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ANNUAL REPORT ON THE PROGRESS OF
EDUCATION IN ASSAM DURING
1957-58

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CHAPTER—1

1. General Survey.—During the year under review economic hardships and scarcity of food stuff and clothes, etc., mainly due to natural calamities like wide spread floods and cyclones could be seen in several parts of the State. Due to all these the State could not make much headway for the progress of Education. But even then it was quite interesting to note that our popular Government spared no pains for educational expansion in its various stages and aspects.

The year witnessed the introduction and implementation of a number of schemes taken up under the Five Year Plan of Educational Development. The foundations of further advance in new directions were well laid and taking an overall view, the State despite its multifarious problems and difficulties, passed another important mile-stone on the path of educational progress in the State.

Expansion of Primary Education, conversion of Primary Schools to the Basic pattern, upgrading of High Schools into Higher Secondary and Multipurpose Schools, improvement of selected high and M. E. Schools for teaching elementary science and crafts, improvement of the economic condition of teachers by way of giving improved scales of pay, expansion of training facilities for the teachers in elementary and secondary schools awarded of scholarships to tribal and scheduled Caste students, were some of the high lights of the year in the field of education.

The Educational expansion in general was noticed at all levels. Increase in the number of Institutions, students and teachers was very rapid in the recent years and accordingly the expenditure on education was also considerably increased. The department of education occupied first place in the State budget during the year under review. The State head budgetted for education 20.6 per cent of its estimated receipt from Revenue head, the total provision being Rs.4.99 crores as against Rs.4.12 crores during 1956-57.

The year under review was the second year of the Second Five Year Plan. During this period although much was done for the spread of education in the State, there remained much to be done for its improvement.

Plans and projects outlined in the Five Year Plan which were put into execution, were in progress and our Government had launched an all-out bid for rural uplift through the Community Project and N.E.S. Blocks.

Under Art. 275 of the constitution a large sum of money was distributed for development and expansion of education of tribal and backward people.

Attention was also paid to Social Education, N. C. C. and A. C. C. Education and different development Schemes were drawn up for expansion of these branches of education during the Second Plan Period.

II. Legislation of Education.—There was no new legislation of education during the year under review.

III. Institutions.—The following table furnished the total number of Institutions of different categories as compared with those of the preceding year.

Institution

Type of Institutions (1)	1956-57			1957-58		
	Boys (2)	Girls (3)	Total (4)	Boys (5)	Girls (6)	Total (7)
Colleges for General Education	25	4	29	25	4	29
Colleges for Professional and Special Education	5	...	5	8	...	8
High Schools	423	59	479	461	63	524
M. E. Schools	932	74	1,006	985	79	1,064
Senior Basic Schools	38	3	41	67	8	75
M. V. Schools	499	86	585	473	77	550
Junior Basic Schools	953	29	982	1,247	37	1,284
Primary Schools	11,859	720	12,579	12,219	683	12,902
Nursery and Pre-primary Schools	6	18	24	9	15	24
Schools for Professional and Special Education	883	67	950	906	63	969
Total	15,620	1,060	16,680	16,400	1,039	17,429

The decrease in the number of M. V. and Primary Schools for Girls was due to amalgamation of some small Girl's Schools with the neighbouring mixed Schools for better management and efficiency.

IV. **Students.**—The large increase in the number of students in all grades of Institutions will be evident from the following table—

Enrolment

Type of Institutions (1)	1956-57			1957-58		
	Boys (2)	Girls (3)	Total (4)	Boys (5)	Girls (6)	Total (7)
Colleges for General Education	12,406	1,975	14,381	14,342	2,555	16,897
Colleges for Professional and Special Education	1,005	41	1,046	1,239	54	1,293
High Schools	1,30,706	35,087	1,65,793	1,38,794	39,394	1,78,188
M. E. Schools	56,716	21,311	77,927	61,429	23,842	85,271
Senior Basic Schools	3,800	2,002	5,802	6,226	3,355	9,581
M. V. Schools	47,446	23,072	70,518	46,549	23,586	70,135
Junior Basic Schools	53,216	30,299	83,515	71,910	41,303	1,13,213
Primary Schools	4,92,063	2,61,440	7,53,503	5,10,888	2,69,513	7,80,401
Nursery and Pre-primary Schools	440	484	924	470	557	1,027
Schools for Professional and Special Education ..	34,653	4,681	39,334	35,062	4,684	39,746
Total ..	8,32,451	3,80,292	12,12,743	8,86,909	4,08,843	12,95,752

V. **Expenditure.**—The direct expenditure on Education from different sources for the year 1956-57 and 1957-58 is as under—

Source (1)	1956-57 (2)	1957-58 (3)
	Rs.	Rs.
Government Fund	2,27,35,464	3,03,06,766
Local Bodies Funds	3,03,950	3,11,984
Fees	73,44,782	81,39,877
Endowment	15,82,745	17,82,475
Other Sources	9,90,595	10,52,563
Total	32,95,7,536	4,15,63,665

The following table compares the direct expenditure on different grades of Schools for the year 1956-57 and 1957-58

Type of Institutions (1)	1956-57 (2)	1957-58 (3)
Colleges for General Education	25,20,634	25,62,932
Colleges for Professional and Special Education	12,34,118	16,66,922
High Schools	1,01,55,494	1,18,35,543
M. E. Schools	32,43,569	36,36,144
Senior Basic Schools	1,79,369	2,96,371
M. V. Schools	20,29,685	24,59,486
Junior Basic Schools	16,69,938	25,30,148
Primary Schools	94,04,971	1,34,87,572
Nursery and Pre-Primary Schools	41,028	40,657
Schools for Professional and Special Education	24,48,760	30,47,890
Total	3,29,57,536	4,15,63,665

The expenditure on Education increased with the increase in the number of Institutions.

(vi) Progress of development Schemes under five year Plan of educational Development :

The educational activities during the year were specially highlighted by the introduction of several important schemes under the Five Year Educational development Plan. A number of well throughout educational projects designed to improve the quality of education at different levels with the ultimate object of laying the right foundation and creating the right atmosphere for educational expansion were taken in hand.

(a) Development Schemes under First Five Year Plan :

The following are the most important Schemes taken-up under First Five Year Plan.

1. Post Graduate Basic Training College: The Post Graduate Basic Training College, Titabar trained teachers and inspecting Officers during the year in the Basic System of Education. The number of trainees during the year was:

2. Janata College: The Janata College at Titabar imparted training to social and village level works at a 10 month training course. The syllabus of the College consisted of the following subjects:

- (a) Rural reconstruction.
- (b) Education.
- (c) Rural economics and Co-operation.
- (d) Citizenship,
- (e) Arts and Cultural-observance of social festivals.
- (f) Training in Crafts.

3. Five Community Centres : The five community centres were under the establishment of the Janata College, Titabar.

These centres are intended to serve as Cultural centres of the community providing educational, social and recreational facilities for the adults. 5 qualified and experienced graduate wardens and Craft teachers were appointed to serve in these centres. A healthy and new atmosphere was created in the rural areas by the establishment of these centres.

4. Integrated Library Service: A branch library was attached to each community centre with 4 feeder or unit libraries. The branch and the feeder libraries are intended to prepare books and reading materials of a varied and extensive range available for readers, of different levels and also to promote reading habits amongst all classes.

At the apex of the Integrated Library Service was a central Library designed to function not only as a public library but also to co-ordinate the activities of the branch and the feeder libraries.

5. Expansion of Basic Education: The Basic Education activities were expanded and intensified by gradual conversion of Lower Primary and Middle Vernacular Schools into Junior and Senior Basic Schools under the provision of the Basic Education Act of 1954.

6. Secondary Education (a) 22 High Schools both Government and non-Government were taken-up for development into Higher Secondary and Multipurpose Schools.

5. High Schools, 3 Government and 2 non-Government were given grants to construct science building and to purchase equipments for the laboratories at a cost of Rs.31,200 for each School.

(b) 26 High Schools were given grants at the Rate of Rs.12,000 each for improvement of the school library, introduction of crafts and improvement of teaching aids and laboratory equipments.

(c) 33 Middle English Schools were provided with facilities for introduction of Craft subjects, improvement of libraries and teaching aids.

7. Improvement of Library Service: Under the scheme a Central Library was established at the State headquarters and seven district libraries in the seven district headquarters of the State. The Scheme envisaged a net work of libraries spread over the whole State. The Scheme has been found to be very popular.

8. Grants to Voluntary Organisations: Under the Scheme few voluntary organisations were given grants for promotion of Cultural and Social service activities.

(b) Development Scheme under Second Five Year Plan :—

Of the many Schemes taken-up under the Second Five Year Plan the following Schemes were continued with success.

Name of Scheme	Total allocation for the Plan period	Allocation for 1957-58	Expenditure incurred during 1957-58	Physical targets achieved during 1957-58	Total physical targets
(1)	(2)	(3)	(4)	(5)	(6)
General Education					
1. Secondary Education (Training)	10.00	1.68	1.68	B. T. ... 14 D. T. ... 10 Science training ... 27	Deputation— Graduate ... 90 Under Graduate ... 90 Science teachers ... 120 M. A.'s ... 45 Seminars and re-fresher course ... 15
2. Inspection	11.00	1.75	1.35	Sub-Inspector Peons ... 10	Sub-Inspector ... 50 Sub-Inspectors Quarters ... 100 Inspector of Schools ... 1 Assistant Inspector of Schools ... 3
3. Administration	4.19	1.08	0.88	....	Planning Cell ... 2 Vocational Guidance Bureau ... 1
4. Improvement of Library Service,	55.56	0.12	10.27 (P.W.D. Buildings)	Building Maintenance of staff.	Library Assistants ... 7
5. Social education	4.75	1.00	0.73	Audio Visual Units set-up	D. S. E. O. ... 5 Posters and Charts ... 75
6. Scholarships	4.74	1.00	1.00	317 Scholarship	Post Graduate ... 150 Senior ... 15 B. T. ... 100 Junior ... 200 Art ... 5 Higher Secondary ... 475 Music ... 5 M. E. ... 102
7. Promotion of Scouting and guides.	0.95	0.20	0.20	Training camps arranged and improvement effected.	Camps ... 25
District Level Schemes					
8. Extension of Provision for Secondary Education	7.50	0.98	0.98	Pupils (14-'8) ... 650	Teachers ... 680 Pupils (14-18) ... 3,000 Pupils (11-14) ... 7,000
9. Conversion of High Schools into Higher Secondary Schools.	22.70	1.56	1.56	5 Schools	Schools ... 30
10. Conversion of High Schools into Multipurpose Schools.	18.30	2.04	2.04	2 Schools	Schools ... 15
11. Improvement of High Schools	11.60	1.65	1.63	11 Schools	Schools ... 100
12. Improvement of M. E. Schools	3.23	1.00	0.90	13 Schools	Schools ... 200
13. Improvement of Pay Scales of teachers,	83.55	15.00	14.01	Schools	Teachers ... 7,200
14. N. C. C. Schemes	15.62	2.90	2.67	New A. C. C. and A. C. C. Units raised.	Troops, Subgroup building for armouries and Stores.
15. Promotion of Collegiate Education.	19.40	2.00	1.25	Pay scales of teachers improved and improvement of College libraries made.	College ... 24

BASIC EDUCATION

State Level Scheme

Name of Scheme	Total allocation for the Plan for 1957-58	Allocation for 1957-58	Expenditure incurred during 1957-58	Physical Targets achieved during 1957-58	Physical Targets during 1957-58	Total Physical targets
(1)	(2)	(3)	(4)	(5)	(5)	(6)
1. Training of teaching for Senior Basic Schools.	5.32	2.00	2.04	57 teachers	..	480 teachers 1 Building.
2. Training of teachers for Junior Basic Schools.	22.53	5.17	5.25	942 teachers	..	4800 teachers 10 Buildings.
3. Administration, Research and Other Staff.	1.77	0.54	0.12	..	..	1 Assistant Basic Education Officer. 1 Research Officer and Office staff.

