CHAPTER VIII

SUMMARY

8.1. Introduction:

The NER of India came under the rule of the East India Company, according to the "Treaty of Yandabo 1826." Thus, NER of India became an integral part of India from this date and a long period of isolation came to an end. It was the beginning of western education in the history of NER of India. The growth and development of primary education and influence of western education during the period of the East India Company (EIC) was very slow and limited, because EIC wanted to preserve the prevailing indigenous system of education and adopted a policy of non-interference. The EIC was primarily a commercial organisation and though that it was beyond their responsibilities to educate the people of India including NER. Moreover, education was not regarded as a responsibility of state in those days even in United Kingdom (UK). Naturally EIC was not prepared to accept the responsibility and was influenced very much by financial consideration rather than by philanthropic motives. The NER of India came under direct control of British Crown during the periods 1857 - 1947. There were tremendous changes in social, educational, and practical life of the people in the NER
during these periods. Realising the importance of education of the masses, a system of grant-in-aid to private elementary schools was recommended on the condition that over and above the tuition fees, the public must give some subscriptions for maintaining the schools. Grants were recommended for certain specific purposes, such as increase in teachers' salaries, scholarships, construction of school buildings etc. The aid was to be given to those schools which imparted secular education, open to government inspection and had good local management. The government of Assam wanted to make primary education compulsory in the state through the Local Boards, and Municipalities in a phased manner. Accordingly the "Primary Education Act of Assam" was passed in 1926. This was the first Primary Education Act for making compulsory primary education in the NER of India.

Politically the NER of India is free since 1947, but economically the region has a long way to go. The elimination of ignorance and of poverty accumulated over centuries of inertia and exploitation is not an easy task. Moreover, the transition from the traditional to the futuristic setting is not easy. In the traditional society of NER, the stock of knowledge is limited and grows slowly so that the main aim of education is interpreted to be its preservation. On the other hand modernisation aims, amongst other things, at creating an economy of plenty which will offer to every individual a larger way of life and a wider variety of choices.
Primary education is the foundation, on which the career and life of each and every pupil is based and built. Thus, primary education became even more significant for proper development of NER at par with other states in India. The researcher has presented the various aspects of findings of the present study briefly in this chapter for proper planning of schooling facilities from the grass-root level as well as balance growth and development in all areas throughout the NER of India.

8.2 Findings:

The findings of the present study in support of the hypotheses are presented briefly under the following sub-heads.

8.2.1 Indigenous System of Education:

There was an indigenous system of education before the christian missionaries landed on the soil of North-Eastern Region of India. There were similarities between the indigenous system of education prevalent in the valley areas of Assam and Manipur on the one hand and the rest of India on the other hand. Gurukul system of education was prevalent just before the occupation of NER of India by foreigners. The indigenous institutions of those periods were for Hindus, Muslims, Brahmins and Baishnavas only. In ancient time only the upper classes including elite groups of people were imparted indigenous education and there were restriction for
education by an ordinary people. The prevalent system of indigenous education was not according to the needs, demands and requirements of the people of the region.

There were State Royal Chronicles in Assam, Manipur and Tripura respectively, which proved the development of indigenous system of education throughout the NER of India. In the hill areas of the NER on the other hand, informal education took place mostly through interaction between children and parents in the family and work place in the case of the young. As children gradually grew into adolescents, they were attached to local dormitories, where they received much of the education and training needed in adult life. These dormitories had been powerful institutions with sanction from the local community and served an important educational function as agencies to impart education for the intellectual and emotional development of youth in the community. They remained active till the advent of the missionaries in the region when a beginning was made in the introduction of modern system of education in the whole region.

It is a fact that more than 120 precious indigenous books (puyas) on different subjects were burnt in Manipur during the reign of king Garibniwaj (1709-1748), at the instigation of a Hindu Missionary, Shantidas Gosai. Those books could have been the treasures and assets of Manipuri literature. The introduction of
Bengali-script in the place of Meitei-script by the king Garibniwaj
had an adverse effect on the growth and development of primary
education in Manipur for some time, as is done in the case of Assam
and her neighbouring areas.

