for "genteel" people, boys feel shy of taking it, although my positive experience is that they enjoy it. I very strongly recommend that a compulsory fee of four to six annas a month should be charged and every High and Middle School made to provide such a meal."

(e) *Manual Training*.—There is provision for manual training in the Government High Schools at Sylhet, Karimganj and Dibrugarh.

The Calcutta University now demands a course of vocational education to be gone through by candidates who will appear in the Matriculation Examination. It is necessary to introduce at least one vocational subject in every High School, which could not be done for want of funds.

(f) *Physical Training*.—The new system of physical training with simple drill, action songs and games, which was begun on an organised basis with Madras-trained Physical Instructors, has now been firmly founded. The teachers no longer neglect the subject. It has now been made a part of their daily routine. The Inspectors of Physical Training also pay occasional visits to schools and give the schools the benefit of their special knowledge.

The divisional reports speak very highly of the effects of these forms of physical activities on the physical, intellectual and moral life of the pupils. They are also unanimous that the better and healthier tone of school discipline that is now general is mainly due to these physical activities, including games, sport, mass demonstrations, etc., which bring the teacher and the taught much closer in social and personal relations.

The following table will show the number of training camps held and the number of teachers and Sub-Inspectors trained during the quinquennium :—

Year	No. of camps	No. trained
1937-38	37	1,496
1938-39	34	1,468
1939-40	30	1,032
1940-41	28	866
1941-42	48	769

The Inspectress of Physical Training also organised some camps for the training of mistresses. As a result of this physical exercises have also been introduced in some of the girls' schools and the movement has been given a good start.

(X) *Building and Equipment*

82. In Government schools buildings and equipments are supplied by Government while in other schools it is the responsibility of the managing bodies. Government also helps the privately managed schools with grants when it is found that they are unable to meet the cost from their own funds.

(XI) *Extra-Curricular Activities*

83. (a) *Scouting and Guiding*.—Scout movement has been progressing very steadily. It has proved to be a very popular movement. During the quinquennium the Second All-Assam Boys Scout Jamboree was held at Shillong. It was attended only by the first class Scouts. The Jamboree was opened by His Excellency the Governor, the Chief Scout of Assam, whose interest in the movement was a great source of inspiration to Scouts.

As usual Scouts continued to do social service works both in their neighbourhood and outside during *relas* and other important functions.

The Assam Valley report also mentions the interest taken by the Scouts in handicrafts and hobbies, such as, cane-work, basket-making, gardening, painting, music, cycle repairing, album-making, etc. In the All-India Jamboree held in Delhi, on the occasion of the 80th birth day of Lord Baden Powell, Assam Scouts displayed conspicuous ability and success.

The Girl Guide movement has also been gradually gaining in popularity but for want of sufficient trained guides the movement could not make sufficient headway.

Details on the subject will be found in the concluding section of Chapter XII.

(b) *Games and Sports*.—As usual pupils continued to take part in all kinds of games including country games. High and Middle School tournaments have now become annual functions.

(c) *Social and other activities*.—Social and other activities continued in our schools as in the past. Every high school has a debating society or students' union. Many have magazines either in print or in manuscript. Poor Funds and Co-operative Stores are also run in some schools with success.

(d) *Recreation Club*.—Towards the close of the quinquennium a scheme for school boys' recreation club was introduced in all high, middle and some primary schools. An outline of the scheme together with a short report on the activities of the Educational Recreation Club, Shillong, is appended.

(XII) *Experiments*

84. During the period under review no experiments were made in the matter of high school education, excepting the Recreation Club Scheme, as reported above. A copy of the Scheme has been incorporated in the work of the Director of Public Instruction on "Training in Leadership and Citizenship for young India" published by Calcutta University.

85. *Acknowledgment*.—The following Headmasters are mentioned for good work :—

SURMA VALLEY—GOVERNMENT HIGH SCHOOLS

(1) Babu S. C. Ganguli (Silchar), (2) Maulvi Arshad Ali (Karimganj), (3) Khan Sahib Maulvi Mafizur Rahman (Sylhet), (4) Babu Abinash Chandra Chowdhury (Habiganj).

AIDED HIGH SCHOOLS

(1) Babu Suresh Chandra Hom Chowdhury, M.A., B.T. (Bhadeswar), (2) Babu Rasharaj Das, M.Sc. (Karimganj), (3) Babu Nagendra Kumar Choudhury (Kulaura), (4) Babu Ramaranjan Bhattacharyya, B.A., B.T. (Srimangal), (5) Babu Nistaran Bhattacharyya, M.A. (Habiganj), (6) Babu Aswini Kumar Sarma (Sunamganj), (7) Babu Satish Chandra Sikidar (Shillong), (8) Babu Digendra Nath Das, M.A., B.L. (Sylhet), (9) Babu Sitangshu Shekhar Das, M.A. (Sylhet).

ASSAM VALLEY—GOVERNMENT HIGH SCHOOLS

1. Khan Sahib Zahiruddin Ahmed (Jorhat), (2) Srijut Lakheswar Sarma Barua (Gauhati), (3) Moulvi Saifuddin Ahmed (Dibrugarh), (4) Srijut Bharat Chandra Chaliha (Sibsagar), (5) Babu Sarada Charan Bhattacharya (Goalpara), (6) Babu Satish Chandra Chakrovarty (Tezpur), (7) Babu Mokshoda Mohan Das (North Lakhimpur), (8) Babu Kedareshwar Das Gupta (Dhubri).

AIDED HIGH SCHOOLS

Srijut Moniram Das (Nalbari), Srijut M. L. Kath Barua (Dibrugarh), Srijut M. N. Barua (Jorhat), Srijut B. Barua (Jorhat), Srijut S. N. Sarma (Gauhati), Srijut Iswar Prasad Choudhury (Gauhati), Babu Nalini Mohan Das Gupta (Gauhati).

APPENDIX TO CHAPTER IV, PARAGRAPH 83

REPORT ON THE ACTIVITIES OF THE EDUCATIONAL RECREATION CLUB, SHILLONG

(Submitted by Maulvi Ash-r Ali, B.A., B.T., Secretary)

Foundation and its aims.—The activities were introduced in the educational institutions of Assam by Mr S. C. Roy, Director of Public Instruction.

The first special sitting of the club was held on 28th August, 1941 with Srijut Rohini Kumar Chaudhuri, the then Minister of Education presiding over the deliberations. The aims and objects were discussed and a programme was sketched.

The club has mainly two branches, one for males and the other for females, with slight variations to suit the differences in their instincts and capacities peculiar to their positions in life. The programme was embodied in five main heads with Sub-Committees to run them efficiently. They are (1) study circle, (2) Music, (3) Inter-communal harmony, (4) Physical culture and (5) Social Service.

(1) *Study circle*.—Under the study circle, a scheme for extra-mural culture in all schools was detailed in a booklet "Schoolboys Recreation Club" prepared by the Director of Public Instruction. It was circulated in all secondary schools of the province for widening the intellectual and moral outlook of children with a background of their tradition, culture and religion and for developing in them a taste for useful arts and crafts. The Scheme has been given effect to through the Saturday routine of all schools. During the year a few intelligence tests and tests on general knowledge were held in some local schools with success.

There was a proposal for having a Children's Library at Shillong. There was a further proposal to start a Recreation Club Journal and to publish the Club activities through this organ. These proposals are awaiting better times.

(2) *Music and Recitation Section*.—To give an impetus to Music and recitation separate competitions in music, both vocal and instrumental, for seniors and juniors, were held on the 15th and 16th November 1941. A good number of boys and girls took part therein. The competitions were held in the premises of the Lady Keane Girls' College and the function was presided over by the then Minister of Education and attended by the elite of the Town. Prizes and medals were awarded to the winners who numbered 27 boys and 20 girls. To give the children right guidance and training in Music a few music masters were employed on remuneration for a few girls' schools of Shillong. The expenditure was met from a non-recurring grant of Rs.839 from Government. For Music competitions in future a running shield for 5 years called "Lady Reid Shield" was offered by Mr. S. C. Roy and a running cup for 3 years by Khan Bahadur Ataur Rahman. Progress in music went on in right earnest, when, all on a sudden, it got a setback as most of the girls left Shillong early last winter due to war situation growing serious at the gates of Assam.

The practice of recitations and action-songs has been receiving due attention. In a meeting of the Club in August 1941, Bengali and English versions of some of the finest hymns of Rabindra Nath Tagore were read out and some of the poet's songs were sung to the great delight of the members present. Again in another meeting for celebrating the death anniversary of Dr. Tagore in August last, a number of boys and girls took an active part in the recitation of the Poet's songs and poems. Mr. S. C. Roy has kindly placed at the disposal of the club the entire copy right of the book "Sahitya, Samaj O Dharma", the sale proceeds of which is to be utilised for medals and prizes for the encouragement of the study of the Poet's poems, songs, stories, dramas, essays and other writings, on the occasion of his death Anniversary.

(3) *Inter-Communal harmony*.—Perhaps never in the past has our country needed inter-communal harmony so acutely as it does now. The future happiness and prosperity of the various races of our country living in close neighbourhood mainly depend on inter-communal harmony. The only solution of the serious problems, before which the best brains of the country are tumbling, lies in our mutual understanding and our mutual respects and regards for each other's religion, culture, tradition and history. At this stage of the history of India, no service can perhaps be greater than to create among the children, the future administrators and citizens of the country, the spirit of inter-communal harmony, which is one of the principal aims of this Educational Recreation Club.

As a beginning in this directions the Club arranged essay competitions among students of colleges on the life of (a) Hazrat Muhammed, (b) Sri Krishna, (c) Lord Jesus with announcement of a medal to the winner and a prize in addition to the medal to the winning competitor writing on the religious teacher not his own. A similar competition was held among school children on "the means of promoting love and sympathy among the students of different communities". 43 essays were received from different parts of the province. 6 boys got prizes, 2 of Rs.10, 2 of Rs.8 and 2 of Rs.5 each. Works in this regard, if carried on steadily and well, will not be a mean achievement of the Recreation Club.

The Recreation Club also arranged a meeting, presided over by the Hon'ble Khan Bahadur Syedur Rahman, M.A., B.L., in which lectures were delivered by eminent speakers on Inter-Communal Harmony.

(4) *Physical Culture*.—To give proper opportunities to school children for physical culture, the sub-committee submitted a detailed scheme for opening a gymnasium at Shillong. This involved the question of large finance for appliances and a permanent shed and pending this it was proposed to have two temporary centres in two of the local schools, one for the boys and the other for girls. But it has to wait for normal times as most children left Shillong. The Saturday programme provides some facilities for out-door activities. In May last Rev. Mr. Davies, Headmaster, Shillong Government High School, led an excursion to the Upper Shillong Farm with a large group of boys. To inculcate in the children the spirit of dignity of labour, Mr. S. C. Roy and Khan Bahadur Ataur Rahman showed practical examples to children in digging trenches for Air Raid Precautions. A lot of boys of the Shillong Government High School got the inspiration and dug a few trenches in the School premises with all earnestness and zeal.

(5) *Social Service*.—The importance of social service can hardly be over-estimated. Service to others gives worth and quality of life. As a beginning, a few parties of teachers of the Government and other schools of Shillong have started visiting the sick and the wounded Indian soldiers twice or thrice a week in the Indian Soldiers' Recreation centre. About two months ago the Education Recreation Club gave the convalescent ones a party in the Soldiers' Recreation Centre. Mr. S. C. Roy also personally went there and enjoyed the pleasure of having light and pleasant talk with them. The services of Srijut K. C. Mahanta in this connection deserve special mention.

Khan Bahadur Ataur Rahman as Secretary of a very important organisation of a similar description "The Indian Soldiers' Recreation Club" visits the sick invariably on every Saturday in the midst of high pressure of work, and entertains them with sweets and music. Mr. Roy and the Khan Bahadur have also given personal parties to them on several occasions. This club aims at starting a National Fitness Campaign of pupils, all over the Province, by enlisting volunteers for swimming, rowing and other physical training activities on the lines of Civic Guards (something like 'School and Home guards') for the protection of people from hooliganism and other undesirable elements.

A *Demonstration of Saturday Programme*.—A demonstration of Saturday programme of the Recreation activities such as mock trial, dramatisation, debate, dance, music, in-door games, weaving, general knowledge, play method, etc., was held on the 5th September in the Shillong Government High School and the Assamese Girls' High School. Khan Bahadur Ataur Rahman, the then acting Director of Public Instruction, with a few high officers of the Department was kind enough to go round and give encouragement. The demonstration was very much appreciated. I must gratefully mention the name of Rev. Mr. Pugh and Mrs. I. Mui for the pains they took in making the demonstration a success. It gave an idea of how the local teachers are trying to carry out the programme. The Club is only in its infancy and it is hoped that with hearty co-operation of the teachers and inspecting agencies of the Department it will steadily grow to be a large organisation with branches ramified all over the province for the fulfilment of its great aims. A constitution of All-Assam Educational Recreation Club was printed and circulated during the period under review.

CHAPTER V.

EDUCATION—UNIVERSITY STAGE.

(i). Organisation—Types of Universities etc.

Opening of Post-Graduate classes in Assam.

86. There is no University in Assam. The Collegiate education of the Province is under the Calcutta University. Our students prove their worth as Post-graduate and Research scholars in Calcutta and Dacca Universities. With better provision of funds and facilities for studies and research, the intellectual resources and talents of the Province could have been better developed and employed to useful purpose and to enhanced reputation of Assam.

A bill for the establishment of a University in Assam has been kept pending for want of funds. In connection with this Bill some experts were invited to advise the Government of Assam on the University developments in this Province. It was suggested by some of these experts that as a preliminary to University development, some Post-Graduate classes should be opened in Assam. Apart from this, even if Assam has no University for some years to come it is desired by the educated public that there should be facilities for graduates of Assam Colleges to prosecute their studies in the province on account of abnormal times, rise in prices etc., so that the cost of higher education may be reduced for the benefit of guardians and students. The subject has been engaging consideration of the Department for some time and the Director of Public Instruction has been in consultation with the Principals of Colleges in Shillong, Sylhet and Gauhati, where there are two or more colleges in the same station. A plan of Post-Graduate developments may be arranged on a co-operative basis in four Arts subjects, *viz.*:—Philosophy, English, History and Economics to start with, at Gauhati, Sylhet and Shillong, the staff of all the Colleges therein sharing in different branches of teaching up to the Post-Graduate standard.

In Shillong, for instance, we have four colleges, two for men and two for women students. Each college has to maintain the minimum of two Lecturers or Professors for teaching a subject like History or Economics up to the B.A. standard. If we could have inter-collegiate co-operation, all the 1st year and 2nd year students could be taught together by one and the same Lecturer in a Central building without exceeding the prescribed section limit of the University Regulation as regards numerical strength of the class.

Similarly, Sylhet has three colleges, two for men and one for women students. Gauhati has two colleges, one for men and one for women students and a third college for men is in embryo, as the B. Barooah College was granted recognition by the University but could not be opened owing to war situation. If we pool together the resources of all these colleges in Shillong, Sylhet and Gauhati, it will be practicable to open Post-Graduate classes in some of the Arts subjects mentioned above. Of course, these classes will require recognition from the University of Calcutta and that is why the advice of the Inspector of Colleges was sought as regards the requirements of the staff and building accommodation, Library and equipment etc., for the fulfilment of conditions for the recognition of Post-Graduate classes in some of the subjects.

Murarichand College, Sylhet, the Government Sanskrit College, Sylhet, the Madan Mohan College, Sylhet and Womens' College, Sylhet may co-operate in teaching Sanskrit (in Group A and Group B), and Bengali up to the M.A. standard. The staff of the four Colleges are adequate and competent for these two subjects.

The Sanskrit and Assamese staff of the Cotton College, Gauhati, will be able to run Assamese M.A. classes without any external help. If necessary, services of Assamese scholars and men of letters outside the College staff will be requisitioned.

Persian and Arabic also may be taught up to the M.A. standard at Sylhet with the co-operation of the Murarichand College staff in Arabic and Persian Departments and the staff of the Government Senior Madrasa and Title classes attached to the same at Sylhet.

The matter is still under correspondence with the Hon'ble Vice-Chancellor of Calcutta University.

Pending this development, our graduates should be provided with a larger number of post-graduate scholarships, free-studentships and other concessions and better facilities for hostel accommodation and such other privileges for continuing their studies in Calcutta. Dacca University does not seem to have proper cultural atmosphere for our students, as one hears of frequent communal riots and other unpleasant occurrences there.

Earle Law College, Gauhati.

87. (i) *General.*—The Earle Law College was established in 1914 in the name of Sir Archdale Earle, a renowned administrator and benefactor of the Province. The college has continued its existence on a temporary basis since then. There has been a constant urge from all quarters for several years to make it a permanent institution, and the following remarks appeared in the Quinquennial Report of 1927-32:

"If Assam is to be autonomous in respect of education, the retention of this the only Law College in the Province on a permanent basis, is an imperative necessity".

It was also observed in the Quinquennial Report of the years 1932-1937 that it was high time to make this college permanent.

The University Inspectors also in their Report for 1936-40 strongly stressed the necessity of putting the college on a permanent basis.

This college which will become the nucleus of the Law Faculty of any future University of the Province must be awarded the status of a permanent institution without further delay.

(ii) *Staff.*—Mr. S. K. Dutta, Bar-at-Law, was appointed Principal in December, 1937, when Mr. J. Barooah retired, and Mr. Wajed Ali, B. L., was appointed Part-time Lecturer in the resultant vacancy.

The present staff consists of the following members:—

1. Mr. S. K. Dutta, B.A. (Cal.), B.Sc. (Lond.), Bar-at-Law, Principal.
2. Mr. Tirtha Nath Phukan, B. L.
3. Mr. Ramesh Chandra Das, M.A., B.L.
4. Mr. Wajed Ali, B.L.

In the Quinquennial Report of 1932-37 Mr. J. Barooah stressed the necessity of having at least one of the lecturers as a full-time officer. The present Principal also holds the same view and notes as follows:—

"It has been my experience too, that devotion to an educational institution cannot be expected from part-time officers who have their works elsewhere. These lecturers are free to participate in party-politics and this often puts the Principal in a difficult and delicate position".

The Principal recorded his sincere appreciation of the services rendered by Mr. Tirtha Nath Phukan, the seniormost lecturer, in spite of his being a very busy practitioner.

(iii) *Statistics*.—The following figures show the total direct expenditure, enrolment and fee receipts for the last 5 years:—

	Total direct expenditure Rs.	Enrolment on 31st March	Total fee receipts Rs.
1937-38 ...	12,802	61	6,222
1938-39 ...	11,994	75	6,782
1939-40 ...	11,995	64	6,237
1940-41 ..	12,054	53	5,418
1941-42 ..	11,612	70	8,896

(iv) *Examination Results*.—The following statement furnishes the examination results of the college for the last five years:—

	Preliminary		Intermediate		Final	
	Sent up	Passed	Sent up	Passed	Sent up	Passed
1937-38 ...	24	12	24	16	29	15
1938-39 ...	30	17	17	17	20	18
1939-40 ...	31	19	21	18	25	16
1940-41 ...	25	13	24	19	32	22
1941-42 ...	18	12	21	13	29	21

The Prasannakumar Tagore scholarship which is awarded by the Government of Bengal was secured by Mr. Kalikesh Chandra Bhattacharya who passed his Final Law Examination in the First Class from this College in 1939. On the results of the Examination of 1938, the scholarship had been divided between a student of the University Law College and Sudhindra Kumar Bhattacharjya of the Earle Law College, Gauhati. Both the awards were made in 1941.

(v) *Corporate Life—Sports*.—Tennis, Volley and Badminton are regularly played and in 1941 the College had a well-organised foot-ball team. This team visited Shillong and played a friendly match against the Secretariat Club. The match was a drawn one.

The Latika Devi Volley Ball Competition which is run by this College is still very popular at Gauhati. The annual sports as well as several game-meets, were held with great enthusiasm. The Principal personally participates in all the games in order to encourage the students.

Union.—Under the auspices of the Society several social gatherings as well as debating competitions are held every year. A team of debators from the University Law College, Calcutta, visited Gauhati in December 1940. A very interesting debating competition was held in which the Earle Law College secured the first and the third place.

Library.—During the quinquennium 361 volumes of books were added to the Library exclusive of the Law Reports.

Discipline.—Discipline was generally good during the quinquennium

(vi) *Acknowledgment*.—The Province of Assam and the Department of Education have lost the valuable services of an able officer and the students of the Earle Law College have lost a true friend, philosopher and guide by the retirement of Principal J. Barooah from the Law College. It is gratifying to note that the present Principal, Mr. S. K. Dutt, has proved a worthy successor and the College has made notable progress during the quinquennium under his control.

(II) Colleges—Arts and Science

88. There are 14 Arts Colleges in Assam including the Government Sanskrit College, Sylhet. There are no Science, Post-graduate or Research Institutes. The following statement compares the growth of Institutions and scholars during the closing years of the last 3 quinquennia:—

Year	Institutions and Scholars	Government	Aided	Unaided	Total
1	2	3	4	5	6
1931-32	Institutions ..	3	..	..	3
	Scholars ..	1,208	..	..	1,208
1936-37	Institutions ..	3	2	4	9
	Scholars ..	1,597	69	407	2,073
1941-42	Institutions ..	3	10	1	14
	Scholars ..	1,869	1,603	101	3,473(a)
Increase	Institutions	..	+8	—3	+5
	Scholars	+272	+1,444	×306	+1,400

(a) Includes 91 B.T. students and 286 pupils of Schools Department of St. Edmund's College, Shillong.

The Government Sanskrit College has been dealt with in a separate chapter. The possibility of developing one or two full-fledged Oriental Colleges in the Province on the combination of the Government Sanskrits College, Government Madrassa and the Islamic and Sanskrit Departments of the two Government Colleges has yet to be explored.

The following statement compares the direct expenditure on Arts Colleges during the closing years of the last two quinquennia:—

	1941-42				1936-37				Increase
	Government	Aided	Unaided	Total	Government	Aided	Unaided	Total	
For males	395,156	206,004	19,850	621,010	394,344	526,83	32,073	479,100	141,910
For females	..	45,578	..	45,578	..	5,318	..	5,318	40,260
Total	395,156 (a)	251,582	19,850	666,588 (b)	394,344	58,001	32,073	484,418	182,170

(a) Includes the expenditure on Government Sanskrit College amounting to Rs.13,850.

(b) Includes the expenditure on Government Sanskrit College amounting to Rs.12,686.

(III) Staff—Salaries, Minimum Qualifications and Conditions of Service

89. The staff in the Government Colleges excluding the Sanskrit College consists of the following services:—

(1) Assam Educational Service—Class I—Rs.250—250—300 (on confirmation)—40/2—500 (bar)—50/2—650 (bar)—50,2—800.

(2) Assam Educational Service—Class II—Rs. 175—25/2—325—10—425 (old) ; Rs. 175—185—195 (on confirmation)—10—255 (bar)—10—355 (bar)—10—425 (new).

(3) Assam Educational Service—Class III—Rs. 100—105—8—225 (proposed to be revised by raising the minimum pay to Rs. 125 per mensem).

The question of re-organisation of Assam Educational Service with a superior grade, almost equivalent to Indian Educational Service (now about to be defunct) has been pressed for long, but want of funds has stood in the way.

The Assam Educational Service Class III was created in 1940-41. This put a stop to the practice hitherto followed of appointing temporary tutors at the beginning of the session every year and discharging them on the eve of the summer vacation.

The minimum qualification required for appointment in the Assam Educational Service is the possession of a second class M.A. degree.

The following is quoted from the views expressed by the Principal of a Government College:—

“It is a wrong policy to offer Class III posts to all new entrants—irrespective of their attainments. Persons who should not have been appointed at all and who, though appointed, should not have been confirmed get mechanically opportunities of going to Class I—because they happen to belong to particular subjects, whereas really 1st class persons do not find doors open to them and even when they can enter they rot in Class III and in Class II for years. Questions of discipline among students and among staff apart from this system should not be allowed to continue even from the question of educational interests. Question of politics should not be allowed to be brought in educational appointments. Government should offer special pay to especially qualified persons for the good of educational institutions, i.e., for the good of the students, and for the good of the Province in general.”

The non-Government Colleges follow the Calcutta University Regulations in the matter of staff, salaries, etc.

(IV) Enrolment and Fees

90. The following statement furnishes the enrolment and fee income of the Arts Colleges excluding the Sanskrit College for 1941-42:—

	Enrolment	Fee income
		Rs.
Government Colleges	1,844	1,36,086
Aided Colleges	1,503	1,45,034(b)
Unaided Colleges	101	11,136
Total	3,448(a)	2,92,256(b)

(a) Excludes the enrolment of Sanskrit College where no fees are charged.

(b) Includes fee income of B. T. class and school department of St. Edmund's College.

(V) Scholarships, Stipends, Free-ships, etc.

91. There are as many as 120 scholarships available for collegiate education as noted below:—

(1) Junior scholarships for boys, 3 of the value of Rs. 20 a month each and 35 of Rs. 15 a month each are awarded on the results of Matriculation Examination of the Calcutta University. These scholarships are ordinarily awarded for two years to enable them to complete their studies for the Intermediate course.

(2) Senior scholarships for boys, 3 of the value of Rs. 25 a month each and 19 of Rs. 20 a month each. They are awarded on the results of the Intermediate Examinations of the Calcutta University for two years to enable their holders to complete their studies for the Degree course.

The Junior and the Senior scholarships mentioned above are awarded in order of merit subject to reservation for special classes and communities, as laid down in the Assam Education Department Rules and Orders.

(3) *Special Muslim Scholarships for boys.*—There are 21 scholarships of Rs. 10 per mensem each. They carry with them the privilege of free-studentships in a Government College in Assam. They are awarded at the discretion of the Director of Public Instruction to Muslim students who matriculate in the first and second divisions and whose parents are not in a position, without assistance, to give them college education.

(4) *Backward scholarships for boys.*—There are 21 special scholarships of Rs.10 a month each. They also carry with them the privilege of free-studentships in Government colleges in Assam. These scholarships are also awarded at the discretion of the Director of Public Instruction to candidates from educationally backward classes including scheduled castes, tribal people of the plains and the like, on the same conditions as in the case of Muslim Scholarships.

(5) *Junior scholarships for girls.*—There are 11 scholarships of the value of Rs. 15 a month each available for girls. Three of these scholarships are reserved for Muslim girls, 3 for Backward communities and the rest for others. They are awarded at the discretion of the Director of Public Instruction on the results of the Matriculation Examination for two years to enable their holders to complete their studies for the Intermediate course.

(6) *Post-Graduate scholarships.*—Four scholarships of Rs. 25 a month each are available for Assam students for Post-Graduate studies. Two of these scholarships carry with them the privilege of free-tuition. They are awarded at the discretion of the Director of Public Instruction, both male and female candidates being eligible to compete.

(7) Provision also exists for grant of special scholarships of Rs.15 a month each to those of the Junior scholarship-holders who would otherwise win a Senior Scholarship for studies for the Degree Course.

Free-studentships.—(a) 4 boys in each of the Government Arts Colleges tenable for 4 years subject to good conduct and progress. (b) Two for girls in each of the Government Arts Colleges tenable for 4 years on the same conditions as in the case of boys.

(VI) Residential and Day scholars

92. The Arts Colleges are all for Day scholars. There are, however, boarding houses attached to almost all the colleges. Hostels of the Cotton College, Gauhati, were utilised for war purposes.

(VII) Medium of Instruction

93. English is the medium of instruction in all the colleges in Assam. The introduction of Bengali medium of instruction for the Matriculation-Examination of Calcutta University had its disadvantage, as will be evident from the following quotation from the Murarichand College report:—

“The prospect of English is not very bright. Our experience of the first haul under the New Matriculation Regulations is sorely disappointing. Bengali has come to its own and this is all to the good. But the gulf the New Regulations have created between the school and the College curricula in English is far too big and we should not be surprised if there were heavy failures at the Intermediate in coming years. This would mean waste of time, energy and money for the students. To remedy this, teaching of English ought to be put on a sounder basis at the school and no one should be allowed to pass the Matriculation Examination, as many are allowed, who does not possess a thorough knowledge of the rudiments of English Grammar and Composition. This is what should be done at the lower end. At the upper end, Intermediate curriculum in English ought to be toned down. Pieces are now set which are definitely beyond the grasp of the large majority of matriculates. To leave things where they are would be to encourage unintelligent, soul-less cramming and waste of time, energy and money”.

(VIII) Curriculum

94. The Assam Colleges follow the curriculum prescribed by the Calcutta University.

(IX) Examination and Tests

95. Periodical Annual and Test Examinations are held in all the colleges.

(X) Health and Physical Education

96. Facilities are provided for physical training through games and sports in all the Colleges. In the two Government Arts Colleges at Sylhet and Gauhati the services of Government Inspectors of Physical Training in schools are also utilised for some months every year. The question of having a well-equipped gymnasium and a wholtime Physical Instructor for each Government College is also receiving consideration of Government.

(XI) Extra-mural activities

97. The College Common Room, Games and Sports, Athletic activities, Rowing, Roving, Music classes, Students' Moral and Religious Societies, Ambulance classes, Students' Mutual Aid Funds, Poor Funds and the like continued to flourish and gain in popularity.

(XII) Military Training

98. No arrangements exist for Military Training in Assam Colleges. Mr. Small in his Quinquennial Review for 1932-37 stressed the necessity of providing facilities for Military Training in our Colleges. The matter was also taken up with the Military Authorities and the Calcutta University and after prolonged correspondence the proposal was dropped.

Since the close of the quinquennium the Calcutta University has adopted a scheme for the formation of a Civil Defence Corps, in which the teachers and students would find opportunities for service in any emergency when the internal security of the country may be endangered or during and after air-raids and civil disturbances. The question of utilising these facilities in respect of Assam Colleges is receiving consideration.

(XIII) Discipline

99. The Principals had difficult times during the latter part of the quinquennium owing to students' unrest and political troubles, accentuated by the war situation. It is gratifying that they rose equal to their task and enjoyed the co-operation of the staff and students as a whole.

(XIV) REPORTS ON COLLEGES

100. The following extracts from the reports of individual Colleges will be sufficient to give one an idea of how the Collegiate Education is faring in Assam:—

(I) Cotton College, Gauhati

The college suffered a great loss by the retirement of the Principal, Rai Bahadur B. C. Sen Gupta and Professor B. M. Sen. Both these officers served the College with great distinction for over 30 years. The appointment of Dr. Mrs. Kamala Roy as lecturer is no doubt a great event in the history of the College. She is the first lady member in the staff of the College.

During the quinquennium the affiliation of the College was extended in the following subjects:—

1. Biology up to the I. Sc. standard.
2. Zoology ditto ditto.
3. Botany up to the Degree standard.
4. Assamese as second language up to the Degree standard.

The College needs further expansion. At present the need for extension of affiliation in Bengali as a second language is very keen. With the appointment of a wholtime assistant lecturer in Bengali it has however been possible to arrange for the teaching of the subject not only as Vernacular but as a second language as well up to the Intermediate standard.

The appointment of a second teacher in the Bengali Department is under consideration of Government. It is gratifying to note that the Science Department of the College received greater attention during the quinquennium. The number of seats in the I. Sc. classes was increased from 96 to 144 and in the B. Sc. classes from 20 to 31. The Science teaching staff was also strengthened consequently.

The enrolment of the College is steadily on the increase. There were 1,169 students on the roll during 1941-42 against 1,045 of the preceding year. The following extracts from the College report are worth consideration:—

1. “We have reached a stage when further expansion would be most inadvisable. An excessive number in the College is not in the best interest of the pupils who wish to avail themselves fully of the opportunities offered by the College. It hampers efficiency and stands in the way of discipline. From both administrative and academic points of view, the number in a College should be limited to 1,000. I therefore beg to suggest that steps be taken as soon as possible to limit the number in this College either by establishing another Government or Government-Aided College in Gauhati.” The proposed B. Barooah College at Gauhati is likely to relieve the congestion at the Cotton College.

2. "The College Hindu and Muslim Hostels remained full throughout the year and large numbers of students sought accommodation in houses which are far from satisfactory, for reasons of economy and want of accommodation in the hostel. This is not in strict accordance with the University Regulations. College Professors are appointed as proctors for exercising some sort of supervision and control over students who do not live in the College hostel. They are not paid any remuneration and the system is not fully satisfactory. I would suggest that a few well paid proctors or Inspectors of residences be appointed for this purpose."

3. "The number of women students in the College has increased, and the responsibilities have also increased in the same proportion. In my opinion, a well-equipped Girls' College enjoying the confidence of the guardians and the pupils, where the girls could move about freely and take part in games and sports under lady professors, is highly desirable and will remove some of the complications of this College."

4. "The College library is most terribly congested. There is hardly any space anywhere in the College where a professor or students can move about freely to see the books that are placed in the library. The main room is very dark and presents a most gloomy appearance. It looks more like a godown of books than a college library." A separate building or Hall for the Library is a desideratum.

5. "An immediate solution is possible if the collegiate school is removed from its present site and the entire building is made over to the college after it is thoroughly remodelled to suit the requirements of the college. The collegiate school compound will be found big enough to accommodate not only the college library, but also some of the Science Departments and several Seminar classes."

6. "The different Science departments being located at a considerable distance from each other, it has become necessary to make each department self-sufficient in respect of the Science instruments and apparatus. But if the different departments could be brought together within the same compound, co-ordination and co-operation between the different departments would be possible to a large extent, by which considerable economies in respect of instruments, appliances and cost of making gas could be effected. If the college is to be run with efficiency the question of the acquisition of the Collegiate school building needs to be taken up immediately."

7. "The College Mutual Aid Fund, Games and Athletic Department and the Rowing Club continued to run very efficiently. It is unfortunate that owing to various unforeseen difficulties the annual inter-collegiate matches in football and tennis could not be held during the closing year of the quinquennium.

The College Rowing Club has been a very interesting feature of this college, and its usefulness and popularity will be greatly increased if a capital expenditure of Rs. 1,000 to Rs. 2,000 could be sanctioned for making use of the Chola bill by dressing the banks and arranging for sufficient water being maintained throughout the year. The expenditure will serve a very useful purpose and would increase the popularity, and usefulness of the rowing and swimming club."

8. "It will be helpful in future if necessary enquiries be made to ascertain how far and to what extent the Union Organisation has been helpful or otherwise in maintaining that atmosphere of harmony and peace which is so essential for promoting the best interests, of the students who are eager to make the best of the facilities and opportunities offered by the college. It is essential to the success of the college that the members of the college should fully realize that there is no antagonism of interests between the pupils and the teachers and that their goal is the same, as long as they are in the college. A rather disquieting feature causing immense anxiety is the aloofness of the teachers and the pupils, due to the feeling that the teachers are looked upon with suspicion and distrust, and this prevents the teachers from exercising that influence upon the mind of the pupils which would have helped them immensely in the development of their intellectual and moral faculties. These problems require very close and immediate examination."

The Principal made special mention of the following officers for valuable assistance and co-operation and very capable and efficient discharge of duties:—Vice-Principal, Mr. L. N. Chatterjee, Prof. R. R. Thomas, Prof. S. M. Muhibulla, Prof. S. C. Chatterjee, Prof. U. K. Goswami, Prof. R. K. Das, Prof. A. C. Dutt and Prof. I. B. Sarkar.

(2) Murarichand College

The College suffered a great loss by the sad and premature death of some of its officers. Prof. Dr. K. M. Gupta, Prof. A. K. Das (later on transferred to Gauhati), Babu Pratap Chandra Bhattacharyya, Babu Gopal Chandra Sen and Dr. S. C. Gupta have all been snatched away by the cruel hand of death. When to this loss, we add the loss suffered by the college on account of the retirement of three of its senior Professors and transfer of a fourth, the loss becomes stupendous, viz., Prof. S. C. Sen Gupta, Prof. S. L. Kundu and Prof. N. M. Shastri—each in charge of his department of study,—viz., English, Philosophy and Sanskrit respectively—have retired in the course of the quinquennium and Prof. A. Lais, Vice-Principal and Professor in-charge of the Department of Islamic studies—was transferred to the Inspectorate as Inspector of Schools, Surma Valley and Hill Districts.

During the Quinquennium the affiliation of the college was extended in Botany to the Intermediate standard and Bengali to the B. A. (Pass and Honours) standard. The College needs further expansion in Botany up to the Degree standard and in Biology and Zoology up to the Intermediate standard. These are crying needs and cannot wait further.

The examination results of the College were uniformly satisfactory. In the opening year of the quinquennium (1937), the College annexed the first place in the First Class in the B. A. In the same year, one student stood first in Physics in the I. Sc. Examination and obtained the Duff Scholarship, and in the I. A. Examination one student stood first in History and won the Sarada Prasad Prize. The percentage of success in all the examinations has been uniformly high throughout the period reaching 100 per cent. in the B. Sc. Honours in 1937 and in B. Sc. Pass in 1938, 97.5 per cent. in B. A. Honours in 1939 and 91.5 per cent. in I. Sc. in 1938.

In the matter of buildings, a commodious Common Room for men students, a comfortable Common room for women students, and a Prayer Room for Muslim boarders are new additions of the period under review. But the accommodation for Botany Laboratory still remains to be satisfied. The make-shift arrangement made for the teaching of the subject four years ago, that is the laboratory in the hospital room of the Hostel and lecture theatre in the Physics gallery of the College, one at a distance of six furlongs from the other, still continues.

The College Governing Body was reconstituted during 1941-42 with eleven members and with Director of Public Instruction, as President. Hitherto the Governing Body consisted of 9 members with the Deputy Commissioner, Sylhet as *ex-officio* President. Another innovation was the inclusion of a lady member in the Governing Body for the first time in the annals of the College.

The following are extracted from the Principal's Report:—(a) "The enrolment of the College is on the decline. From the peak figure 875 in 1939-40 it has come down to 675 in 1941-42. The decline may be ascribed first to the economic depression in the valley caused by a heavy flood as well as by the war, and next to the starting of two Intermediate Art Colleges in the town of Sylhet—The Madan Mohan College and the Women's College. The second is certainly the more potent of the two causes of decline and has been responsible for diverting a large number of students from this College. We must not forget also the two Colleges of the Surma Valley—the Brindaban College, Habiganj and the Gurucharan College, Silchar. They also have their share in bringing down the enrolment in Murarichand College. And as these four Colleges gain in numerical strength we are bound to lose. This would however be a blessing in disguise. The smaller number could, if they would, better utilise the various facilities for all-round development offered by this College and even though they might not always hold their own against the *alumni* of those Colleges in the examinations of the University, they might fare better in the examinations of the world. I would far rather have a smaller number bent on receiving real education than a large crowd who merely drift into the College. These have no real urge for higher education. The urge in their case proceeds, in the words of the Hon'ble Mr. N. R. Sarkar, Member for Education, Government of India, from a fetish of diplomas and leads to an invasion of the Universities by all and sundry, irrespective of their mental equipment and their capacity to undergo a University course."

(b) "The Science classes of the College need expansion. There has been of late a greater demand for science seats both in the Intermediate and the Degree classes. The demand which has gone on unabated for the last three years may safely be regarded as a permanent phase." Since the close of the period under review steps have been taken to increase the number of seats in the Intermediate and Degree classes.

(c) *Discipline*.—"Nothing but dull-eyed self-complacency could say that discipline had been all that it should be. A spirit of indiscipline is in the air. Boys first learnt to disobey authority on political issues and now they are utilising their newly acquired knowledge in matters communal. The whole out-look has to be changed. Boys are to learn that at the college, they are merely students and not Hindus or Muslims, just as their professors are professors and not of this community or that society and they must see that whatever its wrangles, there is a pure atmosphere of pure study in schools and colleges.

Barring some political and communal aberrations, discipline has, on the whole, been satisfactory."

(d) *Students' Residences other than Hostels*.—"It is a pity that the suspension of the Proctorial system should be one of the unfortunate features of the quinquennium. The system was abolished on a false analogy with Cotton College. But Cotton College is Cotton College and Murarichand is Murarichand—each with its own peculiar problems and difficulties. Cotton College puts up most of its *alumni* in its hostels whereas we in this college have accommodation for a maximum number of 138 boarders. More than 80 per cent. of our students are day-scholars and a large proportion of these go practically without any supervision outside the College hours. Since the suspension of the Proctorial system, we have not had any regular inspection of residences. At present, a group of students are allotted to a particular member of the staff and he is consulted by them in their troubles and difficulties. This is a poor substitute for the excellent Proctorial System."

(e) "It is so sad to have to put on record the suspension of the College Union during the quinquennium. At the beginning of the Session 1939-40, differences between Hindu and Moslem students over the College Crest and Founder's Day became so acute that at the request of the Principal, the then Director of Public Instruction, Mr. Small, came down to make a personal attempt to settlement. His efforts, like the efforts of the Principal and the members of the staff jointly and severally, failed and he passed orders suspending the College Union."

(f) The construction of separate Common Rooms for men and women students has removed a very long-felt want. Common Rooms are now open to students outside College hours as well and they have become favourite haunt of students in the evening.

The College games and athletic activities continued as usual. Rovering continued to be an important item of College activities. Rowing and Swimming were creating more and more interest amongst the students. The college needs a well-equipped gymnasium and a wholtime Physical Instructor.

The suspension of the College Union did not fortunately affect the Music Section. But without a paid Music teacher no regular classes or effective instruction can be arranged.

The Students' Moral and Religious Society functioned successfully during the quinquennium.

(g) "The Professors' Club has gained further in popularity during this quinquennium. This has been due partly to the increase in the personnel of the staff, but mainly to the democratic constitution of the Club which enables all the members, Senior and Junior, old and young, to meet on a basis of equality and to participate freely in its debates and discussions. The topics for discussion during the period under review have been as wide in their scope as the range of human interests, although, naturally enough, subjects of educational, literary, moral and scientific interests took precedence over the rest."

(h) The College completed the fiftieth year of existence on 27th June 1941. All arrangements were made to celebrate the Golden Jubilee in a fitting manner. But the War was coming nearer and nearer, and what with the consequent unsettling and what with some unhappy development within the College, the Jubilee had to be postponed till next session. This is a disappointment to all concerned—most of all, to our "old boys".

The Principal made special mention of the following members of the staff for very good work during the quinquennium:—

(1) Vice-Principal — Prof. J. M. Datta, (2) Mr. J. K. Choudhury, (3) Prof. S. M. Chakravarty, (4) Prof. Majd-uddin Ahmed, (5) Prof. S. N. Sen (6) Prof. P. C. Sanyal, (7) Mr. U. K. Datta, (8) Prof. N. C. Seal and (9) M. D. C. Datta of the English Department.

PRIVATE AND AIDED COLLEGES

3. *J. B. College, Jorhat*.—The College is affiliated to the Calcutta University up to B.A. and B. Com. Standards. It has also applied for extension of affiliation up to I. Sc. standard in Physics, Chemistry and Mathematics.

There were 309 students on the roll against 323 of the preceding year. The examination results were quite satisfactory.

The College provides facilities for games and sports and other extra-curricular activities. The College gymnasium is in charge of a Madras-trained Physical Instructor and contains up-to-date apparatus.

The College is in receipt of a recurring Government grant of Rs.500 per mensem.

4. *Brindaban College, Habiganj (Sylhet)*.—This institution was started in 1931 and affiliated to the University of Calcutta in 1932 up to I A. standard in English, Bengali, Sanskrit, Persian, Mathematics, History, Logic and Civics. In 1939 the affiliation was extended up to the B.A. standard in the following subjects:—English, Bengali, Sanskrit, Persian, History, Mathematics, Economics and Philosophy. The College has obtained affiliation in English and Economics up to the B. A. Honours standard in 1941.

The College has been enjoying recurring aid of Rs.3,600 per annum from the Government of Assam.

The number of students was 266, including 16 female students, in 1941-42.

5. *Gurucharan College, Silchar*.—The College was brought into existence on the basis of a donation of Rs. 10,000 by Srimati Kiron Sasi Nag, a Hindu widow of Silchar in the year 1935. The College is named after her husband in accordance with her wishes.

The College enjoyed affiliation up to the B.A. Pass and Honours Standards.

264 students received instruction, of whom 220 were Hindus and 44 Muslims. Girls students numbered 14.

The College enjoyed a Grant-in-aid of Rs.300 per mensem.

The College Union organised debates and social gatherings and got up dramatic and variety performances.

The College Club showed considerable vigour and attached two valuable trophies in Foot-ball competitions. Tennis and Cricket were also played during the session and an Inter-class tournament was held in various out-door Games. Winners were rewarded with medals. The College Gymnasium developed a team of its own which gave more than one public display of its feats and won high praise.

The College organised its own orchestra during the session and it bids fair to be a permanent feature of the College. The College song was sung at every College function.

A study Circle named Rabindra Samsad was organised with the object of popularising Poet Tagore's songs and writings amongst the students of the College.

Although it has not recovered from the heavy loss sustained by it by the erosion of the river in the year 1938, the College continued to make satisfactory progress towards early stabilisation and to grow in utility and popularity. It continued to make rapid progress in the face of overwhelming odds and a bright future for it is indicated.

6 *Madhab Choudhury College, Barpeta*.—The public of Barpeta started the Madhab Choudhury College as a second grade Arts College with public contribution and a Trust Fund of Rs 10,000 generously created by a local lady, Srijuktá Jibanlata Choudhury, to perpetuate the memory of her husband, late Madhab Chandra Choudhury in 1939. The College was formally opened by the then Premier of Assam on the 14th July of the year and it secured its first affiliation from the University of Calcutta and a substantial donation of Rs.4,000 from a local gentleman Srijut Chandicharan Kakati.

At present the College is holding its classes in a portion of the Vidyapith High English School buildings with necessary permission from the school authorities as a temporary measure.

Enrolment :—

Year	No. of students at the time of admission	No. on roll on 31st March
1939-40	30	25
1940-41	36	48
1941-42	32	71

The permanent building of the College will be erected on a plot of ground acquired for the purpose when funds are free.

7. *Anihony's College, Shillong*.—This College has been founded by the Salesian Fathers of Don Bosco. It is affiliated to the Calcutta University up to the B.A. and B.Sc. standards. There is a big library consisting of 4,000 books and a Common Room supplied with daily Newspapers and monthly and weekly Reviews. There is also a Debating Society, where debates are held fortnightly, and a Sporting Club for games. There were 101 students on the roll on 31st March 1942. The discipline was good and the examination results satisfactory.

8. *St. Edmund's College, Shillong*.—This College is affiliated to the Calcutta University up to the I.A., I.Sc., B.A. and B.T. standards. During the session 1941-42 there were 58 students on the roll, of which 31 were residential and 27 day scholars. The College provides facilities for games and sports, and physical training is imparted by a competent instructor. The discipline was good and the examination results quite satisfactory.

9. *Madan Mohan College, Sylhet*.—In response to a strong public demand for a college within the municipal limits of the town of Sylhet, Babu Mohini Mohan Das and Babu Jogendra Mohan Das,—two public spirited gentlemen of this town came forward with the offer of a plot of land and a donation of Rs.7,000 (Rupees seven thousand) only in cash to be supplemented by the amount required for the construction of the college building. The offer was accepted and in accordance with the wishes of the donors, the institution was named 'Madan Mohan College' after the name of their father, late Babu Madan Mohan Das. The University affiliation was then obtained and the College was formally opened from the session 1940-41. The College enjoys affiliation up to the I.A. standard.

There were 75 students at the start, of whom 5 dropped off in course of the year. The number of students on the 31st of March 1942 was 146.

There is a College Union consisting of representatives formally elected by the students. Its object is to foster a spirit of fellowship and good-will amongst the members and it controls the various extra-curricular activities of the college. At present, there are 3 departments namely (1) Sports Department, (2) Common Room Department and (3) Social Department. One member of the teaching staff is in charge of each Department with a student secretary to do the actual work under his supervision.

10. *St. Mary's College (for Girls), Shillong*.—The College was affiliated in 1937 for the B.T. and L.T. courses, in 1938 up to the I.A. Standard and in 1942 up to the B.A. standard of the Calcutta University.

During the five years the numerical strength has remained about the same, the enrolment on 31st March 1942 being 49.

Students were first presented for Examinations in 1938, and from then till 1941, 26 have passed the B.T. Examination; 8, the L.T. 10, the B.A. (non-Collegiate) and 40, the I.A. Examinations.

11. *Lady Keane Girls' College, Shillong*.—The Lady Keane Girls' College had 66 students on the roll during the year 1941-42. 17 students were sent up for the I.A., of whom 14 came out successful, 7 in the 1st division, 3 in the 2nd division and 4 in the 3rd division. 5 students appeared at the B.A. Examination, and 3 passed, one with Honours.

The staff consisted of 9 members, but for a first grade college this staff is considered to be quite inadequate and in consequence some of the Professors had to work extra hours. There was not even a part-time Professor of Bengali, although it is the Vernacular of majority of the students. The efficiency of teaching is likely to be hampered if a separate Professor for teaching Bengali is not appointed at the earliest opportunity.

The financial condition of the college improved a bit by the middle of the year, but due to war emergency many of the girls who went home during the X'mas and Winter Vacations did not turn up. Consequently the income began to fall.

12. *The Women's College, Sylhet.*—This College has been affiliated for the Intermediate Arts Classes. In the last Intermediate examination in Arts 36 students appeared and 26 passed. Four students were preparing for the B. A. Examination.

