



सत्यमेव जयते

Annual Report on the Progress
of Education in the State
during 1956-57

1960

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ANNUAL REPORT ON THE PROGRESS OF EDUCATION IN THE STATE DURING 1956-57

CHAPTER—I

General Survey.—The year under review was the first year of the 2nd Five Year Plan under which for the first time in the history of the State a definite Plan for comprehensive development of Education in all its stages was undertaken.

During the 1st Plan Period the State participated in a fee Schemes sponsored by the Ministry of Education, Government of India, but as yet there was no comprehensive plan for expansion and development of Education in all its stages.

The size of the original 2nd Five Year Plan as drafted by the State Government had to be curtailed substantially as the maximum ceiling approved by the Planning Commission was much less than what was required for full implementation of the plan.

In the finalized plan a large number of Schemes had to be dropped since it was felt that it was much better to concentrate on a few important items and carry on intensive activities in a limited field than to fitter away the limited resources available on a large number of schemes that cannot be possibly got through even partly.

Top-most priority was given to the question of improvement of the emoluments of the teachers of all grades. The Pay Committee appointed by the State Government recommended in October 1956, for the first time in the history of the State a time scale of pay for the teachers of non-Government Schools and Colleges and some improvement of the scales of pay of the teachers of Government Schools and Colleges. Considering the rise in the cost of living the improvement effected was not considered adequate by the Teachers' organisation but it was generally admitted as an important step in the right direction.

Expansion of Primary Education, conversion of Primary Schools to the Basic pattern, upgrading of High Schools into Higher Secondary and Multi-purpose Schools, improvement of selected High Schools by providing facilities for teaching of elementary Science and Crafts were some of the important activities in the field of Primary and Secondary Education during the year under review.

In the field of Social Education existing activities through literacy centres, rural libraries and reading rooms, publication of literature for Neo-literates and informal education through film shows and exhibitions were intensified.

A scheme for the establishment of a State Central Library and five District Libraries was taken up towards the end of the first plan period. Its implementation started during the year under review. The scheme envisaged a State wide library service for both urban and rural areas.

The year under review also witnessed launching a Scheme for further development of the Teacher Training Programme in several aspects. The annual intake of the existing institutions for training Basic School teachers was increased and steps were taken to establish two more institutions. Special facilities were created to train teachers for the upgraded and reorganised Secondary Schools by providing in service training to Science teachers and creating stipends for intending teachers of Art, Music, Home Science, Agriculture and Crafts. Steps were also taken to establish a teachers' training college for graduate and undergraduate teachers.

The number of scholarships in Secondary, Collegiate and Post-Graduate stages were increased considerably.

For better supervision of Primary School Schools, a process of gradually increasing the number of Sub-Inspectors and constructing quarters for these officers in rural areas was started.

In the field of Technical Education Schemes for development of various technical institutions during the 2nd Plan period were drawn up and put into implementation.

An Engineering College was started for the first time in the State during the period under report. The College was located at Gauhati.

The year under review as usual, saw economic hardship of the people in several parts of the State mainly due to cyclones and floods. The cost of living remained high without any sign of downward trend. Even so, popular enthusiasm for spread of education continued unabated. People took the initiative in starting new schools and colleges and there was an increasing demand on the State revenue for maintenance of these institutions.

Encouraging as it was in respect of quantitative expansion there was hardly anything worth noting from the view point of qualitative improvement. No appreciable improvement could be noticed in the standard of academic attainment in schools. The quality of teachers remained by and large, as poor as ever. In spite of the best efforts of the Government the physical plants of the school and colleges did not show any noticeable improvement for the simple reason that the material resources available for the purpose were far too inadequate in comparison with the vastness of the problem.

(ii) *Legislation on Education.*—There was no new legislation on education during 1956-57.

(iii) *Institutions.*—The following table furnishes the total number of institutions of different categories as compared with those of the preceding year.

Type of Institutions (1)	1955-56			1956-57		
	Boys (2)	Girls (3)	Total (4)	Boys (5)	Girls (6)	Total (7)
Colleges (including Colleges for Professional and Special Education)	26	3	29	31	4	35
High Schools	388	50	438	423	59	479
Middle English Schools	861	68	929	932	74	1006
Senior Basic Schools	26	2	28	38	3	41
Middle Vernacular Schools	488	87	575	499	86	585
Junior Basic Schools	599	13	612	953	29	982
Primary Schools	12073	825	12898	11859	720	12579
Nursery and Pre-Primary Schools	6	15	21	6	18	24
Professional Schools	64	14	78	71	16	87
Special Schools	844	53	897	812	51	863
Total	15375	1130	16505	15621	1060	16681

The decrease in the number of Primary Schools was due to conversion of some of the schools into Junior Basic Schools. The number of special schools decreased due to the reduction of the number of adult schools for better management and efficiency. However, there had been an increase in the total number of institutions in the State during the period under report.

(iv) **Students**—During the period under review there had been a remarkable increase in the number of scholars as would be evident from the following table:—

Type of institutions	1955-56			1956-57		
	Boys	Girls	Total	Boys	Girls	Total
Colleges (including Colleges for Professional and Special Education).	11920	1683	13603	13174	2016	15190
High Schools	117481	29521	147002	130706	35087	165793
Middle English Schools	51279	18727	70006	56716	21211	77927
Senior Basic Schools.	2135	1373	3508	3800	2002	5802
Middle Vernacular Schools	43226	17539	60765	47446	23072	70518
Junior Basic Schools	28368	16439	44807	53216	30299	83515
Primary Schools	494728	262709	757437	492063	261440	753503
Nursery and Pre-Primary Schools.	377	481	858	440	484	924
Professional Schools	5190	578	5768	5528	791	6319
Special Schools	42859	5225	48084	31247	1851	33105
Total	797563	354275	1151838	834336	378260	1212596

(v) **Expenditure**—The direct expenditure on education from different sources for the year 1955-56 and 1956-57 was as follows:

Source	1955-56	1956-57
(1)	(2)	(3)
Government Fund	21086404	22735464
Local Bodies Funds	400847	303950
Fees	6466236	7344782
Endowments	159768	1582745
Other sources	1057643	990595
Total	30550898	32957536

The following table compares the direct expenditure on different grades of schools for the year 1955-56 and 1956-57.

Type of institutions	1955-56	1956-57
(1)	(2)	(3)
Colleges	3147279	3754752
High Schools	9352960	10155464
Middle English Schools	3060795	3243569
Senior Basic Schools	120404	179369
Middle Vernacular Schools	1738176	2029685
Junior Basic Schools	1091134	1669938
Primary Schools	9510383	9404971
Nursery and Pre-Primary Schools	37366	41028
Professional Schools	2123852	2087389
Special Schools	368550	391371
Total	30550893	32957536

The expenditure on education increased with the increase in the number of institutions.

(iv) **Progress of Development Schemes under First Five Year Plan.**—Although only a few development schemes were undertaken in the First Five Year Plan a number of Schemes were either carried over to or initiated during the plan period as non-plan development schemes.

Schemes carried over to the next Five Year Plan were continued with success.

The following development schemes were initiated during the 1st Five Year Plan.

1. Post Graduate Basic Training College.
2. Basic Schools of 8 Grades.
3. Basic Training College with two Junior Basic Schools.
4. Five Community Centres.
5. Integrated Library Service.
6. Janata College.
7. Improvement of 100 Primary Schools in Selected areas.
8. Expansion of Basic Education Scheme.
9. Preparation and publication of literature in Basic and Social Education.
10. Propagation of Hindi in Non-Hindi Speaking areas.
11. Development of selected Primary schools *cum* Community Centres
12. Development of selected Secondary schools.
13. Improvement of Library Service.
14. Two Urban Basic Schools.
15. Development of Pre-School Education.
16. Grants to Voluntary Organisation.
17. Scheme to relieve educated unemployment.

Out of these the following schemes were successfully implemented during the plan period :—

1 (a) **Post Graduate Basic Training Colleges.**—A post-graduate Basic Training College was started at Titabar with an annual intake of 40 trainees. Teachers and Inspecting Officers were deputed to this college for training in Basic methods of teaching.

Basic Schools of 8 Grades.—The Senior Basic School under the above scheme was started in April 1954 as Practising School and was attached to Basic Training School and for Primary School teachers.

2. **Basic Training College with two Junior Basic Schools.**—The Basic Training College at Titabar imparts training to Primary School teachers with a view to converting the existing Primary Schools into Basic Schools. The two Junior Basic Schools were attached to the above institutions to serve as Practising Schools.

3. **Janata College.**—The Janata College at Titabar was started to function from April 1954. 40 trainees are being annually trained at a 10 months course as Social and Village level workers.

4. **Five Community Centres.**—Five Community Centres were organised in and around Titabar is under the Scheme of Integrated Development of Selected areas. These centres are very popular and a good deal of Public enthusiasm is evidenced. Dr. Sukla, the Deputy Educational Adviser, Government of India in course of an inspectional visit spoke highly of these centres. Training of crafts is an additional feature in these centres.

5. **Integrated Library Service.**—The Integrated Library Service was organised with headquarters at Titabar. 5 branch libraries and 20 unit libraries were started under the Scheme. A mobile van was also purchased.

6. **Improvement of 100 Primary Schools.**—100 existing Primary Schools were given grants for improvement of school buildings and equipments and were ultimately converted into Basic Schools.

7. **Expansion of Basic Education.**—A good deal of public enthusiasm was evidenced and active support of the public was seen. In most of the cases the required land for housing the schools, training centres—the locally available materials and the unskilled labour were supplied by the villagers. Under this scheme 10 Guru Training Centres were converted to Basic Training Centres. Teaching materials prepared and published. Altogether 969 teachers were trained up in Basic Method and 500 New Basic schools started and 100 existing Primary Schools were converted to Basic Schools.

8. **Preparation and publication of literature in Basic and Social Education.**—Altogether 38,000 copies of books were printed and published. A post of the Special Officer, Basic Education literature was created to supervise the work of the preparation of the Basic Education literatures.

9. *Development of selected primary Schools cum-community centres.*—24 Primary Schools were improved in respect of buildings and equipments and were converted into School cum-community centres. These centres have been very popular amongst the rural people and can be treated as ideal centres of culture and social life of village community.

10. *Development of Selected Secondary schools.*—Under the Scheme 11 Secondary Schools were taken up for introduction of teaching of crafts. Two craft teachers were provided in each of the school and suitable grants were made for construction of additional class rooms.

11. *Establishment of two Urban Basic Schools.*—Two Basic Schools were established in the urban areas at Gauhati and Nowong. The instructions imparted in these schools were equivalent to Senior Basic standard with facilities for extra crafts.

12. *Development of Primary School Education.*—Under the Scheme four new schools were started and grants-in-aid were extended to 3 existing schools. Two teachers were trained in this Montessori system at Adyar, Madras.

13. *Scheme to relieve educated un-employment.*—950 teachers appointed under the scheme in 1955-56 continued during the year under review.

The following schemes were taken over to the 2nd Five Year Plan.

1. *Propagation of Hindi in Non-Hindi speaking areas.*—Under the Scheme grant-in-aid was sanctioned to Assam Rastra Bhasa Prachar Samity for propagation of Hindi and for appointment of 24 full-time Hindi Pracharaks. 48 Hindi classes were opened in the State through private agencies and financial help was given to 250 Secondary schools for purchase of Hindi books for the library.

2. *Improvement of Library Service.*—Under the Scheme a State Central Library was established at the State headquarters and seven District libraries in seven District headquarters of the State. The scheme envisaged a net-work of libraries spread over the whole State. 3 Mobile vans were purchased for the libraries.

3. *Grants to voluntary organisations.*—Under the scheme few voluntary organisations were given grants for promotion of cultural and social service activities.

The following table gives the development schemes initiated under the 2nd Five Year Plan with total financial implications and physical targets aimed at.

Name of Scheme.	Total allocation for the plan period	Allocation for 1956-57	Expenditure incurred during 1956-57	Total Physical targets
1	2	3	4	5
1. BASIC EDUCATION				
State Level Scheme				
1. Training of teachers for Senior Basic Schools.	5'32	1'36	0'18	} 480 teachers 1 building. 4800 teachers 10 buildings 1 A.B.E. Officer. 1 Research Officer and office staff.
2. Training of teachers for Junior Basic Schools.	22'53	4'24	0'76	
3. Administrative, Research and other staff.	1'77	0'25		
4. Entertainment of Technical Supervisory Staff.		Dropped.		
District Level Scheme				
1. Office buildings.	1'25	0'25	...	6 Buildings.
2. Increasing No. of scholarships.	1'04	0'08	...	600 Scholarships
3. Office Staff of school Boards.	1'71	0'31	0'12	9 U.D. and 30 L.D. Assistants.
Village Level Schme				
1. School buildings for Senior Basic schools.	10'85	2'55	1'65	100 buildings.
2. School buildings for Junior Basic schools.	20'90	5'40	5'10	700 buildings.
3. Improving the pay scales of Sr. teachers and appointment of additional Sr. teachers.	18'20	1'00	1'03	3843 teachers.
4. Improving the pay scales of Jr teachers, Attendance Officers and appointment of additional Junior teachers.	173'24	34'35	16'00	18100 teachers.

