

Assam Marches

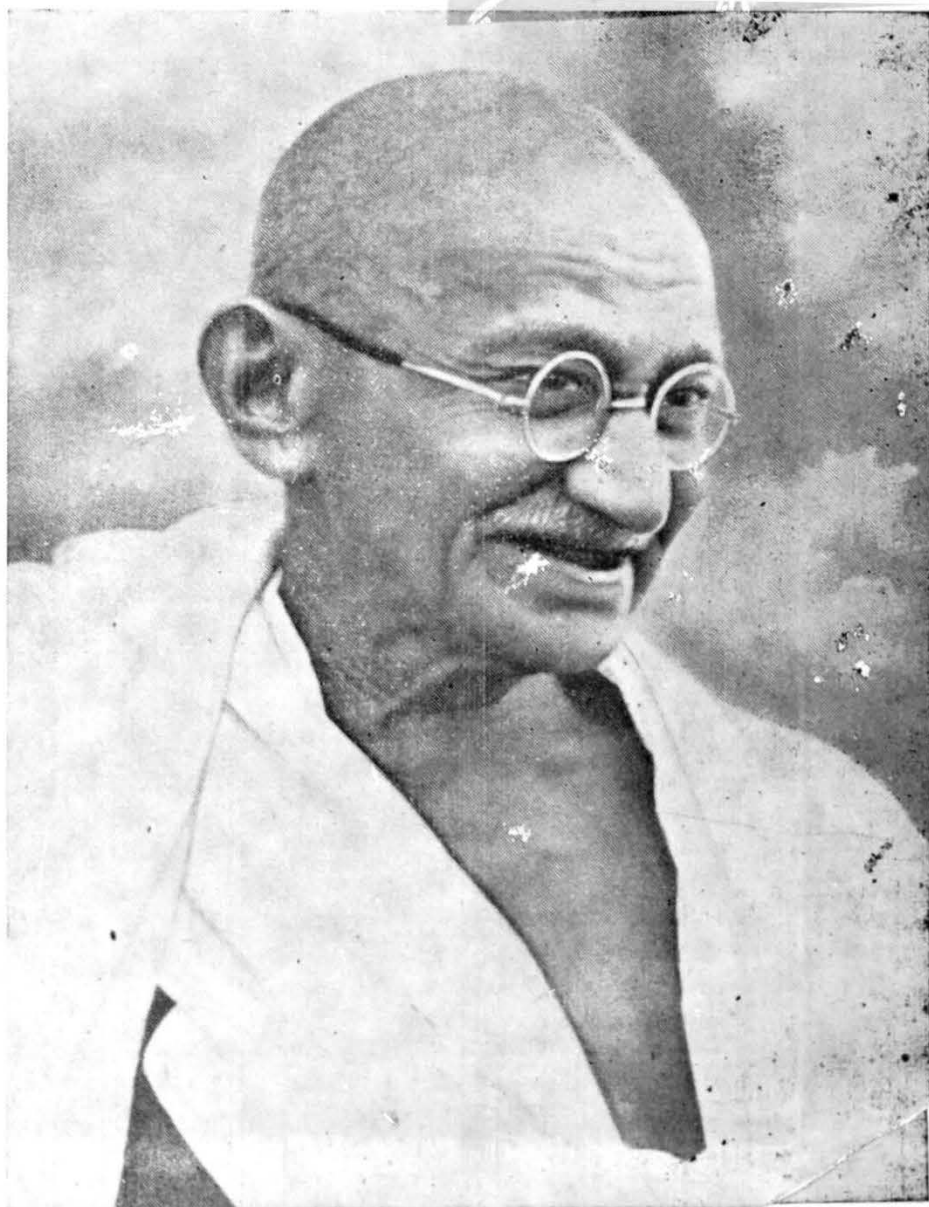
A
Glimpse
Into
The
Educational
Progress
In
Assam
1948-'49-'50

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Government of

BAPUJI ~~~~~



“ By education I mean an all-round drawing out of the best in child and man,—body, mind and spirit.”

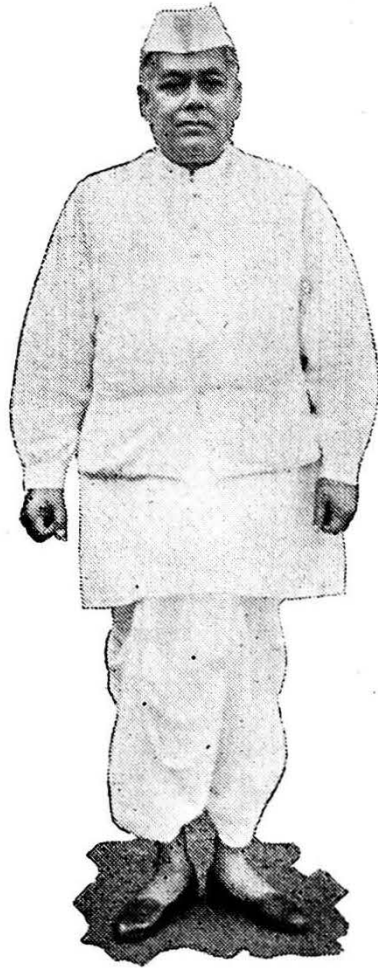
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“ Literacy is not the end of education, not even the beginning. It is only one of the means whereby man and woman can be educated. Literacy in itself is no education.”

— Mahatma Gandhi.

“ Cleanliness is godliness ; if we want to teach cleanliness, equality, love and co-operation to the students we must try to imbibe these qualities ourselves. Unless we are inspired by the spirit of love, service and devotion to the sacred cause, we may not fully be successful in putting the Great Soul's ideals into practice.”

— Gopinath Bardoloi.



**ASSAM'S PREMIER WHO
HOLDS THE PORTFOLIO
OF EDUCATION**

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INTRODUCTORY NOTE

WITH the achievement of freedom the problem of education in India has become more vital than ever. During the last century and a half, under the alien rule, education in our country received scant consideration, the main object of education being to create human materials for running the Government machinery. Independence has brought a new outlook in the people, and has given them the opportunity of organising an Educational System they need for their development and culture. The real aim of education is being realised by our administrators and leaders. Mahatma Gandhi enunciated the principles and has shown the path of real education. He has given us new thoughts for remodelling the educational system and there has been a great enthusiasm throughout the country for its adjustments to the new set-up of things,—moral, political, social and economical.

EDUCATION IN ASSAM—A DIFFICULT PROBLEM

The problem of education in Assam with her varied interests has always been difficult—possibly more difficult than in any other province of India. There are the Tribal people with their naive but a peculiarly developed form of culture, with fully developed system of village economy. There are *Adibasis* in the Plains with a rich tradition in their background. There are tea-garden tribes hailing from different parts of India speaking different dialects with distinct features; their education has to be linked up with a mode of life in the tea estates. And there are the immigrants, mostly Moslems, migrating during the last quarter of the century mainly from East Bengal. There are again the Nepalis, Marwaris and other up-country men coming into this beautiful land of ours in search of fortune. To provide education—Primary, Secondary and University—to this variety of people with a view to create good and intelligent citizenship in them must be a task of great dimension. Temporary though it may be, the partition of the province created no lesser difficulties for us. We had to part with a number of trained and experienced officers in all the branches of education.

GOVERNMENT'S PLAN

But the Government and the Department of Education have not been slow to understand and realise these difficulties, to meet them boldly and squarely and to reconstruct the system of education, as far as it is possible, according to a well-thought-out plan.

It is the intention of this Government to work out with the financial and expert assistance of the Government of India a plan so that within ten years, no one within the age group of 6 to 11 and that of 12 to 45 should be left uneducated at least in the necessary knowledge to make them fit for useful citizenship of the Province and of

India. In the plan for compulsory Primary Education, the education of school-going children between 6—11 years in the first stage and to 14 later is to be completed within as short period as possible. (The first year of action has already been started. Action taken and proposed to be taken in this behalf has been detailed in the Chapter on Primary Education.) As regards the age group between 12 and 45, the Education Ministers' Conference convened by the Government of India this year laid down a clear cut policy how by means of adult and social education, all people falling under the group could not only be made literate, but educated to take an intelligent interest in the economic, social and political affairs of his surroundings, and of the country as a whole. This is proposed to be done by means of pre-literary adult schools, rural and circulating libraries, distribution of books, and periodicals, etc., by visual education through cinema and films and education through radio sets, etc. (A detailed scheme so far as Assam is concerned is given in Chapter on Adult Education.)

HIGHER EDUCATION—A GREAT RESPONSIBILITY

Secondary and University Education is, to our mind, a very grave responsibility in the present set-up of things and the difficulty created for want of funds of the Provincial Government makes the situation worse. To create real leaders of the people, imbued with the spirit of service, and to have an adequate and well-trained body of technical personnel to work for the scientific and industrial development of the country, are the crying need of the hour. Yet, our experience to-day is that the standard of education in both secondary and university levels, is definitely lower than the needs of a free people's demand. The health of the students is not as satisfactory as one would wish; and what is worse, discipline among students worth the name is completely lacking. In teaching staff, efficiency seem to have been deteriorating every day. The task of reforms is indeed stupendous, and in our opinion, calls forth the best thoughts of us all. In this report some schemes that are worked or proposed to be worked to meet the situation have been given but it must be admitted, that apart even from the question of special education meant for females, the position seems to be far from satisfactory. Government are, therefore, anxious that full advantage is taken of the report of bodies like University Commission, and of the Secondary Education Scheme proposed to be enunciated by Government of India before any effective change in the policy is undertaken.

GENERATION TO RISE THROUGH EDUCATION

The educational system of any community is to be judged by the provision it makes to inspire the rising generation to a mode of

real life and to enable that generation to adopt a creative attitude towards society. The period of preparation required for any society, for the achievement of the above object must be dependant on the extent of its complexity. In a simple society of the primitive type the young persons are initiated into its mode of life by a process of informal education. Necessity of formal education through schools is not felt as the demands of such a society on the individual members are static and few. The more complex a society is, the greater are the demands on the individuals and longer is the period of preparation. The days are long gone when the mastery of the three R's by a privileged few could be considered an adequate preparation for a worthy life in the community. Our society is getting more and more complex, demanding an ever increasing share of responsibility on the part of the individual members both in economic and political life. Our traditional education which is both bookish and negative and that again confined to a few, cannot meet this new situation. The need for a complete re-orientation of our educational system was long felt but it was given to Mahatma Gandhi, the Father of the Nation, to give a constructive lead in this direction. Learning through activity and experience is an accepted principle of progressive education all over the world. Mahatmaji's support has given a new significance to it in India. Basic Education the fundamental principles of which were conceived and elaborated by Mahatmaji has been recommended by the Sergeant Committee for adoption by the Provincial Governments.

The demand for a qualitative and quantitative expansion of education in the Province has been recognised by the Government. With a view to prepare the youths of the Province for the duties of citizenship the Government has adopted as its long-term policy imparting of free and compulsory education for a minimum period of eight years from the age of six. The education given during this period is to be complete in itself, so far as it goes and is intended to enable the educated to pull their weight in society economically and to discharge their minimum political and social responsibility in an efficient manner.

While accepting compulsion for eight years as its long-term policy the Government has accepted in the first instance as a practical measure compulsion for five years.

Education however, does not end at the age of fourteen. It is the policy of the Government to offer as much facilities as it can for education beyond fourteen to those who can profit by it. Education beyond fourteen is to be of diverse types to meet the needs of the society and to suit the abilities and aptitudes of those who pursue it.

EDUCATION IS A LIFE-LONG PROCESS

Education is a life-long process extending from the cradle to the grave. Besides making provision for formal schooling of children

and adolescents the Government has undertaken to take necessary measures for the formal and informal education of the adult population of the Province. Adult Education should not be identified with mass literacy. Movement for mass literacy is a temporary measure for making up past deficiency. But Adult Education centres will have to continue even after cent. per cent. of our masses become literate. The Government has adopted a progressive policy of adult education with a view to supplement the education of the children and adolescent.