The University affiliation of the B.A. classes is being held up till this college has premises of its own and till the college authorities are in a position to substantially increase the remuneration for four lecturers.

Since the close of the quinquennium, Government has sanctioned a plot of land on Peterson Street, Sylhet town, for this College and steps have been taken to start building works on this land.

The following extracts from the College report are interesting :—

“A few of the students appear to be preparing for a career. The rest are being kept engaged till marriage can be settled. To the students, the clubbing together during college hours appears to be the principal attraction. Few have the zest for seeking knowledge or even general information. Desire for University distinction considered as reputation is present generally. Their eyes are solely on examination marks to be obtained. Marks can easily be had by a few months' poring over “Key-books”, in the present practice of examining answer papers. Probably they think that the key books are quite sufficient for securing marks; why take the trouble of thinking and taking notes? The attention of the University should be drawn to this serious condition in which teachers generally feel almost helpless in imparting a real education.

Moral and religious teaching.—In colleges, particularly in the B. A. classes, there are ample opportunities for imparting moral and religious training by discussions through the text-books. Here again the general practice for the teachers is to confine to those aspects of the subject-matters of the text, which are likely to be asked in the University examinations.

Control by parents.—Being personally in touch with the parents of most of my pupils I am in a position to say that the guardians feel themselves even more helpless in controlling their wards than the teachers do. But girls generally with a few exceptions are quite controllable; indiscipline shown by one or two is due to influence of instructors outside the profession and of a few within the profession itself who unfortunately appear to be popular with a good number of students.

Extra-mural activities.—In the absence of grounds and houses of our own we cannot proceed much. We have a debating society which sits once a month. We avail ourselves of opportunities offered by the visits of learned persons in this town to invite them to speak before our students. We annually organise at least one educational excursion. The last was to the Cement Factory at Chhattak. Game sets are supplied but the inconvenience is, we have to use other people's grounds.”

13. *Radhakanta Handiqui Girls' College, Gauhati.*—The College completes three years of its existence on the 18th June, 1942. The Government of Assam were pleased to hand over the Indian Educational Service quarters No. II, and its site to the College in June, 1941. They were also pleased to increase the maintenance grant of the college by Rs.300 (Three hundred rupees) only with effect from April, 1941. Thus the monthly grant of the College stands to-day at Rs.500 (Five hundred rupees) only. The original grant of Rs.1,200 (Twelve hundred rupees) only sanctioned for renting a house for the college was diverted towards ordinary maintenance for the last two years.

Rai Bahadur R. K. Handiqui, to whose munificence the college practically owes its origin and development, very kindly made some more donations to the college for the purpose of construction of the college buildings and opening the Science classes. The college authorities had a very strong desire to carry out their proposals; but due to the present war emergency both the proposals had to be dropped at the outset.

Extension of affiliation in Assamese (2nd language) upto I.A. standard and in English, Assamese Vernacular, History, Philosophy, Sanskrit, Economics upto B.A. (pass) standard, was granted to the college with effect from the commencement of the session 1941-42.

The college authorities made arrangements for imparting instructions in Sewing, Needle craft, and First Aid to the students of this college. The Governing Body of the college further contemplated to introduce Domestic Science with immediate effect. But for want of proper funds this has not yet been possible. It is an undeniable fact that these subjects are specially useful for the girls students.

The enrolment is gradually increasing. Last year 15 students were admitted into the First year class as against 6 in the previous year.

Problem of Employment

101 The note on Appointment (Advisory) Boards, submitted by Professor Dinesh Chandra Dutta of the Murarichand College, with the proceedings of the meeting of the Board held on 3rd April, 1941, as appended, will be found useful.

APPENDIX TO CHAPTER V (PARA. 101)

A NOTE ON APPOINTMENT (ADVISORY) BOARDS

(A) Some years ago, at the instance of the Director of Public Instruction, an attempt was made to keep a Register of *ex-students*, in which particulars about their employments were to be noted. Students and *ex-students* were notified and requested to keep the college authorities informed of their whereabouts. At first some students responded to our enquiries but few now care to send us any information. Perhaps the students find that it serves no useful purpose in keeping the college informed of their employment or unemployment. In the absence of an organisation to bring them in touch with the employment market such an attitude is understandable.

With the establishment of the Calcutta University Information and Appointment Board, the desirability of setting up a subsidiary Appointment advisory committee was felt, and a small committee was constituted for the purpose. The committee advised the Principal in recommending suitable candidates to the University Appointment Board and also helped the students with suggestions and information. It was however soon realised that, in order to be of use to the students the Committee should extend its functions, and a local organisation should be set up to bring the colleges in direct touch with employers outside. Sylhet is a far cry from Calcutta and not a single student of this college has so far secured any employment through the Calcutta University Appointment Board. [One or two exceptions may prove the rule.]

A new Appointment Board with an extended outlook has now been formed in the Murarichand College.* It is realised that in order that college Appointment Boards can do something for the students they must put themselves in touch with the employing bodies, and this they cannot do effectively unless there is a provincial organisation through which they can function. In the absence of a separate University in Assam this co-ordinating work can be attempted through the Government or through the Director of Public Instruction, who might be requested to set up a Provincial Appointment Advisory Board. It is of course essential that the Board should be strictly a non-official body, free from political influences and though several of its members might be drawn from the two first-grade colleges and a few other Government institutions there should

* Possibly the Cotton College and the other first grade college of the province may also find it advantageous to set up a similar body.

be no suspicion about its advisory character and with respect to its complete freedom from political influences. This is essential for enlisting the co-operation of the business world, without which the scheme would fail in one of its main objectives.

The Government of Assam is now maintaining a Register of unemployed youths, and the Government is certainly in much better position to maintain such a Register. The college Appointment Boards might render it all help that is possible. But the Government might also be induced to extend its co-operation and some financial assistance to the Provincial and College Appointment Advisory Boards.

When the Provincial Advisory Board is organised it can put itself in touch with employers inside and outside the province and direct the college Boards to select and assist candidates in case of suitable vacancies. In the meantime the College Appointment (Advisory) Boards may do some useful work on lines indicated below.

First of all, it might organise classes for imparting training in spoken English as also in manners and etiquette.

It is unfortunately a fact that many of our students fail to impress employers and Selection Boards because of their inability to speak English or because of their ignorance of manners and etiquette. In some of the Indian Universities classes of spoken English have been opened. It is desirable that we should also have such classes in our Colleges. It would be well if the Colleges can secure the services of some Englishmen for the purpose.

Secondly, in order to improve the general knowledge of our students there should be organised, every session, a series of popular lectures in every day Science, Astronomy, Economics, Politics including current international politics and other topics of general interest.

Along with the college periodical examination there should be an examination on general knowledge—a practice which is already being followed in this College.

Thirdly, there should be organised a series of career lectures in order to create in the mind of the students a bias for the commercial and industrial careers. It would be well if some distinguished scientists, specialists and businessmen could be induced to speak to the students every year.

The literature on careers and avenues of employments should be made available to the students through the Library. To some extent this is being done here.

Fourthly, the needs and requirements of the students for various competitive examinations and other employments should be studied, and arrangements for coaching and special training might be made in some cases.

It is necessary to move the Government and other public bodies in order that they might notify their vacancies through the College Appointment Boards. The Government might also be induced to open up centres of recruitment nearer the college. In this connection the present difficulties of the Assam students with respect to the recruitment for the various services of the Government of India and of the Railways and similar other Central departments should be noted. Even for the recruitment of the subordinate staff the Federal Public Service Commission have no centre of Examination in Assam, and the students from this province are placed at a great disadvantage.

The Government might also be moved to bring the college Appointment Boards or the Provincial Board (when formed) in direct touch with the employers inside and outside the province. Let it be noted that most of the firms, Banks, Insurance Companies, etc., working in Assam have their Head Offices or Agency Offices at Calcutta or elsewhere, and for this reason the young men of this province have very little chance of getting appointments in their offices. The same may be said of the Port Trusts of Calcutta and Chittagong through which the bulk of the foreign trade of this province passes. Yet it would not be difficult for the Government to induce these bodies to take a certain number of our young men for their offices or to train up a certain number for their technical appointments.

The problem of unemployment is a many-sided one and it cannot of course be tackled by such palliatives. Nevertheless no educational institution can fail to be concerned at the stupendous problem that stares its alumni in their faces and which eats into the vitals of our national life. Even as far as 1899 the University of Oxford set up an Appointment Board for facilitating the employment of its students, and since then many other Universities have set up similar boards. An Arts College is naturally placed at a disadvantage in as much as the courses of study it offers are limited in nature. But the position in which we are placed in Assam makes it incumbent upon us to help ourselves as much as possible. The Provincial Advisory Board contemplated here might include representatives of the Medical Schools and Technical Schools in Assam. It is possible that the experience of the Board and its suggestions will lead to new developments in the courses of instruction in different lines.

If the College authorities and the Government approve of the scheme it might be put into operation immediately.

(B) Proceedings of the meeting of the Appointment Board, Murarichand College, held on Thursday, the 3rd April 1941, at 1-30 P. M. in the Principal's room.

A circular letter of the Principal, dated 24th March 1941 addressed to the members of the Appointment Board was considered and it was resolved that a coaching class be started in the college with effect from the next session to impart instruction in following subjects:—

- (a) Spoken English.
- (b) English Etiquette.

Resolved further that a series of popular lectures be arranged on the following subjects:—

- (a) Popular Science.
- (b) Astronomy.
- (c) Economics.
- (d) Politics including current international politics.

Resolved that a course of career lectures be arranged in which prominent business-men and specialists may be invited to speak.

Resolved further that the name of the Board be changed to Appointment and Information Board.

CHAPTER VI

Mass Literacy and Adult Education

(I) Mass Literacy Campaign

102. The chief event during the quinquennium was the inauguration of the Mass Literacy Campaign.

The problem of removing the darkness of ignorance and illiteracy prevailing among the masses of people in Assam is one of the most important and difficult questions of the day. Educationist all over the world have recognised the necessity of raising the percentage of literacy among the people of their country for making a success of any form of Government under which they live. The democratic countries with a constitution based on self-Government of the people by the people and for the people cannot simply do without educating the people in the elements of three R's which are indispensable for creating a decent intelligentsia with capacity for right use of vote. Education in the higher stages, namely, in the Universities and colleges is unthinkable and impracticable and therefore unfruitful without a solid foundation and broad-based secondary and primary education, which should have universal literacy as its background. We are thus confronted with the problem of securing cent per cent. literacy combined with compulsory or voluntary primary education which must offer facilities for elementary knowledge of the three R's to every child of school-going age. We are all looking forward to a National Government in India and this is impossible without a well-thought out system of national education. This campaign is therefore, of vital importance to our national life which is to find its fulfilment and self-expression in and through a National Government bent on planning reconstruction of national education.

At the instance of the Congress-Coalition Ministry a scheme for launching a mass literacy campaign was prepared and necessary preliminaries were settled in 1939, but the formal inauguration of the campaign had to wait till September, 1940 on account of a change in the Ministry, and the resultant need for a re-examination and revision of the scheme. The campaign mainly depends on Government initiative and support.

Aims and objects of the Campaign and the courses followed in the Mass Literacy Centres are quoted below from the pamphlet published by the Mass Literacy Officer under Government order :—

“The campaign has been planned to remove illiteracy from the country. Most of the miseries of our countrymen are due to ignorance and ignorance is mostly the result of illiteracy. All attempts to inculcate among the masses a knowledge of the laws of health and hygiene, or improved method of farming and marketing, all efforts to rouse in them a consciousness of their rights and duties, and all schemes of reforms and development founder on this rock of illiteracy. There are about 10 millions persons in Assam but only 8 lakhs out of these can rightly be called literates. If these millions of adult illiterates can be made literate and be inspired with the possibilities of education, it would be easier to carry out with their active support plans of all-round development in the country. With this aim in view, the Government of Assam propose to launch a campaign to remove illiteracy and expect the fullest support and active co-operation in this undertaking from all who are interested in the well-being and progress of the country.

Course.—The aim of the movement is not only to make the illiterates read and write but also to promote their mental, moral and material welfare; hence it has been planned to divide the work into two parts :—(i) An elementary course, better described as a pre-literacy Course and (ii) a post-literacy Course.

(i) The pre-literacy Course will consist of teaching the illiterates reading, writing and very elementary arithmetic.

Primers for this have already been prepared with the aid of experts, and a uniform type of education has been planned.

This course will also include (a) talks and yarns in simple language on various useful subjects and on those dealing with our requirements for leading a happy, healthy and peaceful life, (b) a very general knowledge of Geography with special reference to the Province, (c) simple acquaintance with our social, economic and civic relations and problems and the chances of improving our lot.

(ii) Post-Literacy work will consist of the running of continuation of classes and the upliftment of the masses through them.

For the organisation of the campaign there is a Central or Provincial Mass Literacy Committee, Subdivisional Committee in each Subdivisional headquarters of the plains districts and Local Committees in different localities where a literacy centre is opened.”

The Central Committee consists of the Hon'ble Minister of Education, the Director of Public Instruction, the Inspectors of Schools and the Mass Literacy Officer and prominent non-officials including Members of Legislative Assembly and Members of Legislative Council. The Hon'ble Minister of Education is the Chairman and the Mass Literacy Officer is the Secretary to the Committee. This Committee is responsible for the organisation and co-ordination of work, planning of schemes connected with literacy work, general supervision and direction of the Campaign.

The Subdivisional Committees consist of Chairmen and other prominent members of local bodies, local educational officers, prominent Members of Legislative Assembly and Members of Legislative Council and other representatives of the public with District or Subdivisional Officer as Chairman and the Deputy Inspector of Schools as Secretary. This Committee is responsible for organisation of local centres, co-ordination of work in the subdivision, carrying out of propaganda and raising of funds to assist literacy centres under its control.

- The Local Committees consist of leading people of the locality and village pandits.

Mass Literacy teachers are recruited mainly from amongst the middle and primary school teachers of proved ability. The literacy centres ordinarily sit at night and the teachers are paid remuneration at the rate of one rupee for every five pupils per month.

The Inspecting and the supervision staff for the literacy work consists of the following officers :—

(a) One Mass Literacy Officer on fixed pay of Rs.225 with Gazetted rank.

(b) Three Assistant Mass Literacy Officers (2 for Assam Valley and 1 for Surma Valley) on Rs.100 a month each.

(3) Nineteen Assistant Sub-Inspectors (one for each plains Subdivision) on Rs.40 plus Rs.30 as fixed travelling allowance per mensem each.

The general inspecting officers of the department are also required to work for the Literacy Campaign in addition to their own duties.

103. The following statement furnishes the statistics of Mass Literacy work during the quinquennium:—

	No. of centres	No. of persons under instruction	No. appeared at literacy test	No. passed at literacy test
Figures for 1940-41 (September) ...	1,905	89,902	71,528	57,358
Figures for 1941-42 (September) ...	1,005	56,355	47,994	42,296
Total since the inauguration of the campaign.	2,910	146,257	119,522	99,654

Since the inauguration of the campaign (September 1940, up to September 1942) the number of men and women that were brought under its enlightening influence is noted below:—

(i) Total number of persons under instruction	...	...	...	146,257
Men	...	...	...	141,905
Women	...	...	...	4,352
(ii) Number that appeared in the Literacy Tests	...	...	...	1,19,522
Men	...	...	...	1,15,579
Women	...	...	...	3,943
(iii) Number that passed the Tests	...	...	...	99,654
Men	...	...	...	96,373
Women	...	...	...	3,281

Thus it appears from the statement that 81.6 per cent. of persons under instruction took up the tests of literacy held up to 31st August 1942 and 83.4 per cent. of persons who appeared passed.

The Mass Literacy posters, primers, readers, charts, etc. were prepared, printed and published at Government cost and supplied to the centres free of charge. To the Government literacy centres a contingency grant of Rs.10 each per annum was also made to cover the cost of Kerosine oil and other contingency charges. The non-Government centres (that is, those opened by rural welfare associations, students' organisations, etc.), were also given grants towards the cost of contingencies and remuneration to teachers, in addition to the free supply of required literature.

Arrangements were also made for post-literacy work. Study circles, village and circulating libraries were organised and equipped with necessary books and periodicals. A number of simple readers were also prepared and published at Government cost especially for those who have just attained literacy and supplied to the literacy centres and libraries free of charge. A Mass Literacy fortnightly news sheet "Janasiksha" was also published and supplied to literacy centres and libraries at Government cost.

The number of circulating libraries that were started and were functioning in the province during the quinquennium is 250 and the number of reading rooms and study circles started is 410.

The total cost to Government for the Mass Literacy Campaign during the Quinquennium was about Rs.2,15,000, of which the grant for 1941-42 alone was Rs 1,24,000.

Towards the close of the quinquennium Mr. S. C. Goswami, I.S.O., was appointed Special Officer for Primary Education and Mass Literacy Work and it was expected that the Campaign would be a permanent feature of the department, but financial difficulties stood in the way. The special officer's post was abolished and the grant for Mass Literacy work reduced by Rs.50,000 for 1942-43, as a consequence of which the number of literacy centres had to be reduced considerably and the work confined in selected areas.

Mass literacy work is also being carried through Night Schools and Jail Schools. The work of the Ramkrishna Mission and Siksha Vistar Samities in this direction deserves mention.

The First Anniversary of the movement was celebrated all over the province in February 1942, with great enthusiasm.

104. As regards the utility of the Mass Literacy movement, the following quotations will be found interesting:—

(i) The Hon'ble Sayid Sir Saadulla, M.A.B.L., Prime Minister, Government of Assam, wrote:—

"The Mass Literacy Movement is decidedly one in the right direction as it aims to bring the light of education to those who either from overage or want of leisure during prevalent school hours are unable even to pick up the rudiments of education.

Although figures of persons who have benefited so far are only 50 per cent. of those expected, the result of passes is very encouraging, being 40 per cent. thereof. In other words, 40 persons out of the hundred for whom the movement was inaugurated has become literate in the first year, a result very hopeful and indicating further earnest endeavour to achieve the goal. I wish every true citizen and patriot will whole-heartedly co-operate to make the campaign a redounding success."

(ii) The Hon'ble Srijut Gopinath Bordoloi, Ex-Premier of Assam, wrote:—

"The result obtained so far has been no mean achievement. If all that have passed the test up to date can so maintain their literacy as to be able to take an intelligent interest in the affairs round about them, you have done enough to silence your critics. While I believe that there is room for improvement in the method of work I yet wish your efforts all success. To me the most important secret to it is the development and stimulation of local initiative of the villagers. And this latter can be secured only by workers and officers who can sympathise with the villagers in their failings and successes. I hope with the benefit of experience of over 16 months' work, your campaign will grow from more to more and will bring greater benefit to the people."

(iii) The Mass Literacy Officer writes in his report—

(1) "From the experiences gained during the period we have every reason to state that the activities carried on in connection with the mass literacy work in the subdivisions of the province have been steadily removing the apathy and indifference of the people in villages towards education. The movement is awakening interest and creating enthusiasm in the countryside for literacy.

It is noted that in areas where the campaign has proved successful there has been an appreciable demand for opening of new schools for boys and girls and additional centres for the adults. Even in these days when education in general in the province has more or less been affected due to the war condition, hundreds of illiterates who have been hitherto indifferent to literacy are coming out to enlighten themselves in the Mass Literacy schools opened.

(2) In post-literacy work it has published suitable literature in Assamese and Bengali for free distribution and these have been of great service to those people who have had no opportunity of reading anything or seeing anything in print.

From our experience during the period we have observed that a man or woman of average intelligence in the age group 15—35 and beyond can learn to make his or her signature in one day, to write legibly in 2 months and to read an ordinary elementary reader in 6 weeks' time and acquire the minimum essentials of history, geography and civics in 3 months' course.

From the point of view of expenditure also it has been observed that while a boy under school instruction in the province costs Rs.8 or so per year, an adult under instruction for a term hardly requires a quarter of the amount.

It has been seen that the greatest obstruction against the spread of education in our country is the appalling illiteracy of large masses of adult population. There are innumerable cases of retardation, elimination and wastage in the primary classes. The efforts to check these will bear fruit only if measures are undertaken to impart a minimum amount of literacy to the adult population and make them take lively interest in the affairs of the nation. It is only when the parents themselves get the advantage of education that they would of their own accord send their children to school in numbers."

(II) Rural Service and Adult Education.

105. The following are extracted from "A talk on the Indian Village Life and its Problems" by Mr. S. Lall, C.I.E., I.C.S., Deputy High Commissioner for India, on 21st June, 1941:—

"The first and by far the most baffling problem in connection with Village reconstruction is that of illiteracy. I believe it would be no exaggeration to say that in quite a large number of Indian villages it is difficult to find a single literate person. How is it possible to solve such an overwhelming problem? The progress towards literacy is proceeding at a snail's pace. The percentage of literacy, which in 1911 was 5.9, rose to 7.1 in 1921, and in the census of 1931 it was only 8. At this rate it will be ages before India can hope to reach the standard of Western countries. What are the main difficulties? Briefly I should say there are too many dialects, too few teachers and too little finance.

As regards the lack of teachers, the difficulty is in finding teachers who can make education attractive. Twenty years ago, when I visited rural schools as a Sub-Divisional Officer, I often wondered why Indian boys submitted to the then prevailing system of education. The village teacher relied for results mainly on the use of his cane, and the strain which he placed on the child's memory was almost incredible. No wonder that children had to be pushed to schools like prisoners into jails. It is not my intention to blame the teachers. Their difficulties were great and their pay a mere pittance. And it must be acknowledged that there has been considerable improvement in recent years. The training of village teachers in modern methods has made good progress. But even now our system of education is far from satisfactory. To my mind, the greatest obstacle is the lack of women teachers, who have natural aptitude and a better understanding of young children than men. With the progress in women's education, I hope that this obstacle will be gradually overcome.

Then about finance. I think that the Government in India have paid more attention to secondary and college education than to primary education. In other words, the towns have gained at the expense of the villages. With the advent of popular Government based on a wider rural franchise, the claims of the village are now being pressed forward and campaigns against illiteracy are being organised in some Provinces, the object being to organise night classes with the help of educated voluntary workers. Here again success will depend on the response of the women of India, because without their co-operation achievement will only be on the surface.

The Government, the local bodies, the scientists and the public, the men and the women, especially the women of India must all come together and play their part. There are two hopeful signs. The first is the growing realisation of the important duty which the educated classes owe to the illiterate villager and the steps which are being taken for the discharge of this duty. Here I should make special mention of the work of the All-India Women's Conference. The second is the awakening of the villager himself. Modern means of transport, the radio and the cinema are breaking into his privacy and are compelling him to take into account new factors which otherwise he would be inclined to ignore. With these hopeful signs there is no need for undue pessimism. If our efforts can be intensified and more closely co-ordinated, I have no doubt that our achievement will be substantial and we shall go far towards re-establishing the greatness of India and securing for her a proper place among the other countries of the world".

106. We have had a Compulsory Primary Education Act, which has remained ineffective for want of sufficient local enthusiasm or for adequate supply of funds or both. Similarly we had launched the Mass Literacy Campaign in September, 1940 and tried it hardly for a couple of years when doubts have been already raised in the minds of responsible leaders and articulated through accredited representatives of the people as to whether there is need for such campaign at all and whether the money spent on Mass Literacy could not be more profitably diverted along more fruitful channels of Primary Education by compulsion or through voluntary measures. If faults are to be found no system of education in this country, either Primary, Secondary or Collegiate, can escape the discerning eyes of the critics. But the review presented before the public herewith will show the progress of the movement and convince one that the amount of work done for the money spent is not negligible. We have to remember that the times were abnormal during the period when this Mass Literacy plan was tried. Educational institutions suffered dislocation all over the Province due to political situation and war conditions resulting in changes of Government and military occupation of school buildings, etc. The work done by our Mass Literacy Officer and his staff must be judged in the light of this emergency condition and the atmosphere of political unrest and economic depression. The staff of Mass Literacy workers is still on a temporary footing. They have to work under most depressing conditions without any permanent pay and prospect, and the field of their activity must be pictured in rural areas where people have hardly enough money to pay for their food and clothing, not to speak of paying for books and materials of reading and writing. There is no kerosene available for the lighting arrangement in their Night Schools nor adequate allowance for other contingency expenses. The remuneration offered to the teachers working in the Night Schools to educate the illiterate masses is only nominal and very scanty for their labours. Add to all these the devastation made by flood in certain areas, by epidemic diseases like Cholera and Small-Pox in other areas in some subdivisions and you cannot fail to be touched with sympathy and fired with imagination for the unfortunate men and women eagerly praying for light and coming to attend our Mass Literacy Centres. The Post-Literacy work is an essential part of the Mass Literacy organisation. Partly with Study Circles, partly with Circulating Libraries, partly with publication of interesting and useful literature and graded series of Readers and the Fortnightly Journal (Janasiksha) in Bengali and Assamese, preparing and printing of popular books like Ramayana for the Hindus and Islam Gourab for the Muslims and the use of the Loud Speaker Unit and projection lectures, Post-Literacy work has been creating an atmosphere of Mass Enlightenment in the Province. The Recreation Club activities in our Mass Literacy Centres include not only songs, recitation, dramatisation, *Nam* and *Kutans* as well as *lathi* play and sports, but also lectures and discourses on health and hygiene, on agricultural and Industrial subjects of popular interest. The Mass Literacy Campaign should be judged not only by the number of literates produced in the

country but also by the larger measures of healthy and beneficial welfare works, social service, Air Raid Precautions and other war propaganda measures which are being driven home in rural areas through our staff of Mass Literacy workers.

This Mass Literacy Campaign in our Province is not an isolated phenomenon but is really a part of an all-India Movement. While all other Provinces are going ahead with their plan of Adult Education, should Assam alone lag behind? The report of the Central Advisory Board under the Government of India speaks eloquently of this movement and the proceedings of the last meeting of the Board will show the importance attached by the educational experts to the work of Mass Literacy and Adult education. In no country has Primary Education (even if it be made compulsory) been able to remove illiteracy without being supplemented by various organisations for the furtherance of Mass Literacy and Adult Education including Post-Literacy work. The Mass Literacy work was started in this Province by the Siksha Vistar Samities and Social Service League in the Surma Valley which managed Night Schools in a few centres, but very slow progress was made as very inadequate grants were provided for the purpose out of Government funds. As early as 1926-27, when a Muslim Educational Conference was held in Shillong, a resolution was passed in favour of Adult education through Night Schools on the lines of the Government of Punjab's plans. We are fortunate, indeed, in having as our Hon'ble Premier to-day the same worthy leader, Sir Muhammad Saadulla who presided over the Muslim Educational Conference as the Hon'ble Minister of Education 15 or 16 years ago. We may, therefore confidently look forward to the patronage and support of his Government to this movement in a liberal and generous measure.

107. I would suggest two or three practical steps for the working out of a permanent plan in regard to Mass Literacy and Primary Education:—

(1) A Central Committee for co-ordination of Primary Education and Mass Literacy *cum* Adult Education should be formed by the Assam Legislative Assembly whose work will be to draw up a five-year's plan for furtherance of Primary Education and Adult Education.

(2) Different types of organisation on the lines of National Adult Schools' Union, Educational Settlements Association, Workers' Educational Association, British Institute for Adult Education and the World Association for Adult Education, which are successfully operating in the United Kingdom and in the western world, may be encouraged and formed under non-official educational agencies.

(3) The present Mass Literacy staff should be made permanent and strengthened and reinforced in response to demands for further efforts towards literacy and Adult Education.

(4) Budget provision should be made for adequate funds to cope with these demands.

In the Educational Conference held by the Director of Public Instruction in Shillong, the following suggestions were offered for raising funds for Mass Literacy:—

(1) Siksha Vistar Samities should be renamed as Jana-Siksha Vistar Samities and co-ordinated with the Mass Literacy Committees and authorised to collect funds.

(2) A Siksha Bhandar might be started in every school, out of the contribution of one pice a year from every Primary School boy or girl promoted after annual examination, one anna a year from every Middle School boy or girl and one pice a month or three annas a year from every High School boy or girl. Given organising ability, a large fund could be raised by this means without any trouble.

(3) Mushti-Bhiksha or rice-collection from house to house in urban and rural areas, where possible, at the rate of two handfuls of rice per day from every family in aid of the Mass Literacy Fund, should be organised.

(4) One of the fruitful ways of finding funds for Mass Literacy work was for generous authors to set apart the sale-proceeds of certain books for this cause.

(5) As regards private funds, it was suggested that certain sources like the Wakf Estates, Courts of Ward and private Zemindari Estates should be tapped. If rightly approached, response would be forthcoming.

It was also agreed that mass literacy amongst women should receive particular attention. With this end in view Women Mass Literacy Officers should be provided.

108. Rural development has been engaging the attention of the people for some years. But Mass Literacy and Adult Education must be the foundation of, and indispensable preliminaries to, the success of any scheme of rural welfare works.

THE RURAL DEVELOPMENT SCHEME, initiated by the Government of Assam cannot be carried on without spread of Primary and Adult education among the masses. The scheme is outlined in the following words:—

"To awaken the spirit of self-help and co-operation in rural population and to mobilise their latent potential energy for uplift work in the villages should be the objective to which attempt at Rural Reconstruction should be principally directed. Selection of a few villages as 'Model' and concentrating all efforts towards their improvement may be one way for doing intensive work, but ever since the scheme was worked there has been such a persistent demand from a very large number of centres to choose their particular locality for 'model' work that Government has thought fit to do uplift work in the extensive way and if any village or group of villages seek it, the services of all the nation-building departments will be at their disposal for help and assistance." Mass Education is indispensable for such works.

"To create a separate department of Rural Reconstruction, however desirable, is more than what our present financial position would allow us to attempt. This may form a convenient adjunct to the Agriculture Department for administrative purposes only. It cannot be too strongly emphasised that on the earnest co-operation of all nation-building departments the success of the rural uplift work largely depends." And this is possible only when the masses of the people are literate and enlightened by education.

"Intense propaganda is essential to rouse up from indolence and lethargy, in which our villagers are immersed, and to stir up in them the spirit of initiative and self-reliance for the improvement of their lot. For this we require a band of Rural Uplift Workers, imbued with spirit of social service, who would bring to the discharge of their duties a missionary spirit born of patriotic instinct."

"*Rural Reconstruction Societies.*—If the efforts of the Uplift Workers are not to be of transient and ephemeral value, there is the necessity of setting up in a village or group of villages, a permanent organisation, with the definite object of ameliorating the condition of the villagers, to promote their social, educational and economic well-being by combined mutual effort and self-help. This object can be best attained by organising in a village or group of villages Rural Reconstruction Societies or Better-living Societies, on the principle of the multiple purpose of co-operative societies."

"In the selection of Rural Reconstruction centres, in organising Rural Reconstruction or Better-living Societies, in inspiring and stimulating enthusiasm amongst villagers, the direction, guidance and active personal interest of the District Officers are absolutely essential. The District Officers are to supply the driving force. To effect all-round improvement of the condition of the people under their charge, to strive for their moral and material improvement is a sacred duty, to which District Officers have been entrusted, and it is expected that they will make real, earnest and devoted efforts for promoting rural uplift activities in

their respective districts" Inspecting offices of the Education Department can largely help in these measures through their Mass Literacy and Adult Education centres.

*“ Programme :—*The activities of the Reconstruction Society, should extend over the entire field of rural uplift activities, though the emphasis to be laid on particular activities in particular areas will be determined by local circumstances. ” Among the objects of the Rural Reconstruction, the following are particularly noted as having intimate connection with the Department of Education :—

- (1) To teach and practise rules of hygiene and combat epidemic diseases.
- (2) To arrange for removal of illiteracy by imparting useful education to adults and children by establishing Day and Night Schools.
- (3) To provide means of equitable settlement of dispute and thereby avoid unnecessary and frivolous litigation.
- (4) To curtail unnecessary expenditure on ceremonial and other unproductive occasions.
- (5) To improve physical, social and moral condition of members.
- (6) To arrange for the training in the art of expression through games, songs dramas and other useful occupation which render the life of the community more pleasant and happy.
- (7) To promote other measures designed to encourage in members the spirit and practice of thrifts, mutual help and self-help.

“The villagers are to be organised to attend to the needs and requirements of the village community— which will naturally vary from village to village—by developing local initiative and spirit of self-help”. All these mean spread of education, without which such schemes must remain barren.

*“ Co-ordination :—*For the purpose of co-ordinating the activities of various nation-building departments, it will be necessary to set up in the district and subdivisional headquarters Advisory Committees consisting of the members of the Legislatures, Chairmen of the Local Boards and the principal officers of the Agriculture, Co-operative, Industry, Education, Veterinary, Medical and Public Health Departments. Nucleus of such committee exists in the form of the Advisory Committee for the distribution of the Rural uplift grant, which can be reconstituted with the addition of these officers and other influential gentlemen interested in the welfare activities. Apart from the fact that different Departments will lend their advice and assistance in the reconstruction centres, this Advisory Committee will be the agency, whose expert advice and guidance with regard to both the general line of work throughout the district or subdivision, and also in particular centres will be made available. Preparation of pamphlets relating to welfare activities in villages, indicating practical lines of improvements, publication of rural uplift journals, organisation of exhibitions, fairs, shows, may very well be undertaken under the auspices of the district or subdivisional organisation”.

All these schemes and their execution depend on spread of education among the masses through literacy centres and adult education organisations.

CHAPTER VII

VOCATIONAL AND TECHNICAL EDUCATION

109. The Technical and Industrial schools in Assam are all under the Department of Industries. Only the statistics of these institutions are included in the General Educational Tables appended to the Education Department Report and the detailed reports on the working of these institutions are furnished in the Report of the Industries Department.

The question of combining general education with technical education or introducing vocational courses in our High schools has been engaging the attention of the Government and the Universities.

It would be in the interests of sound and efficient education to place the Department of Education and the Industrial Schools under the same Head and the same Ministry for some years. This will be all the more necessary in view of post-war reconstruction.

During the period under review there were 12 Technical and Industrial Schools for males and 6 for females with 609 and 269 pupils respectively. The number of Commercial schools stood at 4, as in the preceding year with 111 pupils, all males.

The total expenditure on Technical and Industrial schools during 1941-42 was Rs.1,00,523, of which Rs.74,748 was met from Government funds.

The expenditure on Commercial schools was Rs.5,878, of which Rs.1,400 was met from Government funds, Rs.3,858 from fees and the balance from other sources.

110. *Surma Valley Technical School, Sylhet.*—The school is under Government management and imparts instruction in the following subjects:—

Mechanical apprentice, Wood-working, Weaving (Elementary), Weaving (Advanced.) Durrie Weaving, Motor Mechanics.

The school has also taken up the War Technician's Training Scheme, for which necessary staff, tools and equipments, etc., have been provided by the Government of India.

111. *His Highness the Prince of Wales Technical School, Jorhat.*—This school is also under Government management and consists of the following sections:—Higher Motor Mechanics Section, Mechanical Apprentice Section, Wood-working Section, Motor Mechanics Section, Electroplating Section, Bell metal Section.

It also trains War Technicians, the requisite staff, tools etc., in respect of which have been provided by the Government of India.

112. *The Fuller Technical School, Kohima.*—There were 24 boys on the roll of the School on the 31st March 1942, from among the principal Hill Tribes of the District, as noted below:—Angamis 4, Eastern-Angamis 5, Katcha Nagas 2, Konyaks 1, Kulis 1, Rengmas 1, Sangtams 2, Semas 6, Aos 2, Total 24

Seven boys were generally taken into the School every year. But during this year this School has been amalgamated with the New Government High School at Kohima, and therefore it was settled to pick up 14 boys annually from the High School. Accordingly 14 boys were selected by the Headmaster of the said High School for this year. After attending their regular classes of the High School in the morning these boys attended the Fuller Technical School in the afternoons (part-time) only. And for this reason it is presumed that these boys will not be able to pick up all the smooth and fine works within the period of their training in this technical school, which were done by the former whole-time students of the school.

Many of the passed students of the school are working as mistris and some as road mohorers, pandits and cultivators in their villages.

The following staff is maintained in the School:—Superintendent and Drawing master, Carpentry Instructor, and Smithy and Mason Instructor.

The School imparted training to the scholars in Carpentry, Smithy and Stone Masonry branches, according to the curriculum of 1938 of the School. The course covered a period of 3 years, including elementary knowledge in Arithmetic, Simple mensuration, Geometrical and Scale Drawings and some other lectures relating to a few technical subjects taught through the medium of Assamese in Roman characters. The chief aim of the school was to turn out practical and useful craftsmen. Each scholar, in addition to the instructions in each branch, is required to specialise in one branch, *i.e.*, either in Carpentry, Smithy or Stone Masonry. But now as the School has been amalgamated with the High School, a new revised curriculum is required to be prepared.

There were 5 students in the 3rd year (Final) class. All these boys were sent up for the Final Examination and all of them came out successful. The 1st and the 2nd boy of the batch had been sent to Jorhat Technical School for an advanced practical training with Government Industrial scholarships during the middle of July, 1941.

The whole staff of the school are trying to achieve good results, and accordingly the school now appears to be greatly improved. The statement, given below, shows the condition of the school during the last two years in respect of scholars, percentage of attendance, Workshop receipts, Expenditure and the cost of training scholars:—

Year	No of Scholars			Percentage of attendance	Direct Expenditure				Total	Cost of training each pupil
	On the roll on 31st March	Average No. on the roll monthly during the year	Average daily attendance		Provincial Revenue	Workshop Receipts	Sale proceeds of old stores	Income from other sources		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1940-41 ..	25	23	21.4	93	Rs. 3,564 8 0	a. p. 340 4 0	Rs. ..	a. p. 232 7 0	Rs. 4,137 3 0	Rs. 179 11 0
1941-42 ..	24	30.25	26.31	86.61	4,674 12 0	521 0 0	7 13 0	210 11 0	5,414 4 0	225 0 0

From the above statement it appears that the workshop-receipts of the school together with Rs.7-13 and Rs.210-11, being the income from sale-proceeds of old stores and other sources, respectively, during the year 1941-42, amounted to Rs.739-8 against Rs.572-11 in the preceding year, showing an increase of Rs.166-13 only. During the year under report there was an increase of Rs.1,110-4 in the direct expenditure in comparison with that of the last year. This is due to the return of Instructors of the school from training at Jorhat Technical School, where the school had its full staff and also due to their periodical increments in pay.

There was a proposal of starting a Motor Mechanics section in the school. But His Excellency the Governor of Assam was pleased to sanction 5 (five) Industrial stipends to the Naga Boys of the District to undergo training on the said section in Jorhat Technical School every year. Accordingly 5 boys were sent this year.

With the intention of taking a certain number of whole-time students, besides the High School boys (part-time), into this school from the district, a proposal for further increasing the number of students to five (5) only, annually, with Government Industrial stipends for the ex-students of the High School and Middle English Schools of the districts, who desire to be whole-time students of the school, has been submitted to Government.

There was a proposal of shifting the buildings of the school to a better convenient site, as the present site is subsiding and inconvenient. This proposal has been kept in abeyance. Extension of the workshops is however urgently necessary, as the number of students is gradually increasing.

113. *Government Weaving Institute, Gauhati.*—The school is under the Department of Industries, Assam. It offers instruction in elementary, advanced and Silk weaving courses. The staff consisted of one head teacher, two assistant teachers, one weaving mistress, one textile designer, one dyeing assistant and a silk instructor. There were several looms of different types at work in the workshop of the institute. Most of them are worked with manual labour and a few with electric power.

114. *Commercial School, Gauhati.*—Four Vocational subjects are taught in this Institution viz: Shorthand (Pitman's), Typewriting (touch system), Book-keeping (Practical course), Telegraphy (Morse Signalling), Pass course for Shorthand being 120 words per minute, for Typewriting 40 words per minute, for Signalling-Telegraphy 20-five-letter words per minute, both receiving and sending.

The Institution was established in 1926 at Gauhati and since, 1931, the Government has been giving a recurring aid (grant) to the Institution, without which it could not be run. All the passed students are appointed in various departments of Government Railways, Military and other mercantile firms.

The following statement furnishes the statistics for the last 5 years :—

Year	Income	Expenditure	Number of students during the year	Passed and appointed
	Rs.	Rs.		
1937-38	1,656	1,656	30	23
1938-39	1,656	1,656	35	30
1939-40	1,716	1,716	38	33
1940-41	1,716	1,716	38	30
1941-42	2,016	2,016	33	27

115. *Raj Commercial School, Karimganj.*—With the growth of modern banking organisation and other joint-stock enterprises, there arose a simultaneous demand for trained men to take up the responsibilities of the desk. Poor representation of this Province in the Railway services which also demand trained hands was also a source of grievances of the local public. Hence came the public demand for an institution which could impart training in Shorthand, Typewriting, Book-keeping, Telegraphy and Business correspondence, etc., to our unemployed youngmen to qualify them for services under such public institutions and Government and other departments. This school of commercial education was ushered into existence in response to the strong public demand.

In 1927, it was opened only with 10 students and so far more than 150 students had the privilege of receiving commercial education from this institution. At present there are 22 students on the roll taking lessons in the various branches. The decrease in roll strength is due to the fact that outside students were refused admission, as there were several correspondences made by the Technical Recruiting Officer, Narayan-ganj, through the then Subdivisional Officer, Karimganj for training Military candidates in Telegraphy in this school with the result that the Principal did not take new entrants in Telegraphy for want of accommodation, anticipating that if the Military candidates take their admission here it will not be possible for him to accommodate larger numbers from outside. However, as the Military candidates were not sent, the institution has incurred a heavy loss this year.

116. *Gupta's Commercial Institute, Sylhet.*—The Gupta's Commercial Institute was started in the year 1934 in the town of Sylhet with a view to imparting vocational training in such subjects as Shorthand, Typewriting, Book-keeping, Telegraphy etc., to the unemployed youths of the Surma Valley. It had a humble beginning without any financial backing worth the experiment. To start with, the enrolment was only four. Happily it has turned out as many as six hundred students during the few years of its existence. The enrolment is annually on the increase, as the following statement will show :—

Year	Enrolment from 1934-1942	Government grant at Rs. 10 per mensem	Total fee income	Other sources of income	Total expenditure
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
1937-38	60	...	550 0 0	271 4 0	813 8 0
1938-39	70	...	710 0 0	109 10 0	827 6 0
1939-40	71	110 0 0	728 11 0	62 0 0	874 5 0
1940-41	79	120 0 0	801 0 0	609 11 0	1,544 1 6
1941-42	92	120 0 0	1,006 0 0	464 10 0	1,576 10 0

Number of students trained in different subjects is shown below :—

Year	Total number of trained students	Type-writing	Short-hand and type	Book-keeping and type	Short-hand Type and Book-keeping	Telegraphy and Type	Telegraphy and Book-keeping	Short hand	Book-keeping
1937 ...	60	36	9	12	3	...	...	...	...
1938 ...	70	35	14	17	4	...	...	...	...
1939 ...	71	37	15	10	3	...	...	4	2
1940 ...	79	48	12	10	1	3	4	...	1
1940-42	92	61	15	7	2	3	2	...	2

Out of the total number of students trained during these periods 85 per cent. have been employed in various departments such as Government and Military Offices, Tea gardens, Banks, Insurance Companies and other commercial concerns.

The Institute is located in the heart of the town of Sylhet in a fine commodious building. It receives a monthly grant-in-aid of Rs.10 (ten) only from Government.

The Institute remains open from 7 A.M. to 6 P.M. for convenience of students who are employed in the Government offices or other private concerns, there is a provision for night classes also. The Principal remarks:—

“The need for Vocational education in these days of unemployment problem cannot be brushed aside. Due to the increased necessity of enhancing individual income, vocational training in general is in greater demand to-day. Further there is a direct increased demand for such technical hands due to war which has caused voluminous increase of commerce and trade in the country. The war itself also requires such hands in greater numbers. But such education cannot be imparted solely on private endeavours. The Gupta's Commercial Institute which has been progressing year by year since its inception by imparting vocational training, as in the report stated above, and which has been rendering aid to the war efforts of the Government by supplying its products in different parts of India, is now getting a nominal grant of Rs. 10 (Ten) only a month, an amount so meagre and so insufficient, that a vocational Institute of this type can hardly be expected to function with such small grants-in-aid.”

117. *The Imperial Telegraph Training and Commercial Institute, Jorhat.*—This institution has been in existence since 1931. It continued as a private enterprise and received a maintenance grant from Government only in 1940-41. It is now continuing as an aided school. It teaches the following courses:—

(1) Telegraphy, (2) Shorthand, (3) Typewriting, (4) Book-keeping, (5) Accountancy, and Railway Traffic. The school has been doing very good work.

118. *“Don Bosco” Industrial Schools, Gauhati and Shillong.*—These two schools have been doing very useful work. During the latter part of the quinquennium a scheme was prepared and submitted to Government for utilising the facilities offered by these institutions in connection with the introduction of vocational training in high schools at Shillong and Gauhati. But the proposal did not meet with the approval of Government for want of Funds. No details of their working are available, probably because they are now utilised by the Central Government for the purpose of training war technicians.

119. We have manual training classes and classes for training in weaving, carpentry, brassmetal works, paper-making, bamboo and cane works, in several of our educational institutions as part of the vocational course. The Poly-technical school at Sibsagar and Agro-technical school, at Nabagram, Sylhet, deserve special mention among these.

“The Assam Industries Association”, Shillong, patronised by Lady Reid, has to be thanked for encouraging all products of cottage industries as well as of manual training classes in our schools, and Mr. Hailey, Under-Secretary and Publicity officer of the Government of Assam, has earned our gratitude by pushing the sale of school children's hand-works in the market since the close of the quinquennium.

CHAPTER VIII

AESTHETIC EDUCATION

120. *Arts, Crafts, Music and Dancing*.—There is no institution under the Education Department exclusively for all or any of these subjects. Hand-work, Drawing, Painting and Needle-work form part of the school routine and training in Music and Dancing is given in many schools outside school hours, as part of Recreation Club activities.

121. *Music*.—(A) The necessity of training in music and other fine arts having been felt, a Committee was formed by the Director of Public Instruction on 9th October, 1941, with twelve members to arrange for the teaching of Music in 4 girls' schools in Shillong. The Director of Public Instruction, Assam was the President, and the Assistant Director of Public Instruction was the Secretary of this Committee. The Inspector of Schools, Assam, was made the Treasurer and the Assistant Inspector of Schools, Assam, Assistant Secretary. The Secretaries and the Headmistresses of all the Girls' High Schools and Middle English Schools in Shillong were members.

This Committee was later developed into a Society for the Promotion of Training in Music and other Fine Arts.

A concrete syllabus of studies for the guidance of teachers of music was drawn up and 9 Music teachers were appointed as a temporary measure with allowances varying from Rs. 15 to Rs. 35 a month.

A non-recurring grant of Rs. 822 was sanctioned from the provincial revenue towards the scheme and fees were charged at the following rates:—

	Vocal music			Instrumental music		
	Rs	a.	p.	Rs.	a.	p.
Primary classes	0	8	0	0	8	0
Junior classes	1	0	0	1	0	0
Senior classes	A	1	8	1	8	0
	B	2	0	2	0	0

A pupil joining both courses was required to pay full fee of one course and half fee of the other. Brothers' and sisters' concession was allowed, viz., the first brother or sister was to pay full fees and the others at half rates for each course.

The music classes were opened with effect from 10th November 1941 and were run till May 1942. Thereafter they had to be closed for want of funds and also for pupils, as most of the Indian families were sent away from Shillong owing to the war situation. The total receipt and the expenditure for the whole period amounted to Rs. 987-12-6.

(B). The Govardhan Sangit Vidyalaya, Sylhet, was started in 1933 with a view to meeting the musical need of the District in its humble way. It is situated at a well-known "Akhara" at Zindabazar, Sylhet, which is popularly known as "Mayaramer Akhara", and the Adhyaksha and proprietor of the Vidyalaya is Srijut Kumud Ranjan Goswami, Sangita-Acharyya, Sangit-Binode, who started this institution in perpetuation of the memory of his late father, Pandit Govardhan Behari Goswami, Tarka-Sromoni.

The Govardhan Sangit Vidyalaya has arranged for the time being to teach a graduated course of four years. Students, who are found proficient in music after finishing the above four years' course, are given "Diplomas". The Adhyaksha and Proprietor of the Govardhan Sangit Vidyalaya underwent a regular course of training in music under the guidance of some eminent musicians of India. He was decorated with the title of Sangit-Binode in 1338 B.S. by the Assam Sanskrit Board, and that of Sangita Acharyya by Pandit Mohamohopadhyaya Jogendra Nath Tarka-Sankhya-Vedanta-Tirtha, the late professor of the Sanskrit College, Calcutta, and now a Lecturer in Indian Philosophy in the Post-Graduate classes of the said University. His abilities as musician have received appreciation from distinguished personages, and he was called upon to take charge of musical sections almost in all the public functions locally celebrated.

The students of the Govardhan-Sangit-Vidyalaya also participated in the proceedings of important public celebrations, and gave a good account of themselves.

The activities of the Govardhan Sangit Vidyalaya are not without significance for unemployed youths, in as much as some of the old students of the Vidyalaya are already earning their livelihood or eking out their income as private tutors of music and so on.

The sources from which the Govardhan Vidyalaya derives its maintenance are ordinarily the following:—

(a) Tuition fees from the students, at the following rates per head per month:—

1st year class Rs. 2, 2nd year class Rs. 2-8-0, 3rd year class Rs. 3 and 4th year class Rs. 5

(b) Private donations and benefit nights.

