CHAPTER I
INTRODUCTION

A University training is the great ordinary means to a great ordinary end; it aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national tastes, at supplying true principles to popular enthusiasm and fixed aims at popular aspirations, at giving enlightenment and sobriety to the ideas of the age, at facilitating the exercise of political power and refining the intercourse of private life. It is the education which gives a man a clear conscious view of his own opinions and judgements, a truth in developing them. It teaches him to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistical and to discard what is irrelevant. It prepares him to fill any post with credit and to master any subject with facility. It shows him how to accommodate himself to others, how to throw himself into their state of mind, how to bring before them, his own, how to influence them, how to come to an understanding with them, how to bear with them. He is at home in any society; he has common ground with every class; he knows when to speak and when to be silent; he is able to converse; he is able to listen; he can ask questions pertinently and gain a lesson seasonably when he has nothing to impart himself; he is ever ready, yet never in the way; he is a pleasant companion and a comrade you can depend upon. He knows when
to be serious and when to be trifle and he has a sure tact which enables him to trifle with gracefulness and to be serious with effect. He has the repose of a mind which lives in itself while it lives in the world, and which has resources for its happiness at home when it cannot go abroad. He has the gift which serves him in public and supports him in retirement without which good fortune is but vulgar and with which failure and disappointment have a charm. The art which tends to make a man all this is in the object which it pursues as useful as the art of wealth or the art of health though it is less susceptible of method and less tangible, less certain, less complete in its results.

Newman's classical model is, in many ways, obsolete. But the aim of higher education is to develop objectivity, flexibility and breadth of learning. Man's brain is capable of a high degree of development. It can reason and therefore delve to the heart of a matter. It can evaluate and therefore make critical judgements. It can plan ahead for future action and thus provide direction.

North East India comprises five States and two Union Territories. The States are Assam, Manipur, Meghalaya, Nagaland and Tripura. The Union Territories are Arunachal Pradesh and Mizoram. The Darjeeling District in West Bengal and Sikkim are geographically parts of North East India; but these have been excluded from the present study as the Darjeeling District is a part of West Bengal and Sikkim has recently become a part of India.

The total area of North East India is 2,55,037(1) square kilometers and the total population is about 20 million (2). The density of population per square kilometer varies for different States and Union Territories. It is 186 in Assam, 149 in Tripura, 48 in Manipur, 45 in Meghalaya, 31 in Nagaland, 16 in Mizoram and 6 in Arunachal Pradesh. The tribal population in North East India is about 4 million.

Institutions of higher education consist of Universities, degree colleges and second grade colleges of general education, Professional colleges like Engineering, Medical Ayurvedic, Veterinary, Agriculture, Training and Law. There

(1) Table 1 at the Appendix.
(2) Table 2.
are four Universities in North East India, one Post-graduate Centre at Imphal Manipur and another at Agartala, Tripura. There is one Regional Research Laboratory and a Tea Research Experimental Station both at Jorhat. The total number of Colleges of all categories in the region is 165 in Assam, 14 in Meghalaya, 21 in Manipur, 8 in Nagaland, 15 in Tripura, 6 in Mizoram and one in Arunachal Pradesh (3).

Those who successfully complete the Matriculation, the High School Leaving Certificate Examination or the Higher Secondary School Leaving Certificate Examination are qualified to enter the University for higher education. The Matriculation Examination which was held at the end of 12 years of schooling was conducted by the University. This was followed by a two-year Intermediate course at the end of which another public examination, the Intermediate Examination, was held. Then came a two-year period of under-graduate education after which the First Degree Examination was held.

In the year 1961, the Gauhati University introduced a one-year Pre-University course in the place of the 2 year Intermediate course. This was followed by the introduction

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(3) Table 3
of a three year degree course from the year 1962. The matriculation examination which was conducted by the University was transferred to the Board of Secondary Education from the year 1963. The degree examination was divided into two parts to be held at the end of the second and third years. In 1972, the pattern of general education was again re-organised with a two-year Pre-University course followed by a two-year degree course. This pattern is proposed to be further revised to a two-year Pre-University course followed by a two-year degree pass course and a three-year degree honours course.

In the case of Engineering, the Bachelor's Degree course is of five years' duration, in Medical five and half years, Ayurvedic five and half years, Agriculture and Veterinary 4 years, Law three years, Teaching one year and Library Science one year, the entrance qualification for the last two courses being a first degree while that of the others is the successful completion of the two-year Higher Secondary, Pre-University or Pre-Degree examination.

Before the advent of the British rule in India there were systems of education of great antiquity existing among the Hindus and the Muslims. They were closely bound up with
their religious institutions. To give and receive instruction was enjoined by the sacred books of the Hindus and one of the commentaries of the Rigveda lays down, in minute detail, the routine to be followed in committing a text book to memory. Schools of learning were formed in Agraharas (villages inhabited by Brahmanas). In these schools Pandits gave instruction in Sanskrit Grammar, Logic, Philosophy and Law. For the lower classes schools were established in the country where rudimentary education was imparted to the children of traders, petty land-holders and well-to-do cultivators.

Higher education of the Muhammadans was in the hands of men of learning who devoted themselves to the instruction of the youth. Schools were attached to Mosques. They were supported by State grants in cash, or lands or by private benefactions. The course of study in a Muhammadan school included grammar, rhetoric, logic, literature, jurisprudence and science. Both systems, the Hindu and the Muhammadan, assigned disproportionate importance to the training of memory and sought to develop the critical faculties of the mind.

At first, the British rulers thought of leaving the
traditional mode of instruction undisturbed and to continue
the support which they had been accustomed to receive from
the Indian rulers. The Calcutta Madrassah for Muslims was
founded by Warren Hastings in 1782 and the Banaras College
for Hindus was established in 1791. Provision was made
for giving regular assistance to education from public funds
by a clause in the Charter Act of 1813 which empowered the
Governor-General-in-Council to allot one lakh of rupees
annually for the revival and improvement of literature and
the encouragement of the learned natives of India and for
the introduction and promotion of a knowledge of the sciences
among the inhabitants of the British territories in India.

This grant was at first applied to the encouragement
of Oriental methods of instruction by paying stipends to
students. But the presence of the British in India brought
about profound changes in the social and administrative con-
ditions of the country and these in turn reacted on the
educational policy of the Government. The impulse towards
reform came from two sources, the need for public servants
of a knowledge of the English Language and the influence
in favour of both English and vernacular education which
was exercised by the missionaries in the early years of the
19th century. The well known minute written by Lord Macaulay in 1855 marks the point at which official recognition was given to the necessity of public support for western education. Then followed attempts for the spread of English Education by the establishment of Government colleges and schools and by strengthening the indigenous schools, while missionary effort continued to play an important part in promoting educational progress.

Wood's Despatch:

Sir Charles Wood's Educational Despatch of 19th July, 1854 is regarded as the starting point of higher education in Modern India. In 1853, the House of Commons appointed a select committee to make a thorough enquiry into the educational development in India. The results of this enquiry were embodied in the Despatch known as Wood's Educational Despatch after the name of Sir Charles Wood (Later Lord Halifax), who was then the President of the Board of Control. Because of its historical importance it has been called by some as 'the Magna Charta of English Education in India'. The Despatch is a lengthy document of one hundred paragraphs (1). It indicates

the kind of education it contemplated in India (2).

We must emphatically declare that the education which we desire to see extended in India is that which has just for its object the diffusion of the improved arts, science, philosophy and literature of Europe; in short, of European knowledge.

From the above we should not jump to the conclusion that the Despatch wanted to supplant the modern Indian languages by English. Be it said to the credit of the Despatch that it recognised the importance of the Languages spoken by the great bulk of the population and appreciated the value of the Modern Indian Languages.

The Despatch Said-

It is indispensable, therefore, that, in any general system of education, the study of them (i.e. the vernaculars) should be assiduously attended to and any acquaintance with the improved European knowledge, which is to be communicated to the great mass of the people whose circumstances prevent them from acquiring a high order of education and who cannot be expected to overcome the difficulties of a foreign language can only be conveyed to them through one or other of those vernacular languages (3).

(2) Ibid Paragraph 7.
(3) Ibid Paragraph 13.
We look, therefore, to the English Language and to the vernacular languages of India together as the media for the diffusion of European knowledge, and it is our desire to see them cultivated together in all schools in India of a sufficiently high class to maintain a school master possessing the requisite qualifications.

The Despatch recommended inter alia two important educational schemes. One of these related to the creation of the Department of Public Instruction in Bengal, Madras, Bombay, the North Western Province and the Punjab under a Director of Public Instruction who was expected to report at the end of every year the progress of higher education in their respective jurisdictions. The second recommendation which is very important from our point of view was the establishment of Universities.

