

**ANNUAL REPORT ON THE PROGRESS OF EDUCATION IN
THE YEAR 1955-56**

CHAPTER I

General summary

I. General Survey.—Notwithstanding the natural calamities like widespread cyclones and floods befalling the State, the year under review registered a steady progress in the sphere of educational activities.

The year under review saw the implementation of the provisions of the Basic Education Act, 1954. The State Advisory Board for Basic Education and the Regional School Boards were formed. The Guru Training Centres were converted into Basic Training Centres. Conversion of Lower Primary Schools into Basic Schools speeded up and Basic bias was introduced into a large number of Lower Primary Schools. 8 Senior Basic Schools were also established.

The State participated in the centrally sponsored schemes for the re-organisation and improvement of Secondary education. 15 High Schools were taken up for development as Multipurpose Schools, 9 High Schools were given liberal grants for improvement of facilities for teaching of science. 45 High Schools and 60 Middle English Schools were given handsome grants for enrichment of school libraries, introduction of instruction in crafts and for improvement of facilities for teaching subjects like general science, social studies, languages, etc.

In the sphere of higher education progress was made in the construction of the buildings of the Gauhati University. There was considerable expansion of the existing Colleges and a new college was established.

A new scheme for establishment of a State Central Library and 5 district libraries gave a new fillip to the social education activities. For feeding the rural libraries and reading rooms, regularly with books, periodical, etc., three mobile circulating units were created.

In the sphere of administration two new features were the creation of a third divisional inspectorate for the Central Assam Circle consisting of the districts of Darrang, Nowgong, and North Cachar and Mikir Hills, and the creation of a post of Deputy Director for Technical Education.

II. Legislation on Education.—There was no Legislation on Education during the year 1955-56.

III. Institutions.—The table below furnished the total number of institutions of different grades as compared with those of the preceding year.

Type of Institution (1)	1954-55			1955-56		
	Boys	Girls	Total	Boys	Girls	Total
	(2)	(3)	(4)	(5)	(6)	(7)
Colleges (including Colleges for Professional and special education)	25	3	28	26	3	29
High Schools	366	51	417	338	50	438
Middle English Schools	802	68	810	861	68	929
Senior Basic Schools	19	1	20	26	2	28
Middle Vernacular Schools	482	90	572	488	87	575
Junior Basic Schools	470	15	485	599	13	612
Primary Schools	11,851	1,047	12,898	12,073	825	12,898
Nursery and Pre-Primary Schools	4	15	19	6	15	21
Professional Schools	54	8	62	64	14	78
Special Schools	988	46	1,034	844	53	897
Total	15,061	1,344	16,405	15,375	1,130	16,505

The decrease in the Middle Vernacular, Junior Basic and Primary Schools for girls is due to amalgamation of some small girls schools with nearby mixed schools.

IV. **Students.**—The table below furnished figures of enrolment in the different grades schools and compares with those of the preceding year:—

Type of Institutions	1954-55			1955-56		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
Colleges (including Colleges for Professional and Special Education).	10,464	1,474	11,938	11,625	1,683	13,308
High Schools	1,06,613	25,467	1,32,080	1,17,481	29,521	1,46,002
Middle English Schools	45,824	17,209	63,027	51,295	18,711	70,006
Senior Basic Schools	1,441	731	2,173	2,193	1,373	3,508
Middle Vernacular Schools	37,663	13,601	51,264	43,226	17,539	60,765
Junior Basic Schools	21,586	12,549	34,135	28,368	16,439	44,807
Primary Schools	4,83,631	2,56,277	7,39,908	4,94,728	2,62,709	7,57,437
Nursery and Pre-Primary Schools	470	324	794	377	481	858
Professional Schools	4,193	571	4,764	5,190	578	5,768
Special Schools	45,869	4,586	50,455	42,859	5,225	48,084
Total	7,57,754	3,33,783	10,90,537	7,91,284	3,54,259	11,51,543

There was a rise in enrolment in all grades of institution. The slight decrease in the case of special schools is due to the decrease in the number of institutions. It is encouraging to compare the percentage of increase of girls with those of boys in various stages of education.

	Percentage of increase	
	Boys	Girls
Collegiate	11 per cent	15 per cent.
High School	10.6 per cent	1.9 per cent.
Middle School	13.8 per cent	19.2 per cent.
Primary and Basic Schools	3.5 per cent	3.8 per cent.

V. **Expenditure.**—The direct expenditure on education from different sources during 1955-56 was Rs.3,05,50,898 of which 69 per cent was met from Government funds as against Rs.2,65,23,666 in 1954-55 of which 66.5 per cent was met from Government funds. Expenditure from different sources is shown below.—

The Direct Expenditure on education from different sources for the year 1954-55 and 1955-56 is as below:—

Source	Expenditure	
	1954-55 Rs.	1955-56 Rs.
Government fund	1,76,41,583	2,10,86,404
Local Bodies Fund	9,41,271	4,00,847
Fees	57,83,366	64,66,236
Endowment	12,06,878	15,39,768
Other Sources	9,50,568	10,57,643
Total	2,65,23,666	3,05,50,898

The following table compares the direct expenditure on different grades of institutions for the years 1954-55 and 1955-56.

Type of Institutions	1954-55	1955-56
Colleges	27,77,760	31,47,279
High Schools	83,50,055	93,52,960
Middle English Schools	25,31,766	30,60,795
Senior Basic Schools	77,366	1,20,404
Middle Vernacular Schools	15,33,825	17,38,176
Junior Basic Schools	6,92,007	10,91,134
Primary Schools	86,28,052	95,10,383
Nursery and Pre-Primary Schools	23,752	37,365
Professional Schools	15,32,220	21,23,852
Special Schools	3,76,863	3,68,550
Total	2,65,23,666	3,05,50,898

VI. Progress of Development Schemes under the First Five Year Plan.

(a) 15 High Schools both Government and non-Government were taken up for development into Multipurpose Schools. The total number of diversified courses to be offered under the Schemes is, besides humanities, science 6, Technical 6, Home Science 7, Agriculture 6, Fine Arts 2, and Commerce 3.

(b) Nine High Schools, seven Government and two non-Government were helped to construct a Science building and to purchase equipments for the laboratories at a cost of Rs.50,000 for each school.

(c) Forty-five High Schools were given grants at the rate of Rs.17,500 for improvement of the school library, introduction of instruction in crafts, and improvement of teaching aids and laboratory equipments.

(d) Sixty Middle English Schools were provided with facilities for instruction in crafts improved libraries and teaching aids.

(e) Four Normal Schools were provided with facilities for instruction in art and crafts.

(f) Facilities were provided in the Prince of Wales Institute of Technology, Jorhat for opening a special course of two years duration for training the craft instructors of Secondary Schools,

The scheme of Improvement of Library Service was taken up in the year 1954. Three mobile vans were purchased. A State Central Library has been organised at Shillong and seven District Libraries in each of the District Head Quarters of the Plain Districts were started. This scheme has been found to be very popular. The construction work in respect of the State Central Library building and four other District Libraries buildings were taken up by the State Public Works Department which are expected to be completed in the year 1957.

Janata College at Titabar, Assam was started in 1954 with 40 trainees from the age group of 25 to 45 with the minimum qualification of Middle Vernacular and Middle English passed. The course of training has been fixed for six months only. The trainees have been taught purely on Gandhian line on a syllabus prepared by a Committee of expert of which Director of Public Instruction of Assam was the Chairman.

The Syllabus consisted of the following subject:—

1. Rural Reconstruction.
2. Education.
3. Rural Economics and Co-operation.
4. Citizenship.
5. Art and Culture-observance of social Festivals.
6. Training in Crafts.

This College completed the training of second batch of trainees by the 31st October 1955.

Under the establishment of this College, there are 5 Community Centres with 5 qualified and experienced graduate Wardens. These centres are to serve 100 villages 20 each. Each centre is located in a commodious building which is decorated with educative charts and posters. The Wardens have also to follow a syllabus prepared by the same committee. Craft teachers for Music and Drama, Weaving, Carpentry and Smithy have been posted there to impart free training to willing persons. They also have organised Youth Clubs, Mahila Samities, Night Schools for both minor and illiterate adults in their respective Centres. A healthy and new atmosphere is created in the rural area by the efforts of the Wardens.

There is a library with the qualified staff, five libraries in five Community Centres and 20 sub-libraries in the villages, 4 under each Community Centres. Number of readers in all the libraries have been found very satisfactory.

It is expected that the Co-operative efforts will bring around upliftment of the backward rural areas as the trainees are able to imbibe the spirit of Community life and social service.

CHAPTER II

Educational Personnel and Organisation

(i) Organisation.—The Director of Public Instruction was the administrative head of the Department.

The officers assisting the Director in Headquarters were the two D.P.Is., one for general Education and the other for Technical Education, A.D.P.I., S.O. (Planning and Development) Secretary, Middle School Leaving Certificate Examination Board and Secretary, Text Book Committee.

In addition to these Headquarters staff, there were three Inspectorates. Previously there were two Inspectorates and a new one was established during the year for better supervision, Inspection and management for different grades of Institutions.

The post of Secretary, Primary Education Board was converted to the Secretary Basic Education and Adviser to the State Advisory Board of Basic Education with Headquarters at Shillong. The Special Officer, N.C.C. Scheme, Shillong, Special Officer, Social Education, Gauhati were directly responsible for all matters concerning their respective branch of Education.

The Inspectress with Headquarters at Shillong, was responsible for girls Secondary Education of the State. She was assisted by the two Assistant Inspectresses of Schools, one at Shillong, and other at Gauhati.

(ii) Educational Service.—Educational Services consist of the following classes:—

Special post (held) of the Principal, Cotton College, Gauhati—Rs.500-25-600-50-1,000.

Assam Educational Service Class I—Rs.250-250-300 (on conf)-500(E.B.)-25-650^(new)(EB)-25-750 (new).