If the purpose of education is determined by purpose of society it goes without saying that the content of curriculum, the method employed and the amount of education given to youths are determined by purpose of education. Education cannot be planned without reference to the objectives and values of the community in which it is given. To ignore the functional relationship between society and its schools leads to a false isolation of the problem of curriculum. If society wants just technical efficiency its educational provision will be making technical schools; if it wants cannon fodder, its schools will become premilitary establishments; if it wants division in society, it will provide a disintegrated educational system; if it wants unity and co-operative living, it will provide for common experience and co-operation in pre-adult life. Our present society does not do what it wants. So, our educational provision reflects these somewhat social chaos. Our present educational system has yet to realise the vital connection between the purpose of society and what that society teaches in its schools. Curriculum has been isolated from its social setting. The curriculum of the Primary School, Academic High School, Technical School, etc., are dealt with apart from the question of the context of education as a whole. The right course possibly would be to determine the content of education in its totality and then to divide it into sections appropriate to the stages of development of children and youths in various types of Schools. What secondary schools are to teach depends upon what foundations infant and primary schools lay and upon what follows secondary school stage. The secondary school curriculum by itself is rootless and roofless. The same applies to other stages of education.

In the introductory remarks, it has been pointed out how even in the midst of this uncertainty and chaos, Government of Assam have evolved a plan and a method for work in the spheres of primary and adult education.

NEED OF CURRICULUM REFORM

The Government have the urgent problem of curriculum reforms constantly in mind. It is proposed to call an education conference to discuss the various aspects of the problem and to recommend to the Government, line of action in the light of the practices

of progressive countries and the suggestions of the Central Advisory Board of Education. So far as primary and middle stages of education are concerned the Government have already adopted Basic Education as its policy. The main lines on which curriculum reforms for these stages should proceed are therefore fairly determined. What remains to be done is to fill in the details to suit local conditions. Absence of trained teachers in sufficient number is likely to postpone by considerable period when the whole age group from 6 to 14 years will have received education in Basic Schools. But reforms of the curriculum in non-Basic Primary and Middle Schools cannot wait till then. Our plan, therefore, is to give to all our non-Basic Primary and Middle Schools the basic spirit. We have already introduced into the curriculum of the training centres for Primary Schools' teachers such subjects as Basic Crafts, Music, Dance, etc. It has now been planned to send one instructor from each centre to receive a short course of training in Basic Training Centres opened in March, 1949. As soon as the first batch of instructors will return on completion of training the second batch consisting of the second instructor from each of the 15 subdivisional centres will be deputed for similar training. The gradual and partial introduction of the Basic curriculum in the non-Basic training centres is intended to make the non-Basic Primary Schools to conform to the Basic ideals as far as practicable, so that when the availability of properly trained teachers in sufficient number will justify the conversion of these schools into Junior Basic, the change-over will not mean any sharp break with the past. A similar process will be applied for the gradual conversion of the Middle Schools into Senior Basic.

SECONDARY EDUCATION

The largest amount of reforms is needed in the content of Secondary Education. In the first place the curriculum for the various types of Secondary Schools must be integrated with that of the Primary and Middle Schools on the one hand and of the University on the other. Secondly, the curriculum must be designed to serve the purpose of the planned democratic society we have in view. The proposed Education Conference will be asked to advise the Government on various problems connected with the re-organisation of Secondary Education, its content and methods of teaching, etc. The work of reforming Secondary Education will be taken up as soon as the Board of Secondary Education is formed. Meanwhile, every effort will be made to supplement and balance the existing teaching in Secondary Schools by means of such extra-curricular activities as will impart a practical training in social service and develop a civic sense among students. The activities included in the extra-curricular programme are designed

to enable pupils to cultivate such democratic virtues as tolerance co-operation, discipline, initiative, independent thought and courage. A modest beginning in this direction has already been made and a sum of Rs.15,000 has been allotted to the Government Boys' High Schools and Cotton College for extra-curricular activities. The Government intend to widen the field and scope of extra-curricular programme progressively so as to include all the High Schools and to enable all the pupils of these schools to take part in some kind or other of those activities according to their aptitude and abilities.

FEMALE EDUCATION

One important problem connected with reform of Secondary Education is that of the content of female education. While it is not the intention of Government to shut the doors of higher education including professional and technical studies to those young women who might aspire after, and are found capable of, pursuing such education, the Government feel that for the overwhelming majority of girls attending schools the education must be such as will make them fit to play socially useful role as mothers of good citizens. The practical bias in the curriculum for girls should take the form of introduction of such subjects as domestic science, mother craft, elementary child-psychology, gardening, etc. In regard to the question of providing a difference in the curriculum for Boys and Girls' Schools, the Government however kept an open mind. A Conference of distinguished educationist women and men including a few from outside the Province is being called to advise the Government in the matter of re-organisation of female education.

CHAPTER ONE

REVOLUTIONISING EDUCATION THROUGH BASIC SYSTEM

FACTS ON BASIC EDUCATION IN ASSAM

- * **Six Basic Training Schools have been started.**
- * **Two More Training Schools to be opened in Naga Hills and Lushai Hills.**
- * **Batches of Teachers have been trained.**
- * **Government to spend Rs.15 lakhs on Basic Education in 1949-50.**

SINCERE and serious attempts are being made to implement the recommendations of the Central Advisory Board with regard to Basic Education. An Executive Committee with the Premier as the Chairman was constituted in July 1946 to devise ways and means for introducing Basic Education in the Province. Shri Aryanayakam and M. Ansari of the Jamia Milia are members of this Committee. An Adviser for Basic Education is in-charge of Basic Education and is directly responsible to the Secretary, Education Department.

It was proposed to start six Training Schools for training teachers for Basic Schools. The question of buildings for housing the Training Schools was taken up in right earnest and had there been no acute scarcity of building materials, all the Training School buildings would have been completed a year ago. A Special Officer was appointed to look into the progress of the buildings and the work has now been completed. The six Training Schools at Sootea, Titabar, Dudhnai, Udarband, Raha and Shillong have already been opened and are now working. Of these, the Training School at Raha is for training of women teachers and that at Shillong is both for men and women. The others are for men teachers only. Two more Training Schools, one in the Lushai Hills and another in the Naga Hills are going to be started shortly. These centres will train both men and women teachers.

Our plan is to train all the Primary School teachers of a compact area centering round a Training School and gradually to convert all the schools in that area to Basic Schools.



HON'BLE SRI GOPINATH BARDOLOI PERFORMING THE OPENING CEREMONY OF THE RAHA BASIC TRAINING CENTRE

Every year teachers are being sent to Jamia Milia and Wardha for training in Basic Education. The first batch of teachers on return has compiled the syllabus to be followed in the Training Schools. All the trainees on return are being employed as instructors in the Training Schools. Government have also in view a Scheme for getting some inspecting officers trained in Basic Education. One Assistant Inspector of Schools has already returned after taking a short course of training in Wardha and Jamia Milia and is now helping the Adviser, Basic Education, in inspection and supervision.

CHAPTER TWO

EDUCATING OUR CHILDREN

HIGHLIGHTS ON PRIMARY EDUCATION IN ASSAM

- * Assam Compulsory Primary Education Act passed in 1947.
- * Compulsion in Primary Education enforced on February 1949.
- * Seven towns and 1,200 villages now under compulsory areas bringing over one lac pupils within one-fifth of Assam's area.
- * Primary Education to cost Government over Rs.50,00,000 this year.
- * Government taking over gradually schools from Christian Missionaries in Hills areas.
- * Special grants for Tribal, Backward and ex-tea garden population
- * Government took over 6,00 Venture Schools in 1948-49 and taking over 1,450 this year.

A RETROSPECT

THREE periods can clearly be distinguished in the history of modern primary education in Assam. The first period begins with the coming of the British to the province upto the year 1917. During this period primary education was managed mostly by Private enterprise, aided by State-grants. By the end of 1917 however, almost all the schools were taken over by the Local and Municipal Boards. The total number of schools in 1917 was 4,197 with the total number of scholars 1,81,808.

The second period in the history of our primary education extends from 1917 upto 1948, a period during which primary education was virtually under the complete control of the Local Bodies. In 1926, our first Primary Education Act was passed, which not only strengthened the position of the Local Bodies in the matter of Primary Education, but also gave them wide powers to introduce compulsion in the entire Province in gradual stages. In fact, in 1940-41, Government made a contribution of Rs.2,330 as recurring and Rs.11,550 as non-recurring, to some Local Bodies for introduction of compulsion in some selected urban areas. 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 Bodies which might agree to introduce compulsion. But before the scheme submitted by different bodies could be examined



PREMIER HOISTING THE NATIONAL FLAG ON " EDUCATION DAY " AT RANGIYA

and proposal submitted to Government it was ordered that the amount should not be spent in view of the need of balancing the Budget. Thus the first move to introduce compulsion was thwarted under retrenchment.

NEW PRIMARY EDUCATION ACT

In July 1944, Government appointed a Primary Education Committee. The Committee recommended that there should be a Statutory Central Body with Subdivisional Committees to give effect to the policies of the Central Board. On 23rd September 1946 the Hon'ble Shri Gopinath Bardoloi, the Premier and Education Minister, introduced the Primary Education Bill in the Assembly. The Bill was passed in 1947 and became an Act. From this date begins the third period in the growth of primary education in the Province.

The Act envisages a new machinery of administration. A Provincial Board is established to advise Government on all matters relating to Primary Education including its finances ; and Government executes the recommendations of the Central Board through the agency of the Local School Boards thus retaining the financial and administrative control over the School Boards in the hands of the Government.

The constitution of the Provincial Board of Primary Education was complete in June 1948, and School Boards in each of the 15 Plains Subdivisions came into existence in the first week of July 1948. On 30th July 1948, the first Joint Conference of the Provincial Board and Chairmen and Secretaries of the School Boards was opened by the Hon'ble Shri Bishnu Ram Medhi, our Finance and Revenue Minister. The Conference sat for two days with Srijut M. M. Chaudhury, Parliamentary Secretary, Education, in the Chair, and concluded its deliberations on the 31st July 1948. The Conference recommended that compulsion should be introduced on and as from February 1, 1949 in selected areas throughout the Province



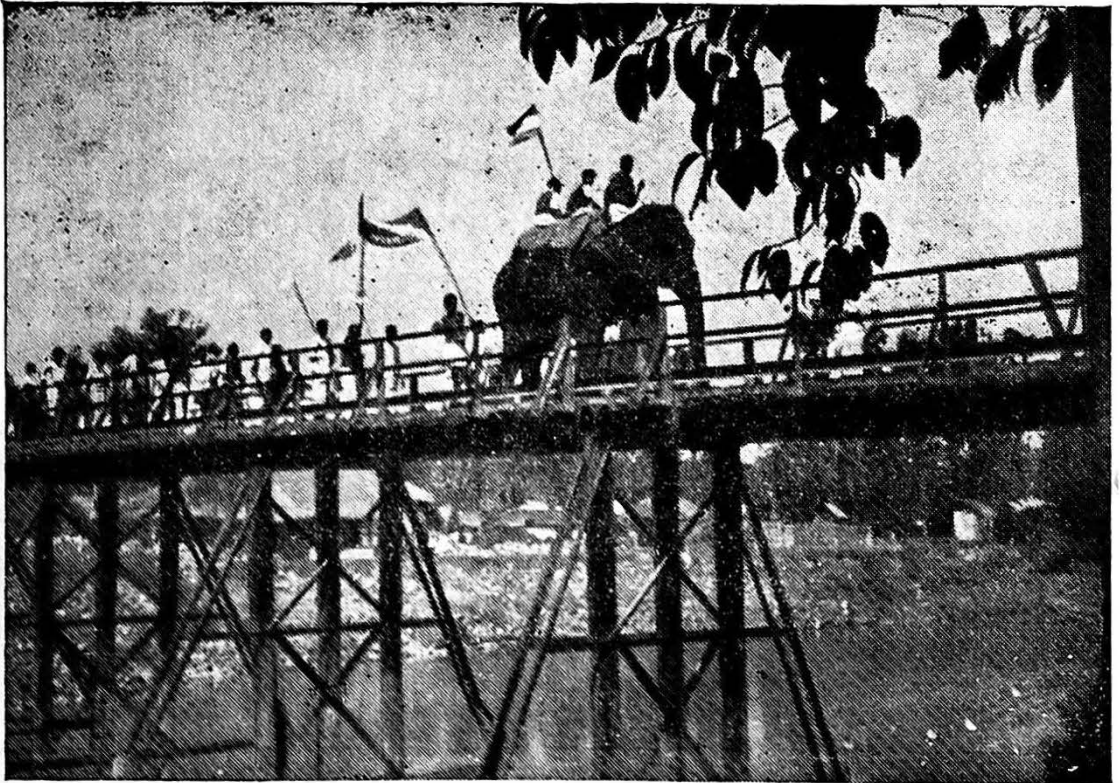
PROCESSION ON THE OCCASION OF INANGURATION OF COMPULSORY PRIMARY
EDUCATION

and that Training Camp with a condensed course of 6 months should be opened in each of the Subdivisions to train up the huge number of untrained teachers in the country.