Name of Scheme	Total allocation for the plan period	Allocation for 1955-56	Expenditure incurred during 1956-57	Total Physical targets
1	2	3	4	5
GENERAL EDUCATION				
State Level				
1. Promotion of Hindi in Non-Hindi speaking areas (Training of teachers).	4'25	1'50 (PWD).	..	Officer—1. Training Centre—1.
2. Establishment of a Physical Training Institute.	3'50	0'96	...	Institution—1 Diploma course—150. Certificate—450
3. Improvement of Library Service.	55'56	0'27	11'88	Library Assistants—7.
4. Social Education.	4'75	0'84	4'42	D S. E.O.—5. Posters and Charts—75. Van with audio-visual unit—5
5. Scholarships.	4'74	0'70	0'46	P.G.—150, Sr.15 B.T.—100, Jr. 200 Art—5 H.S. 475 Music—5, M.E. 102.
6. Establishment of a Public School ...	14'25	7'16	...	Scheme dropped.
7. Improvement of Deaf and Dumb School ...	0'75	0'27	0'27	School—1.
8. Administration	4'19	1'61	0'63	Planning Cell 1. Voc. Guidance Bureau 1.
9. Establishment of a Government Commercial School.	1'178	0'30	...	Scheme dropped.
10. Preparation and Publication of Text Books etc.	1'84	0'24	...	Officer 1. Text Books 25.
11. Secondary Education ... ..	...	...	...	College 1.
(a) Normal Schools	20'00	2'50 (P.W.D.)	0'15	Deputation graduate 90.
(b) Post Graduate .. ..	...	1'89	...	Deputation under graduate 90. Deputation Science teacher 120. M. A's degree 45. Seminars and refresher course 15.
12. Promotion of Scouting and Guides, etc. ...	0'95	0'20	0'20	Camps 25.
13. Inspection	11'00	3'25	...	School Inspector 50. School Inspector's quarters 100. Inspector of School 1. Assistant Inspector of Schools 2
14. Establishment of a Blind School ..	3'325	2'28	...	Scheme dropped.
15. Promotion of cultural activities ...	0'80	0'42	0'05	College—1.

Name of Scheme	Total allocation for the plan period	Allocation for 1956-57	Expenditure incurred during 1956-57	Total Physical targets
(1)	(2)	(3)	(4)	(5)
District level scheme				
1. Conversion of selected High Schools into Higher Secondary and Multipurpose Schools.	18.30	...	..	Schools 15.
2. Improvement of pay scales of Secondary school teachers and subordinate Inspectorate.	83.55	15.00	4.27	Teachers 7,284
3. Improvement of Middle English Schools ..	3.23	1.20	1.03	200 Schools.
4. National Cadet Corps Scheme	15.62	3.68	0.02	Troops, Sub-troops building for armouries and Stores 61.
5. Improvement of Collegiate education ...	19.00	4.20	0.28	College 24.
6. Extension of provision for Secondary Education.	7.50	0.45	0.45	Teachers 680. Pupils (14-18) 8000 Pupils (11-14) 7000
7. Improvement of Schools	11.00	1.97	1.97	Schools 100.
8. Development of Selected High Schools into Higher Secondary Schools.	22.70	1.42	1.35	Schools 30.
9. Construction of New Hostel Buildings ...	3.80	1.50	1.50	Hostels 60. Accommodation for Pupils 1,800.

3.—TECHNICAL EDUCATION

State level scheme

1. Development of His Royal Highness the Prince of Wales Institute of Engineering and Technology, Jorhat.	4.00	4.50	.97	360 seats.
2. Development of Assam Civil Engineering Institute, Gauhati.	6.00	2.29	.22	700 seats.
3. Development of Junior Technical School, Nowgong.	..	2.65	.28	200 seats.
4. Development of Junior Technical School, Tezpur.	17.50	2.70	.33	200 seats.
5. Development of Junior Technical School, Silchar.	...	2.70	.55	200 seats.
More expenditure was incurred on buildings.				
6. Establishment of Civil Engineering College, Gauhati.	60.00	5.00	38.66	300 seats. 1 College.

(vii) **Re-organisation and New Development.**—The following are the striking Developments in the field of education during the year under report.

(1) Conversion of Primary Schools into Junior Basic Schools and Middle Vernacular Schools into Senior Basic Schools.

(2) Conversion of High Schools into Higher Secondary and Multi-purpose Schools.

(3) Improvement in the scales of pay of teachers of Government and Government Aided Schools and Colleges.

(4) Establishment of Post-Graduate Basic Training College at Titabar.

(5) Introduction of crafts in Middle English Schools with Government grants to give Vocational bias along with general curriculum of the Schools.

(6) Provision of more stipends for the children of Scheduled Caste, Scheduled Tribes, Ex-tea Garden labourer and other Backward Communities.

(7) Creation of an Educational Subdivision at Morigaon in the Nowgong district.

(8) Establishment of an Engineering College at Gauhati.

(9) Expansion of Social Education and establishment of Library Centres.

CHAPTER II

EDUCATIONAL PERSONNEL AND ORGANISATION

(i) Organisation.— The Director of Public Instruction was in overall charge of the Department with his Headquarter at Shillong.

The officers assisting the Director in the Headquarters were the Deputy Director of public Instruction (General), Deputy Director of public Instruction for Technical Education, Assistant Director of Public Instruction, (General), Assistant Director of Public Instruction (Art. 275), Special Officer, Planning and Development, Secretary Middle School Leaving Certificate Examination Board and the Secretary, Text Book Committee.

In addition to Headquarters staff there were the following staff—

Three Inspectors of Schools in the Divisional Headquarters viz., Inspector of Schools, Lower Assam Circle, Gauhati, Inspector of Schools, Upper Assam Circle, Jorhat and Inspector of School, Central Assam Circle, Nowgong. The Inspectors were directly responsible for all educational matters from Pre-Primary to High Schools stages at their respective circles. They were assisted by Assistant Inspectors of Schools at their respective Headquarters and Deputy Inspectors of Schools at Subdivisional Headquarters. The Girls' Secondary Education was in charge of the Inspectress of Schools with Headquarters at Shillong. She was assisted by two Assistant Inspectresses of Schools one at Shillong and the other at Gauhati.

The Basic Education Officer and the Secretary to the State Advisory Board for Basic Education, Shillong, the Special Officer, N. C. C. Shillong, Special Officer, Social Education, Gauhati, Special Officer, Basic Education, Gauhati were directly responsible for all matters concerning their respective branches of Education.

(ii) Educational Services—

Educational Services consist of the following classes:—

(The scales have been revised with effect from 1st October 1956).

Special post (Held by) Principal, Cotton College, Gauhati.	Rs. 500—25—600—50—1,000 (Old).
Assam Educational Service, Class I	Rs. 800—50—1,000—(E.B.)—50—1,150 (New).
	Rs. 250—250—300—(Conf.)—20—500—(E. B.)—25—650—(E.B.)—25—750 (Old).
	Rs. 350—25—450—30—480—(E. B.)—30—660—(E.B.)—35—800 (New).
Assam Educational Service, Class II	Rs. 175—175—200—(Conf.)—15—275—(E. B.)—15—350—(E. B.)—20—450 (Old).
	Rs. 225—15—360—(E.B.)—20—500 (New).
	((First class M.A., M.S.c's to start at Rs.225)
Assam School Service, Class I	Rs. 175—15—250—20—350—(E. B.)—25—400—(Old).
	Rs. 200—20—300—25—400—(E. B.)—25—500—(New).

(Headmasters and Deputy Inspector of Schools will get a minimum starting pay of Rs. 350).

Assam School Service, Class II	Rs. 100—10—130—6—190—(E.B.)—10—250—(Old).
	Rs. 125—7½—155—9—245—(E. B.)—10—275—(New).
Assam Lower School Service, Grade 'A',	Rs. 75—2½—100—(E.B.)—4—120 (Old).
Assam Lower School Service, Grade 'B',	Rs. 75—3—105—(E. B.)—4—125 (New).
	Rs. 55—2—75—3—90—(Old). For normal passed teachers.
For Normal passed teachers	Rs. 40—1—50—2½—65 (Old). For others.
Matriculate teachers	Rs. 60—2—80—(E.B.)—2½—100 (New).
	Rs. 60—4—80—(E.B.)—4—100—(E. B.)—5—125—(New).

WOMEN'S BRANCH—

Assam Educational Service Class II (Special Post)
Rs. 200—200—225—20—425—(E.B.)—25—600 (Old).

(iii) Directorate and Inspectorate—

Director of Public Instruction	Dr. H. C. Bhuyan M.Sc., (Cal.), Ph.D. (Lond.), continued as Director of Public Instruction throughout the year.
Deputy Director of Public Instruction, (Genl.) ...	The post was held by Shri S.C. Rajkhowa, M.A. (Cal.) M.A. in Edn. (Lond.), during the year under report.
Addl. Director of Public Instruction.	
Deputy Director of Public Instruction, (Tech.) ...	Shri Indra Nath Hazarika, B.Sc., (Engg.), M.Sc. (Oreg.).. A.M.I.E. (Ind), held charge of the post for the period under review.
Assistant Director of Public Instruction, (Genl.) ..	Shri K. Datta, M. A., held the post throughout the year.
Assistant Director of Public Instruction, (Art.) ...	Shri N. Islam, M. A., held charge of the post from 28th February 1957 to 31st March 1957.

(This post was created towards the close of the financial year 1956.57 on account of increasing volume of work, connected with schemes under Article 275).

Special Officer, Planning and Development ...	Shri N. Islam, M.A., in charge of the post till 27th February 1957. The post remained vacant for the rest of the year.
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INSPECTORATE—

Inspectorate 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 Borooah, M.A., M.Ed. (Illionis), remained in charge of the Upper Assam Circle for the entire period under review.
Inspector of Schools, Central Assam Circle ..	Dr. A. K. Barkakoty M. A. (B. H. U.), Ph. D., (Lond). was in charge of the Central Assam Circle for the whole year.
Assistant Inspector of Schools, Cachar, (General)	Shri Rasaraj Das, M.Sc., remained in charge of the post throughout the year.
Assistant Inspector of Schools, Central Assam Circle, (General).	Shri D. N. Bhattacharjee, B. Sc., B. T., was in charge of the post from 2nd February 1956 till 10th May 1957. Shri Wahidur Rahman, B.A. B.T., held the post from 10th August 1957 till 15th February 1957. The post remained vacant for the rest of the year.
Assistant Inspector of Schools, Upper Assam Circle, (General).	Shri D. N. Bhattacharjee, B.Sc., B.T. held charge of the post for the period from 1st April 1956 to 30th April 1956, thereafter the post was held by Shri R. R. Goswami, B. A., B. T., till 13th May 1956. Shri C. K. Mahanta, B. A., B. T., then took over charge and held the post for the rest of the year.
Assistant Inspector of Schools for Hills ..	Shri N. L. Kharkongor, B. A., B. T., remained in charge of the post for the whole year.
Assistant Inspector of Schools for Plains Tribal Education. Lower Assam Circle, Gauhati.	Shri Bandhram Kachari B. A., B. T., was in charge of the post for the entire year under report.
Additional Assistant Inspector of Schools, Plains Tribal Education, Jorhat.	Shri Rupan Sing Das, B. A., was in charge of the post from 1st April 1956 to 15th August 1956, Shri B. N. Brahma, B.A., B.T., then held the post for the rest of the year.
Assistant Inspector of Schools for Sanskrit Education.	Shri Jibeswar Sarma, M.A., B.T., held charge of the post for the whole year.
Assistant Inspector of Schools for Muslim Education.	Shri Md. Shahabuddin Ahmed M. A., remained in charge of the post for the period from 1st April 1956 to 5th March 1957, Shri Shamsul Huda, M A., then took over charge and held the post for the rest of the year.
Special Officer, for Basic Education	Rajkumar Shri Sureswar Gohain, M. Sc., trained in Basic Education, held the post for the whole year.
Special Officer, Social Education	Shri Dharmadutta Sarma, B.A., B.T., Dip. Audio Visual Education remained in charge of the post for the entire year under review.

Deputy Inspector of Schools.—There were 24 posts of Deputy Inspector of Schools and 7 posts of Additional Deputy Inspectors of Schools during the year under report.

Sub-Inspectors and Assistant Sub-Inspectors of Schools.—Total number of posts of Sub-Inspectors of Schools was 86 and that of Assistant Sub-Inspectors of Schools was 94 during the year under review.

Inspector of Physical Training.—There were 4 Inspectors of Physical Training in the State during the year.

WOMEN'S BRANCH—

Inspectress of Schools	Mrs. B. Lais, B.A., T.D., T.C., (Lond.) held the post for the whole year.
Assistant Inspectress of Schools, (General) ..	The post was held by Miss Priyalata Kakoti, B.A., B.T., during the year under review.
Assistant Inspectress of Schools, (Hills) ...	Miss D. Franklin, B.A., B.T., remained in charge of the post for the entire year under review.
Inspectresses of Physical Training	There were two Inspectresses of Physical Training in the State during the year under report.

CHAPTER III

PRIMARY EDUCATION

(1) **Administration and control**—Primary Education in the Plains areas is governed by the basic Education Act of 1954. According to the Provision of the Act a State Basic Education Board was formed to advise Government to all matters relating to Primary Education in the Plains districts of the State.

The State Board was constituted with the Minister of Education as its Chairman and the Director of Public Instruction as Vice-Chairman.

Under the Act local control and management of Primary Education rest with the Regional School Boards with non-official Chairman and the Deputy Inspector of Schools as the *ex-officio* Secretary and the overall control with the Department of Education which is advised by the State Basic Education Board in the matters of broad policies.

The responsibility of Primary Education in autonomous Hill Districts is shared by the District Council and Department of Education. The departmental control is exercised through its sub-ordinate Inspecting staff.

Primary Education in Tea Garden areas is mainly a concern of the Tea garden authorities. Government also give aid to some tea garden schools. There are three classes of ('A', 'B' and 'C') tea garden schools. The 'A' Class tea-garden schools are Government Schools managed and controlled by the Department. 'B' Class schools are aided by Government and 'C' Class schools are purely maintained by the Garden authorities.