(c) By selling tickets on the occasions of musical performances, held from time to time under the auspices of the Govardhan Sangit Vidyalaya.

Below is given a statement of the number of students on the roll, class by class, section by section in the opening and closing years of the quinquennium:—

					Vocal	Instrumental	Total
					1937		
Adults Section—							
1st year class	...	...	...	...	4	4	8
2nd year class	...	...	...	...	3	4	7
3rd year class	...	...	...	...	1	2	3
4th year class	...	...	...	...	nil.	1	1
					8	11	19
Girls' Section—							
1st year class	...	...	...	...	3	2	5
2nd year class	...	...	...	...	3	1	4
3rd year class	...	...	...	...	2	1	3
4th year class	...	...	...	...	Nil	nil	nil
					8	4	12
Infants' section	...	...	...	...	...	...	14
Grand total					...	...	45

					Vocal	Instrumental	Total
1942							
Adults' Section—							
1st year class	...	...	...	...	3	4	7
2nd year class	...	...	...	...	2	2	4
3rd year class	...	...	...	...	1	1	2
4th year class	...	...	...	...	1	nil	1
					7	7	14
Girls' Section—							
1st year class	...	...	...	...	3	4	7
2nd year class	...	...	...	...	3	2	5
3rd year class	...	...	...	...	2	2	4
4th year class	...	...	...	...	1	nil	1
					9	8	17
Infants' Section	...	...	...	...	...	...	12
Grand total	...	...	...	...	...	...	43

Each class meets twice a week. Adult section meets in the evening and the other sections in the morning on Sundays only, and in the afternoon on other days. The students who cannot afford to purchase instruments for their own use are allowed access to the instruments of the Vidyalaya for the purpose of their daily practice.

(C) The creation of a monthly scholarship of Rs. 30 by the Assam Government for studying music in the Morris College of Hindustani Music, Lucknow, is undoubtedly a sufficient proof of the fact that music is coming to its own and both the Government and the public are taking keen interests in this fine form of Aesthetic Culture.

(D) There is a Music Section in the Murarichand College, Sylhet. The classes are held on Saturdays after College hours and on some holidays as well. There is no paid Music teacher. The classes depend on the honorary services of some experts, especially Babu Kumud Ranjan Goswami Sangitbenod. The Cotton College, Gauhati, also had a music section under the College Union Society and an expert Musician, Srijut Harendra Ch. Goswami, was appointed teacher for a session on an allowance paid out of the students' funds.

(E) Demonstrations of music, dancing, recitation dramatisation etc., are arranged on the occasion of prize-giving meetings and such other social functions of the schools and colleges in Assam.

122. *Manual Training*.—There is provision of manual training under trained instructors in the Government High Schools at Sylhet, Karimganj and Dibrugarh. Towards the close of the quinquennium a hand work class was started in Dhubri Government High School through private efforts. It is reported that card-board articles and the articles of furniture prepared in the Dibrugarh Government High School have a market value. The Normal Schools at Jorhat and Silchar also provide Manual Training Classes.

A manual training class chiefly in carpentry was introduced in Digboi Middle English School for boys but unfortunately it had to be stopped due to the situation created by the war.

Bamboo and cane work in village schools, more particularly in Middle Vernacular Schools continued to be taught successfully.

Of late, weaving attracted a good deal of attention and work done on looms in some girls' schools was excellent.

Sericulture and calico-printing were introduced in some schools.

In Habiganj Subdivision the Agna Government-Aided Middle English School under the management of the Ram Krishna Mission imparts instruction and training in weaving and carpentry to its pupils.

Exhibitions of hand-works and garden products were made regularly along with annual functions such as sports tournaments, conferences, and centre meetings. Attempts were also made to avail of every opportunity for gaining public co-operation and appreciation for manual work at our schools by arrangement of exhibitions at guardians' meetings, prize-giving functions and the like.

CHAPTER IX
TRAINING OF TEACHERS

123. *Teachers of all stages.*—The following statement compares the number of teachers and the percentage of trained teachers with the total number of teachers in different classes of schools for the closing years of the last two quinquennia :—

1	1936-37			1941-42		
	No. of teachers 2	No. trained 3	Percentage 4	No. of teachers 5	No. trained 6	Percentage 7
PRIMARY						
Men Teachers	8,117	2,288	28·2	9,980	2,533	25·4
Women Teachers	765	117	15·3	1,185	162	13·6
MIDDLE						
Men Teachers	2,090	891	42·6	2,825	986	34·9
Women Teachers	239	95	39·7	318	107	33·6
HIGH						
Men Teachers	1,234	406	32·9	1,955	554	28·3
Women Teachers	162	62	38·3	257	83	32·3
TOTAL						
Men Teachers	11,441	3,585	31·3	14,760	4,073	27·6
Women Teachers	1,166	274	23·5	1,760	352	20·0
GRAND TOTAL						
Men and Women Teachers ...	12,607	3,859	30·6	16,520	4,425	26·8

It will be seen that the number of both men and women teachers increased, but the percentage of trained teachers decreased considerably.

The decline in percentage of trained teachers may be mainly attributed to the cause that in Non-Government institutions where the power of making appointments rests with school committees and local bodies trained teachers are seldom given preference over the untrained teachers. The other reason is the inadequacy of facilities of training. The need for establishment of more training schools, both for men and women, with a view to training a larger number of teachers annually is therefore a very pressing one.

During the period under review schemes were prepared and submitted to Government for establishment of Training Schools, both for men and women teachers of Primary Schools. A scheme for the opening of Training Schools for men teachers on aided basis was also prepared for the consideration of Government. But none of these could receive the approval of Government on account of financial difficulties.

124. *The Normal School at Jaiaw.*—This school has been suspended since the end of the 1931 session on account of financial stringency. With the return of normal times the question of re-opening it was taken up in March, 1935, but owing to the more urgent problems in hand in connection with the change of policy in Primary Education in these Hills and owing to the proposal to shift the site and to make over the old one to the Welsh Mission, the question was kept pending for the time being. In 1935 two teachers were however deputed to the Training College with a view to securing suitably qualified staff for the school if it should re-open in 1936. The matter was again revived in the following years in connection mostly with the removal of the school to another site outside Shillong, but the question of funds has always stood in the way.

With the change of policy in the Hills involving the taking over of a number of Primary Schools by Government in 1939, the reopening of the classes has now become an urgent necessity, especially because the main object of Government coming into the field was to improve the quality and standard of work in the schools on these Hills.

The facilities offered by the opening of the Government High School with an expert educationist, Miss Barr, M A., as Headmistress, and of 3 Government Primary Schools at Jowai were then proposed to be utilised for the training of teachers and a scheme was accordingly prepared and submitted to Government for the revival of the Training School and its removal to Jowai Government High School. The cost involved in the proposal was negligible in comparison with the necessity for improving the efficiency and standard of teaching in the Primary Schools in these Hills, but it failed to receive the approval of Government.

125. Just after the close of the quinquennium an Educational Conference was held in Shillong. This Conference, amongst other things, considered the question of training of Primary and Middle School teachers and made the following recommendations :—

- (1) Four peripatetic parties be organised, three of male instructors and one of female instructors, to hold camps in both the valleys for the training of primary school teachers.
- (2) Government training schools should be established at important District and Subdivisional headquarters when funds permit.
- (3) A certain number of training schools should also be established on an aided basis.
- (4) For the training of Hill teachers an adequate number of stipends should be provided in the existing training schools.
- (5) The number of stipendiaries' seats for women teachers in the training classes at Nowgong and Silchar should be increased to 50.
- (6) Special attention should be paid to the training of teachers of Madrassas.
- (7) Arrangement should be made for L. T. Classes in the Province and diplomas may be awarded by the Department to matriculates attending L. T. Courses.

New experiments.—No new experiment in the matter of training of teachers was made during the quinquennium.

126. *Training Method including Refresher Courses.*—Men teachers are trained for the B. T. Degree of the Calcutta University in the training class attached to the St. Edmund's College, Shillong. Twenty seats are reserved there for the Government nominees, in consideration of which the institution is given a grant of Rs. 8,000 per annum.

Women teachers are trained for the B.T. Degree of the Calcutta University in the training class attached to the St. Mary's College, Shillong. Ordinarily two teachers are deputed annually for training at Government cost. The institution as a whole gets a grant of Rs. 1,200 per annum.

The training of lower grade men teachers is given in the Government Normal Schools at Jorhat and Silchar and in the Training School at Tura and that of women teachers at the Mission Training School at Nowgong and the training classes attached to the Government Aided High School for girls at Silchar.

There are also training classes for men teachers attached to the Christian High School, Jorhat, and Mission Middle English Schools at Kohima and Impur in the Naga Hills. Grateful thanks of the Department are due to the Christian Mission ladies and gentlemen who have been devoting their best energy to the cause of training male and female teachers in Assam.

The statistics of Training Schools and Scholars as they stood in 1936-37 and 1941-42, closing years of the last two quinquennia, are given below:—

Year	For men		For women	
	Institution	Scholars	Institutions	Scholars
	2	3	4	5
1941-42	4	312	2	46
1936-37	6	333	2	32
Difference	-2	-21	...	+14

The following statement shows the average annual cost per scholar in Training Schools during 1941-42 as compared with that during 1936-37.

Year	For men	For women	Total
1941-42	Rs. as. p. 215 10 11	Rs. as. p. 109 12 10	Rs. as. p. 202 3 0
1936-37	18 15 0	146 3 0	178 4 0

(a) Training Class attached to the St. Edmund's College, Shillong.

There were 91 B. T. students against 78 in the preceding year and 34 in 1936-37. The examination results were very good inasmuch as 25 students appeared at the Examination and 19 passed. As to the remaining 66 students it is reported that they all left Shillong in April, 1942, due to war scare and passed the B. T. Examination at their respective Universities. In 1939-40 the College presented 80 students, of which 67 passed, one having stood 1st in the University.

(b) Training Class attached to St. Mary's College, Shillong.

During 1941-42 there were 18 students, 3 in the L. T. Class and the rest in the B. T. Class. Of these 10 students appeared at the Final Examination and 8 came out successful.

(c) *Jorhat Normal School*.—The institution had an enrolment of 159, of whom 101 were in the Normal Classes and the rest in the Guru Training Class.

The pressure for admission every year was great and numerous candidates had to be refused admission owing to want of accommodation. In March, 1942, there were 302 candidates from all the Subdivisions who appeared at the Test Examination and only 31 were selected for admission,—21 with stipends and 10 without stipends.

Examination results of the school were good. This school continued to do good work, and kept all its activities going on well. Physical Drill and Scouting continued to receive adequate attention. There were two 1st Class and Six King's Scouts in the Troops.

(d) *Silchar Normal School*.—The total number of students in the school was 131 against 129 in the preceding year and against 128 in 1936-37.

The enrolment of the Guru Training Class was 58 against 59 in the closing year of the last quinquennium. The examination results were on the whole satisfactory.

* Quarterly paper "Siksha Sevak" and "Normal School Annual" were published as usual during the quinquennium. Scouting and Red Cross activities played an important part in the School. Scouts went out for excursion in different parts of the Sub-division. The total number of scouts was 12 and that of Juniors was 42 and the number of Rovers was 24.

Special features.—(1) During the quinquennium the 30th Anniversary of the Normal School was celebrated in 1937-38 with great success. Many educationists of the Province and beyond joined the function and expressed their appreciation on the work done in the school.

(2) Sir John Sargent, the Educational Commissioner with the Government of India, was pleased to visit the School and record his appreciation specially of the arts and craft section of the school.

(3) The printing of *Brahma Jnan Harmala* and *Naradiya Rasamrita*.

(4) Publication of Catalogus Catalogum of Sanskrit Manuscript for the University of Madras.

(e) *Training Class attached to the Jorhat Christian High School*.—This class had an enrolment of 6 pupils against 10 in 1936-37. The advantage of this class was taken only by a limited number of hill boys, chiefly Nagas—who are intended for the career of Primary School teachers in the mission schools in the Hill Districts. Only one candidate out of 5 who appeared was successful in the last year's Examination.

(f) *Tura Training School*.—There is provision for the admission of 30 pupils in this school, but the Managing Committee of the school considered that only half of this quota would suffice for the time being and accordingly only 15 teachers were admitted in the year under report. Thirteen out of 15 candidates who appeared in the Garo Hills Guru Training Examination came out successful.

(g) *Training Classes in the Naga Hills*.—Both at Kohima and Impur the Mission schools received small grants for "Training of Teachers". But no actual training is given. Boys passing out of these schools are, however, generally employed as village school teachers.

(h) *Women Teachers' Training class attached to Mission Middle English School, Nowgong*.—There were 29 students in the institution for the training of women teachers at Nowgong. One took the Senior Training Course and passed. Of the remaining 28 in the Junior course, 27 were successful in the year under report.

(i) *Women Teachers' Training Class at Silchar*.—The training of the women teachers of the Surma Valley Division is being given in the women teachers' Senior and Junior Training classes attached to the Aided Girls' High School at Silchar.

The total enrolments in these classes were 7 and 15 respectively during the year under report. The number of stipendiary mistresses was 10 and that of the non-stipendiary 12. During the year 1941-42 29 mistresses were under training, of whom 28 passed. The result was highly satisfactory.

CHAPTER X

EDUCATION OF MENTALLY AND PHYSICALLY HANDICAPPED

127. Statistics.—

Schools for the blind		Schools for Deaf-mutes		Schools for mentally retarded children	
No.	Enrolment	No.	Enrolment	No.	Enrolment
1	2	3	4	5	6
Nil	Nil	1	18	Nil	Nil

There is no school in Assam for the education of the blind or the mentally retarded children. The blind children are however encouraged by means of scholarships of Rs.15 a month each to join the Calcutta Blind School where, thanks to the kind initiative taken by Lady Reid, 24 free seats have also been reserved for Assam children from 1941-42.

128. The Deaf and Dumb School at Sylhet is of very recent origin. Its enrolment was 18 on 31st March 1942 including 10 girls. The total cost of the institution for the year 1941-42 was Rs.1,914, of which Rs.1,500 was met from Government funds, Rs.360 from Board and Municipal funds and the balance from other sources. There were 4 Government stipendiaries of Rs.9 a month each.

The School has proved very useful and its success and popularity will be evident from the following inspection note recorded by Lady Reid :—

“I visited the Sylhet Deaf and Dumb School on November 17th and later was very happy to preside at their Prize Distribution.

At the School we were given an excellent insight into the work being done by Mr. Chakravarti and saw the wonderful results he has already attained. The little daughter of Mr. Bhattacharjee is an example of a very gifted child who was before behind prison bars and is now finding her release. She should go a long way and I think it very likely that she may become to Assam the inspiration which Helen Keller, an American Deaf and Blind Girl, has been to the whole world. If I may make such a suggestion to Mr. Chakravarti it would be a source of great inspiration to these children to let them become acquainted with the life of Helen Keller, of her outstanding achievements and of the possibilities which lie before them all.

The first stages of this teaching must be extraordinarily trying to teacher and pupils alike. I have the greatest admiration for the wonderful patience, gentleness and perseverance which was evident in the Teacher's dealings with his pupils and which is so essential to the success of this teaching.

It was exceedingly kind of the Convention of the Teachers of the Deaf in India to send their zone Secretary, Mr. Mazumder, to be with us for this function. He gave us the most interesting and enlightening address and our thanks are due to him and to the Convention which sent him. I would draw attention to the warning contained in the last paragraph of his address. This is a Pioneer effort; the responsibilities of Pioneers are great. This effort *must* be backed up by the General Public. It cannot be left to the somewhat meagre assistance given by Government and Local Bodies. It is not ill will but apathy which is the dragon that needs to be conquered. I commend the excellent example set by the Director of Public Instruction, Mr. S. C. Roy, in paying for a pupil in this school. It is an example which might well be copied by many other leading Indian gentlemen in Assam who have the means and the heart but who know nothing of this venture.

I wish this school every success, and exhort them to the use of propaganda to ensure such success.”

Deaf-mutes are also granted scholarships of Rs. 18 a month each for education in the Calcutta Deaf and Dumb school. During 1941-42 there were 16 holders of Deaf and Dumb scholarships and 6 holders of Blind scholarships at Calcutta.

CHAPTER XI.—Miscellaneous

(I) *Pre-Primary Education—Nursery and Kindergarten.*

129. There are only 2 infant schools in the Province. One is located at Sylhet and the other at Shillong. Another was started in Gauhati, but was later on converted into a Bengali Lower Primary School. The ordinary age-limit for pupils in these schools is from 3 years to 7 years. The aim of these schools is to provide the children with a suitable environment in which under the guidance of the teachers they may enlarge their experience, acquire useful habits, widen and deepen their mental powers and begin to develop certain skills.

For the very tiny children there is no fixed time-table, but there is a daily programme with a definite frame work

For free activity for all the children there are some large realistic toys such as carts, wheels, dolls and accessories through which children indulge in their love of make-believe, also Jungle Gym balancing bars, jumping steps by which control of larger muscles is developed. There is also provision for quiet sedentary occupations such as threading of beads, scissors, paste and picture books, building and constructive apparatus. For directed activities children listen to stories and they relate them, they are taught rhythmic movement, and are encouraged to discuss pictures, chant rhymes, etc. Besides these some reading, writing and Arithmetic is taught to the older children. Unfortunately, much cannot be done for the health of the children as no provision has been made for Medical Examination, neither can substantial meals be served to the children. Moreover, there is tremendous lack of space and comfort which children so badly require. There is also a sad lack of apparatus to develop the senses and muscles of these children.

In Hyderabad, the Headquarters of the Nizam's Dominions, there is a Nursery School maintained by the State, with a highly-qualified, trained and well-paid staff, and accommodated in a hired building costing Rs.450 a month as rent, which is met out of the fees paid by the parents at the rate of Rs.4-8-0 per mensem for each pupil. Funds are not available for starting in Assam schools of this type for urban areas.

Lady Reid was good enough to take a keen interest in such schools and at her initiative and with her generous help a Nursery School was started for the children of the menials of the Government House, Shillong, for which a grant of Rs.25 was sanctioned out of Government funds.

(II) RESEARCH INSTITUTE

(A) *Kamarupa Anusandhan Samiti, Gauhati*

130. "During the years under review, the Kamarupa Anusandhan Samiti steadily carried on the work of collection of old historical relics from different places of the province. Its representatives visited two ancient sites—the alleged 'Merghar' of Chand Sadagar, at Chaygaon, in Gauhati Sub-division, and the 'Rangmahal Garh' at North Gauhati—with a view to ascertain if their historical importance would justify recommendation for their preservation under the Ancient Monuments Preservation Act.

In 1940, when the Assam Provincial Museum was opened at Gauhati, all the collections made till then by the Samiti (except the Library books, some manuscripts collected solely for the Samiti, and transcriptions of manuscripts made by the Samiti) were transferred to the Museum for their preservation and proper display.

A List of the antiquities in the Museum of the Kamarupa Anusandhan Samiti was prepared and printed in 1939 before their transfer to the Assam Provincial Museum. Copies of the printed list of the Antiquities were distributed free amongst the members of the Samiti.

A Descriptive Catalogue of the Antiquities of the Samiti's Museum was prepared by the Curator of the Samiti. This manuscript catalogue was placed at the disposal of the authorities of the Assam Provincial Museum in 1940.

The quarterly journal of the Samiti, called the Journal of the Assam Research Society, came out regularly till the end of the year 1939, when owing to the sudden death of its learned Editor, Rai Bahadur K. L. Barua, C.I.E., there was a break in its publication. By his death Assam lost a distinguished scholar, an able historian and a great promoter of antiquarian Researches. In 1941, however, the publication of the Journal was resumed under a Board of Editors with Mr. S. C. Goswami, I.S.O., as the Chief Editor.

The Library of the Samiti has been enlarged by the addition of books and periodicals worth about Rs.235. Some valuable journals and reports such as *Epigraphia Indica*, Reports of the Archaeological Survey of India, etc., received by the Samiti in exchange of its Journal or as presentation copies, have also been added to the Library.

In the 11th Session of the All-India Oriental Conference held at Hyderabad, in 1941, the Samiti was represented by 5 delegates who participated in the proceedings of the Conference by reading papers on learned subjects and by exhibiting some articles from the Samiti's collections. The Samiti also participated in the 3rd, 4th and 5th Sessions of the Indian History Congress held at Calcutta, Lahore and Hyderabad in 1939, 1940 and 1941 respectively."

(B) *Assam Provincial Museum, Gauhati*

131. The Assam Provincial Museum is the offspring of the Kamarupa Anusandhan Samiti or the Assam Research Society, which was established at Gauhati in 1912. This Society made a rapid progress in respect of historical and archaeological collections, and in a short span of time formed the nucleus of a Museum. The inspirer behind the foundation of both, Professor Padmanath Bhattacharya expired during the period under review—by which the Province lost a great research scholar and historian.

The Government of Assam in the Education Department appointed a representative Committee with Rai Bahadur K. L. Barua, C.I.E., as President, to collect donations from the public for the construction of the building for the Provincial Museum at Gauhati. As a result of this a sum of Rs.9,700 was subscribed by the public, of which Rs.8,000 was contributed by Rai Bahadur Naupat Rai Kedia of Dibrugarh and the balance by other gentlemen. The Government of Assam also gave a grant of Rs.10,000 to the Committee for the construction of the building. The building having been completed the Government placed the institution under the management of a Board of Trustees with a non-official President, the Board of Trustees being constituted in the manner shown below:—

President.—A non-official gentleman appointed by Government.

Members.—(1) The Honorary Provincial Director, Department of Historical and Antiquarian Studies, Assam, *Ex-officio*.

(2) The Superintendent of Archaeological Survey of India, Eastern Circle, *Ex-officio*.

(3) Three persons, one of whom must be a Muslim, nominated by the Kamarupa Anusandhan Samiti.

(4) Rai Bahadur Naupat Rai Kedia, his heir or representative who shall, if not otherwise provided by testament, be nominated by Government.

(5) A nominee of Rai Bahadur Naupat Rai Kedia, his heir or representative.

(6) Two persons, of whom one must be a Muslim, nominated by Government to represent the anti-quarian interests of the Surma Valley.

The collections of the Kamarupa Anusandhan Samiti, except its own collection of manuscripts, were shifted to and properly housed in the new Museum building in the year 1939-40. The Assam Provincial Museum was formally opened to the public by His Excellency Sir R. N. Reid, K.C.S.I., K.C.I.E., I.C.S., the then Governor of Assam, on the 21st April, 1940, in the presence of a large gathering. His Excellency and Lady Reid showed keen interest in the exhibits of the Museum and His Excellency left a very encouraging remark which is as follows:—

'It falls to me to make the first entry in the Visitor's Book of the new Assam Provincial Museum, Gauhati, which I had the pleasure of opening to-day. It is very gratifying to find this fine new building which has replaced the very cramped and unsuitable quarters which previously housed the valuable possessions of the Museum. The Curator is evidently an enthusiastic young man and I hope the Trustees and Government or both will be able to see their way to provide him with more funds in order that he may classify the various treasures in this Museum in a worthy manner.

I feel sure that the existence of this Assam Museum will be a stimulus to the collection of fresh treasures, a place where research scholars pursue their studies, and school and college boys may find concrete illustrations of the history of their country'.

The Curator visited a good number of important archæological sites during the years under review, for collecting antiquities worthy of preservation and display in the Museum. It is gratifying to note that he succeeded in acquiring many valuable sculptures, epigraphic records, terra-cottas, etc., from different places, such as the Kamakhya hills, North Gauhati, Tezpur, Nowgong, Sibsagar and so on.

A good number of pre-historic antiquities unearthed at Mohenjodaro and Harappa and received through the courtesy of the Director-General of Archæology in India, is now adorning the Museum and has greatly added to its archæological importance. The Government of Assam have met the expenses of the three show-cases, in which these valuable pre-historic antiquities have been properly arranged estimated at Rs.2,085.

Briefly speaking, the Museum, at present, contains a good variety of antiquities, such as Neoliths, stone inscriptions, copper-plate grants, royal costumes, terra-cottas, stone sculptures, metal images, coins, arms and accoutrements, manuscripts, ceramic exhibits, dresses and weapons of the Nagas and so on.

The total recorded number of visitors was 9,239 from the date of formal opening on the 21st April, 1940 to the 31st March, 1941 and the number of visitors during the year 1941-42 was 10,386. Several distinguished visitors from different parts of the country visited the Museum during the years under review and expressed deep satisfaction at the progress of the institution so far made. Among them the following deserve mention:—Dr. Kalidas Nag, Fine Arts Seminar, Calcutta University; Mr. H. H. Khan Superintendent, Archæological Survey of India, Eastern Circle, Calcutta; Srijut C. V. Potdar, Honorary Secretary, Bharat Itihas Samshodhaka Mandali, Poona; Doctor Suniti Kumar Chatterji, Professor, Calcutta University and Philological Secretary to the Royal Asiatic Society of Bengal.

Students of different institutions of the town visited the Museum at different parts of the years according to their own convenience and received guidance from the Curator, who explained to them the importance and historical bearings of the different exhibits displayed in the Museum.

Literary Activities and Publicity.—Articles on the different valuable exhibits and informatory notes on the Museum are being published from time to time in suitable newspapers and journals by the Curator of the Museum. A revised catalogue of the manuscripts preserved in the Museum has been prepared on the lines as initiated by the late Pandit Hem Chandra Goswami in his work, 'The Descriptive Catalogue of Assamese Manuscript'. A paper on 'The Hindu Deities and their Iconographical Representations', read by the Curator at the 21st Anniversary meeting of the Assam Research Society, was appreciated by the scholars present.

Srijut P. D. Chaudhury, M.A., B.L., the Curator of the Museum attended the 11th Session of the All-India Oriental Conference, held at Hyderabad, Deccan, His paper on 'Copper-plate Grants of the Kamrupa Kings' was accepted and allowed to be read in the archæological section of the said Conference. A summary of his paper has appeared in the printed 'Summaries of Paper', Hyderabad Session, 1941. The Curator took the opportunity of visiting some principal Museums in India, namely, the State Museum at Hyderabad, The Prince of Wales Museum at Bombay, Ashutosh Museum of the Calcutta University and the Indian Museum at Calcutta. At Hyderabad, Srijut Chaudhury met the Curators of different Museum and some great scholars of fame and repute in the field of archaeology, including Rao Bahadur K. N. Dikshit, the Director-General of Archæology in India, and had discussions regarding Museum activities.

Trust Board.—The members of the Trust Board met for seventeen times during the years under review and devised ways and means as to the development and improvement of the Assam Provincial Museum.

The Museum receives an annual grant of Rs. 4,500 from Government.

(C) *The Assam Sahitya Sabha*

132. This Sabha had to work under several disadvantages during the period under report. The attention of the public had been mostly occupied with the political agitations in the country and the war activities. With the stoppage of the Government grant during the previous quinquennium the financial condition of the Sabha suffered a great deal and the period under report began with debits rather than with credits even to carry on its normal activities. An attempt was made to re-organise the Sabha and a special conference of the then existing members and representatives of the affiliated branch associations was called on the 8th and 9th April, 1939. It made some changes in the rules in conformity with the Articles and Memorandum of association of the Sabha. A tangible improvement in the condition of the Sabha was also noticed and it was augmented by the partial restoration of the Government grant since 1936.

During the quinquennium the Sabha held two General conferences, one at Gauhati in December 1937, and the other at Jorhat in December, 1940.

It administers three Trust funds, viz., (1) Chandrakanta Indrakanta Trust Fund, (2) Dakshinpath Goswami Trust Fund and (3) Kamala Devi Trust Fund. The income from the 1st one has had to be utilised in clearing the debt incurred in the publication of the *Chandrakanta Abhidhan* and in effecting necessary repairs to the buildings of the Sabha. Out of the second one, a book named *Sattwata-Tantram* is proposed to be published and it is now in the press. Authors have been encouraged by awards from the income of the 3rd fund to write and publish the following short lives of eminent men of Assam and the first six of them have already seen the light:—

1. Anandaram Dhekial Phukon. 2. Gunabhiram Barooah. 3. Hem Chandra Goswami. 4. Satya Nath Bara. 5. Hem Chandra Barooah. 6. Anandaram Barooah. 7. Lombodar Bora. 8. Colonel Jahnur Ali. 9. Phanindranath Gogoi.

Rewards from the General fund of the Sabha were offered for (1) the Life of Maniram Dewan and (2) an Elementary Physics in Assamese. These books have since been published.

The magazine 'Sahitya Sabha Patrika' was published from the Sabha as usual, but for want of paper and certain other official inconveniences its publication has been postponed this year.

The following portraits have been received from donors and put up in the hall of the Sabha during the period under report :—

1. Rai Bahadur Radha Kanta Handique.
2. Late Srijuta Narayani Handique.
3. His Holiness the late Narayan Dev Goswami of Dakshinpat.
4. Late Srijut Lakshminath Bezbarooah.
5. Late Srijut Tarunram Phukon.
6. Late Srijut Nabin Chandra Bordoloi.

Below are given the balances of the several funds administered by the Sabha, as they stood on 31st March 1942 :—

1. *General Fund*.—Rupees 1,846-11-8, of which Rs. 200 is in the Provincial Bank, Shillong.
2. *Chandrakanta Indrakanta Trust Fund*.—Rupees 15,412-10-10, of which Rs. 15,000 is held in Trust.
3. *Dakshinpat Goswami Trust Fund*.—Rupees 5,984-0-10, of which Rs. 5,000 is held in Trust.
4. *Kamala Devi Trust fund*.—Rupees 3,052-5-4, of which Rs. 1,870 was in the Jorhat Town Bank which is under orders of liquidation. The amount to be held in Trust is Rs. 2,000.

(D) *Sreehatta Sahitya Parishad, Sylhet*

133. Sreehatta Sahitya Parishad has just stepped into the seventh year of its existence. It was started in November, 1935. Though it has been working on the lines of Bangiya Sahitya Parishad, it is an independent body and not affiliated to the latter.

Though started in November, Sreehatta Sahitya Parishad counts its year according to the Bengali calendar from *Vaisakh* to *Chaitra*.

Ever since its establishment, regular monthly meetings have been held, in which subjects of literary and historical interest have been discussed. This year, since the middle of April last, five general meetings have been held and subjects like "English Proverbs and their Significance" and "The Administrative System of the ancient Kamrup Raj" have been responsible for highly interesting discussions. The quarterly journal of the Parishad—"Sreehatta Sahitya Parishad Patrika"—has maintained its publication from the beginning and the sixth (yearly) volume is nearing completion.

Apart from these two channels of its activity, the Parishad has been doing useful work in two other directions. It has been collecting books and manuscripts for its Library and articles of historical and antiquarian interest for its Museum. Books and manuscripts now number 3,660. A detailed account is given below :—

	Sanskrit	Hindi	Bengali	Assamese	English	Total
Manuscripts	1520	...	182	...	...	1,702
Printed books	149	2	1,390	17	400	1,958
						3,660

Many of the books are rare books now out of print and a large number of manuscripts deal with matter which has never appeared in print. Of the interesting articles collected so far for the Museum the following deserve special mention: coins of the Pathan era and of the Jaintia Raj, two stone images from Kamrup, four old guns, two of which have come from the Khyrim state of the Khasi Hills a very old deed of sale of a maid-servant and the academic costume of the first D.Sc. (London) of Sylhet. The Parishad has been fortunate in securing as gifts the valuable collections of books and journals from the personal Libraries of the late Prof. Padmanath Bhattacharyya, Pandit Achyut Charan Tattvanidhi and Rai Bahadur Ramani Mohan Das. Thanks of the Sylhet public are gratefully due to these generous donors.

The Government of Assam have been good enough to grant a recurring maintenance grant of Rs. 750 with effect from the current financial year. This, supplemented by subscriptions and donations, represents the credit side of the Parishad. Items on the debit side are on the increase and it is being found increasingly difficult to maintain a well-balanced account.

(E) *Muslim Sahitya Sangsad, Sylhet*

134. The Sangsad was started in 1936 with the object of promotion of Bengali language and literature and encouragement of Islamic culture in and through Bengali literature. It has a library consisting of 1,400 books. It has already collected 50 old and valuable manuscripts and 24 copper coins of ancient age and one old brick inscription.

The Sangsad conducts a monthly magazine called "Al-Islah" in which the articles read in various meetings of the society are published. The Seva Sangha of the Sangsad which is meant for service to the helpless and the poor is working well.

The Sangsad received a Government grant of Rs.500 in 1940-41, Rs.750 in 1941-42 and Rs.500 in the following year.

(F) *Prativa Debi Memorial Lectures*

135. A series of lectures, called Prativa Debi Memorial Lectures, has been instituted since 1933 with a donation from Mr. S. C. Goswami, I.S.O., in honour of his deceased daughter. The subject for the lectures is the general culture of the Assamese people, both ancient and modern, in language, literature, history, arts, architecture, etc., which should include the cultural development of the Surma Valley and the Hills.

Each series contains 3 to 6 lectures and the lecturers are paid a remuneration of Rs. 100 for each lecture approved in synopsis.

The institution of these lectures has given a great impetus to the research workers in the field of Assamese history.

(G) *The Department of Historical and Antiquarian Studies*

136. No report has been received from the Director of this Department, as the building has been occupied by the Military, and its Library and Museum Collections have been removed elsewhere perhaps. But a very interesting account of its subjects and activities, past and future, as well as the important and valuable part it has to play in the future University of Assam and in the history of India and Far East, extracted from the Bulletin No.3 of the Department, published in 1936, is appended, containing (A) His Excellency the Governor's speech and (B) the Honorary Provincial Director's speech on the occasion of the opening ceremony of the Narayani Handique Historical Institute on April 4, 1936.

APPENDIX TO CHAPTER XI (II) ON RESEARCH INSTITUTE (G)
DEPARTMENT OF HISTORICAL AND ANTIQUARIAN STUDIES, ASSAM

Bulletin No. 3

(A) Extract from a speech delivered by His Excellency Sir Michael Keane, K.C.S.I., C.I.E., I.C.S., Governor of Assam, at the Opening Ceremony of the Narayani Handiqui Historical Institute, Gauhati.

It is a remark repeated time after time by historical writers of the past that notwithstanding her ancient culture and civilisation India provides the most scanty authentic and especially written material in the field of early history. Assam has reason to be proud that this reproach applies least of all to her. She is one of the few provinces that has her own native historical written records going back hundreds of years. It is therefore appropriate that the study of history should make a special appeal to the people of this Province and that historical research should be given here a habitation and a home.

The present time is particularly fitting for this development. The historical treasures of Assam are almost a modern discovery. They lay hidden for centuries within a land that was itself a hidden land. Before the beginning of the 19th century little was known of Assam and that little was very vague. We know it now as the great meeting ground of East and West, of Caucasian and Mongolian races, of Aryan and Mongolian tongues and apart from the strong central amalgam which in this Valley coalesced during the centuries into one people, we have even to-day within the confines of the Province a great number of still distinct tribes and peoples and over a hundred separate languages and dialects.

You will see therefore what an inexhaustible field of research opens up before the historical, antiquarian and ethnographical scholar. The Ahom literature alone is immense. Not only are their *buranjis*, a treasure-house of exact historical narratives, but they link up the culture and religion of the Hinduised Assam branch of their race with the customs, traditions and beliefs of their Tai ancestors in Burma and their remoter ancestors among the Chinese.

I have said that this is a fitting moment to stimulate research in this almost virgin soil. We are, it may be hoped, on the eve of having a University in Assam. If there had been a University in the past, this subject would not have remained so long submerged and forgotten. It is pre-eminently a work for University scholarship. This site where we stand, close to the Cotton College, was chosen for the Institute at the express wish of the donor so that it may easily become an integral part of an Historical Department in the College and be linked up with a future University. The wealth of Ahom literature and antiquities, the interaction of the Ahom Kingdom with Chutiya, Kachari, Koch, Kamrupa, Moghal and other States and Kingdoms has made it natural and inevitable that the greater part of the Department's activities should have hitherto been confined to the Brahmaputra Valley, the seat of the Ahom Kingdom. But already the Department has begun to spread its wings to a wider air. Its interest has been extended to Meithei manuscripts from Manipur, to the Tripura buranji, the Jaintiapur buranji, to the Baharistan-i-Ghaybi, to the historical and diplomatic correspondence with foreign courts and notables and to the records of the Assam Government. All this is right and proper. The Department should be as wide as the Province and wider. Its activities should embrace both Valleys and all the Hills. It should be the depository of any and every historical record for the whole Province.

The Department has been singularly fortunate in the men who guided its infant steps. That fine educationist, Mr. Cunningham, whom we were glad to welcome back for a brief visit recently and whose lucid report on a University for Assam has illuminated this many-sided subject, was the first to prepare a scheme for an Historical Department. This scheme my predecessor, Sir Laurie Hammond, accepted and welcomed. The Department found in Mr. Bentinck, its first Director, an able administrator and an enthusiastic worker. When Mr. Bentinck left India the good fortune of the Department did not desert it. Rai Bahadur Professor Surjya Kumar Bhuyan was ready to assume the Director's mantle. The Professor unites energy with scholarship, method with enthusiasm and under his care the Department makes fresh progress almost daily. The ceremony at which we are present to-day had its roots in the Director's activity. He found in Rai Bahadur Radhakanta Handiqui a man of lofty public spirit as well as a generous patron of literature. The Rai Bahadur had already done much for his native Jorhat and now the donation of this building and all that it stands for will preserve his name and the name of his wife to times when the work and names of most of us will be forgotten. I am glad to have this opportunity of expressing publicly to the Rai Bahadur the gratitude of us all.

I will end with wishing this Department good luck and high renown in its new home.

(B) Extracts from a Speech of Rai Bahadur Professor S. K. Bhuyan, Honorary Provincial Director of Historical and Antiquarian Studies, Assam, at the Opening Ceremony of the Narayani Handiqui Institute Gauhati, held on April 4, 1936.

What is the D. H. A. S. ? The Department of Historical and Antiquarian Studies is a purely Government concern like the Departments of Agriculture, Civil Hospitals, Land Records, Public Works, Education and Police. It is run with the help of funds allotted from the provincial revenues, which are provided in the budget from year to year. In short the Government of Assam exercise control over our Department as they do in the case of the Departments mentioned above.

Aims and Objects.—The aims and objects of our Department are not different from those of other research organisations. Our Department will collect and preserve records and documents of historical importance, and make arrangements for their publication. It will engage scholars to compile historical treatises by making use of the materials in its collections and materials available elsewhere. The existing histories of Assam present only the skeleton, the function of the Department will be to infuse life and animation into the bare outline by the incorporation of newly-discovered facts or by the fresh interpretation and correlations of old facts. Collection, preservation and publication constitute the trinity of our Department's activities. This may be illustrated by a few examples of what we would like to do:—

There is very great need of a history of Assamese monasteries or Satras. "They breathe the enchantments of the middle ages", First established during upheaval of Vaishnavism in the Fifteenth and Sixteenth Centuries they have continued their task of imparting moral and religious instructions to the people even up to this day when old-time beliefs are gradually dwindling down in this age of scientific and rationalistic advancement. Manuscripts, records and traditions on the subject are plentiful.

We would like very much to have an account of the archaeological remains scattered in the province.

A volume can be compiled containing all the inscriptions of Assam.

We have in our Department's collection nearly sixty ancient Assamese dramas, with copious lyrics interspersed in each. It would be revelation to the rest of India if we could publish the dramas under one cover, scientifically edited and annotated.

The Bihu songs of Assam contain genuine poetry which will be appreciated all over the world as love and spring have supplied the needed inspiration to the poetry of all mankind. The Bihu songs can be published in their natural Assamese garb, and one can predict that their unsophisticated diction and

feeling will stem the progress of the outlandish diction and tone which have crept into Assamese poetry of the modern times.

We would like also to publish a complete collection of the Assamese proverbs because they contain thoughts which will serve as guide-posts to other people as well.

We would like to have a book dealing with the toponomy of the place-names in Assam, because our most reliable reporter may lie or exaggerate things but the history hidden in such names as Sadiya, Islampur, Lunding, Naginunara, Kampur, Nagarbera, Suttanga, Margherita, Sontok and Ahuchaul, is beyond the possibility of fakes and falsehoods.

There is also the need of a short handbook dealing with the different tribes and races of Assam.

We would like also to publish a bibliography of Assam containing a list of all books and articles relating to the history, literature, religion, languages, anthropology, etc., of the province.

A historical map of Assam is another desideratum. How many of us know the exact site of the Karatoya or Mungrimungram?

It is difficult to enumerate what we would like to do, as the field of investigation is limitless, and Assam is an unexplored and virgin area. We see before us the possibility of compiling a complete history of Assam on the principle of collaboration, as has been done by the Cambridge University with regard to the *History of the British Empire* and of *India*, and as the Dacca University is contemplating to compile a *History of Bengal* with the collaboration of eminent scholars and specialists. This Department will justify itself only on that day when a *Cambridge History of Assam* will be published. But let me say at the outset that this will be possible only if we inaugurate specialised study and investigation which is the function of this department to encourage and promote.

Our Publications.—During the short spell of less than seven years our Department has done all that it could within the limitations of time and space. We have published *Assam Buranji*, *Kamrupur Buranji*, *Tungkhungia Buranji* (Assamese version), *Tungkhungia Buranji* (English translation), *Asamai Padya-Buranji*, *Deodhai Assam Buranji*, *Bulletin No. 1*, *Bulletin No. 2*; and we are shortly bringing out *Kachari Buranji*, its companion volume *Jayantia Buranji* is in the press. The English Translation of *Baharistan-i-Ghaybi*, in more than one thousand pages, is coming out within a few months.

Our Manuscripts and Transcripts.—We have collected in the meantime 415 manuscripts and 145 transcripts. The sale of our books has fetched us more than fifteen hundred rupees.

Of the valuable manuscripts and transcripts in our possession special mention may be made of the following:—

We have a volume of historical letters, from the sixteenth up to the beginning of the nineteenth Century. These letters were exchanged between the Ahom court and the courts of the Mogul Emperors, Thanadars of Sylhet, Kachari Rajas, Jayantia Rajas, Cooch Behar Rajas, the Mogul Subedars of Dacca, and the Mogul Fouzadars of Gauhati and Rangamati. These letters are reliable documents relating to the political transactions of Assam, of the diplomacy and strategy of Indian Governments during the pre-British period. The narratives in the Assamese chronicles supply the necessary context and occasion of these letters.

The chronicle *Tripura Desar Katha* or *Tripura Buranji* which we have recently acquired from the British Museums, London, is of importance not only to the historians of Assam, but to those of Bengal and Mogul India. The chronicle was written in about 1715 A. D. by two Assamese ambassadors, Ratnakandali Sarma Katak and Arjundas Boragi Katak, who had been deputed to the Tripura court by King Rudra Singha of Assam, charged with the mission of establishing friendly relations between the two states.

We are fortunate in acquiring a few years ago the Assam Buranji written by Maniram Dewan in 1838 A. D. For information about ecclesiastical, social and constitutional history of Assam no book is more authoritative than this chronicle.

The exhaustive Assam Buranji written by Padmeswar Sing Naobaicha Phukan is another chronicle which is bound to enrich our knowledge of Ahom history and Government.

We have a beautiful chronicle giving an account of the different Ahom families. It is evident from this Book that the original Ahom stock was strengthened by incorporating outsiders and conferring upon the latter the privilege of Ahom citizenship.

We discovered recently a treatise on engineering in the shape of a staff manual of the Public Works Department of the Ahom Government. The head of this department was Changrung Phukan who supervised the construction of the edifices and tanks of the kingdom.

Colonel Adam White left two volumes of historical notes of miscellaneous character, compiled in the year 1834. The notes have incorporated the earlier accounts of Assam written by Captain Welsh and Buchanan-Hamilton, besides stray accounts of the products, resources, revenues, customs, languages and hill tribes of Assam, evidently compiled under Government auspices.

We have in our collection the previous Diary of Colonel Jenkins embodying the results of his observations during a tour in Upper Assam in 1838. This book is valuable for the information which it supplies relating to the social and economic condition of the Assamese people during the early days of British occupation of the country.

The Assamese manuscript *Hasti-Vidyarnava*, a treatise on elephantology, is a treasure of the highest importance.

I shall also mention the names of the following manuscripts,—*Sankhachur-badh*, a gorgeously illustrated mythological romance written in 172 A. D. by Kaviraj Chakravarti; the Ahom-Assamese lexicon *Bar-amra*, the Assamese-Ahom word-book *Lati-amra* or *Phul-amra*; the prose translation of the Bhagavat Puran, Cantos I-VI by Ramrai Das.

Last but not the least important of our manuscripts is the treatise known as *Dhantola Puthi*. To those who want to be initiated into a knowledge of the secret short-cuts to fortune, or to recover hidden treasure, from underneath the earth, this treatise will be of inestimable value.

In addition to the above we have tried to obtain publicity for our Department and for our publications in India and abroad. We announce with gratification that our Department counts among its friends and encouragers distinguished orientologists of India, Great Britain, France, Germany, Holland, America and China, and that there is considerable demand for our publications in oriental circles in Europe. Our books have been reviewed in such reputed journals as the *Journal of the Royal Asiatic Society of Great Britain and Ireland*, *Journal of the Royal Geographical Society*, *Bulletin of the School of Oriental Studies*, *Islamic Culture*, *Journal of the Bhandarkar Research Institute*, *Journal of Indian History*, *Indian Culture* and *Indian Review*, besides the daily and weekly periodicals of India. I mention with pride that Sir Edward Gait, the Grand Old Man of Assam historical research, is watching our Department's activities with keen interest and sympathy from his solitary Patmos at Ealing. Sir Edward Gait wrote—"The Department of Historical and Antiquarian Studies is doing very valuable work in publishing the Buranjis and similar old records and in stimulating the interest of the people of Assam in the past history of their country."

(III) EDUCATIONAL AND SOCIAL SERVICE ORGANISATIONS OF AN ALL-INDIA STATUS
—MISSION EDUCATIONAL ACTIVITIES.

137. *Mission agencies*.—The various Mission Bodies continued their activities in the field of education mainly in the backward localities. The Welsh Mission however withdrew their educational activities in the plains but continued them in the hills.

(a) During the quinquennium the Government educational policy in the Khasi and Jaintia Hills underwent some change. The Government grant for educational purposes hitherto paid to the Welsh Mission, the Roman Catholic Mission and Church of England Mission were withdrawn and the amount thus set free was utilised in establishing Government Primary schools. The Mission are now continuing their educational activities in the areas not served by Government schools.

(b) The American Baptist Mission continued to maintain the Christian High School at Jorhat where they also maintained a training School for Primary School teachers. In addition they looked after the management of a Primary School for girls at Toklai with a monthly grant of Rs.35 from the Board and a Girls' Primary School for the lepers at Barbheta with a similar grant of Rs.12 from Provincial Revenues.

The name of Mrs. Kirby deserves mention for the arduous care and self-sacrificing zeal with which she is running this leper School.

In Golaghat, the American Baptist Mission maintained the Girls' High School and the Middle English School for boys. Besides these, they maintained 13 boys' and 1 girls' Primary Schools in the Mikir Hills area and employed 2 inspecting pandits for their supervision.

At Nowgong the same Mission continued to maintain the Girls' Middle English School with the Women's Training classes attached to it, which has been the only institution in this Valley for the training of Women teachers for Vernacular Schools.

In the Gauhati subdivision the American Baptist Mission also continued to maintain the Chatribari Girls' Middle English School with a Government grant of Rs.50 and twenty-one Primary Schools in the border of the Garo Hills District for which also they received a Government grant of Rs.283 per month.

In the Mangaldai Subdivision the American Baptist Mission continued to work in the educational field among the tribal people. With an annual contribution of Rs 720 from Provincial Revenues they maintained a Middle English School and a Primary School at Harisinga with a commodious hostel attached to these institutions.

This Mission also maintained 24 Schools in the subdivision of Goalpara for the education of the Garos through the medium of their own tongue and continued their educational activities in the Garo Hills and the Naga Hills.

(c) The Roman Catholic Mission at Gauhati continued to maintain the St. Mary's Convent, an institution for the education of Indian girls, with success.

(d) The German Education Mission started and maintained a Middle English School in the Tezpur town.

(e) The Santhal Mission of the Northern Churches continued to maintain one Middle English School for boys and another for girls, besides 6 Primary Schools, for the education of the children of the Santal and Bodo communities in the Dhubri subdivision.

138. *Other Agencies*—(a) The Assam Tribal and Labour Welfare League under the auspices of the Harijan Sevak Sangha of Delhi have been continuing their useful work in the field of education among the tribal people in the Assam Valley from the year 1935. The work for the tribals is being done with the generous donation of Rs.500 per month from Srijut J. K. Birla and with some additional funds made available by Srijut A. V. Thakkar from other sources. With a recurring Government grant of Rs.2,040 per annum given from the middle of 1939 for the specific purpose of organising Primary education among the ex-tea-garden labourers, they have extended their activities to embrace this class of people also.

On 31st March, 1942, they maintained 47 Primary Schools, namely 21 for the Kacharis, 18 for ex-tea-garden labourers and 8 for the Miris and Mikirs distributed over the districts of Kamrup, Darrang, Nowgong and Sibsagar and the Dibrugarh subdivision of the Lakhimpur District.