Assam Educational Service Class II—Rs.175-175—200 (on conf)-275(E.B.)-25-350(E.B.)-20-450. ^(new)

Assam School Service Class I—Rs.175-15-250-20-350-25-400.

Assam School Service Class II—Rs.100-10-130 (E.B.)-6-190-(E.B.)-10-250.

Assam Lower School Service Grade 'A'—Rs.75-2½-100(E.B.)-4-120.

Assam Lower School Service Grade 'B'—Rs.40-1-50(E.B.)-2½-65.

Women Branch:—

Assam Educational Service Class II (Special post)-Rs.200-200-225-20-425^(new)(EB)-25-600

(iii) Directorate and Inspectorate.—Dr.H.C. Bhuyan, M.Sc. (Cal), Ph.(Lond) continued as Director of Public Instruction during the year under review.

D.D.P.I. (Gen).—The post was held by Shri S. C. Rajkhowa, M.A. (Cal) M.A. in Education (Lond) during the year under review.

D.D.P.I. (Tech).—Shri Indra Nath Hazarika, B.Sc. (Engg) M.S. (Orego) A.M.I.E. (Ind) held charge of the post for the period from August, 1955 to 31st March 1956.

A.D.P.I.—Dr. A.K. Barkakoty, M.A. (B.H.U.), P.H.D. (Lond) held the post for the period from 1st April 1955 to 27th June 1955. Shri K. Dutta, M.A. then took over charge and held the post till the end of the year.

S.O., Planning and Development.—Shri N. Islam, M.A. held the post from 5th August 1955 and remained for the whole period.

Inspectorate:—

Inspector of Schools, Lower Assam Circle.—Shri Dandeswar Gogoi, M.A. was in charge of the Lower Assam Circle for the whole year.

Inspector of Schools, Upper Assam Circle.—Shri G.C. Sarma Barooah, M.A., M.Ed. (Illinois) remained in charge of the Upper Assam Circle for the entire year under review.

Inspector of Schools, Central Assam Circle.—Dr. A. K. Barkakoty, M.A. (BHU), Ph.D. (Lond) was in charge of the Central Assam Circle for the period from 27th June 1955 to 31st March 1956.

Assistant Inspector of Schools, L.A.C.(General).—Shri Chandra Kanta Mahanta, B.A.,B.T. was in the charge of the post upto 8th July 1955.

Assistant Inspector of Schools, Cachar (General).—Shri Rasaraj Das, M.Sc., remained in charge of the post throughout the year.

Assistant Inspector of Schools (General).—Shri Nawab Raful Hussain, B.A.,B.T. held the post for the period from 1st April 1955 to 31st January 1956 when he was succeeded by Shri D. N. Bhattacharyya.

Assistant Inspector of Schools Plains Tribal Education.—Shri Bandhuram Kachari, B.A.,B.T. was in charge of the post for the whole year.

Additional Assistant Inspector of Schools (Tribal Education).—Shri Rupan Sing Das was in charge of the post throughout the year.

Assistant Inspector of Schools for Hills.—Shri N. L. Kharkongor, B.A.,B.T. remained in charge of the post throughout the year.

Assistant Inspector of Schools for Sanskrit Education.—Shri Jibeswar Sarma, M.A.,B.T. held charge of the post for the entire year under review.

Assistant Inspector of Schools for Muslim Education.—Shri Md. Sahabuddin, M.A. remained in charge of the post for the whole year.

Basic Education Officer.—Rajkumar Shri Sureswar Gohain, M.Sc. trained in Basic Education held the post throughout the year under report.

Special Officer, Social Education.—Shri Dharma Dutta Sarma, B.A.,B.T. remained in charge of the post for the whole year.

Deputy Inspectors of Schools.—There were 210 posts of Deputy Inspectors and 7 Additional Deputy Inspectors.

Sub-Inspectors and Assistant Sub-Inspectors of Schools.—Total number of posts of Sub-Inspectors of Schools was 81 and that of Assistant Sub-Inspectors of Schools 90 during the year under review.

There were 4 Inspectors and 2 Inspectresses of Physical Training in the State during the year.

Women Branch—

Inspectress.—Mrs. B. Lais. B.A.,T.D. (Lond) held the post for the whole year.

Assistant Inspectress (General)—The post was held by Miss Prialata Kakati, B.A., B.T. during the year under review.

Assistant Inspectress (Hills).—Miss D. Franklin, B.A.,B.T., remained in charge of the post for the entire year under review.

CHAPTER III

Primary Education

I. Under the Basic Education Act, 1954, a State Basic Education Board was created to advise Government on all matters relating to primary education in the plain districts of the State. The Minister Education is its Chairman and the D. P. I. the Vice Chairman. Government policies regarding the primary education are implemented through the regional School Boards of which Deputy Inspectors of Schools are the *ex-officio* Secretary. The School Boards maintain the Schools and establish new ones with funds placed at their disposal by Government through the State Board. The School Boards also have the power of appointing teachers. The bulk of the Primary Schools are now controlled and managed through the School Boards. There are a few schools which are directly maintained by Government through the department of education. These schools will ultimately be handed over to the School Boards. There are some schools in tea gardens which are maintained by the garden authorities and a few others which are aided by Government. These are respectively known as C and B class Schools. The School Boards however have no responsibility for prescribing syllabuses and text books and for inspection. These are the direct responsibility of the department of education.

In the five autonomous hill districts, primary education is controlled by two different agencies—the department of education and the respective district councils. In these districts also inspection, prescribing syllabuses and text books are the direct responsibilities of the department of education.

II. Scheme of School Classes.—These are five classes in a primary school from class A to III. There is no uniformity in the size of classes. Enrolment in the lower classes is invariably higher than in the top classes.

Normally there should be one teacher for every 40 pupils. But the existence of a large number of single teacher schools with enrolment below 40 make this ratio difficult to maintain uniformity.

III. Schools.—The following table furnished the number of Primary Schools according to management for the year 1954-55 and 1955-56:—

Management	Schools		Increase or decrease
	1954-55	1955-56	
Government	1,090	1,166	+ 76
School Board	9,652	9,363	-289
Aided	301	293	- 8
Unaided	1,161	1,176	+ 15
Unrecognised	694	900	+206
Total	12,898	(a) 12,898	* Nil.

The decrease in the number of School Board schools is due to conversion of some of these schools into Junior Basic and amalgamation of some small schools.

IV. Students.—The following table furnished the number of students in 1954-55 and 1955-56—

Management	Schools		Increase or decrease
	1954-55	1955-56	
Government	47,243	54,011	+6,768
School Board	5,98,860	6,07,048	+8,188
Aided	16,363	17,068	+ 705
Unaided	45,772	39,917	-5,855
Unrecognised	31,670	39,393	+7723
Total	7,39,008	(b) 7,57,437	+17,529

*Some of the Primary Schools have been converted to Junior Basic Schools and some new schools have been started so there is no increase or decrease in the total.

(a) Include 1,073 schools for boys and 825 schools for girls.

(b) Includes 4,94,728 boys and 2,62,709 girls.

Wastage.—The following figures of enrolment in the Primary Schools during the years 1951-52 to 1955-56 indicate the extent of wastage.

Enrolment in class A in 1951-52	...	..	278.11 thousands.
Enrolment in class B in 1952-53	...	...	130.60 „
Enrolment in class I in 1953-54	...	...	106.70 „
Enrolment in Class II in 1954-55	...	...	93.09 „
Enrolment in Class III in 1955-56	...	...	72.50 „

The percentage of scholars in class III to those in class A is 26 per cent. This means a wastage of 74 per cent.

The following table indicates the extent of stagnation in the year under review.

				Enrolment in 1954-55	Enrolment in 1955-56	Percentage of stagnation
Class A	...	...	...	3,39,270	...	...
Class B	...	...	...	1,45,777	1,55,257	56.7 per cent.
Class I	...	...	...	1,16,327	1,19,008	18.3 per cent.
Class II	...	...	..	93,094	98,694	15.1 per cent.
Class III	...	...	...	...	72,501	22.1 per cent.

It will be seen from the above that the drop out is highest during or at the end of the first year of schooling.

Compulsion.—The following tables compare the progress of compulsory education in 1954-55 and 1955-56.

Year	Number of towns and village under compulsion	Number of children of School going age	Number of Schools	Number of Scholars
1954-55	11 Towns and 4,106 villages	348,854	3,836	283,860
1955-56	11 Towns and 4,145 villages	346,243	3,703	268,474

*Decrease in the number of schools is due to conversion of some Primary Schools into Junior Basic and amalgamation of a few other small schools. Decrease in enrolment is due to conversion of large number of school into Junior Basic.

Coercive measures taken

Year	No. of attendance Officers	No. of notices issued	Prosecution for non-enrolment	Prosecution for non-attendance	No. of attendance order passed	Fine realised
1954-55	83	27,853	361	623	7,035	Rs. 1,177
1955-56	83	26,420	665	543	6,033	Rs. 1,688

VII. Teachers.—Number, scale and pay, etc.

The number of teachers according to qualifications is furnished in the table given below:—

Year	Graduates, Intermediate and Matriculates			Non Matriculates			Grand Total
	Trained	Untrained	Total	Trained	Untrained	Total	
1954-55	65	515	580	4,903	14,070	18,973	19,553
1955-56	115	510	625	5,218	14,046	19,264	19,889

There was an increase in the number of teachers during the year. The percentage of trained teachers also increased from 25.4 in 1954-55 to 26.0 in 1955-56.

The scales of pay both in Government and School Board Schools are the same. Teachers of Government Schools get dearness and other allowances. The Schools Board Teachers do not enjoy these allowances but those board school teachers who live in a town and work in the schools within the Municipal areas get a town allowance of Rs.10 per month.

Scale of pay are given below:—

	Rs.
1. Untrained teachers	30—1—35—(E.B.)—40
2. Guru trained	35—1—40—(E.B.)—45
3. Normal passed	40—1—45—(E.B.)—2—55

Untrained teachers with 15 years of service or 40 years of age are allowed the benefit of the scales meant for trained teachers under the School Board.