8.2.2 Development of Written Languages/Dialects of Different Tribes
in the NER:

Formal schools were set-up in Assam, Meghalaya, Mizoram,
Nagaland, Manipur and other hilly terrains of the NER by the
missionaries. The dialects of the different tribes in the region
were systematically developed into languages like the Khasi, Garo,
Bodo, Mizo etc. The first printing press and the first newspaper
in the region were started by the missionaries. The missionaries
translated the Bible into Assamese and this was the first Assamese
book in print. The first Assamese Newspaper "Arunadaya", the
first Assamese Grammar "Grammar of the Assamese Language",
the first Assamese Dictionary "Dictionary in Assamese and English"
were written by the christian missionaries. It is interesting to note
that the medium of instruction in the primary schools started by
East India Company was Bengali, whereas it was Assamese language
or mothertongue of the pupils in the missionary schools. It was
only from April 19, 1873 that Assamese language was used as the
medium of instruction in the primary schools of Assam. Along with
these developments the foundation of the christianity was also laid
in the NER of India. It is the major religion in the hill-states of NER viz, Arunachal Pradesh, Meghalaya, Mizoram, Nagaland and hill districts of Assam, Manipur and Tripura to-day and is a powerful force binding people together.

8.2.3 Excellent Work of Christian Missionaries:

The christian missionaries did excellent work in NER with a network of primary schools. The hill people of the region have a very short written history. This is so because the language of none of the hill tribes had been reduced to writing until the early 19th century. In the absence of the christian missionaries, the history of NER would have been entirely different, particularly in Arunachal Pradesh, Meghalaya, Mizoram and Nagaland. In Manipur, the American Baptist Missionary and the North-East India Missionary took the initiative in opening a good number of primary school for the tribal pupils. The impact of christian missionary on the overall educational development can be seen if one looks at the literacy percentage in different states of the NER. Indeed the christian missionaries did a very commendable work in bringing the children of backward and interior areas to school throughout NER.
8.2.4 Development of Primary Education Before Independence in the NER of India:

a) Assam:

The modern educational history of Assam began with the annexation by the British. The department of education was created in 1905 and it was placed under the charge of a Director of Public Instruction (DPI). With the passing of the Assam Local Self-Government Acts, the maintenance of primary and upper primary schools was entrusted to the Local Boards. By 1900, there was at least one high school in each sub-division of the state. Assam had 7,574 primary schools of which 835 were meant for the education of girls and remaining 6,739 were for boys in 1947. Assam has the highest number of educational institutions, enrolment and teachers in the NER before and after independence. It is very inconvenient to give the data and numerical figures of educational institutions, enrolment and teachers at the primary stages of school education of the seven states before independence as this region except Manipur and Tripura were parts of Assam.

b) Manipur:

The first foundation of western education in Manipur was laid down by Captain Gordon (1835-1844), the first Political Agent of Manipur as he established a primary school at Imphal in 1835.
But it was decayed without bearing any fruit. Thus there were no progress of modern education in Manipur during the period of EIC. Again, a primary school was established by Major General, W.F. Nuthal, the fifth Political Agent of Manipur in 1872, at Imphal with English as medium of instruction.

In 1885, Sir James Johnstone (1877-1886), the eighth Political Agent of Manipur firmly laid the foundation of the present system of modern education, with the consent from Maharaja Chandrakriti, by establishing an English School at Imphal within the present campus of the Governor of Manipur. The school was named after Sir James Johnstone and it became to be known as Johnstone Middle English School and it was up-graded by stages later on. However, the western education was spread through the medium of Bengali language and script. Mr. Pettegrew came to Imphal and established a school for boys at Singjamei. The total number of primary schools were (i) Johnstone Middle English School (1885-86) (ii) Sekmai L.P. School (1892-93) (iii) Mao L.P. School (1893-94) (iv) Pettigrew L.P. School (1894-95) (v) Tera L.P. School (1894-95) (vi) Phoijing L.P. School (1894-95) (vii) Thangmeiband L.P. School (1895-96) and (viii) Moirang L.P. School (1895-96) during 1895-96. All these schools were in the valley areas except Mao L.P. School which was in the hill area. There were, 18 primary schools with an enrolment of 1,425 students in Manipur during 1901-1902.
The first batch of students who received education in Manipur, appeared at the Matric Examination in 1909 in Sylhet. The total number of educational institutions at the primary stages in Manipur rose to 291 of which 278 and 13 are primary and upper primary schools during 1947-48. The enrolment at the primary schools (classes I-V) were 25,400 including 1,700 girls in 1947 and the total number of teachers were 507. The enrolment at the upper primary schools (classes VI-VIII) were 1,360 and there were only 76 teachers in 1947.