In addition they maintained a Vernacular High School at Rangafali in Gauhati. This School requires particular notice, as it is a new experiment in Educational Work combining higher education up to class VIII standard given through Assamese with a Training in crafts—Carpentry, Tailoring, Spinning and Weaving, House-making, Gardening, etc. This League maintains an Asram at Barama and an Asram and a School at Misamari in Tezpur Subdivision. All the pupils have to make crafts, spinning being common to all. A large tin-roofed house was erected entirely by the labour of the pupils and other residents of this Rangafali Asram (Hostel) in 1940 for housing the Rangafali School.

Provision for scholarships in deserving cases was also made by the Sangha. Two College students, 19 High and 6 Middle School boys received scholarship during 1941-42.

There was also provision for Medical Aid at the Baroma Asram in Gauhati and at the Missamara Asram in Tezpur.

The above activities of the Sangha during the period under report were being directed by Srijut B. K. Bhandari, the Secretary of the Association, whose selfless work cannot be over-estimated.

(b) The Ram Krishna Mission continued its useful work in the field of Education and social service. It organised and maintained a number of schools including High Schools in backward localities.

(c) The Shiksha-Vistar Samity of Sylhet continued to do very useful work. It organised and managed a number of night schools, for which it received an annual grant of Rs. 1,000, from Government funds. Its activities in the field of adult education also deserve mention.

(d) The Sylhet Social Service League has been doing very useful work in the Surma Valley and it has now got a building of its own, where a Harijan Lower Primary School holds its classes.

(e) The Mahila Samities have been organised in several towns for the spread of education among, and promotion of welfare of, girls and women. Sivasundari Nari Sikhasram and Ante-Natal Clinic, Silchar, deserve to be specially mentioned as an example of well-organised philanthropic activities in the Surma Valley. The India Red Cross Society has its branches in many districts of Assam, and there are Maternity and Child Welfare centres under it in many towns. The Boy Scouts and Girls Guides Associations also carry on social service activities in some areas. The works of the All-India Women's Conference (Assam Branch) and the Assam Women's Education League are reported in Chapter XII under "Education of Indian Girls and Women".

139. The following table gives a statistical summary of work done by various Missionary bodies:—

STATISTICS OF MISSIONS FOR 1941-42.

Mission	INSTITUTIONS AND SCHOLARS.																	EXPENDITURE					
	Colleges		High Schools		Middle English Schools		Middle Vernacular Schools		Primary Schools		Training Schools		Other Special Schools		Total of Institutions	Total of Scholars	From Government Funds	From Board Funds	From Fees	From Mission Funds	From other sources	Total	
	Institutions	Scholars	Institutions	Scholars	Institutions	Scholars	Institutions	Scholars	Institutions	Scholars	Institutions	Scholars	Institutions	Scholars									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
FOR MALES																							
1. CHRISTIAN—																	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
British	3	377	..	..	147	2,943	..	..	..	..	150	3,320	4,556	..	1,110	30,217	..	35,843	
Non-British	2	429	11	1,084	..	..	369	11,318	1	6	..	..	383	12,837	6,636	2,947	18,314	78,597	1,444	107,938	
2. NON-CHRISTIAN—																							
Hindu	2	342	5	550	..	..	21	795	..	..	2	63	33	1,750	13,809	4,113	11,980	2,124	2,286	34,312	
Muslim	
Others	2	220	..	..	4	223	..	..	..	..	6	443	1,060	275	2,927	..	417	4,679	
Total	4	771	21	2,231	..	..	544	15,279	1	6	2	63	572	18,350	26,061	7,335	34,331	110,938	4,147	182,812	
FOR FEMALES																							
1. CHRISTIAN—																							
British	1	49	..	..	..	..	..	..	..	..	..	..	..	1	49	1,200	..	10,299	5,847	..	17,346	
Non-British	3	1,237	4	720	..	..	8	274	1	24	1	118	17	2,373	15,760	1,684	9,272	27,768	307	54,791	
2. NON CHRISTIAN—																							
Hindu	2	335	3	177	..	..	4	182	..	..	..	..	9	694	11,048	4,141	8,778	..	726	24,693	
Muslim	
Others	1	121	..	..	2	86	..	..	..	..	3	207	1,140	360	413	..	1,046	2,959	
Total	1	49	5	1,572	8	1,018	14	542	1	24	1	118	30	3,323	29,148	6,185	28,762	33,615	2,079	99,789

(IV) Mechanical Aids to Learning other than Broadcasting

140. Charts, Posters, etc., are used in Mass Literacy Centres in connection with the teaching of the adults on "Look and Say" method. Magic lanterns are also used in some cases.

In Primary schools also charts, posters, seeds, etc., are used for teaching little children in the lower forms.

Maps and globes are used in all schools for teaching History and Geography, and scientific apparatus for Elementary Science must be provided in all high schools under the University Regulations.

No arrangement however exists in Assam Schools for education through Cinema films or such other things.

The Publicity Officers and Officers of the Agriculture, Public Health and Co-operative Departments sometimes lend their Magic lanterns and slides on useful popular subjects for demonstration in our educational institutions.

(V) Broadcasting and Educational Institutions

141. The desirability of having arrangements for School broadcasts in the interests of General Knowledge and wide outlook for the school children has not been recognised in this province as it should be. Government have not found money for the purchase of Radio sets in any of the Government Schools or Colleges. Thanks to the initiative of some Heads of institutions, who wanted to encourage all-round cultural development, Radio sets were purchased in several Schools and Colleges out of private subscriptions or savings from non-Government funds, e. g., Common Room fund, Examination fee fund, Ink fund, etc., and they were in use for the purpose of receiving All-India Radio Broadcasts.

During the period under review there were only 13 Radio sets in use—3 in Colleges and 10 in High Schools as noted below :—

1. Silchar Government High School. 2. Sylhet Government High School. 3. Habiganj Government High School. 4. Sunamganj Government High School. 5. Hailakandi Government High School. 6. Silchar Normal School. 7. Aided High School, Sylhet. 8. J. K. High School, Nabiganj. 9. Dergaon Aided High School. 10. Government High School, Dibrugarh. 11. Murarichand College, Sylhet. 12. Cotton College, Gauhati. 13. St. Mary's College, Shillong.

In the present state of affairs it is not possible to provide funds or facilities for school Broadcasts to form an integral part of the school time-table, as most of the schools cannot afford to have Radio sets from their own funds and we cannot also expect Government to sanction grants for the purpose, even if it were possible to secure the necessary equipment during the War time.

(VI) School Hours, Holidays and Vacations

142. Early in 1939 a proposal on the following lines was prepared and submitted by Mr. Small, Director of Public Instruction, for consideration of Government :—

"The number of holidays in a Government High School, including Sundays, Saturdays, half-holidays, special holidays and holidays given by Ministers, Inspecting Officers and visiting officials amounts to approximately 170, leaving only 195 days for work. Most of these holidays are given on so-called religious grounds, but religious holidays in many cases no longer retain any spiritual significance. In the Christian Churches almost every day in the year is a Saint's Day ; and at one time large number of these days were celebrated as holidays. Now-a-days the only days of religious importance to the average Christian are Christmas, Good Friday and Easter ; and I believe the case is much the same with Hindus and Muslims. Sunday has been accepted throughout the world as a day of rest, except by Muslims who observe Friday instead. It is generally accepted that one day of rest each week conduces to better work.

The main fault of the present system is the large number of holidays that occur intermittently, and interrupt the ordinary course of school work. The breaks for the Summer Vacation, for the Pujas, for Christmas and the New year do no harm, as they do not interrupt usual routine.

A second weakness of our present school arrangements lies in the schools' working hours. Most High schools sit from 11 A. M. to 4-30 P. M., with a half-hour break. The children have a heavy meal about 10 A.M. and attend school with the meal still undigested. They must have a substantial meal, as they do not get home till about 5 P.M., and few of them, except those who live very close to their schools, have anything to eat between 10 A.M. and 5 P.M.

The Schools sit through the hottest part of the day ; and it is no wonder that little real work is done during the afternoon. It is a wonder to me that either the teacher or the pupils can keep awake.

I propose to reduce the school hours from five to four, and to hold the schools approximately from 7 A.M. to 11 A.M. in the hot weather and from 8 A.M. to noon in the cold weather. Even for boys who have to come 3 miles to school, it will be no hardship to rise at 5-30 in the hot weather and 6 or 6-30 in the cold weather. The boys can have a light meal before coming to school and will get home again for a substantial meal by noon in the cold weather, and by one O'clock in the hot weather, and can then rest and have a free afternoon for games and homework. I believe that such an arrangement will conduce towards a considerable improvement in the health of boys ; and will also result in much brighter and more intelligent work in the schools.

If we take the average number of full working days in a school as 195, my proposal will involve a loss of 195 working hours in the year. This loss will be largely compensated for by the increase in efficiency ; but I propose to compensate for it further by a reduction in the number of holidays."

He proposed a modification of the list of holidays and abolition of all other holidays outside the list. His list would leave 236 full working days and, at 4 hours daily, 944 working hours in the year. At present we have 196 full working days of 5 hours each, or 975 working hours in the year. This loss of 31 working hours, he held, will be more than compensated for by the increase in efficiency, not only of the school work but also of the health of the boys.

A further result of the adoption of his proposals would be that the High School buildings will be free from about midday for other purposes. Where there is want of accommodation for a girls' school it may be held in the boys' school building from 1 or 2 P. M. to 5 or 6 P. M. The building may also be used for adult education, or for similar purposes.

He requested Government to give these proposals very careful consideration, and adopt them experimentally for a year at least, either throughout Assam or in selected schools. He believed that their adoption would be of definite benefit to the physical health and mental progress of the youth of Assam.

Government desired to be acquainted with the views of the Managing Committees of schools before arriving at a final decision in the matter. Accordingly the opinions of the School Committees were ascertained and communicated to Government for final decision. Briefly 32 were in favour of the change either permanently or as an experimental measure and 49 were opposed to it. The reasons for opposition are stated below :—

(1) If the scheme is introduced boys will have no time for home preparation which they generally do in the morning.

(2) Parents and guardians will have no effective control over their sons and wards during the period the boys will be at home when the parents and guardians will be off on duty at offices or at some business centres.

(3) It will be very inconvenient to the boys who come from distant villages to attend the school at such early hours.

(4) Most of the schools being situated at headquarters, at a distant place from villages, the boys will generally attend school without their meal in the early hours of the morning.

(5) The religious festivals—both Hindu and Muslim—have not yet lost their spiritual significance in India and holidays now granted for them should not be curtailed.

(6) With the introduction of the new regulations of the Calcutta University the number of subjects to be taught has been increased and proper justice cannot be done to them by reducing the number of periods of work or by reducing the duration of periods.

(7) Regarding the availability of High School buildings for the education of girls or of adults from about midday, should boys' schools be held in the morning, the same reason which makes the hot afternoon undesirable for boys makes it no less for the girls.

Thereupon Government did not agree to make any change in the matter, but allowed the School Committees of such schools as have no *pankhas* (fans) to arrange for the classes to be held in the morning only during the hot months.

There is much force in the argument that some holidays may be curtailed and there should be a break in the afternoon for tiffin and rest during school periods in the interests of health and efficiency of our boys. The organisation of Recreation Club activities, if successfully worked, is expected to remove the objections under (1) and (2) above.

Since the close of the period under review the Government of Assam have decided on the recommendations of the Legislatures to grant 6 extra holidays during the last week of the month of the Ramzan plus 4 more holidays on account of the Muslim festivals, which may be enjoyed by curtailing other holidays from the existing list.

Mere addition to the number of holidays would not have caused loss of studies to the school children had we more of residential institutions, where the children lived in school hostels, remained under the control and supervision of resident tutors all the twenty-four hours of the school term and were provided with tiffin during the interval and allowed sufficient games and sports and other out-door activities in the fresh air. In that case we could profitably restore the old system of class hours from 7 to 10 A.M. and 2 to 5 P.M. for studies with a break of 3 or 4 hours in the middle for bath and meals and rest, which prevailed in our tols.

(VII) Other Special Features

143. The above six sections of Chapter XI, Miscellaneous, deal with topics laid down by the Educational Commissioner. The subsequent pages of this Review are devoted to the other special factors of Assam Education, which are not covered by the division of chapters and sections planned for the Indian Educational Review, including Text Books and Library and Scouting and Guiding. The following topics are treated in Chapter XII separately:—

- (A) Education of Indian girls and women (with a section on Co-education).
- (B) Education of Anglo-Indians and Europeans.
- (C) Sanskrit Education.
- (D) Muslim Education.
- (E) Hill Tribes' Education.
- (F) Education of special Classes and Communities.
- (G) Text-book Committees and Libraries.
- (H) Scouting and Guiding.

CHAPTER XII.—OTHER SPECIAL FEATURES OF ASSAM EDUCATION

(A) EDUCATION OF INDIAN GIRLS AND WOMEN

144. I am indebted to the Inspectress of Schools for the following:—

“The year 1937-42—the present quinquennium—may rightly be said to be the years of expansion of female education in the province.

The statistics sent by the two Divisional Inspectors regarding the girls' education in their respective valleys show that female education has made very rapid progress during these years. The number of girls' schools and the number of girls attending schools and colleges have considerably increased. In the Assam Valley, the number of all kinds of girls' institutions rose from 386 to 599 and in the Surma Valley from 565 to 823 in the last year of the present quinquennium.

The establishment of two Government-Aided Arts Colleges for Women at Gauhati and at Sylhet and the yearly increase of enrolment in both these colleges bear testimony to the fact that girls' education in the Province is gaining great popularity and that girls are now keen on having higher education. Last year 30 girls were graduated and 280 passed the Matriculation Examination against 5 and 146 respectively in the last year of the previous quinquennium.

It is most gratifying to note that during the present quinquennium, a girl from the Sylhet Government Girls' High School stood first in the Matriculation Examination. In the history of the Calcutta University this was the first time that a girl secured the first place in the Matriculation Examination.

Administration of girls' schools and Women's Colleges.—The post of the Inspectress of Schools was held in abeyance from January, 1924, till October, 1940, and administration of Girls' Schools was conducted by the Inspectors. With the revival of the post of the Inspectress in October, 1940, the administration of Girls' Schools has come back to her. There are now an Inspectress of Schools and an Assistant Inspectress of Schools to look after the Girls' education in the Province.

It is not possible for these two women officers to inspect all the girls' schools in the Province and to give necessary instructions to the mistresses. For proper inspection of girls' schools, it is imperatively necessary that there should be an Assistant Inspectress for each valley and a Sub-Inspectress for each subdivision.

There is not yet a Government college for women in the Province. The administration of the Government Aided Women's Colleges is done by their governing bodies in accordance with the Departmental and University rules.

During the quinquennium, Miss S. Sen visited 765 schools as Assistant Inspectress of Schools and as Inspectress of Schools, and Miss Thomas, Assistant Inspectress of Schools, visited 202 schools from October 1940 to March 1942.

Curriculum.—The Primary and the Middle School curricula for girls' schools have not been revised for a long time. During the present quinquennium, the Girls' Examination Board resolved to make the following changes:—

(i) A small Committee of Ladies should be appointed to examine the existing curriculum for girls' schools and to suggest revision of the same including such subjects as are needed by the present-day girl.

(ii) Hygiene should remain as a subject of Examination in the Middle English Examination as at present. Suitable Text Books should be prescribed for girls in Hygiene. An interesting and simple book for General Knowledge and Culture should be prescribed, but this should not be used for examination purposes.

For Matriculation Examination, the Calcutta University has allowed the girls to take Needle-Work and Weaving, Music, Painting, Drawing and Domestic Science as Examination subjects.

Scholarships and Stipends.—During the quinquennium, 165 Primary, and 39 Middle Scholarships were allowed to the girls on the results of their competitive examinations. The scholarships were distributed in the two valleys as follows:—

MIDDLE											
Year	Assam Valley Circle	Surma Valley Circle	Hills								
1938	3	3	2								
1939	3	3	2								
1940	3	3	2								
1941	8	3	2								
1942	..	..	2						

PRIMARY											
Year	Assam Valley Circle	Surma Valley Circle	Hills								
1938	10	12	..								
1939	10	12	..								
1940	10	12	..								
1941	9	12	4								
1942	9	12	4								

Besides these, a few special scholarships were granted on the basis of merit and poverty to those who could not otherwise win competitive scholarships.

Health and Physical Education.—During the quinquennium, two posts of Physical Inspectresses were created, but one of the posts is lying vacant for want of a candidate of the Province having knowledge in Physical Education. The present Physical Inspectress was sent for her training in the Physical Training College for Women in Calcutta and was appointed in 1938. She tours in both the valleys and teaches games and Physical exercises to teachers. She held 20 camps in Shillong and in the Plains for the training of the High and Middle and Primary school teachers. 419 teachers joined the camps and learnt physical exercises and games which they teach to the girls of their own schools.

Physical exercise is now a compulsory subject in the Girls' High and Middle Schools and time is allotted for this subject in the weekly Time Table of the schools. Arrangement has not yet been made in Girls' schools for medical inspection of girls. No one can question that it is highly necessary that medical inspection of girls in schools should be introduced at once.

Donation for Girls' Schools.—At Golaghat, about Rs.3,000 was given by Srijit J. Barua to raise the Town Girls' Middle English School to the status of a High School and to be named—Rai Bahadur Dandadhar Barua Girls' School. Habiganj Government Aided Girls' High School was fortunate enough to receive a donation of Rs.8,000 from Babu Gopal Chandra Das for naming the school after his wife. The donors deserve our best thanks for their sympathy towards Girls' Education.

Training of Mistresses.—(i) 216 mistresses received Vernacular Teachers' Training at Nowgong and at Silchar. The two Government Aided Women Teachers' Vernacular Training Classes are overcrowded and it is now high time that at least two more Women's Training Classes should be started in two valleys. For want of sufficient number of training schools for women, the dearth of training mistresses for Primary schools still persists.

(ii) St. Mary's College in Shillong started the L. T. and B. T. classes for women teacher. 19 teachers of the high schools of the Province got the B. T. degree from this College. Besides the teachers of the province, many graduate women from outside the province join the classes.

Extra-curricular Activities.—Recreation Club has been started in every High and Middle school. Girls follow and enjoy the Recreation Club Scheme circulated under the orders of the Director of Public Instruction. Special Sewing, Knitting, Weaving, Leather-work, Painting, Music and Dancing, Recitations, Dramatisation and Cooking form some of the subjects of the Girls' activities in the Recreation Clubs.

I am very glad to note that the girls of the Sylhet Government Girls' High School raised Rs.1,000 to dig a swimming pool and the girls are now learning swimming.

Music, Arts and Crafts.—During the quinquennium, Government sanctioned for one year only Rs.800 to start special music classes in some schools in Shillong. Classes were started in the Lady Keane Girls' High School, Lady Keane Girls' Middle English School, Assamese Girls' High School and Bengali Girls' Middle English School, Laban, and girls were taught vocal and instrumental music. It is a pity that for want of funds the classes have to be discontinued.

Junior Red Cross Activities.—3,106 girls joined the Junior Red Cross Groups in schools. They exchanged albums with schools in foreign lands. The groups in Sylhet Government Girls' High School got the second prize in 1941 in an All-India Essay Competition. 11 girls got provincial prizes for "Illustrations."

Needs and Requirements.—To give right direction to the education of girls and women in the province and for its expansions steps may be taken—

- (i) To appoint an Assistant or Deputy Directress for female education.
- (ii) To appoint an Inspectress for each Division.
- (iii) To appoint two Assistant Inspectresses for Assam Valley Division.
- (iv) To appoint two Assistant Inspectresses, including a special Assistant Inspectress of Muslim Girls' Education in the Surma Valley.
- (v) To appoint a Sub-Inspectress for each subdivision.
- (vi) To attach a Hostel to every Girls' High School and to provide accommodation in it for at least 50 girls.
- (vii) To provide the teachers with proper quarters.
- (viii) To establish a Government Girls' High School at every subdivision.
- (ix) To appoint a Physical Inspectress in every High School.
- (x) To establish a girls' Middle School at every village.
- (xi) To establish two Government Training Schools—one in each valley—for the training of the Vernacular mistresses.
- (xii) To attach Domestic Science and Homecrafts classes to each Girls' High School.
- (xiii) To introduce an Examination in Domestic Science and Homecrafts and to give a Departmental Certificate to the successful candidates.
- (xiv) To allow girls either to prepare for the Matriculation Examination or for the Examination for Domestic Science and Homecrafts after Class VIII.
- (xv) To arrange to teach fine arts including music in every high and middle school.
- (xvi) To arrange for the medical inspection of girls in schools.
- (xvii) To establish a physical training school in the Province.
- (xviii) To award scholarship for—(a) Domestic Science Course, (b) Weaving."

145. *Funds.*—The indispensable necessity of female education is now realised by all. The increase of girls' schools and their pupils in all the Subdivisions even in such hard days bears clear testimony to this fact. The prejudices against girls' education are gone; and the girls themselves have shaken off much of their shyness and are now seen to take almost equal parts in school activities with their brothers.

All the Deputy Inspectors are at one in their demand for more funds for female education. The local bodies are not always in favour of expansion of female education and the department has to fight against diversion of funds meant for female education to other channels. The demand for more schools, particularly Middle Schools, in rural areas is persistent.

To solve the question of effective inspection of girls' school at least one Sub-Inspectress for each Sub-division is an essential necessity.

Arrangement for the training of female teachers, the vast majority of whom are ill-qualified, should be made as early as possible. Training classes may be attached to girls' high schools in subdivisional headquarters. Funds should also be provided for appointing maid-servants to village primary schools which are without any attendant to escort the girls.

In water-logged areas a conveyance allowance for at least 4 months in the year should also be granted. Funds are badly needed for these purposes and should be provided for.

146. *Statistics.*—(a) The following table shows the number of institutions for Indian girls—(recognised and un-recognised).

Year	Arts Colleges	High Schools	Middle Schools	Primary Schools	Special Schools	Total recognised Institutions	Unrecognised Institutions	Grand Total
1	2	3	4	5	6	7	8	9
1921-22 ..	..	3	30	343	3	379	15	394
1926-27 ..	..	5	29	409	4	447	16	463
1931-32 ..	..	6	45	632	4	687	40	727
1936-37 ..	1	13	54	793	4	865	87	952
1941-42 ..	4	20	75	1,158	104(a)	1,361	145	1,506
Increase during the quinquennium	+3	+7	+21	+365	+100	+496	+58	+554

(a) Includes 80 Mass Literacy Centres for adult Education in the Assam Valley.

The number of all grades of institutions for girls rose from 952 to 1,506, which showed an increase of 58·3 per cent. in the last quinquennium. The increase in number of Arts Colleges by 300 per cent. indicated a rapid progress of Collegiate education for females.

The St. Mary's College in Shillong, the Women's College at Sylhet and the R. H. Girls' College at Gauhati were established within the quinquennium under review and met the demand for higher education for girls to some extent. The St. Mary's College also opened B. T. and L. T. classes for girls and women teachers and solved the problem of sending our girls to Calcutta for training.

The number of High Schools increased by 53·8 per cent., that of Middle Schools by 38·9 per cent. and of Primary Schools by 46·02 per cent.

The number of unrecognised schools also rose from 87 to 145 and showed an increase of 66·7 per cent.

The advance made by the Primary Schools is a notable feature.

(b) The table below gives the number of girl scholars in all institutions (recognised and unrecognised) for the last 5 quinquennia :—

Number of girls reading in—																
Year	Arts Colleges		High schools		Middle Schools		Primary schools		Special schools		Total of recognised institutions		Unrecognised institutions		Grand total of all institutions	
	For males	For females	For males	For females	For males	For females	For males	For females	For males	For females	For males	For females	For males	For females	For males	For females
—	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1921-22	..	..	..	576	356	2,456	13,021	10,163	39	48	13,416	13,243	742	335	14,158	13,578
1926-27	4	..	..	1,012	563	2,764	16,731	13,294	30	80	17,328	17,150	2,496	615	19,824	17,765
1931-32	12	..	5	1,860	1,187	5,051	27,230	22,035	50	150	28,484	29,096	2,784	1,613	31,268	30,709
1936-37	100	34	32	3,794	2,409	6,876	39,743	28,805	173	141	42,457	39,650	5,679	3,225	48,136	42,875
1941-42	141	200	252	5,811	3,987	8,543	57,653	43,377	547	2,848	62,580	60,779	12,021	5,335	74,601	66,114
Increase during the quinquennium.	41	166	220	2,017	1,578	1,667	17,910	14,572	374	2,707	20,123	21,129	6,342	2,110	26,465	23,239

The very large increase in the number of scholars in all grades of schools, both for males and females, is also a noticeable feature. This increase was 52·1 in the case of pupils in High Schools, 35 per cent. in Middle Schools and 46·7 in Primary Schools.

The number of girls reading in recognised institutions for boys increased from 42,457 in 1936-37 to 61,984 in 1941-42. The corresponding figures in institutions for girls were 39,650 and 60,337 respectively. In the Primary Schools the figures of enrolment were more striking. There were 57,198 girls in boys' schools while the number of girls in girls' schools was 43,337 only. The absence of separate Schools in many places was however responsible in creating a drift of girls to boys' High and Middle Schools.

The figures above show that there has been a steady increase of girl pupils in all classes of schools for boys and girls.

(c) The table below compares the number of boys reading in girls' schools in the Surma Valley in the closing years of the last two quinquennia :—

Year	No. of boys reading in girls'—				Total
	High Schools	Middle English Schools	Middle Vernacular Schools	Primary Schools	
1	2	3	4	5	6
1941-42	163	91	2	1,131	1,387
1936-37	106	82	13	577	778
Increase or Decrease	57	9	—11	554	609

(d) The table below shows the enrolment, class by class of recognised primary and secondary schools for Indian girls :—

Year	Enrolment of classes													Total
	A	B	I	II	III	IV	V	VI	VII	VIII	IX	X		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1936-37	16,242	7,075	5,412	4,135	3,482	1,326	1,032	787	370	294	204	133	40,492	
1941-42	46,521	23,288	18,513	13,163	9,472	2,759	2,099	1,657	679	529	400	294	1,19,374	
Increase	+30,279	+16,213	+13,101	+9,028	+5,990	+1,433	+1,067	+870	+309	+235	+196	+161	+78,882	

The increase in enrolment was shared by all the classes and was particularly marked in the high school stage where in the top two classes it had more than doubled. This was indeed a very encouraging feature of the progress of girls' education in both the Valleys of the Province.

RESULTS OF EXAMINATIONS—HIGH SCHOOL STAGE

Year	Matriculation	
	No. appeared	No. passed
	2	3
1936-37	208	146
1937-38	209	165
1938-39	270	172
1939-40	221	160
1940-41	279	161
1941-42	418	280

UNIVERSITY STAGE

Year	I. A.		I.Sc.		B. A.		B.Sc.	
	No. appeared	No. passed	No. appeared	No. passed	No. appeared	No. passed	No. appeared	No. passed
	2	3	4	5	6	7	8	9
1936-37	45	35	5	3	5	5		
1937-38	52	31	2	2	16	14		
1938-39	65	41	5	4	23	17	2	2
1939-40	70	45	9	7	27	24	2	
1940-41	74	51	10	9	33	22	1	1
1941-42	93	75	8	7	42	28	3	2

THE GIRLS' SCHOOLS CURRICULUM

149. *Primary and Middle Stages.*—Dis-satisfaction is often voiced with the existing scheme of education for our girls and women. It is often held that the present system of education does not fit them for their life and that therefore a change in the Curriculum followed in our girls' schools is necessary.

The following passage is quoted from the Goalpara Report: "The need for female education is daily growing, though there are divergent views regarding curriculum to be adopted in those Schools. The curriculum that obtains at present requires revision."

The following extract from the report of the Deputy Inspector of Schools, Dibrugarh, also supports the above view—"Our present system of education with its literary bias is the same for the boys as well as for the girls. Many educationists are of opinion that the present system which is so unsuited for the boys must be more so to meet the educational requirements of the girls. Attention should, therefore, be given to concentrate our energies on devising means to train our girls to play their parts efficiently in the life of the nation. A home which is the centre of wholesome life cannot be made so unless the mother knows something of house management. Failing or neglecting to train the girls in this respect will be failing in the most important functions in nation-building. House-keeping should therefore be given the highest place in the vocational training of the girls."

CO-EDUCATION

150. During the quinquennium the question of co-education received special attention. The Inspectors of Schools favour co-education in Primary Schools. The marked increase in the number of girls reading in boys' schools in the face of a circular from Government prohibiting co-education above the primary stage, goes to show clearly that people are daily realising the necessity of educating their girls. The large increase in the number of girls in high schools for boys is mainly due to the arrangement made in the Jowai Government High School, founded in the quinquennium, for the education of boys and girls together. The school has 69 girls on its rolls.

There is hardly any serious objection for the education of boys and girls together in the primary Schools. The Curriculum for the girls' school is much the same as in boys' Schools with the addition of Needle work. But needle work could not be taught even in many rural girls' schools which had no women teachers. On the other hand a girls' school generally was less efficient than the average Primary school for boys. In view of the above facts and specially in view of economy there is quite a strong case for co-education at the Primary stage. But as a natural corollary to this, provision should be made for as many trained mistresses as possible for teaching the lower classes of the Primary schools.

This is one of the problems of girls' education which needs careful consideration.

On the results of co-education in Primary, Secondary and Collegiate stages, the Inspectress of Schools writes:—

"Though the number of girls in boys' Primary and Middle schools is greater than the number of girls in girls' schools, I am not prepared to agree with the Inspectors that co-education has become very popular specially in the Surma Valley where social restrictions are stricter than in the Assam Valley. It is very seldom that girls go to boys' school where there is a separate girls' school. But on account of the fact that there is not sufficient number of schools for the girls, girls have no option but to go to boys' schools if they at all want to get education. Hence the number of girls is increasing in the boys' schools with the result that girls in the boys' schools are only half educated, as they cannot get any instructions there in Home-making subjects which every girl ought to know.

Though co-education in the Collegiate stage has not produced unsatisfactory results, still there is a section of people who wish to see that their girls go to a college of their own. The recently started Women's Colleges at Shillong, Gauhati and Sylhet meet to a certain extent the wishes of these people."

The subject also came under the consideration of the Central Advisory Board in 1937, which appointed a Committee to deal generally with Female Education in the Primary stage. Co-education being one of the subjects to be surveyed, the Committee recorded the following note and recommendation :—

“ Primary schools for girls have been criticised as being too much like those of boys, and there exists an idea that primary schools for girls should be distinct from those of boys and with different curriculum. We do not agree and feel that in the primary classes no distinction in curriculum is necessary, as the interests, activities and the life of young children are much the same whether they are boys or girls. The Consultative Committee of the Board of Education in England state :—

“ Our enquiry has not imbued us with any conviction that there are clear and ascertained differences between the two sexes, on which any educational policy may readily be based It would be fatal at the present juncture to prescribe one curriculum for boys and another for girls.”

“ The Committee are of opinion that the general curriculum for primary schools for boys need not be different from that of girls' schools — nor need the methods of teaching this curriculum be different. It follows, therefore, that the Committee prefer a mixed school to separate schools for boys and girls not merely on the grounds of economy, but educationally. The Committee wish to make it quite clear that the attendance of girls in boys' primary schools and *vice versa* should be encouraged (Miss Chamier dissenting). In this connection the Committee urge that every effort should be made to increase the supply of suitable women teachers and heartily endorse the opinion of Mr. Wood in his recent report that “ until a system of infant classes staffed by trained women is established in India, education will remain unsound at its very foundations ”.

Mr. Small, the then Director of Public Instruction, while presenting the case to Government recorded his views in the following lines :—

“ I think it may be definitely accepted by Government that co-education in the Primary stage is not only permissible but is definitely advantageous on the following grounds :—

1. A single mixed school in a village is cheaper than two separate schools, and probably a better school in that a two teacher school is always better than a one teacher school.

2. If co-education becomes the practice we may expect to have many primary schools staffed by women teachers, and it has been acknowledged throughout the world for many years that women are better teachers than men in the primary schools. In England in the Elementary schools no male teachers are employed. As regards secondary education I think the majority of educational opinion, except possibly in America, is against co-education. Adolescent girls ought to study subjects which find no place in the boys' curriculum,—subjects such as cooking, sewing, home nursing.

Further, Calcutta University is definitely opposed to co-education in the High School stage, and only permits it under conditions which it is almost impossible to observe.

I suggest therefore that Government should decide finally on a policy of separate schools for boys and girls in the secondary stage.

In the two Government colleges we have co-education at present ; and I must confess that I am not happy about it under the present conditions. The Common Room accommodation is hopelessly inadequate. That fifty or sixty girls should attend a men's college, without a single woman on the staff to whom they can report their difficulties, seems to me almost an open scandal. I should like to see at least one lady in each college as a regular member of the staff. I do not think that a lady appointed purely as warden on lower pay than a Lecturer would have the necessary dignity or importance in the college.

Further, the conditions under which the girls have to attend some of the classes is unsatisfactory. They have to sit packed close together like sardines in a tin and in the close proximity to the boys. This is neither fair to them, nor to the boys, nor to the Professor.

Unless Government can improve these conditions all-round I recommend the closing of the two colleges to women, and the taking over of the Lady Keane College as a Government College for women.

This would no doubt be expensive and unpopular.

If the Hon'ble Prime Minister decides that a public enquiry is essential the appended questionnaire and list of persons to whom it may be sent may be considered :—

Questionnaire.

1. Is co-education desirable?

- (a) In the Primary stage (classes A—III)
- (b) In the Secondary stage (classes III—X)
- (c) In the University stage (Matriculation to Degree).

Correspondents are requested to give their reasons in each case for or against co-education.

2. If you consider co-education is desirable, are you satisfied with the existing arrangements for it, and, if not, what action do you suggest to improve those arrangements?

- (a) In the Primary stage.
- (b) In the Secondary stage.
- (c) In the University stage.

3. What differences in the curriculum would you suggest for boys and girls?

- (a) In the Primary stage.
- (b) In the Secondary stage.
- (c) In the University stage.

4. Are you in favour of having women teachers for both boys and girls in the Primary stage?

5. If you are in favour of co-education in the primary stage do you approve of amalgamating all girls' primary schools with neighbouring boys' schools?

6. If you approve of such amalgamation, do you approve of retaining a mixed staff in the combined school, i. e., the male teacher from the boys' schools and the women teacher from the girls' school? If not, what arrangement would you suggest regarding the staff?

Government decided to ascertain the public opinion in the matter and accordingly the questionnaire was issued.

The opinions, when received, were summarised and communicated to Government for orders. They are noted below :—

1. The general opinions are as follows :—

- (a) The majority of the writers are in favour of co-education in the Primary stage.
- (b) The majority are in favour of women teachers in the Primary stage.
- (c) The majority are opposed to co-education in the Secondary stage.
- (d) The majority are in favour of co-education in the University stage under certain conditions, e. g. with Lady Wardens.
- (e) The majority are in favour of the same course in primary schools and in the University, but want different courses in Secondary schools.

2. Opinions differing from those of the majority have been given as follows:—

- (a) In primary schools women teachers should take the infant classes in the morning and men teachers should take the upper classes in the afternoon.
- (b) Mixed staffs are undesirable except in the case of husband and wife.
- (c) Two women teachers in one mixed school and two male teachers in a neighbouring mixed school would be preferable to two mixed staffs.
- (d) Education in colleges should be only for the rich or clever.
If this is accepted co-education in colleges may be allowed.
Otherwise there should be separate colleges for men and women.
- (e) The general standard for girls in primary schools should be lower than that for boys.
- (f) Co-education should be confined to the primary and post-graduate stages.
- (g) Primary girls' schools should not be amalgamated with boys' schools, but boys' schools should be amalgamated with girls' schools and the female teachers should be retained.
- (h) In future in primary schools only women teachers should be appointed.
- (i) Co-education is permissible for boys to the age of eleven and for girls to the age of seven.
- (j) Classics should be omitted from the curriculum for girls.
- (k) Girls should be given a lower standard of work in English and Mathematics.
- (l) Female teachers are not capable of teaching boys in classes above class I.
- (m) In colleges girls should be taught midwifery and the hygiene of the female organs.
- (n) No child above the age of eleven should be allowed in any mixed school.
- (o) Co-education in the secondary stage may lead to love affairs between different castes and to communal trouble.
- (p) If co-education is allowed in colleges Lady Wardens are essential.
- (q) Girls should have a broader curriculum in higher secondary schools with more opportunity for expression through Drawing, Modelling, Singing etc.
- (r) Men and women teachers should be trained in the same institutions and the same classes and all practising schools should be co-educational.
- (s) There should be no separate classification of girls' and boys' schools.
- (t) There should be separate toilet and rest rooms for girls, and a fair proportion of the teachers should be women.
- (u) Women teachers should not be appointed in single teacher schools in outlying villages.
- (v) The secondary course for girls should be a complete course including hygiene, housewifery, cooking, needle work etc.
- (w) Co-education means equal opportunities for men and women; it is economical and it has been proved possible.

The question was kept pending for some time for consideration by an Educational Conference proposed to be called by Government. But when such a conference did not materialise, Government expressed their inability to encourage co-education beyond the primary stage.

There are many Middle and High Schools for boys in Assam, where girls are attending with special permission in the absence of separate girls' Schools in those localities. The Government High School at Jowai has a mixed staff and mixed pupils and the Government High Schools at Tura and Kohima have girls reading with the boys under the male staff. In most of the men's Colleges in Assam suitable arrangements have been made for the admission of girls students. In the Cotton College, Gauhati and Murarichand College, Sylhet, girls students read in the Arts Classes with boys notwithstanding the fact that there are women's Colleges in both these cities. The Principals of these two Colleges were instructed to restrict the admissions of girls to the Science classes only, as there are no facilities for the study of Science subjects in the Women's Colleges, but some of the guardians of girls protested against this restriction and asserted their right to have their girls admitted to the Government Colleges meant for boys. It must be said to the credit of the staff and students of the Colleges, where boys and girls are reading together, that there has been no unhappy incident worth mentioning during the period under review and that the presence of the fair sisters makes the brothers feel that they are in a purer and nobler atmosphere and in a sweeter and more graceful surrounding.

RECOMMENDATIONS OF THE EDUCATIONAL CONFERENCE

15. The Educational Conference held in Shillong just after the period under review considered the subject of education for women and girls in this Province in its various aspects and the following are extracted from its proceedings:—

“The Hindu and Muslim ideologies gave a high place to women as our mothers and sisters; and we must, as members of the Education Department, consider it a divinely appointed mission to direct our efforts towards the improvement of the education of women and elevation of the motherhood.

The question of re-organisation and reconstruction of Female Education in Assam was considered, and the recommendations were submitted under the following heads:—

- I. Organisation.
- II. Teaching and Instruction.
- III. Examinations.
- IV. Training of Teachers.

1. *Organisation*.—As regards the re-organisation of the whole scheme of Education in regard to the different stages and the renaming of the classes, it was agreed that the stages should be as follows:—

Classes A, B and I—Kindergarten.—A and B not to be counted as regular part of the school at all.

Classes II, III and IV—Primary School stage.

Classes V, VI, VII and VIII—Middle or Lower Secondary stage.

Classes IX and X—High School and Matriculation stage.

This reduces the number of years spent by a pupil in school from 12 years as at present to 10 years.

It was pointed out that there should be also two years, post-High school or post Matriculation stage before the girls go on to Colleges. Under the present scheme the girls are far too young for College work and therefore College is no more than a glorified High school, as the girls are not yet mature in mind or body to undertake College work as such.

It was felt that at this stage it should be left entirely optional to the girls, whether they would wish to go up directly after Matriculation to the University or would be willing to take a Higher school Leaving Certificate after the Matric stage and at the end of the post-Matric stage.

It was proposed that there should be co-education up to Class IV (the end of the Primary school stage) and total separation of girls and boys after that stage.

Some ladies did not think that this should be so. In their opinion there should be co-education only up to class I, and they would not recommend co-education after the girls have reached the age of ten years. Others thought that up to the Primary stage there would be no harm in having co-education, specially in the villages. The general sense however was that there should be separate schools for boys and girls at all stages.

II. *Teaching and Instruction.*—It was agreed in line with the above reorganisation in respect of the different stages that there should be also a revision and recasting of the curriculum for the schools, taking fully into account the shortening of the school years from 12 to 10.

III. *Examinations.*—(1) After considering the difficulties that attend upon the Girls' Primary Leaving Certificate Examinations, it was agreed that the recommendation of the present Examination Board should be upheld and endorsed, *viz.* that this examination should be turned now into a written examination in selected centres.

(2) In regard to the Middle school Leaving Certificate Examination it was decided to have a separate Board of Examinations for girls, as the curriculum for girls is different from the curriculum for boys.

IV. *Training of Teachers.*—The present disadvantages of women teachers in not having sufficient facilities for training required that there should be two separate Government Training Institutions for women in each Valley and another for the Hills.

The following recommendations were made by the Educational Conference—

- (1) The Department should encourage the policy of starting a larger number of middle schools for girls.
- (2) There should be a separate Board of Examination for girls and a separate examination for them, as now, and it should not be conducted by the Board for the boys' examination, but so far as practicable the two examinations may be held at the same time and in the same station.
- (3) Two Government Training schools for women for the plains and one for the hills should be started.
- (4) The provision for scholarships for girls should be substantially increased.
- (5) The curriculum for girls' schools should include more of domestic science, music and homecraft.

ALL-INDIA WOMEN CONFERENCE

152. Miss Sen reports: "All-India Women Conference, Assam Branch, helped the cause of girls' education in the Province in various ways during the quinquennium. It built a Hostel at a cost of Rs.1,000 for the college girls at Gauhati. At Shillong it held a Sewing and Knitting class for girls and women for sometime and arranged a series of lectures for the education of adult women.

A resolution was passed in one of its annual meetings, asking the Director of Public Instruction to make Domestic Science and Hygiene compulsory subjects in all girls' schools.

The Conference has given monetary help to a graduate girl of Shillong who has now joined the Lady Irwin Domestic Science College, Delhi, and hopes that when the girl returns it will be possible to start such a college in the Province."

WOMEN'S EDUCATION LEAGUE

153. In order to see that Girls' Education receives proper attention of the Government and of the public, an Assam Women's Education League was formed in May, 1940, with Lady Reid as its President.

The objects of the League are—

- (i) To invite all women in the province who are interested in education to join the League.
- (ii) To further the cause of Women's education in the Province—(a) by pressing for reforms in the Legislature, (b) by creating or promoting facilities for girls' education, and (c) by helping to create informed public opinion. Its membership is open to all women on payment of an annual subscription of annas 8.

In the first year 223 women joined the League.

The League celebrated its first Annual Conference in October, 1941, under the presidentship of Lady Reid and passed the following resolutions:—

Resolution No. 1. Inasmuch as one year's training is not sufficient to prepare Junior teachers for the standard of work required of them, be it resolved that the Education Department be urged to extend the period of their training to two years provided that the number of candidates now receiving training does not decrease.

Resolution No. 2. Inasmuch as education of girls is so rapidly becoming popular in the villages, be it resolved that the Education Department be urged to either open more Middle Schools for girls in the villages or arrange hostel and sufficient class room accommodation for them in connection with existing schools in the towns.

Resolution No. 3. That the medical inspection of girls be provided for and that to be done by Lady Doctors only as far as possible.

Resolution No. 4. That one Assistant Inspectress for Girls' schools be appointed for each valley, for the present.

Resolution No. 5. That more Physical Training Instructresses be appointed in the Province.

Resolution No. 6. That the basis of education after the Middle English standard should be broadened and extended into more vocational training for girls who do not intend to proceed to the Matriculation Examination, but who wish to continue their education perhaps for even two years after the Middle English standard so as to make them more efficient in Domestic Science subjects and other Home Training activities such as First Aid and Home-Nursing. This means that there might be two parallel courses proceeding from the Middle English standard in Classes VII and VIII, one, the usual Matriculation course, the other a more vocational course for those girls who are not proceeding to the Matric Examination and awarding them the Domestic Science and Home Craft Diploma.

Some extracts are quoted from the speeches made by Lady Reid and Mrs. Z. Rahman at the meeting of the League:—

(A) Lady Reid said:—

"If this League is to justify itself it must have a thorough comprehension of the whole subject of girls' education in the Province, it must face the difficulties and problems and it must look forward. It should, in due course, put forward constructive criticisms and not be content merely to allot blame to a Government, which, after all, is a popular Government and should be interpreting the wishes of the people".

"Let us look outwards rather than inwards, forward rather than backward. Let the dead past bury its dead for the world remains ever young. Youth must take the helm in the new world, but lest we be hurled into chaos by the unrestrained impulsiveness of undisciplined youth, let us demand for the daughters of India a balanced education, a system of self-discipline and a training in responsibility so that their children may inherit the loveliness of a well-ordered home".

(B) Mrs. Rahman, the President of the Assam Legislative Council, said:—

"The girls of to-day will be the mothers of the future generation. I am sure, it is needless for me to emphasize that an educated mother is better fitted to the task of bringing up her children and giving them the right training than her illiterate sister. Education is not obtained only in schools and colleges, but the

first few years of a child's life is as important as any of his later years. The ideas of cleanliness, obedience, politeness and all other attributes which are necessary to build up character can from the very outset be inculcated at home. A good foundation is always a necessary factor in life. If we only read the lives of the many great men or women, it will undoubtedly be found that it is to their mothers that they owe their success. Therefore, I say, with still greater confidence that money spent on the education of our girls is money well spent. An educated woman can help in the progress of a nation more than her uneducated sister".

The Director of Public Instruction welcomed the League of Women's Education, as he believed it had immense possibilities for the future of women's education in this province. We need the co-operation of our educated ladies in furthering the cause of education in Assam and would value their considered opinions and suggestions in all matters connected with the promotion of women's education. We have a Bill under consideration for the founding of a University in Assam. We have also launched a vigorous campaign for the removal of darkness of ignorance and illiteracy in the villages. Educated women of Assam are expected to come forward with their helpful advice and valuable suggestions to ensure that our girls and women may not be deprived of their due shares of facilities in this educational advancement and may take their legitimate place of honour in guiding the destiny of the nation by promoting University education and Mass Literacy Campaign. Let us hope that this Women's Education League will provide an accredited channel and authoritative organ for the education of public opinion and giving a lead in all questions relating to the welfare of women.

Assam Women's Education League was very fortunate in having for its Founder—President a Lady who has given a strong and healthy lead to all philanthropic and Educational movements in Bengal and Assam, specially those that promote the welfare and progress of women. Lady Reid earned the gratitude of all of us by associating herself with every institution and organisation that seeks to advance the education of women and aims at building up healthy, happy and peaceful homes and developing a better motherhood in India. The Women's Education League founded by her in Assam has the prospect of turning every home into a picture of heaven, of love and good-will and service and useful activities in this Province. The keen interest evinced by her in the reform of education, and specially of education in the earlier stages—which can be effected by establishing contact and sympathy and understanding between parents and teachers, between teachers and pupils and between parents and children—has led her to get two excellent books of Charlotte Mason translated into Bengali, viz., "Home Education" and "Parents and Children". I have no doubt the Women's Education League will try to popularise such publications as they serve to counteract the materialistic outlook on life and education of the modern age.

I commend the enthusiasm and thoughtfulness of Miss Sen, Inspectress of Schools, in organising the first Conference of this newly started League. Assam had a number of Mahila Samities in the past, and All-India Women's Conference has its branches in some of the district headquarters. The Indian Red Cross Society has also strong foundation in this province with Maternity and Child Welfare centres. Siva Sundary Nari Sikshashram and Ante-Natal Clinic, Silchar, has been doing good works for the last ten years. But we need in Assam such institutions like Nari Siksha Samiti of Lady Abala Bose, Sangit Sanmilani of Mrs. B. L. Choudhury, and Jitendranarayan Roy Infant and Nursery School of Mrs. Mrinmayee Ray in Calcutta, and also an institution like Lady Irwin College of Domestic Science and Home Crafts in New Delhi. The Assam Women's Education League is expected to initiate and inaugurate such healthy and beneficial movements for the promotion of all-round education of the motherhood of Assam. May this League prosper and spread the light of knowledge and love and service in all families of Assam, in the towns as well as on the country-side through such conferences.

In England, the National Federation of Women's Institutes has a branch in every village. The Women's Education League could have similar activities all over rural Assam not only for furthering the cause of education among women, but also for promoting the welfare of the society and family in all directions.

(B) EDUCATION OF THE ANGLO-INDIANS AND EUROPEANS

154. There is a Provincial Board to look after the educational interests of the Anglo-Indians and Europeans and to advise Government in all matters concerning the education of the children of these communities. The Board has also to deal with all references made to it by the Inter-Provincial Board for the Anglo-Indian and European Education, Delhi. The Board consists of the following members:—

Ex-officio :—

- (1) The Honourable Minister-in-charge of Education—President.
- (2) The Director of Public Instruction, Assam—Secretary.
- (3) The Secretary to the Government of Assam, Education Department—Member.

Members appointed by His Excellency the Governor of Assam :—

(4) Two representatives of the Managing Bodies of European and Anglo-Indian Schools in Assam to be nominated by His Excellency the Governor in consultation with the Minister for Education, after taking into consideration any recommendations put forward by such Managing Bodies.

(6) Two representatives (of whom one may be a woman) of the Anglo-Indian community, to be nominated by His Excellency the Governor in consultation with the Minister for Education, after taking into consideration any recommendations put forward by the Anglo-Indian community.