It may be remembered that in 1845, the Council of Education Bengal recommended the establishment of a University at Calcutta. But the Court of Directors rejected the proposal. In 1854, however, the Wood's Despatch accepted the proposal.

It said,

'the rapid spread of liberal education among the
natives of India since that time (1845) the high attainments shown by the native candidates for government scholarships and by native students in private institutions the success of the medical colleges and the requirements of an increasing European and Anglo Indian population have led us to the conclusion that the time is now arrived for the establishment of universities in India which may encourage a regular and liberal course of education by conferring academic degrees as evidences of attainments in the different branches of art and science and by adding marks of honour for those who may desire to compete for honorary distinctions (4).

The Despatch seems to have been influenced by the public opinion in this country. In the Presidency towns there were associations, consisting of prominent public men who demanded the establishment of universities. The Calcutta Association seems to have impressed upon the Court of Directors the desirability of establishing a University in each Presidency.

London University established in 1856 was regarded as 'the best adapted to the wants of India', though there might be variations in detail to suit local conditions. The universities to be established in India should be affiliating

universities. They should confer degrees upon candidates from affiliated institutions recognised by the University.

The Despatch contemplated the education of the bhadralog (Upper Classes) and from the Himalayan heights knowledge would percolate downwards. The Despatch therefore believed in the 'downward filtration theory' in education which was adopted in this country for a long time.

After the receipt of Wood's Despatch the Government of India appointed a Committee to frame a scheme for all the three universities, Calcutta, Bombay and Madras with Sir James Colvile as its chairman. On 12 December 1856, the Government of India accepted the recommendations of the Committee and the Calcutta University Bill was passed by the Legislative Council as Act II of 1857. The Calcutta University was based on the model of London University which was purely an affiliating university. The Calcutta University continued to be an affiliating university until the establishment of postgraduate teaching departments in 1915.

The preamble to the Calcutta University Act, 1857 said that 'for the better encouragement of Her Majesty's subjects
of all classes and denominations within the Presidency of Calcutta and other parts of India in the pursuit of a liberal and regular course of education, it has been determined to establish a university at Calcutta for the purpose of ascertaining, by means of examination, the persons who have acquired proficiency in different branches of literature, Science and Arts and of rewarding them by academical degrees as evidence of their respective attainments and marks of honour proportioned thereto.

The wording of the preamble follows closely the wording of paragraph 24 of the Wood's Despatch indicating that the university was intended to be an examining body whose main function was to award degrees to those who attained the prescribed intellectual standards. The Despatch clearly said that the University was not to be 'a place of instruction as to test the value of education obtained elsewhere'.

The University of Calcutta according to the Act of 1857 was a body corporate, capable of holding and disposing of property. The senate was entrusted with the entire management of and superintendence over the affairs, concerns and
property. It was also authorised to make and alter any regulation and bye-laws not inconsistent with the Act, to regulate the examinations for degrees and the award of the degrees, prescribe the qualifications of the candidates for the degrees, courses of instruction to be followed by them, appointment and removal of examiners, officers and servants of the University. The senate was authorised to award the degrees of Bachelor of Arts, Master of Arts, Bachelor of Laws, Licentiate of Medicine, Doctor of Medicine and Master of Civil Engineering. In 1860, the Senate was authorised to confer degrees other than those mentioned expressly in the Act of 1857 which might be instituted by regulations passed by the Senate and approved by the Councillors.

One of the defects of this arrangement was that teaching was done in the colleges but courses of instruction were prescribed by the University. The colleges had no control over the curricula. They had no control over examinations conducted by the University. The University had no control over the staff and equipment of the colleges. There was no means by which the University could guarantee that the standard of efficiency prescribed by it was maintained by the colleges. It had no voice in the maintenance of the
standards of teaching in its colleges.

Thus, the Calcutta University was not a true University in the traditional sense of the term. That is, it was not a place of learning 'where a corporation of scholars labour in comradeship for the training of men and the advancement and diffusion of knowledge'. The Calcutta University was constituted by the Act of 1857, was not a corporation of scholars but a corporation of administrators which had nothing to do with the training of men or with the advancement of learning. As a consequence there was no encouragement to independent thought among the teachers or the students. More-emphasis was laid on examinations.

The affiliating system was nevertheless useful. It was the means by which young men were selected for public service and the needs of administration were satisfied.

The policy laid down in 1854 was re-affirmed in 1859, when the administration of India was transferred from the East India Company to the control of the Crown. The growth of schools and colleges proceeded most rapidly between 1871 and 1882 and was further augmented by the development of
municipal systems. By the year 1882, there were more than two and a quarter million pupils under instruction in public institutions. The Commission of 1882-83 headed by W.W. Hunter furnished a most copious and valuable report upon the state of education as then existing, made careful inquiry into the measures which had been taken in accordance with the despatch of 1854 and submitted further detailed proposals for carrying out the principles of that Despatch. They advised increased reliance upon and systematic encouragement of private effort and their recommendations were approved by the Government of India. Shortly afterwards the management of Government schools was transferred to the district and municipal boards.

As a result of these efforts, a system of public instruction came into being which was not unsatisfactory. In 1901, there were five Universities, Calcutta, Bombay, Madras, Punjab and Allahabad, 191 colleges with 23,009 students on the rolls. These colleges were the colleges in British India. There were colleges in the Indian States. Provision was made for studies in Arts and oriental learning and for the professional courses of Law, Medicine, Engineering, Teaching and Agriculture. Below the colleges there were 5493 secondary
schools with an attendance of 5,58,378 pupils and 98,538 primary schools with 32,68,726 pupils. Including special schools, technical schools, industrial schools of Arts and Normal schools for teachers, the number of colleges and schools for public instruction totalled 1,05,306 with 38,87,403 pupils. If we add private institutions which did not conform to departmental standards, the total number of pupils under instruction was 4.5 million. The gross annual cost of maintaining these institutions exceeded Rs. 400 lakhs of which Rs. 127 lakhs was derived from fees, Rs. 83 lakhs from endowments, subscriptions and other private sources and Rs. 190 lakhs from public funds of which Rs. 104 lakhs were from the Provincial and Imperial funds, Rs. 74 lakhs from local and municipal funds and Rs. 12 lakhs from the Indian States. The shortcomings were in point of quantity. Four out of five boys did not attend school. Three out of four grown ups were without education. Only one girl out of 40 attended school.

As regards quality, the main charge brought against the system was that higher education was pursued with a view to get a job in the Government. Therefore, the scope was unduly narrowed. Those who failed to get Government
appointment were not suited for other pursuits; that excessive prominence was given to examination; that the course of study was too purely literary in character; that the schools and colleges trained the intelligence of the students too little; there was mechanical learning in the place of sound learning; that in the pursuit of English education, the cultivation of the vernacular was neglected. Therefore the Government contemplated certain reforms. Reforms were introduced from time to time since 1901.

We shall now trace the development of higher education in North East India.

In Assam no provision was made for collegiate education till 1892. It is true that attempts were made, as early as 1865, to provide collegiate education. On 15th May, 1865, Col. Hopkinson, the Agent to the Governor-General and the Commissioner of Assam requested the Government of Bengal, 'the establishment of a school in Assam for higher education, better than that obtained at the Government Schools'.

The Bengal Government supported the proposal of Col. Hopkinson and wrote to the Government of India; 'The want of
educated men compel the Government to import into the province for the Government offices natives of Bengal, who as a matter of course require to be paid at much higher rates than they obtain near their homes. From financial point of view alone therefore the establishment of a really good collegiate school at Gawhatty would be advantageous to the Government!

'But the political grounds for endeavouring to train up the natives of the Province for offices of respectability and trust are still more cogent. It must have very depressing effect upon the people of the country to see natives of other districts brought in to fill nearly all the offices under the Government and this no doubt must tend to cause great dissatisfaction and heartburning; but it is impossible to employ Assamese until they are by education fitted for employment and as they cannot be expected to send their children to distant colleges out of the province, the only way of securing the desired object would be by the establishment of a collegiate school in Assam!' (1).

(1) Letter from the Govt. 1865.
The Government of India accepted the proposal of the Government of Bengal. But Col. Hopkinson was not in favour of establishment of a college in Gowhatty. He said that 'the idea of establishing a college in Gowhatty should be postponed sine die (2). He did not give reasons for this. But the Bengal Government insisted that college classes should be opened in Gowhatty.