District Level Scheme

4. Office Buildings	1.25	0.25	0.03	..	..	6 Buildings.
5. Scholarships	1.04	0.16	0.16	240 Scholarships	..	600 Scholarships.
6. Office staff of School Building	1.71	0.43	0.30	9 Upper Division, 16 Lower Division Assistants.	..	9 Upper Division, 30 Lower Division Assistants.

Village Level Scheme

7. School Buildings for Senior Basic Schools.	10.85	1.55	1.65	20 buildings	..	100 buildings.
8. School building for Junior Basic Schools.	20.90	2.00	2.32	70 buildings	..	700 buildings.
9. Improving the pay scales of Senior teachers and appointment of Additional Senior teachers.	18.20	2.89	2.57	3043 teachers	..	3843 teachers.
10. Improving the pay scale of Junior teachers, attendance Officers and appointment of Additional Junior teachers.	173.24	33.00	33.00	17100 teachers	..	18100 teachers.

Development Schemes under Art. 275 (i) and (2) of the Constitution

HILLS

1. Secondary Schools (Scholarships)	6.25	1.005	.99	1454 Scholarships	..	1600 Scholarships.
2. Accommodation of Hill students in College Hostels.	3.00	.60	.60	5 Hostels	..	5 Hostels.
3. Grants for purchase of books for students in colleges.	.35	.125	.014	16 students	..	250 students.
4. Grant-in-aid to non-Government Secondary Schools.	12.30	2.50	2.50	137 Schools and Hostels	..	300 Schools and Hostels.
5. Construction of quarters for teachers serving in the Hill areas.	3.00	.60	(Throw P.W.D.)	9 Staff quarters	..	30 Staff quarters.
6. Grant for free studentships and purchase of books etc., to students reading in Secondary schools.	.32	.06	.06	170 students	..	500 students.
7. Grant to Nursery Schools	.50	.10	.10	24 Schools	..	20 Schools.
8. (a) Establishment of L. P. Schools	2.77	.89	..	15 Schools	..	75 Schools,
(b) Entertainment of teachers in existing L. P. Schools.	5.08	..	..	42 teachers	..	250 teachers.

PLAINS

1. Scholarships for Plains Tribal students at Secondary Stage.	3.30	.50	.50	692 scholarships	..	2850 Scholarships.
2. Contribution to non-Government Organisations for encouragement of cultural activities.	2.41	.40	.40	(Implemented T. A. D.)	..	69 Institutions.
3. Establishment of Social Education Centres.	.51	.10	.10	84 centres 41 libraries	..	150 centres.
4. Hostel facilities for Plains Tribal Students in Colleges.	3.00	.50 .15 (P.W.D.)	.35	4 Hostels	..	15 Hostels.
5. Hostel facilities for Plains Tribal Students in Secondary Schools.	4.50	.80 .48 (P.W.D.)	.316	32 Hostels	..	45 Hostels.
6. Grant-in-aid to non-Government Secondary Schools.	9.50	1.50	1.50	182 Schools	..	67 Schools.

TECHNICAL EDUCATION

	Total allocation for the Plan Period	Allocation for 1957-58	Expenditure incurred during 1957-58	Physical Targets achieved during 1957-58	Total Physical targets
1	2	3	4	5	6
1. Development of H. R. H. Prince of Wales Institute of Engineering and Technology, Jorhat.	4.00	2.00	1.09	..	360 seats.
2. Development of Assam Engineering Institute, Gauhati.	6.00	1.50	1.98	120 seats	700 Seats.
3. Development of Junior Technical School, Nowgong.		2.00	1.00	40 Seats	200 Seats.
4. Development of Junior Technical School, Tezpur.	17.50	2.00	1.46	40 Seats	200 Seats.
5. Development of Junior Technical School, Silchar.		2.00	1.20	23 Seats	200 Seats.
6. Establishment of Engineering College, Gauhati.	60.00	24.22	22.90	63 Seats	300 Seats.
7. Development of Industrial Training Institute, Jorhat.	26.30	4.29	2.05	59 Seats	512 Seats.
8. Development of Industrial Training Institute, Srikona.		3.71	1.00	94 Seats	640 Seats.
9. Expansion of Assam Engineering College, Gauhati.	28.00	1.01	.82	33 Seats Mechanical Engineering. 35 Seats Electrical Engineering.	120 Seats Mechanical Engineering. 120 Seats Electrical Engineering.
10. Expansion of H. R. H. Prince of Wales Institute of Engineering and Technology, Jorhat.	23.54	4.08	1.35	120 Seats Civil Engineering. 30 Seats Mechanical Engineering. 30 Seats Electrical Engineering.	600 Seats Civil Engineering. 120 Seats Mechanical Engineering. 120 Seats Electrical Engineering.
11. Expansion of Assam Engineering Institution.	13.67	1.62	1.82	26 Seats Mechanical Engineering. 30 Seats Electrical Engineering.	120 Electrical Engineering. 120 Mechanical Engineering.

Re-organisation and New Development—

The following are the striking developments in the field of education during the year under report.

- (1) Creation of a fourth Inspectorate with headquarters at Silchar.
- (2) Conversion of Primary Schools into Junior Basic Schools and Middle vernacular Schools into Senior Basic Schools.
- (3) Conversion of High Schools into Higher Secondary and Multipurpose Schools.
- (4) Improvement in the Scales of pay of teachers of Government Aided Schools and Colleges.
- (5) Introduction of Craft in Middle English Schools with Government Subsidiary to give Vocational bias in the general curriculum of the Schools.
- (6) Holding of English teachers seminars for improvement of teaching of English in Secondary Schools.
- (7) Provision of more stipends for the Children of Scheduled Caste, Scheduled Tribes Ex-tea garden labourer and other Backward Communities.
- (8) Educational upliftment of Backward areas through Community Projects and National Extension Service Blocks.
- (9) Expansion of N. C. C. and Social Education activities.

CHAPTER II

Educational Personnel and Organisation

(i) **Organisation.**—The Director of Public Instruction was the administrative Head of the Department with Headquarters at Shillong.

He was helped by the following Officers in the Headquarters run the administration.—

1. Additional Director of Public Instruction, Assam.
2. Deputy Director of Public Instruction for Technical Education Assam.
3. Assistant Director of Public Instruction, Assam (General).
4. Assistant Director of Public Instruction, Assam (Art. 275).
5. Assistant Director of Public Instruction (Basic).
6. Assistant Director of Public Instruction (N. C. C.) (The posts of Basic Education Officer and Special Officer N. C. C. were designated as Assistant Director of Public Instruction (Basic) and Assistant Director of Public Instruction (N. C. C.) towards the close of the year).
7. Special Officer, Planning and Development.
8. Secretary, Middle School Examination Board, Assam.
9. Secretary, Text Book Committee.

In addition to the Headquarter staff there were the following staffs:—

Four Inspector of Schools in the Divisional Headquarters, *viz.*, Inspector of Schools, L. A. C., Gauhati, Inspector of Schools, U. A. C., Jorhat, Inspector of Schools C. A. C., Nowgong and Inspector of Schools, S. A. C., Silchar. The Inspectors were directly responsible for all educational matters from Pre-primary to High School stages at their respective circles. They were assisted by the Assistant Inspectors of Schools at their respective Headquarters and the Deputy Inspector of Schools at Sub-Divisional Headquarters. The girls Secondary Education was so long under the Inspectress of Schools. With the abolition of the post of Inspectress of Schools the girls education was a responsibility of the Inspector of Schools. They were, however assisted by the two Assistant Inspectresses of Schools to manage the work in respect of Girl's education.

The Social Education Officer, Gauhati and the Special Officer, Basic Education Shillong were directly responsible for all matters concerning their respective branches of education.

(ii) Educational Services

The Educational services consist of the following classes:—

Special Post (Held by Director of Public Instruction, Assam.)	Rs.1,000—60—1,300—(E.B.)—50—1,500.
Special Post (Held by Principal, Cotton College, Gauhati and Additional Director of Public Instruction, Assam.)	Rs.800—50—1,000—(E.B.)—50—1150.
Assam Education Service, Class I	Rs.350—25—450—30—480—(E.B.)—30—660—(E.B.)—35—800.
Assam Education Service, Class II (For Lecturers)	Rs.225—15—360—(E.B.)—20—500—(1st Class M.As or M.Sc.s. will get two advance increments.)
Assam Education Service, Class II (for Assistant Inspectors of Schools).	Rs.200—20—300—(E.B.)—20—400—(E.B.)—25—600.
Assam School Service, Class I	Rs.200—20—300—25—400—(E.B.)—25—500—(Headmasters and Deputy Inspectors of Schools will get a minimum starting pay of Rs.350.)
Assam School Service; Class II	Rs.125—7½—155—9—245—(E.B.) 10—275.
Intermediate or Matriculate Normal Passed	Rs.75—3—105—(E.B.)—4—125.
Normal passed	Rs.60—2—80—(E.B.)—2½—100.
Matriculate	Rs.60—4—80—(E.B.)—4—100—(E.B.)—5—125.

(iii) Directorate and Inspectorate

Director of Public Instruction, Assam	...	...	Dr. H. C. Bhuyan, M. Sc. (Cal), Ph. D. (Lond). continued as D. P. I. throughout the year.
Additional Director of Public Instruction, Assam			Shri S. C. Rajkhowa, M. A. (Cal), M. A. in Edn. (Lond), held charge of the post for the entire period under review.
Deputy Director of Public Instruction—(Technical)			Shri Indra Nath Hazarika, B. Sc. (Engg); M. Sc. (Ovego), A. M. I. E. (Ind), was in charge of the post throughout the year.
Assistant Director of Public Instruction—(General)			Shri K. N. Dutta, M. A., held charge of the post for whole of the year.
Assistant Director of Public Instruction—(Art)	...	...	Shri N. Islam, M. A., was in charge of the post till 19th November, 1957, thereafter the post was held by Mrs. B. Lais, B. A., T. D., T. C. (Lond) for the rest of the year.
Assistant Director of Public Instruction,—(Basic)	...	...	The post of Basic Education Officer was designated as Assistant Director of Public Instruction (Basic), from 14th March, 1958. The post was held by Rajkumar Shri S. Gohain, M. Sc. trained in Basic Education from that date till the end of the year.
Assistant Director of Public Instruction, (N. C. C.)			The post of Special Officer, N. C. C. was designated as Assistant Director of Public Instruction (N. C. C.), from 14th March, 1958 and since then the post was held by Shri D. C. Bhuyan, M. A., B. L., for the rest of the year.
Special Officer, Planning and Development	..	..	Dr. P. C. Goswami, M. Sc., Ph. D. (Lond), joined the post on 3rd April, 1957, and continued till the end of the year.