VIII. Size of the classes.—As under scheme of school classes under II above.

IX. Expenditure.—The direct expenditure on Primary Education from different sources during 1955-56 as compared with that for the year 1954-55 is given below—

Year	Total Direct Expenditure						Total
	Government Funds	District Board Fund	Municipal Board Funds	Fees	Other sources		
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1954-55	77,25,859	2,70,067	28,196	9,758	5,94,172	86,28,052	
1955-56	84,51,627	2,00,163	21,513	13,647	*8,23,433	95,10,383	
Increase or Decrease	+7,25,768	—69,904	—6,683	+3,889	+2,29,261	+8,82,331	

*5,07,471 from endowments is added here.

The decrease in the amount under District and Municipal Board funds is due to School Boards taking over the Middle Vernacular Schools from these Bodies. The expenditure under fees is mainly examination fees, tuition fee charged by a few aided nursery and kindergarten schools is also included here.

Single Teacher Schools.—The table below compares the number of recognised single teacher schools and the number of pupils in them, in 1954-55 and 1955-56.

Year	Number of Schools			Enrolment		
	Boys	Girls	Total	In Boys School	In Girls School	Total
1954-55	7,311	660	7,911	3,00,368	27,843	3,28,211
1955-56	7,119	487	7,606	2,89,213	21,649	3,10,862

The number of single teachers schools decreased by 305 during the year under review. This was due to amalgamation of small schools situated very close to one another. But the proportion of single teacher schools still remain very high and utmost efforts need to be made to progressively reduce the number of such schools. Any substantial improvement of primary education and speedy introduction of Basic Education will continue to be a very difficult task if the number of single teacher schools is not reduced at a faster rate.

Methods and Standard of Teaching.—Training of teachers has not kept pace with expansion of primary education. The result has been a marked deterioration in the standard during the past years. In the majority of the schools plural class teaching is unavoidable. Plural class teaching is a difficult task even for qualified and resourceful teachers. With the majority of teachers untrained and some even unqualified the Standard of teaching and of attainment in most primary schools is very low. Serious efforts have been made to increase the places in the training institutions and to supplement the regular training programme by short in service courses.

Reorganisation and New Development.—Basic bias has been introduced in a large number of schools by stressing the importance of hand work, gardening, community prayer, safai work, etc., in the activities of these schools.

CHAPTER IV

Basic Education

I. Majority of the Basic Schools are 5 grade schools, but the number of 8 grade Senior Basic Schools is progressively increasing. There is no post Basic School yet.

II & III. The following table compares the number of Junior and Senior Basic Schools and their enrolment during the last two years.

Year	Schools			Enrolment		
	Senior Basic School	Junior Basic School	Total	In Senior Basic School	In Junior Basic School	Total
1954-55	20	485	505	2,172	34,135	36,307
1955-56	28	612	640	3,508	44,807	48,315
Increase or Decrease	+8	+127	+135	+1,336	+10,672	+12,008

IV. The table below compares the number of teachers in Basic Schools in 1954-55 and 1955-56.

Year	Trained			Untrained		
	Graduate, Intermediate or Matriculate	Non-Matriculate	Total	Graduate Intermediate or Matriculate	Non-Matriculate	Total
1954-55	52	889	941	8	177	185
1955-56	64	1,242	1,306	11	218	229
Increase or Decrease	+12	+353	+365	+3	+41	+44

Scale of pay.—Teachers in the Basic Schools under the control of the School Boards used to enjoy the same scales of pay as the teachers of non-Basic Schools under the Boards. Teachers in Government Basic Schools used to enjoy the scale of pay of Rs.40—1—45—2—55 plus usual allowances admissible. Uniform revised scale of pay for both Government and Boards School teachers are under examination of the State Government.

V. Size of classes.—The maximum number in a class is 40 pupils. The overall staffing ratio is better in Basic than in non-Basic Schools.

VI. Expenditure.—The table below furnishes the direct expenditure on Basic Schools from different sources for the years 1954-55 and 1955-56.

Year	Government funds	District Bd. funds	Municipal Bd. funds	Fees	Other sources	Total
1954-55	7,32,214	19,213	95	2,874	14,977	7,69,373
1955-56	11,48,585	34,198	1,055	3,307	24,393	12,11,538
Increase or Decrease	+4,16,371	+14,985	+960	+433	+9,416	+4,42,165

Expenditure shown under fees represents examination fees and the fees realised for optional English Classes.

VII. Basic Training Colleges and Schools.—The Basic Training College at Titabar trained teachers for both junior and Senior Basic Schools. It has a teaching staff of five and enrolment of 216 pupils in the year under review. The direct expenditure on it was Rs.33,544.

The Guru Training Centres were all converted into Basic Training institutions and the total number of training institutions was 19 of which two were for women.

The following table compares the enrolment for 1954-55 and 1955-56.

ENROLMENT

Year	Men	Women	Total
1954-55	519	81	600
1955-56	1,097	165	1,262
Increase or Decrease	+578	+84	+662

The direct expenditure on the training institutions increased from Rs.1,76,829 in 1954-55 to Rs.5,58,099 in 1955-56.

The huge increase in the expenditure is due to increase in the number of institutions during the year under review.

VIII. Methods and standard of teaching.—The method of correlating various sub-matters with the craft physical environment and social environment was followed. Some specially prepared readers are used for teaching reading and writing. The standard aimed at in academic subject is the same as in non-Basic Schools.

IX. Economic aspect of Basic Education.—All the Training Centres for training of Primary Schools Teachers of the State have been converted into Basic Training Centres. Different crafts, mainly spinning and Weaving, Gardening and to some extent Agriculture have been introduced as main craft. Beekeeping, Mat making, Card Board work, cane and bamboo work, etc., are taken up as subsidiary craft. No servants or cooks are maintained. The trainees followed a daily programme from 5 A.M. in the morning till 10 P.M. in the evening and all the work including the kitchen are done by the trainees. The production of each centre is fairly good and it can safely be said that a certain percentage of self sufficiency can be easily attained and each trainee goes back to the village by acquiring greater confidence on self reliance and on his own capacity.

X. Recasting the syllabuses of both the training institutions and junior and senior Basic Schools was under examination.

CHAPTER V

SECONDARY EDUCATION

I. Administration and Control.—All Secondary Schools are in the ultimate control of the Department of Education although the aided other non-Government schools are under the immediate control of the respective committee.

All High Schools are supervised by the Inspector of Schools. The supervision of Middle Schools is done by the Deputy Inspector of Schools.

II. Scheme of School Classes.—There are seven classes in a High School from class IV to X and three classes in a Middle School from class IV to VI. A compulsory public examination is held at the end of class VI. This examination is however not taken by the Senior Basic School pupils and the pupils of the Schools of the hill districts.

III. The following tables show the number of schools by grades and management with comparative figures for the previous year.

Management	Boys			Girls		
	1954-55	1955-56	Increase or decrease	1954-55	1955-56	Increase or decrease
(1)	(2)	(3)	(4)	(5)	(6)	(7)
High School						
Government	26	26	.	3	3	..
Local Bodies .. .. .	..	..	..	..	..	..
Aided	255	266	+11	36	39	+3
Unaided	34	39	+5	3	3	..
Unrecognised	51	57	+6	9	5	-4
Total	366	388	+22	51	60	-1
Middle English						
Government	48	52	+4	2	2	..
Local Bodies	5	5	..	3	3	..
Aided	507	547	+40	50	45	-5
Unaided	12	118	+7	6	10	+4
Unrecognised	117	139	+22	7	8	+1
Total	802	861	+59	68	68	..
Middle Vernacular						
Government	37	38	+1	4	4	..
Local Bodies	315	399	+84	58	71	+13
Aided	87	10	-77	18	1	-17
Unaided	16	18	+2	6	6	..
Unrecognised	27	23	-4	4	5	+1
Total	482	488	+6	90	87	-3
Grand Total	1,650	1,737	+87	209	205	-4

It will be seen that there was considerable increase in the number of schools of all grades. The noticeable decrease in the number of aided Middle Vernacular Schools is due to the School Boards taking over under its direct management all the deserving aided Middle Vernacular Schools.

IV. **Students.**—The enrolment of boys and girls in different grades of schools in the years 1954-55 and 1955-56 are given below :—

Management	In boys Schools			In Girls Schools		
	1954-55	1955-56	Increase or decrease	1954-55	1955-56	Increase or decrease
1	2	3	4	5	6	7
HIGH SCHOOLS						
Government	15,242	15,713	+471	1,370	1,416	+46
Local Bodies .. .. .	..	..	..	..	..	..
Aided	84,321	94,234	+9,913	12,594	15,064	+2,470
Unaided	11,058	12,408	+1,350	720	917	+197
Unrecognised	5,530	6,505	+975	1,245	745	-50
Total	1,16,151	1,28,860	+12,709	15,929	18,142	+2,213

The total number of girls in Boys' High School was 9,880 in 1954-55 and 11,709 in 1955-56 that of boys in Girls' High Schools, was 342 in 1954-55 and 330 in 1955-56.

MIDDLE ENGLISH SCHOOLS

Government	3,939	4,415	+476	391	408	+17
Local Bodies	738	728	-10	474	519	+45
Aided	36,564	41,281	+4,717	5,484	4,933	-551
Unaided	10,111	9,828	-283	499	805	+306
Unrecognised	4,582	6,773	+2,191	245	316	+17
Total	55,934	63,025	+7,091	7,093	6,981	-112

The number of girls in Boys' Middle English Schools was 10,742 in 1954-55 and 12,433 in 1955-56 and that of boys in Girls' Middle English Schools was 632 in 1954-55 and 748 in 1955-56.

MIDDLE VERNACULAR

Government	4,812	4,647	-165	360	381	+21
Local Bodies	34,287	45,904	+11,617	5,419	6,884	+1,465
Aided	3,615	666	-2,949	790	74	-716
Unaided	814	855	+41	270	275	+5
Unrecognised	828	963	+135	69	116	+47
Total	44,356	53,035	+8,679	6,908	7,730	+822

Total number of girls in Boys' Middle Vernacular Schools was 6,730 in 1954-55 and 9,884 in 1955-56 and that of boys in Girls' Middle Vernacular Schools was 46 in 1954-55 and 98 in 1955-56.