In 1866, college classes were opened in the Gauhati High School, which was managed by the Committee of Public Instruction. On 31 March 1871, there were 254 students in the Gauhati High School. Of them 17 were in the college department and 15 in the Law department and 222 in the High School. Of the 17, four passed the First Arts Examination held in 1871. One of them joined the Presidency College with a senior scholarship.

Col. Hopkinson reported in 1871 that the Gowhatty College 'has risen highly, and deservedly so, in the estimation of the people. Students from other districts of Assam enter the institution at no small inconvenience to themselves

(2) Ibid.
and only a short time ago it was under contemplation to stop further admission as the building was already overcrowded. Although the college classes were popular, the expenditure from Government fund per capita in the collegiate department of the Gauhati High School was excessive Rs. 1086 as compared to Rs. 210 in the Presidency College, Rs. 242 in Dacca College and Rs. 498 in Patna College. Besides the number of candidates who passed the F.A. Examination was also unsatisfactory as may be seen from the following Chart (4):

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of candidates appeared</th>
<th>No. passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1869</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1870</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>1871</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>1872</td>
<td>5</td>
<td>..</td>
</tr>
<tr>
<td>1873</td>
<td>1</td>
<td>..</td>
</tr>
<tr>
<td>1874</td>
<td>2</td>
<td>..</td>
</tr>
</tbody>
</table>

Therefore, Col. Keatinge abolished the college classes (5).

(3) Home. A. 1876
(4) General Report on Public Instruction in Assam from 1874-75
(5) Ibid
Not only these reasons, other factors also influenced Col. Keatinge to abolish college classes in the Gauhati High School. Keatinge thought that it would be advantageous to the youths of Assam desiring to pursue their studies beyond the standard of the university entrance examination that they resort to Bengal where they would come in contact with a higher standard of culture and wider interests. These advantages would outweigh the additional expense and inconvenience of living away from home. This was also the view of Sir Stuart Bailey who succeeded Keatinge as the Chief Commissioner. Similar views were held by the predecessors of Sir Henry Cotton.

A decisive step in the encouragement of higher education in Assam was taken by Sir Charles Elliot who decided in 1882 to award scholarships of Rs. 20 a month each to all boys, the sons of parents actually resident or employed in the Brahmaputra Valley, who passed the entrance examination and went up to study for the First Arts and Bachelor of Arts examinations in any Bengal College.

The number of scholarships granted under the Sir Charles Elliot's scheme was as follows:
In 1887, it was decided by Sir William Ward, who was then officiating Chief Commissioner to limit the number of scholarships and revised the rules which were substantially the same as those which were in force. These rules were published by Fitzpatrick in April 1888. They provided for scholarships of the value of Rs. 20 a month to fourteen natives of the Brahmaputra Valley and to three natives of the Hill Districts who had obtained the highest aggregate number of marks at the entrance examination. Other scholarships, eight in number, were reserved to the successful candidates who were not natives of the Province.

These scholarships were classified into two grades, viz. junior and senior. Junior scholarships were held by those who were studying for the F.A. examination for a period of two years. All junior scholars who successfully passed the
F.A. examination within two years of passing the entrance examination were entitled to scholarships for a further period of two years to enable them to read for their degree. They were then called senior scholars though the amount of scholarship was the same as that of junior scholars. All the senior scholars were allowed at their discretion to convert their scholarships into scholarships tenable for five years in the Medical or Civil Engineering Colleges. This concession was allowed by Sir William Ward in a notification in 1895.

The number of junior scholarships was increased to 36 from the year 1892 while the number of senior scholarships was raised to 36. Additional 16 Jubilee scholarships were instituted from the year 1897 for meritorious students of Assam who passed the University Entrance Examination.(6)

The number of boys who passed the entrance examination and the number of those who obtained scholarships in the years from 1882 to 1899 are shown below:

From the above it is clear that there was considerable fluctuation in the number of successful candidates.
in different years. The average number of successful candidates in the five year from 1882 to 1886 was 17 while the average for the thirteen years from 1887 to 1899 was more than 40. The average number of scholarship holders in the latter period was 25. Now the question is about those who did not obtain scholarship and how many of them who were awarded scholarships continued their studies. The Director of Public Instruction said that 'no Assam Valley native who has passed the entrance examination would continue his studies without a scholarship.'

The following statement shows the number of Assamese students who, during the period from 1894 to 1899, had passed the entrance examination and also F.A. and B.A. examinations:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of those who passed the entrance exam.</th>
<th>Number who obtained scholarship</th>
<th>Number who passed F.A. Exam.</th>
<th>Number who passed the B.A. Exam.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1894</td>
<td>20</td>
<td>14</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>1895</td>
<td>13</td>
<td>14</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>1896</td>
<td>14</td>
<td>14</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1897</td>
<td>22</td>
<td>21</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>1898</td>
<td>20</td>
<td>14</td>
<td>10</td>
<td>nil</td>
</tr>
</tbody>
</table>
If we take all the years together, nearly two-thirds of those who passed the entrance examination got scholarships; while less than fifty percent of the junior scholarship holders passed the F.A. examination and a little less than one half of them passed the degree examination.

During the same period the average number of students from the Surma Valley who passed the F.A. examination was 21 and the B.A. examination 11. The principal cause for this educational deficiency in the Assam Valley is the comparative absence of upper and middle class which supplied the material to the colleges elsewhere. Thus higher education in Assam was slow. It was maintained in an artificial manner by State Scholarships.

Murarichand College:

The first college to be established in Assam was the Murarichand College at Sylhet in 1891. It was maintained by
Raja Girish Chandra Rai. It was a second grade college and imparted instruction to students for the First Arts Examination. It provided only limited courses. The college was provincialised in 1911-12 but remained a second grade college till 1916. In 1916, the first step was taken when affiliation was obtained to the degree standard in English Vernacular, Mathematics, History, Philosophy, Sanskrit, Persian and Arabic. There was a strong demand for the affiliation of the college in Honours in the main subjects and an application was made to the Calcutta University for the purpose. On the partition of India in 1947 Sylhet was transferred to Pakistan, now in Bangladesh. In 1899, Sir Henry Cotton considered the proposal to re-establish a Government College in Assam. 'But I do not think that it would prosper any more than when it was first established,' wrote Cotton, 'more than thirty years ago unless the students were assisted by State Scholarships'. Cotton said, 'it would be impossible to go to the expense of maintaining a state college and at the same time give state scholarships to students to induce them to attend it. The existing scholarships were sanctioned in substitution of a local college and were intended to compensate students for the expense and inconvenience to which they are put in
leaving their own country and living in Calcutta. It was never contemplated and cannot now be seriously proposed to establish a local college and to endow it with existing scholarships'. This was the first objection. There were other objections also. One of them was local jealousy. The centre of Assamese influence was in Sibsagar. The people of Sibsagar told Cotton that if a college was established at Gauhati, Dibrugarh or even at Tezpur, it would be more convenient for parents to send their sons to Calcutta than to a local college. A similar objection was made at Dibrugarh and Gauhati to any proposal to establish a college at Sibsagar or Jorhat. There was no central place in Assam where a college could be established which would be recognised in the same manner as Dacca is acknowledged in East Bengal, Cuttak in Orissa and Patna in Bihar. This was a serious stumbling block to the establishment of a college in Assam.

Cotton also thought that it was very desirable that Assamese students should be encouraged to resort to Bengal for their higher education so that they might participate in a wider experience and get over provincialism. "I am not anxious to give" said Cotton "any encouragement to the
feeling of Provincialism which I find to be unfortunately too rife in the Assam Valley districts and would rather impress upon the educated Assamese of the present generation that they cannot be independent of Bengal in their language or association or in the advancement of their prosperity. They are as dependent on Bengal as the Welshmen are dependent on England. Such dependence is not inconsistent with the true national sentiment. But the Province cannot prosper in isolation and I attribute the slowness of progress, in a large measure, to the unwise fostering by the Assamese among themselves of a policy of national exclusiveness. The establishment of a new college would, I am afraid, give a new lease of life to the existing tendency and any proposal for encouraging higher education lies therefore in the direction of helping successful students to continue their studies, not in Assam, but in the metropolis of India.

To the complaint made that the Assamese students in Calcutta were not protected and not cared for Cotton proposed to establish an Assam Hostel in Calcutta. It would be in charge of a carefully selected Superintendent. It would accommodate 40 students. Cotton also proposed to
increase the number of scholarships from 17 to 25.

Cotton published these proposals for criticism and comment on 28 June 1899. Opinion was received from all parts of Assam. It was definitely against the establishment of an Assamese hostel in Calcutta. The strong sentiment was in favour of a local college in Assam. The Chief Commissioner Cotton accepted public opinion and decided to establish a second grade college at Gauhati.