(ii) **Scheme of Schools classes.**—A Primary School generally comprises five classes A, B, I, II, and III. In a Junior Basic School the classes are named as Grade 1, II, III, IV and V. There is no uniformity in the size of classes. Enrolment in the lower classes is invariably higher than in the top classes.

(iii) **Schools.**—The following table compares the number of Primary schools (including Junior Basic) under different management for the year 1955-56 and 1956-57.

Management	SCHOOLS		Increase or decrease
	1955-56	1956-57	
Government	1,626	1,320	—306
School Board	9,515	9,980	+465
Aided	293	293	—
Unaided	1,176	1,080	—96
Unrecognised	900	888	—12
Total	13,510	13,561	+51

The decrease in the number of Government, unaided and unrecognised schools is due to disturbance in Naga Hills for Political reasons and for conversion of many single teacher schools into multi-teacher schools.

(iv) **Students.**—The following table furnishes the number of students in schools managed by different agencies :—

Management	STUDENTS		Increase or decrease
	1955-56	1956-57	
Government	85,736	69,402	—16,334
School Board	6,20,130	6,68,285	+48,155
Aided	17,068	18,239	+1,171
Unaided	39,917	40,294	+377
Unrecognised	39,393	40,798	+1,405
Total	8,02,244	8,37,018	+34,774

The following table shows the distribution of students in various classes of Primary schools during 1955-56 and 1956-57.

Class	1955-56	1956-57
A	3,69,907	3,92,370
B	1,55,257	1,58,548
I	1,19,008	1,28,083
II	98,694	1,05,529
III	72,501	77,962

The enrolment in all the classes increased as compared to the previous year.

(v) **Wastage.**—The following table gives an idea of the extent of wastage in Primary Schools during the year under report.

Enrolment in class III in 1956-57	...	..	...	...	..	...	77,962
Enrolment in class II in 1955-56	..	...	..	...	..	...	98,694
Enrolment in class I in 1954-55	...	...	...	...	...	...	1,16,327
Enrolment in class B in 1953-54	..	...	...	...	...	...	1,33,796
Enrolment in class A in 1952-53	...	..	...	...	...	...	3,16,144

The percentage of scholars in class III to those in class A is 25 per cent. This means a wastage of 75 per cent.

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

Class							Enrolment in 1955-56	Enrolment in 1956-57	Percentage of stagnation
A	...	...	..	...	...	...	3,69,907	..	...
B	..	...	...	...	...	...	1,55,257	1,58,548	57.1
I	..	...	...	...	...	...	1,19,008	1,28,083	17.5
II	...	...	...	...	...	...	98,694	1,05,529	11.3
III	...	...	..	..	...	...	...	77,962	21.0

It will be soon from the above that the percentage of stagnation is highest at the end of the first year of schooling.

Causes of wastage.—The following factors are mainly responsible for huge wastage in Primary schools.

It is generally accepted that economic factor is always an important factor for wastage. But the more important factors leading to this wastage seem to be indifference of average parents for education of their children and their failure of the village school particularly the one teacher school, to provide an environment sufficiently attractive to retain the interest of the children and thus discourage irregular attendance. Natural calamities, epidemic, diseases and bad communication in the villages and in Hills, specially during rainy season are also causes which contribute to the irregular attendance of students. Reports also shows that a large number of children who had been admitted into a school as a result of official and Social pressure were withdrawn as soon as vigilance is slack.

(vi) **Compulsion.**—This is the ninth year of introduction of compulsory Education for the age-group 6-11 in selected areas of the State excluding the districts under the Sixth Schedule of the Constitution. In the field of compulsory education every effort is being made to extend the activities in new areas and with this end in view more areas are gradually being brought under compulsion.

During the year under report Primary Education was compulsory in 13 towns and 4,405 villages as against 11 towns and 4,145 villages of the previous year.

The following table compares the progress of compulsory education in 1955-56 and 1956-57.

Year					No. of towns and villages under compulsion	No. of children of school going age	No. of Schools	No. of scholars
1955-56	...	..	...	...	11 towns and 4,145 villages.	3,46,243	3,703	2,68,474
1956-57	...	...	...	...	13 towns and 4,405 villages.	3,50,323	3,551	3,07,559

Decrease in the number of schools is due to conversion of some Primary Schools into Junior Basic Schools and amalgamation of a few smaller schools:

Coercive measures taken.—

Year					No. of attendance officers	No. of notice issued	No. of attendance orders passed	Prosecution for non-enrolment	Prosecution for non-attendance	Fines realised
1955-56	...	...	...	...	83	26,420	6,633	665	543	1,688
1956-57	...	...	..	...	84	21,582	5,220	368	401	523

The number of notices issued decreased by 4838 in 1956-57. This shows that the persuasive measures taken during the year were more effective specially in backward areas.

(vii) **Teacher, number, scales of pay, etc.**—The following table compares the number of teachers in Primary Schools (including Junior Basic) in 1955-56 and 1956-57.

Years	Graduates			Intermediate and Matriculates			Non-Matriculates			Grand Total
	Trained	Un-trained	Total	Trained	Un-trained	Total	Trained	Un-trained	Total	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1955-56	1	3	4	147	512	659	6,330	14,257	20,587	21,250
1956-57	1	3	4	177	577	754	7,024	13,800	20,834	21,582

The percentage of trained teachers to the total number of teachers is 33.4 during the year under report.

It is felt that more expansion of Primary Education will not fulfil the desired end unless the qualities of teachers in primary schools are also improved. The primary school teachers with only a very few exception were untrained hitherto. To train up as many teachers as possible at the quickest time training centres were established in almost all the Subdivisions of the State.

In the year 1956-57 this number rose to 34 with accommodation for training of approximately 2,000 persons annually.

The minimum qualification for a primary school teacher is a pass in Middle School Leaving Certificate Examination or its equivalent. But even this bare minimum had to be relaxed for backward areas in particular, for non-availability of teachers in required numbers. A short or sandwiched course of in service training in content subjects is likely to be of great value to the underqualified teachers pending their regular professional training in the training schools and steps were taken towards organisation of such courses.

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

The scale of pay enjoyed by the teachers prior to revision of the scales are as follows—

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

The scale was revised from 1st October 1956 and according to the revised scale the pay of teachers has been fixed in the following scales—

Intermediate or Matriculate Normal Passed teachers	...	...	...	Rs.75—3—105—(E.B.)—4—125
Matriculate teachers	...	...	...	Rs.60—4—80—(E.B.)—4—100—(E.B.)—5—125
Normal Passed teachers	..	...	...	Rs.60—2—80—(E.B.)—2½—100
Untrained teachers	Rs.40—1—60
Guru trained teachers	Rs.50—1—65

(viii) **Size of classes.**—There is one teacher for every 40 pupils on average in a primary school.

(ix) **Expenditure.**—The following table compares the direct expenditure on recognised Primary Schools (including Junior Basic Schools) according to sources for 1955-56 and 1956-57.

Years	Government Fund	District Board Funds	Municipal Board Funds	Fees	Other sources	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1955-56	94,84,535	2,34,631	22,568	13,770	8,46,283	1,06,01,517
1956-57	1,01,32,521	1,73,979	17,948	13,904	7,36,557	1,10,74,909
Increase or Decrease }	+ 6,47,986	— 60,382	— 4,620	+ 134	— 1,09,726	+ 4,73,392

When the responsibility for Primary Education was taken over by the State Board the local Boards and Municipal Boards were required to make proportionate contribution to School Boards out of their Revenue

expenditure shown under District Board and Municipal Boards, funds are the contribution made by the respective Boards. The expenditure from fees indicates examination charges, game fees, etc., realised by private schools.

It will be seen that the total expenditure on Primary Education is increased by Rs. 4.73 lakhs during the year under report.

The average cost for educating a pupil in a Primary School in 1956-57 was Rs.13 per annum.

(x) **Single teachers schools.**—The table below compares the number of recognised single teacher schools and the number of pupils in them in 1955-56 and 1956-57.

Year	No. of Schools			Enrolment		
	Boys	Girls	Total	In boy Schools	In girl School	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1955-56	7,119	487	7,606	2,89,213	21,649	3,10,862
1956-57	7,169	420	7,589	2,97,441	18,369	3,15,810

The number of single teacher schools decreased by 17 during the year under report. This was due to amalgamation of small schools with the neighbouring schools for better management and efficiency. But the single teacher schools still constitute a little over 56 percent of the total number of Primary schools.

The proportion of single teacher schools thus still remains very high and utmost effort needs to be made to progressively reduce the number of such schools.

(xi) **Schools Building and Equipments.**—The condition of Primary Schools buildings is far from satisfactory in general. In spite of generous help from the State Government and efforts made by the public there remains still much to be done towards improvement of school buildings. Sincere effort and help from the people in all respect can only solve this problem but it is not heartening to notice that most of our people look to the Government only for such works. They should realise that until and unless people take these works as their own as they used to do during the period under British Rule nothing can be done by the Government alone.

A change for the better has however been noticed in some areas. Cases are not rare when the local people have awakened to a sense of duties towards education of their children and have taken keen interest to improve the village Primary school buildings. Some of the school buildings in town areas are however good and well cared for.

The Government school buildings are well housed and well-equipped.

Many basic schools have also attractive buildings and adequate land for gardening and agriculture

Most of the Primary Schools under private management do not possess even the most essential equipments such as Black Boards and Maps, etc. Since the establishment of School Boards the conditions have much improved. The schools taken over by the School Boards are provided with requisite equipment for the improvement of the schools.

(xii) **Method and Standard of teaching.**—As most of our Primary schools are single teacher schools plural class teaching method within the limit of the prescribed curriculum of the Department is generally followed in the Primary Schools. This being a difficult job and the bulk of the teachers being untrained the teaching is far below the mark.

Attempts are made by the inspecting officers to give an idea of the modern methods as far as they relate to the Primary curriculum recently revised by the Department to the untrained teachers through practical demonstration classes in the monthly central gathering of teachers in the centres of the Sub-Divisions. These demonstration classes are quite helpful to the untrained teachers.

(xiii) **Re-organisation and new Developments.**—The scheme for reorganising Primary Schools into the Basic line is in progress. During the year under review a good number of Primary Schools have been converted into Junior Basic Schools. Safai work, Community prayer, gardening, hand work, etc., have already found place in the curriculum of many Primary Schools as a step towards giving a Basic bias in the teaching of these schools.

CHAPTER IV.

Basic Education.

(1) **Types of Schools.**—With the introduction of the Basic Education Act of 1954 this system of education is gaining ground in this State. It has been the policy of the Government to gradually convert all Primary Schools into Junior Basic Schools.

Majority of the Basic Schools are 5 grade Schools, but the number of 8 grade schools is also progressively increased.

(ii) The following table compares the number of Senior and Junior Basic Schools during the year 1955-56 and 1956-57.

SCHOOLS.

Year	No of Sr. Basic Schools			No. of Junior Basic Schools		
	Boys	Girls	Total	Boys	Girls	Total
1955-56	26	2	28	599	13	612
1956-57	38	3	41	953	29	982
Increase or decrease.	+12	+1	+13	+354	+16	+370

The number of senior Basic Schools has increased from 28 to 41 and that of Junior Basic Schools from 612 to 982 during the year under review.

(iii) **Students.** The following table compares the enrolment in Senior and Junior Basic Schools during the years 1955-56 and 1956-57.

ENROLMENT.

Year	No of students in Sr. Basic Schools			No of students in Junior Basic Schools		
	Boys schools	Girls schools	Total	Boys schools	Girls schools	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1955-56	2135	1373	3508	28368	16439	44807
1956-57	3800	2002	5802	53216	30299	83515
Increase or decrease.	+1665	+629	+2294	+24848	+13860	+38708

The enrolment in Senior and Junior Basic Schools increased with the increase in the number of schools.

(iv) **Teachers—Number, scales of pay, etc.**—The table below compares the number of teachers in Senior and Junior Basic Schools in 1955-56 and 1956-57.

SENIOR BASIC SCHOOLS.

Year	Trained						Untrained					
	Graduate, Intermediate and Matriculate			Non-matriculate			Graduate Intermediate and Matriculate			Non-Matric		
(1)	Men	Woman	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
1955-56	26	5	31	72	57	129	5	1	6	5	2	7
1956-57	36	9	45	103	58	161	10	1	11	19	6	25
Increase or decrease	+10	+4	+14	+13	+1	+32	5	—	+5	+14	+4	+18

JUNIOR BASIC SCHOOLS

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
1955-56	27	6	33	920	195	115	4	1	5	185	26	211
1956-57	43	10	53	1458	273	173	19	22	41	495	161	656
Increase or decrease	+16	+4	+20	+538	+78	+616	+15	+21	+36	+310	+445	+135

Scales of Pay—The teachers in Basic Schools under the control of the School Board used to enjoy the same scales of pay as other teachers in the employment of the Board. The teachers in Government Basic Schools used to enjoy the scales of pay of Rs. 40—1—45—2—55 plus usual allowance admissible to Government employees.

The scales of pay were revised with effect from 1-10-56 and according to the new scales all teachers of Primary and Junior Basic Schools will get their pay according to qualification. The Head Teacher will get a charge allowance of Rs. 3/— a month.

The teachers of Senior Basic Schools will get the same pay as those of the M. V. Schools. The Head teachers of these schools will get charge allowance of Rs.10/— per mensem only.

(vi) **Size of classes.**—The maximum number in a class is 40 and the overall staff ratio in Basic schools is better than non-Basic Schools.

(vii) **Expenditure.**—The following table furnishes the direct expenditure on Basic Schools from different sources in 1955-56 and 1956-57.