Inspectorate

Inspector of Schools, L. A. C.	...	...	Shri Dandeswar Gogoi, M. A., was in-charge of the Lower Assam Circle for the whole year.
Inspector of Schools, U. A. C.	...	...	Shri G. C. Sarma Barooah, M. A., M. Ed. (Illinois), remained in charge of the U. A. C. for the entire period under review.
Inspector of Schools, C. A. C.	...	...	Dr. A. K. Barakoty, M. A. (B. H. U.), Ph. D. (Lond) was in-charge of the C. A. C. for the whole year.
Inspector of Schools, S. A. C.	...	...	The post of the Inspector of Schools, Southern Assam Circle was created with effect from November, 1957. Shri N. Islami, M. A., joined the post on 20th November, 1957, and continued till the end of the year.
Assistant Inspector of School, Cachar—(General)	...	...	Shri Rasaraj Das, M. Sc., remained in-charge of the post till 24th November, 1957, (i. e. the date of his expiry) thereafter the post was held by Shri S. M. Bhattacharjee, B. A., B. T. for the rest of the year.
Assistant Inspector of School, C. A. C.—(General)	...	...	The post was vacant till 31st July, 1957 Shri D. N. Bhattacharjee, B. Sc., B. T. joined the post on 1st August, 1957 and continued till the end of the year.
Assistant Inspector of Schools, U. A. C.—(General)			Shri C. K. Mahanta remained in charge of the post throughout the year.
Assistant Inspector of Schools, (Hills)	...	...	Shri N. L. Kharkongor, B. A., B. T. remained in-charge of the post till 11th December, 1958. Shri S. R. Lyngdoh, M. A., then took charge and held the post for the rest of the year.
Assistant Inspector of Schools for Plains Tribal Education, L. A. C., Gauhati			Shri Bandhuram Kachari, B. A., B. T., was in-charge of the post for the entire year under

Additional Assistant Inspector of Schools, Plains Tribal Education, Jorhat.	Shri B. N. Brahma, B. A., B. T., remained in-charge of the post for the entire year under report.
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 School, Muslim Education	Shri S. Huda, M. A. remained in charge of the post for the whole year.
Special Officer for Basic Education	Rajkumar Shri Sureswar Gohain, M. Sc. trained in Basic Education held charge of the post till 22nd September, 1958 and thereafter Shri P. C. Srutikar, B. A., B. T. was in-charge of the post for the rest of the 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 22 posts of Deputy Inspector of Schools and 6 post of Additional Deputy Inspector of Schools during the year under report.
Sub-Inspector and Assistant Sub-Inspector of Schools	Total number of posts of Sub-Inspector of Schools was 87 and that of Assistant Sub-Inspector of Schools was 84 during the year under review.
Inspector of Physical Training	There were 4 Inspectors of Physical Training in the State during the year.

Women Branch

Assistant Inspectress of Schools—(General)	The post was held by Miss Privalata Kakoti, B. A., B. T. throughout the year under review.
Assistant Inspectress of Schools—(Hills)	Miss D. Franklin, B. A., B. T. held the post throughout the year under report.
Inspectress of Physical Training	There were two Inspectress of Physical training during the year under review.

CHAPTER III

Primary Education

Administration and control.—Primary Education continued to be the major charge of education of the State through the State Basic Education Board formed to advice Government on all matters relating to Primary Education in the plains Districts of the State. The Primary Education in Autonomous Hill Districts was a responsibility of both the District Council and the Department of Education. The departmental control was exercised through its subordinate Inspecting Staff.

The Primary schools in the tea areas were maintained mostly by the garden authorities. Government also gave aid to some tea garden schools. Few tea garden schools were Government schools managed and controlled by the Department.

(ii) **Scheme of school classes.**—A Primary school comprises all the five classes—A, B, I, II, and III. The classes in Junior Basic Schools are named as Grade I, II, III, IV and V. There is no uniformity in size of classes in Primary schools.

(iii) **Schools.**—There has been a remarkable increase in the number of Primary schools (including Junior Basic Schools) under different management during the year under review as will be evident from the following table:—

	Management				1956-57	1957-58	Increase or decrease
Government	1320	1372	+59
Boards	9980	10458	+478
Aided	293	310	+17
Unaided	1080	1083	+3
Unrecognised	888	963	+75
Total	13561	14186	+625

During the year under report some Primay Schools were converted to Junior Basic Schools and some new schools were started.

(iv) **Students.**—The following table compares the number of students in schools managed by different agencies during 1956-57 and 1957-58:—

Management	Students		Increase or decrease
	1956-57	1957-58	
Government	69402	73768	+4366
Boards	668285	713875	+45590
Aided	18239	18368	+124
Unaided	40294	39953	+341
Unrecognised	40798	47655	+6867
Total	837018	893614	+56596

Along with the increase in the number of Primary Schools the number of pupils also increased considerably.

The distribution of scholars in five classes of Primary schools is given below:—

Class	1956-57	1957-58
A	392370	413824
B	158543	171545
I	128083	138985
II	105529	115518
III	77962	80755

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.

Enrolment in class III in 1957-58	...	...	800755
„ „ „ II in 1956-57	...	..	105529
„ „ „ I in 1955-56	...	..	119008
„ „ „ B in 1954-55	..	...	145777
„ „ „ A in 1953-54	...	..	339830

It will be seen from the above that out of every ten pupils admitted in class A in 1953-54 hardly three could reach class III in 1957-58.

The percentage of scholars in class III to those in class A is about 24 per cent. The wastage thus comes to 76 per cent.

The most patent factor leading to this wastage is the economic condition of the general mass of the people. The other leading factors contributing to this wastage seem to be the indifference of average parents for education of their children and the 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.

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

Class	Enrolment in 1956-57	Enrolment in 1957-58	Percentage of stagnation
A	392370	...	...
B	158543	179545	56.3
I	128083	138985	12.3
II	105529	115518	9.8
III	..	80755	23.4

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

Compulsion.—The year under review witnessed the consolidation and further expansion of free and compulsory primary education in the State.

As a result of extension of facilities for free and compulsory primary education in these areas by taking over of new schools under the scheme for introduction of compulsory education, 321540 children of 6-11 age group were brought to schools out of a number of 361688 children of the school going age in the areas under compulsion.

The total expenditure for implementation of the scheme amounted to Rs.45,24,830 during the year under report.

The following table gives an idea of the progress made in the compulsory areas during 1956-57 and 1957-58:—

Year	No. of towns and village under compulsion	No. of children of school going age	No. of schools	No. of Scholars
(1)	(2)	(3)	(4)	(5)
1956-57	Thirteen towns and 4,405 villages	350323	3551	307559
1957-58	Fourteen towns and 4407 villages	361688	3805	321540

Coercive measures.—For the successful implementation of the scheme in the selected areas of the State, it was equally necessary to take certain coercive measures against the defaulting parents or guardians. The institution of these measures resulted in issue of warning notices and prosecutions in some cases.

The following table shows the details of coercive measures taken in the compulsory areas during 1956-57 and 1957-58:—

Year	No. of attendance officers	No. of notice issued	No. of attendance orders passed	Prosecution for non-enrolment	Prosecution for non-attendance	Fine realised
(1)	(2)	(3)	(4)	(5)	(6)	(7)
						Rs.
1956-57	84	21582	5220	368	401	523
1957-58	84	26585	7405	817	669	844

(vii). **Teachers—number, scales of pay, etc.**—The following table compares the number of trained and untrained teachers in primary schools (including Jr. Basic) in 1956-57 and 1957-58:—

Year	Graduates			Intermediate and Matriculates			Non-matriculates			Grand Total
	Trained	Untrained	Total	Trained	Untrained	Total	Trained	Untrained	Total	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1956-57	1	3	4	177	577	754	7,024	13,800	20,824	21,562
1957-58	..	1	1	174	696	870	7,818	14,147	21,965	22,836

It will be seen from the above that out of a total of 22,836 teachers in Primary schools only 7,992 are trained. The trained teachers thus forms 35 per cent of the total teachers in Primary schools during the year under report as against 33.4 per cent of the previous year. In Government schools there are approximately 5 trained teachers for every 9 untrained while in Boards schools the ratio of trained teachers to the untrained is 5 : 14. In aided and unaided schools this ratio is 3 : 15 and 3 : 24 respectively. Owing to progressive extension of facilities for training of teachers the number of trained teachers both men and women shows a sharp increase from 7,292 in 1956-57 to 7,992 in 1957-58. The apparent increase in the number of untrained teachers during the year under report is mainly due to appointment of new teachers. Arrangements are being made to train up these teachers at the shortest possible time.

The minimum qualification for a Primary school teacher is a pass in Middle School Leaving Certificate Examination or its equivalent. But this bare minimum had to be relaxed more particularly in the backward areas where it is difficult to get teachers in required numbers.

The scales of pay for teachers in primary schools are as follows:—

Matric Guru and Non Matric Normal
Rs. 55-1-70-2½-75.

Guru or Basic Trained:
Rs. 50-1-65.

Untrained—Rs: 40-1-60.

While the Government school teachers enjoy dearness allowance and other allowances admissible to them, the school Board teachers who live in a town and work in the school within the Municipal areas get a town allowance of Rs. 10 per month.

(viii) Size of class:—

There is one teacher for every 40 pupils on average in a Primary school.

(ix) Expenditure:—

The following table gives comparative figures for direct expenditure on recognised Primary schools (including Junior Basic) for 1956-57 and 1957-58:—

Sources of expenditure	(1)				Expenditure for 1956-57		Expenditure for 1957-58	
					(2)		(3)	
					Rs.			
Government Funds	1,01,32,521	1,49,76,775	
District Board Funds	1,73,979	1,99,599	
Municipal Board Funds	17,948	16,406	
Fees	13,904	5,660	
Other sources	7,36,557	8,19,280	
				Total	...	1,10,74,909	1,60,17,720	

The total expenditure on Primary Education is Rs.1,60,17,720 during the year as against Rs.1,10,74,909 in the previous year thereby giving an increase of Rs.49,42,811 or 44.6 per cent over that of the previous year.

The expenditure from fees indicates examination charges, game fees, etc., realised in private Schools.

Of the total expenditure of Rs.1,60,17,720 on Primary Education in the State during the year under report the Government contribution is Rs.1,49,76,775. This means about 93 per cent of the total expenditure on Primary Schools are borne by Government.

The average cost for educating a pupil in a Primary School during 1957-58 was about Rs.19 per annum.