(8) Two persons actively engaged in teaching in Anglo-Indian and European educational institutions in Assam (one of whom shall be an Anglo-Indian and one a woman) to be nominated by His Excellency the Governor in consultation with the Minister of Education after taking into consideration any recommendations put forward by any recognised association of teachers.

(10) One teacher in a recognised College in Assam, to be nominated by His Excellency the Governor in consultation with the Minister of Education, after considering any recommendations put forward by the Governing Bodies of recognised Colleges.

155. There are only four institutions in Assam for the education of the Anglo-Indian and European children, one for boys and the rest for girls. The total enrolment in these institutions was 555 on 31st March, 1942 against 457 on the same date of the closing year of the last quinquennium.

The figures of Pupils and the Boarders in different institutions for the last five years as compared with the closing year of the last quinquennium are given below :—

Institutions 1	1937 2	1938 3	1939 4	1940 5	1941 6	1942 7
Pinemount School, Shillong—						
Pupils	96	94	95	101	114	95
Boarders	74	65	62	68	70	59
Loreto Convent, Shillong—						
Pupils	100	91	91	100	119	106
Boarders	58	53	50	58	64	59
St. Agnes High School, Haflong—						
Pupils	76	76	68	60	64	68
Boarders	76	60	60	59	59	68
St. Edmund's College, Shillong—						
Pupils	254	298	361	399	428	447
Boarders	140	150	177	176	226	222

These figures include the students of the College Department and B. T. class.

The total expenditure of these institutions rose from Rs.1,25,291 to Rs.3,59,724 in 1941-42 as compared with that of 1936-37. The expenditures on Anglo-Indian and European Education for the last five years as compared with the closing year of the preceding quinquennium are given below :—

Year	Expenditure from—			Total
	Provincial revenues	Fees	Other sources	
1936-37 :	Rs.	Rs.	Rs.	Rs.
Direct	52,250	45,716	27,325	1,25,291
Indirect	13,761	1,07,336	74,098	1,95,195
Total	66,011	1,53,052	1,01,423	3,20,486
1937-38 :				
Direct	44,984	52,351	8,883	1,06,218
Indirect	19,727	1,06,780	50,910	1,77,417
Total	64,711	1,59,131	59,793	2,83,635
1938-39 :				
Direct	51,744	62,408	35,025	1,49,177
Indirect	9,553	82,425	32,340	1,23,236
Total	61,297	1,44,833	85,194	2,72,413
1939-40 :				
Direct	57,637	83,046	52,854	1,93,537
Indirect	11,456	74,697	32,340	1,18,493
Total	69,093	1,58,895	85,194	3,12,030
1940-41 :				
Direct	50,566	95,190	66,897	2,12,653
Indirect	10,624	63,705	24,937	1,99,266
Total	61,190	1,58,895	91,834	3,11,919
1941-42 :				
Direct	51,946	1,41,452	53,317	2,46,715
Indirect	8,776	84,055	20,178	1,13,009
Total	60,722	2,25,507	73,495	3,59,724
Increase over 1936-37 :				
Direct	—304	+95,736	+25,992	+1,21,424
Indirect	—4,985	—23,281	—53,920	—82,186
Total	—5,289	+72,455	—27,928	+39,238

156. (a) *St. Edmund's College, Shillong.*—This institution is meant for boys. It consists of three departments—the School Department, the College Department and the B. T. Class. The School Department is specially meant for Anglo-Indian and European children although Indians are also admitted into it.

The total enrolment of the School department was 286 on 31st March, 1942. This was 17 more than the previous year and constituted a record for the St. Edmunds.

The school department prepares candidates for the Cambridge Junior and School Certificate Examinations. The results of the Cambridge Examinations for 1941-42 were satisfactory, as will appear from the following statement :—

School Certificate Examination	Presented	Passed
	22	21
	(7 Grade I, 9 Grade II and 5 Grade III)	
Junior Cambridge Examination	20	18
Air Force Apprentices	1	1
R.I.M.S. "Dufferin"	1	1
Trinity College of Music	9	9
	(4 Honours and 5 Merits)	
The Associated Board of Music	11	11
	(1 Distinction, 6 Credits, 4 Passes).	

A number of students of this institution obtained Emergency Commissions during 1942.

(b) *Pinemount School, Shillong*.—This is the only Government institution for Anglo-Indian and European girls in Assam. Indian girls are also admitted to it. The following extract from the school report is interesting:—

“This is a School, in which there is no difference of race or caste or creed and the happy relationships that exist between all the inmates is a source of great satisfaction. We have here, in embryo, what is lacking in the larger life of India and the world to-day, and one is imbued with the hope, that from schools of this type will permeate into the communities of India that leaven of understanding, friendship and good fellowship which is all that is necessary for the killing of prejudices and the solving of even the greatest problems.”

Mrs. L. G. Tunstall, B.Sc., was the Headmistress of the school for the first two years of the quinquennium, except for five months in 1937 when she was on leave and Miss M. R. Hyder, B.A., officiated for her.

Miss Hyder has been appointed as Headmistress with effect from 16th March, 1938, on which date Mrs. Tunstall went on leave preparatory to retirement.

There has been a number of changes in the staff. The members of the present staff and their qualifications are noted below:—

Teacher	Degree
1. Mrs. D. G. Stevens	B. A. Diploma of Ed., Edinburg.
2. Miss N. E. Neal	B. A. Diploma of Edin. University in English and Psychology.
3. Miss E. Perry	B. A., L. T.
4. Miss S. C. Shaw	B. A., L. T. Diploma of Women's College of Physical Education, Bengal.
5. Miss N. E. Williamson	B. A.; L. T.
6. Miss H. Powell	L. T., C. L.
7. Miss L. Holmes	High School, Madras and Senior Cambridge, Teacher's Diploma, Special Certificates in Needlework-Domestic Science, Physical Training and Drawing.

The only addition made in the buildings was the construction of the Common Room and Library. This was done as a result of an initial gift by Mrs. Campbell of Rs.300, the part of the balance of the money required was raised by organising concerts by the staff and the students, and His Excellency Sir Robert Reid also gave a grant of Rs.400 for the purpose.

English sanitation has also been installed in the school building.

It is a noticeable feature of the quinquennium that the School grounds have been extended by the addition of seven acres of land.

The year 1942 was a peak one in the number of scholars on the roll. Health and discipline of the school was quite good.

Facilities for religious and moral training exist. The school children are allowed to attend their respective places of worship and to observe religious festivals. In addition, the Christian girls receive religious instruction as part of the school curriculum.

The games and physical training are under a well-qualified Mistress.

The school lacks a gymnasium and until it enjoys the facilities of one, the full benefits of up-to-date training methods will not accrue to the girls.

There are two Girl Guide companies and a large flock of Blue-Birds in the school.

The school also takes great interest in social activities. During the period under review the staff and the students of the school organised a number of dramatic performances and collected large sums of money both for public and school funds.

The school prepares pupils for the Cambridge Junior and the School Certificate Examination. The examination results were satisfactory, as will be seen from the following table:—

Senior Cambridge	22 Presented	22 Passed.	
Junior Cambridge	32 Presented	29 Passed.	
Trinity College Music-Theory	64 Presented	61 Passed	41 Honours.
Trinity College Music-Practical	62 Presented	58 Passed	22 Honours.
Associated Board Theory	5 Presented	5 Passed.	
Associated Board Practical	9 Presented	8 Passed.	
Royal Drawing Society	166 Presented	165 Passed	140 Honours.
Needle-House Craft, London (<i>Needle-work</i>).	99 Presented	98 Passed.	

Requirements of the immediate future.—(1) A dormitory to accommodate 30 or 40 additional boarders.

(2) Staff Quarters on the extended School Grounds; the erection of these would save the Rs.900 paid out annually in rent for Norek, where five members of Staff reside.

(3) A building which will provide facilities for teaching Domestic Science. (4) A Gymnasium.

(c) *Loreto Convent, Shillong*.—The numbers on the rolls have increased steadily during the last five years and each year brought its reward of successes in every Department. Some pupils failed to pass the Cambridge Examinations each year, but these were in the minority.

Great success has been achieved in the Music, Elocution and Class Singing both in the Trinity College and Associated Board, London. All pupils during the past two years entered for these have secured Honour or Credit marks.

In 1940 forty-two pupils were presented for the different grades of the Royal Drawing Society, Kensington; all secured honours and two of the senior pupils were fortunate enough to gain a full Teacher's Diploma.

Special interest has been taken in physical culture and games.

The School Library has many additional books and the reading of the pupils is guided and directed in the right channels according to the mentality and age of the children.

In 1939 a Domestic Science Kitchen was built and equipped at a big expense to the Convent. In 1940 a new 'Search light' stove with fittings was added to this Department. Here this course begins from Std. V. and the children take a very keen interest in cooking, laundry and needlework (plain and fancy).

Owing to the war conditions the school had to evacuate to Simla.

(d) *St. Agnes' High School, Haflong*.—As usual, St. Agnes' had a very successful school year. The health of both pupils and teachers was maintained. All the Matriculation pupils presented were successful. All the music pupils passed with honours, and the pupils presented for Pitman's Commercial Examinations in shorthand and typewriting were successful. All the candidates sent up for the Diploma Needlework Examination passed with honours.

The knitting for the Red Cross, under the capable supervision of Mrs. Pringle, was resumed with ardour, and a good number of badges from the Red Cross in England was awarded to the best workers.

The Girl Guides and Blue Birds had their rallies as usual under their captain, Miss Grieve, and Mrs. Fletcher, the Commissioner, paid them a much appreciated visit.

Lady Reid honoured the school with a visit in January, and gave an excellent report.

Physical Exercises, Country Dancing, Cooking, and Singing were, as usual, included in the curriculum and were entered into with great zest by the pupils.

The financial condition was maintained satisfactorily.

(C) SANSKRIT EDUCATION

157. The Secretary, Assam Sanskrit Board, writes as follows. "The Assam Sanskrit Board, the executive body of the Assam Sanskrit Association, is the miniature of a Sanskrit University, both affiliating and examining. With the close of the year 1941-42 the Board has completed the sixteenth year of its existence. It was first constituted in March 1926 and reconstituted in the following years:—

March	...	...	1927	June	...	...	1935.
November	...	...	1930	July	...	...	1938.
February	...	...	1932	September...	...	...	1941.

It was thus reconstituted twice during the quinquennium under review.

Professor N. M. Sastri, M.A., held the administrative charge of the Board till the 30th March 1940, when he retired. Professor Narendranath Bhattacharya, M.A., who held the charge of the Board temporarily from the 1st April 1940, to the 30th June 1940, after Professor Sastri's retirement, was relieved by the present Secretary, Professor S. N. Chakravarti, M.A., who took over the charge from 1st July 1940.

As many as 12 meetings of the Board were held during the quinquennium under review.

The most important items of the proceedings of the meetings of the Board are (1) Publication of examination results, (2) Award of scholarships, stipends rewards, etc., (3) Distribution of other grants and (4) Appointment of examiners, and those of the September meetings are (1) Moderation of more than 100 sets of question papers, (2) Preparation of the budget for the following year, (3) Distribution of lump-grants, etc.

ASSAM SANSKRIT ASSOCIATION

The Assam Sanskrit Association is about to complete the sixteenth year of its existence with the close of the year 1941-42. It was first constituted in July, 1926, and reconstituted in the following years:—

July, 1930	February, 1937.
August, 1933	April, 1941.

It was thus reconstituted once during the quinquennium under review.

The Convocation or the annual sitting of the Assam Sanskrit Association is to be held once a year according to the rules of the Association itself mainly with a view to giving people interested in Sanskrit Learning a chance to assemble together to think of the ways and means, etc., for the preservation and the spread of Sanskrit Learning in the province. But it could not be held annually for want of funds during the quinquennium under review. The only one that could be held was held in January, 1942 at Nowgong. Expenditure on account of a Convocation does not ordinarily exceed Rs.1,500. Considering the importance and utility of such annual sittings, it is desirable to make annual provision of necessary funds for the purpose.

Examinations.—The following table will show the number of candidates that appeared at and passed the different examinations of the Association during the quinquennium under review:

Year	First examination		Second Examination		Title Examination	
	Appeared	Passed	Appeared	Passed	Appeared	Passed
1937-38	487	202	237	106	88	24
1938-39	453	248	232	116	103	37
1939-40	435	243	242	108	106	39
1940-41	449	242	230	123	121	53
1941-42	459	209	248	134	29	40
Total in previous quinquennium.	2,283	1,144	1,189	587	517	193
	2,100	1,148	1,157	634	399	218

Enrolment of tols.—The following table will show the number of tols and the average number of pupils per tol during the quinquennium under review.

Year	Assam Valley		Surma Valley	Average number of pupils per tol
	Number of tols		Number of tols	
1937-38	90	84	14	
1938-39	87	92	14	
1939-40	96	98	12	
1940-41	96	102	13	
1941-42	96	106	15	

Inspection.—The necessity for the inspection of the tols receiving Government grants, which are scattered all over the province, has keenly been felt since the inception of the Assam Sanskrit Association and the Board. It is not at all desirable that the institutions for which the Government have been spending a considerable amount annually, however inadequate it may be for the purpose, should go on without any inspection whatsoever. The Board is not now what it was when it was started. Its work has increased enormously since then. Very often cases of serious nature in which the students, adhyapakas and the secretaries of these tols are involved, are brought to the notice of the Board. The Board is not in a position to carry on thorough and independent enquiries into these cases for want of an Inspector of its own. Considering the kind, quantity and the responsibility of the Board's work, it should be placed in charge of a whole-time officer. It is too much for a part-time officer to do full justice to the duties and responsibilities of the Secretary of the Board as they stand now. In the circumstances it is urgently necessary to appoint a whole-time officer for the Board who may do the work of inspection of the Tols in addition to his other duties. The whole-time officer, if appointed, may be called the Superintendent of Sanskrit Studies.

Financial condition.—The annual Government Grant is the main source of income of the Board. The amounts of Government grants received during the quinquennium under review, were Rs.20,250 during the first 4 years and Rs.23,018 in 1941-42.

In consideration of the number of tols and chatuspathies in the province, the grant is hardly adequate to meet the demands, which are ever on the increase. Public support has been disappointing so far. The public bodies such as Local Boards and Municipalities did not make any direct grant to the Board during the quinquennium under review. The Honorary members: the Adhikars of Satras who could help the Board materially, if they so desired, did not come forward at all with any contribution. It is therefore satisfactory to note in this connection that the then Hon'ble Minister for Education was pleased to sanction a sum of Rs.5,000, out of which Rs.3,360 was sanctioned for 18 tols of the Assam Valley and Rs.1,632 for 20 tols of the Surma Valley.

Permanent Endowments.—During the quinquennium under review, the Board has received two endowments from the following gentlemen, for the creation of trust funds:

1. Professor L. N. Chatterjee, M.A. (now Principal, M. C. College, Sylhet)

and

2. { Srijut Pratap Chandra Goswami.
Srijut Sarat Chandra Goswami, I.S.O.

The first of the above endowments amounts to Rs.301, out of the interest of which a 'Silver Medal' is to be awarded annually to the candidate, standing first in the Title Examination in Puran.

The second one is a joint endowment made by the Goswami Brothers. It amounts to Rs.1,000, out of the interest of which a 'Gold Medal' is to be awarded annually to the candidate, standing first amongst all the successful candidates of the Title Examinations.

The Board owes a deep debt of gratitude to the donors.

Office and Office Staff.—The office of the Assam Sanskrit Board is located in one of the rooms of the hostel of the Government Sanskrit College, Sylhet. The room is too small for the purpose. It has been packed to its utmost capacity. A separate office building for the Board is an immediate need, which may be fulfilled as early as possible. The office of the Board is understaffed.

Acknowledgment.—The President, Assam Sanskrit Board, the Inspectors of Schools of both the valleys and their deputies have to be thanked for their kind help in running the Board.

Thanks are also due to Pandits Akhil Chandra Tarkatirtha and Hansanath Smrititirtha, the Adhyaksha and the Adhyapaka of the Government Sanskrit College, Sylhet, for their ungrudging help in the work of the Board.

A special mention should be made of Babu Umesh Chandra Bhattacharyya, M.A., Personal Assistant to the Secretary, Assam Sanskrit Board, but for whose valuable and able help, it would not have been so easy for a part-time officer after attending to the duties and responsibilities of his permanent job to manage the Board.

GOVERNMENT SANSKRIT COLLEGE, SYLHET

158. The following passages have been extracted from the College report:—

"With the close of the year 1941-42, the college has completed the 21st year of its existence.

Enrolment.—The college is more or less a residential Institution with a provision of 24 students. A higher enrolment in the Sanskrit College is not possible for the reasons noted below. The students who choose this line of education are ordinarily too poor to bear their own educational expenses. They have to depend entirely on the Government stipends for this, with the result that the college has ordinarily on its roll as many students as there are stipends. As the number of stipends continued the same during the quinquennium under review as it was when the college was started, the number of students on the College roll also continued almost the same. A considerable number of deserving students, however, had to be refused admission during the quinquennium under review for want of stipends.

Staff.—The College staff consisted of four members, the Adhyaksha and Adhyapak of Nyaya, the Adhyapak of Smriti, the Adhyapak of Kavya and the clerk-Librarian-teacher (teacher of English and Bengali optional classes).

Pandit Akhil Chandra Tarkatirtha, the Adhyaksha of the College and Adhyapak of Nyaya retired in July 1942. The College owes a deep debt of gratitude to him for the valuable services he has rendered for 20 years and the tradition he has built up by the depth of his scholarship and unflinching devotion to duties. His contribution as Professor of Nyaya is really of very high order.

Courses of Instruction.—Though the demand for opening classes on such other popular and useful subjects, as Vedanta Philosophy, Jyotish (Astrology and Astronomy) and for the fuller provision for the teaching of English and Bengali has been insistent, there were no changes in the courses of instruction during the quinquennium under review. As in the beginning, there was provision for teaching Adya, Madhya and Title Classes in Nyaya, both Anumankhanda, and Savdakhanda, and only Title Classes in Kavya and Smriti in the College. English and Bengali were taught as optional subjects.

College stipends.—The number of college stipends continued to be 24 during the quinquennium under review as it was when the college was started.

The retrenched rate of college stipends Rs. 7 per month, though restored to its original value, i.e., Rs. 9 per month in the case of the Assam Valley students of the College, continued to be the same i.e., Rs. 7 per month in the case of the Surma Valley students of the College.

The Government however, was pleased to increase the rate of stipends in the case of all students of the College, to Rs. 9 per month in the case of the Surma Valley students and Rs. 11 in the case of the Assam Valley students from November 1941 to February 1942—in view of the abnormal rise in the price of the food-stuff and other necessities of life due to the world war.

The two research scholarships of Rs. 20 each per month which were suspended temporarily as measure of retrenchment continued unrestored during the quinquennium under review. As a result of this, many brilliant and promising students of the College, who passed their title Examinations with great credit and distinction, could not prosecute their higher studies any further.

Examination results.—The Examination results were uniformly satisfactory, as will appear from the following table giving the number of passes :—

Examination	1937-38	1938-39	1939-40	1940-41	1941-42	Total
Nyaya 1st Examination	1	1	1	...	1	4
Nyaya 2nd Examination	2	3	1	2	2	10
Nyaya Title Examination ... ..	...	1	2	1	...	4
Smriti Title Examination	2	2	1	2	3	10
Kavya Title Examination	2	3	2	2	3	12
	7	10	7	7	9	40

Besides, some students passed the Matriculation Examination of the Calcutta University.

Library.—The library has a collection of about 4,000 books, exclusive of the Journals and Manuscripts. The appointment of a literate Duftry for the library is a crying need ; the library room has been packed to its utmost and needs immediate extension.

Hostel.—There were on an average 18 students in the hostel during the last quinquennium. The general health of the boarders was not satisfactory and this was mainly due to the scarcity of the supply of the tap water. Now that the tube-wells have been sunk in the college compound, the health of the hostel inmate is likely to improve.

Common-room and College Union.—The common room has got a very fair collection of Magazines both Sanskrit and Bengali, and Assamese.

The College union was regularly active. Fortnightly meetings were held and the students and teachers always participated in the proceedings.

Pay and prospect of the Teachers.—The following table compares the present and the proposed scale of the new entrants.

	Present scale	Proposed scale for the future entrants
		Rs.
1. Adhyaksha	Assam School Service Class I, on Rs. 150-12½-250-12½-350	200 fixed
2. Adhyapakas (Two)	Assam School Service Class III, on Rs. 75-200	60-5-150
3. Teacher-clerk-Librarian	Assam School Service Class III on Rs. 75-200	40-75

It is needless to say that the present scales of pay, Rs. 60-150, per month attached to the posts of the Adhyapakas of the College and Rs. 200 fixed to that of the Adhyaksha, are not in keeping either with dignity or the responsibility, which the above posts carry. They are also scarcely sufficient to meet the ordinary needs of life specially in these days of financial stringency.

The Adhyapakas of the College were originally given a better start in their scale of pay. Though appointed in the subordinate educational service, they were given a start from Rs.100 per month. This unmistakably shows that judged by the general standard, their position, qualifications, etc., were considered superior to those of the ordinary incumbents of class III of the service. As regards the post of English Teacher who is also the Clerk and Librarian of the College, the change proposed as a measure of retrenchment, has been more drastic. In this connection, Professor Sastri wrote : "This teacher, to be of any use, must be more qualified and efficient than an ordinary English teacher of a High School, since he has to finish a Five years' course of such schools normally within two or three years, beginning from the elementary stages". I fully agree with my predecessor in office in this matter.

In view of the circumstances stated above, the improvement of the pay and prospects of the officers deserves favourable consideration at the hands of the Authorities concerned.

Income and Expenditure.—The expenditure of the College was fully met from the provincial grant. The totals of expenditure for the last five years are given below :

1937-38	1938-39	1939-40	1940-41	1941-42
Rs. as. p.	Rs. as. p.	Rs. as. p.	Rs. as. p.	Rs. as. p.
14,659 9 0	15,106 6 0	15,173 9 0	15,282 0 0	16,061 9 9

Discipline—The discipline in the college was on the whole well-maintained, excepting only on one occasion, when the Surma Valley students absented themselves from their classes for about a week, as a protest against their failure to convince the Authorities of their difficulties owing to the non-restoration of their stipends to their original value. After this, better sense prevailed amongst them, and the Government were graciously pleased to restore their stipends to their original value for a few months which terminated on the 31st March, 1942.

Needs.—The following are the important and immediate needs of the College, which should engage the kind and immediate attention of the authorities concerned :—

1. Provision for a separate office room for the college and the extension of the library room.
2. Opening of the title classes in Vedanta.
3. Appointment of a second man for Nyaya.

The amount of work which the Adhyapak of Nyaya has to do single handed in this College is too much for one man to do. Unlike the other two Adhyapakas of the College, who are to teach only the title classes in their respective subjects, i.e., Kavya and Smriti, the Adhyapaka of Nyaya has to teach the Adya, Madhya and Title Classes in each of the two branches of Nyaya, Anumankhanda and Savdakhanda. Consequently he has to be very busy with the work of teaching practically throughout the whole day.

There are two Adhyapakas for Nyaya in the Calcutta Sanskrit College, though as far as I am aware, there is provision for the teaching of only the Title Classes in Anumankhanda and Savdakhanda of the Nyaya Philosophy and the number of students which these two Adhyapakas are to deal with there is not more than the number of students dealt with in the Government Sanskrit College, Sylhet.

Improvement of the scale of pay.—As the Adhyapakas and the Adhyaksha have to live in a town in connection with their respective duties, they have also to bear some additional expenses incidental to a town life with their insufficient pay. So far as the pay and prospects are concerned, a head Pandit in a Government High school is much better off than these Adhyapakas and even the Adhyaksha of the Government Sanskrit College. As men with very high qualifications and considerable teaching experience are ordinarily recruited for the posts of the Government Sanskrit College, their recruitment takes place ordinarily late in life with the result that they are not entitled even to the full pension after their retirement according to the existing rules of pension. They are deprived of the benefits of section 54 of the Assam Pension Manual, according to which officers belonging to the Provincial Educational Services, in which also recruitment takes place normally after 25 years of age, are permitted to add to their service qualifying for superannuation pension the actual period not exceeding five years by which their age at recruitment exceeded twenty-five years."

Acknowledgment.—The Secretary made special mention of the following officers for good work done during the quinquennium—Pandit Akhil Chandra Tarkatirtha, the Adhyaksha, Pandit Hansanath Smrititirtha, Adhyapak of Smriti, Babu Umesh Chandra Bhattacharyya, M.A., the teacher of English and Vernacular and the Clerk Librarian of the College and Pandit Rasamay Kavyatirtha, the Adhyapak of Kavya.

159. Other Institutions for promotion of Sanskrit learning are named below :—

(a) *Sreehatta Brahman Parishad.*—The Parishad continued to receive the annual Government grant of Rs.500 through the Assam Sanskrit Board for the maintenance of Tols under its management. It has been doing very useful work in the Surma Valley.

(b) *The Sanskrit Sanjibani Sabha of Nalbari.*—The Kamrup Sanskrit Sanjibani Sabha continued its useful work in the field of Sanskrit Education and Research. The Sabha has recently completed a biography of Sanskrit Scholars, unearthed many unknown manuscripts and is now busy in editing a number of such manuscripts. Without any fixed contribution from the Government or from any other source it has carried on its academical activities with great zeal and earnestness for a long time. For this Pandit Pratap Chandra Goswami, the President, deserves the greatest praise from all lovers of learning. The establishment of the Sanskrit College at Nalbari during the Quinquennium, which has made such a hopeful beginning, was entirely due to the activities of this Sabha.

The College received a grant of Rs.180 per month from the Provincial Revenues during 1941-42. An open and high plot of land was acquired and a building of its own set up purely with public donations and subscriptions.

(c) *Jorhat Sanskrit College.*—An Institution called the Sanskrit College was started in Jorhat in the year 1939-40. Its enrolment on 31st March 1942 was 27. This institution too received a small grant of Rs.15 from Provincial Revenues. This College teaches the ordinary Tol Course. Many other Tols in both the valleys prefer to be known as Sanskrit Colleges.

160. *Middle Sanskrit Schools.*—Jagannath Borooah Aryya Vidyalaya at Baligaon, Jorhat, is the only institution which was established solely to provide instructions up to the Middle English Sanskrit standard. There were 117 pupils on 31st March 1942 against 66 in the closing year of the Quinquennium. It is an aided institution and receives a monthly grant of Rs.45 from the Provincial Revenues. The School has been doing useful work by stimulating interest in the study of Sanskrit in a centre noted for Sanskrit learning and scholarship in the Upper Assam Valley and deserves encouragement.

The expenditure on this institution rose from Rs.1,445 in 1936-37 to Rs.1,847 in 1942. Expenditure of Rs.1,307 was met out of fee income and Rs.504 from the Government grant.

Besides, there are Middle Sanskrit Classes attached to five Middle Vernacular Schools in the Gauhati Subdivision and two Middle English Schools in Surma Valley. There is demand for such classes in the Assam Valley Division. But in the Surma Valley this course is not very popular with the public.

Examination Results.—The results of the Middle School Leaving Certificate and Scholarship Examination in Groups I and VI (Sanskrit) for the last six years is given below :—

Year	Number appeared	Number passed	Percentage of passes
1936-37	24	15	62.5
1937-38	15	13	86.6
1938-39	17	15	88.2
1939-40	10	6	60.0
1940-41	30	25	83.3
1941-42	43	26	60.5

(D) MUSLIM EDUCATION

161. I am indebted to the Assistant Director of Public Instruction for Muslim Education for the following report :—

General.—(1) The general progress of the Muslims in the field of education has been satisfactory during the quinquennium under report. The total number of Muslim pupils under instruction in all grades of schools on the 31st March 1942 was 187,475 as against 126,194 in the closing year of the previous quinquennium. This records an increase of 61,281 Muslim pupils which represents an increase of 33.0 per cent. In the Surma Valley a decline of 9,562 Muslim pupils is, however, recorded as compared with the figure of the last year. This decline is generally attributed to economic depression and reduction in the number of Mass Literacy Schools in which Muslims preponderate. The general increase during the quinquennium was from 4,59,878 to 6,48,595, or by 29.1 per cent.

The number of Muslim pupils in all kinds of recognised institutions for Indians increased from 1,10,072 to 158,688, or by 48,616, i.e., by 30.0 per cent. The general increase in all kinds of recognised institutions was from 423,071 to 576,811 representing an increase of 153,740 or by 26.6 per cent.

From the above figures it will be seen that there has undoubtedly been a considerable increase in the percentage of Muslim pupils in both recognised and unrecognised institutions during the quinquennium.

The following table compares the rate of progress of Muslim pupils with the general rate:—

1	Muslims		General	
	1941-42 compared with 1940-41	1941-42 compared with 1936-37	1941-42 compared with 1940-41	1941-42 compared with 1936-37
	2	3	4	5
All grades of Schols	—5·8	33·0	—1·5	29·1
Recognised Schools	—4·2	30·0	—2·0	26·5
Secondary School	—3·5	22·4	—·7	22·3
Primary Schools	—1·3	26·2	—1·01	21·4

The decrease in 1941-42 is shared by all and is generally attributed to economic depression; but compared with the figures of the previous quinquennium the rate of progress of the Muslim is higher than the general rate.

(II) The proportion of Muslims to the total number of scholars at each stage of instruction is given below:—

1	Secondary Stage		High Stage		Middle Stage	
	Boys	Girls	Boys	Girls	Boys	Girls
	2	3	4	5	6	7
1941-42	21·7	7·7	20·03	6·3	22·3	8·1
1940-41	22·5	9·8	19·2	7·2	24·4	11·5
1936-37	21·9	7·4	21·1	5·4	22·2	8·0
Increase ... ..	...	+·3	...	+·9	+·1	+·1
or Decrease... ..	—·2	...	—1·07	...	...	...

The decline is in the Secondary and High Stages.

(III) The following table compares the percentage of the Muslim scholars in recognised schools to Muslim population with the percentage of all scholars to the total population:—

Percentage of Muslim scholars to total Muslim population		Percentage of all scholars to total population		Percentage of Muslim girl scholars to Muslim female population		Percentage of all girl scholars to total female population	
1941-42	1936-37	1941-42	1936-37	1941-42	1936-37	1941-42	1936-37
1	2	3	4	5	6	7	8
4·6	3·9	5·6	4·9	...	1·2	...	2·0

The increase though maintained, is rather slow.

(IV) The following table shows the proportion of Muslim scholars to the total Muslim population also to the total number of scholars in all institutions, recognised and unrecognised:—

Year	Number of Muslim scholars in all institutions	Percentage of Muslim population to total population	Percentage of Muslim scholars to total Muslim population	Percentage of Muslim scholars to total scholars
1	2	3	4	5
1941-42	1,87,475	33·7	5·4	28·9
1936-37	1,26,194	31·9	4·5	27·4
Increase or Decrease	61,281	1·8	·9	1·5

The increase in the number of Muslim scholars in all institutions is particularly satisfactory as compared with that of the previous quinquennium (1932-37), during which an increase of only 17,289 was recorded.

(V) *Employment of Muslims*.—On the 31st March 1942, Muslims held 4,557 posts out of 17,558. This works out at 25·9 per cent. as against the same percentage in the previous year, and 22·2 per cent. in 1936-37. During the year 1941-42, 1,242 vacancies occurred and 514 or 41·3 per cent. were filled by Muslims.

In the province, out of 1,664 posts in aided and unaided High Schools only 236 or 14·2 per cent. were held by Muslims. In the schools maintained by the Local Boards also the Muslims have not obtained their due representation. Strict measures should be adopted to improve the poor representation of Muslims on the staff of aided schools.

In the Surma Valley there are 1,645 posts in private secondary schools. Of these only 531 posts were held by Muslims. In this connection the Inspector of Schools, Surma Valley and Hill Districts, observes: "The representation of Muslims is really very poor. It will take a very long time to have an adequate representation of Muslims on the staff of these schools even if some very strict measures are enforced for employment of Muslims in such institutions".

(VI) *Islamic Instruction in Public Schools.*—During the quinquennium the number of Vernacular Schools imparting Islamic instruction rose from 1,204 in 1940-41 to 1,347 in 1941-42. The number in the closing year of the previous quinquennium was 799, representing an increase of 40·0 per cent. The number has almost doubled during the quinquennium under review. This shows that the Muslim community is eager for religious instruction in Primary and Middle stages.

Maktabs.—The idea of providing religious instruction is to attract the orthodox section of the Muslim community who are averse to a system of purely secular education and send their children to so-called indigenous Maktabs or Koran schools which stand out of departmental organisation. “The chief cause of educational backwardness of the Muhammadans”, according to the Quinquennial Report of 1927-32, “was their general aversion to avail themselves of the public system of education which are mainly secular in character, in preference to an indigenous system which is essentially religious in character”. With the above idea no doubt, option has been given to the community to provide for religious instruction in ordinary primary schools. But, left to the initiative of a poor backward community and with a smattering of religious education, indifferently taught and forming no integral part of the regular course, this step has not produced the desired effect. “Instruction”, according to the last Quinquennial Report, “is generally inefficient. The reasons are not far to seek. The ordinary Muslim Vernacular teachers are not good Islamic teachers; and when they do take up this work they do it unwillingly because this is additional work for which they are not paid. The visiting Maulvis, again, it is difficult to control”.

The idea seems to have gradually prevailed, as in Bengal, that a system of secularized Maktabs on Islamic basis should be evolved and brought into line with the general system, forming a basis of supply to higher education and a source of contribution to mass literacy among the Muslim community. The quinquennial Report for 1927-32 is very emphatic on the point:—

“There is only one solution to increase literacy among the Musalmans. This is to increase the number of Maktabs. At present no money is earmarked for Maktabs”.

“For a high cause, so vitally connected with the educational advancement of the Muslim community, more money should be spent for this. Money should be ‘earmarked’ in the shape of direct grant from Government and not left to the sweet will of Local Boards.”

162. *Madrassah Education.*—An event of importance in the annals of Madrassah education in Assam during the quinquennium under review was the opening of Title Classes in the Sylhet Government Madrassah in order to satisfy the persistent demand of the orthodox section of the Muslim community for higher Islamic learning on traditional line. The Sylhet Government Madrassah has thus become a full-fledged institution on the model of the Arabic Department of the Calcutta Madrassah. The course was started in 1937 with 15 students on the roll and the first Assam Madrassah Title Examination was held in 1939. During the quinquennium the number on the roll rose from 15 to 63 showing unmistakable signs of popularity. The number of Senior Madrassas of the old type stood at 8 as against 5 in 1937. Of these 7 are in the Surma Valley and 1 in the Assam Valley.

A new public examination at the end of the Senior 4th-year Course, called the Assam Madrassah Intermediate Examination, was instituted in 1942.

The number of independent High Madrassas following the reformed Madrassah Course stood at 3, of which 1 is in the Surma Valley and 2 in the Assam Valley. Besides, High Madrassah Sections are added to the Government Madrassah, Sylhet, and the Jhingabari Madrassah in the Surma Valley and the Rangiya High School in the Assam Valley. Thus the total number of High Madrassas in the province comes up to 6 as against 3 in the concluding year of the previous quinquennium. The number has doubled, clearly indicating that the Muslim community has realised the need of secularised Madrassah education with English.

The Reformed Madrassah system is a natural extension of the Maktab system. Like that of Bengal, it is a secular system of Madrassah education parallel to the High English School line, leading to the university system and culminating in its higher aspects, in the Islamic Department of the Dacca University which teaches a modernized course of higher Islamic Studies as a prominent part of the Degree course. The Madrassah system has thus been secularised and incorporated with the University system, marking a turning-point in the history of Muslim education. For, had it been so incorporated previously, as a result of the Educational Despatch of 1854, “the whole subsequent history of the problem of the education of the Musalmans of Bengal might well have been very different,” as stated by the Calcutta University (Royal) Commission.

In our province the Reformed Madrassah system, so vitally connected with the educational advancement of the Muslim community, has not received due recognition. The Maktab system, so essential as a source of contribution to mass literacy and a base of supply for higher education, has not been developed. Consequently Middle Madrassas and High Madrassas are few and far between. For want of adequate grant the private High Madrassas find it difficult to satisfy the minimum requirements for recognition by the Dacca Board of Intermediate and Secondary Education, under which they have been placed in the absence of our own Board for the purpose. Until recently there was no Assistant Director for Muslim Education. There is only one Special Deputy Inspector in the Surma Valley to look after the special needs of the Muslim community with no special Sub-Inspector to assist him, and none in the Assam Valley.

163. *Government Madrassah, Sylhet.*—The roll strength of the Madrassah declined from 365 on the 31st March, 1937 to 348 in 1941-42, or by 4·66 per cent.

The table below compares the present roll-strength of the Madrassah with those of the year 1940-41 and of the concluding year of the previous quinquennium:—

Year	Senior Department*	Junior Department (Classes III-VI)	High Madrasah Section (Classes VII-X)	Title Classes	Total
1936-37	191	112	62	..	365
1940-41	198	83	49	64	394
1941-42	148	91	46	63	348

The decline has been shared by all the Departments. It is due to economic depression in general and to the difficulty of the boys in finding free lodge (*jaigir*) in the town owing to abnormal rise in the price of foodstuff.

The examination results of the Madrasah were satisfactory. The following table shows the results of the examinations, which cover the periods from 1936-37 to 1941-42 :—

Year	Madrasah Final Examination			High Madrasah Examination			Junior Madrasa Examination			Title Examination		
	No. appeared	No. passed	Percentage of success	No. appeared	No. passed	Percentage of success	No. appeared	No. passed	Percentage of success	No. appeared	No. passed	Percentage of success
1936-37	24	22	91.6	..	..	..	7	7	100.0	..	..	..
1937-38	26	20	76.92	10	9	90.0	6	4	66.6	..	..	..
1938-39	21	17	85.71	15	15	100.0	8	6	75.0	..	..	..
1939-40	31	27	87.09	8	8	100.0	6	5	83.33	9	3	33.3
1940-41	34	27	79.41	14	11	78.57	5	5	100.0	13	6	46.15
1941-42	25	23	92.0	6	4	66.66	8	8	100.0	20	14	70.0

The results of the High Madrasah Examination in 1938-39 and 1939-40 and those of the Junior Madrasah in 1936-37, 1940-41 and 1941-42 are noteworthy.

The total expenditure of the Madrasah increased from Rs. 37,154 in 1936-37 to Rs. 57,111, *i.e.* by 33.71 per cent. The increase was due mainly to the introduction of the Title Classes and additions to the staff.

The Principal complains of lack of additional accommodation for the Madrasah, necessitated by the expansion of the institution. Early action is called for in the matter.

164. *Middle and Middle English Madrasahs.*—The subjoined table gives the required figures :—

Kind of Institution	Middle English Madrasahs			Middle Madrasahs			Unrecognised Madrasahs		
	1941-42	1940-41	1936-37	1941-42	1940-41	1936-37	1941-42	1940-41	1936-37
	2	3	4	5	6	7	8	9	10
Government	1	1	1	..	..	..	..	..	..
Aided	105	99	58	18	19	13	..	..	..
Unaided	9	8	8	3	2	1	39	..	43
Total	115	108	67	21	21	14	39	..	43

The increase of 51 Madrasahs of the Middle grades in course of the quinquennium is very satisfactory.

Examination Results.—The following table gives the results of the Madrasah Groups of the Middle School Leaving Certificate Examination for 1941-42 compared with those of the previous year :—

Group	Year	No. presented	No. passed	Percentage of success
1	5	3	4	5
I and IV	1941-42	362	178	..
	1940-41	323	223	69.0
I and V	1941-42	70	38	54.3
	1940-41	57	34	59.6

(E) EDUCATION OF THE HILL TRIBES

165. *The table below supplies the enrolment in Primary and Secondary Schools, district by district :—*

1	Primary						Secondary					
	1936-37	1937-38	1938-39	1939-40	1940-41	1941-42	1936-37	1937-38	1938-39	1939-40	1940-41	1941-42
	2	3	4	5	6	7	8	9	10	11	12	13
Khasi and Jaintia Hills	15,714	15,842	15,749	14,719	12,871	14,460	4,256	4,618	4,850	4,954	4,941	4,448
Naga Hills	4,118	3,594	3,912	4,563	5,112	5,586	1,120	938	997	1,092	531	1,075
Lushai Hills	8,891	8,673	9,182	9,515	9,679	10,763	814	832	878	952	943	805
Garo Hills	5,820	6,408	6,640	6,998	7,560	7,199	637	690	867	1,159	915	873

INSPECTION AND SUPERVISION OF HILL DISTRICTS EDUCATION

166. Only the Khasi and the Garo Hills have got regular inspecting officers for the inspection and supervision of educational institutions there.

In the Naga Hills there are only three Inspecting Pandits in the Assam Lower School Service working under orders of the Deputy Commissioner. The District Officer is always very busy with the ordinary work of administration of the district and he has very little time to spare for other things. It is therefore necessary to have a Deputy Inspector and some Sub-Inspectors for the Naga Hills.

The inspection and supervision of educational institutions in the Lushai Hills is done by the Honorary Inspectors provided by the Mission bodies who are in control of education there. Towards the close of the quinquennium an Inspecting Pandit was appointed as a temporary measure to work under the orders of the Superintendent, Lushai Hills. Now when steps are being taken to take over the control of education by Government it is necessary to have a Deputy Inspector and some Sub-Inspectors of Schools for these Hills. Without proper inspection and supervision it is difficult to secure efficiency and progress.

The work of the Education Department is steadily increasing and with the expansion of education in the Hill areas it has become absolutely necessary to have an Inspector of Schools or an Assistant Director of Public Instruction for Hill Education and an Assistant Inspectress of Schools for the Hills. At present the District Officers are in charge of the educational matters in the Hills districts on behalf of Government and the Education Department. These officers being preoccupied with their heavy duties have very little spare time to devote to educational matters. It is therefore necessary to have a special agency exclusively for educational affairs for all the Hills districts.

EDUCATIONAL CONDITION IN DIFFERENT HILLS DISTRICTS

(1) Garo Hills

167. There was a time when there were no Government Primary Schools in these hills but for the past several years a process of absorption, of Mission Schools by Government has continued and in 1938, Mr. Small, Director of Public Instruction, asked Government to take over the remaining Mission Schools and to withdraw the entire amount of Government grant to the Mission. There were only 36 schools left at that time in charge of the Mission, for which it used to receive a grant of Rs.2,304 per annum. These proposals were accepted by Government and given effect to from 1st March 1939. The control of Primary Education in the Garo Hills thus came over to Government from the hands of the Missionaries.

There is also Government inspecting staff there to inspect and supervise the educational institutions.

The Garo Primary schools follow a separate curriculum approved by the Department and impart instruction in Garo as vernacular. The Deputy Commissioner complains that Assamese medium is forced on the Garo pupils in areas where they speak Bengali and have transactions with the Bengali people.

The Government Training School at Tura trains teachers for the Primary schools in this district.

As to secondary education, the Government Middle English School at Tura has been raised to the High School status during the period under review. It was in March 1938 that the first high school class (class VII), was started and in 1941 the school became a full-fledged High School. The medium of instruction in this school is English. There were 174 pupils in the roll on 31st March 1942, including 23 girls.

There are also as many as 10 Middle English schools including one for girls. The medium of instruction in Garo schools is ordinarily Garo, but stress is laid on English so that as the course advances instruction may be given through the medium of English.

Nineteen Primary Scholarships of Rs. 3 each are available for pupils from the Garo Hills including Garo schools in the plains. Of these 15 are reserved for Garo pupils from Garo schools, two for Garo pupils from schools teaching a plains vernacular and two for non-Garo pupils. There are also three Middle English Scholarships of Rs. 10 a month each awarded for High school education to pupils completing the Garo school course.

The Garo Middle English schools do not present candidates for the Assam Middle School Leaving Certificate Examination. The pass certificates are issued to Garo candidates on the results of the Annual Examination by the Headmasters of schools concerned. These examinations are held independently by each school according to the standard of its own and there is therefore no uniformity of standard. It is highly desirable to bring these schools under a public examination. This can be done by converting the present Middle English Scholarship Examination into a School Leaving Certificate Examination for all boys of the top class of this grade of schools, and the examination may be conducted either independently or made a part of the Assam Middle School Leaving Certificate and Scholarship Examination.

The new type of Physical drill has been introduced into all the Middle schools as well as into the Primary schools in the Garo Hills District with the exception of a very few. Camps were held in four different places for the training of teachers in Physical exercises as also in Scouting and Cubbing.

The scout troops were organised in the Tura Government High School and almost all the Middle English schools and Cubbing in many of the Primary schools. The Tura Troop is a particularly good Troop.

(2) Khasi and Jaintia Hills

168. The control of Primary Education was formerly in the hands of the Mission Bodies. The Welsh Mission, the Roman Catholic Mission and the Church of England Mission used to get grants of Rs. 20,000, Rs. 1,320 and Rs. 180 respectively per annum for maintaining Primary schools. In 1936 Government accepted in principle the change of policy regarding taking over of the control of Primary Education from the Mission Bodies, but did not agree to give effect to it immediately, partly on financial reasons and partly for the impending inauguration of the Provincial autonomy. The matter was represented to Government again in 1937 and after long correspondence Government agreed to give effect to the decision of 1936, as referred to above, and sanctioned the taking over of only those schools (64 in all) which could be maintained with the Government grant hitherto paid to the Mission, with effect from 1939-40.

The inspection and supervision of educational institutions were already in the hands of the inspecting staff of the Department.

In 1940-41 a few posts of additional teachers were sanctioned for bigger schools and in the current year 4 new schools have been taken over, besides opening a 4-teacher Primary School at Jowai and creating some posts of additional teachers with a view to finding employment for the Mission teachers thrown out on account of the opening of the Government High School at Jowai.

The Normal School at Jaiaw, Shillong, used to train teachers for the Primary schools; but for some years this school has been suspended as a measure of economy.

There is a separate curriculum approved by the Department for Khasi Primary Schools and instruction is imparted in the local vernacular.

In the matter of higher education the Khasis are rapidly marching forward. There is a number of secondary schools and Arts Colleges in these Hills—including some High and Middle English schools particularly meant for the Khasis and they are taking advantage of these institutions liberally.

The most important feature of the quinquennium is the opening of a co-educational Government High School at Jowai with both men and women teachers.

The medium of instruction in the Government and other high schools specially meant for Hill boys and girls is English, while that in other high schools is either Bengali or Assamese.

The Khasis are very enthusiastic in scouting and physical activities. There are also Red Cross groups in some schools.

There are 12 Primary scholarships of Rs. 3 per mensem each and 3 Middle English scholarships of Rs. 8 a month each available for Khasi boys.

(3) Naga Hills

169. The control of education in these hills is exercised by Government through Deputy Commissioner, and Government Primary schools are opened from time to time on the recommendation of the Deputy Commissioner.

Since 1939-40 Government have ordered that 10 Primary schools would be opened annually for a period of five years, at the end of which the position would be reviewed and necessary action taken.

There are also 3 Inspecting Pandits in Naga Hills for inspection of Primary schools.

The Mission there used to get a grant of Rs. 300 annually for venture schools and Rs. 600 for the Impur Training School. These grants have been withdrawn from the Mission, and are now given as direct grants to the schools concerned.

Five training stipends of Rs. 5 per month each are awarded annually for two years to pupils in the Mission Training School at Kohima and five stipends of Rs. 3 per mensem each are awarded annually to youths under training at the Impur Training School.

Arrangement has also been made for the training of five Naga Teachers annually in the Jorhat Normal School.

There has been a great development in the matter of secondary education in these Hills. The most important feature of the quinquennium is the opening of a Government High School at Kohima, with Fuller Technical School forming a part of it, a Government Middle English and Technical School at Mokokchung and a Government Middle Vernacular School at Dimapur.

The medium of instruction in the High School classes is English and that in Middle English classes Angami. The Mokokchung School caters for the Aos, while in the Dimapur school instruction is given in Assamese.

It is necessary to have two more Middle English Schools at the earliest opportunity—one at Wokha for the Lhotas and the other at Ghukia for the Semas.

Assamese has become the *lingua franca* of the Naga Hills. It is now taught as an optional subject in the High School with colloquial Assamese as a compulsory but non-examinational subject. The colloquial Assamese is also taught in class II of all Primary schools where the teacher is competent to teach it.

There are 3 Primary Scholarships of Rs. 3 each and 3 Middle English Scholarships of Rs. 10 each available for the Naga boys.

(4) North Cachar Hills

170. The control of education is in the hands of the Mission which gets an annual grant of Rs. 1,740 for the purpose. Prior to 1916, the Welsh Mission in these Hills received a grant of Rs. 100 a month for the school at Haflong and Rs. 15 for each of the schools at Gunjang, Relai and Arkup. In 1916, these grants were amalgamated into a lump grant of Rs. 1,740 annually and placed at the disposal of Mission for expenditure according to their discretion on education in these Hills. Apparently Government reserved no power to criticise the mission's expenditure in any way. An enquiry was made in 1938-39 with a view to ascertaining how the Government grant was being utilised since 1917 and it was found that the amount was being expended almost entirely for the maintenance of the Mission Middle English School at Haflong and in giving stipends to students of that School.