The preponderance of opinion was in favour of a first grade college in Assam but the Chief Commissioner did not accept the suggestion for financial reasons. A minority was in favour of a second grade college. The idea of establishing a hostel in Calcutta was abandoned. A second grade college would enable students to study up to F.A. examination and therefore stay two years more in Assam after passing the entrance examination. The Chief Commissioner accepted the proposal and sanctioned a sum of Rs.50,000 and for the construction of building, purchase of furniture. The college would recruit one Principal and Professor of English, one Professor of Mathematics and Logic, one Professor of Physics and Chemistry, one Professor of Sanskrit
and History and one Professor of Arabic and Persian. The recurring monthly expenditure was estimated at Rs. 165.4as.

The Government of India referred the matter to the Secretary of State for sanction. On 3 May 1901 it was notified that classes for first and second year would be opened at the Gauhati Government College from 17 June 1901. Frederick William Sudmerson was appointed Principal and Professor of English. Indu Bhushan Brahmachari Professor of Mathematics and Logic, Babu Chunilal De Professor of Physics and Chemistry, Paresh Nath Lahiri Professor of Sanskrit and History and Maulavi Abu Nasr Muhammad Oheed, Professor of Arabic, Persian and Hindustani. The Government of India authorised the affiliation of the Gauhati Government College to the Calcutta University up to the F.A. standard with effect from June 1901. At first the college was styled the Gauhati Government College. A public meeting passed a resolution that the college should be called Cotton College. The Government of India approved the proposal on 28 August 1902.

In 1904 it was proposed to raise the status of the Cotton College to a first grade college. But the proposal
was dropped. In November 1907, the Director of Public Instruction suggested that the status of the college should be raised to a first grade college. The total strength of the college was only 49 even in 1907.

On 9 June 1910, the Government of India proposed to the Secretary that the college be raised to a first grade college. The Secretary of State approved the scheme. Thus the Cotton College became a first grade college in 1910.

Though a first grade college, the Cotton College was not affiliated in Honours to the Calcutta University. A number of best students were compelled to go to Calcutta for admission in Honours class. Even then they were not able to get admission in the best institutions. They were compelled to seek admission in lesser institutions where conditions of instruction were inferior to those offered elsewhere. Further they were compelled to live in unhygienic messes and expose themselves to many temptations.

On 9th September 1912, a conference was held on the improvement of the Cotton College. The Chief Commissioner Earle presided over it. It was attended by 35 persons,
4 officials, 3 missionaries and 28 others. Cunningham the D.P.I. suggested that the Cotton College should be affiliated in Honours in Physics and Chemistry and not in Botany because the latter was unpopular and it was difficult or impossible to obtain a competent instructor locally. Again he did not favour affiliation in political economy and political philosophy. The number of students that might offer Botany might not be adequate to justify expenditure on a professor from England.

As regards Political Economy and Political Philosophy, Cunningham recommended that the affiliation in these subjects should be deferred at any rate for a year or two until the new Economic School of the University of Calcutta had been well established. It might then be possible to obtain a good instructor trained in that school. If, however, it was decided to affiliate in Political Economy and Political Philosophy at once a first rate man should be recruited from England.

The Conference discussed the proposals of Cunningham. Manik Chandra Baruah pleaded that Botany also should be affiliated in Honours. While supporting Manik Chandra
Baruah, Prasanna Kumar Ghose said that Assam is a Botanical Garden and that students could study this subject at home. Faiznur Ali reinforced the argument of Ghose. The Conference was therefore almost unanimous in favour of Botany. The Chief Commissioner was also of the same view and the conference decided to seek affiliation in Botany Honours.

Phanidhar Chaliha and Ghanasyam Baruah favoured the immediate affiliation of the college in Political Philosophy and Political Economy. They were supported by Radhanath Changkakati, Tarun Ram Phukan, Satyanath Bora and G. Bezbaruah. The conference was unanimous in favour of the immediate affiliation of the college in Political Economy and Political Philosophy.

Accordingly the Government applied for affiliation to the Calcutta University for all the subjects in Honours recommended by the Conference.

The Syndicate said that it would recommend the affiliation of the college in Honours English provided the staff of the English Department was further strengthened by an additional Professor who must be a member of the IES. In regard to the affiliation of the college in Honours in
Philosophy the Syndicate was prepared to sanction the affiliation but the teaching of the Honours course in Philosophy should be entrusted to a really competent person. For History the Syndicate was of opinion that one of the members of the History Department must be either a member of the IES or at least a first class M.A. in the subject. In the case of Economics, the teaching of the subject should be entrusted to a Professor of the IES rank. As regards Sanskrit the Syndicate thought that the staff was not qualified for the purpose of affiliation of the college in Honours in the subject. The syndicate therefore suggested that a first class M.A. in Sanskrit should be appointed to teach Honours classes in Sanskrit. The staff in Mathematics was considered by the Syndicate to be sufficient for the purpose of affiliation of the college in Honours Mathematics. For Chemistry the Syndicate suggested that there should be an additional demonstrator. For Physics a first class M.A. and a mechanic should be appointed in case there was increase in the strength of the students. The Government of Assam was requested to fulfil the conditions laid down by the Syndicate so that they might make their recommendation to the Senate for the grant of affiliation.

Some of the conditions laid down by the Syndicate.
were not acceptable to the Government of Assam. Therefore they sought affiliation directly from the Government of India. In the meanwhile the Syndicate changed its mind for reasons best known to itself. On 17 May 1913, it recommended to the Senate affiliation in English (Hons), Mathematics (Hons), History (Hons), Chemistry (Hons), but not in Physics, Philosophy and Sanskrit (Hons). But the Government of India sanctioned affiliation in Honours Mathematics, Chemistry, English, Sanskrit, History but not in Philosophy. Later on that was also sanctioned.

To strengthen the staff of the Cotton College Dr. David Thomson was appointed Professor of Chemistry. He joined the college on 1 March 1911. Thomson a Scotchman was 31 years, tall, good looking with a good voice, spoke fast but clearly and was unmarried. He had very complete training in Chemistry.

In 1914 David Edward Roberts was appointed as Professor of Physics, Arthur Brown as Professor of Political Economy, Raymond Cultis Goffin as Professor of English. On 13 March 1915, there were 17 Indian Professors, Lecturers and Demonstrators and all of them were from Bengal. Only
one of them was from Sylhet. Recruitment was entirely on
the basis of merit.

Although Cotton College was established for the
promotion of higher education in Assam, a large number
of Assamese students resorted to Calcutta for study. What
were the reasons? Phanidhar Chaliha alleged in the Legis­
lative Council on 23 October 1916 the want of sympathy
with the Assamese students on the part of a majority of
the Professors, none of whom were Assamese, strict en­
forcement of the University rules in detaining the students
who failed to pass the test examination from appearing at
the University Examination, unpopularity of the hostels
because they were very costly, the Superintendent of the
Hostels being non-Assamese and the limited affiliation of
the Cotton College in the M.A. course.

The Government requested the Governing Body of the
Cotton College to enquire and report on the matter. The
Governing Body reported that the allegations were ground­
less. It contended that the Assamese students did not go
to Calcutta in search of Assamese Professors. They went
in search of life. The students from Upper Assam generally
resorted to Calcutta. Further the Metropolis has a romantic attraction for the students.

In 1919, the number of students that appeared for the Entrance Examination was 400. Of them 315 passed the examination. Of the 315 as many as 179 obtained first division. Therefore the Assam Association demanded that a second section should be opened in the first and second year classes in Botany and Geology. But the Government said that it would take action only after the receipt of the Sadler Commission Report. So no action was taken for the opening of the sections.

In 1912, Cunningham suggested that post-graduate classes should be established in English because there was sufficient demand for it. Further English was the most important subject and also the most popular. It was thought that the establishment of the post-graduate classes would improve the tone and status of the college. For other subjects the students should go to Bengal. The Chief Commissioner supported the proposal. The Government of Assam applied for affiliation to the Calcutta University.