Of the 66.87 thousands girls in Secondary Schools 34.02 thousands were in Boys' School. Number of girls in Boys' Schools increased to 51 per cent during the year under review against 47 per cent in the previous year. Since there is an acute dearth of qualified teachers for Secondary Schools and uneconomically small schools are difficult to maintain the only effective way of expanding education among the girls in rural areas is to depend largely on mixed schools.

The average enrolment of a Boys' High School was 332 and of Girls' School 363 in the year under review as against 317 and 312 respectively in the previous year. The average size of a Middle School also registered increase. In the Middle English Schools the average enrolment increased from 72 in 1954-55 to 75 in 1955-56 and in Middle Vernacular Schools it increased from 89 to 105.

V. Teachers.—Number, scale of pay, etc.

The table below furnishes the number of teachers trained and untrained in the various grades of Secondary Schools during the years 1954-55 and 1955-56—

Type of Institution	Men			Women			Men			Women		
	Trained	Un-trained	Total	Trained	Un-trained	Total	Trained	Un-trained	Total	Trained	Un-trained	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
High	845	4,031	4,876	161	497	658	882	4,394	5,276	164	481	645
Middle M. E.	1,018	3,758	4,776	174	405	579	1,227	4,073	5,300	185	485	668
M. V.												
Total ..	1,863	7,789	9,652	335	902	1,237	2,109	8,467	10,576	347	966	1,313

The year under review witnessed a slight increase in the proportion of trained teachers but the percentage of trained teachers still remain below 21 per cent. There is an urgent need to increase the output of trained teachers of all categories by increasing the number of training places.

The scales of pay of teachers of Government Secondary Schools are as follows:—

- (1) Head Pandjts of Middle Vernacular and Assistant Head Masters of Middle English Schools } Rs.75—2½—100—(E.B.)—4—120.
- (2) Assistant Teachers and Assistant Pandjts of Government Middle English and Middle Vernacular Schools. } (a) Rs.55—2—75—(E.B.)—3—90.
(b) Rs.40—1—50—(E.B.)—2½—65.
- (3) Headmasters of Government Middle English Schools and Assistant Teachers of High Schools } Rs.100—10—130—(E.B.)—6—190—(E.B.)—10—250.

Headmasters of High Schools—Rs.175—15—250—20—350—(E.B.)—25—400.

There is no uniform scale of pay for teachers of Schools under the management of the local bodies. There is no scale of pay for the Aided High Schools but the State Government has fixed the following minimum monthly—

Pay.—For M. A. passed teacher	...	..	...	...	Rs. 90
For a B.A. or B.Sc. passed teacher without Honours or any Distinction	..				80
For a B.A. or B.Sc. passed teachers with Honours or Distinction	...				90
For a B.T. passed teacher	...	...	...	...	90
For an under graduate teacher	...	...	...	...	60
For a Matriculate teacher	...	...	...	...	50

Qualification.—The minimum qualification for appointment in Assam School Service is a bachelor degree of a recognised University, Professional training although preferred is not insisted upon. The minimum qualification for appointment in Assam Lower School Service is a Normal pass certificate. In the Non-Government School a large number of posts meant for degree holders are held by persons of lower qualifications. The success of a School primarily depends on the quality of its teaching personnel. The teaching staff of a High School needs to possess personal representing many fields of specialisation. In a competitive market the Secondary Schools with a very poor conditions of service have failed to attract the right type of young men and women. In fact this observation applies with equal force to teaching profession as a whole. Unless the social and economic status of teachers can be substantially improved it is futile to talk about reorganising the system of education and to expect the school to prepare enlightened and useful citizens.

VI. Size of Classes.—The maximum size of a class allowed under the rules of the Education Department is 50 pupils for classes IX and X, 40 for classes V to VIII and 30 for class IV. But many schools had to be allowed to admit in excess of these limits. This has resulted in poorer discipline and bad teaching.

VII. Expenditure.—Direct expenditure on different grades of Secondary Schools from different sources in 1955-56 with comparative figures for the previous year is furnished in the following tables—

Grades of Institutions	Government Funds	District Board Fund	Municipal Board Fund	Fees	Endowment	Other sources	Total
1954-55							
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
High	39,94,185	3,778	17,508	35,62,701	5,92,742	1,79,142	€3,50,055
Middle English	11,21,273	23,330	40,206	8,52,106	2,63,610	2,31,239	25,31,766
Middle Vernacular	9,27,346	4,88,067	32,368	19,182	47,718	19,144	15,33,825
1955-56							
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
High	44,96,270	5,648	25,220	39,83,942	5,63,534	2,78,346	93,52,960
Middle English	14,09,697	21,394	44,808	9,71,534	3,63,738	2,49,624	30,60,795
Middle Vernacular	16,40,061	28,861	789	13,877	40,879	13,709	17,38,176

Increase or Decrease

High	Rs.	+10,02,905
Middle English School		+5,29,029
Middle Vernacular		+2,04,351

53 per cent of the expenditure was met by Government and 35 per cent from fee income.

The average cost of educating a pupil in a Secondary School stood at Rs.66 in a High, School Rs.48 in a Middle English and Rs.29 in a Middle Vernacular School.

VIII. Scholarships, stipends and Free places.—During the year under review Rs.4,12,367 are spent on Scholarships and stipends and the number of students benefitting from these was 5,355. Besides, Rs.7,69,041 were spent in giving fee and other financial concessions to 24,824 pupils.

The following tables furnish the number of students enjoying scholarships, stipends, fee and other financial concessions and the amount spent on these from different sources during the year under review:—

Type of Institution	Central Government				State Government				Institution itself			
	Number		Value per annum		Number		Value per annum		Number		Value per annum	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
High	638	262	61,156	31,433	2,041	461	1,49,236	33,995	...	...	..	..
Middle	97	78	11,315	9,255	823	282	54,144	18,188	..	..	..	..

Type of Institution	Local Boards				Others				Total			
	Number		Value per annum		Number		Value per annum		Number		Value per annum	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
High	264	37	20,663	2,094	153	13	8,547	768	3,116	773	2,39,602	68,290
Middle	118	45	7,594	2,687	20	3	1,137	155	1,058	408	74,190	30,285

Type of Institution	Free studentships				Other financial concession						
	Number		Yearly amount foregone		Number		Yearly amount foregone				
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
High	10,167	2,931	2,95,741	74,118	4,157	1,306	2,08,558	55,488
Middle	3,547	1,020	70,979	21,417	1,468	228	35,733	6,977

Competitive scholarships were awarded on the results of the L. P. Scholarships examination and the Middle School Leaving Certificate and Scholarships Examination. Besides these there was a large number of stipends awarded by the State Government to the deserving pupils of Scheduled tribes, Scheduled castes, other backward communities and sons and daughters of political sufferers. There are free places in all High and M. E. Schools (M. V. School education was free). Loss of fee income sustained by non-Government Schools in respect of pupils of scheduled castes and scheduled tribes is made up by Government by an earmarked grant. Other deserving poor students are granted free or half free places by the Managing Committee to the extent of 10 per cent of the fee income of the School.

IX. Methods and Standards of Teaching.—There was no noticeable change or improvement in the methods or standards of teaching. A large number of schools were given grants-in-aid for introduction of the teaching of crafts and for improvement of the School libraries and teaching aids.

X. Medium of Instruction.—Medium of instruction was generally the mother foreign of the pupils, provided the mother tongue was a major language and the number of students justified a separate school. In the large majority of the schools the medium was Assamese. In the school of the district of Cachar and in a fairly large number of schools in the other plains districts the medium was Bengali. In the hill schools the local tribal language was the medium of instructions in the middle school stage and English was in the upper four classes. In the few Anglo-Indian Schools English was the medium. There were also a few schools with Hindi as medium of instruction.

XI. Teaching of Hindi.—Teaching of Hindi was gradually being made compulsory in Secondary Schools. The State Government continued to assist liberally the work of the Assam Rastrabhasa Prachar Samity and maintained the Government teachers Training Centre at Missamary. Eighty Secondary Schools were given grants during the year for introduction of Hindi.

XII. Examination Results.—The results of the Middle School Leaving Certificate Examination and Matriculation Examination for the years 1954-55 and 1955-56 are compared below:—

Examination	No. appeared 1954-55		No. Passed		Percentage passed		No. appeared 1955-56		No. passed		Percentage passed	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
M. S. L. C.	31,006	7,366	21,626	4,846	69.7	65.9	31,198	8,139	19,941	5,037	63.9	61.8
Matriculation	10,377	1,918	4,527	914	43.6	47.6	11,419	2,023	5,048	934	44.9	46.9

XII. School Buildings and Equipments.—A sum of Rs.24,31,354 was spent during the year for improvement school buildings and purchase of equipment.

Under the Development Schemes the construction of school buildings for Multipurpose School, Science Laboratories and work room for crafts was taken up.

XIV. Recognition and new Development.—The State Government participated in the Centrally Sponsored Schemes for the re-organisation of Secondary Education. Under these Schemes:—

(1) The following schools were taken up for development into Multipurpose Schools with courses shown against each. The expenditure incurred during the year was Rs.18,71,408 on building and equipments.

1 Dibrugarh Government Girls' High School	Science and Home Science.
2 Sibsagar Government High School	... Science and Technical.
3 Jorhat Government High School	... Technical and Science.
4 Goalpara Government High School	... Technical and Commerce.
5 Kohima Government High School	... Technical and Home Science.
6 Jowai Government High School	... Agricultural and Home Science.
7 Aijal Government High School	... Commerce and Home Science.
8 Tura Government High School	... Agriculture and Home Science.
9 Dawson Aided High School	... Technical and Commerce.
10 Morigaon Aided High School	... Science and Agriculture.
11 Charali Government Aided High School	... Technical and Agriculture.
12 Tezpur Girls' High School	... Home Science and Fine Arts.
13 T. C. Girls' High School	... Home Science and Fine Arts.
14 Lala Aided High School	... Science and Agriculture.
15 Bajali Aided High School	... Science and Agriculture.