c) Tripura:

An English Officer was first appointed at the hill of Tripura as a Political Agent in order to protect British interest and advice the king in 1871. There were only 2 schools in Tripura one at Agartala and the other at Kailashahar in 1872. At that time only 103 boys out of the total population of 74,000 received formal education. There were 21,728 primary schools in Tripura during 1903-1904. But the number of educational institutions was reduced due to partition. Thus, it is very difficult to give accurate data and figures of educational institutions, enrolment and teachers chronologically before independent for Tripura.

d) Meghalaya:

There were 35 schools with an enrolment of 662 pupils in Caro Hills, according to the reports of the missionaries in 1883-84. Inspite of the efforts made by the missionaries and grants
given by the government to these institutions the progress in education was very slow in Garo hills. There were 3 upper primary schools and 86 primary schools besides the teachers training school at Tura during 1905-1906. In the Khasia and Jaintia Hills, there were 325 schools with 6,333 pupils during 1900-1901. The available records show that education was in the hands of the Welsh Mission upto 1900-1901. There were 348 primary schools in the Khasia and Jaintia Hills District during 1903-1904.

c) Mizoram:

Before the advent of the British, there was no organised formal system of education in Mizoram. The first school was opened on April 1, 1897 at Mac Donald Hill in Aizwal by two missionaries namely Rev. Savidge and J.H. Lorrain. In this school 68 boys were enrolled and given elementary education. In 1898, 3 government primary schools were established in three places viz. (i) Aizawl, (ii) Lunglei and (iii) Tlabung. This year 27 young chiefs and selected men from villages were given education in the government schools in Aizawl. They were also given free ration during their stay in Aizawl.

f) Nagaland:

Miles Bronson was the pioneer in educating the Nagas. Rev. Clark established 8 schools in the 8 different villages in the Ao Naga area. The government also started to open schools in different
Naga areas which were under the British jurisdiction. There were 22 primary schools in Nagaland during 1903-1904. Prior to 1947, Naga hills which was under the jurisdiction of Assam had 161 government primary schools. These primary schools were supervised by Inspector of Schools, Upper Assam circles, with its Head Quarter at Jorhat.

g) Arunachal Pradesh:

Prior to 1912-13 Arunachal Pradesh was known as the North-Eastern Frontier Agency (NEFA) which was a part of the districts of Lakshimpur and Darrang of Assam and its administration was looked after by the Deputy Commissioners of the two districts. As per various notifications the name of the area and districts underwent many changes. Development of primary education before independence in Arunachal Pradesh was not satisfactory and relevant data and figures are not available accurately. In 1947, when the Department of Education was set up, there were only 2 Lower Primary Schools in Arunachal Pradesh.

8.2.5 General Findings on the Development of the Primary Education in the NER of India After Independence:

8.2.5.1 Structure of Primary Education:

Arunachal Pradesh, Manipur and Tripura have common structure of primary stage (classes I-V) and upper primary stage (classes VI-VIII) in the NER. Nagaland has pre-primary to Class
IV as primary stage and classes (V-VIII) as upper primary stage. Assam and Mizoram also have common structure of primary stage (classes I-IV) and upper primary stage (classes V-VII). Meghalaya had a peculiar structure of primary education up to January 1, 1992 as it covered pre-primary to class III as primary stage and classes IV-VI as upper primary stage. But Meghalaya has primary stage (classes I-IV) and upper primary stage (classes V-VIII) with effect from January 1, 1993. Thus, the structures of primary education are not uniform in the NER up to 1992-93.