On 4 December 1912, the Registrar of the Calcutta
University wrote to the Government of Assam that the proposal to have the college affiliated in English to the M.A. standard does not commend itself to the Syndicate. Having regard to the magnitude of the course and the expert knowledge required in teaching the different branches of the subject, the Syndicate are of the opinion that more than one specially qualified Professor with considerable experience in teaching will be required if the college desires to impart instruction in the post-graduate course in English. Moreover, the Syndicate do not consider it expedient that an educational institution like the Cotton College at Gauhati which professes to meet only the local demands for higher education should be allowed to strain its teaching capacity and resources to attain to the highest standard of affiliation all at once in an important and difficult subject like English. In all probability the college for sometime at least will have one or two post-graduate students in English and for this extremely limited number it would scarcely be worth while for the administration to entertain a costly staff and to make elaborate arrangements as would be necessary for the affiliation of the college for post-graduate teaching in the subject. The Syndicate would therefore suggest that the proposal for the
affiliation of the college to the M.A. standard in English should be kept in abeyance and the Arts and Sciences sides of the college should be adequately developed so that by efficient teaching in the various subjects for the degree examination it may create a need for post-graduate teaching among its students and eventually establish its claim for affiliation to the M.A. standard in English and in other subjects.

The D.P.I. did not agree with all that was said by the Syndicate of the Calcutta University. The D.P.I. pointed out that the starting of post-graduate classes would serve the needs of the province with a population of seven million. The Assamese students in Calcutta or Dacca were strangers in a strange place, living in an alien environment and in unsympathetic atmosphere. Education in Assam would never achieve progress for which it was mature until the opportunities for advance were provided within its borders. Cunningham pointed out that post-graduate affiliation would raise the standard of the college, improve the tone of instruction throughout its courses and would have a direct and important influence upon the welfare of the Province.

Again, Cunningham contended that the staff of the
English Department was not inferior. There was one European Professor who was a successful teacher. There were two Indian members with approved service. One was a first class. Therefore the staff was adequate to start the M.A. classes.

The Government of Assam wrote directly to the Government of India on the subject and sought affiliation of the Cotton College in M.A. in English.

The Viceroy wrote to the Secretary of State on 5 June 1913: 'we are unable to subscribe to the opinions expressed by the Syndicate of the Calcutta University to the effect that it is inexpedient that an educational institution which professes to meet only the local demand for higher education should be allowed to attain M.A. affiliation in English. The Assamese were reluctant to proceed to Calcutta to pursue their studies in Honours and Postgraduate courses. We feel bound to respect this feeling and think that Assam, as a separate administration, deserves a college complete so far as possible in all branches and in all standards'. 
The Secretary of State agreed with the views of the Government of India. On 22 September 1913, the Government of India sanctioned the affiliation of the Cotton College to the M.A. standard in English. In 1933, M.A. classes in the Cotton College were abolished for financial reasons. During the period from 1913 to 1933, the M.A. classes cost the public exchequer Rs. 4,22,000. There were no first class not even one. Only four got second class. All efforts were made to make the M.A. classes popular and attractive but ended in failure. The students of the Earle Law College were allowed to read free in the M.A. classes but that did not produce the desired results. In 1933 there were no boys in the final year and there were only six students in the previous year class. Thus M.A. classes considered an expensive luxury were abolished which resulted in a net saving of Rs. 11,165 per annum.

St. Edmund's College was founded in Shillong by Sir Archdale Earle and was opened in 1916. The College was under the administration of the Irish Christian Brothers. In 1924, the college started I.A. and I.Sc. classes and affiliation was granted by the Calcutta University in the same year. In 1936 the college started B.A. and B.T. classes. This was
the first college in the Khasi Hills now in Meghalaya.

J.B. College, Jorhat:

Thirty years after the establishment of the Cotton College, the Jorhat College was established in 1930. The establishment of the college was made possible by the munificent gift of a commodious building with an extensive compound by Muralidhar Barua, grandson of Raibahadur Jagan Nath Baruah, the first graduate in Upper Assam. In 1931, Kashinath Saikia moved a resolution in the Legislative Council requesting the Government to sanction a non-recurring grant of Rs. 10,000 for the college.

Gurucharan College at Silchar:

The lack of facilities for higher education in the district of Cachar had long been felt, but it was not until Srimati Kironsasi Nag, a generous widow, originally belonging to Sylhet announced a donation of Rs. 10,000 in 1934 that public opinion began to crystallise in favour of a college at Silchar. The college was established in the year 1934 and was named after the late Gurucharan Nag, the
In the decininium 1931-40 four colleges, St. Edmund's, St. Mary's, St. Anthony's and Lady Keane Girls' colleges were started in Shillong, the capital of Assam, and Madhab Choudhury College was established at Barpeta in the Kamrup District. St. Anthony's institution was established in the beginning of the century by the Catholic Christian of the Diocese of Shillong. The institution was recognised as a college in 1935. Lady Keane Girls' College was earlier started as a high school for girls' education in 1932. It was raised to the status of an Intermediate College in 1935 and B.A. classes were opened in 1936. This college was the result of the efforts of the local public. The college was named after Lady Keane, the wife of the then Governor of Assam Sir Michael Keane for her contribution towards getting a large plot of land situated in the centre of the town. M.C. College at Barpeta was started in 1939 with a trust fund of Rs. 10,000 created by a generous lady to perpetuate the memory of her husband Madhab Chandra Choudhury. St. Mary's school was established in 1915 and was managed by the 'Sisters of our lady of the Missions'. In 1937 the school was upgraded to a college and B.T. classes were also added.

From 1940 to 1947 nine colleges were established in Assam. The necessity of establishing a night college at
Gauhati for giving facilities of higher education to young employees of different institutions was keenly felt by the intelligentsia. Besides a large number of students were refused admission in College. The idea took a definite shape when the lead was taken by Gopinath Bordoloi. The college was founded with a donation made by Keshaw Kanta Barua, an industrialist of Assam. The college was started in 1943 and was affiliated to the Calcutta University in the same year in I.A. and I.Com. courses. In the first year the college had only 15 students on its rolls. K.K. Barua met all the expenses including salary of staff for the first two years. Gopinath Bordoloi was the first honorary Principal. In 1944 Hem Barua was appointed Principal. Degree classes were opened in the year 1952. In 1955 the college had an enrolment of 590 and in 1975 it had an enrolment of 1410 (P.U. Arts 590, P.U. Science 397, B.A. 311 and B.Sc. 112).

In 1944, the public of Nowgong under the leadership of Matiram Bora later Finance Minister of Assam, started I.A. classes in the local high school premises. In 1955 the college had an enrolment of 719 students. In 1975 the college enrolment was 2145 (P.U. Arts 542, P.U. Science 593, P.U. Com. 225, B.A. 395, B.Sc. 304 and B.Com. 153).
In 1945, the Darrang College was started at Tezpur in its own building constructed with local public contribution. The college had only 112 students in I.A. and I.Com. classes in the day and evening shifts. In 1955, the enrolment was 521 and in 1975 it rose to 2058 (P.U. Arts 456, P.U. Science 503, P.U. Com. 244, B.A. 342, B.Sc. 360 and B.Com. 153).

In the same year 1945, a college was started at Nalbari with local public donations. The college classes were held in the local theatre hall till 1949 when the college constructed its own building. The enrolment of the college in 1955 was 311 and it rose in 1975 to 1687 (P.U. Arts 797, P.U. Science 276, B.A. 426 and B.Sc. 188).

A college was started in Karimganj, then a part of Sylhet district of Assam now in the Cachar District in June 1946 with a few students. The enrolment in the college rose to 532 in 1955 and further to 1541 in 1975 (P.U. Arts 347, P.U. Science 259, P.U. Com. 241, B.A. 519 and B.Sc. 175).

The area beyond Jorhat in Upper Assam had no institution of higher education. As a result of the strenuous efforts of Aswini Kumar Choudhury backed by S.K. Datta, then Principal of the Earle Law College, a strong public opinion was created for establishment of a college at Dibrugarh in 1945. Generous contribution was obtained from the public, the notable among them being Raisaheb Honumanbax Kanoi of Dibrugarh who contributed one lakh of rupees. The college
was started in 1945 in the local George Institution premises and was known as Dibfugarh College. It was later named after the major donor and was designated as Hanumanbax Surajmal Kanoi College. It had an enrolment of 850 students in 1955 and it rose to 1328 in 1973.

Manipur, which was an Indian state had no institution of higher education till 1946. In that year under the patronage of the Raj family, a college was started with 68 students in the premises of the Johnstone High School of Imphal. Classes were held in the evening. A few graduate teachers of the higher school under the guidance of the Head Master conducted the classes. The college was fully organised in December 1946 under R.R. Thomas formerly of the Assam Education Service and three qualified teachers. The college started with a recurring monthly grant-in-aid of Rs.500 from the State of Manipur. This was soon followed by a non-recurring grant of Rs.15000 for the College library. The college took a concrete shape after Maharani Dhanamanjari Devi donated a large sum of money. The college was named after her. The college was first affiliated to the Calcutta University and in 1949 affiliation was transferred to the Gauhati University. In 1955 the college had an enrolment of 572 which rose to 3425 (P.U.Afts 576, P.U.Science 765, P.U.Com.130, B.A.1062, B.Sc.789 and B.Com.103) in 1975.
Goalpara district of Assam was educationally very backward till 1946 when a college with I.A classes was started at Bhubri with a munificent donation from Jyotsna Narayan Choudhury, the Zamindar of Lakhipur. The college was a second grade college affiliated to the Calcutta University. It was raised to the first grade status in 1948 and was affiliated to the Gauhati University. In 1955 the college had an enrolment of 433 which rose to 1680 in 1975 (P.U. Arts 614, P.U. Science 309, B.A. 414 and B.Sc. 343).