The Director of Public Instruction, Mr. Small, thereupon recommended the cancellation of the existing grant to the Mission and the giving of direct grant to the Mission Middle English School at Haflong under the ordinary grant-in-aid rules and the taking over of all village Primary schools (32 in all) after having them examined by a Departmental Officer.

With the approval of the Government, a Khasi Sub-Inspector of Schools, Mr. Homendell, was sent there to make a survey of the Primary schools by the middle of 1940. He completed his work and submitted his report in due course.

Mr. Homendell found only 29 Mission schools at work—28 under the Welsh Mission and 1 under the Anglican Mission—in addition to the two Government-aided Schools. The total enrolment in the Mission schools was 552, of which 329 were boys and 223 girls and that in the Government and Government aided schools was 100, including 16 girls. The work in the Government and the aided Schools was reported to be fairly good, while that in the Mission schools quite unsatisfactory.

It is interesting to note that the Welsh Mission which gets a grant from Government for education in these Hills does not provide any school for the Cacharies who form the bulk of the population there, but provides 3 schools for Khasis, 5 for Lushais, 2 for Nagas, 1 for Mikirs and 17 for Kukis. All these tribes are minorities and by no means the most important minorities. Most of these schools sit at night. Then again the Mission uses Lushai as the medium of instruction in most of their schools although it is not the language of the pupils. The position is a curious one and it is difficult to imagine a more unsatisfactory distribution of educational efforts.

The following extract from Mr. Homendell's report is interesting:—

"It is a small subdivision but is inhabited by many different tribes, the Cacharies, Mikirs, Nagas, Kukis, of whom the following sub-tribes are included, the Thadous, Changshans, Khotlangs, Beetes and Harangkhol and some Khasis. All these various tribes speak their own different languages with so many different dialects such as Thadou, Khotlang, Beete, Harankhol and so on among the Kukis.

There are 29 Mission Primary schools (including one Anglican) scattered all over the Hill. The standard of education in these schools is very low. Most of the teachers are men with low qualifications and none of them has any training at all. School equipment is very poor and in no school did I find any map at all. Geography is totally neglected. No Geography book was found in any of these schools and no Drawing at all. There are no copy books for handwriting and no 'Copy Slips'. They have no system at all in writing. There is practically no written work and also no sign of any homework. No curriculum has been followed though I found the Lushai curriculum in some schools only. There is practically no time-table for the schools.

The books generally used in schools are 'Zirtan Bu Thar' (Lushai Primer) and 'Zirtirh Bu Thar' (New Lushai Primer) approved by the Education Committee of the Welsh Mission, Aijal, Lushai Hills. In some Schools only a Lushai Arithmetic book "Chhiar-kwap Na" was found. Evidently the syllabus is very poor.

No sort of Examination has ever been held in the schools and promotion depends only on the Mission Visitor of Schools, who generally recommends children for promotion to the higher classes. It is interesting to note here that there is generally no class I in these Schools and children are promoted from class B to class II straightaway.

Most of the School houses look like temporary sheds and are equipped with a few bamboo benches and desks only. There are good sites to be selected for the School houses but only a few have done so. Many of the classes are held in Chapels. Teachers are employed more for the sake of religion than for education. These Schools here are more or less like the 'Pioneer Schools' of the Khasi and Jaintia Hills.

In almost all the Schools only reading has been concentrated on by all the teachers though most of the children have not been able to grasp fully the meaning of the Lushai words printed in the Readers. There is an affinity of Kuki to Lushai but even then only the grown-ups are able to understand. The Kuki children cannot understand one another properly because of the different dialects prevailing among them. A Thadou child cannot understand a Khotlang, a Hrangkhoh finds it difficult to understand Beete properly. Lushai especially is quite different to them. It seems that the only ambition of the children is to be able to read the Lushai Bible and Hymn Book. With the exception of reading almost all the subjects are almost absolutely neglected.

Among the Nagas and Mikirs, Lushai is foreign to them. Even the teachers find it difficult to understand Lushai.

The problem in the North Cachar Hills is the common language to be adopted by all the different hill tribes. What should be their *lingua franca*? A meeting was convened by Mr. C. S. Booth, the Subdivisional Officer in his office at Haflong in which the subject was the "Organisation of the Primary Schools in the North Cachar Hills". The representatives of all the tribes living in the Subdivision were present on that day. I had the privilege of making a speech and after that some discussions were carried on, in which the Resolution passed by the meeting was that Bengali should be adopted as a common language since it has been the Court language in the Subdivision for many years.

In my opinion and from what I could see in my survey of the hills, I think that all these different tribes should be given their own vernacular to be used in their schools. They should be given the chance and encouragement of developing their own language."

It is high time that Government should take over the control of education in these Hills just as they have done in the case of Khasi, Naga and the Garo Hills. From Mr. Homendell's report it appears that if only 28 of the Mission Schools are taken over by Government and distributed according to local needs it would be possible to provide Primary Education to all the children of school-going age in this Subdivision. The average cost of taking over one school is approximately Rs.234 per annum. A non-recurring grant of Rs.100 will also be necessary for furniture and equipment and the school building may be provided by the villagers.

The Welsh Mission now gets a grant of Rs. 1,740 per annum and maintains 28 village schools at a cost of Rs.3,276 and a Middle English School at Haflong. The Government grant is spent almost entirely for the Middle English School. So when Government take over the village schools it will be possible to withdraw the grant from the Mission. The Mission will have no legitimate grievance as it will be relieved of the cost of village schools and will be able to divert this amount towards their Middle English School. So the net cost to Government in taking over the village schools will not be prohibitive.

The medium of instruction in Government and aided schools is Bengali, while in most of the Mission schools Lushai is being used. The question of language has always presented a very difficult problem to solve. Various experiments in this regard were tried without success. Seeing the failure of these experiments about which I noted in detail in my Quinquennial Review for 1927-32, Mr. Small as acting Director of Public Instruction discussed the question in 1928 with the Deputy Commissioner, Cachar and the Sub-Divisional Officer, Haflong and reported to Government that they all and Mr. Cunningham, the then permanent Director of Public Instruction, were very definitely convinced that the only language that will be of use to the Hill people and that has a chance of success as a *lingua franca* in these Hills was Bengali, just as Assamese is in the Naga Hills, and recommended to Government the use of Bengali medium in the Government schools.

It will be seen from Mr. Homendell's report quoted above that the local people composed of different tribes also want that instruction in village schools should be imparted in Bengali. I am therefore inclined to leave this question to the choice of the local people with the only condition that if instruction is given in any school in the local language, Bengali should also be taught as an additional subject.

As to secondary education there is no High School in the North Cachar Hills. There are however two Middle English Schools—The Public Middle English School and the Mission Middle English School—both situated at Haflong.

The enrolment in the Public Middle English School consists of Cacharies and Bengalees and a small number of other tribes who are taught through the medium of Bengali. This school receives a small monthly grant from Government. The pupils of this school take the Middle School Leaving Certificate and Scholarship Examination conducted by the Education Department. The Managing Committee of this school is also endeavouring to develop it to a full-fledged High School which is no doubt a real necessity.

The Mission Middle English School is run by the Welsh Mission with the help of the Government grant referred to above. On a perusal of the account of the Mission it appears that a portion of the Government grant is also utilised in giving stipends to the pupils for prosecuting studies in this school. The enrolment consists mainly of the Kukis, Nagas and Miris who are taught by the Mission teachers through the medium of English. The pupils in the top class of this school do not take any public examination conducted by the Department. Due to language difficulties the boys cannot take the Departmental Middle School Leaving Certificate Examination, but they can sit for the Middle English Examination conducted by the Khasi Hills Middle English Examination Board.

A Government Scholarship of Rs.10 a month is available for the boys of the North Cachar Hills for High School education. This is awarded by the Deputy Commissioner, Cachar, on the recommendation of the Subdivisional Officer, Haflong.

(5) Lushai Hills

171. In 1905 Government decided to close Government Schools in these Hills and hand them over to the Mission bodies. Since then the educational affairs of these Hills are being managed by the Mission bodies with Government grants. Under Government orders Mr. Small, the then Director of Public Instruction, visited these Hills in the winter of 1939 with a view to finding out ways and means for the educational advancement of the Lushai people and submitted proposals to Government with the ultimate

object of taking over control of education by Government. A Conference was also held in Shillong in March 1940, in which the Director of Public Instruction, the Superintendent, Lushai Hills, the Inspector of Schools, Surma Valley and Hill Districts and the Secretary to the Governor of Assam were present, and it was agreed that if the Lushai Hills are to be administered properly it was essential that Government should eventually control education therein, but it was recognised that it would be unreasonable to attempt to impose that control at once, seeing that only a small portion of the cost of education there is provided from Government Funds and that a considerable time must elapse before our contributions can be such as to warrant our taking over control from the Missions. It was also agreed that so far as money was available the primary necessity was to spend it on the improvement and extension of the lower grades of education.

In accordance with this decision the Government grants hitherto paid to the Missions for Primary Education are now being paid direct to the Mission Primary Schools.

Government has also adopted a policy of abolishing English classes in Primary Schools of Lushai Hills.

The main reason for the stopping of teaching of English in the Primary Schools is the want of suitable English teachers for all of them. In order to compensate for the cessation of the teaching of English in the Primary schools we should start Middle English schools on an experimental basis in the interior of the hills with qualified teachers of English. The proposals for the establishment of 3 Middle Vernacular Schools for boys in the central villages in the South Lushai Hills and 9 Middle Vernacular schools for boys and girls in the North Lushai Hills were submitted in March 1939. If Government approve of these proposals, provision will have to be made for starting optional English classes in the proposed middle schools. The question of establishment of one or two Government Middle English schools may also be considered.

In the North Lushai Hills a sum of Rs. 5,270 per annum is distributed as grants-in-aid for 34 Primary schools, while in the South Lushai Hills a sum of Rs. 7,212, is spent annually for the maintenance of 61 Primary schools. The Missions in the South Lushai Hills used to get Rs 3,040 only per annum while the present cost in giving direct grant has come to Rs.7,212 per annum. There has however been no increase in the grant for schools in North Lushai Hills.

Since the close of the quinquennium arrangements have also been made for the Training of the village school teachers both for Boys' and Girls' Primary Schools in the North and the South Lushai Hills at Government cost. Another improvement made in the educational machinery of these hills was the appointment of an Inspecting Pandit for the inspection of village Primary Schools. This appointment, though made on temporary basis, is expected to be made permanent in course of time.

As to secondary education there is no High School in the Lushai Hills. There are however 5 Middle English schools including two for girls and 1 Middle Vernacular school. Of the Middle English schools one is purely Government, and two (those for girls) are aided by Government, while the rest are unaided.

There is a great demand for a High School in the Lushai Hills. The Lushai pupils have now to go out of their district for High School education. Ordinarily they join the High Schools at Silchar and Shillong. Seven Scholarships of Rs. 10 a month each are available for Lushai boys for High school education. These scholarships are ordinarily tenable at Silchar, but are also made tenable at Shillong at the request of the parents or guardians of scholars. Lushai girls are also encouraged to go for High School education by means of special scholarships. The Lushai Hills is now the only district which has no High school. It is quite natural for the Lushais to feel strongly about this when they see their neighbours in similar areas are provided with High Schools. It is desirable that at least the present Middle English schools should be allowed to open classes VII and VIII.

Early in 1939, Mr. Small, after his visit to the Lushai Hills advised Government on the necessity of opening a Technical and Agricultural High School at Theuzawl with a girls' department aided to it. He also recommended the establishment of more Middle English and Middle Vernacular Schools in different localities. The cost involved in the proposals was very high and after due consideration the project for a High school was abandoned until the lower grades of education were adequately provided for.

Proposals for the establishment of 9 Middle Schools for boys and girls in the Lushai Hills and for 3 Industrial Middle Vernacular Schools for girls in the South Lushai Hills were submitted to Government by the Director of Public Instruction in March 1939 and budget schedules were also submitted but they were not sanctioned by Government.

Another noteworthy feature of the quinquennium is the constitution of a District Education Board with a view to advising His Excellency in educational matters. The Board consists of the following members:—

Superintendent, Lushai Hills, (Major A. G. McCall, i.c.s.), and in his absence the Subdivisional Officer, Lungleh, the senior most officer present to act *Ex-Officio* Chairman,

Honorary Inspector of Schools, North (Rev. S. Davies).

Honorary Inspector of Schools, South (Rev. F. J. Raper).

Lady Superintendent of Education, North (Miss K. Huges).

Lady Superintendent of Education, South (Miss E. M. Chapman).

Two Lushais nominated by Mission, North (Pastor Chhuahkhama and Pu Pasena).

Two Lushais nominated by Mission, South (L. Mama and Hangpawla).

One Lushai nominated by Government, North (Mr. R. Bucchawna).

One Lushai nominated by Government, South.

The Board will have powers to co-opt.

Co-opted on 23rd February 1941—Rev. E. L. Mendus, B.A., Welsh Mission.

Ex-Officio Secretary—Education Clerk, Superintendent's Office, Aijal, (Kaphthianga).

It may also be noted that during the quinquennium a Lushai Dictionary (Mr. Lorrain's Lushai Dictionary) has been approved by the Calcutta University on the recommendation of the Department made at the instance of the District Education Board, as a working basis for the Lushai language.

The appointment of a Deputy Inspector of schools for these Hills is an urgent necessity.

The writer of the present Review is of opinion that education in the Lushai Hills cannot be regarded as a water-tight compartment, cut off from that in the rest of the Province and that there should be a regular inspecting staff of the Department in the Lushai Hills, just as all other Hill Districts are being looked after by the Director of Public Instruction with such local advice as Deputy Commissioners and Political Officers and the Mission Bodies as well as local promoters of education can offer. The whole of Upper Assam is now practically the North-East Frontier of India and Lushai Hills is no exception, although each Hill District (and even each plain district) has no doubt its own peculiar problems and its own characteristic national culture to preserve and develop.

We cannot have dual or plural Government in the Department with one Director for Lushai Hills, another Director for Naga Hills, and still another for other Hills or Plains Districts. What is needed is an Inspector of Schools for Hills Districts or at least an Assistant Director of Public Instruction for Hills Education.

At the same time, it must be admitted that education in the whole province (as also in the whole of India) needs re-organisation on national lines, suited to local traditions and cultural requirements of each District and regional needs with practical and vocational bias. Lushai Hills must preserve their own distinctive traits through educational development of such a type.

(6) *Mikir Hills in Nowgong and Golaghat*

172. The Control of education for these areas is in the hands of Government. Government schools are opened almost every year with Government sanction on the recommendation of the Inspector of Schools and the Deputy Commissioner concerned. The inspection and supervision of the Mikir schools are also done by the inspecting staff of the Department. The Mikir schools follow a separate curriculum approved by the Department and instruction in Mikir schools is imparted through medium of Mikir vernacular.

The total number of Government Mikir Lower Primary Schools rose during the Quinquennium from 33 to 72. Of these 25 were in Golaghat Subdivision and the rest in the Nowgong District. Besides these Primary Schools, two Government Middle English Schools, one at Tika in the Nowgong District and another at Mohongdijua in Golaghat Subdivision, were started in course of the quinquennium.

A Middle Vernacular school at Bakaliaghat in the Nowgong District has been established on aided basis. This school also needs to be provincialised.

The publication of a number of Mikir Text Books in Assamese character and introduction of a separate Primary Scholarship Examination for the Mikir Hills area are two of the most important innovations introduced during the quinquennium. The Publication of a quarterly Magazine named "Lamkido" in Assamese script is another note-worthy event in this connection.

173. The following statement shows expenditure on Education in various Hill Districts during 1941-42 exclusive of Colleges and European Schools :—

District	Charge	Expenditure from—					Total
		Government Funds	Board Funds	Municipal Funds	Fees	Mission and other sources	
1	2	3	4	5	6	7	8
Khasi and Jaintia Hills	Direct ..	Rs. 1,04,737	Rs. ..	Rs. 10,188	Rs. 57,476	Rs. 93,900	Rs. 2,66,301
	Indirect ..	35,157	..	303	..	20,272	55,726
	Total ..	1,39,888	..	10,491	57,476	1,14,172	3,22,027
Garo Hills	Direct ..	75,624	..	..	8,610	10,831	95,065
	Indirect ..	20,338	..	..	..	..	20,338
	Total ..	95,962	..	..	8,610	10,831	1,15,403
Lushai Hills	Direct ..	15,164	..	..	2,892	24,945	43,001
	Indirect ..	788	..	..	36	7,421	8,245
	Total ..	15,952	..	..	2,928	32,366	51,246
Naga Hills	Direct ..	35,950	..	..	866	4,416	41,232
	Indirect ..	2,738	..	..	39	4,300	7,077
	Total ..	38,688	..	..	905	8,716	48,309
Mikir Hills (Sibsagar and Nowgong).	Direct ..	18,759	..	..	..	24	18,783
	Indirect ..	1,022	..	..	..	..	1,022
	Total ..	19,781	..	..	..	24	19,805
North Cachar Hills	Direct ..	2,552	..	480	375	926	4,333
	Indirect ..	3,608	..	175	..	662	4,445
	Total ..	6,160	..	655	375	1,588	8,778

The Manipur State is not included in this Review, although High schools in Imphal are inspected by the Inspector of Schools, Assam Valley. There was a proposal to bring the system of Education in Manipur State under the control and supervision of the Department of Education of the Government of Assam, but this has to wait till the return of normal times. Education in Sadiya is controlled by the Political Officer there.

(F) EDUCATION OF SPECIAL CLASSES AND COMMUNITIES

174. (a) *Depressed Class*.—Children of Depressed Classes are admitted in all grades of schools without any restriction. There are also schools which are mainly attended by the pupils of this community.

Some of the Municipal Boards maintained or aided schools under their jurisdiction for the education of the sweeper's children.

The so-called Dhubri depressed class school continued with an enrolment of 60 pupils with two teachers. It was managed by the Municipality with a Government Grant of Rs. 25 a month. It has now been renamed, and is no longer called a Depressed School.

The Ram Krishna Haijan Night School at Hailakandi did useful work among the sweepers of the subdivision. It received a monthly grant of Rs. 12 from Government during the closing year of the quinquennium. There were two primary schools run by the Ram Krishna Mission and aided by the Sylhet Municipality for the children of the depressed class. These schools are also doing good works. The Haijan Primary School within the said Municipal area located in the Social Service League building and conducted by that Body is doing useful work among the sweepers.

A good number of schools among the scheduled caste people received grants from Government during the quinquennium. The encouragement thus received from the Reformed Government by the Scheduled Class people has infused a new life in the community and gone a great way towards their upliftment.

There is also a Harijan Hostel at Sylhet. The following extracts from its report for 1941-42 will give an idea of its foundation and activities:—

I. *Origin*.—The Welsh Mission at Sylhet had a hostel for Hindu scheduled caste boys for some years. But in 1936, along with schools and hospitals in their keeping, the Mission authorities decided to abolish the Hostel as well. The school session here starts from 1st March; and 1st of March, 1937, would find the former Mission hostel boys without any one to take charge of them. Luckily, Sri A. V. Thakkar, General Secretary of the All-India Harijan Sevak Sangha of Delhi, came over to Sylhet on tour in February of that year and an informal meeting of some local gentlemen interested in social service of this kind was called at the house of Srijut Brajendra Narayan Choudhury on 13th February 1937. It was decided in that meeting to start a hostel for Harijan boys from 1st March, 1937, with free lodging for all and everything free for as many as possible, in a rented house. Monthly local subscription amounting to Rs. 35 was promised then and there and the Secretary of the All-India Harijan Sevak Sangha promised a monthly aid of half the actual expenses, not exceeding Rs. 35.

II. *Management*.—The Committee, now consists of (1) Srijut Balaram Sarcar, M. L. A., (2) Prof. P. C. Sanyal, M. A., and (3) Prof. J. K. Choudhury, the last continues to be the Secretary.

The Superintendent gets nothing from the Hostel except a free room, and the Prefect, only half free board. It goes without saying that the Committee Members and the Secretary are all honorary.

The Secretary bears the primary responsibility for the admission of boys, discipline, and income and expenditure of the Hostel, the Committee's business being laying down of policy and general supervision. The Superintendent carries on the day-to-day administration with the help of the Prefect and maintains discipline. Ultimate authority lies in all those individuals and institutions that pay for the Hostel.

III. *Buildings*.—The main buildings, which covers an area of 2,500 sq. ft., is of the typical Sylhet pattern—*pucca* plinth, mud-plastered white-washed wall with brick-nogging upto a height of 3ft., iron posts, corrugated iron sheet gabled roof, bamboo ceiling etc. Besides, there is a kitchen, a *pucca* two-chambered latrine, a water tank, and a 122 ft. long drain, and just a strip of compound wall. A second drain was subsequently added in 1941.

All these buildings were completed by June 1939, and the Hostel when it reopened the same month after the summer vacation at last found a house of its own.

IV. *Boarders*.—Our Hostel opened only with 7 *ex-boarders* of the Mission Hostel, all of the *Namasudra* community, but the number soon rose to 14 and then 15, with some *Patni* and *Dhobi* boys. 12 of them had everything found for them at first, two others were added afterwards. In 1938 the number of boys was 23, representing four castes—*Namasudra*, *Patni*, *Dhobi* and *Kaivarta*, 12 of them all found. In 1939, after the Hostel had been removed to its own buildings, the number rose to 27.

Usually, no caste distinction is observed as amongst Hostel boys, and all of them take their meals together. They are given three meals a day—two full meals and one “*dal-bhat*” tiffin after school. There are two servants, and boys also help with kitchen work when necessary. Two of the boys are charged with management of meals every month, and they do the daily shopping for which accounts are kept in detail by the Superintendent.

V. *Discipline*.—It is the policy of the Hostel authorities to allow the boys to grow in an atmosphere of as much freedom and equality as is consistent with disciplined good conduct, and to save them from developing any “inferiority complex” on the one hand, and anti-caste Hindu bias on the other.”

175. (b) *Immigrants*.—The total number of Institutions returned for Immigrants during the last year of the quinquennium is 330 and the total enrolment of these schools comes to be 15,309. But there are now a large number of schools among them which are not so returned. During the period under review a good sum of money was given to Local Boards from Government funds for expansion of education in the Immigrant areas. The language problem in schools for immigrant children is receiving consideration of Government.

(c) *Plains Tribals*.—During the quinquennium grants were also received from the Provincial Fund for the education of the tribal people living in the plains and some schools amongst Garos, Haijong and Kuch were opened in different localities.

Kacharis, Ravas, Lalungs, Miris, Meches and some other tribes are classed as Tribal people in the Assam Valley Division. There are 311 institutions containing predominantly Tribal people and their total enrolment is 12,941. Here again the number is not accurate and is much more than returned.

Under orders of Government a Tribal Educational Conference was held at Shillong in 1940. It was presided over by the Hon'ble the Premier. The Hon'ble Minister of Education, Hon'ble Srijut Brahma and Hon'ble Miss Dunn were also present at the Conference, which included the representatives of the Tribal people and of the Education Department.

As a result of the recommendations of this conference increased attention was paid to the spread of education amongst the Tribal people.

The Tribal members who attended the conference selected 100 venture Local Boards Schools in Tribal Areas in the plains and wanted these to be taken over by respective Local Boards out of the Government grant for expansion of Primary Education in rural areas for 1940-41. Government accepted their request and sanctioned the taking over of these 100 schools together with another 13 tribal schools during 1940-41.

In the following year also Government sanctioned the taking over of 47 venture Local Board Schools in tribal areas by the Local Boards out of the provision for expansion of Primary Education in rural areas for that year.

The Tribal members desired that more Government Primary Schools should be opened in the Mikir Hills. As a result of this Government sanctioned the taking over of 12 Lower Primary Schools during 1940-41 and 10 schools during 1941-42 in the Mikir Tracts of Nowgong and Sibsagar districts. In addition to these some new posts of teachers were also created for the existing schools on account of rise in their enrolment.

In 1940-41 twenty-three secondary schools for tribal people were given direct grants, both recurring and non-recurring, while in 1941-42, not less than 19 tribal secondary schools were given increased or new grants out of the provision for Secondary Education.

The Conference recommended reservation of free-studentships and scholarships for the Tribal people. Since 1939 nine scholarships out of 31 special scholarships for backward classes awarded on the results of the Matriculation Examination every year have been reserved for the plains tribal. In addition to these Government sanctioned in 1940 the creation of 20 Primary, 7 Middle Vernacular and 13 Middle English Scholarships for the Plains tribals. For the Hill tribes there is already adequate reservation under the scholarship rules.

A scheme for redistribution and increase of scholarships and free studentships has also been prepared and submitted to Government in this regard after the close of the period under review.

(d) *Nepalis*.—There is a Middle School at Shillong for the education of the Nepalis. It has also Primary Classes. It receives a Government grant of Rs. 100 and a Municipal grant of Rs. 40. There were 211 boys on its rolls during the closing year of the quinquennium.

During the quinquennium a separate school for girls was provided with a small non-recurring grant from Municipality and a monthly grant of Rs. 30 from Government. The school has an enrolment of 71 girls and 4 boys.

(e) *Jains*.—The school for Jains at Fanshibazar, Gauhati was raised to the status of a Middle English School. It had an enrolment of 57 against 129 in the previous year and 68 in 1937-38. Besides there were 83 Jain boys reading in ordinary schools.

(f) *Tea Garden Schools*.—The following table shows the number and enrolment of garden schools for the year 1936-37 to 1941-42 :—

Year	Number of Schools			Total	Number of pupils
	A. Class	B. Class	C. Class		
1	2	3	4	5	6
1936-37	9	59	37	97	3,560
1937-38	10	65	40	115	3,619
1938-39	10	68	85	163	6,954
1939-40	10	71	403	484	25,000
1940-41	10	71	466	547	21,646
1941-42	10	81	464	555	19,031

It is reported that the children of tea-garden labourers are allured by the earning of a few annas as daily wages in the working season and the schools are generally very thinly attended.

(g) *Factory Schools*.—The factory Primary School at Murkongselek, Sadiya Frontier Tract continued with an enrolment of 50 boys and 3 girls. It was maintained by Government.

The Assam Saw Mills Limited maintained a Middle English School at Murkongselek with an enrolment of 26 pupils.

Digboi.—There were 3 Middle English Schools—one for boys, one for the girls and the other Hindi-Urdu School (for the education of the children of the up-country employees), besides two primary Schools for boys and one for the girls and a Gurmukhi Girls' Lower Primary School. All these schools are maintained by the Assam Oil Company at Digboi, and had to suspend their work towards the close of the quinquennium due to the situation arising out of the War.

(h) *Jail Schools*.—There were schools for prisoners in the Jails at Sylhet, Silchar, Dibrugarh, Nowgong, Tezpur and Gauhati. These schools are all under the Jail Department.

Cantonment School.—Apart from Regimental Schools no others exist.

(G) TEXT BOOK COMMITTEES AND LIBRARIES

176. *The Central Text Book Committees*.—The Central Text Book Committee was constituted in 1936 by amalgamating the Provincial, the Surma Valley and the Assam Valley Committees, with 11 officials and 10 non-official members. This Committee was reconstituted in 1939 with 8 official and 15 non-official members with the Director of Public Instruction as *Ex-officio* President.

During the period under review as many as 2,379 books were received for consideration as text books and 313 books for approval as Prize and Library books.

To prevent the overflowing of the Text Book Committee's Office with an unnecessarily large number of manuscripts and printed books which were not fit for publication as text books and not likely to be approved by Government, a system of registration fees was introduced and the authors and publishers of books submitted to the Text Book Committee for their consideration had to be charged fees at varying rates. And yet the number of books received was considerably large as noted above.

The most noteworthy feature of the quinquennium is the preparation and publication of three Departmental Readers for Class VI—one in Assamese, one in Bengali and the other in English. The Assamese Reader was edited by Mr. S. C. Goswami, I. S. O., the Bengali one by the late Dr. S. C. Gupta, M. A., Ph. D., and the English Reader was compiled by Professor J. K. Choudhury, B. A., (Oxon). The books have removed a long-felt want.

Besides the Central Text Book Committee there are two other committees for selection of text books for the Khasi and Jaintia Hills and the Garo Hills districts.

The text-books for other Hill areas are arranged by the Director of Public Instruction in consultation with the District Officers concerned.

177. *The Government Public Library, Shillong*.—The Assam Government Public Library is the only Library of its kind in the Province. During the years under report, the Library was inadequately financed and want of accommodation both for books and visitors was keenly felt. Though since 1941, better accommodation has been afforded by the shifting of the Library to a hired concrete building, it is still considered to be inadequate as there is no room for further expansion. These difficulties would have been obviated had the Library got a building of its own in a central place for the benefit of the public.

Six hundred books were added to the Library during the years under report, thus raising the total number of books and publications to 6,473 exclusive of Government printed reports. Yearly average issue of books to the members was 2,875, and the number of Assamese, Bengali and English newspapers and periodicals subscribed to annually was not less than 23 in all.

The catalogue of books requires printing afresh, as the present one in use has become almost unfit by constant handling and recurring insertions have made it clumsy.

Public Libraries.—There are public libraries and reading clubs in almost every town which cater to the needs of the reading public. The main source of income of such institutions is the contributions and subscriptions they receive from their members and subscribers.

178. *School Libraries*.—School libraries except those of the Government institutions are all very poor. There are no funds for libraries in non-Government institutions. Boards are not in funds to provide sufficient money for the improvement of libraries of schools under their management. As a result libraries of Board Middle Schools consist mainly of text-books. In some places the centre schools have small libraries, to which a small addition is made annually by the voluntary contribution of the teachers. Magazines and periodicals are also subscribed in some centres. These small libraries are profitably utilised both by the teachers and the taught.

In Government Schools, one of the members of the teaching staff remains in charge of the school library. The necessity of a whole-time Librarian in each High School was voiced in the reports from the Headmasters.

179. *Circulating Library*.—During the quinquennium Government granted money for the purchase of books and book cases for circulating libraries. Money was also received for the circulating libraries in connection with the Mass Literacy Campaign.

In Assam Valley the Circulating Library system was started in 1935-36, and it continued to maintain all-round progress. It gained in popularity among the village school teachers and the literate outsiders and drew appreciation from the general public.

The following extracts from the Assam Valley report are interesting :

"The Circulating Libraries and the various Circulating Libraries in connection with the Mass Literacy Campaign have been found to serve the further purpose of disseminating knowledge to the rural public and to enliven the reading habits of those who have attained literacy. These libraries however, require to be enriched with books of descriptions, including text books and books on religious matters".

"The Circulating Library is not only giving a lustre of light to teachers but is also helping the literates to come into touch with books and study".

The Circulating Libraries started in the Surma Valley are also doing very good work.

These libraries require liberal financial help from Government.

(H) SCOUTING AND GUIDING

180. *Scouting*.—The following figures will show how the Scout movement has been progressing in Assam.

Year	Scouts, Cubs and Rovers	Scouters	Commissioners
1941-42	17,735	1,006	74
1936-37	11,253	615	48

Srijut Sosi Chandra Borbaruah, District Scout Commissioner, Assam Valley, was sent with three other officers from Assam, to the first Deputy Camp Chief's Training Camp for India held in Calcutta, in October, 1941. He acquitted himself well in the Camp and is now the holder of the coveted distinction of Deputy Camp Chief.

During the period under review a number of training camps were held and a good number of teachers were trained.

The Second All-Assam Boy Scout's Jamboree held at Shillong in 1940, was opened by His Excellency the Governor, the Chief Scout of Assam, whose interest in the movement was a great inspiration to the Scouts.

All District Scout Commissioners report that their scouts tried their best to act up to their sacred motto and promise. When there was need, they nursed the patients in charitable dispensaries as well as in private houses, rendered First Aid in case of accidents, raised funds and rendered help in case of emergencies, put out fires, cremated or otherwise disposed of dead bodies, and rendered help in public functions, such as conferences, exhibitions, Melas and festivals, as the case might be.

All District Scout Commissioners report of their Scouts' help on the Opium Prohibition and Mass Literacy Inauguration days.

Interest in handicrafts and hobbies such as—cane-work, basket-making, gardening, painting, music, cycle repairing, album making with different collections, metal work etc., can be said to be common for the Scouts of all the Local Associations.

Arrangements for training in Ambulance and First Aid were also made by almost all the Local Associations.

The Assam Scout Association continues to receive an annual grant of Rs. 5,000 from Government.

181. *Guiding*.—There has been a decrease in the numbers of guides in the Province owing to Assam being in the war zone and to political activities. Hardly any of the Companies or Flocks are functioning normally owing to the commandeering of the school buildings by the military and to picketing by political agitators.

Guiders and Guides have helped the Burma Evacuees by feeding, nursing and clothing them. Some Guides help to entertain Indian Soldiers in their Recreation Clubs, others are learning First Aid and Home-Nursing, and many have obtained their certificates. All are knitting and sewing for the Red Cross. From Shillong five Guides and three Guiders volunteered for the Auxiliary Nursing Service, four for general service. They are now in Ceylon, Kirkes add Quetta. Two Guiders have qualified as A. R. P. Instructresses and many are engaged in A. R. P. work. Some have joined the Women's Voluntary Service and are working in Canteens.

The province deeply regrets the departure of Lady Reid, their Provincial Commissioner.

The Association continued to receive a Government grant of Rs.1,500 per annum.

The Surma Valley report mentions that the Girl guide movement has been gradually gaining in popularity, but for want of sufficient trained guiders the movement could not make sufficient headway. During the closing year of the quinquennium a training camp was held at Sylhet and 26 mistresses were trained. The

success of the camp was due to the earnest effort of Miss James, the Girl Guide Commissioner, and Miss Swer, the Girls Guide Trainer. During the quinquennium 2 more camps were held, one at Silchar and another at Umtyngar in Khasi and Jaintia Hills. There are 168 Guides and 194 Blue Birds excepting those of Shillong.

182. *Social Service*.—As examples of good turns done by Scouts, the following are quoted from Divisional Reports.

(1) The Scouts of Gauripur by their promptness and systematic action saved a thickly populated quarter of the Town from catching Fire.

On another occasion the whole market place was on fire. By their systematic work, they brought out the articles of the shop-keepers and guarded them. They successfully dealt with another big fire in the Muhammadan Bustee. But for their help the Municipal Office and the Gauripur people's Bank would have been burnt to ashes along with other houses.

Under the advice of the authority they went from house to house distributing quinine pills to stop further spread of Malaria.

The Cubs and Scouts cleared the play grounds and earned Rs.30 (Rupees thirty) only for their Group Fund.

They rendered the major and most sincere help to the Raja Bahadur of Gauripur in removing the water hyacinth from a pond.

A Scout happened to pick up a bag that contained some coins and without opening it ran to the District Scout Commissioner. The bag contained coins of the value of Rs.163-8-3 pies. The District Scout Commissioner, after proper investigation, restored the bag to the real owner. The Scout was awarded a Certificate of Merit by His Excellency, the Chief Scout of Assam.

(2) North Lakhimpur Town Area Scouts have engaged in spreading correct information about war and in checking panicky rumours.

North Lakhimpur Rural area Branch sent Rs.2-6-0 for the Scout Air Raid Victims in England, India, Delhi.

(3) The Dibrugarh Town Area Scouts prepared nearly 1000 bandages and arm slings from a fund raised by Maulavi Saifuddin Ahmed, District Scout Commissioner, Town Area.

(4) Sibsagar Rural Area Scouts collected Rs.71-11-6 pies for the war fund opened by the Subdivisional Officer.

(5) Jorhat Town Area Scouts made door to door collections every last Sunday of the month. The total collection thus made was Rs.55-0-9 pies, which was handed over to the Secretary of the District War Fund.

(6) Tezpur Town Area Scouts sold a benefit night circus tickets of the value of about Rs.200 in aid of the war fund.

183. Both the Assistant Provincial Commissioners of Assam Valley and Surma Valley have been able to give a permanent footing to the cause of Scouting in their respective divisions by raising funds from public subscriptions and erecting decent buildings for their respective Boy Scouts Headquarters, which were opened by His Excellency Sir Robert Reid at Gauhati in April, 1940, and by Mr. G. A. Small, Provincial Commissioner at Sylhet in April, 1941 respectively.

184. The need of educational reorganisation on the lines of Scouting has been recognised. The Heads of institutions as well as leaders of public opinion have acknowledged the potentialities of the Scout movement for character-building, for training in leadership and citizenship and for the promotion of inter-communal amity. The following extracts quoted from the "Statesmen" on the value of scouting and extra-curricular activities, which have been outlined in a book written by the first Indian D. P. I., Assam, and published by Calcutta University, will be gratifying to Assam Educationists:—

"The book (Training in Leadership and Citizenship for Young India) carries a message of vital importance to India and is well worth general study. The author puts forward some extremely strong arguments for linking up an improved higher education with social service and a more general culture. The case for training the future leaders of the nation in a complete all-round citizenship is unanswerable. Without that fuller training the mere democratic spread of Primary education amongst the masses is impossible. Great stress is laid on the value of Scouting as a training in social service and citizenship, and the detailed scheme put forward for educational reconstruction on a national service basis is little more than a wholesale adoption of the ideas and ideals and even the practical tests of Scouting and Rover Scouting. The scheme will strengthen the faith of those who have always believed that Scouting added to schooling give the finest possible education and will probably open the eyes of many who could previously see nothing outside the schoolroom. Physical education, training in arts, sciences and hobbies, and above all, training in observation and memory are essential to the formation of character and to the development of courage, initiative, self-reliance and power of leadership. These scouting has always stressed, and in the Punjab at any rate where there is no school without its scout troop, the value of scouting has been recognised.

The Indian system of higher education has been much criticised. The Hartog Committee pointed out that Universities should inculcate the ideal of civic duty and might take their share in the great work of rural uplift. In England no University is without its own settlement of social service. Education is a responsibility as well as a privilege and is of no use if it does not benefit others. The author has some very valuable suggestions for developing the social service side of our Universities. His League of Welfare scheme is one which should be spread in every University.

This book comes at an opportune time. Post-war reconstruction is being considered by many countries and provinces. In the Punjab a scheme has recently been put forward by some prominent youth leaders which, if adopted, will mean that every University student will undergo a 2 or 3 months' course in public service and social welfare and in every town and large village Youths' Club will be started with Scouting ideals of brotherhood and service as their basis.

It is indeed necessary that Governments should begin to take a great interest in the organisation and training of youth outside the ordinary school and University Curriculum. Germany has shown how dangerous a youth movement can be in the wrong hands and no wise Government can ignore the lesson. In India especially, youth with its enthusiasm, ready sympathy, and lack of prejudice, can wield tremendous influence. Mr. Roy shows the way in which that influence should be directed. It is hoped that his book will be widely read, and made the basis of those far-reaching changes in education, particularly extra-mural education, which are so necessary".

S. C. ROY,

Director of Public Instruction.

APPENDIX TO CHAPTER XII (C AND D)

Statement showing particulars of *Maktabs, Mulla Schools, Tols, Pathshalas, etc.*

Particulars		Classed in General Tables as "Primary Schools"	Classed in General Tables as "other Schools"	Classed in General Tables as "unrecognised institutions"	Total
1		2	3	4	5
MAKTABS					
1. Institutions	{ for boys ...	762	2	94	858
	{ for girls ...	179	...	11	190
2. Pupils	{ boys ..	35,597	93	3,964	39,654
	{ girls ...	7,467	...	1,152	8,619
3. Expenditure from Government Funds	...	Rs. 78,740	Rs. ...	Rs. ...	Rs. 78,740
4. Ditto District or Local Funds	...	50,144	84	...	50,228
5. Ditto Municipal Funds	...	5,669	40	...	5,709
6. Fees	...	300	...	...	300
7. Other sources	...	2,910	110	4,547	7,567
8. Total Expenditure	...	1,37,763	234	4,547	1,42,544
MULLA SCHOOLS					
1. Institutions	{ for boys ...	...	1	304	305
	{ for girls ...	...	...	2	2
2. Pupils	{ boys ...	...	50	11,357	11,407
	{ girls ...	...	...	4,731	4,731
3. Expenditure	...	Rs. 2,363	Rs. ...	Rs. ...	Rs. 2,363
TOLS					
1. Institutions	{ for boys ...	6	134	...	140
	{ for girls ...	...	...	...	...
2. Pupils	{ boys ...	148	1,810	...	1,958
	{ girls ...	9	4	...	13
3. Expenditure from Government Funds	...	Rs. 780	Rs. 9,251	Rs. ...	Rs. 10,031
4. Ditto District or Local Funds	...	300	2,479	...	2,779
5. Ditto Municipal Funds	...	...	2,177	...	2,177
6. Fees	...	...	...	...	...
7. Other sources	...	975	8,441	...	9,416
8. Total Expenditure	...	2,055	22,348	...	24,403
PATHSHALAS					
1. Institutions	{ for boys ...	...	1	...	1
	{ for girls ...	...	37	...	37
2. Pupils	{ boys ...	...	...	...	...
	{ girls ...	...	...	...	...
3. Expenditure from Government funds	...	Rs. ...	Rs. ...	Rs. ...	Rs. ...
4. Ditto District or Local funds	...	...	...	...	...
5. Ditto Municipal funds	...	...	160	...	160
6. Fees	...	...	...	...	...
7. Other sources	...	...	32	...	32
8. Total Expenditure	...	...	192	...	192

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS, 1941-42

				Percentage of Scholars to population			
				Recognised Institutions		All Institutions	
				1942	1941	1942	1941
Area in square miles	55,014						
Population—							
Males	5,382,795	Males	8.4	10.3	9.4	11.4	
Females	4,821,938	Females	2.6	2.9	2.9	3.4	
Total	10,204,733	Total	5.7	6.8	6.4	7.6	
Recognised Institutions	Institutions			Scholars			Stages of instruction of Scholars entered in column 4
	1942	1941	Increase or decrease	1942	1941	Increase or decrease	
	1	2	3	4	5	6	7
UNIVERSITIES							
<i>For Males</i>							
Arts Colleges	10	10	..	3,473	3,331	+142	(a) 1,091 (b) 2,096 (c) 214 (d) 72
Professional Colleges	1	1	..	70	53	+17	(a) 70
High Schools	142	131	+11	39,831	39,522	+309	(c) 34,610 (d) 5,221
Middle Schools	625	577	+48	67,172	68,113	-941	(c) 33,368 (d) 33,804
Primary Schools	7,437	7,166	+271	364,185	368,347	-4,162	(c) 327 (d) 363,811(x)
Special Schools	1,452	1,988	-536	39,943	48,751	-8,808	..
Totals	9,667	9,873	-206	514,674	528,117	-13,443	..
<i>For Females</i>							
Arts Colleges	4	4	..	200	163	+37	(a) 64 (b) 136
Professional Colleges .. ..	..	..	..	..	..	..	..
High Schools	23	23	..	6,055	6,112	-57	(c) 4,363 (d) 1,692
Middle Schools	75	66	+9	8,655	8,823	-168	(c) 2,528 (d) 6,120 (j)
Primary Schools	1,158	1,106	+52	45,113	45,085	+28	(c) 202 (d) 44,911
Special Schools	104	35	+69	2,848	867	+1,981	..
Totals	1,364	1,234	+130	62,871	61,050	+1,821	..
UNRECOGNISED INSTITUTIONS							
<i>For Males</i>	1,578	1,364	+214	66,221	62,993	+3,228	..
<i>For Females</i>	145	165	-20	5,563	6,792	-1,229	..
Totals	1,723	1,529	+194	71,784	69,785	+1,999	..
GRAND TOTALS	12,754	12,636	+118	649,329	658,952	-9,623	..

(a) In Graduate and post-graduate classes. (b) In Intermediate classes. (c) In Secondary stage. (d) In Primary stage.
(x) Excludes 47 pupils reading purely classical language. (j) Excludes 7 pupils reading purely vocational course.

GENERAL SUMMARY OF EXPENDITURE ON EDUCATION, 1941-42

	Total expenditure			Percentage of expenditure from				Cost per scholar to				Total cost per scholar
	1942	1941	Increase or decrease	Govt. funds	* Local funds	Fees	Other sources	Govt. funds	* Local funds	Fees	Other sources	
	1	2	3	4	5	6	7	8	9	10	11		12
Direction and Inspection	Rs. 5,29,185	Rs. 4,78,013	Rs. +51,172	100	..	..	..	Rs. a. p. 0 14 8	Rs. a. p. ..	Rs. a. p. ..	Rs. a. p. ..	Rs. a. p. 0 14 8
Universities .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Boards of Secondary and Intermediate Education ..	..	..	..	..	..	..	..	..	..	..	..	..
† Miscellaneous	12,14,833	10,2,6810	+1,88,023	36·12	12·29	19·41	32·18	0 12 2	0 4 2	0 6 6	0 10 9	2 1 7
Totals	17,44,018	15,048,23	+2,39,195	55·50	8·56	13·52	22·42	1 10 10	0 4 2	0 6 6	0 10 9	3 0 3
<i>Institutions for Males</i>												
Arts Colleges	6,21,010	5,73,634	+47,376	48·90	..	42·37	8·73	87 7 1	..	75 12 3	15 9 7	178 12 11
Professional Colleges	11,612	12,054	-442	23·39	..	76·61	..	38 12 10	..	127 1 4	..	165 14 2
High Schools	15,48,035	14,40,362	+1,07,673	52·40	·26	43·68	3·66	20 5 11	0 1 7	16 15 8	1 6 9	38 13 11
Middle Schools	8,37,036	7,70,783	+66,253	29·03	26·89	33·62	10·46	3 9 11	3 5 7	4 3 1	1 4 10	12 7 5
Primary Schools	15,51,699	14,85,388	+66,311	68·00	23·12	·04	8·84	2 14 4	0 15 9	0 0 1	0 6 0	4 4 2
Special Schools	3,26,722	2,75,150	+51,572	79·68	6·72	5·68	7·92	6 8 3	0 8 10	0 7 5	0 10 4	8 2 10
Totals	48,96,114	45,57,371	+3,38,743	54·66	12·45	25·51	7·38	5 3 2	1 2 11	2 6 10	0 11 3	9 8 2
<i>Institutions for Females</i>												
Arts Colleges	45,578	26,070	+19,508	41·57	..	44·37	14·06	94 12 0	..	101 1 10	32 0 5	227 14 3
Professional Colleges .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
High Schools	3,45,636	3,15,076	+30,560	48·91	1·40	39·17	10·52	27 14 8	0 12 9	22 5 9	6 0 1	57 1 3
Middle Schools	1,29,400	1,15,624	+13,776	38·56	29·27	12·12	20·05	5 12 3	4 6 1	1 13 0	2 15 11	14 15 3
Primary Schools	1,90,791	1,71,100	+19,691	61·38	33·35	..	5·27	2 9 6	1 6 7	..	0 3 7	4 3 8
Special Schools	15,736	14,206	+1,530	54·85	12·98	4·57	27·60	3 0 6	0 11 5	0 4 1	1 8 5	5 8 5
Totals	7,27,141	6,42,076	+85,065	50·00	14·91	23·26	11·43	5 12 7	1 11 7	2 11 9	1 5 2	11 9 1
Grand totals	73,67,273	67,04,270	+6,63,003	54·40	11·78	22·48	11·34	6 15 0	1 8 0	2 13 11	1 7 2	12 12 1

* Includes both District Board and Municipal Funds.

† Includes expenditure on buildings.

I.—Classification of Educational Institutions, 1941-42

	For Males						For Females					
	Government 1	District Board 2	Municipal Board 3	Aided 4	Unaided 5	Total 6	Government 7	District Board 8	Municipal Board 9	Aided 10	Unaided 11	Total 12
<i>Recognised Institutions</i>												
Universities .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Boards of Secondary and Intermediate Education. Colleges—												
Arts and Science*	3	..	..	4	1	8	..	..	..	4	..	4
Law	1	..	..	..	..	1	..	..	..	..	..	..
Medicine .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Education .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Engineering .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Agriculture .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Commerce .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Technology .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Forestry .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Veterinary Science .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Intermediate and 2nd grade Colleges.	..	..	..	2	..	2	..	..	..	..	..	..
Totals	4	..	..	6	1	11	..	..	..	4	..	4
High Schools	23	..	..	101	18	142	3	..	..	19	1	23
Middle Schools { English	7	4	2	270	75	358	4	..	6	23	6	39
{ Vernacular	16	193	10	36	12	267	..	26	6	3	1	36
Primary Schools	513	5,396	65	340	1,123	7,437	4	844	30	32	248	1,158
Totals	559	5,593	77	747	1,228	8,204	11	870	42	77	256	1,256
<i>Special Schools—</i>												
Art .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Law .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Medical .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Normal and Training	3	..	..	..	1	4	..	..	..	2	..	2
Engineering† .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial	3	4	..	5	..	12	..	..	..	6	..	6
Commercial .. ..	..	..	..	4	..	4	..	..	..	..	..	..
Agricultural .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Reformatory .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Defectives .. ..	..	..	..	1	..	1	..	..	..	..	..	..
Schools for Adults	1,223	..	2	16	34	1,275	93	..	..	1	..	94
Other Schools	2	..	..	83	71	156	..	..	..	2	..	2
Totals	1,231	4	2	109	106	1,452	93	..	..	11	..	104
Totals for Recognised Institutions	1,794	5,597	79	862	1,335	9,667	104	870	42	92	256	1,364
Unrecognised Institutions..	..	..	..	..	1,578	1,578	..	..	..	..	145	145
Grand Totals, all Institutions..	1,794	5,597	79	862	2,913	11,245	104	870	42	92	401	1,509

*Includes Oriental Colleges.