MAGNITUDE OF THE PROBLEM

The magnitude of the problem which the Board has had to face, can easily be appreciated when it is remembered that as many as sixteen new offices had to be organised and established at once, all the accounts of the Local Bodies were to be transferred, budgets were to be prepared in order to be able to have funds and incur expenditure, estimates were to be made for the next financial year, a new policy of administration had to be determined, huge financial complications and details of an entirely new machinery had to be tackled with. And within an incredibly short period of time, the School Boards did organise offices, took over the control of Primary Education from the hands of the authorities concerned, selected the areas of compulsion, made the survey and the census, selected sites for training camp ; and in fact, set the machinery in motion.

Meantime, under the Post-War Development scheme, Government is taking over schools gradually from the hands of the



PROCESSION ON " EDUCATION DAY "

Missionaries in the Hills, and is sanctioning grants to *ex-tea-garden* labour population. Within the course of the year 1948-49, Government sanctioned taking over of nearly 1,600 venture schools mostly in Tribal areas, and 1,450 more venture schools during 1949-50. Thus, Government have already made provision for 2,900 new schools with nearly 4,000 new teachers, including those for compulsory areas.

COMPULSION ENFORCED

Primary Education has been made compulsory rather in a big area. It covers seven towns and more than 1,200 villages. Seven hundred and fifty new schools have been opened for Compulsory areas alone, and 2,250 new teachers appointed. The total number of children between the age-group 6 to 11 in the compulsory area is 1,02,426. The total cost on Primary Education this year would exceed fifty-six lakhs of rupees.

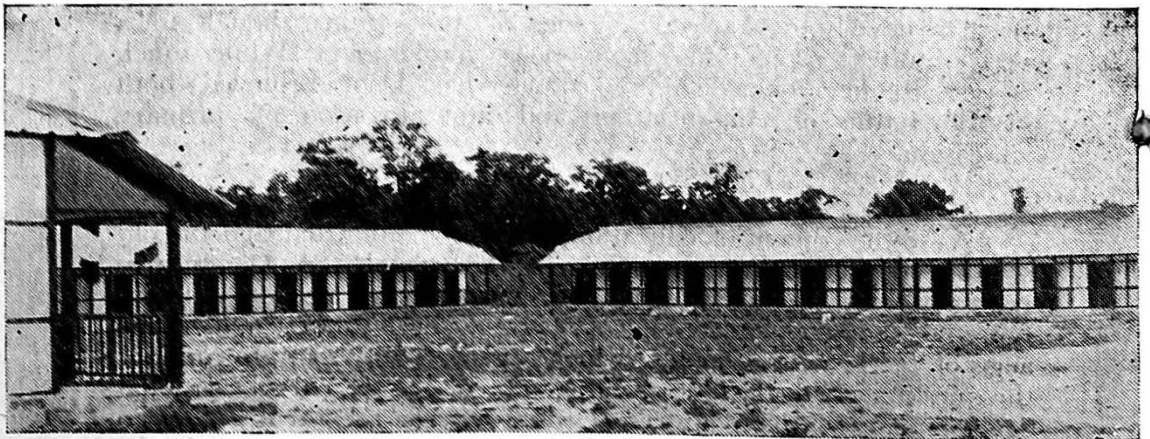
Most serious and intensive efforts are being made to bring in reforms both in organisation and content of Primary Education. Previous to the taking over of the schools by the newly constituted Boards, the organisational structure was more or less in a state of confusion. There were schools aided directly by Government, schools aided by Local Boards, Municipal Boards and Town Committees, schools for the maintenance of which grant were sanctioned through private organisations and different Missions; schools directly under the Local Bodies. Teachers were paid at different rates by different authorities, according to their convenience and financial positions. All the schools except those of the tea-garden areas have now been brought under the same category and teachers are being paid at uniform rates. The position of teachers has been made secure, service books have been opened, age of confirmation and retirement has been fixed, contributory Provident Fund for all the confirmed teachers have been started, avenues of promotions, though in a very limited promotion, have been found out. While much is yet to be done, definite progress has been achieved both in the matter of organisation and administration of primary education.

OLD SYLLABUS TO CHANGE

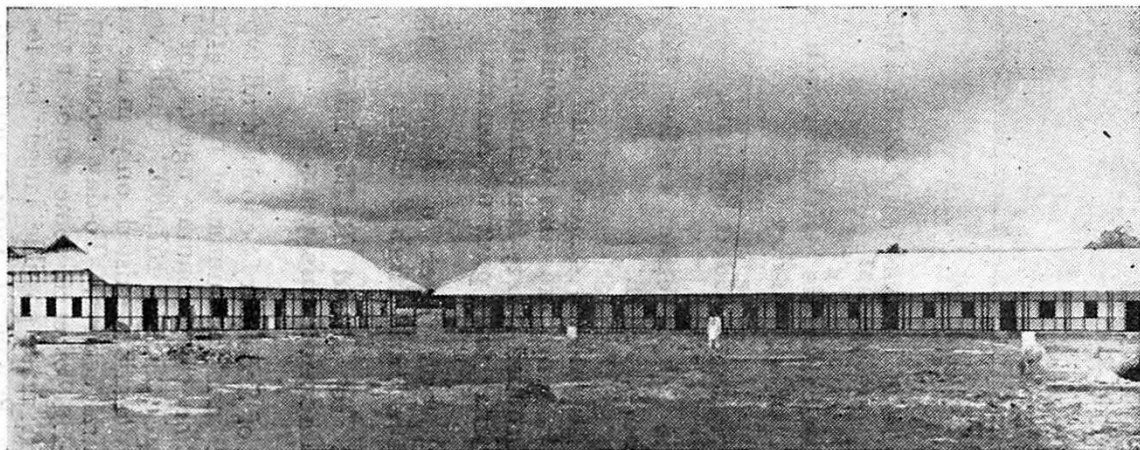
As to the content of education, it is to be admitted that the old syllabus of studies still continues in the schools. A Committee, represented by all educationists and persons interested in different types and stages of education, has however been formed under the aegis of the Provincial Board, which will meet very soon, to consider the question of the syllabus in the light of the recent educational developments in the country. Utmost efforts are already afoot to introduce as much of Basic bias in as many of the primary schools, as is possible in the present circumstances. The "activity

programme" including sanitation, personal and community cleanliness, community-prayer, village-*safai*, etc., has been introduced in large number of schools; and the students are showing increasing interest in these activities. Gardening has been a regular feature, and a very large number of schools has taken up planting of flowers and vegetables in new school compounds. The drill classes have been revived. The Training Institutes for the primary school teachers are being rapidly converted into Basic Training Institutes. Eight Instructors from these Institutes have already been deputed for training in Basic Education in the newly started Basic schools, and four Basic trained Instructors, have joined these Institutes. Besides, all efforts have been concentrated in these Training Institutes to make the activity-programme a complete success. Excursions in backward and undeveloped areas and to places of historical interest have been organised, jungles have been cleared, villages have been cleansed, dramatic performances have been made in the villages, lantern-lectures regarding education and sanitation have been shown, vegetables have been grown, and craft works including bamboo and cane work, book-binding, rope-making, globe-making, etc., have been introduced. The Institutes are, in most cases, residential, so that the trainees are always under the direct supervision of the teachers. This would enable the teachers to materialise the plan of introducing what is known as the "Certificate-System". Art-teaching and physical education have formed important items of the curriculum.

We are grimly determined to execute the plan of Compulsory Primary Education, provided the funds are forth-coming.



TITABAR BASIC TRAINING CENTRE



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BUILDINGS OF TITABAR BASIC TRAINING CENTRE

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CHAPTER THREE

REMODELLING SECONDARY SCHOOLS

SOME FACTS ABOUT SECONDARY EDUCATION IN ASSAM

- * Secondary Education is within reach of the remotest village to-day.
- * Increased Grants to Aided Schools.
- * New Scheme given effect to for Aided School Teachers' relief.
- * Number of Secondary school students in 1949 is about one lac and 67 thousand against one lac and thirty-four thousand in 1945 when Sylhet was part of Assam.
- * Government took over 6 Aided High Schools as Academic High Schools.
- * Government to spend Rs.35 lakhs on Secondary Education this year.

IN 1945 the number of Secondary Schools of all types in Assam including Sylhet was 1019 and the number of pupils attending these schools was 1,34,157. The corresponding figures for 1949 in the reconstituted Province are 988 and 167,000. Until very recently facilities for secondary education existed only in the subdivisional towns and a few large rural centres. To-day secondary education has come within the reach of even some remotest villages of the province. This has been made possible largely by local initiative in starting schools. The Provincial Government and the Local Bodies, which themselves receive an education grant from Government have extended liberal aids to most of the schools started by voluntary efforts. Out of a total of 988 secondary schools in the province in 1949, 74 are maintained by Government, 277 by Local and Municipal Boards, 500 received maintenance grants either from the Local Bodies or from Government or from both, and 137 were maintained purely as voluntary enterprise. Total Government expenditure on secondary education for the year 1949-50 is estimated at Rs.35 lakhs.

INCREASED GRANTS TO AIDED SCHOOLS

Efficiency of schools in educating those placed in their charge is to a great extent dependent on the pay and status of the teachers. Compared with the teachers of the Government schools those of the aided schools were much ill-paid. In 1947 the Government spent over 3 lakhs of rupees in granting dearness allowance to teachers of aided Secondary Schools, as temporary relief. This year Government have made additional recurring provision of 8.36 lakhs of rupees for the improvement of the aided High Schools. The grant-in-aid scheme has now been completely revised so far as the aided High Schools are concerned with a view to give every school a fair deal having regard to its need, fee-income and efficiency. Under the new scheme every school will be enabled to pay its Headmaster the minimum salary of Rs.100 per mensem, the Assistant Headmaster Rs.90, Trained and Honours Graduates or M. A. and M. Sc. Assistant Teachers Rs.90 and Graduate teachers Rs.80, Under-graduates—Rs.60 and Matriculates—Rs.50. However, most of the schools will have funds at its disposal for paying at a rate much higher than the minimum recommended for each grade. Additional provision has also been made for teaching the Rashtrabhasha and Vocational subjects in a number of schools.

Owing to the difficult position of provincial finance it has not yet been possible to increase the grants to the middle schools to the same extent. Out of a total of 933 Secondary Schools, 191 are High English, 426 are Middle English and only 316 are Middle Vernacular Schools. The large proportion of English Schools can easily be explained. Social and economic importance of the English language in our society is self-evident. The preponderance of purely academic type of schools is surely not a very healthy sign. The Government do not propose to encourage the growth of any more English Schools till the future of Secondary Education in India is more fully known.

SECONDARY EDUCATION TO BE RE-ORGANISED

Re-organisation of Secondary Education is engaging the attention of the Government of India. The question is also linked up with that of University Education which is now being investigated by a Commission. Till a definite lead comes from the Central Advisory Board and till the recommendations of the University Commission are known it is not possible to work out a comprehensive plan of Secondary Education in our province. One thing, however, is certain. Secondary Education cannot be uniform. Diversified courses must be made available to suit the needs, abilities and aptitudes of those who pursue it. While some of the schools may be of academic type preparing pupils for the University, the large

majority must have technical, agricultural or vocational bias. The proportion of the different types of schools and the methods to be employed in selection are difficult problems needing expert and experienced guidance. It is hoped that the recommendations of the Central Advisory Board and the University Commission will offer valuable guidance in these matters.

Meanwhile, steps have been taken to classify the High Schools into Technical and Academic. Six existing aided High Schools have been taken over by the Education Department for developing into Academic High Schools with practical bias in the lower classes.

CHAPTER FOUR

EXPANDING COLLEGIATE EDUCATION

SIDELIGHTS ON COLLEGIATE EDUCATION IN ASSAM

- * Government to spend 7 lakhs for 16 Colleges.
- * More facilities for study of science by increasing seats in science classes & opening science sections in non-Government Colleges.
- * Increasing grants to non-Government Colleges.

A NOTICEABLE feature of collegiate education during the past few years is its rapid expansion mainly through voluntary efforts. Large sums have been collected by small public donations and from generous patrons for the establishment and maintenance of a fairly good number of colleges. The enthusiasm of the public over these colleges has been so great that the Government and the people had hardly any time to assess their value in the context of a systematic plan for higher education. Government have, however, come to the aid of these infant institutions with both recurring and non-recurring grants. Total annual expenditure incurred by Government on collegiate education is 6.4 lakhs. Out of this, 2.3 lakhs are on the aided colleges. The number of colleges in the reconstituted Assam is 16. Out of this, 3 are exclusively meant for women. J. B. College, Jorhat has a separate section for women.