8.2.5.2 Age Restriction for Admission:

The minimum age for admission to primary stage (class I) is 6+ years in Arunachal Pradesh, Assam, Meghalaya, Mizoram and Tripura as on January 1, 1993. In Nagaland, minimum age for admission to pre-primary stage is 5+ years. There is no age restriction for admission to primary stage in Manipur, however children of 6+ years generally admit to class I of primary stage. But age-group of the class I children throughout NER are not homogenous, particularly in the rural and hill areas. The heterogenous character of enrolment creates difficult pedagogic problems in the class room management besides increasing stagnation and wastage at the primary stages of education.
8.2.5.3 *Medium of Instruction:*

It is the language and medium of instruction at the primary stages, which are responsible for the retardation of progress of education in the NER. The medium of instruction at the primary stage is a controversial issue since the beginning of formal education in the NER. The medium of instruction at the primary stage of education is other than the mother-tongue of the students for the unrecognised tribal dialects throughout the region. The medium of instruction at the primary stage of education in the NER are as follows:

a) *Arunachal Pradesh:*

   English, Hindi, Assamese and Sanskrit.

b) *Assam:*

   Assamese, Bengali, Hindi, English and Bodo.

c) *Manipur:*

   Manipuri, Hindi, Bengali and 5(five) recognised Tribal dialects: Hmar, Kuki, Paite, Lushai and Tangkhul.

d) *Meghalaya:*

   Khasi, Garo, Assamese, Bengali, Hindi and Nepali.
e) Mizoram:

Bengali, Hindi, Mizo and Nepali.

f) Nagaland:

Ao, Konayak, Angami, Sema, Lotha and English.

g) Tripura:

Bengali, English, Kokborak, Lusai, Hindi, Sanskrit, Pali and Arabic.

8.2.5.4 Teaching of Hindi:

Teaching of Hindi is compulsory at the primary stage in Arunachal Pradesh, Assam, Manipur, Meghalaya and Nagaland in the NER. It is not compulsory at the primary stage but made optional at the upper primary stage in Tripura. In Mizoram, there is no provision for teaching of Hindi at the primary and upper primary stages as the state government does not enforce it as a compulsory/optional subject.

8.2.5.5 Teaching of English:

Teaching of English at the primary stage of school education is compulsory throughout the NER of India. Teaching of English is made compulsory from class 1 in Arunachal Pradesh.
(classes I-IX), Meghalaya (classes I-X), Mizoram (classes I-X) and Nagaland (pre-primary to X), whereas it has been made compulsory from class III in Manipur (classes III-XII) and Tripura (classes III-XII). Teaching of English at the pre-primary stage is compulsory in private schools, whereas it is optional in government schools in Nagaland.

8.2.5.6 Public Examination:

There are no public examinations at the primary education in Assam, Manipur and Tripura. There are two public examinations: (i) Primary Scholarship Examination (not compulsory for primary schools attached to M.E. but it is compulsory for primary schools after class IV and normally only the selected students) (ii) Middle School Scholarship Examination (not compulsory for Middle Schools attached to High School, but for Middle Schools the Examination is compulsory after class VI and normally only the selected students) in Meghalaya and which is conducted by the Meghalaya Board of School Education, Meghalaya, Shillong. There are two compulsory public examination at the primary stages in Arunachal Pradesh at the end of class V (Primary School Examination) and class VIII (Middle School Examination) and these examinations are conducted by the Directorate of Public Instruction (D.P.I.), Government of Arunachal Pradesh, Naharlagun.
In Mizoram, there are two compulsory public examinations: (i) Primary School Leaving Certificate and (ii) Middle School Leaving Certificate Examination which are conducted by the Mizoram Board of School Education. There is one compulsory public examination at the end of primary education in Nagaland and the Elementary School Examination (class VIII) conducted by the Nagaland Board of Elementary Education. Even though there is no public examination at the primary stage of school education in Manipur, two districts namely (i) Bishnupur District and (ii) Thoubal District are conducting one Common Public Examination at the end of class II by the respective Inspector of Schools starting from 1986-87 till date and the remaining districts have not yet taken-up such type of Examination in Manipur.

8.2.5.7 Number of Working Days:

The number of working days at the primary education in the NER are not uniform. Manipur has the highest number of working days (265) at the primary stages of education in the NER during 1992-93, followed by Tripura (253 days), Arunachal Pradesh (245 days), Meghalaya (240 days for primary and 224 days for upper primary school) and Assam (237 days). Mizoram and Nagaland have equal number of 200 working days at the primary and upper primary stages of school education.
8.2.5.8 Academic Session:

The academic sessions of primary education in the NER are not uniform. Academic term of primary education in Arunachal Pradesh is June to May, whereas it is January, 1 to 31st December in Assam. In Manipur, academic term of primary school education is from February, 1 to 31st January whereas, it is from February to January in Meghalaya. In Mizoram academic term is from May to April whereas it is from 6th February to 30th November in Nagaland. The academic term of Tripura is from May, 1 to 30th April of every year.