† Includes Survey Schools.

II-A.—Distribution of Scholars attending

	Government			District Board			Municipal Board		
	Scholars on roll on March 31st 1	Average daily attendance 2	No. of residents in approved hostels 3	Scholars on roll on March 31st 4	Average daily attendance 5	No. of residents in approved hostels 6	Scholars on roll on March 31st 7	Average daily attendance 8	No. of residents in approved hostels 9
Reading—									
IN RECOGNISED INSTITUTIONS									
University and Intermediate Education (a)—									
Arts and Science (b) & (c)	1,869	1,610	494	..	..	..	..	..	..
Law	70	62	15	..	..	..	..	..	..
Medicine .. .. .	..	..	..	..	..	..	..	..	..
Education .. .. .	..	..	..	..	..	..	..	..	..
Engineering .. .. .	..	..	..	..	..	..	..	..	..
Agriculture .. .. .	..	..	..	..	..	..	..	..	..
Commerce .. .. .	..	..	..	..	..	..	..	..	..
Technology .. .. .	..	..	..	..	..	..	..	..	..
Forestry .. .. .	..	..	..	..	..	..	..	..	..
Veterinary Science .. .. .	..	..	..	..	..	..	..	..	..
Totals	1,939	1,672	509	..	..	..	..	..	..
School and Special Education—									
In High Schools	10,574	9,297	925	..	..	..	..	..	..
" Middle Schools { English	731	653	173	651	557	118	309	274	..
Vernacular	2,811	2,194	251	31,503	22,359	540	1,994	1,597	..
" Primary Schools	19,291	15,338	..	280,405	193,669	..	7,613	5,853	..
Totals	33,407	27,482	1,349	312,559	216,585	658	9,916	7,724	..
In Art Schools .. .. .	..	..	..	..	..	..	..	..	..
" Law .. .. .	..	..	..	..	..	..	..	..	..
" Medical Schools .. .. .	..	..	..	..	..	..	..	..	..
" Normal and Training Schools	306	285	250	..	..	..	..	..	..
" Engineering Schools* .. .. .	..	..	..	..	..	..	..	..	..
" Technical and Industrial Schools	234	198	86	89	71	34	..	..	..
" Commercial Schools .. .. .	..	..	..	..	..	..	..	..	..
" Agricultural .. .. .	..	..	..	..	..	..	..	..	..
" Reformatory .. .. .	..	..	..	..	..	..	..	..	..
" Schools for Defectives .. .. .	..	..	..	..	..	..	..	..	..
" Schools for Adults	34,287	25,759	..	..	..	..	49	31	..
" Other Schools	404	385	11	..	..	..	..	..	..
Totals	35,235	26,627	347	89	71	34	49	31	..
Totals for Recognised Institutions	70,581	55,781	2,205	312,648	216,656	692	9,965	7,755	..
In Unrecognised Institutions .. .. .	..	..	..	..	..	..	..	..	..
Grand Totals, all Institutions for Males	70,581	55,781	2,205	312,648	216,656	692	9,965	7,755	..

II-B.—Distribution of Scholars attending

Arts and Science (d) .. .. .	..	..	..	..	..	..	..	..	..
Medicine .. .. .	..	..	..	..	..	..	..	..	..
Education .. .. .	..	..	..	..	..	..	..	..	..
Totals .. .. .	..	..	..	..	..	..	..	..	..
School and Special Education									
In High Schools	571	665	94	..	..	..	..	..	..
" Middle Schools { English	715	534	..	..	..	..	964	698	..
Vernacular .. .. .	..	..	..	2,771	2,042	..	1,125	811	..
" Primary Schools	143	66	..	31,493	22,548	..	2,390	1,838	..
Totals	1,729	1,265	94	34,264	24,590	..	4,479	3,347	..
In Medical Schools .. .. .	..	..	..	..	..	..	..	..	..
" Normal and Training Schools .. .. .	..	..	..	..	..	..	..	..	..
" Technical and Industrial Schools .. .. .	..	..	..	..	..	..	..	..	..
" Commercial Schools .. .. .	..	..	..	..	..	..	..	..	..
" Agricultural Schools .. .. .	..	..	..	..	..	..	..	..	..
" Schools for Adults	2,301	1,753	..	..	..	..	..	..	..
" Other Schools .. .. .	..	..	..	..	..	..	..	..	..
Totals	2,301	1,753	..	..	..	..	..	..	..
Totals for Recognised Institutions	4,030	3,018	94	34,264	24,590	..	4,479	3,347	..
IN UNRECOGNISED INSTITUTIONS									
Grand Totals, all institutions for Females	4,030	3,018	94	34,264	24,590	..	4,479	3,347	..
Grand Totals, all institutions—Males and Females.	74,611	58,799	2,299	346,912	241,246	692	14,444	11,102	..

(a) Scholars reading more than one of the following subjects should be entered under only one head.

(b) Includes scholars also reading Law.

(c) Includes scholars in Oriental College.

*Includes Survey Schools.

Educational Institutions for Males, 1941-42

Aided			Unaided			Grand total of scholars on rolls	Grand total of average attendance	Grand total of residents in approved hostels	Number of females, included in column 16
Scholars on roll on March 31st	Average daily attendance	No of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	No. of residents in approved hostels				
10	11	12	13	14	15	16	17	18	19
1,503	1,305	287	101	94	..	(a) 3,473	3,009	781	141
..	..	..	..	..	..	70	62	15	..
..
..
..
..
..
1,503	1,305	287	101	94	..	3,543	3,071	796	141
25,422	20,580	858	3,835	3,034	238	39,831	32,911	2,021	252
20,964	15,999	1,047	5,204	3,812	138	27,859	21,235	1,476	1,572
2,568	1,906	..	437	299	..	39,313	28,355	791	2,415
15,352	11,404	12	41,524	31,219	..	364,185	257,483	12	57,653
64,306	49,889	1,917	51,000	38,364	376	471,188	340,044	4,300	61,892
..
..
..	..	..	6	6	6	312	291	256	..
282	267	44	..	..	..	609	536	164	22
111	103	5	..	..	..	111	103	5	..
..
..
18	12	..	..	..	..	18	12	..	10
381	299	..	691	620	..	35,408	26,709	..	398
2,141	1,585	17	940	616	..	3,485	2,586	28	117
2,933	2,266	66	1,637	1,242	6	39,943	30,237	453	547
68,742	53,460	2,270	52,738	39,700	382	514,674	373,352	5,549	62,580
..	..	..	66,221	48,096	144	66,221	48,096	144	12,021
68,742	53,460	2,270	118,959	87,796	526	580,895	421,448	5,693	74,601

Educational Institutions for Females, 1941-42

									Number of male included in column 16
200	186	59	..	..	..	200	186	59	..
..
..
200	186	59	..	..	..	200	186	59	..
4,933	3,954	307	251	211	85	6,055	4,830	486	244
2,237	1,771	253	440	470	165	4,356	3,473	418	110
323	211	..	80	70	..	4,299	3,134	..	2
2,002	1,373	..	9,085	6,586	64	45,113	32,411	64	1,36
9,495	7,309	560	9,856	7,337	314	59,823	43,848	968	2,092
..
46	44	23	..	..	..	46	44	23	..
269	205	11	..	..	..	269	205	11	..
..
..
15	10	..	..	..	..	2,316	1,763	..	..
217	184	..	..	..	..	217	184	..	..
547	443	34	..	..	..	2,848	2,196	34	..
10,242	7,938	653	9,856	7,337	314	62,871	46,230	1,061	2,092
..	..	..	5,563	4,223	..	5,563	4,223	..	228
10,242	7,938	653	15,419	11,560	314	68,434	50,453	1,061	2,320
78,984	61,398	2,923	134,378	99,356	840	649,329	471,901	6,754	67,921

S. (Agency)-163 (a) Includes 286 pupils of School Department and 91 students of B. T. class of St. Edmund's College, Shillong.

III-A.—Expenditure on

Expenditure on Buildings includes Rs.18,851 spent by the Public Works Department on educational buildings.

“Miscellaneous” includes the following main items:—Scholarships, hostel charges, games, common-room charges, cash prizes, ambulance work, other examination charges, money order commissions, grants to unrecognised institutions, etc.

	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Totals
	1	2	3	4	5	6
UNIVERSITY AND INTERMEDIATE EDUCATION	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities .. .. .	..	..	..	..	..	..
BOARDS OF SECONDARY AND INTERMEDIATE EDUCATION						
Arts Colleges	2,67,966	..	..	1,27,190	..	3,95,156
Professional Colleges—						
Law	2,716	..	..	8,896	..	11,612
Medicine .. .. .	..	..	..	..	..	..
Education .. .. .	..	..	..	..	..	..
Engineering .. .. .	..	..	..	..	..	..
Agriculture .. .. .	..	..	..	..	..	..
Commerce .. .. .	..	..	..	..	..	..
Technology .. .. .	..	..	..	..	..	..
Forestry .. .. .	..	..	..	..	..	..
Veterinary Science .. .. .	..	..	..	..	..	..
Intermediate Colleges .. .. .	..	..	..	..	..	..
Totals	2,70,682	..	..	1,36,086	..	4,06,768
SCHOOL EDUCATION						
<i>General</i>						
High Schools	5,67,099	..	..	1,80,463	512	7,48,074
Middle Schools—						
English	22,360	..	..	4,558	..	26,918
Vernacular	52,246	..	..	298	146	52,690
Primary Schools	1,43,453	..	..	..	155	1,43,608
Totals	7,85,158	..	..	1,85,319	813	9,71,290
<i>Special</i>						
Arts Schools .. .. .	..	..	..	..	..	..
Law Schools .. .. .	..	..	..	..	..	..
Medical Schools .. .. .	..	..	..	..	..	..
Normal and Training Schools	59,252	6,733	..	..	..	65,985
Engineering Schools * .. .. .	..	..	..	..	..	..
Technical and Industrial Schools	73,054	..	..	212	7,195	80,461
Commercial Schools .. .. .	..	..	..	..	..	..
Agricultural Schools .. .. .	..	..	..	..	..	..
Reformatory Schools .. .. .	..	..	..	..	..	..
Schools for Defectives .. .. .	..	..	..	..	..	..
Schools for Adults	63,957	..	..	..	1,499	65,456
Other Schools	41,263	..	..	5,042	96	46,401
Totals	2,37,526	6,733	..	5,254	8,790	2,58,303
Totals (Direct)	12,93,366	6,733	..	3,26,659	9,603	16,36,361

Aided Institutions					
Government funds	Board funds	Municipal funds	Fees	Other sources	Totals
13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..
30,930	..	..	1,13,960	45,463	1,90,353
..
..
..
..
..
..
..
..
4,800	..	..	10,851	..	15,651
35,730	..	..	1,24,811	45,463	2,06,004
2,43,265	1,390	2,508	4,31,946	17,774	6,96,883
1,09,196	13,411	7,089	1,86,401	48,461	3,64,558
19,054	974	50	3,613	6,478	30,169
42,937	2,453	11,177	610	23,799	80,976
4,14,452	18,228	20,824	6,22,570	96,512	11,72,586
..
..
..
..
..
1,025	1,649	210	4,514	532	7,930
1,400	..	..	3,858	620	5,878
..
..
1,500	60	300	..	54	1,914
..	168	100	..	79	347
18,291	2,834	3,348	4,759	8,028	37,260
22,216	4,711	3,958	13,131	9,313	53,329
4,72,398	22,939	24,782	7,60,512	1,51,288	14,31,919

124(b)

Education for Males, 1941-42

			Total Indirect expenditure from					
			Government funds	Board funds	Municipal funds	Fees	Other sources	Grand Totals
			22	23	24	25	26	27
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction ..			1,22,042	..	..	..	..	1,22,042
Inspection ..			3,86,020	..	..	..	..	3,86,020
Buildings, etc. ..			84,285	28,912	2,584	39,848	1,66,326	3,21,955
Miscellaneous ..			3,17,148	91,822	8,223	1,59,989	1,83,654	7,60,836
Totals (Indirect) ..			9,09,495	1,20,734	10,807	1,99,837	3,49,980	15,90,853
Recognised unaided Institutions			Total Direct expenditure from					
Fees	Other sources	Totals	Government funds	Board funds	Municipal funds	Fees	Other sources	Grand Totals
19	20	21	22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..
11,136	8,714	19,850	2,98,896	..	..	2,52,286	54,177	6,05,359
..	..	..	2,716	..	..	8,896	..	11,612
..
..
..
..
..
..
..	..	..	4,800	..	..	10,851	..	15,651
11,136	8,714	19,850	3,06,412	..	..	2,72,033	54,177	6,32,622
63,820	39,258	1,03,078	8,11,276	1,390	2,508	6,76,229	56,632	15,48,035
52,936	29,559	82,495	1,35,388	17,451	10,553	2,58,250	77,179	4,98,821
..	3,210	3,210	1,07,600	1,86,802	10,270	23,200	10,343	3,38,215
..	1,04,453	1,04,453	10,55,188	3,05,167	53,633	610	1,37,101	15,51,699
1,16,756	1,76,480(a)	2,93,236	21,09,452(b)	5,10,810	76,964(c)	9,58,289	2,81,255(x)	39,36,770
..
..
..
..	1,308	1,308	59,252	6,733	..	..	1,308	67,293
..
..	..	..	74,568	7,121	810	4,755	8,374	95,628
..	..	..	1,400	..	..	3,858	620	5,878*
..
..	..	..	1,500	60	300	..	54	1,914
..	203	203	63,957	168	580	..	1,781	66,486
..	5,715(N)	5,862	59,647	2,834	3,348	9,948	13,746	89,523
147	7,226	7,373	2,60,324	16,916	5,038	18,561	25,883	3,26,722
1,28,039	1,92,420	3,20,459	26,76,188	5,27,726	82,002	12,48,883	3,61,315	48,96,114
Grand Totals (Direct and Indirect)			35,95,683	6,48,460	92,809	14,48,720	7,11,295	64,86,967

(a) Includes and (x) excludes the following :-

- (1) Rs. 912 from Provincial funds towards the maintenance of an unaided High School.
- (2) Rs. 841 " " " " " " " " Middle English School.
- (3) Rs. 210 " " " " " " " " Middle Vernacular School.
- (4) Municipal grant of Rs. 60 towards the maintenance of an unaided Madrasa.
- (5) Rs. 72 from Provincial Fund for the maintenance of unaided Primary Schools.
- (6) Rs. 264 from Municipal Fund " " " " " " " "
- (7) Rs. 904 from Provincial fund as maintenance grant of unaided Primary Schools.

(b) Includes (1), (2), (3), (5) and (7) above.

(c) Includes (4) and (6).

(N) Includes Rs. 93 from Provincial Fund.

III-B.—Expenditure on

Expenditure on buildings includes Rs.2,321 spent by the Public Works Department on educational buildings.

“Miscellaneous” includes the following main items:—Scholarships, hostel charges, money order commissions, gardens, books and maps, games, library, etc.

	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Totals
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION						
Arts Colleges .. .. .	..	..	..	..	..	..
Professional Colleges—						
Medicine .. .. .	..	..	..	..	..	..
Education .. .. .	..	..	..	..	..	..
Intermediate Colleges .. .. .	..	..	..	..	..	..
Totals .. .. .	..	..	..	..	..	..
SCHOOL EDUCATION						
<i>General</i>						
High Schools	76,038	..	..	23,809	6	99,853
Middle Schools—						
English	24,999	..	..	2,934	..	27,933
Vernacular .. .. .	..	..	..	..	..	..
Primary Schools	876	..	..	..	..	876
Totals	1,01,913	..	..	26,743	6	1,28,662
<i>Special</i>						
Medical Schools .. .. .	..	..	..	..	..	..
Normal and Training Schools .. .. .	..	..	..	..	..	..
Technical and Industrial Schools .. .. .	..	..	..	..	..	..
Commercial Schools .. .. .	..	..	..	..	..	..
Agricultural Schools .. .. .	..	..	..	..	..	..
Schools for Adults	2,608	..	..	..	162	2,770
Other Schools .. .. .	..	..	..	..	..	..
Totals	2,608	..	..	..	162	2,770
Totals (Direct) for Females	1,04,521	..	..	26,743	168	1,31,432
Totals (Direct) for Males	12,93,366	6,733	..	3,26,659	9,603	16,36,361
Grand Totals (Direct) for all	13,97,887	6,733	..	3,53,402	9,771	17,67,793

Aided Institutions					
Government funds	Board funds	Municipal funds	Fees	Other sources	Totals
13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
18,950	..	..	20,223	6,405	45,578
..
..
..
18,950	..	..	20,223	6,405	45,578
92,999	..	4,842	1,10,686	29,540	2,38,067
14,270	360	3,567	9,357	12,205	39,759
960	594	1,518	..	114	3,186
8,707	1,736	5,696	..	2,082	18,221
1,16,936	2,690	15,623	1,20,043	43,941	2,99,233
..
4,883	..	168	..	..	5,051
180	264	1,610	..	2,841	4,895
..
..
..
960	..	..	720	1,340	3,020
6,023	264	1,778	720	4,181	12,966
1,41,909	2,954	17,401	1,40,986	54,527	3,57,777
4,72,398	22,939	24,782	7,60,512	1,51,288	14,31,919
6,14,307	25,893	42,183	9,01,498	2,05,815	17,89,696

126(b)

Education for Females, 1941-42

			Total Indirect expenditure from					
			Government funds	Board funds	Municipal funds	Fees	Other sources	Grand Totals
			22	23	24	25	26	27
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection ..			21,123	..	..	..	..	21,123
Buildings, etc. ..			11,174	2,885	2,358	3,239	18,919	38,575
Miscellaneous ..			26,203	9,405	3,076	32,757	22,026	93,467
Totals (Indirect) ..			58,500	12,290	5,434	35,996	40,945	1,53,165
Recognised Unaided Institutions			Total Direct expenditure from					
Fees	Other sources	Totals	Government funds	Board funds	Municipal funds	Fees	Other sources	Grand Totals
19	20	21	22	23	24	25	26	27
Rs.	Rs.	Rs.						
..	..	..	18,950	..	..	20,223	6,405	45,578
..
..
..
..	..	..	18,950	..	..	20,223	6,405	45,578
892	6,824	7,716	1,69,037	..	4,842	1,35,387	36,370	3,45,636
1,329	12,539	13,868	43,296	2,302	9,129	15,177	24,744	94,648
..	718	718	6,603	20,938	5,507	510	1,194	34,752
10	5,977(a)	5,987	1,17,096	44,027	19,603	10	10,055	1,90,791
2,231	26,058	28,289	3,36,032	67,267	39,081	1,51,084	72,363	6,65,827
..
..	..	..	4,883	..	168	..	..	5,051
..	..	..	180	264	1,610	..	2,841	4,895
..
..
..	..	..	2,608	..	..	..	162	2,770
..	..	..	960	..	..	720	1,340	3,020
..	..	..	8,631	264	1,778	720	4,343	15,736
2,231	26,058	28,289	3,63,613	67,531	40,859	1,72,027	83,111	7,27,141
1,28,039	1,92,420	3,20,459	26,76,188	5,27,726	82,002	12,48,883	3,61,315	48,96,114
1,30,270	2,18,478	3,48,748	30,39,801	5,95,257	1,22,861	14,20,910	4,44,426	56,23,255
Grand Totals (Direct and Indirect) for females.			4,22,113	79,821	46,293	2,08,023	1,24,056	8,80,306
Grand Totals (Direct and Indirect) for males.			35,85,683	6,48,460	92,809	14,48,720	7,11,295	64,86,967
Grand Totals (Direct and Indirect) for all.			40,07,796	7,28,281	1,39,102	16,56,743	8,35,351	73,67,273

(a) Includes Rs.300 from Provincial funds towards the maintenance of unaided schools.

(b) Excludes

General Table IV-A.—Race or creed of Male

				Anglo-Indians and Europeans	Indian Christians	Hindus			Muslims
						Brahmins	Non-Brahmins		
							Caste Hindus	Exterior caste Hindus	
				1	2	3	4	5	6
TOTAL POPULATION									
<i>School Education Classes</i>									
Primary	..	..	..	..	7,570	3,331	40,819	11,512	39,898
					4,889	2,780	26,924	6,967	21,097
			III	20	3,512	2,903	24,778	6,098	17,181
			IV	41	2,775	3,184	21,880	4,887	14,032
			V	21	2,587	3,250	20,013	3,661	12,445
* Middle	..	..	..	22	994	2,044	9,567	1,151	4,538
			VII	23	763	1,907	8,279	939	3,686
			VIII	30	607	1,773	6,265	652	2,645
* High	..	..	..	28	282	894	2,862	316	1,183
			X	26	242	880	2,377	266	974
			XI	20	148	739	2,164	182	855
			XII	23	103	688	1,748	164	669
TOTALS				254	24,472	24,373	167,676	36,795	119,203
<i>University and Intermediate Education</i>									
Intermediate classes	..	..	1st year	1	25	197	458	48	171
			2nd year	16	33	201	580	63	175
Degree classes	..	..	1st year	1	16	104	193	16	102
			2nd year	..	12	115	237	20	97
			3rd year	..	..	..	..	..	..
Post-graduate classes	..	..	1st year	..	..	..	..	..	..
			2nd year	..	..	..	..	..	..
Research students	..	..	..	..	..	..	..	..	..
TOTALS				18	86	617	1,468	147	545
No. of scholars in recognised institutions				272	24,558	24,990	169,144	36,942	119,748
No. of scholars in unrecognised institutions				..	1,693	1,436	12,872	9,284	19,747
GRAND TOTALS				272	26,251	26,426	182,016	46,226	139,495

IV-B.—Race or Creed of Female Scholars

<i>School Education Classes</i>									
Primary	..	..	..	..	5,420	2,670	17,041	4,168	13,046
			II	..	2,908	1,964	9,892	1,985	4,985
			III	11	2,035	1,883	8,411	1,558	3,483
			IV	44	1,348	1,532	6,194	1,044	2,394
			V	30	922	1,297	4,692	595	1,519
* Middle	..	..	..	26	393	405	1,440	127	263
			VII	29	284	338	1,136	99	151
			VIII	25	254	240	898	77	121
* High	..	..	..	13	133	113	368	7	55
			X	13	79	90	305	13	32
			XI	12	47	80	231	9	20
			XII	15	48	51	164	2	16
TOTALS				218	13,871	10,663	50,772	9,684	26,085
<i>University and Intermediate Education</i>									
Intermediate classes	..	..	1st year	4	10	14	79	3	7
			2nd year	2	4	13	70	4	3
Degree classes	..	..	1st year	4	10	7	31	2	2
			2nd year	4	6	4	30	1	2
			3rd year	..	..	..	..	..	..
Post-graduate classes	..	..	1st year	..	..	..	..	..	..
			2nd year	..	..	..	..	..	..
Research students—	..	..	..	..	..	..	..	..	..
TOTALS				14	30	38	210	10	14
No. of scholars in recognised institutions				232	13,901	10,701	50,982	9,694	26,099
No. of scholars in unrecognised institutions				..	782	393	4,038	1,296	9,040
GRAND TOTALS				232	14,683	11,094	55,020	10,990	35,139

* Please draw two broad lines across the table indicating the
(a) Includes 286 pupils of School Department of St. Edmund's
(b) Excludes 7 girls

Scholars receiving General Education, 1941-42

Buddhists	Parsis	Sikhs	Others	Total	No. of pupils from rural areas	Total No. of married pupils	No. of married pupils of and above the age of 18 years
7	8	9	10	11	12	13	14
..
97	15	42	14,801	118,085	112,607	90	84
65	3	30	6,675	69,430	43,580	61	59
39	19	28	5,668	60,246	56,367	56	46
49	14	16	4,307	51,185	47,666	23	13
43	7	23	3,571	45,621	40,034	28	15
12	..	23	1,117	19,468	16,969	18	3
13	1	10	956	16,577	14,121	29	12
10	..	8	618	12,608	10,350	46	24
2	1	2	209	5,779	3,834	20	15
2	2	4	142	4,915	3,063	14	9
1	..	3	96	4,208	2,545	30	17
1	..	3	75	3,474	1,929	30	20
334	62	192	38,235	411,596 (a)	353,065	445	317
1	..	1	20	922	462	20	20
..	..	1	21	1,090	510	15	15
..	..	..	11	443	231	19	19
2	..	..	17	500	268	27	27
..
..
..
3	..	2	69	2,955	1,471	81	81
337	62	194	38,304	414,551	354,536	526	398
32	..	8	9,356	54,428	39,638	714	713
369	62	202	47,660	468,979	394,174	1,240	1,111

receiving General Education, 1941-42

							No of married pupils of and above the age of 14 years
12	..	17	4,147	46,521	42,530	2	..
20	..	18	1,516	23,288	20,068	5	..
13	..	11	1,122	18,527	16,256	14	3
11	1	8	636	13,212	11,113	24	11
4	..	2	447	9,508	7,656	29	12
..	..	1	132	2,787	1,402	37	23
2	..	12	81	2,132	1,055	31	18
..	..	1	71	1,687	801	37	25
..	..	..	6	695	123	14	9
..	..	1	10	543	72	8	7
..	..	1	10	410	44	11	11
..	..	..	10	306	25	14	14
62	1	72	8,188	119,616 (b)	1,01,145	226	133
..	..	..	3	120	24	6	6
..	..	1	3	100	10	9	7
..	..	..	..	56	9	1	1
..	..	..	..	47	13	2	2
..
..
..
..
..	..	1	6	323	56	18	16
62	1	73	8,194	119,939	1,01,201	244	149
5	2	10	1,790	17,356	15,553	4	3
67	3	83	9,984	137,295	116,754	248	152

stages where the High and Middle Departments begin.

College, Shillong and excludes 78 pupils reading purely classical language.
reading purely vocational course.

-A.—Race or Creed of Male Scholars receiving Vocational and Special Education, 1941-42

	Anglo-Indians and Europeans		Hindus			Muslims	Buddhists	Parsis	Sikhs	Others	Total	No. of pupils from rural areas	Total No. of married pupils	No. of married pupils of and above the age of 18 years
	1	2	Brahmins	Non-Brahmins										
				Caste Hindus	Exterior Caste Hindus									
<i>School Education</i>														
Art Schools
Law Schools
Medical Schools
Normal and Training Schools	22	37	150	17	75	..	..	..	11	312	312	109	109
Engineering and Surveying Schools.
Technical and Industrial Schools	..	3	64	381	36	60	..	..	..	43	587	388	2	..
Commercial Schools	1	30	53	7	18	..	..	..	2	111	54	2	2
Agricultural Schools
Reformatory Schools
Schools for Defectives	3	3	..	2	..	..	..	..	8	3	..	..
Schools for Adults	337	81	12,750	4,648	11,060	20	..	89	6,025	35,010	34,798	17,932	7,011
Other Schools	14	1,680	327	139	1,238	..	..	2	15	3,415	2,532	177	170
Totals	377	1,895	13,664	4,847	12,453	20	..	91	6,096	39,443	38,087	18,222	17,292
											(a)			
<i>University and Intermediate Education</i>														
Law	22	44	..	4	..	..	..	..	70	24	31	31
Medicine
Education	1	7	69	..	8	..	..	6	..	91	..	91	91
Engineering
Agriculture
Commerce
Technology
Forestry
Veterinary Science
Totals	1	29	113	..	12	..	..	6	..	161	24	122	122
Grand Totals	378	1,924	13,777	4,847	12,465	20	..	97	6,096	39,604	38,111	18,344	17,414

-B.—Race or Creed of Female Scholars receiving Vocational and Special Education, 1941-42

	Anglo-Indians and Europeans		Hindus			Muslims	Buddhists	Parsis	Sikhs	Others	Total	No. of pupils from rural areas	Total No. of married pupils	No. of married pupils of and above the age of 14 years
	1	2	Brahmins	Non-Brahmins										
				Caste Hindus	Exterior Caste Hindus									
<i>School Education</i>														
Medical Schools
Normal and Training Schools	..	7	2	33	3	..	..	..	..	1	46	46	7	7
Technical and Industrial Schools.	..	3	63	161	29	24	..	..	..	11	291	65	13	13
Commercial Schools
Agricultural Schools
Schools for defectives	4	1	1	4	..	..	..	..	10	3	..	..
Schools for Adults	102	30	1,015	391	314	..	..	..	862	2,714	2,572	756	588
Other Schools	96	46	122	4	64	..	..	2	334	334	18	2	2
Totals	208	145	1,332	428	406	..	..	2	874	3,395	2,704	778	610
<i>University and Intermediate Education</i>														
Medicine
Education	6	1	11	..	..	..	..	..	..	18	..	2	2
Law
Agriculture
Commerce
Technology
Totals	6	1	11	..	..	..	..	..	..	18	..	2	2
Grand Totals	6	209	1,443	428	406	..	..	2	874	3,413	2,704	780	612

(a) Includes 47 pupils reading Sanskrit in secularised Primary Schools.

VI-A.—Men Teachers, 1941-42

Class of Institutions	Trained Teachers with the following educational qualifications					Untrained Teachers				Total Trained Teachers	Total Un-trained Teachers	Grand totals of Teachers	
	A Degree	Passed Matric or School Final	Passed Middle School	Passed Primary School	Lower qualifications	Possessing a degree		Possessing no degree					
						Certificated	Un-certificated	Certificated	Uncertificated				
1	2	3	4	5	6	7	8	9	10	11	12		
<i>Primary Schools</i>													
Government	10	181	14	..	..	..	17	386	205	403	608	
Local Board and Municipal	33	2,083	103	..	..	..	773	4,744	2,219	5,517	7,736	
Aided	5	51	..	..	..	1	41	321	56	363	419	
Unaided	28	23	2	..	..	1	22	1,141	53	1,164	1,217	
Totals	76	2,338	119	..	..	2	853	6,592	2,533	7,447	9,980	
<i>Middle Schools</i>													
Government	4	19	77	..	..	3	5	16	100	24	124	
Local Board and Municipal	108	492	13	..	..	3	4	83	395	613	1,098	
Aided	4	52	171	1	..	3	77	110	861	228	1,279	
Unaided	2	10	32	1	..	3	15	15	246	45	324	
Totals	10	189	772	15	..	12	96	213	1,518	986	2,825	
<i>High Schools</i>													
Government	173	56	46	14	88	16	71	275	189	464
Local Board and Municipal
Aided	87	79	85	102	392	115	434	251	1,043	1,294
Unaided	6	8	14	14	73	11	71	28	169	197
Totals	266	143	145	130	553	142	576	554	1,401	1,955
Grand Totals	276	408	3,255	134	..	142	651	1,208	8,686	4,073	10,687	14,760

VI-B.—Women Teachers, 1941-42

Class of Institutions													
<i>Primary Schools</i>													
Government .. .. .	..	..	..	6	..	..	..	..	..	25	6	25	31
Local Board and Municipal ..	..	..	11	74	39	2	..	..	43	629	126	672	798
Aided .. .. .	..	..	8	16	4	..	..	..	..	55	28	55	83
Unaided .. .. .	..	..	..	2	..	..	..	..	1	270	2	271	273
Totals .. .. .	..	..	19	98	43	2	..	..	44	979	162	1,023	1,185
<i>Middle Schools</i>													
Government .. .. .	..	..	5	7	..	..	1	2	4	11	12	18	30
Local Board and Municipal ..	..	..	3	34	3	..	..	2	14	72	40	88	128
Aided .. .. .	..	1	14	26	1	..	1	5	7	59	42	72	114
Unaided .. .. .	..	2	3	8	..	..	..	1	2	30	13	33	46
Totals .. .. .	..	..	3	25	75	4	..	2	10	27	172	107	318
<i>High Schools</i>													
Government .. .. .	..	15	4	5	..	..	6	10	5	4	24	25	49
Local Board and Municipal ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Aided .. .. .	..	10	28	11	..	..	11	53	7	74	49	145	194
Unaided .. .. .	..	1	3	1	5	..	..	3	..	1	10	4	14
Totals .. .. .	..	26	35	17	5	..	17	66	12	79	83	174	257
Grand Totals .. .. .	..	29	79	190	52	2	19	76	83	1,230	352	1,408	1,760

VII.—Anglo-Indian and European Education, 1941-42

Total Anglo-Indian and European population. (x)	Male .. 2,525		Percentage to Anglo-Indian and European population of those at school									
	Female .. 1,146		Males .. 15.2	Females .. 21.1	Total .. 17.0							
		Total .. 3,671										
	Institutions	Scholars on roll on March 31st	Number of females in institutions for males and vice versa	*Number of non-Europeans on roll	Teachers		Direct expenditure from				Total expenditure	
					Trained	Untrained	Government funds	Local funds	Fees	Other sources		
	1	2	3	4	5	6	7	8	9	10	11	
<i>Institutions for Males</i>												
Arts Colleges ..	1	447(a)	..	213	34	..	Rs. 18,180	Rs. ..	Rs. 63,732	Rs. 30,722	Rs. 1,12,634	
Training Colleges ..	..	..	..	..	..	..	..	..	..	..	..
High Schools ..	..	..	..	..	..	..	..	..	..	..	..
Middle Schools ..	..	..	..	..	..	..	..	..	..	..	..
Primary Schools ..	..	..	..	..	..	..	..	..	..	..	..
Training Schools ..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools ..	..	..	..	..	..	..	..	..	..	..	..
Commercial Schools ..	..	..	..	..	..	..	..	..	..	..	..
Other Schools ..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	1	447	..	213	34	..	Rs. 18,180	Rs. ..	Rs. 63,732	Rs. 30,722	Rs. 1,12,634	
<i>Institutions for Females</i>												
Arts Colleges ..	..	..	..	..	..	..	..	..	..	..	..
Training Colleges ..	..	..	..	..	..	..	..	..	..	..	..
High Schools ..	3	269	27	31	29	..	Rs. 33,766	Rs. ..	Rs. 77,720	Rs. 22,595	Rs. 1,34,081	
Middle Schools ..	..	..	..	..	..	..	..	..	..	..	..
Primary Schools ..	..	..	..	..	..	..	..	..	..	..	..
Training Schools ..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools ..	..	..	..	..	..	..	..	..	..	..	..
Commercial Schools ..	..	..	..	..	..	..	..	..	..	..	..
Other Schools ..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	3	269	27	31	29	..	Rs. 33,766	Rs. ..	Rs. 77,720	Rs. 22,595	Rs. 1,34,081	
Grand Totals for Institutions	4	716	27	244	63	..	Rs. 51,946	Rs. ..	Rs. 1,41,452	Rs. 53,317	Rs. 2,46,715	
Indirect Expenditure—												
Inspection
Buildings, etc. ..							4,439	..	..	20,178	24,617
Miscellaneous ..							4,337	..	19,663	..	24,000	
Expenditure on Buildings includes Rs. 2,021 spent by the Public Works Department.												
"Miscellaneous" includes the following main items:—												
Hostel charges, Scholarships, games, Books etc. Totals (Indirect) ..							8,776	..	19,663	20,178	48,617	
Grand Totals (Direct and Indirect) ..							60,722	..	1,61,115	73,495	2,95,332	

*The term "non-Europeans" does not include Anglo-Indians and domiciled Europeans.

†Include both District Board and Municipal Funds.

(a) Includes 286 pupils of School Department and 91 students of B. T. Class of St. Edmund's College.

(a) Figures as per 1931 Census.

VIII.—Examination Results, 1941-42

Examinations	Males						Females					
	Number of Examinees			Number Passed			Number of Examinees*			Number Passed		
	Public*	Private	Total	Public*	Private	Total	Public*	Private	Total	Public*	Private	Total
1	2	3	4	5	6	7	8	9	10	11	12	
DEGREE EXAMINATIONS												
<i>Arts and Science</i>												
D. Litt.	..	..	..	..	..	..	..	..	..	..	..	..
Ph. D.	..	..	..	..	..	..	..	..	..	..	..	..
D. Sc.	..	..	..	..	..	..	..	..	..	..	..	..
M. A.	..	..	..	..	..	..	..	..	..	..	..	..
M. Sc.	..	..	..	..	..	..	..	..	..	..	..	..
B. A. (Honours)	64	..	64	30	..	30	15	..	15	8	..	8
B. Sc. (Honours)	18	..	18	6	..	6	..	..	..	..	..	..
B. A. (Pass)	374	42	416	265	26	291	26	1	27	19	1	20
B. Sc. (Pass)	31	..	31	30	..	30	3	..	3	2	..	2
<i>Law</i>												
Master of Law	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Law	27	..	27	19	..	19	..	..	..	..	..	..
<i>Medicine</i>												
M. D.	..	..	..	..	..	..	..	..	..	..	..	..
M. B. B. S.	..	..	..	..	..	..	..	..	..	..	..	..
L. M. S.	..	..	..	..	..	..	..	..	..	..	..	..
M. C. P. & S. (Bombay)	..	..	..	..	..	..	..	..	..	..	..	..
M. S. F. M. (Calcutta)	..	..	..	..	..	..	..	..	..	..	..	..
M. S.	..	..	..	..	..	..	..	..	..	..	..	..
M. Obstetrics	..	..	..	..	..	..	..	..	..	..	..	..
D. Hyg.	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg.	..	..	..	..	..	..	..	..	..	..	..	..
D. P. H.	..	..	..	..	..	..	..	..	..	..	..	..
D. O.	..	..	..	..	..	..	..	..	..	..	..	..
B. Sc. (Sanitary)	..	..	..	..	..	..	..	..	..	..	..	..
S. T. M. (Calcutta)	..	..	..	..	..	..	..	..	..	..	..	..
<i>Engineering †</i>												
Master of C. E.	..	..	..	..	..	..	..	..	..	..	..	..
Master of E. E.	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of C. E.	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of E. E.	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of M. E.	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Mining and Metallurgy	..	..	..	..	..	..	..	..	..	..	..	..
<i>Education</i>												
B. T. & L. T.	25	..	25	19	..	19	10	..	10	5	..	5
<i>Commerce</i>												
Master of Commerce	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Commerce	..	..	..	..	..	..	..	..	..	..	..	..
<i>Technology</i>												
Master of Technology	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Technology	..	..	..	..	..	..	..	..	..	..	..	..
<i>Agriculture</i>												
Master of Agriculture	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Agriculture	..	..	..	..	..	..	..	..	..	..	..	..
<i>Intermediate Examinations</i>												
Intermediate in Arts	789	23	812	565	13	578	57	36	93	49	26	75
Intermediate in Science	220	..	220	159	..	159	8	..	8	7	..	7
Licentiate of Civil Engineering	..	..	..	..	..	..	..	..	..	..	..	..
Licence, Diploma or Certificate in Teaching	..	..	..	..	..	..	..	..	..	..	..	..
Intermediate or Diploma in Commerce	..	..	..	..	..	..	..	..	..	..	..	..
Licentiate of Agriculture	..	..	..	..	..	..	..	..	..	..	..	..
Veterinary Examinations	..	..	..	..	..	..	..	..	..	..	..	..
SCHOOL EXAMINATIONS												
<i>(a) On completion of High School course</i>												
Matriculation	3,199	679	3,878	2,134	270	2,404	284	134	418	224	56	280
School Final, etc.	..	..	..	..	..	..	..	..	..	..	..	..
Anglo-Indian and European High Schools	..	..	..	..	..	..	..	..	..	..	..	..
Cambridge School Certificate	22	..	22	21	..	21	15	..	15	14	..	14
<i>(b) On completion of Middle School course</i>												
Cambridge Junior	20	..	20	18	..	18	12	..	12	11	..	11
Anglo-Indian and European Middle	..	..	..	..	..	..	..	..	..	..	..	..
Anglo-Vernacular Middle	3,237	204	3,441	1,904	86	1,990	410	39	449	256	14	270
Vernacular Middle	2,010	193	2,203	1,150	38	1,188	194	76	270	126	31	157
<i>(c) On completion of Primary course</i>												
Upper Primary	..	..	..	..	..	..	..	..	..	..	..	..
Lower Primary	24,040	10	24,050	19,018	9	19,027	3,403	23	3,426	2,808	16	2,824
<i>(d) On completion of Vocational course</i>												
For teacher's certificates—	..	..	..	..	..	..	..	..	..	..	..	..
Vernacular, Higher	67	22	89	53	4	57	14	2	16	14	1	15
Vernacular, Lower	141	2	143	98	2	100	45	2	47	43	2	45
At Art Schools	..	..	..	..	..	..	..	..	..	..	..	..
At Law Schools	..	..	..	..	..	..	..	..	..	..	..	..
At Medical Schools	..	..	..	..	..	..	..	..	..	..	..	..
At Engineering Schools †	..	..	..	..	..	..	..	..	..	..	..	..
At Technical and Industrial Schools	114	..	114	91	..	91	20	..	20	9	..	9
At Commercial Schools	140	..	140	124	..	124	3	..	3	3	..	3
At Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..
At other Schools	75,386	1,004	76,390	60,472	656	61,128	3,325	109	3,434	2,333	68	2,401

*i. e., appearing from a recognised institution.

†Including the Diploma Examination of the Thomason Civil Engineering College, Roorkee.

IX.—Statistics of educational

Types of Institutions 1	No. of Institutions and Scholars							
	Government		District Board		Private		Total	
	Institutions 2	Scholars 3	Institutions 4	Scholars 5	Institutions 6	Scholars 7	Institutions 8	Scholars 9
I. RECOGNISED INSTITUTIONS								
<i>For Males</i>								
Art Colleges .. .. .	..	..	..	..	..	..	..	..
Professional Colleges .. .. .	..	..	..	..	..	..	..	..
High Schools	1	172	..	..	81	16,782	82	16,954
Middle Schools	15	2,266	197	32,124	364	25,556	576	59,946
Primary Schools	501	18,625	5,392	279,955	1,162	42,207	7,055	340,787
Training Schools	3	306	..	..	1	6	4	312
Agricultural Schools .. .. .	..	..	..	..	..	..	..	..
Schools for Adults	1,214	34,085	..	..	49	990	1,263	35,075
Other Schools .. .. .	..	..	..	..	136	2,363	136	2,363
Total	1,734	55,454	5,589	312,079	1,793	87,904	9,116	455,437
<i>For Females</i>								
Arts Colleges .. .. .	..	..	..	..	..	..	..	..
Professional Colleges .. .. .	..	..	..	..	..	..	..	..
High Schools .. .. .	..	..	..	..	..	..	..	..
Middle Schools .. .. .	..	..	26	2,771	11	585	37	3,355
Primary Schools	3	113	842	31,357	256	9,346	1,101	40,816
Training Schools .. .. .	..	..	..	..	2	46	2	46
Agricultural Schools .. .. .	..	..	..	..	..	..	..	..
Schools for Adults	91	2,271	..	..	1	15	92	2,286
Other Schools .. .. .	..	..	..	..	2	24	2	24
Total	94	2,384	868	34,128	272	10,015	1,234	46,527
Grand Total for all Recognised Institutions.	1,828	57,838	6,457	346,207	2,065	97,919	10,350	501,964
II. UNRECOGNISED INSTITUTIONS								
For Males .. .. .	..	..	..	..	..	..	1,570	65,788
For Females .. .. .	..	..	..	..	..	..	143	5,523
Total .. .. .	..	..	..	..	..	..	1,713	71,311
Grand Total for all Institutions.	..	..	..	..	..	..	12,063	573,275

X—Scholars by Classes and Ages in Institutions for

Class	Primary*					Middle*		
	I	II	III	IV	V	VI	VII	VIII
Ages—								
Below 5	34,695	2,620	105	9	..	..	..	..
5 to 6	65,523	20,508	4,130	914	541	3	..	..
6 to 7	33,477	31,995	17,541	5,482	2,089	36	2	..
7 to 8	15,531	20,718	26,486	16,509	7,019	593	63	2
8 to 9	7,785	8,828	16,394	17,449	12,614	1,637	383	37
9 to 10	4,864	4,164	7,659	12,758	15,727	4,335	1,397	341
10 to 11	1,295	2,095	2,961	6,115	9,735	5,584	3,556	1,319
11 to 12	538	880	1,428	2,835	4,281	4,982	4,502	2,521
12 to 13	204	367	673	1,243	1,933	2,954	4,193	3,439
13 to 14	163	102	387	460	583	1,396	2,729	3,262
14 to 15	113	64	259	235	258	482	1,264	1,862
15 to 16	67	93	199	196	142	155	394	1,006
16 to 17	78	121	207	117	65	56	144	310
17 to 18	17	28	176	16	54	26	53	111
18 to 19	29	18	75	14	65	10	18	65
19 to 20	32	10	18	5	9	4	8	16
Over 20	195	107	75	40	14	2	3	4
Totals	1,64,606	92,718	78,773	64,397	55,129	22,255	18,709	14,295

*Please draw lines indicating the number of classes

(a) Includes 286 pupils of School Department of St. Edmunds Arts College and
(b) Excludes 286 pupils of High School Department and 91 students of B.T. class
25 students of the Government Sanskrit College.

institutions in rural areas, 1941-42

Expenditure on Institutions (Direct and Indirect)				No. of Teachers			
From Government funds	From District Board funds	From other sources	Total Expenditure	In Government Institutions	In District Board Institutions	In Private Institutions	Total
10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.				
..
1,44,336	4,888	3,85,316	5,34,540	8	..	895	903
1,96,909	2,17,875	3,34,866	7,49,650	81	974	1,425	2,430
10,11,920	3,71,558	1,75,065	15,58,543	609	7,328	1,297	9,234
68,225	744	9,425	78,394	17	..	2	19
64,787	168	1,946	66,901	1,214	..	49	1,263
18,092	2,051	16,982	37,125	..	..	189	189
15,04,269	5,97,284	9,23,600	30,25,153	1,929	8,302	3,857	14,088
..
..
4,344	21,759	6,643	32,746	..	89	31	120
1,05,481	47,779	18,294	1,71,554	3	921	270	1,194
4,438	..	..	4,438	..	..	5	5
2,666	..	162	2,828	91	..	1	92
455	144	326	925	..	..	2	2
1,17,384	69,682	25,425	2,12,491	94	1,010	309	1,413
16,21,653	6,66,966	9,49,025	32,37,644	2,023	9,312	4,166	15,501

Explanatory notes:—

- (1) Figures for urban areas (i.e., municipal, cantonment, notified and small town committee areas) are excluded from this table.
- (2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.
- (3) The total number of pupils from rural areas, who are under instruction, is shown in the last column of Tables IV-A and B and V-A and B.
- (4) This table includes statistics relating to training schools, whether situated in urban or in rural areas, in which the majority of the students are being trained for employment in rural areas. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained for schools in urban areas.