(2) The following schools were assisted to develop facilities for teaching of science at a cost of Rs.50,000 for each for building and equipments.

- 1 Government High School, North Lakhimpur.
- 2 Government High School, Golaghat.
- 3 Government High School, Nowgong.
- 4 Government High School, Mangaldai.
- 5 Government High School, Barpeta.
- 6 Government High School, Dhubri.
- 7 Government High School, Silchar.
- 8 Government Aided K. R. High School, Hojo.
- 9 Patacharcuchi Vidyapith.

(3) Forty-five High Schools were given Rs.17,500 each for improvement of the School Libraries, introduction of instruction in crafts and improvement of teaching aids. The total amount spent during the year was Rs.6,75,000.

(4) Sixty M. E. Schools were given aid at the rate of Rs.3,000 to each for introduction of instruction in crafts and improvement of teaching aids and the school Library. The expenditure incurred was Rs.1,80,000.

CHAPTER VI

University and Collegiate Education

The University of Gauhati continued to cater for University Education. It functioned both as teaching and affiliating institution. There were 24 Colleges for general Education and five for technical and professional education. Of the 24 colleges of general education 21 for men and 3 for women.

The following table furnishes the number of institutions, enrolment and expenditure in 1954-55:—

Manager	No. of Institutions	Enrolment	Total expenditure	No. of Institutions	Enrolment	Total expenditure
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Government	1	1,557	4,73,031	1	1,664	4,70,715
Aided	16	8,901	13,57,357	18	10,201	15,16,405
Un-aided	3	259	77,634	2	111	36,033
Unrecognised	3	317	...	3	360	..
Total	23	11,034	19,08,022	24	12,336	20,23,153

The following table furnished the number of students enjoying scholarships and stipends and the amount spent on from different sources during the year under report:—

Type of Institution	Central Government				State Government				Institution itself			
	Number		Value per annum		Number		Value per annum		Number		Value P. M.	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Colleges for General Education.	1,307	296	5,45,214	1,30,993	476	83	68,020	15,002	8	..	870	...
Colleges for professional education.	106	8	1,18,439	6,784	110	13	45,103	5,733	18	...	4,860	...

Type of Institution	Local Boards				Others				Total			
	Number		Value per annum		Number		Value per annum		Number		Value per annum	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Colleges for General education.	..	..	..	...	2	1	180	10	1,793	380	64,284	1,46,005
Colleges for Professional education.	12	..	3,800	..	9	...	5,250	..	255	21	1,77,452	12,517

Type of Institution	Free Studentships				Other financial concession						
	Number		Yearly amount forgone		Number		Yearly amount forgone				
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)			
Colleges for General Education	517	93	41,827	9,451	69	28	4,685	2,155
Colleges for Professional Education	38	...	3,850	...	6	..	5,619	..

VIII The table below furnishes the Examination results of 1955-56:—

Examination	No. appeared	No. passed
Matriculation	13,442	5,982
Intermediate Arts	3,196	1,295
Intermediate Science	1,363	602
Intermediate Commerce	397	132
Intermediate (Agriculture)	30	21
B. A.	1,310	615
B. Sc.	301	153
B. Com.	136	68
B. T.	65	45
B. L.	30	17
Secretariat Practice	11	10
B. V. Sc. and A. H.	6	5
M. A.	83	61
M. Sc.	27	16
M. Com.	17	13
Teachers Training Certificate Examination in Geography	17	12
D. Phil. (Arts)	3	3
M. Ed.	4	3

CHAPTER VII

TRAINING OF TEACHERS

1. **Normal and Training School.**—There were five different types of Schools for training teachers, viz., (i) The Normal Schools, (ii) The Guru Training Centres, (iii) The Basic Training Institutions or Centres, (iv) Junior Training Institutions for women and (v) The Senior Training Institution for Women.

The Normal Schools provided a two years course to which students having passed the Matriculation or the Intermediate examination were admitted, and a three years course to which pupils having passed the middle school examination were admitted. There are 5 Normal Schools of which 3 were maintained and 2 aided by Government.

The Senior Training Institutions for girls provided one year course to which matriculates were admitted. There were 6 such institutions during the year.

The Guru Training Centres.—The Junior Training Institutions and the Basic Training Institutions provided one year course to teachers or intending teachers, having passed the middle school examination.

Most of the Guru Training Centres were however, converted into Basic Training Institutions during the year under review.

Besides the institutions for general training of teachers, there are two institutions one for the training of Hindi teachers and the other for the training of teachers of Assamese for Hills.

The table below given the number of training institutions together with their enrolment:—

Type of Institution	Institutions					Enrolment				
	Government	District Board	Aided	Un-Aided	Total	In Government institution	In District Board	Aided Institution	Un Aided Institution	Total
1	2	3	4	5	6	7	8	9	10	11
Normal Training	3	..	2	..	5	383	..	186	..	569
Basic Training	8	11	..	..	19	773	489	..	..	1,260
Non-Basic Training (Guru)	8	..	..	1	16	559	..	275	6	840
Hills Boys Training	1	..	..	..	1	15	..	..	..	15
Hindi Training	1	..	..	..	1	107	..	..	..	107
Senior and Junior Teaching Training	..	..	5	1	6	..	..	80	1	9
Total	21	11	14	2	48	1,837	489	549	12	2,887

Training Colleges.—The Gauhati University maintained the teacher training (B.T.) department and also a one year course for English teachers.

The following table furnishes the number of teachers and the percentage of trained teachers to the total number of teachers in all grades of schools during the year under review :—

Grades of Schools	Total No. of Teachers		Total No. of Trained Teachers		Percentage of Trained Teachers	
	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7
Nursery Schools	4	27	..	22	100	85.2
Junior Basic Schools.. .. .	1,136	218	947	291	83.3	89.0
Senior Basic Schools	109	65	98	62	90.7	95.3
Primary Schools	17,685	2,291	4,876	454	27.7	20.6
Middle	5,300	668	1,227	183	23.1	27.5
High	5,276	645	882	164	16.7	25.4
Total	29,509	3,834	8,030	1,086	27.1	28.3

The percentage of trained teachers for men and women as compared to the previous year is increased from 25.7 and 26.1 to 27.1 and 28.3.

Reorganisation and New Developments.—11 Guru Training Centres were converted into Basic Training Institutions.

Teaching of crafts and Music were introduced in 4 of the Normal Schools. A Basic Training Centre for women was established at Chardi.

CHAPTER VIII

Professional and Technical Education

The following are the type of professional and technical institutions other than University institutions.

1. Commercial Schools.
2. Engineering Schools.
3. Industrial and Technical Schools.
4. Agricultural Schools.
5. Schools for Forestry.
6. Schools of Art and Crafts.

All the 18 Commercial Schools were under private management. They provided instructions in short-hand, type writing, book keeping elementary accountancy and signalling. There was however, no uniform standard of instruction and examination. As the enrolment in these Schools have been progressively on the increase it is necessary to have uniform rules prescribing standard of teaching and qualifications of instructors.

A public examination conducted by the Department of Education seems necessary to set these standards. An advisory Board for Commercial education also seems necessary.

Engineering Schools.—The Civil Engineering Institute, Gauhati train overseers for the State P. W. D. This institution had an enrolment of 339 pupils during the year under report against 203 pupils in the previous year.

The Survey School at Jalukbari had an enrolment of 331 pupils against 204 in 1954-55.

The Prince of Wales Institutes of Technology, Jorhat imparted training in Electrical and Mechanical Engineering of diploma standard, besides providing instructions in certain trade courses. It had an enrolment of 239 pupils in 1955-56 against 242 in the previous year.

Technical Schools at Kohima, Nowgong, Tezpur and Silchar provided instructions in various trades like wood work, metal work, automobile shop, etc. Training in these trades was also provided in the Industrial Training Institute, Jorhat.

There was a number of Art and Craft Schools providing instructions in Weaving, Umbrella Manufacture, etc. There was also a Cottage Industries Training Institution at Gauhati maintained by Government.

The Agricultural School at Khanapara and the School of Forestry at Jhalukbari are Government institutions and only institutions of the kind. The respective enrolment in these two schools was 98 and 53 pupils.

The following table furnishes the number of technical and professional schools, their enrolment and expenditure during 1954-55 and 1955-56.

Type of Institution	1954-55			1955-56		
	Recognised Institution	Enrolment	Expenditure	Recognised	Enrolment	Expenditure
Training	30	1938	6,98,534	34	2087	7,03,757
Engineering including Survey	2	407	1,82,390	2	650	4,61,625
Technical and Industrial	11	805	5,08,712	21	163	4,56,257
Commerce	15	1314	79,381	10	1701	97,453
Agriculture	1	140	37,792	1	98	52,907
Forestry	1	22	25,711	1	20	34,143
Polytec'nic .. .. .	..	..	..	1	289	2,67,710
Total ..	60	4656	15,32,220	78	5713	21,23,052

There were 4 professional Colleges affiliated to the University. These were the Assam Medical College, Dibrugarh, the Veterinary College, Gauhati, the Agriculture College, Jorhat, and the Law College, Gauhati. All these institutions except the Law College were maintained by Government. The maintenance of the Law College was the direct responsibility of the Gauhati University.

There is also a Government Ayurvedic College at Gauhati. This is not affiliated to the University.

The table below furnishes the enrolment and expenditure of the Colleges for professional education during the year under review.