8.2.5.9 Vacation Period:

The vacation period is also not uniform in the NER. There are 35 days for summer vacation and 19 days for state holidays in Arunachal Pradesh. In Assam summer vacation is from June, 1 to 10th July and 15 days for autumn vacation in the 2nd and 3rd week of the month of September/October. There are 20/30 days summer vacation in the case of primary/upper primary schools in Manipur. Meghalaya has three vacations viz summer vacation, puja vacation and winter vacation. But the dates of summer and puja vacation are not specified, whereas winter vacation is from December 21st to 13th February. In Nagaland, summer vacation is from 16th
June to 30th June, whereas winter vacation is from 1st December to 5th February. Summer vacation in Tripura is from 20th May to 13th June whereas puja vacation is in the month of October/November covering 13th days.

8.2.5.10 Compulsory Education:

In NER, Arunachal Pradesh and Assam have made compulsory education upto age of 14 years, without discrimination of sex, religion, caste and area by the respective state governments, but in the remaining five states including Manipur, compulsion is not enforced upto now. Only Assam has promulgated Compulsory Primary Education Acts, in the NER whereas Arunachal Pradesh has not promulgated such Act, even though she made primary education compulsory upto the age of 14 years.

8.2.5.11 Free Education:

The primary education is free under the direct management of state government and private aided in Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram and Tripura, whereas it is not free in Nagaland. In Nagaland free education is provided under the direct management of state government from pre-primary to class IV only and it is not free under the management of private aided.
8.2.5.12 Tuition Fee Charged per Child per Annum in Government Schools:

In NER, free education is provided up to class XII in Arunachal Pradesh and Tripura, whereas Assam and Mizoram provided it up to class X only. Education is free up to class VIII in Manipur and Meghalaya. Nagaland government charges Rs. 25/- per month for both sexes for classes V, VI, VII, VIII, IX and X. The rates of tuition fee vary from Rs. 50/- to Rs. 80/- per month from school to school at private aided schools in Nagaland.

8.2.6. Special Findings on the Growth and Development of Primary Education in the NER of India since Independence:

There has been tremendous growth and development of primary education in the NER of India since independence. The special findings on the growth and development of primary education in this region are given briefly under the following sub-heads:

a) Growth of Educational Institutions:

The total number of educational institutions at the primary stages in the NER was 9,746 comprising of 8,627 (89%) schools for boys and remaining 1,119 (11%) schools for girls, during 1948-49. Assam had the highest number of primary schools 9,144 (94%) in
the NER followed by Tripura 368 (4%) and Manipur 234 (2%) respectively. Arunachal Pradesh, Meghalaya, Mizoram and Nagaland were parts of Assam at that time.

The total number of educational institutions at the primary stages in the NER rose to 45,485 of which 38,068 (84%) and 7,417 (16%) are primary and upper primary schools during 1986-87. Assam has also the highest number of primary schools (25,970), contributing 68.22% to the total number of primary schools (38,068) in the NER, followed by Meghalaya 4,155 (10.91%), Manipur 2,678 (7.03%), Tripura 1,956 (5.14%), Nagaland 1,270 (3.34%), Arunachal Pradesh 1,039 (2.73%) and Mizoram 1,000 (2.63%) respectively.

The total number of educational institutions at the primary stages rose to 50,538 of which 41,833 (82.77%) and 8,705 (17.23%) are primary and upper primary schools in the NER during 1992-93. Assam has the highest number of schools (34,579) at the primary stages, followed by Meghalaya 4,875 (9.65%), Manipur 3,861 (7.645) Tripura 2,497 ((4.94%), Nagaland 1,662 (3.29%), Mizoram 1,619 (3.20%) and Arunachal Pradesh 1,445 (2.86%) respectively.