Year	Government funds	District Board Funds	Municipal Board Funds	Fees	Other sources	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1955-56	11,48,585	34,198	1,055	3,307	24,393	12,11,538
1956-57	18,21,954	2,095	1,486	4,721	19,051	18,49,307
Increase or decrease	+6,73,369	—32,103	+431	+1,414	—5,342	+6,37,769

Expenditure shown under fees represents examination fees and the fees realised in Middle English Sections of Senior Basic Schools.

(vii) **Basic Training Colleges and Schools.**—There were 19 Basic Training Institutions during the year under report of which 2 were for women and the rest for men.

810 men and 207 women teachers were under training in these institutions during 1956-57.

The total Direct expenditure on the training institutions was Rs.6,58,915 in 1956-57 against Rs.5,58,009 in 1955-56.

(viii) **Methods and Standard of teaching.**—The method of teaching by correlation through crafts, physical environment and social environment was followed in Basic Schools. Some specially prepared readers were used for teaching, reading and writing. The standard aimed at in academic subject is the same as in Non-Basic Schools. Spinning, Weaving, Kitchen, Gardening, Agriculture, Cane and Bamboo work are the Crafts taught in Basic Schools.

(ix) **Economic aspects of Basic Education.**—In Basic Schools all work is being done on a co-operative basis. There are no servants and cooks and there is one common kitchen for all.

Self sufficiency to some extent is aimed at in all Basic Schools. A school may become self sufficient with the products made by the children but this should not be the end in view because in that case the school becomes rather a productive centre than an institution and the main aim of Basic Education will be ended in frustration.

(x) **Re-organised and New Development.**—Conversion of Primary and Middle Vernacular Schools into Basic Schools was in progress. During the year under report a large number of traditional Primary Schools was converted into Basic Schools. 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.**—The Secondary Education remains mainly a responsibility of the State Government, while the Government schools are directly controlled by the Department, the private schools are managed and controlled by the respective Managing Committee formed with the approval of the Department of Education.

Inspection of boys High Schools rests with the Inspector of Schools. The Inspectress of Schools is responsible for the control of Girls' High Schools.

The Middle Schools are directly under the control and supervision of the Deputy Inspector of Schools who works always under the guidance of the Inspector of Schools. There are also Assistant Inspectors to assist the Inspectors in his works. The Additional Deputy Inspector and the Sub-Inspector of Schools help Deputy Inspector of Schools in respect of the Inspection and supervision of Middle Schools.

The Middle Vernacular Schools which were formerly under the direct control of the different local bodies have come under the control of the Subdivisional School Boards with effect from November 1954 according to provision made in the Basic Education Act of 1954.

(ii) **Schemes of School classes.**—Secondary Education stage comprises of seven classes. The three classes, viz., Class IV to VI form the Middle stage and the last four classes, viz., Class VII to X form the High School stage. A High School however comprises of all the seven classes.

(iii) **Schools.**—The following statement shows the number of schools by grades and management with comparative figures for the previous year.

HIGH SCHOOLS

Management	Boys			Girls		
	1955-56	1956-57	Increase or decrease	1955-56	1956-57	Increase or decrease
	(2)	(3)	(4)	(5)	(6)	(7)
Government	26	27	+1	3	3	..
Local bodies .. .. .	..	..	..	..	..	..
Aided	266	315	+49	39	45	+6
Unaided	39	31	-8	3	3	..
Unrecognised	57	47	-10	5	8	+3
Total	388	420	+32	50	59	+9

MIDDLE ENGLISH SCHOOL

Government	52	46	-6	2	2	..
Local Bodies	5	4	-1	3	3	..
Aided	547	628	+81	45	49	+4
Unaided	118	90	-28	10	8	-2
Unrecognised	139	164	+25	8	12	+4
Total	861	934	+73	68	74	+6

MIDDLE VERNACULAR SCHOOLS (Including Sr. Basic)

Government	63	66	+3	6	5	-1
Local Bodies	399	428	+29	71	75	+4
Aided	11	10	+1	1	1	..
Unaided	18	7	-11	6	6	..
Unrecognised	23	26	+3	5	3	-2
Total	514	597	+83	89	90	+1

It will be seen that there has been a considerable increase in the number of schools of all grades during the year under report.

(iii) **Students.**—The statement below furnishes the enrolment of Boys and Girls in different grades of schools during 1955-56 and 1956-57.

Management	In boys schools		Increase or decrease	In Girls' Schools		Increase or decrease
	1955-56	1956-57		1955-56	1956-57	
	(2)	(3)		(5)	(6)		(7)
Government	15,713	16,899	+1,186	1,416	1,534	+118
Local bodies .. .. .	..	..	..	..	..	..
Aided	94,234	110,983	+16,749	15,064	17,587	+2,523
Unaided	12,408	11,573	-835	917	1,060	+143
Unrecognised	6,505	5,423	-1,082	745	734	-11
Total	128,860	144,878	+16,018	18,142	20,915	+2,773

The total number of girls in boys 'High Schools was 11,709 in 1955-56 and 14,808 in 1956-57 and that of boys in girls' High Schools was 330 in 1955-56 and 636 in 1956-57.

MIDDLE ENGLISH SCHOOLS

Management (1)	In Boys Schools			Increase or decrease (4)	In Girls' Schools		Increase or decrease (7)
	1955-56	1956-57	1955-56		1956-57		
	(2)	(3)				(5)		(6)
Government	4,415	4,096	-319	408	408	..	
Local bodies	728	604	-124	519	549	+30	
Aided	41,281	49,877	+8,596	4,933	4,811	-122	
Unaided	9,828	7,974	-1,854	805	906	+101	
Unrecognised	6,773	8,057	+1,284	316	645	+329	
Total	63,025	70,608	+7,583	6,981	7,319	+338	

The total number of girls in Boys' Middle English Schools was 12,433 in 1955-56 and 14,510 in 1956-57 and that of boys in girls Middle English Schools was 748 in 1955-56 and 618 in 1956-57.

MIDDLE VERNACULAR SCHOOLS (Including Sr. Basic Schools)

Management (1)	In Boys Schools			Increase or decrease (4)	In Girls School		Increase or decrease (7)
	1955-56	1956-57	1955-56		1956-57		
	(2)	(3)				(5)		(6)
Government	7,731	8,566	+835	708	720	+12	
Local bodies	45,904	55,908	+10,004	6,884	8,576	+1,693	
Aided	763	727	-36	74	69	-5	
Unaided	855	417	-438	275	231	-44	
Unrecognised	963	1,087	+44	116	99	-17	
Total	56,216	66,625	+10,409	8,057	9,695	+1,638	

Total number of girls in Boys' Middle Vernacular (including Sr. Basic) Schools was 11,014 in 1955-56 and 15,909 in 1956-57 and that of boys in girls Middle Vernacular (including Sr. Basic) Schools was 182 in 1955-56 and 530 in 1956-57.

Out of 79.8 thousand girls in Secondary Schools 45.2 thousand read in mixed schools where both boys and girls are admitted. Since there is acute dearth of qualified teachers for the Secondary Schools and uneconomically small schools are difficult to maintain, the only effective way for sometime to come of expanding education among girls would be to depend largely on mixed schools. As the proportion of girls in mixed schools increases many of the difficulties and inconveniences now faced by the girls reading in these schools would appear.

A mixed school proper should however be mixed not only in respect of student but also in the curriculum offered and in the composition of the teaching staff as far as practicable.

The average enrolment of a High School during the year under review was 345 for boy schools and 355 for girls schools against 332 and 363 respectively in the previous year.

The average size of a Middle School was 94 during the year against 87 in the previous year.

Necessity for providing diversified curriculum at the Secondary stage of Education is now universally recognised. In order to introduce different courses suited to the ability, aptitude and needs of the pupils it is essential to have big schools with sufficient number of students in the top classes for the different courses.

(v) Teachers number, scales of pay, etc.—The following table compares the number of teachers in different grades of Secondary Schools according to qualification, in 1955-56 and 1956-57.

HIGH SCHOOL

Year	Graduates			Intermediate and Matriculate			Non-matriculate		
	Trained	Untrained	Total	Trained	Untrained	Total	Trained	Untrained	Total
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1955-56	383	1640	2023	348	2432	2780	315	803	1118
1956-57	413	490	2213	460	2671	3131	289	814	1103

MIDDLE SCHOOLS

1955-56	14	91	105	285	2050	2335	1271	2430	3701
1956-57	19	104	123	327	2287	2614	1433	2650	4083

The percentage of trained teachers to the total number of teachers in secondary schools was 22.2 during the year under report. There is an urgent need to increase the output of trained teachers of all categories by increasing the number of seats in the training institutions.

The scale of pay of teachers of Government Secondary Schools (before revision) were as follows:—

- (1) Head Pandit of Middle Vernacular and Assistant Headmasters of Middle English Schools—Rs.75—2½—100—(E.B.)—4—120.
- (2) Assistant Teachers and Assistant Pandit of Government Middle English and Middle Vernacular Schools—(A) Rs.55—2—75—(E.B.)—3—90—(E.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.
- (4) Assistant Teachers of High Schools—Rs.100—10—130—(E.B.)—6—190—(E.B.)—10—250, plus Rs.50 special pay.
- (5) Headmasters of High Schools—Rs.175—15—200—20—350—(E.B.)—25—400.

The revised scale of pay of teachers was given effect to from 1st October 1956 and according to this the following scales of pay were introduced. In the revised scale teachers will enjoy scales of pay according to qualification.

GOVERNMENT HIGH SCHOOLS

- (1) Headmasters of High Schools—Rs.200—20—300—25—400—(E.B.)—25—500 (with a minimum starting pay of Rs.350 per mensem).
- (2) Assistant Headmasters of High Schools—Rs.125—7½—155—9—245—(E.B.)—10—275, plus a special pay of Rs.50.
- (3) Graduate Teacher, Classical Teachers with titles—Rs.125—7½—155—9—245—(E.B.)—10—275, Graduates teachers with Honours Distinction, B. T. or Post-Graduate Degrees will get two advance increments.
- (4) Intermediate or Matriculate Normal passed teachers—Rs.75—3—105—(E.B.)—4—125.
- (5) Matriculate teachers—Rs.60—4—80—(E.B.)—4—100—(E.B.)—5—125.
- (6) Normal passed teachers—75—3—105—(E.B.)—4—125.
- (7) Hindi teachers—Rs.75—3—105—(E.B.)—4—125.

GOVERNMENT MIDDLE ENGLISH SCHOOLS

The scales of pay for teachers of Government Middle English Schools will be the same as those sanctioned for teachers of Government High Schools according to qualification. The Headmaster will get a special pay of Rs.20 per mensem.

There was no uniform scale for aided school teachers prior to October 1956. The State Government for the first time has introduced a time scale of pay for aided School teachers with effect from 1st October 1956. According to this the principle of grants-in-aid to aided schools has also been revised.

The scales of pay suggested for teachers of aided schools and schools under the State Basic Education Board are as below:—

AIDED HIGH SCHOOLS

- (1) Graduate teachers—Rs.100—5—200, with two advance increments for Distinction, Honours, B. T. and Post-Graduate degree holders in Arts and Science.
- (2) Intermediate passed teachers—Rs.75—2—95—3—125.
- (3) Matriculate teachers—Rs.60—1—70—2½—75.
- (4) Normal passed teachers—Rs.60—1—70—2½—75.
- (5) Matriculate Normal passed teachers—75—2—95—2½—100.
- (6) Classical teachers—If graduates, graduates' scale in aided High Schools. If under graduate Intermediate scale in aided High Schools.
- (7) Hindi teachers—Rs.60—2—100.
- (8) Assistant Headmasters—Rs.100—5—200 plus an allowance of Rs.20 per mensem.
- (9) Headmasters—Rs.150—10—300—(For graduates only)—plus an allowance of Rs.30 per mensem.

AIDED MIDDLE ENGLISH SCHOOLS

- (1) Intermediate passed teachers—Rs.75—2—95—5—125.
- (2) Matriculate teachers or Normal passed teachers—Rs.60—1—70—2½—75.
- (3) Matriculate Normal passed teachers Rs.75—2—95—2½—100.
- (4) Graduate teachers—Rs.75—2—95—3—125 with a higher initial pay at Rs.85.
- (5) Hindi or classical teachers Rs.55—1—65—2½—80.

Headmasters will get a charge allowance of Rs.10 per mensem.

MIDDLE VERNACULAR SCHOOLS

- (1) Untrained pandits—Rs.40—1—60.
- (2) Guru or Basic trained Pandits—Rs.50—1—65.
- (3) Matriculate untrained Pandits—Rs.50—1—65.
- (4) Matriculate Guru trained—Rs.55—1—70—2½—75.
- (5) Normal passed Pandits—Rs.60—1—70—2½—75.
- (6) Matriculate Normal passed Pandits—Rs. 75—2—95—2½—100.

Head Pandits will get an allowance of Rs.10 per mensem.

Qualification.—The minimum qualification insisted for appointment in Assam School Service is a Bachelor's degree of a recognised University. The teachers are required as a general rule to qualify themselves in teaching by taking B. T. Degree subsequently.

In appointment in A. L. S. S. the minimum qualification needed is the possession of a Normal passed certificate.

In non-Government Schools, however, a large number of posts meant for degree holders are held by persons of lower qualification as the poor service conditions in these schools have failed to attract right type of youngmen and women.

(vi) *Size of classes.*—The maximum size of a class allowed under the rules of Education Department is 50 pupils for class 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 this limits. This has resulted in poorer discipline and bad teaching.

(vii) *Expenditure.*—The following table shows the Direct expenditure on all grades of Secondary Schools from different sources with comparative figures for the previous year.