Serial No.	Name of the Institutions	Management		Enrolment	Total direct Expenditure
		Government	Aided		
1	Medical College	2	..	475	8,11,957
2	Veterinary	1	..	355	1,32,258
3	Agriculture	1	..	730	1,74,439
4	Law College .. .. .	..	1	283	28,977
	Total ..	4	1	1843	11,46,731

CHAPTER IX

1. Social Education Centres and Audio-Visual Aids—For the purpose of organising Social Education Centres the financial year was divided into 3 terms, viz., 1st May to 31st July, 15th August to 15th November and 1st December to 29th February. In all the three terms 1st May 1954 Social Education Centres were provided for including 84 in the Plains Tribal areas under Article 275 of the Constitution and 370 in the Sixth Schedule (Part A) Areas.

Besides, literacy work in the centres the adults were encouraged to improve Sanitary conditions by using pit latrines and removing jungles and rubbishes from their surrounding, to use improved methods of cultivation and to grow kitchen gardens. Also they were given citizenship training through lectures occasionally arranged in the centres, and also through articles published in the bimonthly departmental journal Janasiksha which made its regular appearance throughout the year and which was distributed to the centres free of cost. Demonstration of educational films was almost a regular feature in the centres and the Audio-visual unit of the Department which was enriched by addition of a new projector, two generators and eighteen new films gave 500 cinema shows in different parts of the State during the year under review.

2. Community Centres.—Thirty Community Centres were organised in the State during the year under review. Each Centre was given an additional financial aid of Rs. 50 to purchase necessary equipments for the centre. Some of the centres took to recreational activities while other successfully took up craft-works such as cane and bamboo work.

3. Libraries.—To provide facilities for follow-up study 431 rural libraries including 20 in the Plains Tribal area and 11 in the Sixth Schedule (Part A) Areas, were given a lump sum annual grant of Rs. 35 each to enable them to purchase suitable literatures. These libraries also were supplied with all the departmental publications free of cost. The departmental magazines Janasiksha was sent to all the Libraries regularly.

4. Publications—A series of illustrated post literacy Readers in four volumes named Joyanimadhab was published and supplied to all the Social Education Centres and village Libraries. This series printed in 16 point type and profusely illustrated under Laubach method intends to impart entire knowledge of Health, Hygiene, Home economics, Agriculture, Cottage Industries and Citizenship, etc., in a very simple style. Three other publications for neo-literates by Viswa-Bharati and some other from local publishers were purchased and distributed to the libraries.

5. Social Education Rally cum-Exhibitions.—The Social Education rally-cum-Exhibitions were held at Chapanala in the Nowgong District and Galokganj in the Dhubri Subdivision. All the nation-building departments of the State such as Agriculture, Sericulture Weaving, Public Health, Veterinary, Basic Education, Maternity and Child Welfare, Hand-loom, Cottage Industry, National Saving Certificate, Local Community Projects and Publicity participated and put up their exhibition stalls in the occasion. Thousands of people from the neighbouring localities poured into the exhibitions where Social Education pamphlets prepared on Rights and Duties of citizens, Co-operations, etc., were freely distributed. Meeting were organised both on the 1st and 2nd day of the Rally and educational films were exhibited and puppet dramas staged besides cultural shows organised by the local people.

6. Training.—Two short courses of training were organised along with the Social Education Rally cum exhibition started earlier and 70 teachers and rural workers were given training on methods and contents of Social Education.

Another 15 days training camp was organised mainly for the Inspecting Officer of the Social Education Department at Roha in the Nowgong District towards the end of the year under report wherein 36 Inspecting Officers and 10 Secondary School teachers received on intensive course of training. Besides theoretical lectures on the History and new concept of Social Education, Functional literacy, Co-ordination or Library movement with Social Education, Basic Education, Janata College, methods of teaching adults and their psychology preparation of literature for neo-literates, use of Audio-visual aids and Community approach, etc., the trainees were given practical training in making puppets, making and using Khaddar graphs, preparing short stories for neo-literates and in teaching rural adults. The trainees went out in the evening with lamps in hand to the neighbouring villages and taught one person each during the period which was the nucleus of eight Social Education Centres which were immediately establish where intensive work is being carried on at present. Two educational field trips were arranged for the trainees and also two cultural shows by the local people were organised during the period. Educational Film shows were organised every two-day.

Mrs. W. H. Fisher, Director of Literacy House, Allahabad came on our invitation with a party of Five Social Educator and helped us in running the above camp throughout the entire period.

Besides the State Education Minister, Deputy Minister, and the local dignitaries including the Legislative Assembly members Shrimati Indira Gandhi accompanied by Shri Mahendra Mohan Choudhury, the then Congress, Chief of Assam (now General Secretary, AICC) visited the training camp and addressed the trainees.

7 Social Education Day—The All-India Social Education Day was observed throughout the State on 1st December 1955 with all pomp and grandeur. Processions meetings formation of study circle, safai work exhibition, illumination and cultural shows were the main items of the days programme. A big 'Book-Exhibition' was organised at Gauhati in collaboration with the District Library, Gauhati which attracted a large number of visitors. A largely attended meeting with Shri D. Goswami, the Retired Director of Public Instruction in the chair was followed by an exhibition of Educational films. Similar 'Book-Exhibitions' were arranged in many other places of the State.

8. Activities in Co-operation with other Agencies—This department participated in the Kisan Mala at Majbat organised by Darrang Community Project, Social Education Organiser, Seminar at Bhurbandha organised by Bhurbandha Community Development Block, and the Community Project Propaganda Week organised by the Community Project Administration. Educational films were loaned out to the P. E. O. Bhurbandha and C. D. Block for demonstration in his Block, and also Social Education publications were supplied to all the Community Project, N.E.S. and Community Development Block areas according to the requisition of the Project Extension Officers.

This department further participated in the Educational exhibition organised along the Second Head Masters Seminar at Nowgong. Social Education publications including primers, charts, etc., were distributed free to the trainees in the National Volunteer Corps Camps at Borhampur and Fatasil where also knowledge of literacy was imparted to the illiterate campers by Social Education Officer from the 'Social Education Tent' pitches in the venue of the Camp.

9. Budget.—The total budgetary allotment in the State for social Education during the year under report was Rs.3,51,000 including Rs.20,000 and Rs.6,000 earmarked respectively for Sixth Schedule (Part A) Areas and Plains Tribal areas under Article 275 of the Constitution.

The Number of Social Education Centres during the year under review were 739, some of them were organised by the Community Project Department. The Number of Adult Schools has been reduced for successful operation of the Scheme.

JANATA COLLEGE

Enrolment	Direct expenditure	Examination Result	
		Number appeared	Number passed
1	2	3	4
40	37 510	39	31

Enrolment.—The following table shows the amount of work done in the field of Social Education during the year under report:—

Year	Number of Adults joining in social Education Centres		Number made literate				
	Male	Female	Total	Number appeared		Number passed	
				Male	Female	Male	Female
1	2	3	4	5	6	7	8
1955-56 ...	99,771	4,295	4,066	30,857	3,151	24,908	1,895

Expenditure.—The total Direct Expenditure on Social Education Centres was Rs.1,89,529 during the year under report. The entire expenditure was met from Government funds.

CHAPTER X

Education of Girls and Women

I & II.—Institutions.—There were 3 Women's Colleges for general education with an enrolment of 782 students during the year under review. The direct expenditure on the 3 Colleges was Rs.1,55,933 of which Government funds were Rs.72,982.

The number of recognised schools for girls and their enrolment during the years 1954-55 and 1955-56 are furnished below:—

SCHOOLS							
Year	High	Middle and Senior Basic	Primary and Junior Basic	Nursery	For professional Education	For special Education	Total
1	2	3	4	5	6	7	8
1954-55	42	148(a)	1,040(b)	14	8	46	1,298
1955-56	45	144	819	14	14	53	1,039
Increase + or Decrease —	+3	-4	-221	..	+6	+7	-209

(a) Some schools were taken over by School Boards and some were amalgamated with neighbouring boys schools.

(b) Many schools were amalgamated the neighbouring boys schools for better management and efficiency.

ENROLEMENT							
Year	In High Schools	In Middle Senior Basic Schools	Primary Junior Basic Schools	In Nursery Schools	For professional Education	For special Education	Total
1	2	3	4	5	6	7	8
1954-55	12,217	13,750	59,889	543	269	2,342	89,010
1955-56	17,397	14,606	51,898	546	315	2,695	87,457
Increase + or decrease —	+5,180	+856	-7,993	+3	+46	+353	-1,553

III. Co-education.—For reasons explained elsewhere in this report Co-education has been a striking feature of educational development in this State. The Government Secondary Schools in the Hills districts except the High School at Shillong are all co-educational. The non-Government Secondary Schools for boys are allowed to admit girls students if there is no girls Secondary School in the locality provided separate seats are provided for the girls and suitable sanitary arrangements and common room facilities are also provided. The vast majority of the Primary Schools are of course co-educational.

The following table compares the number of girls students reading in boys institutions in 1954-55 and 1955-56:—

GIRLS READING IN BOYS INSTITUTION							
Year	High	Middle and Senior Basic	Primary and Junior Basic	Nursery	Professional and special Education	Remarks	
1	2	3	4	5	6	7	
1954-55	9,154	17,209	2,09,576	116	2,186	2,38,241	
1955-56	10,997	21,636	2,26,744	109	2,527	2,62,913	
Increase + or decrease:—	+1,843	+4,427	+17,168	-7	+341	+25,772	

Year	COLLEGES FOR GENERAL AND PROFESSIONAL EDUCATION		
	Colleges for general Education	Colleges for professional Education	Total
1	2	3	4
1954-55	781	35	766
1955-56	855	32	887
Increase + or decrease—	+124	—3	+121

There was a rise in the number in all grades of the institutions.

IV.—Teachers.—Getting qualified teachers for the girls schools was a difficult problem as before. They were particularly difficult to get for service in rural areas. As a result large number of men teachers had to be retained in schools for girls.