In 1992-93, Assam has the highest number of primary schools 28,876 contributing 69.02% to the total number of primary schools (41,833) in the NER, followed by Meghalaya 4,170 (9.97%),
Manipur 3,180 (7.60%), Tripura 2,056 (4.91%), Nagaland 1,305 (3.12%), Arunachal Pradesh 1,171 (2.79%) and Mizoram 1,066 (2.55%). Again, Assam has the highest number of educational institutions 5,703 at the upper primary stage, contributing 65.51% to the total number of upper primary schools (8,705) in the NER, followed by Meghalaya 705 (8.09%), Manipur (4.96%), Nagaland 357 (4.10%) and Arunachal Pradesh 274 (3.15%).

i) Growth of Educational Institutions in Manipur:

In Manipur, there are 291 educational institutions at the primary stages in 1947 and it rose to 526 in 1950. The total number of educational institutions at the primary stages in Manipur rose to 965, 1973, 2,436, 2,855 and 3,895 in the years 1955, 1960, 1963, 1970 and 1975 respectively. Again the number of educational institutions at the primary stages became 3,294, 3,118, 3,876, 3,919 and 3,861 in the years 1980, 1985, 1990, 1991 and 1992 respectively. It may be noted that the decreases of educational institutions at the primary stages in 1985 and 1992 in Manipur are due to amalgamation of schools. The total number of primary schools (2,058) in the hill areas in Manipur is higher than that of the valley areas (1,803) during 1992-93.
ii) Schooless Villages in Manipur:

There are 2,182 villages of which 263 (12.05%) are schooless villages in Manipur. There are 30 and 233 villages in the valley and hill areas without a primary school during 1992-93. It is very interesting to note that all the villages in the Bishnupur District have provided at least 1 primary school, whereas the remaining districts have schooless villages. Churachandpur District has the highest number of schooless villages 54 (20.53%) followed by Ukhrul 51 (19.39%), Senapati 51 (19.39%), Tamenglong 42 (15.97%), Chandel 35 (13.31%), Imphal 18 (6.84%) and Thoubal 12 (4.56%) respectively. Again there 20 (7.60%) and 31 (11.79%) schooless villages under the jurisdiction of DEO Senapati and DEO Kangpokpi within the Senapati District. There are 4, 8 and 6 schooless villages in Zone I, Zone II and Jiribam respectively contributing 1.52%, 3.04% and 2.28% to the total number of schooless villages in Manipur within Imphal District:

iii) Zone-wise Growth of Educational Institutions:

The number of educational institutions at the primary stages of education in Zone I, Zone II and Jiribam are 565 (14.63%), 417 (10.80%) and 98 (2.54%) respectively under the jurisdiction of the Imphal District. There are 422 (10.93%) and 301 (7.79%) educational institutions at the primary stages in Zone III and Zone IV at Thoubal
and Bishnupur Districts. There are 148 (3.83%) and 429 (11.11%) educational institutions at the primary stages in DEO Senapati and DEO Kangpokpi respectively under the jurisdiction of Senapati District. The number of educational institutions at the primary stages under the jurisdiction of DEO's Churachandpur, Ukhrul, Chandel and Tamenglong are 543 (14.06%), 315 (8.16%), 319 (8.26%) and 304 (7.87%) respectively during 1992-93.

b) Impact of Operation Blackboard:

Operation Blackboard scheme is to be implemented in Municipal areas as well as villages all over India including NER. Its scope is confined to primary schools. The coverage of OB is to be extended in a phased manner to all primary schools run by the Government, Local Bodies, Panchayat Raj Institutions and Recognised Aided Schools. The first step for implementation of the OB scheme is to select blocks in the districts. Preference in the selection of blocks should be given to those areas which are educationally disadvantaged and have concentration of persons belonging to scheduled caste and scheduled tribe.

In Manipur 8 (eight) blocks one from each district were identified for implementation of the first phase of operation blackboard scheme. These eight blocks are (i) Bishnupur, (ii)
Chakpikarong (iii) Jiribam (iv) Kakching (v) Kamjong (vi) Nungba (vii) Tadubi and (viii) Thanlon. In the above blocks, 541 primary schools, comprising of 426 government and 115 aided were provided with essential facilities, such as class-rooms, teaching materials, toys and game materials, science and mathematics kits during 1988-89.

In the second phase 9 (nine) more blocks namely Imphal West-I, Sawombung, Moirang, Thoubal, Tamei, Chingal, Saikul, Singhat and Tengnoupal were identified for implementation of the scheme. Under the scheme 954 primary schools were provided good buildings with assistance from the Eighth Finance Commission during 1989-90. Some aided schools were also provided buildings through their managing committees with financial assistance from the government.