Tripura: Scant attention appears to have been given to the educational needs of the people of Tripura by its rulers during the pre-integration days. It is interesting to note that most of the later Maharajas of Tripura were real patrons of learning and culture and made substantial contribution to the cause of higher learning in Bengal. But in so far as their own kingdom was concerned little systematic thinking appears to have been given to the educational needs of their subjects. It was in fact after the launching of the first five year plan that serious thinking was given to the systematic development of education in the territory. The Education Directorate was set up in April 1953 with a skeleton staff. Till that time a few Inspectors of schools who looked after education were attached to the Secretariat Department of Education.

During the rule of Maharaja Radhakishore Manikya (1896-1901) a free second grade college was started at Agartala
in 1931. The college soon acquired first grade status; but it had to be closed down within a few years because the policy of the authorities of the Calcutta University was against the establishment of such institution in small towns in the mofussil. The Maharaja however took keen interest in the advancement of education, particularly among the backward communities. A good number of stipends were provided to the deserving students for higher education. Education at all stages was free in Tripura upto 1915-16 after which a scale of fee was prescribed, but the indigenous inhabitants of the State e.g. the Thakurs, the Tripuris, Manipuris and other hill tribes were exempted from paying fees.

In 1950-51, the Union Territory had two degree colleges with enrolment of 652 boys and 50 girls. In 1974-75 the number of colleges increased to six including one girls' college with a total enrolment of 8,007 students (5,351 boys and 2,656 girls).
Till 1911, there was not a single college devoted entirely to the study of law. Regulation XXVII of 1814 provided that pleaders were to be either of the Hindu or Muslim religion and that preference was to be given to candidates educated in any of the Hindu or Muslim Colleges established or supported by the Government. In 1846, this restriction was removed by Act II which laid down 'that the office of the pleader in the courts of the East India Company shall be open to all persons of whatever nation or religion provided that no person shall be admitted as a pleader in any of those courts unless he has obtained a certificate in such manner as shall be directed by the Sudder Court, that he is of good character and duly qualified for the office'.

Shortly after this enactment an examination was instituted to test the qualifications of applicants for enrolment as pleaders but no arrangements were made to give them the requisite training. The result was that...
students were left to their own resources in mastering the intricacies of Indian Law. This was manifestly an unsatisfactory state of affairs. It was noticed by the Wood's Education Despatch of 1854. The Despatch said (1)-

'It will be advisable to institute in connection with the Universities, professorships for the purpose of the delivery of lectures in various branches of learning, for the acquisition of which at any rate in an advanced degree facilities do not now exist in other institutions in India. Law is the most important of these subjects and it will be for you to consider whether as was proposed in the plan of the Council of Education to which we have before referred the attendance of certain lectures and the attainment of a degree in law may not for the future be made a qualification for vakils and moonshiffs instead of or in addition to the present system of examination, which must however be continued in places not within easy reach of a University'.

To give effect to the policy thus indicated law classes were established at the time of the foundation of the Calcutta University in 1857, and were attached to the Presidency College. In 1864, law classes were attached to the Government College at Hoogly, Dacca, Krishnanagar;

(1) Para 30.
Berhampur and Patna and not in Assam. Since then Law classes were attached to several colleges. But the system of legal education was unsatisfactory. Enrolment was great, discipline was less and learning was practically nil. The Law lecturers were paid by the fee realised from the pupils (2).

On 2 May 1866, the Bengal Government requested the Registrar of the High Court of Judicature, Calcutta to draft regulations for conducting the examination of pleaders and mukhtears for the mofissil courts. Accordingly the Calcutta High Court framed regulations.

The pleaders were classified into two grades; the pleaders of the higher grade were competent to appear, plead and act in any civil, criminal and revenue court in the Province. Those of the lower grade were competent to appear and plead and act in the court of Assistant Commissioners and Moonsiffs in the Province. The Mukhtears might appear in any civil court or criminal court. They should pass an examination for which a course of study was prescribed. The examinations were held in English.

(2) Report of the Calcutta University Commission Vol. III Chap. 22
They were examined by Government examiners and the examination was both written and viva. The local Committee consisted of the judge, the magistrate and the principal sudder amin. The local examination committee sent the scripts to Government examiners through the Registrar of the High Court. The Government examiners sent the marks awarded to the High Court who sent them to the Government and the Government published the results.

Law classes for the training of District Court Pleaders were in existence at Sylhet, Silchar and Sibsagar during the period 1885 to 1910. In 1910, when Assam was a part of East Bengal it was decided to establish a Central Law School at Dacca and for that reason the Law classes in the Surma Valley Division were abolished. The abolition of law classes was felt as a cause of hardship to the people of the district. This fact was brought to the notice of the Chief Commissioner. The inhabitants of Cachar represented that only a few of them could afford to send their sons to the existing law classes at Chittagong or Dacca and Gauhati was both uncongenial and expensive. Therefore, the officiating Commissioner of the Surma Valley recommended the re-establishment of the Law classes at Sylhet and Silchar. The D.P.I. agreed that the High
Court might be approached with a request for the restoration of law classes at Silchar and Sylhet. Before their abolition, law classes were conducted successfully by Rai Dulal Chandra Deb Bahadur at Sylhet and Rai Haricharan Das Bahadur at Silchar. They were remunerated by fees paid by the students. The Commissioner of the Surma Valley suggested that these two persons might be entrusted with the responsibility of managing the law classes in Sylhet and Silchar respectively.

On 11 October 1912, the Government of Assam wrote to the Registrar of the Calcutta High Court for permission to open law classes at Sylhet, Silchar and Jorhat and that the courses would be taught by Rai Hari Charan Das Bahadur at Silchar, Rai Dulal Chandra Deb Bahadur at Sylhet and Debi Charan Barua at Jorhat. The Government also wrote that these persons would be remunerated entirely from fees realised from students. The Government would not accept any financial responsibility whatever for the conduct of these classes as in Gauhati. The Registrar of the Calcutta High Court replied that action would be taken after the receipt of the report from the Committee on Legal Education which had been constituted for the purpose.
In Gauhati there was a law class. It was conducted by only one lecturer Babu Upendra Nath Sen. The average number of students on rolls was 14. Each paid Rs. 5 per month as fee. The entire fee was appropriated by the Lecturer. He was not further remunerated. The Government did not spend any amount on the Law classes.

On 11 December 1913 the Registrar of the Calcutta High Court informed the Assam Government that the High Court was not prepared to approve the proposed Law classes unless the following conditions were satisfied. First, there should be at least three teachers at each centre. The teachers should be paid a fixed salary say at least Rs. 150 per month. They should not be paid by fees. The names of the teachers together with their qualifications should be submitted to the High Court for approval. The Government of Assam did not take any action on this communication because the Government was not interested in the establishment of law classes for the training of pleaders for the district courts.

On 9 September 1912, a conference was convened to discuss the need for a law college in the Assam Valley.
The students from the Surma Valley would go to Calcutta or Dacca for their legal education. But the students from the Assam Valley were not willing to go to Calcutta or Dacca for the purpose. Therefore the conference discussed the need for a law college in the Assam Valley. The D.P.I. Cunningham said that there were 96 graduate pleaders in the Assam Valley. This number was sufficient. Only five more law graduates would be necessary annually. If a Law College was opened in the Assam Valley the market would be flooded with law graduates. This would be a serious disservice to the Province. Further, the law students should be trained well. Though the Gauhati Bar was able and skilful in the practice of law, most of its members had been divorced for long from theoretical study. Further the existing members of the Bar received less advanced training than that imparted in 1912. Again, the college if established would be a small one with a small staff. On the other hand the Calcutta High Court fostered the Calcutta Law College. It was big and was in constant touch with the Law courts of the great city. The facilities in Calcutta for the study of law were far superior, to those available in Gauhati. If the Assamese wished to be successful at the Bar they ought to be given at least
as good a training as their competitors and this they would not receive in Gauhati. Cunningham also said that the recurring cost of the college would not be less than Rs.20,000 per annum. This he regarded as altogether extravagant for the annual outturn of the five or six students which were all that the Assam Valley really required. Thus Cunningham was opposed to the establishment of a Law College in the Assam Valley on the ground that the demand was insufficient to justify the measure; that Assam was not in a position to establish a college creditably and that the result aimed at could be more economically and much more thoroughly effected by the grant of scholarships tenable in the University Law College, Calcutta.