Grades of institutions	Government Funds	District Board Funds	Municipal Board Funds	Fees	Endowments	Other sources	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1955-56							
High	44,96,270	5,648	25,220	3,98,3942	5,63,534	2,78,346	93,52,960
M. E.	14,09,697	21,394	44,808	9,71,534	36,3,738	2,49,524	30,60,795
M. V. (including Sr. Basic) ..	17,55,738	28,861	789	17,061	41,033	15,098	18,58,580
1956-57.							
High	46,14,244	8,051	20,424	46,00,829	6,67,060	2,44,856	10,155,464
M. E.	13,86,734	16,253	46,531	11,28,827	3,89,562	2,75,662	32,43,569
M. V. (including Sr. Basic) ..	21,55,618	2,260	656	19,787	25,305	5,428	22,09,054
					Increase or decrease		
					+8,02,504		
					+1,82,774		
					+3,50,474		

Analysing the sources of expenditure it will be seen that 52 per cent of the expenditure were met from Government Funds, 37 per cent from fee income and the remaining 11 per cent from other funds.

The cost per scholar was Rs. 49 during 1956-57.

(viii) *Scholarships, stipends etc.*—Competitive scholarships are awarded on the results of the following examinations.

1. Lower Primary Scholarship Examination.
2. Middle School Leaving Certificate and Scholarship Examination.

Besides competitive scholarships a large number of special scholarships and stipends are awarded each year to deserving pupils belonging to scheduled tribes, scheduled castes, other backward communities and sons and daughters of political sufferers.

An amount of Rs. 3,19,111 was spent on scholarships and stipends in Secondary Schools. The number of pupils benefited was 4823 boys and 1614 girls

The following table will show the number of students enjoying scholarships and stipends and the amount spent thereon 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 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 ..	987	432	63,935	25,642	2,357	654	1,68,696	45,937	13	1	674	60
Middle ..	162	86	10,276	5,927	737	285	38,805	16,165	..	..	..	..

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 ..	348	77	20,997	4,758	31	8	2,006	437	3,736	1,172	2,56,308	76,834
Middle ..	168	69	9,825	4,098	20	2	801	81	1,087	442	59,707	26,262

Number of students enjoying free places and financial concessions with amount spent on these during the year under report is furnished below:—

Type of institution	Free studentships				Other financial concessions			
	Number		Yearly amount		Number		Year amount	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(10)
High ..	12,860	7,125	3,54,267	89,566	16,736	4,333	4,13,670	1,12,962
Middle ..	5,629	2,048	1,10,742	42,484	10,204	2,478	1,94,458	49,624

Education in Middle Vernacular schools is free. There are also free places almost in all the High and Middle English Schools. Loss free of income sustained by Non-Government schools in granting free places to pupils belonging to the scheduled Tribes and Castes compensated for by Government by an earmarked grant. Other deserving poor students are granted free or half free places by the management to the extent of 10 per cent of the fee income of the schools.

(ix) *Method and standard of teaching.*—There was no noticeable change or improvement in the method or standards of teaching. Paucity of trained teachers and the prevailing economic hardship stood on the way towards improvement of the standard of teaching in all grades of Secondary Schools.

(x) *Medium of Instruction.*—Medium of instruction is generally determined by the mother tongue of the pupils, provided the mother tongue is a major language and the number of students justify a separate school. In the large majority of the schools the medium is Assamese. All the schools in the District of Cachar and in few other schools in the rest of the State follow Bengali Medium. In the schools which cater to the needs of the Hill tribes the medium is English in higher classes and mother tongue of the majority of the pupils in lower classes.

(xi) *Teaching of Hindi.*—Teaching of Hindi is being gradually made compulsory in Secondary Schools, The Government Hindi Training Centre at Missamari turn out about 100 trained teachers annually. Government gives grants for entertainment of qualified Hindi teachers in Selected Secondary Schools.

(xii) *Examination results.*—The table below compares the result of the M. S. L. C and Matriculation Examinations for the year 1955-56 and 1956-57.

Examina- tions	1955-56		Percentage of passed				1956-55		Percentage of passed			
	No. appeared No. passed		Boys		Girls		No. appeared No. passed		Boys		Girls	
	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)
N. S. L. C.	31,198	8,139	19,941	5,037	63.9	61.8	35,701	9,686	25,188	6731	76.6	69.5
Matricula- tion.	11,419	2,023	5,048	934	44.9	46.9	14,705	2,902	6,841	1,398	46.5	48.0

(xiii) *School Buildings and Equipment.*—Government Secondary schools are well-housed and well-equipped. Most of the buildings of Secondary Schools under Management of private bodies are not upto the mark. They are equally poor in respect of furniture and equipment. A few Secondary Schools, however, received grants from Community Projects and National Development Blocks for improvement of buildings.

Under the development schemes the construction of school buildings for Multi-purpose schools, Science laboratories and work room for crafts was taken up.

(xiv) *Re-organisation and New Developments.*—The State Government participated in a number of schemes sponsored by the Central Government for re-organisation of Secondary Education.

(1) Under the Scheme for Development of High Schools into Higher Secondary and Multi-purpose schools the following schools were taken up for development into Multi-purpose schools.

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 Science.
5. Kohima Government High School Technical and Home Science.
6. Jowai Government High School Agriculture and Home Science.
7. Aijal Government High School Commerce and Home Science.
8. Fura Government High Schools Agriculture and Home Science.
9. Dawson Aided High School Technical and Commerce.
10. Morigaon Aided High School Science and Agriculture.
11. Charali Aided High School Technical and Agriculture.
12. Tezpur Girls and 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 developed in Higher Secondary Schools during the year with courses shown against each.

1. K.R. Aided High School, HaJo Science and Humanities.
2. Barpeta Government High School Science and Humanities.
3. Dhubri Government High School Science and Humanities.
4. Silchar Government High School Science and Humanities.

(3) 15 High Schools were given Rs. 13,200 each for improvement of the school libraries, introduction of Craft subject and improvement of teaching aid. The total provision during the year was Rs. 1,97,000.

(4) 20 Middle English Schools were given aid at a total cost of Rs. 1,03,000 for introduction of Craft subjects and improvement of teaching aids and the school library.

CHAPTER VI
UNIVERSITY AND COLLEGIATE EDUCATION

(1) **Institutions.**—The College Education in the State continued under the Gauhati University, the only University of the State.

The following table furnishes the number of colleges for general and professional education under different management functioned under the University in 1955-56 and 1956-57.

GENERAL EDUCATION

Year	Management				Total
	Government	Aided	Unaided	un-recognised	
(1)	(2)	(3)	(4)	(5)	(6)
1955-56	1	18	3	3	24
1956-57	1	18	4	6	29
Increase or decrease	..	..	+2	+3	+5

PROFESSIONAL EDUCATION

1955-56 /	2	1	..	..	3
1956-57	4	1	..	..	5
Increase or decrease	..	..	..	..	+2

It will be seen from the above that there has been a remarkable increase in the number of colleges for General and Professional Education during the year under review.

(ii) **Students.**—The following table gives the enrolment in the Colleges for general and professional education during 1955-56 and 1956-57.

GENERAL EDUCATION

Year	Enrolment				Total
	In Government College	In Aided College	In Unaided College	In unrecognised College	
(1)	(2)	(3)	(4)	(5)	(6)
1955-56	1,664	10,291	111	360	12,336
1956-57	1,850	10,958	621	476	13,905
Increase or decrease	+186	+757	+510	+116	+1,569

PROFESSIONAL EDUCATION

1955-56	972	283	..	..	1,255
1956-57	1,034	239	..	..	1,273
Increase or decrease	+62	-44	..	..	+18

The number of students in the colleges increased with the increase in the number of institutions.

The enrolment in the Nalbari Sanskrit College was 12 both in 1955-56 and 1956-57.

(iii) **Teachers, number, scales of pay, etc.**—The number of teachers in the Cotton College the only Government College was 90 and that in other recognised Non-Government Colleges was 421 in all during the year as against 87 and 383 respectively in the previous year.

The teaching staff in Government Arts and Science College consist of the following services:—

1. Assam Educational Service Class I (Special Post)—

Principal—Rs.500—25—600—50—1,000 (old)

Rs.800—50—1,000—(E.B.)—50—1,150 (Scale as revised from 1-10-56).

2. Assam Educational Service Class I (Ordinary Post)—

Professors—Rs.250—250—300—(on conf.)—20—500—(E.B.)—25—750 (old).

Rs.350—25—450—30—480—(E.B.)—30—660—(E.B.)—35—800—(revised scale).

3. Assam Educational Service Class II—

Lecturer—Rs.175—175—200—(on conf.)—15—275—(E.B.)—15—350—(E.B.)—20—450 (old).

Rs.225—15—360—(E.B.)—20—500 (revised scale).

(1st Class M.A's or M.Sc's will get two advance increments).

The special post is held by the Principal, Class I by Professors and class II by Lecturers.

The officers in Government College are entitled to allowances as admissible to other Government officers.

There was no uniform scale of pay for the teacher of non-Government Colleges prior to 1st October 1956. Government for the first time introduced the following time scale of pay for the teachers of non-Government colleges with effect from 1st October 1956 with Government subsidy:—

COLLEGE (Grade I)

Principal	...	...	...	...	Rs.350—25—600
Professors	...	...	...	...	Rs.200—12½—450.
Demonstrator	...	...	...	...	Rs.100—5—200—(For graduates only) (with two advance increments and for Distinction, B.T., Honours and Post-graduate degree holders in Arts and Science):

COLLEGE (Grade II)

1. Principal	..	...	Rs.250—10—400.
2. Professors	...	...	Rs.175—7½—250—10—300.
3. Demonstrators	..	...	Rs.100—5—200—(For Graduates only). with two advance increments for Distinction, B.T., Honours and Post-Graduate Degree holders in Arts and Science.

The above scales are meant for those who are at least Second Class M.A's. or M.Sc's.

(iv) Expenditure.—The following table furnishes the Direct expenditure on colleges for General and Professional Education by sources during 1955-56 and 1956-57.

Year	Sources					Total		
	Government Funds	Boards' Funds	Fees	Endowment	Other sources			
(1)	(2)	(3)	(4)	(5)	(6)	(7)		
GENERAL EDUCATION								
1955-56	7,41,683	..	11,95,530	3,225	82,715	20,23,153.
1956-57	11,29,113	..	13,00,950	654	89,917	25,20,634
Increase or decrease	3,87,430	..	+10,5,420	-2,571	+7,202	+4,97,481.
PROFESSIONAL EDUCATION								
1955-56	9,88,037	..	1,52,538	..	8,445	11,49,020.
1956-57	10,98,363	..	1,54,994	..	5,289	12,58,646
Increase or decrease	+11,0,326	..	+2,456	..	-3,156	+1,09,626.

The expenditure on the Nalbari Sanskrit college was Rs.7,421 in 1956-57 against Rs.6,372 in 1955-56.

(v) **Scholarships, stipends and Free places.**—The number of students enjoying scholarships and stipends awarded by different agencies and the amount spent by them during the year under report is as below :—

Type of institutions	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)
College for Genl. Edn.	1,430	337	6,16,492	1,45,854	582	96	88,626	15,934	27	2	1,745	116
College for Professional Edn.	38	13	62,272	26,875	157	8	88,214	2,620	8	..	3,780	..

Type of Institutions	Local Bodies				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)
College for Genl. Edn.	..	..	..	..	36	2	4,887	319	2,075	437	7,06,750	1,62,223
College for Professional Education.	14	..	5,210	..	1	..	450	..	218	21	15,992	29,495

The number of students enjoying free places and financial concessions and the amount spent on them during the year under report is furnished below.

Type of Institution	Free studentships				Other financial concessions				
	Number		Yearly amount foregone		Number		Yearly amount		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
College for General Education.	..	398	116	35,288	10,993	16	21	2,610	1,953
College for Professional Education.	2	..	120	..	10	4	2,242	1,080	

A total amount of Rs.9,14,460 was spent on scholarships and stipends in colleges during the year under report. The number of students benefitted was 2,293 boys and 458 girls.

(vi) **Methods and standards of teaching.**—Teaching in colleges is being done according to University resolutions.

(vii) **Medium of Instructions.**—English is the medium of instructions in all Colleges of A sam.

(viii) **Examination Results.**—The University held the following Examinations in 1956-57. The number of students appeared and passed in those examinations are as follows :—

Examination	No. appeared	No. passed
Matriculation.	17,607	3,239
I. A.	3918	1620
I. Sc.	1406	785
I. Com.	449	172
I. Sc. (Agri)	39	27
B. A.	1929	796
B. Sc.	409	220
B. Com.	182	89

Examination	No. appeared	No. passed
B. T.	45	38
Law.	20	11
Secretariat Practise.	17	7
B. C. Sc. and A. H.	1	1
B. Sc. (Agri.)	27	14
M. B. B. S.	107	49
M. A.	144	89
M. Sc.	46	39
M. Com.	14	10
M. Ed.	11	5
Teachers training in Geography	12	11
Teachers training in English	25	20

(ix) **Buildings and Equipments.**—The condition of the buildings of the Government College is good. They are maintained in proper state of repair and are also well equipped.

Non-Government Colleges also maintain the required standard in respect of buildings and equipments.

(x) **Research in Universities.**—There were four post-graduate scholarships of the value of Rs. 40/- plus free tuition each available for research work. They are tenable for one year and extended further if required.

(xi) **Re-organisation and New Developments.**—During 1956-57 an amount of Rs. 31,500 was distributed to the following non-Government Colleges for extension of Hostel buildings for Plains Tribal students from the amount provided under Article 275 of the Constitution.