The following table furnishes the number of trained and untrained women teachers in different grades of schools during the year under review:—

Type of Institution	Trained				Untrained			
	Graduate	Intermediate or Matriculate	Non-Matric	Total	Graduate	Intermediate and Matriculate	Non-Matric	Total
1	2	3	4	5	6	7	8	9
High	73	46	45	164	159	254	68	481
Senior Basic		5	57	62		1	2	3
Middle English	10	25	62	97	11	149	146	306
Middle Vernacular		14	72	86	3	27	149	179
Junior Basic		6	195	201		1	26	27
Primary	1	21	432	454	1	106	1,638	1,747
Nursery	4	1	17	22		2	3	5
Total	88	118	800	1,006	174	542	2,032	2,748

V. Examination Result.—The following are the results of various girls examinations for the years 1954-55 and 1955-56:—

Year	Primary/Junior Basic		Middle/Senior Basic		Matriculation		I. A. Examination		Degree Examination	
	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed
1	2	3	4	5	6	7	8	9	10	11
1954-55	12,396	10,605	7,368	4,866	1,218	914	717	275	261	131
1955-56	14,315	12,203	8,186	5,081	2,023	934	676	255	255	111

VI. Scholarships and stipends are awarded on the result of Special Primary Scholarship Examinations for girls and the Middle School Examination.

The following table furnishes the number of girls students in receipt of scholarships and stipends during the year under report and the expenditure involved:—

Type of Institution	Total of Scholarships and Stipends	
	Number	Total value per annum
1	2	3
Colleges for General Education	380	1,46,005
College for Professional Education	21	12,517
High	773	68,290
Middle	408	30,285
School for Professional Education	191	65,653
Total ...	1,773	3,22,750

The following table furnishes the number of girls students enjoying free places and financial concession with amount foregone on these during the year under report:—

Type of Institution	Free Studentships		Other financial position	
	Number	Yearly amount foregone	Number	Yearly amount foregone
1	2	3	4	5
College for General Education	93	9,451	28	2,155
Colleges for Professional Education ... ..	..	..	..	..
High	2,931	74,118	1,306	55,488
Middle	1,020	21,447	228	6,977
Schools for Professional Education	2	240	..	..
Total ...	4,046	1,05,256	1,562	64,620

The following table furnishes the total direct expenditure on all grades of girls schools with comparative figures for the previous year.

Year	High	Middle and Senior Basic	Primary and Junior Basic	Nursery	Schools for professional education	Schools for general Education	Total
1	2	3	4	5	6	7	8
1954-55	10,69,378	5,05,172	8,24,434	6,732	56,018	15,989	24,77,714
1955-56	12,40,432	5,35,742	7,32,952	6,483	93,750	18,123	26,16,492
Increase or decrease	+1,71,057	+30,570	-1,01,472	-249	+36,732	+2,134	+1,38,778

The table below shows the total Indirect Expenditure on Girls Schools for the year under report.

Year	Government Funds	District Board Funds	Municipal Board fund	Fees	Endowment	Other sources	Total
1	2	3	4	5	6	7	8
1955-56	8,45,523	1,883	2,449	1,17,948	43,605	57,276	10,68,684

VIII.—Among the measures adopted to encourage education among girls were liberal assistance to non-Government Secondary Schools and Colleges for construction of hostels for girls, establishment of a Basic Training Centre for Women teachers at Charali and sanctioning maintenance grants-in-aid to new Secondary Schools for girls.

IX.—Female Supervisory staff—

	Scale of pay
(1) Inspectress of Schools	Rs.200—200—225—20—11—425—(E.B.)—25—600. Special pay Rs.100.
(2) Assistant Inspectress of Schools (General).	Rs.175—15—250—20—350—25—400 plus Special pay Rs.50.
(3) Assistant Inspectress of Schools for Hills.	Rs.175—15—250—20—350—25—400 plus Special pay Rs.50 <i>Duties.</i> —To Assist Inspectrees in the matter of Female Education in Hill areas.
(4) Inspectress of Physical Training (Two).	Rs.100—10—130—(E.B.)—6—190—(E.B.)—10—250 plus Special pay. <i>Duties.</i> —Inspection and Organisation of works in connection with physical education for girls.

CHAPTER XI

MISCELLANEOUS

I. Pre-Primary Education.—Pre-Primary education is still in its infancy. A few schools charging tuition fees at varying rates and existed in some of the towns. Pre-Basic classes were attached to some basic Schools.

There were 21 Pre-Primary Schools during the year 1955-56. The figure for the previous year was 19. The number of pupils increased from 794 in 1954-55 to 858 in the year under review.

The Government awarded two stipends for training of teachers in the Montessori System.

II. Aesthetic Education (Music and Art, etc.).—The school of Art, Gauhati was the only recognised institution of fine Arts. There were 19 students including 4 girls in this institution.

The number of recognised music schools was 10 of which 7 were aided. Enrolment in these schools was 482. Facilities for instructions in music were in great demand but qualified teachers are difficult to get.

A need was felt for a music institution of advanced standard which could turn out music teachers for these schools. The direct expenditure on the Music Schools was Rs.22,964 of which Rs.8,112 represented Government grants-in-aid.

III. Oriental Education.—The Sanskrit College, Nalbari was maintained by Government on an aided basis. It had 12 pupils on the roll. The direct expenditure on this institution was Rs.6,372.

The title Madrassa at Deorail was also aided by the Government.

The total number of institutions for Oriental studies was 110 of which 88 were aided. The number of pupils was 2,724 of which 249 were girls.

Education in these institutions was free. The total direct expenditure on these schools was Rs.1,30,639 of which Rs.76,039 represented Government grants-in-aid.

IV. Education of the Handicapped.—

(a) Bhawri Devi Saraogi Deaf and Dumb School, Gauhati:—There were 35 pupils against 26 in the previous years. The direct expenditure was Rs.7,626 of which Rs.6,726 were Government grants-in-aid.

(b) The Sankar Mission established a school for the Blind at Nowgong during the year under review. This was the only institutions of the kind.

V. Education of Delinquent children.—No institution for such children existed.

VI. A sizable part of the population of this State belong to Scheduled Castes, Scheduled Tribes and other backward communities. Special effort was made to spread education among the children of these people. Earmarked provisions were made in the State Budget for such purposes as School and hostel buildings, furniture and equipment, stipends, free-concessions, grants for pupils for purchase of books, etc.

The following table will compare the No. of scholars of Scheduled Castes and other Backward communities in the different grades of schools during the years 1954-55 and 1955-56.

The number of scholars registered marked rise during the year under review.

Type of Institution	1954-55		1955-56	
	Boys	Girls	Boys	Girls
1	2	3	4	5
Arts and Science Colleges	2,311	341	2,486	38
High	32,354	6,127	40,534	9,395
Middle	31,831	11,157	40,283	15,718
Sr. Basic	571	192	1,234	895
Jr. Basic	14,571	5,931	17,497	8,266
Primary	2,97,789	99,417	2,43,746	1,28,853
Medicine and Veterinary	153	13	161	4
Agriculture and Forestry	62	...	51	...
Adults (Social Education Centres)	11,782	1,076	16,469	2,033

The following table furnishes the number of students of these communities enjoying stipends and free concessions and the amount spent on them.—

Type of Institution	Number	Total Value per annum
1	3	4
Arts and Science Colleges	1,584	6,15,867
High	3,691	2,13,604
Middle	2,010	70,574
Sr. Basic	21	1,685
Training	238	77,529
Medicine and Veterinary	113	1,15,804
Commerce	7	940

VII. Physical Training, Games, Sports, etc.—Physical Training was compulsory subject in the curriculum of all types of schools. But physical facilities necessary in an efficient and effective programme of physical training are lacking in most schools. Almost general under-nourishment of the children was a standing problem as always facing both the administrator and the teacher.

The major games like foot ball and volley ball continued to be played in most of the Secondary schools, creckert was confined to a few.

The physical instructors and the instructresses supervised Physical Training in Schools and conducted training camps for teachers. These camps generally of a week duration sought to give a limited but comprehensive and interesting course in physical training.

Five hundred fifteen teachers were trained in 13 camps during the year under review. Inter school tournament were held during the year for boy and girls of Secondary Schools.

The games fund of the schools was as usual very inadequate to meet the expenses of sports and games. Many High Schools could not join the tournaments for lack of funds. Revision of the rate of games fee which is now Re. 1 per year needs careful examination.

VIII. Youth Welfare.—Work camps organised by the Education Department and the Bharat Sevak Samaj created keen interest among the youth. A number of these camps were successful in providing to the campers a useful programme of education service and recreation.

IX. Boys Scouts Organisation.—There was some improvement in the scouts and Guide movement in the year under report.

During the year 9 scout groups in the Upper Assam Division and 7 groups in the Lower Assam Division were formed and duly registered.

Training Camps.—(1) A Himalaya Wood Badge Training Course was held at Manikarneswar (North Gauhati) for scouters and was conducted by Shri K. N. Thakur, Deputy Camp Chief, assisted by Shri R. Kalita, Assistant Organising Commissioner, Scouts, Lower Assam Division, 21 teachers from high schools of all different districts of the State, one Deputy Inspector, one Instructor, Physical Training and one Assistant Sub-Inspector took training in the camp. It was the first Himalaya Wood Badge Course in Assam since the attainment of Independence and the amalgamation of the Scouts and Guides organisation in India and formation of the present Bharat Scouts and Guides Association.

The camp was visited by:—

- (1) Shri Jairamdas Doulatram, State Chief Commissioner and Governor.
- (2) Shri B. R. Medhi, Chief Minister.
- (3) Shri O. K. D Education Minister.
- (4) Shri P. Chetia, Deputy Minister.
- (5) Shri H. C. Bhuyan, State Commissioner, and D. P. I.
- (6) Shri S. C. Rajkhowa, Assistant State Commissioner and D. D. P. I.
- (7) Shri K. Dutt, A. D. P. I. and State Organising Commissioner.
- (8) Shri N. Islam, Special Officer.

Member, Legislative Assembly and Ex-Member, Legislative Assembly, Professors and Educationists and many other elites of the Gauhati town also visiten the camp ann watched the activities of the campers.

All expressed high appreciations of the standard method of training.