There was animated discussion on this issue. The conference was divided into two groups one supporting Cunningham and another opposing him. Manik Chandra Baruah, Satyanath Bora, Tarun Ram Phukan, Prassanna Kumar Ghose, Krishna Kumar Baruah, Radhanath Changkakati, Padmanath Gohain Baruah, Phanidhar Chaliha supported the proposal for a law college in the Assam Valley. But, G. Bezbaruah from Upper Assam, Abdul Mazid and K.K. Chanda from the Surma Valley were not in favour of a Law College in the Assam Valley.
Abdul Mazid said that with the establishment of a law college in the Assam Valley, there would be an increase in the number of lawyers and an increase in litigation. Further, if a law college was established in the Assam Valley another should be established in the Surma Valley. When vote was taken 15 voted for the establishment of a Law College and ten voted against it.

The Chief Commissioner came to the conclusion that the establishment of a Law College at Gauhati was desirable. Because he was greatly impressed by the comparatively large number of students from Assam studying Law in Calcutta in difficult circumstances. He thought that the Law college at Gauhati might be established as an experimental measure for a period of five years. The Government of Assam requested the Government of India for its sanction.

The Government of India had no objection to the establishment of a Law College. But they suggested that admission should be restricted to prevent the overcrowding of the legal profession in Assam and the encouragement of litigation. While the proposed Law college was mainly intended for students drawn from among the Assamese of the Brahmaputra Valley, certain number of seats
should be reserved for the inhabitants of the Surma Valley
and the Rajshahi Division. It was also assumed that the
college at Gauhati would meet the needs of the Province
as a whole and that there was no intention whatever of
founding a similar institution at Sylhet.

In November 1913, the D.P.I. suggested the constitu­
tion of a governing body for the management of the co­
lege. Cunningham also suggested the appointment of
Jnanadabhiram Baruah, Extra- Assistant Commissioner Gauhati
as the Principal. He further suggested that pleadership
classes might also be held in the Law college. But Dr. Debi
Prasad Sarvadhikari, who conducted the local enquiry on
behalf of the Calcutta University advised that pleadership
classes should not be held in the Law College and that
only first year B.L. class should be opened until the new
buildings were ready for occupation. The Calcutta Univer­
sity granted affiliation to the Law College.

The Chief Commissioner sanctioned the constitution
of the Governing Body of the Law College to be established
with effect from 1 July 1914. The fee to be levied and
collected from the students was fixed at Rs. 6 per month.
Jnanadabhiram Baruah was appointed Principal of the college and he was paid in addition to his pay in the grade of Extra Assistant Commissioner a deputation allowance of Rs. 200 per month. The Chief Commissioner accepted all the conditions laid down by the Government of India except one namely, that no reservation should be made for students from outside the Province. As regards restriction of admissions with a view to preventing overcrowding of the legal profession in Assam, the Chief Commissioner said that it would not be practicable so long no restrictions were imposed in Calcutta and Dacca.

In regard to staff, Jnanadabhiram Baruah the Extra Assistant Commissioner Gauhati was appointed Principal of the College with effect from 1.7.1914. Tarun Ram Phukan and Satyanath Bora were appointed lecturers, Arthur Brown of the Cotton College as part-time lecturer with an allowance of Rs. 200 per month.

On 26 October 1914; a public meeting was held in Gauhati with Manik Chandra Baruah in the Chair and the following resolution was passed: 'That as a mark of sincere and grateful appreciation of the services of the Hon'ble Sir Archdale Earle towards the cause of education
in Assam, more particularly towards his establishment of a law college at Gauhati the Government be moved to designate the Gauhati Law College as the Earle Law College. The Chief Commissioner assented to this proposal.

on 8 July 1915, the Chief Commissioner opened the new Law College at Gauhati. The establishment of a Law College was made possible because of the helpful attitude adopted by the Vice-Chancellor the Calcutta University, Asutosh Mukherjee and Debi Prasad Sarbadhikari.

Although it was established as an experimental measure, it was retained year after year and was not made permanent even in 1934.

Agricultural Education:

The supreme economic importance of agriculture in North East India may be realised from the fact that out of a total population of 20 million, more than 95 percent are dependent on it as a means of livelihood. Therefore, there was a wide spread and insistent demand for the provision of facilities for such education. The University
Commission 1902 expressed the view that in a country like India which is mainly an agricultural country it would appear that agricultural teaching both ordinary and superior should be considered as essential.

In 1904, the Government Resolution on Educational Policy said 'At present, therefore, while the necessity for developing the agricultural resources of the country is generally recognised, India possesses no institution capable of imparting a complete agricultural education. The existing schools and colleges have not wholly succeeded either in theory or in practice. They have neither introduced scientific experts nor succeeded in attracting members of the landholding classes to qualify themselves as practical agriculturists. Both of these defects must be supplied before any real progress can be looked for. In the first place, an organization must be created in which those qualified to carry on the work of research and to raise the standard of teaching can be trained in India itself. Before agriculture can be adequately taught in the vernacular suitable text books must be produced and this can only be done by men who have learnt the subject in English. The Government of India had therefore under their consideration a scheme for the
establishment of an Imperial Agricultural College in connection with an experimental farm and research laboratory to be carried on under the general direction of the inspector General of Agriculture at which it is intended to provide a thorough training in all branches of agricultural science combined with constant practice in farming work and estate management. In addition to shorter courses for those students who are intended for lower posts there will be courses of instruction, extending to five years which qualify men to fill posts in the Department of agriculture itself such as those of Assistant Director, research experts, superintendents of farms, professors, teachers and managers of court of wards and encumbered estates. It is hoped that a demand may arise among the land owning classes for men with agricultural attainments and that the proposed institution may succeed in meeting that demand. Arrangements will also be made to admit to the higher courses those who have undergone preliminary training at the provincial colleges and thereby to exercise upon those colleges an influence tending gradually to raise their standard of efficiency.

The Government gave effect to the latter portion of their resolution by establishing the Imperial agricul-
tural College and Research Institute at Pusa in Bihar and devoted to it the greater portion of the donation of £30,000 made in 1903 by Henry Phillips an American gentleman for some object of public utility preferably in the direction of scientific research. The Pusa Institute became the leading institution in the country. But there was not a single institution for the promotion of agricultural education in the whole of North East India till 1948.

Agricultural production could only be increased by the application of science and technology in the utilization of the available resources in the State. It is with this aim that the establishment of an Agricultural College and a Veterinary College, experimental stations and extension organizations were developed gradually during the period 1948 to 1968 in the State of Assam. In order that these organizations may be effective it is necessary to have a Progressive Research organization to resolve the problems of the farmer and establish a close link with the training programme so that the advances in agricultural sciences and technology could be carried to the farmers through the extension services.
The Indo American Team on Agricultural education and Research appointed by the Government of India had studied the situation comprehensively. The Team recommended that the approach to agricultural advancement should be reoriented by integrating Research Training and extension into a well-knit organization. The Education Commission, 1964, observed that at least one Agricultural University should be established in each State.

The urgency of bringing about a rapid increase in food production in the State necessitated a re-examination of the existing pattern with the aim of bringing about maximum possible efficiency and effectiveness of the organization serving agriculture. It was apparent that there was need for establishing much closer interrelationship between Research, teaching and extension programmes which was not possible under the existing arrangement. Therefore Agricultural University was established in Assam in 1968.

Medical Education:

The transformation of medicine which had taken place in the west has no counterpart in India. In the
West medicine was influenced by the physical and biological sciences, like Physics and Chemistry, Biology, Anatomy, Physiology, Pathology almost at every stage of their progress. These sciences in their modern form are unknown to the majority of the adherents of the two systems of medicine still practised in India on an immense scale. The first is Ayurvedic system of the Hindus; the second is the Unani or Tibbi. These were the two systems practised in India when the western medical education began in Bengal. In 1822, a school for the Native Doctors was established. In 1827, medical classes on the Ayurvedic system were opened at the Sanskrit College at Calcutta and classes in the Unani system were opened at the Calcutta Madrassah about the same date. These two classes appear to have been well attended. In 1833, Lord William Bentick appointed a committee for the purpose of improving the system of medical education. The recommendations of the committee were implemented. On 28 January, 1835, the Medical classes in the Sanskrit College and the Madrassah and the School for Native Doctors were abolished and the Calcutta Medical College was established. The official title of the college was the Medical College of Bengal, Calcutta. The Medium of instruction was English. The total strength of the college was 50. All the students were given stipends. The
duration of the course was four to six years. The students were required to learn the principles and procedure of medical science strictly in accordance with the mode adopted in Europe. The college was open to all classes of Indians between the ages of 14 to 20 without distinction of class or creed provided they satisfied certain requirements. The medical college was affiliated to the Calcutta University in 1857. The University entrance examination was made the qualification for entrance into the medical college. In 1874 the Dacca Medical school and in 1873 the Campell Medical school were established.