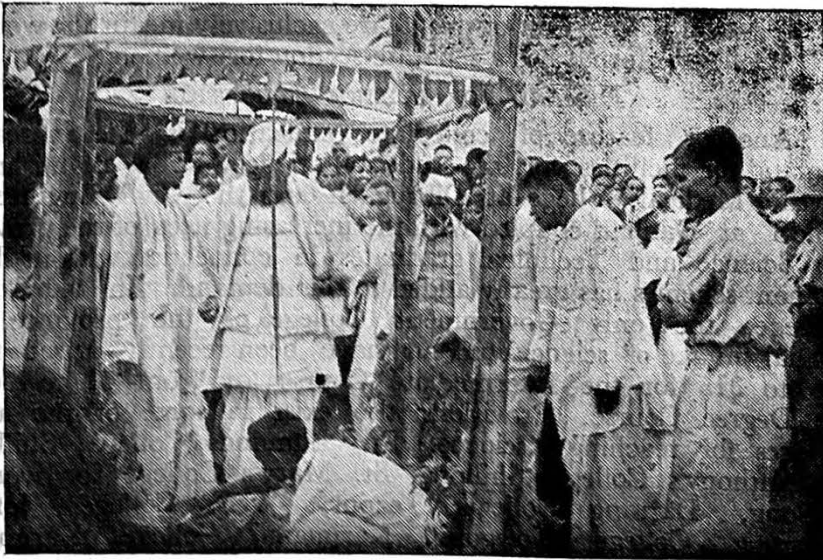
DEMAND FOR SCIENCE EDUCATION

Another feature of collegiate education is the increasing demand for facilities for the study of science. The establishment of the Medical College at Dibrugarh and the Civil Engineering School at Gauhati coupled with the increasing need of the province for Science and Technical graduates in connection with its development schemes has greatly added to this demand. In the Cotton College, the only Government College of the province, the annual intake of science students have been recently raised from 216 to 315 for the Intermediate Course and from 41 to 66 for the Degree Course. Provisions also exist in some of the aided colleges for teaching science. St. Edmunds College, Shillong, St. Anthony's College, Shillong, St. Mary's College for women, Shillong, Darrang College, Tezpur, J. B. College, Jorhat, Nowgong College, Nowgong, Karimganj College, Karimganj (Cachar) which were originally started as purely Arts Colleges are now providing facilities for the study of science courses. The aided Colleges admit about 400 students annually into their Science Classes

There has also been a marked demand for study of commerce. Besides the University Post-Graduate Classes in Commerce, J. B. College, Jorhat and B. Borooah College, Gauhati, offer commerce to the under-graduates students.

QUALITY NEEDS IMPROVEMENT

While there has been a large increase in the number of students receiving higher education in Arts, Science, and Commerce it cannot be said with confidence that the quality of education has correspondingly improved. On the contrary, if the results of the University Examinations are any indication of the standard of education imparted in the colleges, the standard has certainly deteriorated. This deterioration is due partly to the dislocation caused by the War and struggle for freedom, and partly to the pupils' poor knowledges of English which happens to be the medium of higher education. As conditions are getting into the normal, it is hoped that education will regain its rightful place as worthy of the highest attention on the part of our youth. As to the second cause, while abolition of the English medium in our Secondary Schools has undoubtedly resulted in a greater efficiency in the instruction of the subjects, it has at the same time led to a marked decline in knowledge of English. The Government is now exploring possibilities of improving the standard of teaching English in schools by employing better methods of teaching languages although the time allotted to English in the school time-table may have to be reduced.



THE HON'BLE PREMIER LAYS FOUNDATION OF HOSTEL AT KARIMGANJ.

The following table will indicate the progress of collegiate education during the past six years :—

(For Reconstituted Assam only)

—	Number of colleges teaching Arts only			Number of colleges teaching Arts & Science			Number of Pupils	
	1st Grade	2nd Grade	Total	1st Grade	2nd Grade	Total	Men College	Women College
1	2	3	4	5	6	7	8	9
1942-43 ..	3	2	5	5	..	5	1372	95
1943-44 ..	3	3	6	5	..	5	1774	159
1944-45 ..	3	4	7	5	1	6	2199	196
1945-46 ..	4	5	9	5	1	6	2564	210
1946-47 ..	6	5	11	5	2	7	3550	224
1947-49 ..	3	6	9	5	2	7	5108	331

CHAPTER FIVE

ASSAM HAS HER OWN UNIVERSITY TO-DAY.

FACTS ABOUT THE UNIVERSITY

- *An Act for A University for Assam was passed in December 1947.**
- *Assam's own University came into existence in 1948.**
- *Government have acquired 1,500 bighas near Pandu for permanent site of the University.**
- *Government give five lakhs as recurring and eleven lakhs as capital expenditure to University this year.**
- *Government have set up Development Committee to expedite building works for the University.**

THE establishment of the Gauhati University in 1948 has removed a long felt want of the Province of Assam. The demand for a University for Assam had been persistent since the time of the Sadler Commission and had found its expression through the Press and platform. The Government of the time on the whole was apathetic towards the popular demand and tried to shelve the issue by appointing Special Officers to submit reports. A representative public gathering met at Gauhati in 1944 under the presidentship of Hon'ble Shri Gopinath Bardoloi, passed a resolution for the establishment of a University at Gauhati and formed a Trust Board with Shri Bardoloi as the Chairman. It was mainly through the untiring efforts of the Chairman that a sum of six lakhs of rupees was collected by the Trust Board in course of six months in 1945. As soon as the Congress assumed power in 1946 the new Government took up the matter. A University Bill very much in the line of the Delhi University Act was introduced by Government and passed by the Legislative Assembly in December 1947. In January 1948, the University came into existence. Besides conducting the various University Examinations the new University has already

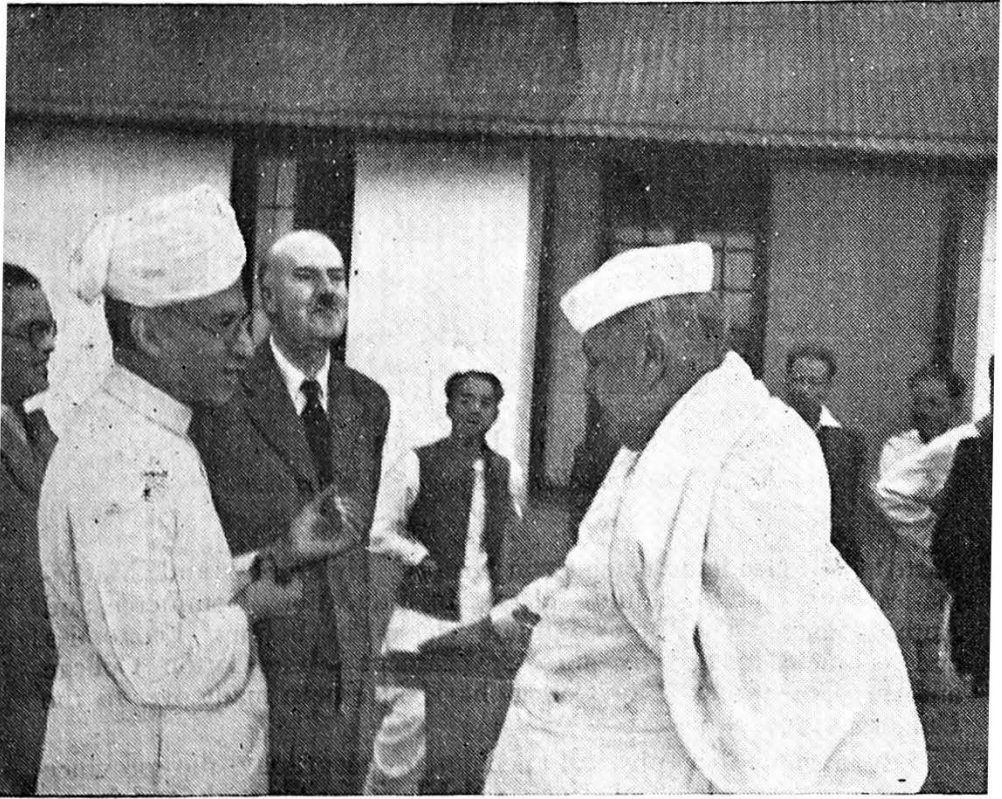


SRI K. K. HANDIQUI,
First Vice-Chancellor of Gauhati University.

started Post-Graduate teaching in History, Philosophy and Mathematics and Under-graduate classes in Education, Commerce and Anthropology. The Post-Graduate classes in Botany, Economics and Assamese opened by the Government in the Cotton College and the Government Law College have since been made over to the University.

By virtue of her physical and human geography the province of Assam is capable of offering special facilities for study and investigation in the fields of Social and Physical Anthropology, River Training, Geophysics, Minerology, Forestry and Agriculture. With Government of India's liberal help the Gauhati University is capable of developing into an All-India centre for the study of any or all of the above subjects.

A University is primarily a corporate society. There must be common bonds, common moral, intellectual and spiritual interests, and a common life to be lived, if a University is to deserve its title. The residential University whose residence fosters the closely knit life of a whole community embodies most successfully the University spirit. The educational and financial position of our province does not allow us to make our new University purely residential and unitary. But efforts are being made to give it a residential character as far as possible. The land proposed by the Trust Board on the bank of the Brahmaputra, has been acquired by the Government for housing the University. A blue-print of the University buildings prepared by an eminent foreign architect is now being examined by Government and the University authorities. Meanwhile the University Act has been so amended as to bring into existence a Development Committee to



DR. S. RADHAKRISHNAN, CHAIRMAN OF THE UNIVERSITY COMMISSION WITH HON'BLE SRI G. N. BARDOLOI, AT GAUHATI.

take up the developmental and constructional works of the University. The Committee estimate that a total sum of 1,87 lakhs and 35 lakhs would be required for capital and recurring expenditure respectively in course of the next five years. The Provincial Government at present give an annual recurring grant of 5 lakhs and have provided a sum of 11 lakhs for capital expenditure in the current year. It is clear that while the Provincial Revenue may finance the recurring expenditure, the bulk of the capital expenditure must be met from grants of the Central Government and donations from the generous public. No grants have been received as yet from the University Grants Committee or the Government of India. But it is hoped that the Government of India will not be lacking in generosity if we can convince them that we have put in our maximum of efforts and money.

CHAPTER SIX

OUR ADULTS BECOMING LITERATE

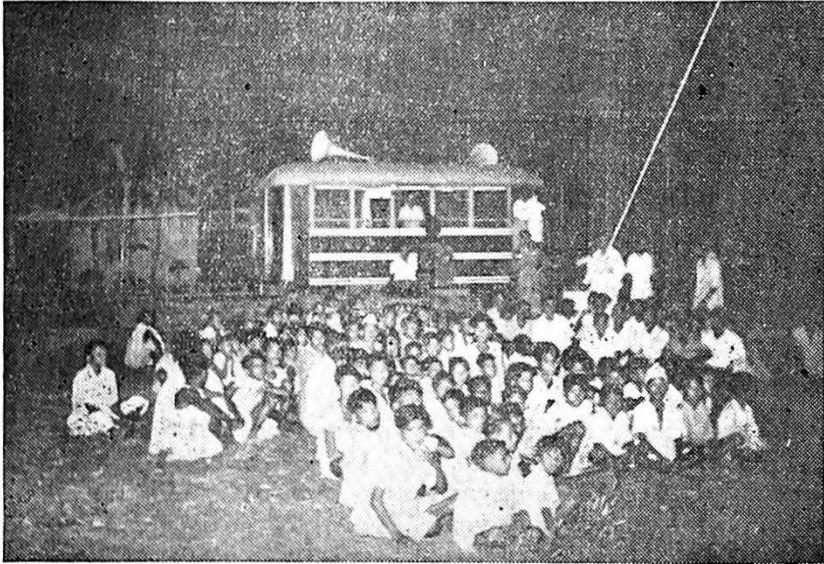
SIDELIGHTS ON ADULT EDUCATION

- *500 Centres are at work
- *Mobile Vans provided for visual instruction.
- *Government to spend Rs.1,17,000 this year.
- *A new Five-Year Plan for Social Education in the offing to be launched with Central Government's Grants of Rs.35 lakhs for five-years.
- *Over 2,56,619 persons received instruction during 1940-48 under the Mass Literacy Scheme.