2. A Training course was held at Gauhati for advance Training of the patrol leaders of the scout troops of Gauhati conducted by Shri R. Kalita, Assistant Organising Commissioner, Scouts. The course included full 2nd class tests, some tests of the first class badge and some proficiency badge.

3. A Scoutmasters' Training Camp was held at Katigarah from 12th to 18th March, 1956, under the direct charge of Shri S. C. Bhattacharyya, Assistant Organising Commissioner, Scouts, Cachar and 42 trainees of whom 17 were Middle School teachers took training.

Besides the above Training Course, a scout camp for 8 days at Saikhowaghat was organised by the Digboi School authority during the month of February, 1956 and 105 scouts and 7 scouters participated.

Training of Scouts.—It was found that schools were not producing 2nd or 1st class scouts as were generally expected except in Digboi Schools where regular training had been imparted to the scouts for producing 1st and 2nd class scouts. But in other schools training had not been intensive and regular. For want of trained teachers many schools were without scout organisation. An attempt might be made for having trained teachers in Scouting almost every Schools.

Rallies—1. A District Rally at Golokganj in connection with the Educational Exhibition there was organised and 15 scout groups participated in the rally. This was meant to give the scouts a scope not only to render services but also to meet so may scout brothers from different schools and to live together, eat together, to work together all in co-operation, all in scout uniforms. The scout rendered excellent services in the Exhibition to the satisfaction of the organisers. They showed a high standard of discipline all through.

2. A combined rally of the scouts and the guides of Gauhati was organised in connection with route lining of the students of the town and its suburbs while the Prime Minister of India, Shri Nehru visited Assam in 1955.

3. A rally of scouts and guides was held at Digboi Shri K. N. Thakur, Deputy Camp Chief attended the function. All the scouts, cubs, guides and bulbul of Digboi Schools participated.

National Scout and Guide Week in November.—It was reported that the scout groups of different schools observed the National Scout and Guide Week according to the convenience of individual groups. The programme of celebrations included parade, procession, Social Service, demonstrations and rallies, collection of funds, outing, variety performance and meeting.

Independence Day and Republic Day.—Most of the Scout groups participated in flag hoisting and other functions in connection with the observance of the Independence Day and Republic Day.

Hikes and excursions.—It was reported that the scout groups of Chapar High School, Sapatgram Amalgamated Academy, Rokakhata High, Indra Narayan Academy, Hamidabad High, St. Anthony High, P. B. Dhirdutt High, Kamrup Academy, Collegiate School, Model High School, Patharakandi and Government Victoria Memorial High School, Hailakandi, went to Hikes and excursions to different places and the scouts and guides of the Digboi Schools went out for one day's excursion to Nazirating.

Social Service.—The Headmaster, North Lakhimpur Government High School reported that the scouts helped several helpless patients of the locality carrying them to the local Civil Hospitals.

The Assistant District Scout Commissioner, Sibsagar Rural Area reported that the scout engaged themselves in various Welfare Social Service in their villages, such as assisting the public in road construction work on self-help basis, ponds clearing, the fencing, clearing compounds of public for hygienic purposes and helping needy families in many ways of social services.

The scouts of Digboi School took part in the activities organised by the social welfare organisation at Digboi.

The Deputy Inspector of Schools, Golaghat reported that the scouts of rural schools use to do safai work in villages.

It was reported that the Hamidabad scout troop did valuable relief work at Marichbari of which all the houses were burnt to ashes and the inhabitants were made homeless. The scouts collected rice, paddy, clothes, etc., for the sufferer and constructed huts for them.

The Patacharkuchi scouts constructed houses for two families whose houses were burnt.

The scouts of I. N. Academy cremated a dead body. The scouts of Silchar rendered useful services in melas, exhibitions, flood and fire calamities and festivals and school sports and tournaments.

Community Project Work.—It was reported by Assistant State Commissioner, Scout, Cachar that scouts in Community Project and N. E. S. Block areas particularly those of the Bamnityananda High School, Dhalai, Ramkrishna Vidyapith, Ramkrishna Nagar and High Schools of Silchar town participated in road making and jungle clearing works.

State Aid.—The Government of Assam continued to grant Rs.7,000 to the Bharat Scouts and Guides Association.

Donation.—The A. O. C., Digboi continued to give their donation of Rs.100.

Census figures. —Scouts	...	...	...	...	...	...	...	4,263
Guides	...	...	...	...	...	...	...	447

A BRIEF REPORT ON THE ACTIVITIES OF THE NATIONAL CADET CORPS IN ASSAM DURING 1955-56

During the year under review, all efforts were concentrated on the consolidation of the N. C. C. Units raised in the previous years. It is gratifying to note in spite of formidable difficulties, the Units marched forward and succeeded in attaining a satisfactory standard of efficiency. The Government as well as the University authorities have placed on record the outstanding achievements of the N. C. C. Cadets in connection with Social Service programmes including flood relief operations and Dibrugarh town protection works.

The N. C. C. organisation in Assam consisted of 10 Senior Division Units with a total authorised strength of 1,450 cadets and 34 officers. These Units have been raised in 19 colleges affiliated to the Gauhati University including 3 colleges of the Sixth Schedule (Part A Areas.) The raising of the 1st Assam Girls' Subtroop in the Lady Keane Girls' College, Shillong has been an innovation of considerable importance and interest.

The unprecedented floods visiting the State in the early part of the year put the N. C. C. Cadets of the Gauhati University to a severe test. The most outstanding activity was the Emergency Flood Relief Camp held at Dibrugarh, 408 Cadets and 8 N. C. C. officers participated in the camp and rendered commendable services in connection with relief operations. They distributed relief goods, repaired breached embankments and collected flood-damage statistics from the affected villages. The Deputy Commissioner, Lakhimpur District highly complimented the Cadets on their outstanding works under difficult conditions involving great pains and personal risks.

Another outstanding activity of the year was the inauguration of the 4th Assam Naval Unit, N. C. C., Gauhati on 17th October, 1955. Vice-Admiral S. H. Carlill, Chief of the Naval Staff visited the Unit on this occasion and performed the inaugural ceremony at the Judge's Court Field in the presence of a large and distinguished gathering. The Chief of the Naval staff carried out a comprehensive inspection of the ceremonial parade provided by 250 Cadets of Gauhati and expressed great satisfaction at the standard of bearing and turn-out presented by the Cadets and commended their splendid performances.

The combined Cadre and Social Service Camp was held at Arunachal about 5 miles from the Silchar Town within the Cachar Community Project areas with effect from 28th October, 1955 to 19th November, 1955. 415 Cadets and 10 N.C.C. officers drawn from the Senior Division Units of Assam and Manipur attended this Camp. Besides a contingent of 89 non-N.C.C. students and 8 professors took part in the Social Services Programme which consisted in construction of a two mile road from Arunachal to Ramnagar village. This project including the construction of 3 bridges and a number of culverts was completed within 2 weeks with the assistance of the local villagers and Community Project Department staff. The Cadets and non-N.C.C. students displayed commendable enthusiasm in executing the tough project through the hilly tract.

The Units were taken out for their Annual Training Camp to Dibrugarh for 14 days with effect from 28th December, 1955. 455 Cadets and 15 Officers participated in this Camp. Intensive Training was carried on during this Camp. Certificates 'B' and 'C' tests were held towards the end. The Governor of Assam Shri Jairamdas Doulatram visited the Camp on 9th January, 1956 and inspected a ceremonial parade provided by the Cadets. The Governor also presided over a Prize distribution Ceremony on the occasion and gave away the Prizes to the successful winners.

The N. C. C. contingent consisting of 19 cadets drawn from the Senior Division Units of Assam participated in the Republic Day. Ceremonial Parade in Delhi and won the Line-Dressing Trophy. A larger contingent composed of 60 Cadets and one officer took part in the Republic Day Ceremonial Parade at Shillong and acquitted themselves creditably.

The record of progress achieved by the cadets of the Gauhati University is indeed stimulating. It is confidently hoped that they will be able to build upon it higher and higher distinctions in time to come.

XI Extra. Curricular Activities:—Extra curricular programme followed in the School included gardening, social service, excursions, dramatics, music, dance, debates, etc. A few Schools have set the examples of planning extra curricular activities in a way materially useful to the schools. Contribution of manual labour by students in constructing school buildings was a familiar picture in quite a number of cases.

XII School Meals. Providing midday meal or tiffin in pupils in schools remained a baffling problem. This is a stupendous and an urgent problem crying for the sincere and concerted efforts of the people and the Government, for its solution. But unfortunately the urgency does not seem to have been as widely realised.

XIII. School Medical Service. The old practice of the Assistant Surgeon paying visits to Government schools and hostels continued.

Any one familiar with the high incidence of curable disease among the schools children will realise how badly a regular school health service is needed in this State. A fullfledged school health service programme may be too costly for it to be immediately feasible. But the school programme for through medical examination of pupils once in two or three years with more adequate follow up examination where necessary, must not be considered ambitious even under the present circumstances.

CHAPTER XII

A CRITICAL REVIEW OF EDUCATIONAL TENDENCIES AND DEVELOPMENT

A critical review of what have been stated in the previous chapters reveals that there has been expansion in all spheres of education but how far this expansion has been effective to make education related to life is yet to be seen. The present educational system has created a hiatus between academic and actual life. Thus there is an imperative need to-day to change the whole frame work of education to suit our requirement as a free country.

It has to be admitted that the present system of education has failed to build up character and personality. It has not developed in the students the capacity of clear and independent thinking. It has not inculcated discipline and regard for elders so as to prevent any strikes and stay in outs schools. The school should be centres of learning as well as creative activities.

Attempts have been made to start model schools under different primary education bodies by introducing gardening, hand-work, safai-work, hygiene, compost-making and Endi-spinning. In the same way, attempts have been made to make-secondary education more productive by introducing Vocational classes in many High Schools where facilities are offered, but results in these classes of schools fall far short of our expectation. The Father of the Nation gave us as his greatest a sound system of education suited to the need and genius of India. Let us all accept.

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