General Education (Quinquennial), 1941-42

High*				Totals	Inter-mediate*		Degree*			Post Graduate*		Totals	Grand Totals
IX	X	XI	XII		1st year	2nd year	1st year	2nd year	3rd year	1st year	2nd year		
..	..	..	..	37,429	..	..	..	..	..	..	..	..	37,429
..	..	..	..	91,619	..	..	..	..	..	..	..	..	91,619
..	..	..	..	90,622	..	..	..	..	..	..	..	..	90,622
..	..	..	..	86,921	..	..	..	..	..	..	..	..	86,921
..	..	..	..	65,127	..	..	..	..	..	..	..	..	65,127
18	..	..	..	51,263	..	..	..	..	..	..	..	..	51,263
198	18	..	..	32,876	..	..	..	..	..	..	..	..	32,876
644	139	5	..	22,755	..	..	..	..	..	..	..	..	22,755
1,338	645	107	4	17,100	..	..	..	..	..	..	..	..	17,100
1,636	1,273	752	79	12,822	2	..	..	..	..	..	..	2	12,824
1,462	1,538	1,254	576	9,367	27	..	..	..	..	..	..	27	9,394
728	1,055	1,192	1,115	6,342	179	93	..	..	..	..	..	272	6,614
337	535	752	929	3,651	297	171	44	..	..	..	..	512	4,163
101	169	413	600	1,764	225	299	44	39	..	..	..	607	2,371
10	67	105	292	768	156	321	119	69	..	..	..	665	1,433
2	17	32	148	301	84	167	87	120	..	..	..	458	759
..	2	6	37	485	70	137	199	304	..	..	..	710	1,195
6,474	5,458	4,618	3,780	5,31,212(a)	1,040	1,188	493	532	..	..	..	3,253(b)	5,34,465

or years comprising the different stages of instruction.

excludes 78 pupils reading purely classical language and 7 pupils attending purely vocational courses.

of St. Edmund's Arts College and 18 students of Training class attached to St. Mary's College. Also excludes

APPENDIX A

Exclusive of Arts and Law Colleges and European Schools, 1941-42

District	Area in square miles	Number of all classes of recognised schools	Number of square miles per school in each district	Population			Number of population to one school in each district	Pupils at school			Percentage of pupils to population		
				Males	Females	Total		Males	Females	Total	Males	Females	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Cachar	3,862	842	4.58	3,37,701	3,03,480	6,41,181	761.49	32,277	8,362	40,639	9.55	2.7	6.3
Sylhet	5,478	3,448	1.58	16,24,816	14,91,786	31,16,602	903.88	1,32,949	40,648	1,73,597	8.18	2.7	5.5
Khasi and Jaintia Hills (British Territories).	6,145	510	12.04	60,718	57,947	1,18,665	232.7	10,456	8,452	18,908	17.2	14.5	15.9
Naga Hills	4,293	124	34.6	93,831	95,810	1,89,641	1,529.3	5,750	911	6,661	6.1	.9	3.5
Lushai Hills	8,092	243	33.3	73,855	78,931	1,52,786	628.7	8,106	3,462	11,568	10.9	4.4	7.6
Goalpara	3,985	999	3.98	5,39,437	4,74,848	10,14,285	1,015.30	39,913	10,138	50,051	7.39	2.1	4.9
Kamrup	3,844	1,335	2.95	6,73,403	5,90,797	12,64,200	946.97	67,644	12,781	80,425	10.04	2.1	6.4
Darrang (including Bali- para Frontier Tract).	3,402	623	5.47	3,98,203	3,45,100	7,43,303	1,193.102	25,390	6,100	31,490	6.3	1.7	4.2
Nowgong	3,896	596	6.77	3,79,911	3,30,889	7,10,800	1,192.62	31,432	8,035	39,467	8.3	2.4	5.5
Sibsagar	5,131	1,327	3.86	5,70,591	5,04,150	10,74,741	809.90	63,241	14,194	77,435	11.00	2.8	7.1
Lakhimpur (including the Sadiya Frontier Tract).	7,434	70	10.5	5,17,149	4,37,811	9,54,960	1,356.47	28,290	6,934	35,224	5.4	1.6	3.7
Garo Hills	3,152	263	11.97	1,13,180	1,10,389	2,23,569	850.1	5,334	2,759	8,093	4.66	2.49	3.61
Totals for 1941-42	58,714	11,014	5.33	53,82,795	48,21,938	1,02,04,733	926.52	4,50,782	1,22,776	5,73,558	8.37	2.54	5.62
Total for 1940-41	55,014	11,090	4.9	45,37,206	40,85,045	86,22,251	777.4	4,67,598	1,17,750	5,85,348	10.2	2.8	6.7

APPENDIX B, PART I

Number of pupils in each class of Vernacular Schools for Indians for the year 1941-42

1		A	B	I	II	III	IV	V	VI	Total	
		2	3	4	5	6	7	8	9	10	
<i>In Vernacular Schools for males</i>											
Primary	Surma Valley and Hill Districts.	Boys ..	45,877	28,937	24,695	20,875	13,099	57	63	36	133,639
		Girls ..	11,558	6,394	4,745	3,044	1,716	12	13	12	27,494
	Assam Valley Circle.	Boys ..	65,009	34,376	30,474	25,386	16,651	136	81	33	182,146
		Girls ..	14,110	6,238	4,911	3,073	1,739	4	1	3	30,079
Middle	Surma Valley and Hill Districts.	Boys ..	1,182	951	910	934	1,074	1,444	1,003	735	8,233
		Girls ..	65	55	51	39	36	37	28	27	338
	Assam Valley Circle.	Boys ..	4,041	3,325	3,197	3,052	3,187	5,247	3,937	2,679	28,665
		Girls ..	498	376	315	225	181	232	160	90	2,077
Totals for 1941-42	Boys ..	116,109	67,589	59,276	50,247	34,011	6,884	5,084	3,483	352,683 (a)	
	Girls ..	26,231	13,063	10,022	6,381	3,672	285	202	132	59,988	
	Totals ..	142,340	80,652	69,298	56,628	37,683	7,169	5,286	3,615	412,671	
<i>In Vernacular Schools for females</i>											
Primary	Surma Valley and Hill Districts.	Boys ..	624	255	159	62	31	..	..	..	1,131
		Girls ..	11,118	5,383	4,328	3,257	2,289	41	17	9	26,442
	Assam Valley Circle.	Boys ..	360	132	59	32	22	..	..	..	605
		Girls ..	7,411	3,399	2,671	2,049	1,256	71	49	29	16,935
Middle	Surma Valley and Hill Districts.	Boys ..	2	..	..	..	..	..	..	..	2
		Girls ..	178	147	193	149	118	81	76	57	999
	Assam Valley Circle.	Boys ..	..	..	..	..	..	..	..	..	..
		Girls ..	800	567	457	455	303	335	230	151	3,298
Totals for 1941-42	Boys ..	986	387	218	94	53	..	..	..	1,738	
	Girls ..	19,507	9,496	7,649	5,910	3,966	528	372	246	47,674	
	Totals ..	20,493	9,883	7,867	6,004	4,019	528	372	246	49,412	
Grand totals for 1941-42	Boys ..	117,095	67,976	59,494	50,341	34,064	6,884	5,084	3,483	354,421 (a)	
	Girls ..	45,738	22,559	17,671	12,291	7,638	813	574	378	107,662	
	Totals ..	162,833	90,535	77,165	62,632	41,702	7,697	5,658	3,861	462,083	
Grand totals for 1940-41	Boys ..	125,344	69,806	59,901	48,147	33,031	6,723	5,006	3,095	351,053	
	Girls ..	48,101	21,986	16,141	10,991	7,166	808	461	300	105,954	
	Totals ..	173,445	91,792	76,042	59,138	40,197	7,531	5,467	3,395	457,007	

(a) Excludes 47 pupils reading purely Sanskrit in the Assam Valley School.

APPENDIX B, PART II.

Number of pupils in each class of Anglo-Vernacular Schools for Indians for the year 1941-42

1		A	B	I	II	III	IV	V	VI	VII	VIII	IX	X	Total	
		2	3	4	5	6	7	8	9	10	11	12	13	14	
<i>In Anglo-Vernacular Schools for males—</i>															
Middle	Surma and Districts. Valley Hill	Boys ..	433	311	262	317	2,918	3,224	2,630	1,856	30	9	2	..	11,992
		Girls ..	67	47	49	48	104	129	91	69	..	..	..	..	604
	Assam Circle. Valley	Boys ..	368	290	273	281	4,014	3,710	3,213	2,115	..	..	..	..	14,264
		Girls ..	59	57	60	68	285	216	152	71	..	..	..	..	968
High	Surma and Districts. Valley Hill	Boys ..	18	18	22	26	1,729	2,178	2,176	1,989	2,285	2,086	1,877	1,420	15,824
		Girls ..	..	..	..	..	15	21	22	24	17	5	8	1	113
	Assam Circle. Valley	Boys ..	86	71	98	120	3,025	3,399	3,402	3,097	3,352	2,774	2,312	2,019	23,755
		Girls ..	..	..	..	3	23	30	29	12	16	18	2	6	139
Totals for 1941-42		Boys ..	905	690	655	744	11,686	12,511	11,421	9,057	5,667	4,869	4,191	3,439	65,835
		Girls ..	126	104	109	119	427	396	294	176	33	23	10	7	1,824
		Totals..	1,031	794	764	863	12,113	12,907	11,715	9,233	5,700	4,892	4,202	3,446	67,659
<i>In Anglo-Vernacular Schools for females—</i>															
Middle	Surma and Districts. Valley Hill	Boys ..	17	14	18	22	5	3	8	4	..	..	..	..	91
		Girls ..	132	124	153	165	201	231	146	128	4	3	5	..	1,292
	Assam Circle. Valley	Boys ..	11	3	5	..	..	..	..	..	..	..	..	..	19
		Girls ..	379	352	323	396	473	421	333	270	..	..	..	..	2,947
High	Surma and Districts. Valley Hill	Boys ..	64	37	39	15	8	..	..	..	..	..	..	163	
		Girls ..	141	143	194	148	359	436	370	332	308	258	208	153	3,050
	Assam Circle. Valley	Boys ..	13	13	15	13	..	..	..	..	..	..	..	..	54
		Girls ..	16	21	44	59	333	448	374	354	314	241	178	137	2,519
Totals for 1941-42		Boys ..	105	67	77	50	13	3	8	4	..	..	..	327	
		Girls ..	668	640	714	768	1,366	1,536	1,223	1,084	626	502	391	290	9,808
		Totals..	773	707	791	818	1,379	1,539	1,231	1,088	626	502	391	290	10,135
<i>Grand totals for 1941-42.</i>															
		Boys ..	1,010	757	732	794	11,699	12,514	11,429	9,061	5,667	4,869	4,191	3,439	66,162
		Girls ..	794	744	823	887	1,793	1,932	1,517	1,260	659	525	401	297	11,632
		Totals..	1,804	1,501	1,555	1,681	13,492	14,446	12,946	10,321	6,326	5,394	4,592	3,736	77,794
<i>Grand totals for 1940-41.</i>															
		Boys ..	1,301	814	829	867	13,021	12,420	10,774	8,634	5,731	4,711	4,018	3,438	66,558
		Girls ..	1,147	852	927	991	1,927	1,808	1,487	1,084	695	472	362	295	12,047
		Totals..	2,448	1,666	1,756	1,858	14,948	14,228	12,261	9,718	6,426	5,183	4,380	3,733	78,605

APPENDIX C

Statistics of High Schools for boys for the year 1941-42

1 Division	2 Kind of School	3 Number of institutions	4 Number of pupils						10 Number of pupils in top class on 31st December 1941	11 Number of candidates sent up	12 Number passed in the Matriculation Examination				16 No. of Scholarships	17 Merit marks	18 Direct expenditure					
			4 High School Classes	5 Middle Classes	6 Upper Primary Classes	7 Lower Primary Classes	8 Total on rolls on 31st March	9 Average daily attendance			12 First Division	13 Second Division	14 Third Division	15 Total			18 Government Funds	19 Board Funds	20 Municipal Funds	21 Fees	22 Other sources	23 Total
Surma Valley and Hill Districts. Assam Valley Circle ..	Government.	9	2,301	1,004	476	428	4,209	3,804	475	470	68	120	186	374	29	44.7	Rs. 2,36,726	..	..	Rs. 77,312	..	Rs. 3,14,038
		14	3,209	1,862	593	701	6,365	5,493	588	586	75	137	256	468	31	42.9	3,30,373	..	..	1,03,151	512	4,34,036
	Totals for 1941-42 ..	23	5,510	2,866	1,069	1,129	10,574	9,297	1,063	1,056	143	257	442	842	60	43.7	5,66,099	..	..	1,80,463	512	7,48,074
Totals for 1940-41 ..	22	5,613	2,869	1,050	1,082	10,614	9,245	1,052	987	177	233	288	698	57	43.3	5,41,748	..	..	1,76,860	524	1,19,132	
Surma Valley and Hill Districts. Assam Valley Circle ..	Aided	46	4,942	3,035	1,613	1,309	10,899	9,211	966	946	39	106	420	565	7	26.4	1,05,533	..	941	1,96,926	8,663	3,12,063
		55	5,927	4,406	1,927	2,263	14,523	11,369	1,015	1,004	60	156	412	628	11	30.0	1,37,732	1,390	1,567	2,35,020	9,111	3,84,820
	Totals for 1941-42 ..	101	10,869	7,441	3,540	3,572	25,422	20,580	1,981	1,950	99	262	832	1,193	18	28.2	2,43,265	1,390	2,508	4,31,946	17,774	6,96,883
Totals for 1940-41 ..	94	10,704	6,973	3,586	3,919	25,182	19,509	1,582	1,389	106	205	381	692	21	26.6	2,22,093	1,110	1,546	3,89,891	15,136	6,29,776	
Surma Valley and Hill Districts. Assam Valley Circle ..	Unaided	6	456	172	110	91	829	655	60	60	3	1	23	27	..	18.9	912	..	..	15,600	4,225	20,737
		12	1,363	811	403	429	3,006	2,379	197	194	13	36	84	133	2	33.5	..	..	..	48,220	34,121	82,341
	Totals for 1941-42 ..	18	1,819	983	513	520	3,835	3,034	257	254	16	37	107	160	..	30.0	912	..	..	63,820	38,346	1,03,078
Totals for 1940-41 ..	15	1,647	1,025	504	550	3,726	2,959	205	184	5	19	52	76	2	19.0	210	..	..	59,412	31,832	91,454	
Grand totals for 1941-42	142	18,198	11,290	5,122	5,221	39,831	32,911	3,301	3,260	258	556	1,381	2,195	..	33.4	8,11,276	..	..	..	..	..
Grand totals for 1940-41	131	17,964	10,867	5,140	5,551	39,522	31,713	2,839	2,560	288	457	721	1,466	80	32.5	7,64,051	1,110	1,546	6,26,163	47,492	14,40,362	

Statistics of Boys' Middle

Division 1	Kind of School 2	Number of Institutions 3	Number	
			Middle Classes 4	Upper Primary Classes 5
Surma Valley and Hill Districts ...	Government	1	43	29
Assam Valley Circle ...	"	6	209	206
Totals for 1941-42 ...	"	7	252	235
Totals for 1940-41 ...	"	5	241	188
Surma Valley and Hill Districts ...	Board and Municipal	...	...	...
Assam Valley Circle ...	"	6	366	265
Totals for 1941-42 ...	"	6	366	265
Totals for 1940-41 ...	"	7	352	311
Surma Valley and Hill Districts ...	Aided	128	3,369	2,553
Assam Valley Circle ...	"	132	4,293	2,769
Totals for 1941-42 ...	"	260	7,662	5,302
Totals for 1940-41 ...	"	262	7,215	5,390
Surma Valley and Hill Districts ...	Unaided	43	1,031	791
Assam Valley Circle ...	"	32	983	587
Totals for 1941-42 ...	"	75	2,014	1,378
Totals for 1940-41 ...	"	60	1,685	1,294
Grand totals for 1941-42 ...	...	348	20,294	6,180
Grand totals for 1940-41 ...	...	334	9,493	7,183

Statistics of Boys' Middle

Surma Valley and Hill Districts ...	Government	4	96	78
Assam Valley Circle ...	"	12	875	400
Totals for 1941-42 ...	"	16	971	478
Totals for 1940-41 ...	"	16	908	472
Surma Valley and Hill Districts ...	Board and Municipal	50	1,258	1,013
Assam Valley Circle ...	"	153	6,286	4,192
Totals for 1941-42 ...	"	203	7,544	5,205
Totals for 1940-41 ...	"	194	7,191	4,867
Surma Valley and Hill Districts ...	Aided	25	414	361
Assam Valley Circle ...	"	11	129	126
Totals for 1941-42 ...	"	36	543	487
Totals for 1940-41 ...	"	27	446	347
Surma Valley and Hill Districts ...	Unaided	3	27	29
Assam Valley Circle ...	"	9	205	132
Totals for 1941-42 ...	"	12	232	161
Totals for 1940-41 ...	"	6	84	71
Grand totals for 1941-42 ...	...	267	9,290	6,331
Grand totals for 1940-41 ...	...	243	8,629	5,757

DIX D

English Schools for the year 1941-42.

of pupils		Average daily attendance	Direct expenditure from—					Total
Lower Primary Classes 6	Total on rolls on 31st March 7		Government Funds 9	Board Funds 10	Municipal Funds 11	Fees 12	Other sources 13	
			Rs.	Rs.	Rs.	Rs.	Rs.	s.
30	102	76	3,826	...	...	473	...	2,299
214	629	577	18,534	...	...	4,085	...	22,619
244	731	653	22,360	...	...	4,558	...	26,918
373	802	712	16,976	...	...	5,052	...	22,028
329	960	831	2,991	4,040	3,464	14,355	...	24,850
329	960	831	2,991	4,041	3,464	14,355	...	24,850
452	1,115	869	2,909	4,707	3,052	14,483	...	25,151
3,739	9,641	7,412	57,486	7,302	3,984	89,864	23,243	1,81,879
4,230	11,292	8,587	51,710	6,109	3,105	96,537	25,218	1,82,679
7,969	20,933	15,999	1,09,196	13,411	7,089	1,86,401	48,461	3,64,558
8,874	21,479	16,079	97,621	12,163	7,572	1,76,725	42,434	3,36,515
1,031	2,853	2,092	841	...	...	29,321	19,991	50,153
781	2,351	1,720	...	...	...	23,615	8,727	32,342
1,812	5,204	3,812	841	...	...	52,936	28,718	82,495
1,888	4,867	3,557	480	...	...	41,256	20,468	62,204
10,354	28,828	21,295	1,35,388	17,451	10,553	2,58,150	77,179	4,98,821
11,587	28,263	21,217	1,17,986	16,870	10,624	2,37,516	62,902	4,45,898

DIX E

Vernacular Schools for the year 1941-42

227	401	308	8,462	...	...	4	...	8,466
1,135	2,410	1,886	43,784	...	...	294	146	44,224
1,362	2,811	2,194	52,246	...	...	298	146	52,690
1,534	2,914	2,357	52,706	...	...	575	...	53,281
3,861	6,132	4,309	11,606	29,632	2,036	2,191	263	45,728
16,887	27,365	19,647	24,484	1,56,196	8,124	17,098	516	2,06,418
20,748	33,497	23,956	36,090	1,85,828	10,160	19,289	779	2,52,146
22,416	34,474	24,233	35,925	1,78,133	10,402	13,608	799	2,38,867
1,163	1,938	1,461	16,154	190	...	2,884	5,634	24,862
375	630	445	2,900	784	50	729	844	5,307
1,538	2,568	1,906	19,054	974	50	3,613	6,478	30,160
1,368	2,161	1,569	17,500	...	...	2,477	6,038	26,015
44	100	70	210	...	60	...	919	1,189
...	337	229	...	...	...	...	2,021	2,021
44	437	299	210	...	60	...	2,940	3,210
115	270	162	...	...	...	4,608	2,114	6,722
23,692	39,313	28,355	1,07,600	1,86,802	10,270	23,200	10,343	3,38,215
25,433	39,819	28,321	1,06,131	1,78,133	10,402	21,268	8,951	3,24,885

Statistics of Boys' Primary

Division	Kind of School	Number of Institutions	Number of pupils			
			Upper Primary Classes	Lower Primary Classes	Total on rolls on 31st March	Average daily attendance
1	2	3	4	5	6	7
Surma Valley and Hill Districts ...	Government	80	20	3,372	3,392	3,009
Assam Valley Circle ...	"	433	"	15,899	15,899	12,329
Totals for 1941-42 ...	"	513	20	19,271	19,291	15,348
Totals for 1940-41 ...	"	497	17	18,238	18,255	13,933
Surma Valley and Hill Districts ...	Board and Municipal	2,136	60	111,073	111,133	79,492
Assam Valley Circle ...	"	3,325	134	176,742	176,876	120,030
Totals for 1941-42 ...	"	5,461	194	287,815	288,009	199,522
Totals for 1940-41 ...	"	5,221	399	294,036	294,435	207,728
Surma Valley and Hill Districts ...	Aided	181	40	8,138	8,178	6,161
Assam Valley Circle ...	"	78	"	4,000	4,000	3,008
Totals for 1941-42 ...	"	259	40	12,138	12,178	9,169
Totals for 1940-41 ...	"	759	107	27,234	27,341	19,789
Surma Valley and Hill Districts ...	Unaided	983	73	36,224	36,297	27,371
Assam Valley Circle ...	"	140	"	5,227	5,227	3,848
Totals for 1941-42 ...	"	1,123	73	41,451	41,524	31,219
Totals for 1940-41 ...	"	689	"	28,316	28,316	21,663
Grand totals for 1941-42...	...	7,356	327	360,675	361,002	255,258
Grand totals for 1940-41 ...	...	7,166	523	367,824	368,347	263,113

DIX F

Schools for the year 1911-12

Direct expenditure from					
Government Funds	Board Funds	Municipal Funds	Fees	Other sources	Total
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
28,313	...	...	...	155	28,468
1,15,140	...	...	...	...	1,15,140
1,38,453	...	...	...	155	1,38,608
1,32,256	...	...	...	...	1,32,256
3,84,258	83,425	16,318	...	5,439	4,89,440
4,83,564	2,19,289	25,874	...	4,495	7,33,222
8,67,822	3,02,714	42,192	...	9,934	12,22,662
8,33,472	2,97,813	42,100	...	9,162	11,82,547
22,545	360	7,018	610	6,768	37,301
10,174	2,093	4,159	...	4,272	20,698
32,719	2,453	11,177	610	11,040	57,999
37,450	2,677	8,816	609	93,625	1,43,177
976	...	264	...	92,440	93,680
...	...	...	...	10,773	10,773
976	...	264	...	103,213	1,04,453
542	...	...	...	26,866	27,408
10,39,970	3,05,167	53,633	610	1,24,342	15,23,722
10,03,720	3,00,490	50,916	609	1,29,653	14,85,388

Statistics of Girls' Schools

Division 1	Kind of School 2	Number of institutions 3	Number of		
			High School Classes 4	Middle Classes 5	Upper Primary Classes 6
<i>High Schools</i>			<i>Statistics of Girls</i>		
Surma Valley and Hill Districts	Government	1	181	141	61
Assam Valley Circle	"	1	116	109	50
Totals for 1941-42	"	2	297	250	111
Totals for 1940-41	"	2	336	255	121
Surma Valley and Hill Districts	Aided	10	746	561	375
Assam Valley Circle	"	7	698	638	323
Totals for 1941-42	"	17	1,444	1,199	698
Totals for 1940-41	"	17	1,353	1,119	622
Surma Valley and Hill Districts	Unaided	1	56	37	19
Assam Valley Circle	"	1	56	37	19
Totals for 1941-42	"	1	56	37	19
Totals for 1940-41	"	1	58	31	24
Grand totals for 1941-42	"	20	1,797	1,486	828
Grand totals for 1940-41	"	20	1,747	1,405	767
<i>Middle English Schools</i>			<i>Statistics of Girls</i>		
Surma Valley and Hill Districts	Government	2	...	71	53
Assam Valley Circle	"	2	...	92	53
Totals for 1941-42	"	4	...	163	106
Totals for 1940-41	"	4	...	173	135
Surma Valley and Hill Districts	Board and Municipal.	1	12	18	15
Assam Valley Circle	"	5	...	111	130
Totals for 1941-42	"	6	12	129	145
Totals for 1940-41	"	6	12	137	112
Surma Valley and Hill Districts	Aided	10	...	184	154
Assam Valley Circle	"	13	...	283	204
Totals for 1941-42	"	23	...	467	358
Totals for 1940-41	"	18	9	429	294
Surma Valley and Hill Districts	Unaided	1	...	13	12
Assam Valley Circle	"	5	...	75	83
Totals for 1941-42	"	6	...	88	95
Totals for 1940-41	"	7	...	87	111
Grand totals for 1941-42	"	39	12	847	704
Grand totals for 1940-41	"	35	21	826	652

G

for the year 1941-42

pupils—			Direct expenditure from—					
Lower Primary Classes	Total on roll on 31st March	Average daily attendance	Government Funds	Board Funds	Municipal Funds	Fees	Other sources	Total
7	8	9	10	11	12	13	14	15
<i>High Schools</i>			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
62	445	360	25,888	...	...	8,430	...	34,318
56	331	206	22,713	...	...	4,518	6	27,237
118	776	566	48,601	...	...	12,948	6	61,555
119	831	697	48,562	...	...	10,733	8	59,303
1,086	2,768	2,205	48,379	...	1,627	24,600	6,362	80,968
332	1,991	1,582	36,270	...	3,215	19,227	583	59,295
1,418	4,759	3,787	84,649	...	4,842	43,827	6,945	1,40,263
1,629	4,723	3,766	77,801	300	4,895	41,562	6,149	1,30,707
...
139	251	211	...	...	...	892	6,824	7,716
139	251	211	...	...	...	892	6,824	7,716
148	261	191	...	...	...	944	5,807	6,751
1,675	5,786	4,564	1,33,250	...	4,842	57,667	13,775	2,09,534
1,896	5,815	4,654	1,26,363	300	4,895	53,239	11,964	1,96,761
<i>Middle English Schools</i>			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
234	358	295	15,512	...	...	1,452	...	16,964
212	357	239	9,487	...	...	1,482	...	10,969
446	715	534	24,999	...	...	2,934	...	27,933
514	822	591	23,890	...	...	2,995	...	26,885
112	157	123	1,740	942	219	186	...	3,087
566	807	575	2,287	1,000	5,343	1,371	...	10,001
678	964	698	4,027	1,942	5,562	1,557	...	13,088
768	1,029	728	2,767	3,390	4,657	1,509	...	12,323
461	799	756	4,470	...	1,917	4,414	3,645	14,446
951	1,438	1,015	9,800	360	1,650	4,943	8,560	25,313
1,412	2,237	1,771	14,270	360	3,567	9,357	12,205	39,759
1,790	2,522	1,947	12,381	360	2,090	7,969	11,018	33,818
44	(b) 69	60	...	...	...	...	2,797	2,797
206	364	410	...	...	...	1,329	9,742	11,071
250	433	470	...	...	...	1,329	12,539	13,868
434	(a) 632	482	...	...	...	1,255	12,184	13,439
2,786	(b) 4,349	3,473	43,296	2,302	9,129	15,177	24,744	94,648
3,506	(a) 5,005	3,748	39,038	3,750	6,747	13,728	23,202	86,465

(a) Includes 9 students of Handicraft classes of the Surma Valley.

(b) Includes 7 students of Handicraft classes of the Surma Valley.

Statistics of Girls' Schools

Division 1	Kind of School 2	Number of institutions 3	Number		
			High School Classes 4	Middle Classes 5	Upper Primary Classes 6
<i>Middle Vernacular Schools</i>			<i>Statistics of Girls'</i>		
Surma Valley and Hill Districts ...	Government	...	...	...	...
Assam Valley Circle ...	"	...	...	...	...
Totals for 1941-42	"	...	...	...	...
Totals for 1940-41	"	...	...	...	...
Surma Valley and Hill Districts ...	Board and Municipal.	9	...	129	71
Assam Valley Circle ...	"	23	...	451	213
Totals for 1941-42	"	32	...	580	284
Totals for 1940-41	"	28	...	464	246
Surma Valley and Hill Districts ...	Aided	...	...	...	...
Assam Valley Circle ...	"	3	...	76	11
Totals for 1941-42	"	3	...	76	11
Totals for 1940-41	"	2	...	20	4
Surma Valley and Hill Districts ...	Un-aided	1	...	4	10
Assam Valley Circle ...	"	...	...	...	...
Totals for 1941-42	"	1	...	4	10
Totals for 1940-41	"	1	...	6	2
Grand totals for 1941-42 ...	...	36	...	660	305
Grand totals for 1940-41 ...	...	31	...	490	252
<i>Primary Schools</i>			<i>Statistics of Girls'</i>		
Surma Valley and Hill Districts ...	Government	...	...	...	...
Assam Valley Circle ...	"	4	...	...	...
Totals for 1941-42	"	4	...	...	...
Totals for 1940-41	"	4	...	...	...
Surma Valley and Hill Districts ...	Board and Municipal	493	...	20	21
Assam Valley Circle ...	"	381	...	74	61
Totals for 1941-42	"	874	...	94	82
Totals for 1940-41	"	816	...	87	113
Surma Valley and Hill Districts ...	Aided	23	...	5	17
Assam Valley Circle ...	"	9	...	...	...
Totals for 1941-42	"	32	...	5	17
Totals for 1940-41	"	33	...	...	13
Surma Valley and Hill Districts ...	Unaided	232	...	1	3
Assam Valley Circle ...	"	16	...	...	...
Totals for 1941-42	"	248	...	1	3
Totals for 1940-41	"	253	...	8	9
Grand totals for 1941-42 ...	...	1,158	...	100	102
Grand totals for 1940-41 ...	...	1,106	...	95	135

DIX G—concl'd.

for the year 1941-42—concl'd.

of pupils		Average daily atten- dance	Direct expenditure from—					
Lower Primary Classes	Total on roll on 31st March		Government Funds	Board Funds	Municipal Funds	Fees	Other sources	Total
7	8	9	10	11	12	13	14	15
<i>Middle Vernacular Schools</i>								
...	...	...	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...
...
721	921	734	1,680	4,773	759	...	5	7,217
2,311	2,975	2,119	3,963	15,571	3,230	510	357	23,631
3,032	3,896	2,853	5,643	20,344	3,989	510	362	30,848
2,840	3,550	2,423	3,603	17,488	4,107	185	276	25,659
...
236	323	211	960	594	1,518	...	114	3,186
236	323	211	960	594	1,518	...	114	3,186
227	251	173	942	1,008	1,541	...	9	3,500
66	80	70	...	...	...	...	718	718
...
66	80	70	...	...	...	...	718	718
...	8	7	...	...	...	...	...	...
3,334	4,299	3,134	6,603	20,938	5,507	510	1,194	34,752
3,067	3,809	2,603	4,545	18,496	5,648	185	285	29,159
<i>Primary Schools</i>								
...
143	143	66	876	...	...	...	...	876
143	143	66	876	...	...	...	...	876
95	95	65	813	...	...	...	...	813
17,845	17,886	12,739	66,813	14,767	4,490	...	1,715	87,785
15,862	15,997	11,647	40,400	27,524	9,417	...	581	77,922
33,707	33,883	24,386	1,07,213	42,291	13,907	...	2,296	1,65,707
33,566	33,706	22,791	98,448	36,244	12,306	...	1,688	1,48,686
1,306 674	1,328 674	979 394	6,607 2,100	...	4,260 1,436	...	1,326 756	12,193 6,028
1,980	2,002	1,373	8,707	1,736	5,696	...	2,082	18,221
2,053	2,066	1,516	7,300	2,394	5,313	106	1,782	16,895
8,355 726	8,359 726	5,999 587	(c)300 ...	...	...	...	3,316 2,361	3,616 2,371
9,081	9,085	6,586	(c)300	...	...	10	5,677	5,987
9,201	9,218	6,803	...	...	...	...	4,706	4,706
44,911	45,113	32,411	(c)1,17,096	44,027	19,603	10	10,055	1,90,791
44,855	45,085	31,175	1,06,561	38,638	17,619	106	8,176	1,71,100

(c) A lump grant of Rs.300 for S. V. Schools from Provincial Fund.

APPENDIX H
Statistics of Training Schools for the year 1941-42

Division	Number of institutions	Number of pupils		Direct expenditure from—		Total	Cost per pupil		
		On the rolls on 31st March	Average daily attendance	Government Funds	Board and Municipal Funds		To Government Funds	To Board Funds	Total cost per pupil
1	2	3	4	5	6	7	8	9	10
<i>Government</i>									
Surma Valley and Hill Districts	1	131	122	Rs. 28,288	Rs. . .	Rs. 28,288	Rs. 215.9	Rs. . .	Rs. 215.9
Assam Valley Circle	2	175	163	30,964	6,743	37,697	176.9	38.5	215.4
Totals for 1941-42	3	306	285	59,252	6,733	65,985	193.6	22.0	215.6
Totals for 1940-41	3	305	285	56,419	6,919	63,338	185.0	22.6	207.6
<i>Aided</i>									
Surma Valley and Hill Districts	1	22	20	2,518	..	2,518	114.4	..	114.4
Assam Valley Circle	1	24	24	2,365	168	2,533	98.5	7	105.5
Totals for 1941-42	2	46	44	4,883	168	5,051	106.0	3.8	109.8
Totals for 1940-41	3	69	72	5,094	..	5,094	73.8	..	73.8
<i>Unaided</i>									
Surma Valley and Hill Districts	..	..	..	..	..	..	..	..	..
Assam Valley Circle	1	6	6	..	1,308(a)	1,308(a)	..	..	218.0
Totals for 1941-42	1	6	6	..	1,308	1,308	..	..	218.0
Totals for 1940-41	1	9	6	..	1,433(a)	1,433(a)	..	..	159.2
Grand totals for 1941-42	6	358	235	64,135	8,209	72,344	..	..	..
Grand totals for 1940-41	..	..	..	..	..	..	..	..	..

(a) Represents expenditure met from "other sources."

APPENDIX I
Board Houses attached to Government Colleges, High and Middle Schools for the year 1941-42

Division	Number of hostels for—				Number of boarders the institution can accommodate	Number of boarders on 31st March	Average number of boarders on rolls monthly during the year	Sanctioned establishment grant	Expenditure		
	Hindus	Muhammadians	Others	Total					Contingent charges	Construction and repairs	Total
1	2	3	4	5	6	7	8	9	10	11	12
<i>Colleges</i>											
Surma Valley and Hill Districts	3	2	..	5	162	116	116	3,163	19,246	..	19,246
Assam Valley Circle	5	2	1	8	432	393	15	5,250	90,720	5,184	95,904
Totals for 1941-42	8	4	1	13	594	509	131	8,413	1,09,966	5,184	1,15,150
Totals for 1940-41	9	3	1	13	429	437	462	7,840	81,622	6,544	88,166
<i>High Schools</i>											
Surma Valley and Hill Districts	8	7	2	17	496	308	329	9,692	7,701	4,214	11,915
Assam Valley Circle	15	11	8	34	1,035	705	694	14,742	15,322	7,176	22,498
Totals for 1941-42	23	18	10	51	1,531	1,013	1,023	24,434	23,023	11,390	34,413
Totals for 1940-41	26	19	6	51	1,431	977	933	26,218	21,465	10,212	31,677
<i>Middle English Schools</i>											
Surma Valley and Hill Districts	..	..	..	..	..	..	..	..	..	..	..
Assam Valley Circle	2	..	..	2	67	49	51	856	736	5,948	6,684
Totals for 1941-42	2	..	..	2	67	49	51	856	736	5,948	6,684
Totals for 1940-41	2	..	..	2	67	55	53	743	168	..	168
<i>Middle Vernacular Schools</i>											
Surma Valley and Hill Districts	1	..	..	1	7	3	4	120	60	..	60
Assam Valley Circle	7	2	2	11	444	327	331	1,916	1,766	200	1,966
Totals for 1941-42	8	2	2	12	451	330	335	2,036	1,826	200	2,026
Totals for 1940-41	12	2	1	15	469	288	314	1,713	6,162	240	6,402
Grand Totals for 1941-42	41	24	13	78	2,643	1,901	1,540	35,739	1,35,551	22,722	1,58,273
Grand Totals for 1940-41	49	24	8	81	2,396	1,757	1,762	36,514	1,09,417	16,996	1,26,413

APPENDIX J

Number of Muslims in all institutions for Indians recognised and unrecognised for 1941-42

1	1941-42			1940-41			8 Increase or decrease
	2 Institutions	3 Total number of pupils on 31st March	4 Total number of Muslim pupils on 31st March	5 Institutions	6 Total number of pupils on 31st March	7 Total number of Muslim pupils on 31st March	
IN RECOGNISED INSTITUTIONS							
<i>University and Intermediate Education</i>							
Arts and Science College*							
for males ..	9	3,026	548	9	2,903	578	-30
for females ..	4	200	6	4	163	7	-1
Law Colleges for males ..	1	70	4	1	53	4	
<i>School Education</i>							
High Schools ..							
for males ..	142	39,831	8,068	131	39,522	7,608	+460
for females ..	20	5,786	503	20	5,815	421	+82
Middle English Schools ..	358	27,859	9,484	334	28,294	9,803	-319
for males ..	39	4,356	543	35	5,014	705	-162
Middle Vernacular Schools ..	267	39,313	6,596	243	39,819	6,854	-258
for males ..	36	4,299	422	31	3,809	315	+107
for females ..	7,437	3,64,185	1,04,664	7,116	3,68,347	1,07,170	-2,506
Primary Schools ..	1,158	45,113	14,993	1,106	45,085	14,029	+964
<i>Special Education</i>							
Normal and Training Schools ..							
for males ..	4	312	75	5	324	79	-4
for females ..	2	46	..	2	59	1	-1
Technical and Industrial Schools ..							
for males ..	12	609	60	12	676	66	-6
for females ..	6	269	24	5	75	21	+3
Commercial Schools ..							
for males ..	4	111	18	4	214	47	-29
for females ..	..	..	..	..	..	..	..
School for Defectives ..	1	18	6	1	15	4	+2
Schools for Adults ..							
for males ..	1,275	35,408	11,075	1,821	44,262	16,315	-5,240
for females ..	94	2,316	297	26	540	20	+277
Other Schools ..							
for males ..	156	3,485	1,281	145	3,260	1,217	+64
for females ..	2	217	21	2	193	42	-21
Totals for Recognised Institutions ..	11,027	5,76,829	1,58,688	11,103	5,88,442	1,65,306	-6,618
UNRECOGNISED INSTITUTIONS							
For males ..	1,578	66,221	25,825	1,364	62,993	29,753	-3,928
for females ..	145	5,563	2,962	165	6,792	3,462	-500
Totals for Unrecognised Institutions ..	1,723	71,784	28,787	1,529	69,785	33,215	-4,428
Grand totals for all Institutions ..	12,750	6,48,613	1,87,475	12,632	6,58,227	1,98,521	-11,046

* Excludes St. Edmund's Arts College, Shillong.

APPENDIX K

Statement showing the employment of Muslims

Employment	1941-42				1940-41			
	2 Total number	3 Number of Muslims	4 Total number of vacancies occurring during the year	5 Number of vacancies filled up by Muslims	6 Total number	7 Number of Muslims	8 Total number of vacancies occurring during the year	9 Number of vacancies filled up by Muslims
Inspecting Officers ..	125	54	20	9	104	42	15	13
Clerks, Librarians, Compounders, etc. ..	201	78	7	3	180	56	24	7
INSTRUCTIVE STAFF								
Government Colleges and High Schools ..	589	153	35	8	565	145	36	13
Aided ..	1,453	217	76	21	1,456	205	176	18
Unaided ..	211	19	20	3	211	15	44	5
Special ..	1,661	452	376	182	2,050	622	1,095	239
Government and Board Middle Schools ..	1,380	182	85	12	1,268	163	73	26
Aided ..	1,393	497	53	14	1,307	505	170	93
Unaided ..	370	81	33	11	305	32	22	5
Government and Board Primary Schools ..	9,173	2,416	445	150	8,745	2,267	449	136
Aided ..	502	34	25	1	973	33	39	6
Unaided ..	490	394	47	..	1,023	419	3	1
Total ..	17,558	4,557	1,242	514	18,187	4,704	2,157	569

Statistics of Madrasas and

1	Management	No. of institutions	Enrolment on 31st March			
			In Classes III—VI	In Primary Classes	Total	
2	3	4	5	6		
<i>Assam Valley Circle</i> Recognised Institutions—						
For males	1. Senior Madrasa (Aided)...	Private	1	104	52	156
	2. High Madrasa (Aided)...	„	1	88	93	221(a)
	Total ...	...	2	192	145	377(a)
	3. Middle English Madrasa—	Government	1	50	...	50
	Ditto Local Board ...	Local Board	1	173	197	370
	Ditto Aided ...	Private	42	2,249	984	3,233
	Total ...	...	44	2,472	1,181	3,653
	4. Middle Madrasa Aided ...	...	...	...	Nil	...
	Total	...	...	...	Nil	...
	5. Muktabs T.B.	Board	276	1,551	12,301	13,852
	Ditto Municipal ...	Municipal	4	4	368	372
	Ditto Aided ...	Private	8	76	734	810
	Ditto Unaided ...	„	3	8	128	136
	Total ...	...	291	1,639	13,531	15,170
	For females—					
Muktabs Local Board	Board	41	85	1,611	1,696	
Ditto Aided ...	Private	1	12	103	115	
Total ...	Private	42	97	1,714	1,811	
Unrecognised institutions	For males	Madrasa	...	...	...	...
		Muktabs	...	42	77	1,958	2,035
	For females	Madrasa	...	...	...	...
		Muktabs	...	9	5	339	344
	Total ...	...	51	82	2,297	2,379

DIX L

Maktabs for the year 1941-42

Direct expenditure						Remarks
Government funds	Board funds	Municipal funds	Fees	Other sources	Total	
7	8	9	10	11	12	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	(a) Includes 40 pupils of classes VII to X.
1,980	...	...	632	447	3,059
1,433	360	200	1,362	...	3,355(a)	
3,413	360	200	1,994	447	6,414	
658	...	...	482	...	1,140
480	1,570	...	818	...	2,868	
20,005	1,663	1,753	15,158	10,370	48,949	
21,143	3,233	1,753	16,458	10,370	52,957	
...	...	...	...	...	Nil
...	...	...	...	...	Nil
16,959	31,591	...	...	...	48,550
600	...	1,714	...	...	2,314
2,184	648	1,298	...	459	4,589	
...	...	...	...	420	420
19,743	32,239	3,012	...	879	55,873	
1,388	5,578	...	...	...	6,966
420	240	576	...	...	1,236
1,808	5,818	576	...	...	8,202
..	
...	...	...	...	4,189	4,189
...	
...	...	...	...	471	471
...	...	..	...	4,660	4,660

Statistics of Madrasas and

—	Management	No. of institutions	Enrolment on 31st March				
			In Classes III-VI	In Primary Classes	Total		
1	2	3	4	5	6		
ŞURMA VALLEY AND HILL DISTRICTS							
Recognised Institutions—							
1. Special Madrasas ...	Government	1	348	...	348		
Ditto Aided ...	Private ...	5	379	127	506		
Ditto Unaided ...	"	1	112	27	139		
Total ...	...	7	839	154	993	
2. Middle English Madrasas Aided ...	Private ...	63	3,263	798	4,061		
Ditto Unaided ...	"	9	362	95	457		
Total ...	...	72	3,625	893	4,518	
3. Middle Madrasas Aided ...	Private ...	18	734	389	1,123		
Ditto Unaided ...	"	3	100	...	100		
Total ...	...	21	834	389	1,223	
For males {	4. Maktab Board ...	Board ...	333	457	14,259	14,716	
	Ditto Municipal ...	Municipal	5	9	322	331	
	Ditto Aided ...	Private ...	6	12	342	354	
	Ditto Unaided ...	"	134	62	6,438	6,500	
	Total	478	540	21,361	21,901	
For females {	Maktabs Board ...	Board ...	76	73	2,341	2,414	
	Ditto Municipal ...	Municipal	1	1	27	28	
	Ditto Aided ...	Private ...	2	...	103	103	
	Ditto Unaided...	"	49	17	1,636	1,653	
Total ...	...	128	91	4,107	4,198	
Total unrecognised institutions {	For males {	Madrasa	39	46	1,290	1,336
		Maktab	93	5	4,630	4,635
	Total	132	51	5,920	5,971	
	For females {	Madrasa
		Maktab	4	...	114	114
Total ...	...	4	...	114	114	
Total unrecognised Institutions	...	136	51	6,034	6,085		

DIX L—concl'd.

Maktabs for the year 1941-42

Direct expenditure						
Government funds	Board funds	Municipal funds	Fees	Other sources	Total	Remarks
7	8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
40,701	...	...	5,042	...	45,743	
8,730	...	455	4,985	3,089	17,259	
...	...	...	147	1,943	2,090	
49,431	...	455	10,174	5,032	65,092	
36,923	802	1,248	25,644	12,049	76,666	
545	...	...	1,835	4,289	6,669	
37,468	802	1,248	27,479	16,338	83,335	
7,549	180	...	1,210	5,634	14,573	
210	...	60	...	919	1,189	
7,759	180	60	1,210	6,553	15,762	
45,675	10,778	...	...	33	56,486	
883	83	2,308	...	...	3,274	
745	...	371	...	170	1,286	
50	...	...	...	1,235	1,285	
47,353	10,861	2,679	...	1,438	62,331	
9,613	1,307	...	...	137	11,057	
222	...	...	...	...	222	
677	...	294	...	117	1,088	
72	...	...	...	322	394	
10,584	1,307	294	...	576	12,761	
120	...	...	...	903	1,023	
...	
120	...	...	...	903	1,023	
...	
...	
...	
120	...	...	...	903	1,023	

GOVERNMENT OF ASSAM
ORDERS BY THE GOVERNOR

Resolution on the Progress of Education in Assam, 1937-42
Extract from the Proceedings of the Government of Assam in the Education Department No EMI-22143, dated the 27th September, 1943

Read—The Quinquennial Review of the Progress of Education in Assam for the period 1937-42.

RESOLUTION

This is a review of one of the most critical periods in the history of Assam. The opening year of the quinquennium saw the introduction of provincial autonomy and the later years one of the greatest wars known to history. With the introduction of provincial autonomy and the natural desire for political power there were several changes in Ministries and a short suspension of the constitution. These changes had reactions in the matter of administration, educational policy and progress. With the extension of the war to the East and its approach to the borders of Assam it became necessary to vacate many of the educational buildings which were required for war purposes to the detriment of the smooth running of the Department.

2. In spite of the abnormal times and the disturbed political and economic condition of the Province, the review shows steady progress in the sphere of education. During the period, liberal grants were made to Local Bodies for expansion of primary education in rural and urban areas although the system of dual control of primary education in this Province continues as before. Venture primary schools are started and maintained by public and when it is found that the school continues for a year or two and the public are anxious to carry on Government aid is normally given. Special attention was given to the education of the hill tribes, plains tribal, scheduled castes and other backward classes. There has been a notable period for the hills as three Government High Schools were established in Tura, Kohima and Jowai. The control of primary education in the Garo Hills, Khasi and Jaintia Hills and Naga Hills has since been transferred to Government from the Mission Bodies.

3. The chief event of the quinquennium was the inauguration of the Mass Literacy Campaign with a total expenditure of Rs 2,15,000 and the results obtained were considered to be hopeful.

4. The question of establishment of a University in Assam received serious attention of the Government during the period. A Bill was prepared and presented to the Legislative Assembly which referred it to a Select Committee. Experts were invited from other Provinces to advise in the matter but owing to the resignation of the Ministry the suspension of the constitution and difficulties arising out of the war, no further progress has been made.

5. There had been an all-round increase in the number of all classes of institutions with a corresponding increase in the number of students, especially girls. Measured in terms of numbers the progress was marked, the number of primary schools recognised by the Department increased from 6,795 to 8,595 and their pupils from 321,628 to 409,298. The number of middle vernacular schools increased from 241 to 303 and their pupils from 36,803 to 43,612. These schools, not teaching English even as an optional subject have not gained popularity to the extent expected although the Calcutta University has introduced the vernacular as the medium of instruction. Middle English Schools rose from 279 to 397 and High Schools from 100 to 165 and their enrolment from 22,058 and 32,215 to 27,828 and 45,886 respectively. At present there are 15 colleges in the Province including a Law College, and a Sanskrit College. The total enrolment of scholars in these Colleges on the 31st March 1942 was 3,743. The affiliation of both the Government Colleges at Gauhati and Sylhet was extended in several new subjects during the quinquennium. Liberal maintenance grants were given to all the private colleges of which two men's colleges at Barpeta and at Sylhet and two women's colleges at Gauhati and at Sylhet were established during this period. B. T. classes attached to the St. Edmunds and St. Mary's Colleges at Shillong showed good results in the University examinations— their total grant from the Provincial revenue is Rs 8,200 per annum.

6. In regard to the quality of the general education imparted in Government institutions and also in private institutions recognised by the Department, Government are satisfied that the Director and his officers were alert in discharging their responsibility and maintained the reputation of the past by effecting definite improvements as evinced by the results of Assam students who secured high positions in the University examinations.

7. At present vocational and technical education in the Province is imparted through Government and private institutions run on aided basis. The University has since recognised such education as a part of the general education and it is now under the consideration of Government whether this education can be conveniently separated from the Industries Department and placed under the Education Department.

8. Arrangements for physical training, medical supervision, scouting, guiding and games continued to make steady progress as before. Towards the close of the quinquennium a Recreation Club Scheme for boys was introduced by the Director of Public Instruction in almost all high middle and some primary schools on an experimental basis with a view to encouraging extra-curricular activities.

9. There is a great demand for opening more training centres with a view to train a large number of vernacular mistresses and teachers of primary schools but the scheme submitted by the Director of Public Instruction could not be given effect to on account of financial stringency.

10. The opening of title classes in the Sylhet Government Madrasa for higher Islamic learning is an important event in the annals of Madrasa education in Assam and the classes seem to have become popular. Muslim education showed satisfactory progress. Senior Madrasa having increased from 5 to 8, High Madrasa from 3 to 6 and vernacular schools imparting Islamic instruction from 749 to 1,347. There was also a net increase of 51 Middle Grade Madrasas. The total number of Muslim pupils under instruction in all grades of schools also increased from 126,194 to 187,175.

11. Progress in Sanskrit education was also well maintained, 1,144, 587, and 193 candidates having passed the first, second and title examinations as against 1,148, 634 and 218 respectively in the previous quinquennium. There were 202 Tols in all in both the Valleys. Besides the Government Sanskrit College at Sylhet which continued its good work a new Sanskrit College was started at Nalbari by private enterprise which received a grant-in-aid from Government.

12. As regards various recommendations of the Central Advisory Board of Education this Government have taken action on certain items which were within the financial capacity of the Province. During the quinquennium under review some committees and conferences were held to devise ways and means for the improvement and expansion of education amongst the backward communities.

13. The total expenditure of Government was Rs 40,07,895 as against Rs 31,26,157 of the preceding quinquennium. The increase is mainly due to the introduction of the Mass Literacy Campaign, expansion of primary education, grants to non-Government Secondary schools and colleges, increased expenditure for Government High Schools necessitated by the introduction of the revised Matriculation Regulations of the Calcutta University and extension of affiliation of Government Colleges in certain new subjects. The Director of Public Instruction brought several new schemes to the notice of Government but all of them could not be financed on account of more pressing demands on the public funds for purposes connected with the war.

14. The Department lost a very able administrator in Mr. G. A. Small who retired having served in the Province for 32 years and acted as its head since 1932. Government are much indebted to him and have the pleasure to record a note of appreciation for the valuable services rendered by him for the cause of education of Assam. Government also thank his successor, Mr. S. C. Roy, for his comprehensive and interesting report which he ungrudgingly undertook to write and compile in addition to his duties at a time when the work of the Department increased enormously due to the war situation.

S. L. MEHTA,

Secy. to the Govt of Assam, Education Department.