THE Congress Coalition Government while in office in 1939, sponsored the scheme of Adult Education, which was then called Mass Literacy Campaign. The response was great. Fifty-seven thousand adults were made literate in course of one year. The successive Governments also took the clue from where the Congress Government left. During the period of the War the movement received a set-back and had to pass very hard times till 1946.

The Scheme was launched with 2 objects in view :—

- (1) To drive out illiteracy as far as possible from people between the ages 12 and 45 ; and
- (2) To spread general knowledge, education for citizenship and social education among the illiterate masses. The means and methods prescribed for literacy and education for adults and for stimulating a desire in them for self improvement were Night Schools, Rural Libraries; Circulating Libraries, Pathachakras, Publication and distribution of books and periodicals, talks and lectures on rural economy, village reconstruction and other topics of interest, *Jatras*, *Bhawanas*, *Ojapalis*, *Namkirtan*, Exhibitions, meetings and fairs, visual and aural education through cinema shows, radio programmes, etc.



ADULTS LISTENING TO TALKS THROUGH MOBILE VAN UNIT

500 CENTRES AT WORK

The number of such centres now functioning under the direct supervision of the Government is 500 in the whole of the Province as it is now constituted.

Almost all these centres have been running with double sections (1) the Pre-literacy Section and (2) the Post-literacy Section.

Enrolment of pupils in the Pre-literacy section is generally limited to maximum 25 and minimum 18 adults and in the Post-literacy section to 20.

Attempt is being made to make the literacy work in the centres varied and attractive.

Besides the Government centres, about 100 venture centres organised under private agencies have been functioning every year. A lump sum amount as aid is paid to these centres.

At the end of each term a literacy test is held.

Since 1940, till the end of August 1948, the number of persons that have been brought under the enlightening influence through the literacy centres is as below—

Total number of persons who received instructions = 2,56,619.

Total number of persons who have passed the test = 2,04,154.
of whom 11,504 were women.

MOBILE VANS FOR VISUAL INSTRUCTION

The Mass Literacy and Adult Education branch has been provided with 2 Mobile Van Units fitted with sound and motion picture projectors, radio sets, microphones, etc., for visual and oral education to the rural people through educational films, radio programmes and talks.

The mobile van units are now touring in the subdivisions and holding shows of educational films and also entertaining people with radio talks and programme in selected areas.

To push up the work provision has been made for the opening of 15 more new centres annually in each of the plains subdivisions and 20 centres in selected Hill areas for a period of five years. Funds have also been provided to add another mobile van unit to the audio-visual education section during 1949-50.

The annual Government grant for the Mass Literacy and Adult Education Scheme is at present Rs.1,36,000.

From 1947-48 the Adult Education Branch of the Education Department has been receiving an additional grant out of the Post-War Development funds—the grant for 1949-50 being Rs.1,17,000.

A FIVE-YEAR PLAN IN THE OFFING

The Central Mass Literacy Committee in its meeting held at Shillong on the 27th March 1949, prepared a Five-Year Scheme of Social Education for adults. The Scheme was prepared on the basis of Government of India's annual grant to the extent of Rs.3.15 lakhs for five years. The Scheme is now being examined by the Government of India.

The Five-Year Scheme of Adult Education aims at making social education available to at least 50 per cent. of our adult population in course of five years. It is proposed, under this scheme, to run 2,369 Adult Education centres for five years throughout the province. The Scheme also envisages establishment of 850 post-literacy centres and study circles, and 1,200 rural libraries in course of the same period. Adequate provision has also been made for publication of an Adult Education Journal and Literacy Primers. Five additional mobile van units will be provided for audio-visual education to the adults. Besides making the adults literate the Adult Education centres will try to develop into so many community centres through various cultural and recreative activities, and to impart training in citizenship through simple talks and demonstrations on such topics as personal and social hygiene, co-operation, home craft, etc. It is also contemplated to impart training in vocations and crafts in a few selected centres. The proposed scheme will cost approximately—Rs.8,00,000.

CHAPTER SEVEN

EDUCATING OUR TRIBES

SOME FACTS ABOUT EDUCATION IN TRIBAL AREAS.

- *250 scholarships for Tribal students in schools and colleges reserved.**
- *Liberal free studentships to Tribal pupils.**
- *Fee concession to Tribal students to extent of 50 per cent. of their enrolment.**
- *Reduced fee rate in Excluded Areas.**
- *Government taking over schools in Tribal Areas in large number.**
- *Encouraging Tribal crafts in their schools.**

THE type of education given in the Tribal Areas is not different from that given in the Plains. The Tribal people are being helped by the provision of a large number of scholarships and free studentships from the general budget. Besides reserving about 250 scholarships for the tribal pupils in schools and colleges, fee concession to the extent of 50 per cent. of their enrolment is granted to them. Nine free studentships are also available to the tribal students reading in the Government Colleges. Over and above these concessions the pupils of the Excluded areas get the extra benefit of a very low fee rate in the schools of those areas, compared with that prevailing in similar schools of the Non-Excluded areas. An Assistant Inspector of Schools has been appointed to look after the development and progress of education among the Plains Tribals. A training centre for Lower Primary teachers was started in Cherrapunjee in Khasi and Jaintia Hills on a grant-in-aid basis during 1946-47.

SCHEMES FOR EDUCATION UNDER WAY

The Naga Hills, the Lushai Hills, North Cachar Hills and parts of the Sadiya and Balipara Frontier Tracts constitute the Excluded areas. In these areas schemes for expansion and improvement have been put into operation from 1947-48 when grant for opening more schools were given and an Assistant Inspector of Schools was appointed to advise the Director of Public Instruction in educational matters relating to these areas.

In 1947-48 as many as 81 Government Primary Schools and 5 Government Middle English Schools were established in these areas; and a Teachers' Training School was started on grant-in-aid basis. Two Sub-Inspectors of Schools—one on a temporary basis, have been appointed in the Naga Hills for inspection and organisation of the Schools. In the following year 68 Primary (some with two teachers) and 4 Middle English Schools were established as purely Government Schools and another Teachers' Training Class was opened on aided basis. Besides this, an annual recurring grant of Rs.3,600 has been made to the Mission Training School at Lungleh (South Lushai Hills) for providing adequate facilities for the training of Primary teachers of that Sub-division. The inspection and organisation of the schools in the Lushai Hills have been left mostly with the Christian Missionary agencies who provide trained men as Honorary Inspectors. The question of providing Government inspecting staff in Lushai Hills is receiving consideration of the Government.

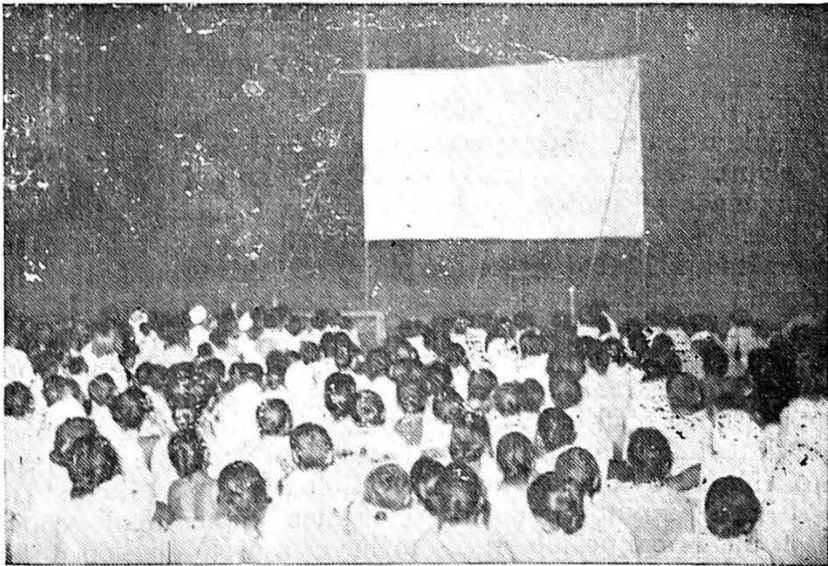
TRIBALS' INTEREST IN CRAFTS

With the exception of Lushai Hills and Naga Hills the same type of education is being given to the children in these areas as in the plains. In the Naga Hills and in Lushai Hills attempts are being made to impart education with a definite vocational and rural bias. The same type of education may however prove suitable for the hill areas as for the plains and this would also help to maintain a uniformity of standard and cultural unity. It is also held in some quarters that handicrafts should play an important role in the education of the people, more especially Tribal people. Teaching through crafts is essential in the Lower Classes while in Upper Classes craft work and teaching of industries should receive greater attention than in the past. The scope for the hill people to earn a living by purely literary training is very limited and schools should aim at producing craftsmen rather than scholars. Some of the Tribal people in Assam have a well developed form of culture. In certain aspects, as for example development of village autonomy, consciousness of community duties, the status and initiative of women, they are perhaps in advance of the peoples in the plains. Many of these Tribal peoples have highly developed

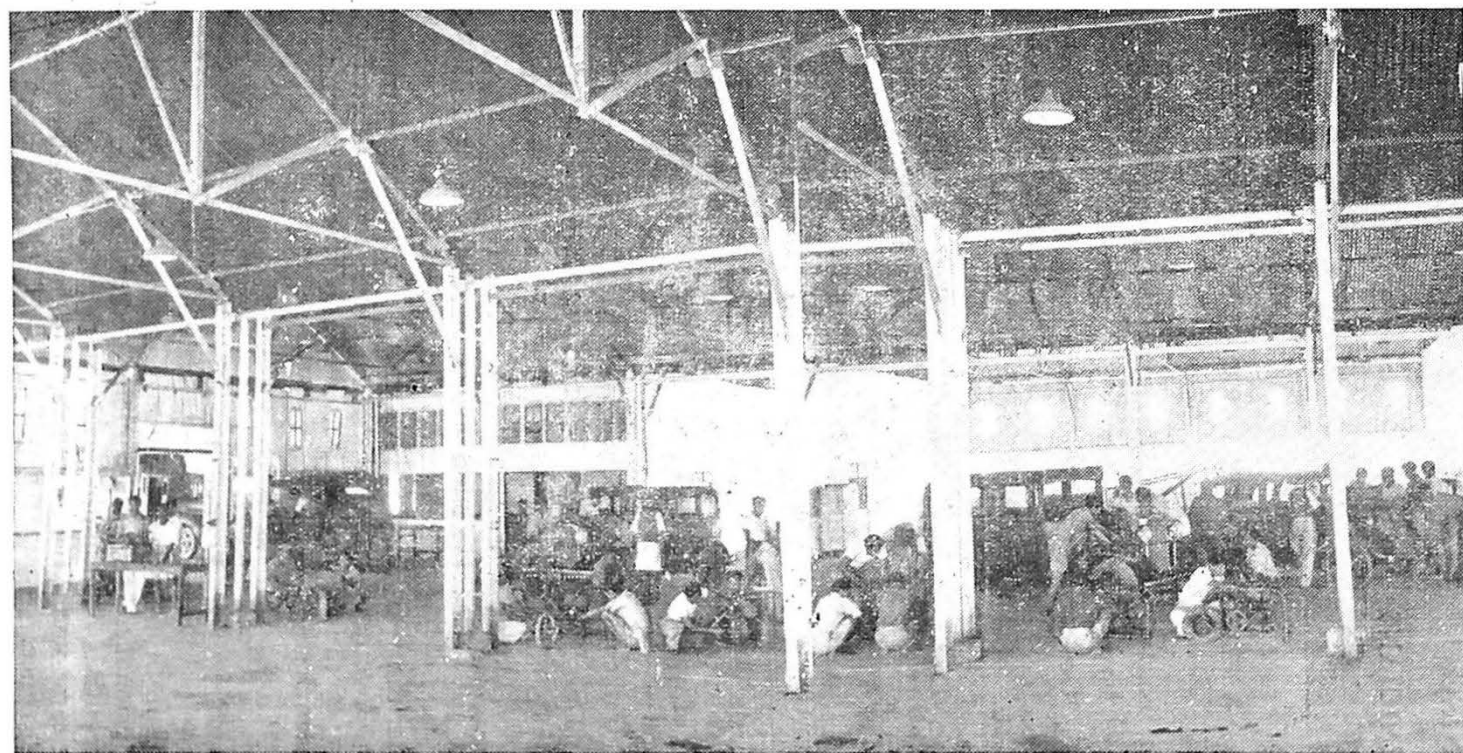
skill in crafts. Many of them proved excellent mechanics when they were given a short course of training during the War. They have their own form of music and dancing. Government have accordingly decided on the introduction of Basic Education in Naga Hills and Lushai Hills besides Khasi and Jaintia Hills where schemes are already in hand for its introduction. In the last named area a Basic Training School is already training teachers for Basic Schools, while 5 teachers each from the Naga Hills and the Lushai Hills are being trained in Wardha and Jamia Millia for opening training schools in Lushai and Naga Hills respectively.