1. Lady Keane College, Shillong	Rs. 11,500
2. North Lakhimpur College, North Lakhimpur	10,000
3. Mangaldai College, Mangaldai	10,000
Total	31,500

CHAPTER VII

Training of Teachers

(i) **Normal and training institutions.**—The table below furnishes the number of Basic and Non-Basic training institutions for men and women under different management and] their enrolment and expenditure during the year under report.

Type of institutions.	Institutions				Total
	Management				
	Government	District Board	Aided	Unaided	
(1)	(2)	(3)	(4)	(5)	(6)
Normal Training School	5	...	...	...	5
Guru Training School	2	...	3	...	5
Basic Training School	8	11	...	...	19
Hindi Training School	1	...	...	...	1
Hill Boys Training School	1	...	...	...	1
Sr. & Jr. Teachers' Training School ... ..	...	...	2	1	3
Total...	17	11	5	1	34

Enrolment

Type of institutions	Enrolment				Total
	In Government Institution	In District Board institution	In aided institution	In unaided institution	
	(2)	(3)	(4)	(5)	
Normal Training	673	...	...	...	673
Guru Training	36	...	58	...	94
Basic Training	544	473	...	...	1017
Hindi Training	144	...	...	...	144
Hill Boys Training	16	...	...	...	16
Sr. and Jr. Teachers' Training ... ..	...	...	21	12	33
Total...	1383	473	79	12	1947

Expenditure

Type of institutions	Government	Others	Total
Normal and Training	2,42,929	13,427	2,56,356
Basic Training	6,56,308	2,607	6,58,915

The training of Primary school teachers is provided in 24 Basic and Guru training centres of the State. Ten of these are Government, eleven School Boards and the rest are privately managed institutions. As many as 1111 teachers were receiving training in these training centres during 1956-57.

In comparison with the vast number of untrained Primary school teachers these training institutions are not sufficient to cope with the requirements of trained teachers. It is necessary to increase the number of places in the training institutions in order to train as many teachers as we can at the shortest possible time.

Normal schools.—The five Government Normal schools of the State admit both teachers and intending teachers. The minimum qualification for admission is Middle passed and the duration of the course is three years. Matriculates are however admitted directly in the 2nd year class. The duration of the Senior training course is two years for the Middle passed and one year for the Matriculate.

The Howli Normal School in the Barpeta Subdivision was a Government aided institution. The School was taken over by Government with effect from 1st March, 1957. All the five Normal

schools are for men. The three Senior Teachers' training schools trained women teachers for Senior certificate. Two of them received Government grants-in-aid.

Hindi Training School.—The Government Hindi training institution at Tezpur enrolled 114 trainees during the year as against 107 in 1955-56. The duration of training course is one academic year. Some knowledge of Hindi is essential for admission in the training school.

Hill Boys Training Centre.—This institution offers a two years course in Assamese language and method of teaching. Sixteen trainees from different Hill districts received training in the year under report. The successful candidates were appointed as Assamese teachers in Middle and High Schools in Hill Districts.

(ii) **Training College.**—The Training Department of the University offers training in B. T course. Government deputed teachers of Government and Non-Government High Schools to the B. T course run by the University. The University also organised training courses for the training of teachers in geography and English.

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.

Type of institutions	Total No. of teachers		Total No. of trained teachers		P. C. of trained teachers	
	Men	Women	Men	Women	Men	Women
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Nursery ...	3	35	22	22	...	62.9
Jr. Basic ...	2015	466	1501	283	74.5	60.7
Primary ...	17049	2052	4978	443	29.2	21.6
Sr. Basic ...	168	74	189	67	82.7	90.5
Middle ..	5822	756	1884	189	23.8	25.00
High ..	5665	782	977	185	17.2	23.6
Total ..	30722	4165	8979	1189	29.2	28.7

The percentage of trained teachers for Men and Women as compared to the previous year is increased from 27.1 and 28.3 to 29.2 and 28.7 respectively.

(iii) **Reorganisation and new developments.**—The Howli Normal School at Barpeta was provincialised during the year under report.

A Post-Graduate Basic Training College was established at Titabar for training teachers and subordinate inspecting officers of the Education Department.

CHAPTER VIII

PROFESSIONAL AND TECHNICAL EDUCATION.

(1) **Schools** :—The Professional and Technical schools in the State comprise of the following Types of institution :—

1. Training schools.
2. Commercial schools.
3. Engineering schools.
4. Survey schools.
5. Industrial and technical schools.
6. Agricultural schools.
7. Schools for forestry.
8. Schools for Arts and Crafts.

The institution provided commercial education in the State are all under private management. The number of commercial schools during the year was 18 as against 17 in the previous year of which 4 were aided and the rest were unaided institutions. These institutions provide instructions in short-hand, type-writing, book keeping, elementary accountancy etc. Some of them trained pupils in signalling for appointment in the posts and telegraphs Department.

The enrolment in the Commercial schools was 2057 in 1956-57 as against 1701 in 1955-56.

The number of technical and industrial schools during the year was 24 with an enrolment of 1167 students on the 31st March, 1957 against 21 technical and industrial schools with 868 students in the preceeding year.

Engineering schools :—The Government Civil Engineering school, Gauhati train overseers for the State Public Works Department. This institution had 235 pupils on the roll during the year under report against 203 pupil in the previous year.

Survey schools :—The Survey school at Gauhati, the only institution of its kind in the State had an enrolment of 428 students during the year as against 331 during 1955-56. The institution is run by Government.

Agriculture school :—The Gauhati Agricultural School trained demonstrators for the Agriculture Department. The course of training is two years. There were 102 students on the roll during the year against 98 students in the preceeding year.

School of Forestry :—The Forest School at Jhalukpari, Gauhati trained subordinate staff of the Department. The school had an enrolment of 22 students during the year as against 20 students during the previous year.

The following table furnishes the number of different types of technical and Professional schools, their enrolment and expenditure during 1955-56 and 1956-57.

Training schools	34	2087	783757	34	1947	915271
Engineering and Survey schools	2	650	461625	2	663	351660
Technical and Industrial schools	20	868	426257	23	1116	556508
Commercial schools	17	1701	97453	18	2057	117550
Agriculture school	1	98	52907	1	102	47238
School of Forestry	1	20	34143	1	22	38483
Polytechnic School	1	289	267710	1	51	60679
Total	76	5713	2123852	80	5958	2087389

The decrease in the enrolment and expenditure of Polytechnic school is due to the fact that the school returned as Polytechnic in 1955-56 has been returned as Industrial school during 1956-57. The Polytechnic school shown in 1956-57 is a newly established institution.

(ii) **Colleges**.—The colleges under Professional Education are Ayurvedic College, Gauhati. (3) The Government Veterinary college, Gauhati (4) the Government Agriculture College, Jorhat, (5) The University Law College, Gauhati. Of them the University Law College is an aided institution and the rest are maintained by Government.

The following table furnishes the enrolment and expenditure of the colleges during the year under review:-

1. Medical College.	2	525	851114
2. Veterinary College	1	351	180891
3. Agriculture College	1	158	194692
Law College.	1	239	31949
Total	4	1273	1258646

Of the two Medical Colleges one is Government Medical College, Dibrugarh and the other Ayurvedic College, Gauhati.

(iii) All India institution:- Nil

(iv) Reorganisation and New Developmen.

No new re-organisation was made during the year under report.

CHAPTER IX
SOCIAL EDUCATION

(i) **Centres and Literacy classes including Post-literacy classes, Janata College, etc.,—** The work of spreading literacy among the illiterate masses was carried on during the year in 694 Social Education Centres, some of them were organised by the Community Project Department.

Of the 694 Centres 648 were for men and 46 for women. All these centres were organised by Government. The Janata College at Titabar trained 76 Social workers during the year under report.

Post-literacy work has been pursued by organising 463 libraries, community centres and clubs.

Recreational and cultural activities such as games, sports, dramatic performances, Bhaonas, music competitions, variety performances including folk dances and songs were organised by the clubs and community centres from time to time.

The Social education centres are no longer confined to the task of making the mass people literate. It aims at producing a complete man fully conscious of the good community life and of Social well-being as a whole.

(i) **Enrolment.**—The following table indicates the amount of work done in the field of social education during the year under report.

Year	No. of Adults joining Social Education centres			No. of male literate			
	Male	Female	Total	No. appeared		No. passed	
				Male	Female	Male	Female
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1956-57	25,529	2,585	28,114	21,262	2,472	16,634	2,110

(iii) **Duration of Course.**—The course of 3 months' duration was considered short and the new terms of 4 months duration were introduced during the year under report leaving aside the harvesting season as recommended by standing committee.

The courses are divided into *Pre-literacy* and *Post-literacy* ones. *Pre-literacy* course is meant for the new illiterates and the *Post-literacy* for those passing out *Pre-literacy* centres. The *post-literacy* centres have two-fold purposes, *viz.*, to prevent the new literates from relapsing into illiteracy and to initiate the new literates to an advance course.

(iv) **Expenditure.**—The total direct expenditure on Social Education centres was Rs.193,214 during the year including the amount of Rs.47,201 spent on Janata College. The entire expenditure was met from Government funds.

(v) **Production of literatures and Audio-visual aids for adults.**—The Bi-monthly journal "Janasikha" was regularly published to cater to the need of the neo-literates as well as semi-literates. The size and the standard of the paper were improved during the year and as a result it gained popularity among all section of people.

Beside, few pamphlets were published and distributed on the occasion of the All-India Social Education Day.

The audio-visual section was further expended during the year. Two new sets of cinema equipments including 35 mm filmstrips projectors and four tape recorder along with two vans and 93 films were purchased.

The existing audio-visual unit was constantly on tour throughout the State and gave 117 film shows during the year under review.

(vi) **Re-organisation and new Developments**—Two Social Education Rallies were organised at Lakhimpur and Tangla where Social Education workers were given short course training. The demonstrations of various activities of Social Education were given by the workers. Exhibitions of rural crafts, students handworks, public health activities, books, agricultural productions and improved seeds and implements were the main aspects of these Rallies.

16 Training camps for Social Education teachers were organised in the different parts of the State and 520 teachers were trained in those camps and subsequently those teachers were entrusted with the work of conducting social education centres in their respective areas.

During the year two big book exhibitions were organised at Gauhati and Shillong on the occasion of All-India Social Education day on the 1st December 1956.

CHAPTER X

EDUCATION OF GIRLS AND WOMEN

After the attainment of Freedom the education of girls and women has received more attention than ever. Both the people and Government have realised the importance of female education side by side with the male for building up a new social order in the country. Enthusiasm both in Government and public sectors prevailed not only in the urban areas but even in remote villages for spread of female education and as a result educational institutions of all types grew up during the year under review. The figures as well be seen in the tables appended will show the extent of growth and popularity the female education gained among the masses during the period under review.

(i) **Institutions by type and standard.**—The number of Colleges for girls during the year was 4 with an enrolment of 960 students against 3 and 782 respectively in 1955-56.

The total direct expenditure of the institutions was Rs.179,606, of which Government spent an amount of Rs.75,077.

The following tables compare the number of recognised schools for girls and their enrolment in 1955-56 and 1956-57.

SCHOOLS

Year	High	Middle and Sr. Basic	Primary and J. Basic	Nursery	For Professional Education	For Special Education	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1955-56	45	144	819	14	14	53	1,089
1956-57	51	148	737	17	16	50	1,019
Increase or decrease ..	+6	+4	-82	+3	+2	-3	-70

ENROLMENT

Year	In High Schools	In Middle and Senior Basic Schools	In Primary and Jr. Basic Schools	In Nursery Schools	In Schools for Professional Education	In Schools for Special Education	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1955-56	17,397	14,006	51,098	546	315	2,695	87,457
1956-57	2,0181	16,270	47,092	641	378	1,831	86,393
Increase or decrease ..	+2,784	+1,664	-4,806	+95	+63	-864	-1,064

During the year a number of girls' schools were amalgamated with the neighbouring schools for better management and efficiency.

A reduction in the number of Social Education centres for female during the year effected the decrease in the number of schools for Special Education.

(iii) The following table will show the number of girls reading in different recognised boys' school in 1955-56 and 1956-57.

Year	High	Middle and Sr. Basic	Primary and Jr. Basic	Nursery	Schools for Professional and Special Education	Total
(4)	(2)	(3)	(4)	(5)	(6)	(7)
1955-56	10,997	21,636	226,744	109	2,527	26,2013
1956-57	13,983	28,106	244,185	112	1,939	288,325
Increase or decrease ..	+2,986	+6,470	+17,441	+3	-588	+26,312

It will appear from the above that the co-education is popular in this State specially in Primary stage.

The table below furnish the enrolment of girls in colleges and also the number of girls reading in different colleges for boys.

Years	Enrolment of girls' college	Girls studying for boys		Total
		General Education	Professional Education	
(1)	(2)	(3)	(4)	(5)
1955-56	782	855	35	1,672
1956-57	960	944	44	1,948
Increase or decrease	+178	+89	+9	+276

There was a rise in the enrolment of girls in girls' colleges and in the colleges for boys as well during the year under review.

(iv) **Teachers.**—Difficulties were experienced as regards staffing of the female institutions with mistresses due to dearth of qualified female candidates particularly in rural areas. Consequently a 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 report.

Schools	Trained				Untrained			
	Graduates	Intermediate	Non-Matric	Total	Graduates	Inter and Matric	Non-Matric	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
High	81	63	41	185	200	315	83	597
Sr. Basic .. .. .	..	9	58	67	..	1	6	7
Middle Vernacular .. .. .	..	14	86	100	1	35	188	224
Middle English .. .. .	..	9	22	58	89	15	168	343
Junior Basic .. .. .	..	10	273	283	..	22	161	183
Primary .. .. .	..	1	19	420	440	1	113	1498
Nursery .. .. .	..	4	2	16	22	..	4	9
Total	95	139	952	1,186	217	658	2,04	2,979

(V) **Examination results.**—The following are the results of various girls examinations for the years 1955-56 and 1956-57.