(x) **Single teacher schools.**—The following table compares the number of recognised single-teacher schools and the number of pupils in them during 1956-57 and 1957-58:—

Year	No. of schools			No. of pupils		
	Boys	Girls	Total	In Boys' schools	In Girls' schools	Total
	(2)	(3)	(4)	(5)	(6)	(7)
1956-57	7,169	420	7,589	2,97,441	18,369	3,15,810
1957-58	7,506	391	7,897	4,04,552	17,860	4,22,412

The single teacher schools constitute a little over 59 per cent of the total number of Primary Schools.

During the year under report the number of single teacher schools for girls is decreased by 29. This is due to amalgamation of small schools with neighbouring schools for better management and efficiency.

Schools buildings and equipments.—Most of the Primary School Buildings in rural areas need reconditioning but financial inadequacy stands in the way of their further improvement. Although substantial grants have been distributed by school boards for improvement of school buildings during the year under review, yet the problem of providing better houses to good number of schools has not been solved. In the recent years quite a good number of school buildings situated in the areas under Community Development Blocks and N. E. S. Blocks are well improved.

As regards equipment most of the village Primary Schools have not yet been properly equipped. The School Boards supply some furniture and equipments, but they are far less in number in comparison with the demand.

The Primary Schools situated in urban areas are however well housed and well equipped.

Methods and standards of teaching.—The plural class teaching method within the limit of the prescribed curriculum of the department is generally followed. The new basic syllabus which is an activity curriculum designed to replace the traditional method of formal teaching demands a band of teachers specially trained in the new technique of teaching.

The standard of teaching in Primary schools does not show much improvement during the year under report.

Re-organisation and new development.—The year under report witnessed considerable expansion in the field of a Primary Education. The process of gradual conversion of the traditional type of elementary schools into Basic and opening of new schools continued progressively. Introduction of craft subjects, increasing facilities for the training of Primary schools teachers and the reorientation of courses were some of the high lights in the field of Primary education in the year under report.

CHAPTER IV

Basic Education

In conformity with the plan of educational development prepared by the Central Advisory Board of Education, the State Government formulated their scheme of Basic Education as early as 1946 for gradual conversion of Primary schools into Junior Basic Schools and consequent expansion of Basic Education in the State.

The majority of the Basic Schools are 5 grades schools, but the number of 8 grade schools is also progressively increasing.

(ii) The following table gives the comparative figures for number of Junior and Senior Basic Schools for the years 1956-57 and 1957-58 :—

Year	No. of Senior Basic School			No. of Junior Basic School		
	Boys	Girls	Total	Boys	Girls	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1956-57	38	3	41	953	29	982
1957-58	67	8	75	1,247	37	1,284
Increase or decrease	+29	+5	+34	+294	+8	+302

During the year under report 75 Senior and 1,294 Junior Basic Schools were functioning in this State against 41 and 982 respectively in the previous year.

(iii) **Students.**—The following table compares the enrolment in Senior and Junior Basic Schools for the years 1956-57 and 1957-58.

Year	No. of students in Senior Basic School			No. of students in Junior Basic School		
	In boys' schools	In girls' schools	Total	In boys' schools	In girls' schools	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1956-57	5,256	546	5,802	80,927	2,588	83,515
1957-58	8,834	747	9,581	1,09,261	3,952	1,13,213
Increase or decrease	+3,578	+201	+3,779	+28,334	+1,264	+29,698

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 tabel below compares the number of teachers in Senior and Junior Basic Schools in 1956-57 and 1957-58:—

Senior Basic Schools

Year	Trained						Untrained					
	Graduate, Intermediate and Matriculate			Non-Matriculate			Graduate, Intermediate and Matriculate			Non-matriculate		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
1956-57	36	9	45	103	58	161	10	1	11	19	6	25
1957-58	54	12	66	158	47	205	32	7	39	77	18	95
Increase or decrease..	+18	+3	+21	+55	+11	+44	+22	+6	+28	+58	+12	+70

Junior Basic Schools

1956-57	43	10	53	1,458	273	1,731	19	22	41	495	161	656
1957-58	39	16	55	1,742	396	2,138	34	46	80	701	185	886
Increase or decrease..	-4	+6	+2	+284	+123	+407	+15	+24	+39	+206	+24	+230

Scales of pay.—According to the revised scales of pay of 1956 the teachers in Basic schools under School Board enjoy the same scale of pay as admissible to Government Basic School teachers.

The new scale provides that all teachers of Basic Schools will get their pay according to qualification.

The Head teacher will get a charge allowance of Rs. 3 a month in case of Junior and Rs.10 a month in case of Senior Basic Schools.

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

(vi) **Expenditure.**—The following table furnishes the direct expenditure on Basic Schools from different sources in 1956-57 and 1957-58:—

Year	Government Fund	District Board Fund	Municipal Board Fund	Fees	Other sources	Total
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1956-57	18,21,954	2,095	1,486	4, 21	19,051	18,49,307
1957-58	17,89,707	894	1,080	4,424	30,414	20,26,519
Increase or decrease ..	+9,67,753	-1,201	-406	-297	+11,363	+9,77,212

Expenditure shown under fees represents examination fees and the fees realised in M. E. sections of Senior Basic Schools.

(vii) (a) **Basic Training Schools.**—Of the 19 Basic Training Schools function during the year under report 8 are directly managed by the Government, 11 are School Board institutions and the rest privately managed institutions.

999 men and 211 women teachers received training in these institutions during 1957-58.

The total direct expenditure on these institutions is Rs.6,69,912 in 1957-58 against Rs.6,58,915 in 1956-57.

(b) **Basic Training College.**—The State managed Post-Graduate Basic Training College at Titabar continued to function satisfactorily during the year under report. The enrolment of the institution is 29 and the total direct expenditure on this institution is Rs.54,060 during the year.

(viii) **Methods and standard of teaching.**—In Basic training institutions besides instruction in theory and practice of education, training in major crafts, such as Spinning, Weaving, Kitchen gardening, agriculture, cane and bamboo works is imparted. The Basic training institutions are all residential ones where the trainees live a co-operative community life through which they practise the principle of democracy.

In general, our training institutions are so designed as to train batches of teachers to view education as a way of life to practise certain precepts before they preach them and be ready to teach through the medium of crafts in particular and through activities in general.

(ix) **Economic aspect of Basic Education.**—In our Basic Schools craft has been introduced as a medium of instruction where the educational nature than the productive aspect is emphasised.

(x) **Re-organisation and new Development.**—During the year under report a good number of Primary and Middle Vernacular Schools have been converted into Basic Schools. The traditional Primary Schools gradually being converted into Junior Basic Schools in a planned way in order to man them with trained teachers as far as practicable.

The facilities for training of Primary School teachers in Basic lines are extended during the year by increasing the number of places in the existing training institutions.

CHAPTER V

Secondary Education

(i) **Administration and Control.**—The Department continued to share the major responsibility in the field of Secondary Education. So far as the Government Schools are concerned the Department is directly responsible for their management and control. But in case of Private Schools such responsibility lies with the respective Managing Committees constituted with the approval of the Department of Education.

While the inspection and supervision of High Schools is a responsibility of the Inspector of Schools, the Deputy Inspector of Schools is responsible for inspection of Middle Schools.

There are Assistant Inspectors of Schools to assist the Inspector in his works. The Additional Deputy Inspector of Schools and the Sub-Inspector of Schools help Deputy Inspector of Schools in respect of the inspection and supervision of Middle Schools.

As laid down in the Basic Education Act of 1954 all the Middle Vernacular Schools (Excepting few Government Schools) are now under control of the Regional School Board formed according to the provision of the Act.

(ii) **Scheme of School Classes.**—Secondary Education comprises two stages of education, *Viz.*, Middle stage and High School stage. The lower classes namely, Class IV to VI from the Middle stage and the last four classes namely, Class VII to X from the High School stage. A High School may however comprise all the seven classes.

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

Management	High Schools					
	Boys			Girls		
	1956-57	1957-58	Increase or decrease	1956-57	1957-58	Increase or decrease
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Government	27	25	—2	3	3	..
Local Bodies .. .. .	..	..	..	..	..	..
Aided	315	318	+3	45	49	+4
Unaided	31	34	+3	3	4	+1
Unrecognised	47	84	+37	8	7	—1
Total	420	461	+41	59	63	+4

Middle English Schools

Management	Boys			Girls		
	1956-57	1957-58	Increase or decrease	1956-57	1957-58	Increase or decrease
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Government	46	36	- 10	2	2	..
Local Bodies	4	3	- 1	3	2	- 1
Aided	628	621	- 7	49	49	-
Unaided	90	124	+34	8	13	+ 5
Unrecognised	164	201	+ 37	12	13	+ 1
Total	932	985	+53	74	79	+5

Middle Vernacular Schools

Management	Boys			Girls		
	1956-57	1957-58	Increase or decrease	1956-57	1957-58	Increase or decrease
	Government	66	63	- 3	5	5
Local Bodies	428	449	+ 21	75	79	+ 4
Aided	10	9	- 1	1	1	..
Unaided	7	..	- 7	6	..	- 6
Unrecognised	26	19	- 7	3	..	- 3
Total	537	540	+ 3	90	85	- 5

Middle English Schools

Management	Boys			Girls		
	1956-57	1957-58	Increase or decrease	1956-57	1957-58	Increase or decrease
	Government	4,096	3,129	- 967	408	415	+ 7
Local Bodies	604	537	- 67	549	424	- 125
Aided	49,877	52,251	+ 2,374	4,811	4,674	- 137
Unaided	7,974	11,256	+ 3,282	506	1,393	+ 587
Unrecognised	8,057	10,193	+ 2,136	645	999	+ 354
Total	70,608	77,366	+ 6,758	7,319	7,905	+ 586

The total number of girls in Boys' M. E. Schools was 16,646 in 1957-58 as against 14,510 in 1956-57 and that of Boys Girls' M. E. Schools was 709 in 1957-57 as against 618 in 1956-57.

Middle Vernacular Schools

(Including Senior Basic Schools)

Government	8,566	8,201	- 365	720	674	- 46
Local Bodies	55,908	60,599	+ 4,691	8,576	8,758	+ 182
Aided	727	727	..	69	66	- 3
Unaided	417	..	- 417	- 231	..	- 231
Unrecognised	1,007	691	- 316	99	..	- 99
Total	66,625	70,218	+ 3,593	9,695	9,498	- 197

The number of girls in Boys' M. V. Schools (including Senior Basic) was 18,171 in 1957-58 against 15,909 in 1956-57 and that of boys in Girls' M. V. Schools (including Junior Basic) was 728 in 1957-58 against 530 in 1956-57. It will be evident from the above that the number of girls in Boys' Secondary Schools during the year was 17 per cent as against 16 per cent in the previous year.

Thus the girls education at the Secondary stage particularly in the rural areas was to depend largely on mixed schools.

The average enrolment of a Boys' High School was 337 and that of Girls' High School was 359 during the year under review as against 345 and 355 respectively in the previous year. The average size of a Middle School also registered an increase from 94 in 1956-57 to 98 in 1957-58.

Teachers—Number, Scales of pay, etc.

The table below furnishes the number of trained and untrained teachers in various grades of Secondary Schools according to qualification in 1956-57 and 1957-58.