EDUCATION DRIVE IN HILLS

The education drive in the Hill areas is being successfully carried. The Education Officer who is a lady and combines initiative with imagination has not only been looking after the education of our Hill tribes, but also is organising schools, despite innumerable difficulties. Her approach to the educational needs of these tribes such as Abors, Mishmis, Nagas, Lushais, etc., has greatly impressed these people and is rousing a new vibration of life amongst our tribes in the Hills,



TRIBAL PEOPLE ENJOYING FILM SHOW AT AN ADULT EDUCATION CENTRE.



INSIDE VIEW OF THE WORKSHOP IN THE JORHAT TECHNICAL SCHOOL

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CHAPTER EIGHT

TRAINING OUR TECHNICIANS

A FEW FACTS ON EXPANSION OF TECHNICAL EDUCATION

- *Scope of the existing Technical Institutions have been widened.
- *Government have approached the Central Government to make over the Jorhat Technical Training Centre to Assam Government.
- *Engineering School opened at Gauhati. The College to start this year.
- *Assam to spend Rs.4 lakhs and 56 thousand in 1949-50 for Technical Education.

TECHNICAL Education in the Province has so far been limited to trade sections both in Government and private institutions, the number of which were few before the War and could be enumerated as follows—

- (1) Fuller Technical School at Kohima.
- (2) Don Bosco Technical Schools at Gauhati and Shillong.
- (3) Technical Schools under Local Boards at Nowgong, Silghat and Tezpur.
- (4) His Royal Highness Prince of Wales Technical School at Jorhat.

After the War, another institution, a technical centre sponsored by the Government of India has been founded at Jorhat. A synopsis of the history and activities of the above institutions is given as under—

FULLER TECHNICAL SCHOOL

This institution was established at Kohima in 1908, by a Christian Missionary. It had a combined course of three years' duration in Carpentry, Blacksmithy and Stone Masonry. Later on, this School came under the management of the Education Department of the Province.



ANNUAL SPORTS DAY IN ASSAM ENGINEERING SCHOOL AT GAUHATI

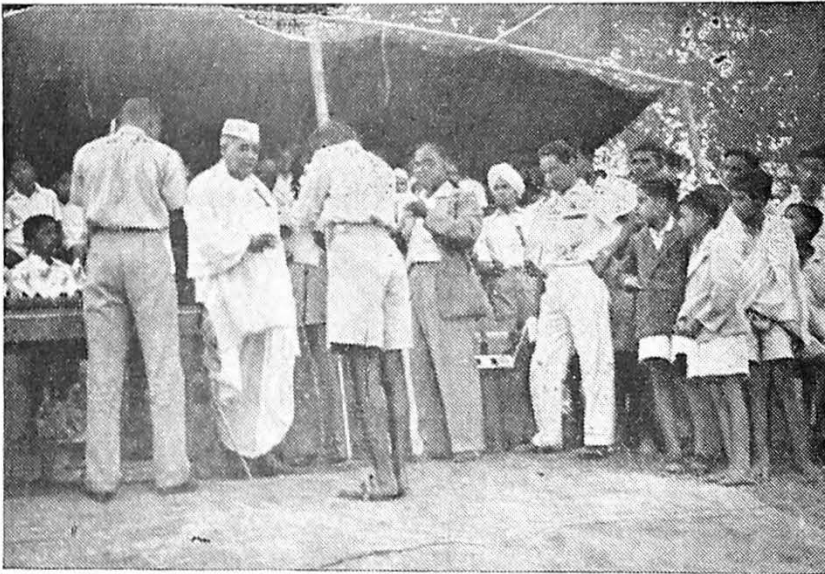
DONBOSCO TRAINING SCHOOL AT GAUHATI AND SHILLONG

These are the endeavours of the Italian Catholic Mission in the field of Technical Education, offering instructions in eight different technical and vocational courses, namely—Mechanical and Electrical Engineering, Black-smithy, Carpentry, Press-work, Tailoring, Weaving, Leather works and Agricultural Arts.

TECHNICAL SCHOOL AT NOWGONG

This was formerly an industrial school under the Local Board, Nowgong, with courses in carpentry and blacksmithy. But it was not well organised and when the Defence Department took over the buildings of the Jorhat Technical School, certain sections of the latter school were transferred to Nowgong and since then the industries department has taken over its management. It imparts training in motor machanics and wood work.

The other Technical Schools at Silghat and Tezpur are industrial schools under the management of Local Boards, training students in carpentry and blacksmithy.



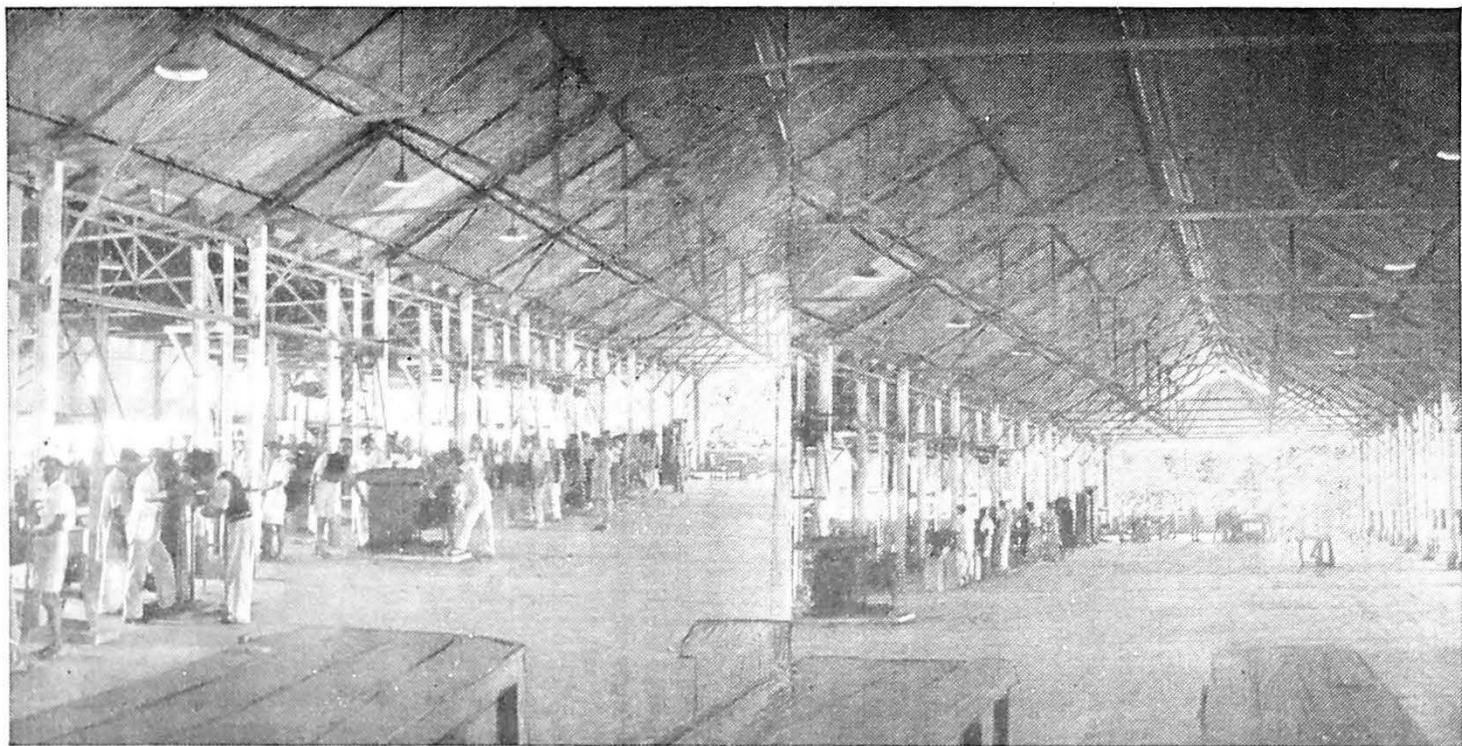
HON'BLE PREMIER DISTRIBUTING PRIZES TO WINNERS IN SPORTS DAY
AT ASSAM ENGINEERING SCHOOL AT GAUHATI

TECHNICAL TRAINING CENTRE AT JORHAT

This institution was started by the Government of India to train demobilised personnel in vocational and technical trades with a view to equip them for a career. As the scheme is going to be completed within a short time there is a proposal of making over this centre to the Government of Assam.

JORHAT SCHOOL

The Institution with the commemorative name of His Royal Highness Prince of Wales is a major enterprise of the Government of Assam in the field of Technical Education and was established in the year 1927. As Jorhat is in the proximity of various industrial concerns such as tea factories, collieries, oil companies, etc., this place was chosen for the inception of technical education in Assam Valley. Inspiration for opening such an institution was also provided by the munificent donation of the Late Bhola Nath Barooah, a patriotic Assamese businessman of repute. The object of this institution was to make the province self-contained in the supply of skilled mechanics, electricians, fitters, drivers, smiths, carpenters, draftsmen and other technicians to cater



ANOTHER INSIDE VIEW OF THE ENGINEERING SCHOOL AT JORHAT

to the ever increasing need of the growing industrialisation of the Province. The School was first started with the following courses—

- (1) Mechanical Apprentice Course.
- (2) The Junior Motor Mechanic Course.
- (3) The Wood Working Course.

In 1935, a course just higher than the Mechanical Apprentice Course, was opened as the higher Motor Mechanics Course. Bell Metal and the Electroplating Sections were later added in the year 1940-41.

The necessity for upgrading the Jorhat Technical School into a College for a diploma Course in certain subjects was taken in hand and a scheme was prepared for the purpose.

The whole scheme was subjected to examination by an expert Committee consisting of Principals of Jadavpur Engineering College, the Engineering College, Benares Hindu University and Delhi Polytechnic Institute and experts from the Province, including the Principal of the Institution. A proposal for amalgamating the training centre for *ex-service* men with such courses of teaching in the Jorhat Technical College is under consideration. In the meantime, machineries, tools and implements are being brought and fitted up to complete the workshop, etc., for higher courses of study. The teaching staff has also been strengthened considerably.

Government started the Assam Engineering School at Gauhati in 1948. A large number of students are obtaining instruction in various technical subjects of the school standard in the School. Refreshers Course is also being imparted to Moharars of the Public Works Department in the institution so that they may be equipped with necessary knowledge to do their duty more efficiently. The College classes are to be started this year after Government of India's approval to the scheme is secured. Arrangements to that direction are being finalised.

CHAPTER NINE

DEVELOPING PERSONALITY IN MAN THROUGH EXTRA-MURAL ACTIVITIES

SIDELIGHTS ON EXTRA-MURAL PLANS

- *Government encouraging opening of dramatic societies, exhibitions, etc., in educational institutions.**
- *Schools and colleges to start social service organisations.**
- *Rs.15,000 distributed among schools and colleges to encourage extra-mural activities.**
- *Government considering wider steps.**
- *Rs.15,000 for extra-mural programme for 1949-50.**

EDUCATION is something more than mere learning a few school subjects by heart for purposes of examination. Education worth the name must aim at educating the whole personality—body, mind, and spirit. The traditional activities of the class-room, however, well conducted, may help to nourish the intellect but completely ignore the body and the spirit. The surplus energy of the young learners seeks an outlet and finds in agitational politics of all sorts a relief from the dullness of the school time-table and a field for the active exercise of the mind and the body. If the school is to discharge the function for which it exists, it must be made a better and a more pleasant place capable of satisfying the creative impulse inherent in every young man. This can be done by ensuring plenty of activities of all kinds—mental, physical and aesthetic.

AIM OF EXTRA-MURAL WORK

The aim of the extra-curricular programme started by Government in the Government Colleges and Government Boys' High Schools last year is to give scope to the pupils for creative activities of all kinds and thereby to counteract the boredom born of passivity in the class-room. Character is shaped and personality is formed by participation in actual work. So the extra curricular programme

stresses work more than study. As one of the items of this programme each Government college and secondary school for boys, has been asked to start an organisation in the same line as those of Scouting or Sevalal to enable the pupils to acquire such democratic virtues as tolerance, co-operation, self-reliance, discipline and sincerity of purpose through actual community service.