Students from Assam sought admission in the Calcutta Medical college. In 1840, eight Assamese youths went from Gauhati to attend medical lectures at the medical college Calcutta. Four of them left the medical college on the ground that the climate of Calcutta did not suit them. They were paid Rs. 41 for their return journey. In 1841, five Assamese students were prosecuting their medical studies at the medical college, Calcutta. They were all paid a subsistence allowance by the Government of India. In 1842 it was found that they were not qualified. Therefore the college council sent them to the Hooghly college for training in English so that they might acquire sufficient
knowledge of English to comprehend and profit by the lectures at the Medical College. On 23 March 1846, the Government of India informed the Government of Bengal that the President in Council sanctioned a monthly expenditure of Rs. 50 for the maintenance of ten Assamese youths proposed to be educated at the medical college with a view to their being ultimately employed in the hospitals of Assam. The Commissioner of Assam requested the Government of India on 15 December 1845 for a grant for the purpose (1). At one time it was contemplated to withdraw the subsistence allowance to the medical students from Assam. But the Commissioner of Assam wrote to the Government of India that the withdrawal of allowance would prove highly injurious to the interests of the Assam youths 'who are not yet ........ sufficiently advanced in enterprising spirits to avail themselves of the advantages of the scheme laid down by the Government (2).

In May 1897, the Government of Assam received

(1) Letter from Govt. Vols. 18, 40, 41, 42, 43, 46, 47, 48.
(2) Ibid. 1870 No. 550.
information from the Executors of the late Brigade Surgeon Berry White stating that a legacy of Rs. 50,000 had been left in his will for the purpose of opening a Medical School in Dibrugarh for the training of natives in India, who were natives of Assam or whose parents had resided for ten years in Assam. The grant was conditional on the Government of Assam accepting the administration of the fund and carrying out the scheme. The Government accepted the Trust and the Principal Medical Officer was asked to formulate a scheme. On 23 October 1897 a scheme was sent to the Government. It was accepted by the Government with certain modifications. In 1899 the building construction was completed at a cost of Rs. 36,000 and the balance of Rs. 14,000 was spent on the purchase of furniture, books etc.

There was a demand for a medical school in Assam. For there was an ever increasing demand for hospital assistants. There were 108 dispensaries in Assam and there were 139 hospital assistants serving under the Government. There were 768 tea gardens in Assam, each of which had a Doctor Babu. Some of them had two. Steamers and Railways employed about fifty doctors. All of them came from Bengal. A very few of them were Assamese from Goalpara who studied in Bengal. The supply of doctors was so short for tea gardens that under
the Assam Rules framed under the Emigration Act, compounders who had served for three years in a hospital were allowed to appear before the District Committee for a test. If they passed the test they were allowed to take medical charge of the tea gardens. In these circumstances the Berry White Medical School came into existence in 1900. It was placed under the control of the Civil Surgeon Dibrugarh. The School was opened by the Chief Commissioner on 18 June, 1900 with 38 students.

Candidates of both sexes were admitted, but they must have passed the University Entrance Examination and a physical fitness test. Natives of the Province were preferred. The School offered a Licence in Medical practice and the licentiates were appointed as assistant surgeons grade II in the dispensaries and hospitals.

It was in November 1947 that the Assam Medical College was established in Dibrugarh. During the Second World War there functioned on the site a British Military Hospital with a good operation Theatre and clinical laboratories. After the war the buildings and the equipments were acquired by the Government and were utilised for the college. The college was designed to impart medical education of
the University standard to the youth of the province, to supply fully trained and duly qualified doctors to man the health services of the province and to increase the output of trained nurses and other ancillary personnel required for the proper functioning of the health services as envisaged in the Bhore Committee Report. The College was granted affiliation by the Gauhati University in 1952 and was recognised by the Indian Medical Council and the General Medical Council of England. Admission of students to the college was confined to the Assamese wherever they might reside and to persons domiciled in Assam. Five students were selected by the Government of Assam for admission to the College.

In 1960, another medical college was established at Gauhati and it was affiliated to the Gauhati University in 1962. Then came the Silchar Medical College in the Cachar District in 1968 which was affiliated to the Gauhati University in 1970. A Regional Medical College was established at Imphal Manipur in 1972 to serve the needs of Meghalaya, Nagaland, Manipur, Tripura, Arunachal Pradesh and Mizoram and it was affiliated to the Gauhati University. Thus North East India has four Medical Colleges and all of them are under the Gauhati University.
In 1856, the Public Works Department, Bengal, established a college at Fort William with the object of training Indian Engineers and subordinates for their service. The college was affiliated to the Calcutta University in 1857. It was transferred to the Presidency College in 1864. Engineering was an important department of the Presidency College. In 1878, the Government of Bengal appointed a Committee to study and report on the Engineering Education. The Government accepted the recommendation of the Committee and took away the Engineering Department from the Presidency College, Calcutta, and established the Sibpur Engineering College. The College was affiliated to the Calcutta University in 1880 when it was called the Government Engineering College. Candidates from Assam were admitted in the Sibpur Engineering College from 1857 to 1957, when the Assam Engineering College was established (1955) at Gauhati. Then came the Jorhat Engineering College which was established in 1961 and was affiliated to the Dibrugarh University. An Engineering college was established at Narshinghar, Tripura in the year 1965 with three branches - Civil, Mechanical and Electrical and has been affiliated to the Calcutta University.
University. A Regional Engineering College has been started in Silchar Assam in 1977. Thus the North East India has four Engineering Colleges which are sufficient for the region.

Training Colleges:

The institutions which train teachers for secondary schools were of the following type. Training Colleges and the First Grade Training Schools. The training colleges were affiliated to the Calcutta University. They admitted either graduates or those who had passed the intermediate stage of the University course. They gave all their training in English. There were only three training colleges under the Calcutta University even in 1917. The successful candidates were awarded the degree of B.T. It also gave L.T. certificate. The B.T. course is preceded by graduation in Arts or Science and extends over one academic year. The candidate must also have undergone a course of practical training extending over six months or must have served as a teacher in a school for a year. The L.T. course was preceded by success in the intermediate examination in Arts or Science and could be taken in one academical year but a candidate must not offer himself
for the licence examination until two years have elapsed from the time of passing the intermediate examination. For both the degree and the licence examinations the candidate had to study four theoretical subjects.

The three Training Colleges were, the David Hare Training College, Calcutta opened in 1908, the Dacca Training College 1910 and the London Missionary Society institutions at Bhawanipur Calcutta 1917. The Assamese students had to study in these institutions. There was no training college in the whole of North East India till 1958 except the B.T. classes which were started in the St. Edmund's College in 1936 and in the St. Mary's College in 1937. These classes were affiliated to the Calcutta University. The Gauhati University started a B.T. Department in the year 1951. During the period 1967 to 1975 six training colleges (B.T.) including one in Manipur were started. There also was one Training College at Jorhat under the Dibrugarh University and one in Meghalaya under the North Eastern Hill University. Tripura has five Training Colleges, of these one imparts instruction for the degree of Bachelor of Teaching and the others certificate in basic training and Hindi Teachers' Training. The arrangements for training of teachers in Tripura did not exist
before 1954 when the first Basic Training College was started in the territory. A large number of untrained teachers was in service. This, together with the appointment of a large number of untrained teachers in the schools started during the five year plan period, necessitated opening of more training colleges. Two more Basic Training Colleges, one Craft Teachers' Training Institute, one Hindi Teachers' Training Institute and one B.T. (Secondary Teachers' Training) college were opened in the State.

Conclusions:

We have so far traced the growth of colleges of all kinds, professional and general in North East India. At the turn of the present century there were two colleges, Murarichand College in Sylhet which is now in Bangladesh and the Cotton College. A third college was established in the capital of the Province by the Christian Missionaries and a fourth one in 1931. But from 1950 onwards there has been tremendous growth of colleges. The North Eastern region is therefore self-sufficient so far as college education is concerned.