High Schools

Year	Graduate			Intermediate or Matriculate			Non-Matriculate		
	Trained	Un-trained	Total	Trained	Un-trained	Total	Trained	Un-trained	Total
1956-57	413	1860	2213	460	2671	3131	289	814	1103
1957-58	433	2054	2487	439	2927	3366	359	776	1135

Middle Schools

1956-57	19	104	123	327	2287	2614	1433	2650	4083
1957-58	24	111	135	385	2599	2984	1517	2647	4164

The percentage of trained teachers to the total number of teachers in Secondary Schools was 22.1 during the year under review.

Scales of pay

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

Government Schools

- (1) Headmaster 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 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 (Graduate teachers with Honours, distinction, B. T. or Post-Graduate Degrees will get two advance increments).
- (4) Intermediate or Matriculate Normal passed teachers, Hindi teachers. Rs.75—3—105—(E.B.)—4—125.
- (5) Matriculate teachers Rs.60—4—80—(E.B.)—4—100—(E.B.)—5—125.

Headmasters of Government M. E. Schools get a special pay of Rs.20 per mensem.

The Model scales of pay given to 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 or Normal passed teachers Rs.60—1—70—2½—75.
- (4) Matriculate Normal passed teachers Rs.75—2—95—2½—100.
- (5) Classical teachers If graduate, graduate scale in Aided High Schools. If under-graduate, Intermediate in scale in Aided High Schools.
- (6) Hindi teachers Rs.60—2—100.
- (7) Assistant Headmasters Rs.100—5—200 (Plus an allowance of Rs. 20 per mensem).
- (8) Headmasters Rs.150—10—300 (For graduates only) (Plus an allowance of Rs.30 per mensem).

Aided M. E. Schools

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

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

Middle Vernacular School

(1) Untrained Pandits...	Rs.40—1—60.
(2) Guru or Basic trained teachers	Rs.50—1—65.
(3) Matriculate untrained Pandits	Rs.50—1—65.
(4) Matriculate Guru trained Pandits	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.
(7) Hindi or Classical teachers	Rs.55—1—65—2½—80.

Head Pandits get a charge allowance of Rs.10 per mensem.

Teacher—Pupil ratio

The following statement shows the teacher-pupil ratio in different grades of Secondary Schools :—

Grades of Institution	No. of teachers	No. of pupils	Teacher—pupils Ratio
High	6,988	1,78,188	1:26
Middle English	3,511	85,271	1:24
Middle Vernacular	3,116	79,716	1:26

(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 these limits due to unavoidable circumstances.

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

Grades of Institution	Government Funds	District Board Funds	Municipal Board Funds	Fees	Endowments	Other sources	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1956-57							
High	46,14,244	8,051	20,424	46,00,829	6,67,060	2,44,856	1,01,55,404
Middle English	13,86,734	16,253	46,531	11,28,827	3,89,562	2,75,662	32,43,569
Middle Vernacular (including Senior Basic).	21,55,618	2,260	656	19,787	25,305	5,428	22,09,054
1957-58							
High	57,55,773	2,131	17,649	50,52,427	8,14,946	1,92,617	1,18,35,543
Middle English	18,31,045	7,013	42,240	11,50,705	3,91,992	2,13,149	36,36,144
Middle Vernacular (including Senior Basic).	27,09,208	3,364	131	23,488	17,428	2,238	27,55,857

Analysing the sources of expenditure it will be seen that 56.5 per cent of the expenditure were met from Government fund, 34.1 per cent from fee income and the remaining 9.4 per cent from other funds.

The cost per scholar was Rs. 56 during 1957-58.

Scholarship, stipends and Free places.—During the year under review an amount of Rs. 4,65,472 was spent on scholarships and stipends in Secondary Schools. The number of students benefited was 5,310 boys and 1,704 girls.

Competitive Scholarships were awarded on the results of Lower Primary Scholarship examination and the Middle School Leaving Certificate and Scholarship Examination.

Besides, competitive Scholarships a large number of special Scholarships and stipends were awarded each year to deserving pupils belonging to Scheduled Tribes, Scheduled Castes and Other Backward Communities and sons and daughters of political sufferers.

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			
	Number		Value per annum		Number		Value per annum	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
High	1,161	405	Rs. 73,126	Rs. 27,202	2,642	753	Rs. 1,83,516	Rs. 51,518
Middle	172	81	9,703	5,678	642	293	38,912	18,479

Type of Institution	Institution Itself				Local Bodies			
	Number		Value per annum		Number		Value per annum	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	
High	12	..	552	..	428	95	26,444	5,891
Middle .. ..	..	..	..	..	191	70	16,435	1,467

Type of Institution	Others				Total			
	Number		Value per annum		Number		Value per annum	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	
High	47	5	2,737	332	4,290	1,258	2,86,175	84,943
Middle	15	2	875	195	1,020	446	65,925	28,429

An amount of Rs. 8,71,050 was spent for grant of financial concessions to 24,225 Boys and 5,913 Girls of Scheduled Castes, Scheduled Tribes and poor and deserving pupils of other communities. Loss of fee income sustained by non-Government Schools granting free places to pupils belonging to Scheduled Castes and Scheduled Tribes was compensated for by Government by an earmarked grant. Other deserving poor students were granted free or half free studentships by the management itself.

(ix) **Method and Standard of teaching.**—There was no perceptible change or improvement in the method and standard 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.**—The Medium of instruction was generally the mother-tongue of the majority of the pupils, *viz.*, Assamese, Bengali, etc., as the case may be. But in Schools which cater of the needs of the Hills tribes the medium of instruction was English in higher classes, and mother tongue of the Majority of the pupils in lower classes.

(xi) **Teaching Hindi.**—The enactment of Hindi as the lingua franca of the Indian Republic had made it obligatory on the part of this Government to provide adequate facilities for teaching of this language in the educational Institutions of the State. With this end in view teaching of Hindi was gradually made compulsory in Secondary Schools. Government gave grants for entertainment of qualified Hindi teachers in Selected Secondary Schools. The Government Hindi training centre at Missamari continued to train teachers to teach Hindi in Secondary and Special Schools.

(xii) **Examination results.**—The table below compares the results of the M. S. L. C. and Matriculation Examinations for the 1956-57 and 1957-58.

Examination	1956-57						1957-58					
	No. appeared		No. passed		Percentage of pass		No. appeared		No. passed		Percentage of pass	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
M. S. L. C. ..	35,701	9,686	25,188	6,731	70.6	69.5	33,545	10,222	23,411	7,301	69.8	71.4
Matriculation ..	14,705	2,902	6,841	1,398	46.5	48.0	16,328	3,336	8,039	1,645	49.2	49.3

(xiii) **School Buildings and Equipment.**—Most of the Secondary Schools buildings need reconditioning but paucity of funds and want of additional space stood in the way of their further improvement. They were equally poor in respect of furniture and equipment. Schools situated in the community project areas were better in respect of buildings and equipments. The Government Secondary Schools were however, well housed and well equipped.

Under development schemes works for construction of buildings for Multi-purpose Schools, Science laboratories and work room for crafts were taken up.

(xiv) **Re-organisation and new Development.**—Secondary education did not show any noticeable improvement during the year but it steadily moved in the direction of a reorientated system as envisaged in the report of the Secondary Education Commission.

The State Government participated in a number of schemes sponsored by the Central Government for re-organisation of Secondary Education.

Under the scheme for development of High Schools into Higher Secondary and Multi-purpose Schools, 9 High Schools were developed into Higher Secondary and 16 schools were developed into Multi-purpose Schools.

Twenty-six High Schools were given grant of Rs. 508 each for improvement of school libraries, introduction of Craft subjects and improvement of teaching aids. Thirty-three Middle English Schools were given aid at a total cost of Rs. 500 for introduction of Craft subjects and improvement of teaching aids and the school library.

CHAPTER VI

University and Collegiate Education

The year under review maintained steady progress in the field of University and Collegiate education of the State.

The University of Gauhati continued its dual functions both as an affiliating body and as a teaching Institution.

During the year under review there were 29 Arts and Science Colleges including 4 for girls. The number remained the same as in the preceding year. The only Government College of the State was the Cotton College, Gauhati. Of the remaining 28 Colleges managed by Private bodies, 21 including 3 for girls were aided, 6 including 1 for girls were unaided and 1 was recognised College for boys. The corresponding figures for the previous year were 18 aided Colleges including 3 for girls, 4 unaided Colleges including 1 for girls and 6 unrecognised colleges all for boys. The number of Government College remained the same in both the years.

The number of colleges for professional and Special education increased from 5 (including University Law College) in 1956-57 to 9 in 1957-58. The increase in the number of such institutions was due to inclusion of Post-Graduate Basic Training, Post-Graduate Training and Engineering College.

The Colleges for Professional education included two colleges for 'Medicine', one for 'Veterinary', one for 'Agriculture', one for 'Engineering', two for 'Post-Graduate Training'. Only College for Special education was the Nalbari Sanskrit College, Nalbari.

(ii) **Students.**—The following table compares the enrolment in the College for general and professional education during 1956-57 and 1957-58.

General Education

Year	Enrolment				Total
	In Govt. College	In Aided College	In un-aided College	In un-recognised College	
	(2)	(3)	(4)	(5)	
1956-57	1,850	10,958	621	476	13,905
1957-58	1,968	13,648	1,326	56	16,998
Increase or decrease	+118	+2,690	+694	-420	+2,992

Professional Education

1956-57	1,034	229	...	..	1,273
1957-58	1,282	360	..	..	1,642
Increase or decrease	+248	+121	..	..	+369

There had been a considerable increase in the students in the Colleges during the year under report.

The enrolment in the Nalbari Sanskrit College was 11 during 1957-58.

(iii) **Teacher number, scales of pay, etc.**—The number of teachers in the Cotton College in only Government College was 91 and that in other recognised non-Government Colleges was 479 in all during the year as against 90 and 421 respectively in the previous year.

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

1. Assam Education Service Class I (Special post) Principal—Rs.800—50—1,000—(E.B.)—50—1,150—(Revised scale).
2. Assam Education Service Class I (Ordinary post) Professor—(Rs.350—25—450—30—480—(E.B.)—30—660—(E.B.)—35—800 (Revised Scale).
3. Assam Education Service Class II. Lecturer—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 following time scale of pay was suggested for the teachers in non-Government Colleges.

Aided Colleges (Grade I)

1. Principal—Rs.350—25—600.
2. Professors—Rs.200—12½—450.
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).

Aided Colleges (Grade II)

1. Principal—Rs.250—15—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 1956-57 and 1957-58.

General Education

Year	Sources						Total
	Govt. Funds	Board's Fund	Fees	Endowment	Other sources		
	(2)	(3)	(4)	(5)	(6)	(7)	
(1)	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1956-57	11,29,113	..	13,00,950	654	89,917	25,20,634	
1957-58	8,26,815	6,000	15,06,863	20,601	2,01,348	25,62,932	
Increase or decrease	3,00,298	+6,000	+2,05,218	+19,947	+1,11,431	+42,298	

Professional Education

1956-57	10,98,363	..	1,54,994	..	5,289	12,58,646
1957-58	14,61,391	..	1,88,336	..	10,407	16,60,134
Increase or decrease	+3,63,028	..	+33,342	..	+5,118	+4,01,458

The expenditure on the Nalbari Sanskrit College was Rs.6,788 in 1957-58 against Rs.7,421 in 1956-57.