Year	Primary and Junior Basic		Middle and Senior Basic		Matric		Intermediate		Degree	
	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed
1	(1)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
195-56	14,315	12,203	8,186	5,108	2,023	934	676	255	255	111
1956-57	14,789	12,916	9,686	6,731	2,902	1,398	990	312	371	158

(VI) **Scholarships Stipends etc.**—The following table furnishes the number of girl students enjoying scholarships and stipends and the amount spent thereon during the year under report.

Type of institution	Total of all scholarships and stipends for girls	
	Number	Total value per annum
College for General Education	437	1,62,223
Colleges for Professional Education	21	29,495
High Schools	1,172	76,834
Middle Schools	442	2,62,262
Schools for Professional and Special Education	164	45,789
Total	2,236	5,76,603

The following table shows the number of girl students enjoying free studentships and other financial concessions and also the amount spent during the year under report.

Type of institution (1)	Free studentships Other financial concession			
	Free studentships		Other financial concession	
	Number (2)	Yearly amount spent (3)	Number (4)	Yearly amount spent (5)
College for General Education	116	10,998	21	1,953
College for professional Education ... ..	...	.....	4	1,080
High Schools	7,125	89,566	4,333	1,12,962
Middle Schools	2,048	42,484	2,478	49,624
Schools for Professional Education	7	768	17	809
Total	9,296	1,43,816	6,853	1,66,428

(VII) **Expenditure**—The table below compares the total Direct expenditure on various types of girls schools during 1955-56 and 1956-57.

Year	High	Middle and Senior Basic	Primary and Junior Basic	Nursery	School for Profession Education	Schools for Special Education	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1955-56	1,240,432	5,35,742	7,22,962	6,483	92,750	18,123	2,616,492
1956-57	1,316,547	5,82,860	6,60,037	13,513	97,037	15,108	2,730,102
Increase or Decrease	+1,21,115	+47,118	-62,925	+7,030	+4,287	-3,025	+1,13,510

The following table shows the total Indirect expenditure on girls schools with comparative figures for the previous year.

Year	Government fund	District Board Fund	Municipal Board Fund	Fees	Endowments	Other sources	Total
1	2	3	4	5	6	7	8
1955-56	8,45,523	1,883	2,447	1,17,948	43,605	57,276	1,068,634
1956-57	8,64,952	1,521	2,620	2,10,992	77,064	55,835	1,212,984
Increase or Decrease	+19,429	-362	+173	+93,044	+33,459	-1,441	+1,44,300

(viii) **Special steps for the promotion of education of Girls and Women**—Among the measures adopted to encourage education among girls were liberal assistance to non-Government Secondary schools and colleges, award of scholarships and stipends to deserving girls on the results of final examination of different courses and conversion of one Government and two Aided Girls' High Schools into Multi-purpose schools.

(ix) **Females Supervisory Staff**—The Inspectress of Schools with two Assistant Inspectresses supervised High Schools for girls while all other schools were under supervision and control of the Deputy Inspectors of Schools.

The following table furnishes the number of supervisory staff for female during the year under report,

Designation	No. of post	Scale of pay	Duties
1	2	3	4
Inspectress of Schools ...	1	Rupees 200—200—225—20—425—(E.B.)—25—600 (Plus a Special pay of Rs. 100 per mensem (Old).	Inspection, management and supervision of works in respect of female education.
Assistant Inspectress of Schools (General).	1	Rupees 175—175—200—(on Conf.)—15—275—(E. B.)—15—350—(E. B.)—20—450—Plus Special pay of Rs. 50 per mensem (Old) Rs. 200—10—300—(E. B.)—20—200—400—E. B.)—25—600 (New).	To Assistant Inspectress in all matters.
Assistant Inspectress of Schools (Hills).	1	Rupees 175—175—200—(Conf.)—15—275—(E. B.)—15—350—(E. B.)—20—450 (Plus Rs.50 Special pay (Old) Rs.200—10—300—(E. B.)—20—200—400—(E.B.)—25—600 (New.)	To assistant Inspectress in the matter of female education in Hills areas.
Inspectress of Physical Training.	2	Rupees 100—10—130—6—150—(E. B.)—10—250 (Old).	Inspection and organisation of work in connection with Physical education for girls.

(Revision of the scale is under consideration of Government.)

The new scales of pay were given effect to from 1st October 1956.

CHAPRET XI

MISCELLANEOUS

(i) **Pre-primary Education.**—Education in Pre-primary stage carried on mostly on private enterprise. Government continued its policy of giving financial aid to the institutions, and stipends to teachers for getting themselves trained in the Montessori method.

The increase in the number of institutions and of pupils in these is an indication of the popularity of this type of education gained among the people.

The table below gives a comparative picture in respect of institutions, enrolment and expenditure during the year with those of the previous year.

Year	No. of Pre Primary institutions			Enrolment			Total expenditure		
	Boys	Girl's	Total	In boy's institution	In Girl's institution	Total	In boy's Institution	In Girl's Institution	Total
1955-56	6	15	21	283	575	858	30882	6483	37365
1956-57	6	18	24	243	681	924	27515	13513	41028
Increase or decrease.	..	+3	+3	-40	+106	+66	-3367	+7030	+3663

The Government awarded 4 stipends for training of teachers in Montessori system.

(ii) **Aesthetic Education (Arts, Music, Dancing etc).**

The Art School at Gauhati had the provision for teaching following courses during the year.

1. Fine Arts (6 years course).
2. Commercial Arts (5 years course).
3. Indian Arts ... (,, ,,)
4. Drawing teachership (3 years course).
5. Architectural Arts (4 years course).
6. Sculptural Arts (5 years course).

The total enrolment of the school was 51 of which 8 were girls.

The total direct expenditure of the institution was Rs. 7017 of which Government contribution was Rs. 2292.

Music.—The table below furnishes the number of recognised Music schools and their enrolment during the year under review.

Type of institution	No. of schools			Enrolment		
	Aided	Unaided	Total	In aided institution	In unaided institution	Total
Music	7	4	11	347	207	554

The total direct expenditure on Music schools was Rs. 41,889 of which Rs. 10154 were grants-in-aid from Government.

The Vocal and instrumental music both classical and modern were taught in all the Music schools. Besides, folk dances were also in practice in certain schools.

(iii) **Oriental education.**—The aided Sanskrit college at Nalbari had an enrolment of 12 students during the year. The entire expenditure of the Institution was borne by Government.

The number of institutions for Oriental studies was 139 of which 92 were aided. The enrolment in these institutions was 3668 of which 688 were girls.

Education in institution for Oriental studies was free. The total direct expenditure on these institutions was Rs. 135241 of which Rs. 74,400 represented Government grants-in-aid.

(iv) **Education of the Handicapped.**—The Deaf and Dumb School at Gauhati had an enrolment of 41 pupils during the years under report as against 35 in the previous year.

The entire Direct expenditure of Rs. 8660 of the institution was borne by Government.

The Sankar Mission Blind school at Nowgog was run entirely on Private enterprise. The enrolment of the institution was 23 during the year under review.

(v) **Education of the Delinquent children.**—There was no institution for delinquent children during the year under report.

(vi) **Education of the scheduled Castes, Scheduled Tribes and other Backward classes**—The children belonging to the Scheduled Castes and other Backward Communities are freely admitted in all schools for general and special education without suffering any disability whatsoever on account of their castes or communities.

Most of the villages inhabited predominantly by the people of these backward communities have now its own Primary Schools. Establishment of Middle Schools was encouraged and the Government grants were sanctioned liberally to Middle Schools situated in backward areas inhabited by the people of these communities.

Special educational facilities and privileges have been given to the students belonging to Scheduled Caste, Scheduled Tribes and other Backward Communities by way of granting a number of scholarships and stipends to the deserving students of these communities at all stages and encouraging establishment of schools in areas where they predominate.

There is also provision for granting free-studentships to the Scheduled Caste and Plains Tribal Students upto a limit of 20 per cent and 50 per cent respectively, of their enrolment in Government Middle and High Schools.

Free-remissions are granted to Ahom students upto a limit of 15 per cent of the total Ahom enrolment in a school in view of their backwardness in education.

Under Article 275 of the Constitution the Central Government have been sanctioning a large sum of money every year for the development and expansion of education in Autonomous Districts.

The following table will compare the number of students of Scheduled Castes, Scheduled Tribes and other Backward Communities in the different grades of institutions for general education during the year 1955-56 and 1956-57.

Type of Institution (1)	1955-56		1956-57	
	Boys (2)	Girls (3)	Boys (4)	Girls (5)
Arts and Science Colleges	2,486	334	2,489	489
High	40,534	9,395	44,151	11,216
Middle	40,283	15,718	47,210	19,091
Senior Basic	1,234	895	2,080	1,116
Junior Basic	17,497	8,266	29,838	18,799
Primary	2,43,746	1,28,853	2,54,900	1,43,539

The number of students registered a marked rise during the year under report.

(vii) **Physical training, games, sports etc.**—Physical education is an essential part of education in the new set up and the importance of its introduction on modern scientific lines is stressed in the Development Schemes also. For all round development of our youth and children compulsory physical education should be introduced in all grades of schools.

The subject of physical education was duly provided for in daily routine of all schools and classes were run by trained teachers attached to each school.

There were 4 Inspectors and 2 Inspectresses for physical training. They organised training camps for teachers and for group-leaders and also in schools in their respective areas. They attended Central Gatherings of teachers and gave model lessons on physical drill and supervised Physical training.

All the major games like foot-ball, hockey, valley-ball, cricket etc., continued to be played in schools and colleges. School and college tournaments were also played.

(viii) **Youth Welfare**—A number of Youth training camps were held under the guidance of the Bharat Sevak Samaj. This organisation is doing useful works in this regard. Students from Middle and High schools joined these camps where the campers participated in Social service activities.

(ix) **National Cadet Corps.**—The first year of the 2nd Five year Year Plan (1956-57) was marked by a remarkable progress on the organisation of N. C. C. and A. C. C. in Assam. The general standard of training and administration of the Units registered a steady improvement throughout the State. The results of the certificate tests compare very favourably with other States and reflect on the standard of efficiency attained by the Units. The Annual Training and Social Service Camps organised by the Circle were a great success and marked a distinct improvement on the past records.

2. During 1956-57 the N. C. C. Organisation in Assam consisted of the following units.—

	Authorised strength
(1) Senior Division Unit.	1450 Cadets + 33 Officers.
(2) Junior Division Units.	1551 Cadets + 47 Officers.
(3) Girls' Division Units.	120 Cadets + 4 Officers.

Subsequently, however the 1st Assam Bn N. C. C. Gauhati was reduced to a two-Company Bn with an authorised strength of 8 Officers and 315 Cadets while a Full Fledged Indep Coy was raised at Nowgong with a view to meeting the exigencies of requirements at the respective Stations.

(3) An outstanding feature of development was the process of implementing the Expansion Programme on N.C.C. and A.C.C. under the 2nd Five Year Plan which was subjected to modification at different stages. It may be mentioned that the State Government initially accepted schemes involving the total outlay of Rs.8 lakhs on the State Sector. Subsequently, however, Government of India recommended additional schemes for Rs.20 lakhs raising the total outlay to Rs.28 lakhs on the State Sector with a view to facilitating balanced expansion of the Corps. The State Development Committee has generally agreed to the entire plan subject to the availability of resources by internal adjustments. On the basis of this consideration, the expansion programme consisting of the following Units was taken up during 1956-57.

Units	Authorised strength
(a) Dhubri Indep Coy N.C.C. Dhubri allotted to B.N. College, Dhubri.	154 Cadets + 3 Officers.
(b) One Senior Wing Sub-Troops of the Girls' Division allotted to G. C. College, Silchar.	30 Cadets + 1 Officer.
(c) Two Junior Wing Troops of the Girls' Division allotted to the Presbyterian Girls' High School, Shillong and Girls' High School, Dhubri	60 Cadets + 2 Officers.
(d) 11 Troops of the Junior Division infantry Wing.	363 Cadets + 11 Officers.
(e) 4 Troops of the Junior Division Naval Wing.	132 Cadets + 4 Officers.
(f) 24 Sections of the A.C.C.	1200 Cadets + 24 Officers.

The Pre-Commission of training in respect of 2 Lady Officer Cadets of the Girls Division, 14 Officer Cadets of the Junior Division and 22 Officer—Cadets of the A. C. C. Sections was completed during the year under review. But the progress of action in respect of the remaining Units was considerably held up due to lack of adequate number of suitable volunteers from among the numbers of the teaching staff of educational institutions.

4. A Refresher Training Cadre for the Naval Wing Officers was held at INS VEADHURTHY Cochin for a period of 4 weeks with effect from 1st May 1956. One Senior and One Junior Division N.C.C. Officers from Assam attended the Course. Another Refresher Training Cadre for the Junior Division Army Wing was run at the Assam Regimental Centre, Shillong from the 7th May to 21st May 1956. 11 N.C.C. officers attended the Training Cadre and came out successful. The Third Refresher Training Cadre was centrally organised at Dehra Dun from 21st May to 16th June 1956. Eight Senior Division N.C.C. Officers attended the Cadre from No. 9 Circle. 2/Lt R.P. Maleyvar of the Assam Bn N.C.C. Gauhati (and now of the Nowgong Indep Co. N.C.C.) scored the highest number of points in the shooting competitions and won the best shot prize.