Other features of the extra-curricular programme are the establishment of dramatic societies, debating and literary clubs, organisation of exhibition of arts and crafts, excursion to local places of interests and discussions on current and practical problems. By giving scope for creative activities of all sorts such a programme if worked out in the right spirit, is capable of disciplining mind and body, cultivating aesthetic appreciation and developing social virtues. In fact much of the deficiencies of the existing system of education can be made up if regular school work is supplemented by a comprehensive programme of extra-curricular activities, physical education, sports and game, and of N. C. C. activities.

As a first step Rs.15,000 have been distributed among 24 Government Colleges and Schools. A Central Committee has been formed with the Director of Public Instruction as Chairman to advise Government on the steps to be taken to implement the scheme. It is proposed to hold training camps for both teachers and students where instructions will be given as to how and why extra-curricular programme is to be worked out.

RE-ORGANISING PHYSICAL EDUCATION

WITH a view to re-organising physical education on modern scientific lines a scheme has been put into operation since 1947-48. It is intended to provide well-trained instructors of physical education in each school and also to provide trained Inspecting Officers to supervise and co-ordinate the activities of different schools.

Two batches of officers numbering 15 in all have since completed their training and returned to their respective localities. The total strength of trained officers now stands at 20 including two female officers.

CHAPTER TEN

TRAINING OUR YOUTHS AS NATIONAL CADETS

SOME FEATURES OF N.C.C. SCHEME

- *Assam has participated in India's N.C.C. Scheme whole-heartedly.
- *50 School and College teachers were trained.
- *1269 Cadets were enrolled.
- *A whole-time officer to take charge of the scheme soon.
- *Assam to spend Rs. 2½ lakhs this year in implementing the scheme.

THE National Cadet Corps was constituted under Government of India Act XXXI of 1948 to take the place of the UOTC which had not been found satisfactory in its working and achievement by the National Government of India. The new Corps is to associate more closely the Ministry of Defence with the educational work of the nation in stimulating the widest possible interest in the defence of the country, to build up a reserve of leaders for national emergency, to meet the demand of the country for basic military training, and, most important of all, to develop in schools and colleges character, comradeship and discipline, and to give the students of the country an idea of service and of the qualities and power of leadership.

ASSAM JOINS THE SCHEME

The Government of Assam joined the scheme whole-heartedly in 1948 and started from scratch to implement it. Two units of the Senior Division were started and constituted in the colleges in Gauhati with a sub-unit in Nowgong and in Jorhat, and arrangements for the composition of 9 troops of the Junior Division in

different schools all over the Province were speedily made. To this end 16 college teachers and 34 school teachers were trained with army units in Shillong during the year ; and, at the end of their training, those who successfully completed the training, were commissioned and posted to their respective colleges and schools. The quota of 469 cadets for the Senior Division and 800 for the Junior Division allotted to Assam have been enrolled, and the training programme in the Senior Division was taken up vigorously. The Junior Division has not made much progress yet for lack of necessary facilities and proper guidance, but with the arrival of a military Liaison Officer as Technical Adviser the work in that branch also has started in right earnest.

Hitherto, the work of implementing of the scheme in Assam has been entrusted to a part-time Special Officer. A more satisfactory arrangement by the appointment of a whole-time Special Officer will take effect very soon.

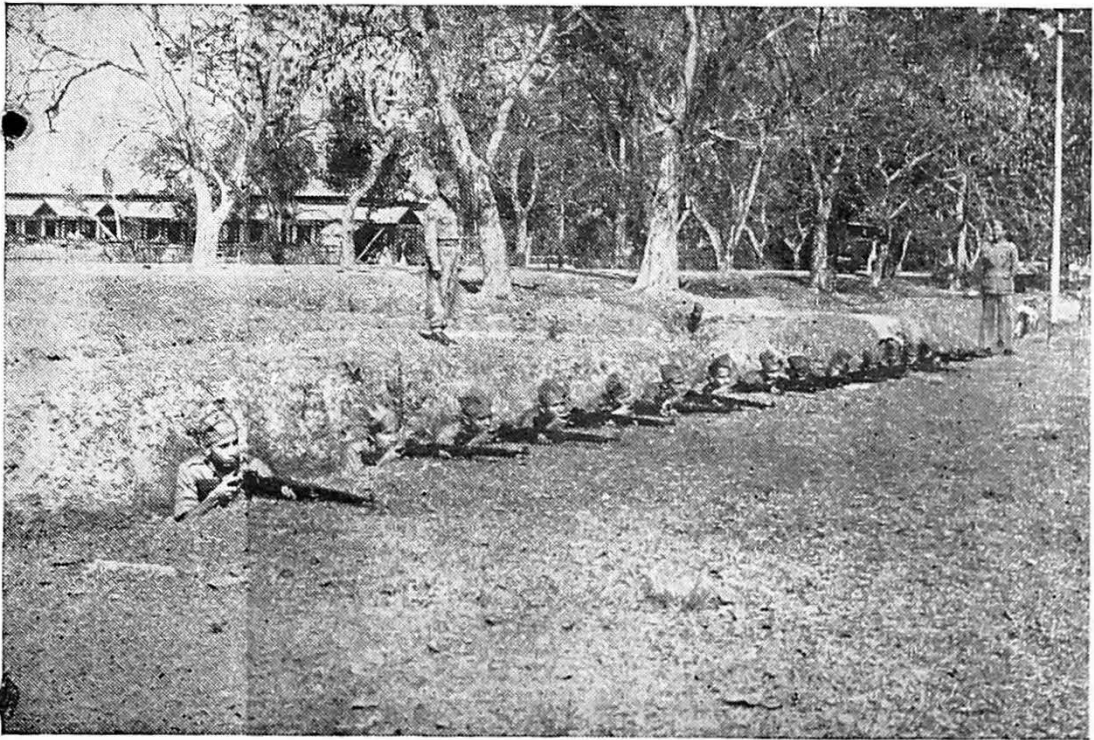
AN OPPOTUNITY FOR OUR YOUTHS

The National Cadet Corps is a national undertaking and a permanent volunteer organisation in the country and a definite

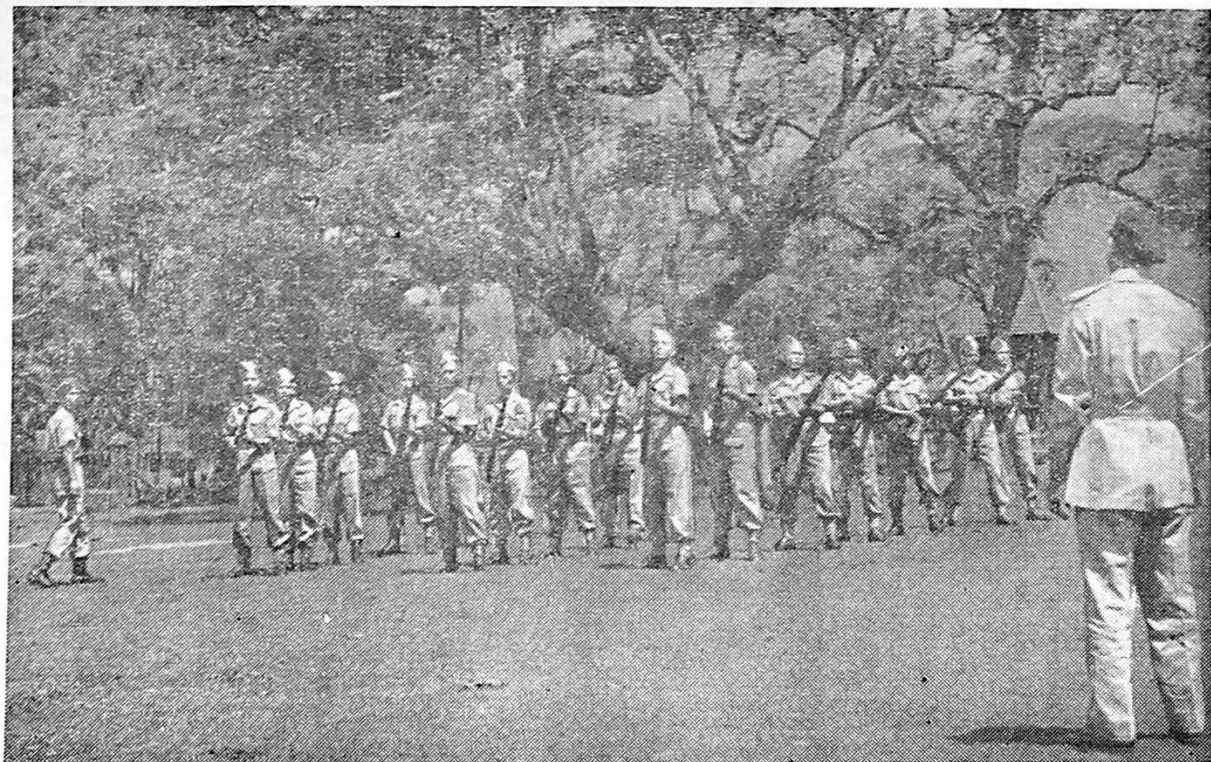


NATIONAL CADET CORPS.

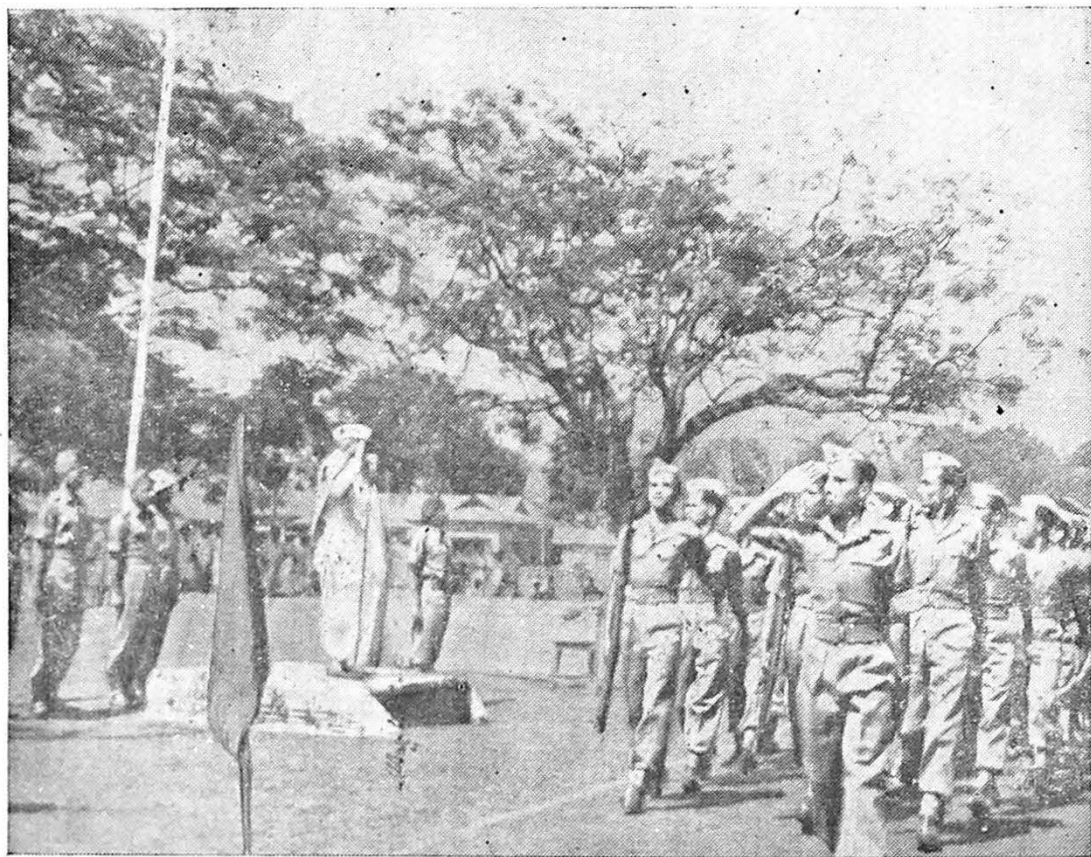
feature in the programme of the education of the country's youth. It entails no-service liability on the cadets or officers. It is hoped, as results have been already noticed with pleasure, that the youths of the country will benefit greatly by this scheme in the building up of character, a sense of discipline and a power of leadership, incidentally, and, in fitting them for duties which they may be called upon to undertake in any national emergency. The success of this scheme depends mostly on the enthusiasm and co-operation of the authorities of the colleges and schools and of the parents and guardians. The Armed Forces have promised and are doing all they can to help this organisation to realise its aim. It is expected that the youths of Assam will take full advantage of this scheme.