(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 review is given below.

Type of Institution	Central Govt.				State Government			
	Number		Value per annum		Number		Value per annum	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
(1)	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
College for General Education.	1,718	435	7,60,062	1,82,524	545	117	3,847	19,878
College for Professional Education and Special Education.	138	9	1,26,386	8,874	231	15	91,445	6,824

Type of Institution	Institution itself				Local Bodies			
	Number		Value per annum		Number		Value per annum	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
(1)	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
College for General Education.	46	7	2,548	343	..	..	..	..
College for Professional Education and Special Education.	35	..	17,555	..	9	..	2,880	..

Type of Institution	Others				Total			
	Number		Value per annum		Number		Value per annum	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)
(1)	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
College for General Education.	35	7	10,176	1,150	2,334	565	8,56,633	2,03,895
College for Professional Education and Special Education.	29	..	18,610	..	442	24	2,56,876	15,698

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

Type of Institution	Financial Concession			
	Number		Yearly amount spent	
	Boys	Girls	Boys	Girls
(1)	(2)	(3)	(4)	(5)
Colleges for General Education	60	17	6472	1725
Colleges for Professional Education	114	13	15047	1872

A number of free and half-free studentships was also awarded by the management to the deserving poor students to enable them to prosecute their studies.

A total amount of Rs.1,060,528 was spent on scholarships and stipends in colleges (General Education) during the year under report. The number of students benefited was 2,334 boys and 565 girls.

(vi) **Methods and Standards of Teaching.**—Teaching in colleges was done according to University regulations.

(vii) **Medium of Instructions.**—English was the medium of instructions in all colleges in Assam.

(ix) **Buildings and Equipments.**—The Government College was well housed and well equipped. It was equally good in respect of furniture.

The non-Government Colleges also maintained the required standard in respect of buildings and equipments.

(x) **Research in University.**—There were four Post-Graduate Scholarships of the value of Rs.40 plus free tuition each available for research work. The University also carried out research work in different Arts and Science subjects.

(xi) **Re-organisation and New Development.**—The Scale of pay of teachers of non-Government Colleges, was improved during the year. The following non-Government Colleges were given aid for extension of Hostel buildings for Plains tribal students from the amount provided under Article 275 of the Constitution.

	Rs.
1. B. N. College, Dhubri	10,000
2. Mangaldoi College, Mangaldoi	10,000
3. H. S. Kanoi College, Dibrugarh	15,000
4. N. Lakhimpur College, N. Lakhimpur	10,000
5. Lady Keane College, Shillong	11,500
Total	56,500

(viii) **Examination Results.**—The University held the following examinations in 1957-58. The number of students appeared and passed in those examinations are as follows:—

Examination	No. appeared	No. Passed
Matriculation	19,664	587
Supplementary		458
1st Division		1,259
II		7,380
III		
Total—		9,684
I. A.	4,840	150
II		790
III		1,101
Total—		2,050

Examination	No. appeared	No. Passed	
		I	II
I. Sc. ...	1,570	223	419
		151	
		Total— 793	
I. Com. ...	579	25	104
		57	
		Total— 186	
I. Sc. (Agr.) ...	48	*(48 students who appeared in the Agriculture examination walked out from the Hall during the time of examination).	
B. A. ...	2,260	393	
B. Sc. ...	418	262	
B. Com. ...	207	82	
B. T. ...	67	57	
B. L. ...	28	19	
Secretariat Practice ...	12	4	
B. V. Sc. & A. H. ...	8	4	
B. Sc. (Agr.) ...	25	21	
M. B. B. S. ...	86	42	
M. A. ...	153	94	
M. Sc. ...	47	39	
M. Com. ...	14	10	
M. Ed. ...	11	5	
Teacher training in Geography ...	—	—	
Teacher training in English ...	22	13	

CHAPTER VII

Training of Teachers

Introduction.—It has been agreed that school education should develop not only quantitatively but also qualitatively. For a better quality of education we need properly trained teachers. With the introduction of Basic Education in the Country, we are realising that training should not merely endow teachers with a better technique but reorient his life's philosophy and train him in a new way of life. With gradual realisation of the new connotation of training, residential training Institutions like Basic Training College and Basic Training Schools are coming into being where trainees live and learn through a democratic community life.

Institution.—The table below furnishes the number of different types of training Institutions and their enrolment for the year 1957-58.

Type of Institution	Institution					Enrolment				
	Govern-ment	District Board	Aided	Unaided	Total	In Govern-ment Institution	In District Board Institution	In Aided Institution	In Unaided Institution	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Normal Training	5	..	1	..	6	721	..	15	..	736
Basic Training	8	11	..	..	19	728	482	..	..	1,210
Comm. Training	2	..	2	..	4	43	..	41	..	84
Hindi Training	1	..	..	..	1	113	..	..	..	113
Full Boys Training	1	..	..	..	1	13	..	..	..	13
Senior and Junior Training.	..	..	2	1	3	..	..	21	12	33
Total	17	11	5	1	34	1,614	482	77	12	2,189

Training Colleges.—The Post-Graduate Training College at Jorhat and the Post-Graduate Basic Training College at Titabar train teachers for B. T. Degree, Diploma Certificate and Basic Training Diploma respectively. Besides, the teachers training classes attached to the Gauhati University also prepare students for B. T. degree.

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 Institution	Total No. of Teachers		Total No. of Trained Teachers		Percentage of Trained Teachers	
	Men	Women	Men	Women	Men	Women
	(2)	(3)	(4)	(5)	(6)	(7)
Nursery	3	35	...	25	...	71.4
Junior Basic	2516	643	1781	412	70.8	62.4
Primary	17539	2135	5289	510	30.1	23.9
Senior Basic	321	84	212	59	66.0	70.2
Middle	6099	779	1473	182	24.2	23.4
High	6111	877	1014	217	16.6	24.7
Total	32589	3553	9769	1405	29.9	39.5

The percentage of trained teachers for Men and Women as compared to the previous year is increased from 29.2 and 28.7 to 29.9 and 39.6 respectively.

Re-organisation and New Developments.—More facilities for the training of teachers were made available by the establishment of the Post-Graduate Training College at Jorhat and the Post Graduate Basic Training College at Titabar.

CHAPTER VIII

Professional and Technical Education

Everywhere in India, the dearth of technical personnel and professional man power has been widely felt. Consequently the development of resources of the country is not prominently visible. It has therefore, become a great concern for both the Central and the State Government to establish more technical and professional Institutions in order to make the country Industrially advanced.

The following are the types of Professional and Technical Institutions dealt with in this Chapter.

1. Commercial Institutions.
2. Engineering Institutions.
3. Industrial and Technical Institutions.
4. Agricultural Institutions.
5. Medical Institutions.
6. Institutions for Forests.
7. Institution for Arts and Crafts.
8. Training Institutions.

The Institutions providing Commercial education in this State are all under Private management. The number of Recognised Commercial Schools during the year was 18 against 18 during the previous year with a total strength of 2,549 students including 272 Girls as compared to 2,057 inclusive of 171 girls in the previous year. Of these Institutions 4 were aided and the rest were unaided Institutions. These Institutions provide in short-hand, type-writing, book-keeping, elementary accountancy and signalling, etc.

Engineering Schools.—The Civil Engineering Institute at Gauhati continued to run satisfactorily. It had an enrolment of 287 students during the year against 235 in the previous year.

The Survey School at Jalukbari had an enrolment of 394 trainees in different courses during the year under report.

The Prince of Wales Institute of Technology, Jorhat imparts training in Electrical and Mechanical engineering of diploma standard. The Institution had an enrolment of 252 students in 1957-58 against 241 in the previous year. In 24 Industrial and Technical Institutions instructions are provided in various trade subjects like carpentry, blacksmithy, weaving, metal work, automobile works, etc.

The Agricultural school at Khanapara and the School of Forest at Jalukbari are Government Institutions. While the Agricultural school trains demonstrators for the Agricultural Department, the Forest School imparts training for the Subordinate staff of that Department. The respective enrolment in these two schools was 103 and 22 students during the year under review.

The Assam Textile Institute at Gauhati imparts training in weaving. This Institute is under the Department of Industries. Both male and female are getting facilities for training in this Institution. The Institution had an enrolment of 126 trainees during the year under report.

The following table furnished the number of technical and Professional schools, their enrolment and expenditure during 1956-57 and 1957-58.

Type of Institution	1956-57			1957-58		
	Recognised Institutions	Enrolment	Expenditure	Recognised Institution	Enrolment	Expenditure
1	2	3	4	5	6	7
Training School	35	1947	915271	34	2189	927208
Engineering and Survey School	2	663	351660	2	681	554432
Technical and Industrial Schools	24	1167	617187	24	45	..
Commercial School	18	2057	117550	18	2549	123751
Agricultural School	1	102	47238	1	103	47578
School of Forestry	1	22	38483	1	22	32827
Arts and Craft Schools ... .. .	..	..	..	2	23	12680
Total	80	5958	2087389	82	5367	1698476

The Colleges under Professional Education are (1) Medical College, (2) Ayurvedic College, (3) Veterinary College, (4) Agriculture College, (5) Engineering College, (6) Post-Graduate Training College, (7) Post-Graduate Basic Training College, (8) Law College. All these Colleges except Law College were maintained by Government. The maintenance of the Law College was the district responsibility of the Gauhati University.

The table below furnishes the number of different types of Professional Colleges, their enrolment and expenditure during the year under review.

Name of Institution	Management			Enrolment	Expenditure
	Government	Aided	Total		
1	2	3	4	5	6
Medical College	2	...	2	533	Rs. 8,43,943
Veterinary College	1	...	1	243	1,87,090
Agriculture College	1	...	1	181	1,97,881
Law College ... ..	...	1	1	360	38,880
Post-Graduate Basic Training College ...	1	...	1	29	54,060
Post-Graduate Training College ...	1	..	1	32	27,230
Engineering College	1	...	1	264	3,67,927
Total	7	1	8	1642	17,17,014

CHAPTER—IX

Social Education

Introduction.—Along with the completion of the year 1957-58, the 2nd year of the Second Five-Year Plan also was over. The Scheme of Social Education (Adult) seemed to progress and expand on various fronts. There was a demand for increased facilities for further education through the rural libraries. There was also a visibly increased demand for Literacy classes specially from the comparatively backward areas of the State. The audio-visual section of the department earned immense popularity.

2. The Scheme for expansion of the Library movement in Assam was an important feature of Social Education programme during the year under report.

The Seven District Libraries functioning directly under the Central Library at Shillong selected a number of 'Deposit Centre' from amongst the village Libraries aided by this Department for circulation of the books. There being a net-work of rural Libraries, they will be the basic working units of the District Libraries.

The rural Libraries being generally ill-housed, an attempt was made to improve the building conditions and to equip the Libraries with all reading materials with the help of the public.

An amount of Rs.34,424 was given to 716 rural Libraries as book grants. In addition 10,936 books, both purchased and published by this department were distributed free to the above Libraries during the year. Departmental publications were distributed free to some other Libraries also which did not receive the above book grants.