5(a). The most outstanding activity of the year under review was the combined Cadre and Social Service Camp held at BARGAON within the Darrang Community Project areas. This Camp started functioning on the 23rd October 1956 and lasted for 14 days. 403 Cadets and 11 N. C. C. Officers drawn from 9 Senior Division Units of Assam attended this Camp. 51 Non-Cadet students and 1 Professor also participated in the Social Service Programme. The Social Service Programme undertaken consisted in the construction of an irrigation bund and digging of an escape channel. The bund was 2,225' in length, 16' at base 12' at top and 4' in height while the escape channel was 1,110' in length, 3' at base, 6' at top and 3' in depth. The total output of earthwork was 4,13,352 Cubic feet including earth cutting, filling and camping. The entire project was completed within 10 days. This work has been calculated to benefit about 30,000 people of 35 villages extending over 3,500 acres of agricultural land. The Chief Minister and the Education Minister of Assam visited the Camp and commended the performances of the Cadets and the Non-Cadet students. 19 A. C. C. teachers drawn from 19 High Schools were detailed for instructional. Training for a period of 2 weeks during this Camp.

(b) The annual Training Camp for the Senior Division Units of the Army Wing was held at SALONIBARI Air-Filed for a period of 14 days with effect from 23rd December, 1956. 505 Cadets and 14 N. C. C. Officers attended this Camp which was exclusively devoted to Military Training. The annual Training Camps for the 11th Assam Medical Coy N. C. C., Dibrugarh and 8th Assam Signal Section N. C. C., Tezpur were held in Calcutta during December, 1956—January 1957 while the Annual Training Camp for the 4th Assam Unit N. C. C., Gauhati was held at Cochin from 22nd December 1956 to 4th January 1957.

(c) The Senior and Junior Wing Units of the Girls Division were taken out to Tezpur for their Annual Training Camp. 87 Cadets and 2 Officers drawn from the Lady Keane Girls College, Shillong, Lady Keane Girls High School, Shillong and Laban Assamese Girls' High School, Shillong attended this Camp which was sited at the Darrang College, Tezpur. Besides, 155 A. C. C. Cadets and 8 A.C.C. Officers of the Girls' Division completed their Social Service camp along with the N. C. C. Units of the Girls Division at the same site with effect from 22nd December 1956 to 31st December 1956. The Social Service Programme included literacy drive, teaching villagers in the art of bathing and cleaning children, demonstration in soacage pits and deep trenched latrines, and cleaning of roads and houses.

(d) The annual Training Camp for the Junior Division Units was held at the Salonibari Airfield with effect from 6th January, 1957 to 15th January 1957. 1,030 Cadets and 30 N.C.C. Officers of the State attended this camp.

(e) The Social Service Camp for the A.C.C. Sections (Boys' Division) was held at UDALGURI in the District of Darrang from 8th January 1957 to 17th January 1957. 14 A. C. C. Officers and 348 Cadets attended this Camp. The Social Service programme undertaken consisted in the construction of a 4 miles fair weather road joining Udalguri and Jor-Pukhuri village. The total output of earth work was 4,99,408 Cubic Feet. About 19 villages with a population of about 10,000 to 15,000 are being benefited by this construction.

(f) The supplementary Social Service Camp for the A.C.C. Sections was organised at Sonapur in the District of Kamrup from 10th March 1957 to 19th March 1957. 5 A. C. C. Officers and 43 Cadets took part in the Social Service Programme. A 10 furlong fair weather road was constructed joining the Assam Trunk Road with Moran Gabari village. The total output of earthwork involved was 2,18,950 cubic feet. The project was inaugurated by the State P. W. D. Minister, Shri S. N. Sarma while the road was formally opened by the Education Secretary, Shri M. Sultan.

6. The N. C. C. Day was celebrated by the N. C. C. Units throughout the State in December 1956. The Shillong Units observed the day on 15th December 1956 with a colourful programme. A combined ceremonial parade was held at the Garrison Ground in the forenoon where the Governor of Assam took the salute at the march-pas. The N.C.C. and A.C.C. Cadets who took part in the parade gave a demonstration of Mass Drill which was widely appreciated by the public. Following the parade, the cadets carried out a Flag March through the main thoroughfares of the town. In the evening, a variety performance was arranged in aid of Charity under the patronage of the Governor. The sale proceeds amounting to Rs.624 (six hundred and twenty-four only) were contributed towards the CHESHIRE HOME, LEPROSY HOME AND T. B. FUNDS.

7. The N. C. C. Contingent consisting of 21 N. C. C. Cadets drawn from the different Units of Assam was deputed for participating in the REPUBLIC DAY CEREMONIAL PARADE in DELHI on 26th January, 1957. This contingent participated in the Inter-Circle Competitions and acquitted itself quite well. The Junior Division Shooting Competition Trophy was won by the Assam Cadets. A large contingent consisting of 3 N.C.C. Officers and 100 Cadets drawn from the Senior, Junior and the Girls' Division Units participated in the Republic Day Ceremonial parade in Shillong. This was the first time that the cadets of the Girls Division took part in the combined Parade. The performances of the N.C.C. Cadets were widely appreciated by the public.

8(a). The N.C.C. and A.C.C. Organisation are growing steadily in this State. The Schemes have impressively held out the prospect of a more disciplined and useful life. But the response so far received from the educational institutions is not without limitations. It is felt that there is still lack of enthusiasm among certain section of the teachers and students to join the N. C. C. Of course, the A.C.C. Scheme which was introduced during 1954-55 has evoked considerable interest particularly among the Rural High Schools.

(b) Provision of suitable accommodation for the Unit office, stores, arms and vehicles at the different stations has been another problem defying easy solution. Even though the State Government has taken up a Scheme of construction at progressive stages, progress so far achieved has been below expectation and the efficiency of the Units has been subjected to limitations due to lack of suitable accommodation.

Some youth camps of similar nature are organised under the auspices of the C. D. Blocks and N. E. S too.

(ix) Boy Scouts and Girl Guides:—

The Bharat Scouts and Guides movement continued to function satisfactorily during the year. There were trained Scouters and Guides attached to most of the boys' and Girl's High Schools.

A contingent of 27 Scouts, 15 Guides, 8 Scouters and 5 Guiders, from different parts of the State participated in the 2nd All India Scouts and Guides Jamboree at Jaipur during the year. Most of the Scout and guide groups participated in flag hoisting and other ceremonies in connection with the observance of the Independence Day and Republic Day.

(xi) Extra-curricular activities (Junior Red Cross Groups and St. John Ambulance Societies, etc.)

The activities of the Junior Red Cross Groups in some Government and Government Aided High Schools during the year. The activities of these groups are not run in an organised manner. The extra-curricular programme followed in the schools included—gardening, social service, excursions, dramatics, musics, dance, debates, etc. A few schools have set the examples of planning extra-curricular activities in a way materially useful to the schools.

(xii) School Meals.—There was no regular arrangement for providing tiffins to our children at school. A workable scheme to provide some sort of refreshment to our children specially in the Primary Schools is an imperative necessity in order to improve the body and the mind of the raising generation.

(xiii) **School Medical Service.**—Medical Examination of our school children is another vital aspect which engage attention of the authorities. The existing system is not quite satisfactory. The Medical Department of the State should make necessary arrangement for regular inspection of school children in all grades of schools.

(xiv) **Libraries.**—There is a State Central Library at Shillong developed under the first five year plan. There are also seven District Libraries in seven District Headquarters of the State under the Scheme for improvement of library service in the State. The Scheme envisages a net-work of libraries spread over the whole State. 3 Mobile book vans have been attached to the Libraries. These Vans go to rural areas to give demonstration of books and explain to village people the utility of libraries.

There are several other good libraries in urban areas managed by private bodies. Some of them received Government grants-in-aid and subsidies from local bodies. Besides, all the Government High and Normal Schools have their libraries. But they are not sufficiently rich to meet the needs of the teachers and the taught.

(xv) **Facilities for Education of Displaced students.**—The displaced students were freely admitted to the existing schools and colleges near about the places where they settled up and where necessary new schools were started for them by the Relief and Rehabilitation Department. Government also sanctioned a number of scholarships and stipends to displaced students.

(xvi) **Indian students abroad.**—The number of students/trainees/officials who went abroad for further studies during 1956-57 may be seen from the adjoining statement.

Name of the country	Subject for study																	
	Arts Subjects		Science Subjects		Engineering		Technology and Industry		Medicine and Veterinary		Law		Commerce		Other Subjects		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
U. S. A.	1	2	2	..	3	..	..	..	..	..	..	..	..	..	1	..	7	2
Holland	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..
U. K.	..	2	..	..	1	..	1	..	1	..	1	..	1	..	..	1	5	3
Denmark	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	1
Germany	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	1	..
Switzerland	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	1	..
Other European countries.	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..
Total	2	4	3	..	5	..	1	..	2	..	1	..	1	..	1	2	16	6

(xvii) **Research.**—Four scholarships were awarded by the Education Department for research works during the year.

The Gauhati University also conducted research works on various matters during the year under review.

(xviii) **Curricular and Text Books.**—The Primary and Middle Vernacular schools followed the revised curriculum to suit the requirement of the Basic system of education while the High and Middle English Schools followed the old curriculum. Steps were taken to revise the curriculum for High and Middle English Schools according to the requirement of High Secondary and Multipurpose schools.

(xix) **Hostels, Boarding House, etc.**—The adjoining statement furnishes the number of students in the approved hostels in the different grades of recognised institutions during the year under report.

Year	No. of students in the approved hostels of											
	Colleges		High Schools		Middle Schools							
	Boys	Girls	Boys	Girls	Boys	Girls						
1956-57	1,635	168	4,464	676	2,631	365

(xx) Institutions not following Departmental syllabus.

All the recognised schools and colleges for General Education followed the syllabus prescribed by the Department and the University.

CHAPTER XII**A CRITICAL REVIEW OF EDUCATIONAL TENDENCIES AND DEVELOPMENT**

There are very many difficulties and complexity of problem in the matter of repatterning the educational system and bringing it to harmony with the new set up. However a good deal has been done since attainment of Independence to give education a new orientation and to place it on a sound basis. There has been considerable expansion of educational facilities and activities during these years.

In the field of elementary education re-orientation of the whole system has been found necessary. For this purpose Basic system of education was accepted to replace the old traditional type of elementary education. Accordingly the existing primary schools are being gradually converted into Junior Basic Schools.

In the Secondary education stage also a similar and far reaching change is on the way. Improvement of Secondary Education is intimately connected with the reorganisation based on the recommendations of the Secondary Education Commission.

According to the suggestions of the Commission the new pattern of Secondary Education has been accepted all over the country.

Schemes for converting the existing high schools into Higher Secondary and Multi-purpose schools have been taken up under the Second Five Year Plan.

Uptill now, 14 High Schools have been converted into Multi-purpose and 4 High Schools into Higher Secondary Schools.

Pay scales of teachers of Secondary Schools and Government and Government aided colleges have been improved in the recent years to ensure better staff for various educational institutions.

Under Art. 275 of the Constitution large sum of money was distributed for development and expansion of education in autonomous districts.

Attention has also been paid to various Social Service works organised under the auspices of the Social Welfare, Child Welfare and Youth Welfare organisations and other voluntary organisations.

AGENTS IN INDIA

1. Messrs. Thacker Spink & Co., Calcutta
2. Messrs. W. Newman & Co., Calcutta
3. Messrs. S. K. Lahiri & Co., Calcutta.
4. Messrs. R. Cambay & Co., 6 and 8/2, Hastings Street, Calcutta.
5. Messrs. D. B. Taraporevala Sons and Co., 103, Bombay.
Meadow Street, Fort, Post Box No.187
6. The Indian School Supply Depot, 309, Bow Bazar Street, Calcutta.
7. The City Book Company, Post Box No.283 Madras.
8. The Director, The Book Company, Limited, Book Sellers and Stationers, 4/4A, College Square, Calcutta.
9. The Manager, The Imperial Publishing Co., 99, Ry. Road, Lahore.
10. Messrs. Chapala Book Stall, Shillong.
11. Messrs. Sirbhumi Publishing Co., Calcutta.
12. The Proprietor, 'Graduates Union,' Gauhati.
13. Mr. Banwarilal Jain (Book Seller), 1719/2002, Mati Katra, Agra (India).
14. Messrs. Low Book Society, 65/3, Harrison Road, Calcutta.
15. The Director, Benares Corporation, University Road, P.O. Lanka.
16. Messrs. Law Book Society, 4A, Wellington Square, Calcutta.
17. Messrs. Bodh Raj Marwah, Booksellers, Shop No.63, Pusa Colony Market, Delhi-Karol Bagh, New Delhi.
18. The Oxford Book and Stationery Co., Scindia House, New Delhi/17, Park Street, Calcutta-16.
19. Messrs Mokshada Pustakalaya, Publishers and Book Sellers, Gauhati.
20. Messrs Popular Book Depot (Regd.), Book-sellers, Publishers, etc. Lamington Road, Bombay-7.
21. Messrs B.H.U. Press Book Depot, Book-sellers, Publishers, etc., Banaras-5 (India).
22. The Manager, The Modern Book-Depot, G. S. Road, Shillong.
23. The Manager, The Modern Book-Depot, Gauhati.
24. The Manager, The Modern Book-Depot, Calcutta.
25. The Manager, The Modern Book-Depot, Agra Cantonment.
26. Proprietor, B.S. Jain and Co., 71, Abupura, Muzaffarnagar (U. P.), India.
27. Firma, K. L. Mukhopadhyay, 6/1A Bachha Ram Akur Lnae, Calcutta-12, India.