A BATCH OF NATIONAL CADET CORPS



NATIONAL CADET CORPS



HON'BLE PREMIER TAKING SALUTE OF THE NATIONAL CADET CORPS
AT GAUHATI

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CHAPTER ELEVEN

AN APPEAL TO GUARDIANS TEACHERS AND STUDENTS

THE discipline among the students has greatly deteriorated during the War. The teachers who were faced with economic hardship got little time to look after the discipline among the students; and the students in the heat of war and political movement fell out of gear resulting in ultimate chaos in educational institutions. Things are now improving. But yet boys are giving more to active politics than anything else. As an effective remedy for this ill, as also of other ills, that surround the students of today, Government have adopted the following measures:—

(1) Introduction of extra-mural activities (2) Organisation of Cadet Corps and physical exercise, (3) Organisation of sports and games. What is wanted above all is, however, realisation by the parents, guardians, teachers and students, their huge responsibility in the reconstruction of India and the Province.

In order to have the co-operation of the guardians, the teaching staff, and the students in building up a healthy student life, the Director of Public Instruction of Assam issued the following appeal in the shape of a circular to all educational institutions:—

“ Since August 15th, 1947, Assam has become an integral part of free India. In this happy situation dreamt upon and worked for by a long line of patriots and sufferers we have got an opportunity to develop our country in all branches of human progress by utilising the untapped resources of the Province and by conferring on our people full facilities for their expansion. A stupendous task of a reconstruction of the Province in all spheres of progress awaits fulfilment. Its virgin forests, its unexplored mines, its unharnessed water power are waiting for being made serviceable in the scheme of India's advancement. Measures will have to be adopted for the protection of life and property of the people and steps will have to be taken to quicken the progress of our country in education and culture. We shall also have to take stock of all the great and good things we possess in our history and literature and bring out the redeeming features for the emulation of not only our countrymen in this Province but also of our brothers and friends in India and abroad.

The new situation has thus imposed upon the people of the Province and upon the youths particularly grave responsibilities, the due discharge of

which can alone ensure its stability and progress, and can give food to the hungry, clothing to the naked and light to the ignorant.

It is surely the responsibility of the elders to see that a new generation is built up capable of taking full advantage of the opportunities of our new position and of discharging the responsibilities coming in their wake.

But the duties of educational institutions in this connection are even more onerous and abiding. Upon them has devolved the task of producing this new generation of men and women, who will serve their mother land on the line best suited to her genius and interests. This can be achieved by a close co-operation between the teachers and guardians of the youths who are receiving their education in our schools and colleges. Efforts are to be made by each educational institution to implant in the minds of the pupils a sense of the new opportunities and responsibilities and to institute in their hearts such ideals and examples which will make them men of character and stability, and of disinterestedness in the discharge of their duties as public men; they must at the same time be sufficiently inspired for work for the social well being of their countrymen.

With a view to secure these ends the first and foremost importance must be given to discipline in educational institutions. It must be realised by the Heads of the Institution that discipline is the bedrock of all progress and progressive activities. It may be that in the beginning they may have to enforce it with certain vigour but it will be seen that once enforced, discipline becomes the normal phase of the students' life and character. Government and all thinking people have been deeply concerned over the indiscipline among the students during the recent years. It is, therefore, suggested that the following activities should call for disciplinary action:—(1) Irregularity in attending classes, (2) Shabby and unclean dress, (3) Using unfair means in examinations and otherwise, and (4) Participation in political agitation. The Heads of the Institution must learn to make distinction between major and minor case of indiscipline, and give punishments as each individual case would justify remembering at the same time, however, that they are being meted out with the object of correcting them and with a sincere desire for their future well-being. In reference to (4) the Heads of the Institutions must exercise certain degree of strictness. They should recognise that while academic discussion of political questions is desirable any participation in active politics whether inside or outside the educational institutions should be discouraged.

The second thing that the Heads of the Institutions should see, is that the students get ample opportunities for recreation and diversion, and if possible, through the medium of extra-mural activities to be organised by the school and college authorities. In a circular it has been pointed the necessity of the teachers taking charge of a certain number of students for special attention. These instructions are repeated here again. If a pupil goes astray the fault lies in the inattention about his welfare by his teachers and his guardian. In such cases, it should be their duty to bring the students gradually to the right path by greater attention and love. To raise the moral tone the students' life should be the principal aim

of the teachers and guardians alike. It is hardly necessary to add that example is always better than precept.

With a view to secure these ends the Heads of the Institutions have been requested to have meetings of the teachers and the guardians as often as possible, and impress on them their responsibilities in the new set-up of things. There is no doubt that if the above steps are taken, indiscipline in schools and colleges will be a thing of the past. The role of teachers in this reconstruction is indeed very great. Government have realised that teachers' lot should be improved. They are very anxious that the present pay and prospect of the teachers of the Aided Institutions are also improved. Government are hereby appealing for their full co-operation and help in this gigantic task of reconstruction of the Province in right lines so that it may not be said by the posterity that the educational institutions of the Province failed to perform their duties at this most critical hour of the history of the country'.

CHAPTER TWELVE

PROMOTING RESEARCH STUDIES

The Kamrup Anusandhan Samity

THE Kamrup Anusandhan Samity was formed in April, 1912, with only 12 members.

The Government of Assam was subsequently approached for financial help and on 18th December 1915 the Samity was fortunate in obtaining a grant of Rs.250. From the next financial year, 1916-17, the Government was pleased to make an annual grant of Rs.1,000.

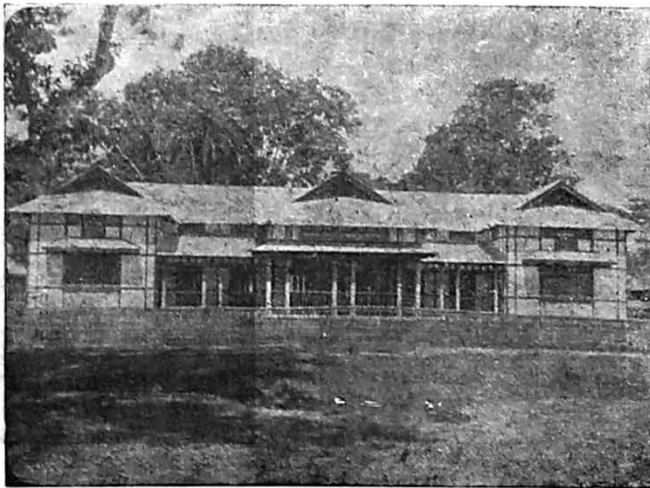


PICTURES ON TWO PLAQUES

The Society has a building of its own at Gauhati on the South Bank of the Dighali Pukhuri where there is a library of rare books, magazines, manuscripts and transcripts. The Society had collected numerous objects of historical and antiquarian ancient architecture, terracotta plaques, inscription on stone tablets and copper plates, old guns and cannons, swords, spears, battle arms, bow and arrows, shields, accient garments worn by kings, utensils, old pottery, etc., but on the establishment of the Assam Provincial Museum in April, 1940, they were transferred to the Museum for their display. The Samity publishes a quarterly journal—namely *the Journal of the Assam Research Society*.

The Department of Historical and Antiquarian Studies was established in 1928 for promoting historical research by ensuring the financial support needed for its activities by a regular allotment from provincial revenues. During the first eight years of its existence the Department was successful in obtaining recognition from famous societies and oriental scholars in India and Europe, culminating in an appreciation of its labours from the pen of Sir Edward Gait in the pages of the '*Journal of the Royal Asiatic Society of the Great Britian and Ireland*'. This institution was accepted as a model for other institutions and suggestions were made for the establishment of similar institutions in other provinces as well. The Department of Historical and Antiquarian Studies has maintained its reputation and standard till the present time, as can be judged from the opinions of eminent scholars, officials and publicists expressed during the last few years.

The work of the Department of Historical and Antiquarian Studies was seriously hampered during the war and afterwards on account of the occupation of the Narayani Handiqui Historical



NARAYANI HANDIQUE BUILDING

Institute by the Military authorities. The records, manuscripts and printed books were mostly placed in the Assam Provincial Museum ; and minimum requirements were only kept for use in the office of the Department which was located in rented houses. The scarcity of paper and the difficulty in finding suitable presses to undertake printing work also crippled the activities of the Department ; it was towards the end of 1946 that the Department could settle itself properly in its old habitation. The slight damages caused to the building during the Military occupation were repaired, and the alterations restored at the expense of the Military authorities. The extensions effected to the building by the Military authorities have been made available to the D. H. A. S. A few articles of furniture, and also the brick wall enclosing the frontage of the Narayani Handiqui Historical Institute have been obtained through their courtesy in connection with the repair and damages.

Several source books and constructive works have been published meanwhile, as mentioned below :—

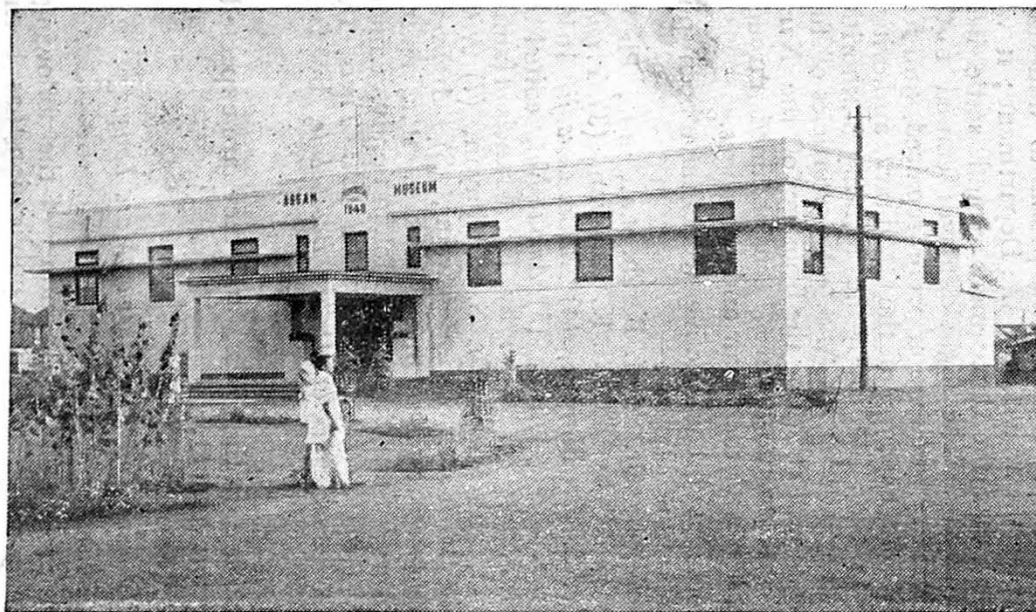
- (1) *Baharistani-Ghaybi*, by Dr. M. I. Borah, M.A., B.L., Ph.D.,
- (2) *Jayantia Buranji*, edited by Dr. S. K. Bhuyan, (3) *Tripura Buranji*, edited by Dr. S. K. Bhuyan, (4) *Assam Buranji, 1648-1681 A.D.*, edited by Mr. S. K. Dutta, (5) *Ankia Nat*, edited by Dr. B. K. Barua, (6) *Account of Assam* by Dr. Francis Hamilton formerly Buchanan, edited by Dr. S. K. Bhuyan, (7) *Niti-Lutenkur*, edited by the late Mr. S. C. Goswami, (8) *Assamese, its Formation and Development* by Dr. B. K. Kakati, M.A., Ph.D., (9) *Assam Buranji*, recovered from Sukumar Mohan family, edited by Dr. S. K. Bhuyan, (10) *Lachit Barphukan and His Times*, by Dr. S. K. Bhuyan, (11) *Annals of the Delhi Badshahate*, by Dr. S. K. Bhuyan.

The following books are in the press, and they are expected to come out within a short time. :—

- (1) *Anglo-Assamese Relations*.
- (2) *Grammar and Dictionary of the Lakher or Mara Language*.
- (3) *Early British Relations with Assam*.

Arrangements are in progress for the printing of the following books, and Government sanction for their publication has been received almost in all cases :—

- (1) *Vrittamanjari* by the late Mahamahopadya Dhireswar Bhattacharjee.
- (2) *Kachari Buranji*, (Second Edition), edited by Dr. S. K. Bhuyan.
- (3) *Monograph on the Archaic Meitai* by Srijut Wahengbam Yamjao Singh.
- (4) *The Annexation of Assam, 1824-1854*, by Prof. Rebati Mohan Lahiri, M.A., B.L.



ASSAM PROVINCIAL MUSEUM, GAUHATI

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