3. PROGRESS OF LITERACY—

Introduction in the three Rs. as well as the fundamentals of health and hygiene, economic development through spare-time activities and improved agriculture, citizenship, culture and recreation was imparted to the adults through the Adult Education centres organised throughout the State during the year under report.

The particulars of the centres are furnished below:—

Year	No. of centres	Enrolment		Total	No. made lit-rate		Total
		Male	Female		Male	Female	
1957-58	76	25,024	2,607	27,631	16,977	1,520	18,497

Besides the State sponsored Adult Education centres some Literacy Centres were conducted by three voluntary organisations namely—The Tribal Welfare Association, Nowgong, Christian Mission, Tezpur and Chah Mojdur Sangha. All these organisations were helped in kind by supplying materials for the Literacy classes as well as follow-up Literature free of cost.

4. **Community Centres.**—Two model Community Centres were established during the year under review. Each of the Centre, besides building up a fairly big rural library, undertook the activities of spread of literacy, improvement of health and hygiene, community recreation, etc. They also started monthly discussion groups. Attempts are being made to provide both the Centres with Community Radio sets.

5. **Training of Social Education Workers.**—An intensive programme for the training of the Social Education Workers was undertaken during the year under review. 18 such Training Camps including one organised by the Christian Mission, Tezpur were conducted. Each Camp was invariably residential and 565 workers were given training in the subject during the year. Most of the participants being Primary school teachers the Camp served as Orientation courses as well. The participants were acquainted with the five point programme of Social (Adult) Education. Every attempt was made to make them plan-minded—Their role in the development programme was fully explained. In all the camps, barring one organised by the Christian Mission, practical Social Works such as making pit latrines and soakage pits, making of compostpits and constructing and repairing of village roads in co-operation with the community around were undertaken. Each camp concluded with certain recreational programme—either a variety shown or a theatrical performance organised in co-operation with the local adults. The public of the localities where the camps were held invariably offered their whole-hearted co-operation and activity joined in the proceedings of the camps. The public contributed substantially for board and lodging of the campers as the Government grant for the purposes was very meagre.

6. **Publication of Literature.**—The bimonthly journal 'Janasiksha' devoted mainly to the cause of non-literates continued to be published and distributed free to the adult education centres. The journal with a beautiful get up and rich in contents earned wide popularity and used to be subscribed by many members of the public too. The books prepared in the first Literacy workshop at Shillong were not, however, made available to this department for the benefit of the neo-literates. This workshop was organised independent of this Office.

7. **All-India Social Education Day.**—The 1st December, 1957 was observed as the All-India Social Education Day in a befitting manner throughout the State. Social Education all that it stands for was given due publicity through the media of Probhat Ferry, book exhibition, public meetings, illumination and recreational and cultural activities organised by the educational institution and rural libraries. A special Book Exhibition was organised in Gauhati in collaboration with the District Library, Gauhati and it attracted a large number of people.

8. **Audio-Visual Education.**—Two mobile units of the department functioned regularly for the 4th quarter of the year under review prior to which only one unit was in action. 172 cinema shows given in different rural areas of the State and 1,20,400 people of the State approximately witnessed the above shows. Films were also loaned out to some educational institutions having their own 16 mm projectors. The number of films thus loaned out was 28 in all during the year under review. The film strip projectors were utilised in different group discussions and camps and attempts were made to collect some indigenous songs, etc., with the help of the Tape-recorders. A number of posters were distributed to the adult education centres.

9. **Budget.**—The following was the budget for Social Education in the State during the year under review:—

	Rs.
1. General	3,300,00-00
2. Under 275 Art. of the Constitution	10,000-00
3. For Sixth Schedule (Part A) areas	22,100-00
4. Under Second Five-Year Plan	1,00,000-00
Total	4,62,100-00

The total expenditure on Social Education during the year was Rs.4,26,242.

CHAPTER X

Education of Girls and Women

In the field of female Education the Government followed a progressive policy for the extension of education amongst girls and women. The people also realised the importance of female education side by side with the males for building up a new social order and healthy democracy in the country. The tables appended below will show the extent of growth and popularity the female education gained among masses during the period under review.

Institution.—The number of Colleges for girls during the year was 4 with an enrolment of 1,193 students as against 4 Colleges with an enrolment of 960 students in the previous year. The total direct expenditure on the 4 Colleges was Rs.2,49,437 of which Government spent an amount of Rs.1,07,920 in the year under report.

The table below compares the number of recognised schools for girls during the years 1956-57 and 1957-58.

Year	Schools							Total
	High	Middle and Senior Basic	Primary and Junior Basic	Nursery	For professional Education	For Special Education		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1956-57	51	148	737	17	16	50	1,019	
1957-58	56	151	707	15	15	46	990	
Increase or decrease	+5	+3	-30	-2	-1	-4	-29	

The apparent decrease in the number of Primary, Nursery School and Schools for Professional and Special education is due to the amalgamation of some small schools with the neighbouring schools for better management and efficiency.

Enrolment.—The following table furnishes the enrolment in the recognised girls' schools during 1956-57 and 1957-58.

Year	In High Schools	In Middle and Senior Basic Schools	In Primary and Junior Basic Schools	In Nursery Schools	In Schools for professional education	In Schools for special education	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1956-57	20,181	16,270	47,092	641	378	1,831	86,393
1957-58	22,615	16,404	46,826	639	280	1,872	88,636
Increase or decrease	+2,434	+134	-226	-2	-98	+41	+2,243

Co-education.—Co-education is popular in this State specially at Primary stage. Most of the Secondary Schools in Hill District was also co-educational. The non-Government Secondary Schools for boys are allowed to admit Girls if there is no Girls Secondary Schools in the locality provided separate seats are arranged for the girls and also suitable sanitary and common room facilities are made.

The following table will show the number of girls reading in different recognised boys' schools in 1956-57 and 1957-58.

Year	High	Middle and Senior Basic	Primary and Junior Basic	Nursery	Professional School	Special School	Total
	Girls reading in Boys School	Girls reading in Boys School	Girls reading in Boys School	Girls reading in Boys School	Girls reading in Boys School	Girls reading in Boys School	Girls reading in Boys School
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1956-57	13,983	28,106	2,44,185	112	339	1,600	2,88,325
1957-58	16,252	32,066	2,63,015	203	409	1,856	3,13,901
Increase or decrease	+2,269	+3,960	+18,830	+91	+160	+226	+25,576

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

Year	Enrolment of girls Colleges	Girls reading in Colleges for Boys		Total
		General Education	Professional and Special Education	
		(3)	(4)	
1956-57	960	944	44	1,948
1957-58	1,193	1,357	54	2,604
Increase or decrease	+233	+413	+10	+656

It is evident from the above that there has been a remarkable increase in the number of girls in all grades of boys Institutions.

Teachers.—This problem of getting qualified female teachers for girls' schools remained unsolved as before. This was all the more difficult in rural areas. As a result large number of men teachers had to be retained in schools for girls.

The following table will show the number of trained and untrained women teachers in different grades of schools during the year under review.

Type of School	Trained				Untrained			
	Graduate	Intermediate and Matric	Non-Matric	Total	Graduate	Intermediate and Matric	Non-Matric	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
High	91	65	66	216	220	323	95	638
M. E.	7	14	49	70	29	167	134	321
M. V.	..	10	98	108	1	43	191	235
Senior Basic	..	12	47	59	1	6	18	2
Primary	..	21	485	509	..	120	1,465	1,585
Junior Basic	..	16	396	412	..	46	185	231
Nursery	..	3	3	25	..	5	5	10
Total	101	144	1,154	1,399	242	710	2,093	3,045

Examination results.—The following are the results of girls students in various examination for the year 1956-57 and 1957-58.

Year	Primary and Junior Basic		Middle and Senior Basic		Matric		Intermediate		Degree	
	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1956-57	14,789	12,916	9,686	6,731	2,902	1,398	990	312	371	158
1957-58	18,890	16,011	10,222	7,301	3,336	1,644	1,183	472	375	190

Scholarships and Stipends.—The following table furnishes the number of girls students 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
(1)	(2)	(3)
Colleges for General Education	565	2,03,895
Colleges for Professional Education	24	15,698
High Schools	1,258	84,943
Middle Schools	442	28,209
Schools for Professional and Special Education	213	63,259
Total	2,502	3,96,004

The table below furnishes the number of girls students enjoying free places and other financial concessions and the amount spent thereon during the year under report.

Type of Institution (1)	Free place		Other financial concessions	
	Number	Yearly amount spent	Number	Yearly amount spent
	(2)	(3) Rs.	(4)	(5) Rs.
College for General Education	156	14,004	17	1,725
Colleges for Professional Education	...	...	18	1,872
High Schools	5,746	1,71,510	3,991	1,29,693
Middle School	2,454	49,134	3,470	57,047
Schools for Professional and Special Education	5	300	48	2,195
Total	8,359	2,34,946	7,539	1,92,530

The following table compares the total Direct expenditure on various types of girls schools during 1956-57 and 1957-58.

Year	High	Middle Senior Basic	Primary Junior Basic	Nursery	Schools for Professional Education	Schools for Special Education	Total
(1)	(2) Rs.	(3) Rs.	(4) Rs.	(5) Rs.	(6) Rs.	(7) Rs.	(8) Rs.
1956-57	13,61,547	5,82,860	6,60,037	13,513	97,937	15,108	27,30,102
1957-58	16,99,732	7,16,614	10,23,567	10,765	1,15,738	20,831	35,87,247
Increase or decrease	+3,38,185	+1,33,754	+3,63,530	-2,748	+18,701	+5,723	+8,57,145

The table below 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) Rs.	(3) Rs.	(4) Rs.	(5) Rs.	(6) Rs.	(7) Rs.	(8) Rs.
1956-57	8,64,952	1,521	2,620	2,10,992	77,064	55,835	12,12,984
1957-58	9,11,962	1,653	6,389	1,52,644	56,355	1,27,069	12,56,072
Increase or decrease	+47,010	+132	+3,769	-58,348	-20,709	+71,234	+43,038

Special steps for the promotion of education of girls and women—

Government sanctioned a number of scholarships and stipends to girls students during the year under report. Liberal grants were sanctioned to non-government schools and colleges for promotion of girls' education in the State. Two Multipurpose Schools were also established to encourage education among girls.

Female Supervisory staff :—

With the abolition of the post of Inspectress of Schools the inspection of Girls' High Schools is now a responsibility of the Inspectors of Schools. They are however, helped by two Assistant Inspectress of Schools, one for general education and the other for Hills. The following supervisory staff for female were available during the year under review.

Designation	No. of post	Scale of pay	Duties
(1)	(2)	(3)	(4)
Assistant Inspectress of School (General).	1	Rs.200—10—300—(E.B.)—20—400—(E.B.)—25—600.	To assist Inspectors in the matter of female education in the State.
Assistant Inspectress of Schools (Hills):	1	Ditto	To assist Inspectors in the matter of female education in Hill areas.
Inspectress of Physical training	2	Ditto	Inspection and organisation of works in connection with physical education for girls.

CHAPTER XI

Miscellaneous

(i) Pre-primary Education:—

The importance of pre-primary education can hardly be over emphasised to-day. Nursery and kendergarden schools actually fillup the gap between the home environment and the school atmosphere and thus lay the foundation on which the education of the next stage is built. There are at present 24 pre-primary schools in the State, of which one is Government Institution 19 aided, 3 un-aided and the remaining one is a District Board Institution.

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 Direct expenditure		
	Boys	Girls	Total	In Boys Institution	In Girls Institution	Total	Boys Institution	Girls Institution	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1956-57 ...	6	18	24	243	681	924	27,515	13,513	41,028
1957-58 ..	9	15	24	388	639	1,027	29,892	10,765	40,657
Increase or decrease.	+3	-3	..	+145	-42	+103	-2,377	-2,748	-371

The Government awarded 2 stipends for training of teachers in Montessori system.

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

Art Schools:—The Art School at Gauhati had the following courses during the year.—

- (1) Fine Art (6 years course).
- (2) Commercial Art (5 years course).
- (3) India Art (5 years course).
- (4) Drawing teachership (3 years course).
- (5) Architectural Art (4 years course).
- (6) Sculptural Art (5 years course).

The enrolment of the school was 37 of which 4 were girls.

The total direct expenditure incurred during the year was Rs.10,242 of which Government contribution was Rs.2,139.

Music School:—The following table furnishes the number of recognised Music Schools and their enrolment during the year under review:

Type of Institution	Numbers of Schools			Enrolment		Total
	Aided	Un-aided	Total	In aided institution	In Un-aided Institution	
Music ...	7	6	13	533	239	772

The direct expenditure on Music school during the year was Rs.50,455 of which Rs.9,176 represented Government grants-in-aid.

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 Sanskrit College, Nalbari was maintained on aided basis. The College had an enrolment of 11 students during the year. The total direct expenditure on the Institution was Rs.6,788 during the year under report.

The number of recognised schools for oriental studies was 111 of which 94 were aided. The number of students in schools was 3,225 of which 525 were girls. The direct expenditure on those schools was Rs.1,38,986.

(iv) **Education of the Handicapped.**—(a) The Bhawari Devi Saraogi Deaf and Dumb School, Gauhati had an enrolment of 48 students during the year as against 41 of the previous year. The total direct expenditure on this Institution was Rs.13,170 of which Rs.12,200 were Government grant-in-aid.

(b) The Sankar Mission Blind School at Nowgong was run entirely on private enterprise. The enrolment of the Institution was 23 during the year.

(v) **Education of the delinquent children.**—There was no institution for delinquent children in the State.

(vi) **Education of the Scheduled Castes, Scheduled Tribes and other Backward Classes.**—Special educational facilities and privileges were given to students of the Scheduled Castes and other Backward Communities both by the reservation of a number scholarships and stipends for them at all stages of education, as also by establishment of schools for them in areas where they predominate. Under Art. 275 of the constitution a large some of money was made available by the Central Government for the development and expansion of education in the tribal areas.

The following table will compare the number of students of the Scheduled Castes, Scheduled Tribes and other Backward Communities in the different grades of Schools during the year 1956-57 and 1957-58.

Type of Institution	Students					
	1956-57			1957-58		
	Boys	Girls	Total	Boys	Girls	Total
Arts and Science Colleges	2499	489	2978	4077	424	4501
High	44151	11216	55367	54649	14178	68827
Middle	47210	19091	66301	50868	20685	71553
Senior Basic	2080	1116	3196	3178	1601	4779
Primary	254900	143539	398439	275576	137898	413474
Junior Basic	29838	18799	48637	39884	24427	64311

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

(vii) **Physical training, games, sports, etc.**—Physical training was compulsory subject in the curriculum of all types of schools. The major games like foot-ball and Volley-ball continued to be played in Schools and Colleges. Cricket was also played in certain schools and colleges.

There were 4 Inspectors and 2 Inspectresses for physical training. They supervised Physical training in schools and conducted Camps for teachers. These camps generally of a week duration sought to give a limited but comprehensive and interesting course in physical training.

(viii) **Youth Welfare.**—Work camps organised by the Education Department and the Bharat Sevak Samaj created keen interest among the youth. A number of these camps were successful in providing to the Campus a useful programme of education service and recreation. Some youth camps of similar nature were organised under the auspices of the C.D. Blocks and NES too.

(ix) **Boys Scouts and girls guides.**—There was some improvement in the Scouts and guide movement in the year under report. The Bharat Scout and Guides took active part in the 63rd Indian National Congress held at Gauhati. 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. This Scout and Guide movement was confined to High School. It was felt that the Bharat Scouts and Guide movement should also be extended to Middle Schools. The introduction of such movement will surely help in bringing back the general tone of discipline to a better stage. It helps the students to be disciplined and improves the moral character of student.

(x) **N.C.C.**—(A brief report is attached at the end).

(xi) **Extra.**—Curricular activities (Junior Red Cross groups and St. John Ambulance Societies.)

During the year under report a number of High Schools had joined Red Cross units managed by the trained teachers.

Excursions and trips to places of interest, social services, gardening, cultural activities like dance, music, dramatisation, Community work and debating classes were the salient features prominently took part in the school programme during the year under review.

(xii) **School Meals.**—Medical examination of school children had revealed that the most common diseases found were due to diet efficiency and malnutrition. It was therefore found necessary to give priority to school feeding schemes specially in the primary schools in order to improve the body and the mind of the raising generation. But necessary provision for the purpose could not be made so far in view of paucity of funds.

It was felt that the initiative from the public side as well as the Government patronage will definitely improve the present state of affairs.

School Medical Service.—No regular medical service existed but occasional medical inspection of boarders of Government school hostels and students of Government schools was held by the Medical Officer in charge of respective zones.

A workable scheme to provide medical aid to school children is an imperative necessity in order to prevent the spread of communicable diseases and thus to protect the health of the pupils while at school. It is hightime now that the Medical Department of the State should draw up a scheme for the purpose.

(xiv) **Libraries.**—The State Central library at Shillong with seven District Libraries in seven district headquarters continued to run satisfactorily during the year under report.

There were other good libraries in urban areas managed by private bodies. Some of these received Government grant-in-aid and subsidies from local bodies. Besides all the Government High and Normal schools had their own libraries.

(xv) **Facilities for the education of displaced students.**—The displaced students were allowed the same concessions and privileges as was enjoyed by other students. The Government also sanctioned a number of scholarships and stipends to the displaced students to enable them to prosecute their studies.

(xvi) **Indian students abroad.**—The number of students/trainees/official who went abroad for further studies during 1957-58 may be seen the adjoining statement.

Name of the country	Subject for study							
	Art and Science subject				Engineering		Technology & Industry	
	Men	Women	Men	Women	Men	Women	Men	Women
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
U. K.	5	1	2	..	4	..	1	..
U. S. A.	1	..	2	..	3	..	..	..
West Germany	1	..	..	..	1	..	..	..
U. S. S.	..	..	..	..	..	..	..	..
Ireland	..	..	..	..	..	..	..	..
Austria	..	..	..	..	..	..	..	..
East Germany	..	..	..	..	1	..	..	..
Canada	..	..	..	..	..	..	..	..
Total	6	1	4	..	9	..	1	..

Name of the country	Subject for study									
	Medicine & Veterinary		Law		Commerce		Other subject		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	
U. K.	7	1	...	..	5	...	3	...	27	2
U. S. A. .. ..	...	..	...	..	..	...	..	..	6	..
West Germany ...	..	..	...	...	...	..	2	..	2	..
U. S. S. R. .. ..	...	..	..	...	..	..	1	..	1	..
Ireland ...	1	...	..	..	..	..	..	..	1	..
Austria	1	..	...	..	..	..	..	...	1	..
East Germany ...	..	..	...	..	..	...	..	...	1	...
Canada .. ..	...	..	...	...	..	...	1	..	1	..
Total	9	1	...	..	5	..	7	..	40	2

(xvii) **Research.**—Four scholarships were awarded by the Education Department for research works during the year. The Gauhati University also conducted research on various matters during the year under review.

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

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

Year	Number of student in the approved hostels of							
	Colleges		High Schools		Middle Schools			
	Boys	Girls	Boys	Girls	Boys	Girls		
1	2	3	4	5	6	7		
1957-58	1666	217	4054	785	2212	475

(xx) **Institutions not following Departmental syllabus.**—All 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

During the year under review the growing demand for education from the people was met with increased opportunities of education at all levels.

In the field of primary education re-organisation of primary schools into Basic lines is in progress. During the year under review good number of Primary Schools have been converted into Junior Basic Schools. Safai work, community prayer, gardening handwork, etc., have already found place in the curriculum of the Primary Schools as a step towards giving a Basic bias in teaching of these schools. Conversion of existing primary schools to basic type primary rests on the availability of trained teachers. In order, therefore, to step up the conversion programm facilities for training primary school teachers may be extended by increasing the annual intakes in existing training Institutions and by opening new Institutions where necessary.

At the Secondary stage, the main problem is however, not expansion but qualitative improvement. Improvement of Secondary education is intimately connected with the reorganisation based on the recommendations of the Secondary Education Commission. Of the many detailed recommendations made by the Commission the most important one is adoption of measures for the diversification of the Secondary curriculum by gradual conversion of High Schools into Higher Secondary and Multipurpose Schools. With the available resources uptill now 25 high schools have been converted into Higher Secondary and Multipurpose Schools. Education at the middle stage is yet too academic in nature. The Secondary education commission stressed the importance of craft and activity at the middle stage. Steps have accordingly been taken to introduce Craft in the syllabus of middle Schools.

In conformity with the policy of the Government to industrialise the country, increase opportunities of Technical education both at school level as well as at college level are made available during the year under review. Technical education at school level will ensure necessary supply of skilled and semi-skilled workers to industry. This will lessen ever-crowding of high schools and Arts Colleges by students who have the necessary aptitude and abilities for Technical education but not for University education.

Finally, mention may be made of the increase in the pay of teachers of non-Government Schools, both Primary and Secondary Schools. This increase has brought some relief to the poorly paid teachers.

LIST OF AGENTS

1. Manager, Chapala Book Stall,
Shillong.
2. B. S. Jain & Co.,
71, Abupura, Muzaffarnagar.
3. Manager, Makshada Pustakalaya
Gauhati.
4. Firma K. L. Mukhopadhyaya,
61/A, Banchhram, Akur Lane
Calcutta-12 (India).
5. Law Book Society,
4A, Wellington Square,
Calcutta-13.
6. R. C. Brothers,
4140, Arya Pura,
Sabzi Mandi,
Delhi.
7. Manager, Thacker Spink & Co. (P) Ltd.
(1933),
3, Esplanade East, Calcutta.
8. Banawari Lal Jain,
Rare Book Seller,
Matikatra, Agra.
9. The Manager, R. Cambray & Co. (P)
Ltd.,
Kent House, P. 33, Mission Raw
Extension, Calcutta-13.
10. Swastik Industrial Works,
54, Holi Street,
Meerut City (U.P.) N.R.
11. Manager, Economic Book Depot,
Matinagar, Sun Beam House,
Shillong.