In the third phase 6 (six) more blocks namely Imphal West-II, Phungyar, Kangpokpi, Tousem, Churachandpur and Chandel were provided with teachers equipment, books for library, game materials, mathematics kits etc. Like Manipur all the states in the NER also implemented the scheme of operation black board in a phased manner.

c) Operation Blackboard Scheme is District Council Schools:

The operation black board scheme could not be implemented in the District Council Schools for the last 5 years. Similarly there has been no progress in the implementation of the scheme.
in Senapati, Chandel and Sadar Hills District Council Schools. Only in Churachandpur District, the District Council received some furniture and teaching aids under the OB scheme through the DEO, Churachandpur during the last 3 years. The District Councils want such facilities to be made available direct to the District Councils in future. It seems that there is need for better understanding and co-ordination between the Education Directorate (S), Manipur and the District Councils. Effective steps should be taken to speed up implementation of the OB scheme in the District Council Schools in such a way that the benefits of the scheme may reach the primary schools in the remote part of each Hill District not only in Manipur but also in all the states of NER of India.

d) Problems of Infrastructure:

The Directorate of Education (S), Manipur provided 1,414 primary schools with good buildings with C.I. sheet roofing and pucca flooring with the assistance from the Eighth Finance Commission during 1990-91. The Department also took up construction of 122 aided primary school buildings during 1989-90, with financial assistance from NEC on 50:50 sharing basis with the managing committee of the aided schools. So far the construction of 72 buildings have been completed. There are more than 2,000 primary schools both in rural and urban areas, which are either without or short of furniture for pupils. In some rural and hill areas of
NER of India, the children sit on the floor with book on their laps and a few lucky ones have only benches to sit on. In many cases the approach roads to the schools are muddy during rainy season. In urban areas, some schools are housed in crowded areas with no playground and under poor sanitary conditions. After studying the problems and difficulties faced by the head of various institutions in rural, urban and hill areas in the NER of India, an urgent attention and assistance from higher authorities is highly needed. But some of the deficiencies of minor nature could have been met at the level of the respective schools if the head of institutions in NER of India were a little more creative, innovative and resourceful.

e) Type of School Buildings at the Primary Stages in the NER of India:

Building of educational institutions at the primary stages in the NER can be classified broadly into the following categories viz: i) Pucca Building (ii) Partly Pucca Building (iii) Kachcha Building and (iv) Thatched Huts. It is interesting to note that there are 70 educational institutions of which 68 and 2 are primary and upper primary schools in Tripura running in the open space during 1986-87. Again there are 9 primary schools running under tents in Meghalaya. Thus only Tripura and Meghalaya have conducted classes under tents and open space at the primary stages in the NER.
i) Pucca Building:

The total number of pucca building educational institutions at the primary stages in the NER are 3,355. Assam has the highest number (2,377) of pucca building educational institutions at the primary stages, contributing 70.85% to the total number of NER, followed by Meghalaya 438 (13.06%), Arunachal Pradesh 217 (6.47%), Nagaland 168 (5%), Tripura 80 (2.38%) and Manipur 75(2.24%). It is also very interesting to note here that there is not a single pucca building educational institution at the primary stages in Mizoram during 1986-87.

ii) Partly Pucca Building:

The total number of partly pucca building educational institutions at the primary stages in the NER are 12,785 of which Assam has the highest number of partly pucca building educational institutions at the primary stages (9,664) contributing 75.59% to the total number, followed by Meghalaya 922 (7.21%), Mizoram 873 (6.82%), Manipur 6,966 (5.44%), Nagaland 4,883 (3.78%), Arunachal Pradesh 74 (0.58%) and Tripura 73 (0.57%).

iii) Kachcha Building:

The maximum number of educational institutions at the primary stages in the NER of India are under kachcha building. The total number of kachcha building educational institutions at the
primary stages are 18,399. Assam has the highest number of kachcha building educational institutions (12,333) at the primary stages in the NER, contributing (67.03%) to the total number followed by Tripura 1,913 (10.20%), Manipur 1,477 (8.08%), Meghalaya 1,395 (7.58%), Nagaland 619 (3.36%), Mizoram 509 (2.77%) and Arunachal Pradesh 163 (0.83%).

iv) Thatched Huts:

In NER, there are 10,094 thatched huts educational institutions at the primary stages, of which Assam also has the highest number of thatched huts educational institutions 6,490 (64.29%) at the primary stages followed by Meghalaya 1,587 (15.72%), Manipur 889 (8.81%), Arunachal Pradesh 680 (6.74%), Tripura 210 (2.08%), Nagaland 152 (1.51%) and Mizoram 86 (0.83%).

i) Management of Educational Institutions at the Primary Stages in the NER of India:

i) Primary Schools:

The percentages of primary schools under the management of Government, Local Bodies, Private Aided and Private Unaided are 78.18%, 10.50%, 6.5% and 4.76% respectively in the NER during 1986-87. Most of the primary schools are managed by government. It
is very interesting to note that Arunachal Pradesh has the highest percentage (99.16%) of primary school under the direct management of state government in the NER followed by Tripura (99.01%), Nagaland (98.14%), Assam (92.83%), Mizoram (87.76%) and Manipur (70.18%). It is very remarkable to note that Meghalaya has negligible percentage (0.16%) of primary school under the state government, whereas 67.20%, 17.71% and 14.92% schools are under the local bodies, private aided and private unaided management.

ii) Upper Primary Schools:

In NER, the percentages of upper primary schools under the direct management of State Government, Private Aided, Private Unaided and Local Bodies are 64.75%, 30.72%, 4% and 0.53% respectively. Tripura has the highest percentage (98.57%) of upper primary schools under state governments followed by Arunachal Pradesh (98.35%), Assam (92.11%), Nagaland (72.85%), Manipur (65.37%), Mizoram (16.85%) and Meghalaya (9.17%). It is also very interesting to note that most of the upper primary schools (85.56%) are private aided, in Meghalaya. There is not a single upper primary school under the management of local bodies in Arunachal Pradesh, Manipur, Meghalaya and Tripura during 1986-87 in the NER.
iii) Management of Primary Schools in Manipur:

In Manipur the total number of primary schools are 2,180 of which 2,084 (65.53%) are under the direct management of state government, 439 (13.81%) are aided and remaining 657 (20.66%) private during 1991-93. There are 1,515 primary schools in the valley of which 1,066, 210 and 240 are under the management of state government, aided and private. The number of primary schools in the hill districts are 1,665 of which 1,019, 229 and 417 are government, aided and private.

iv) Management of Upper Primary Schools in Manipur:

There are only 681 upper primary schools in Manipur of which 306 (44.93%), 85 (12.48%) and 290 (42.58%) are under management of government, aided and private. The number of upper primary schools in the valley districts are 288 of which 125, 62 and 101 are government, aided and private. There are 393 upper primary schools in the hill districts of which 181, 23 and 189 are under the management of government, aided and private. Thus, there are 2,390 (61.90%) 524 (13.57%) and 947 (24.53%) educational institutions at the primary stages of education under the management of state government, aided and private respectively in Manipur during 1992-93.
g) Growth of Enrolment at the Primary Stages in the NER of India:

The total number of enrolment at the primary schools in the NER are 6,08,652 comprising of 4,45,476 (73.19%) boys and 1,63,176 (26.81%) girls during 1948-49. Assam has the highest number of enrolment (5,67,043) in the NER contributing 93.16% to the total number of enrolment followed by Manipur 21,858 (3.59%) and Tripura 19,751 (3.25%). Assam has the highest enrolment of girls (1,59,422) at the primary schools in the NER contributing 97.55% to the total enrolment of girls (1,63,176) followed by Tripura 2,803 (1.72%) and Manipur 951 (0.58%) respectively.

There are 53,35,476 students at the primary stages in the NER of which 38,74,033 (72.61%) and 14,61,443 (27.39%) are at the primary and upper primary schools, comprising of 17,12,593 (44.19%) and 6,54,241 (44.76%) girls respectively during 1986-87. Assam has the highest number of enrolment at the primary stages (39,41,746), contributing 73.87% to the total number of schools in the NER, followed by Tripura 3,89,944 (7.29%), Manipur 3,17,900 (5.94%), Meghalaya 2,71,828 (5%), Nagaland 1,76,532 (3.29%), Mizoram 1,24,805 (2.32%) and Arunachal Pradesh 1,12,821 (2%) respectively. It has been confirmed that Assam and Arunachal Pradesh have the maximum and minimum number of scholars (27,90,002 and 91,482) at the primary and (11,51,744 and 21,339) upper primary schools in the NER.
The total number of enrolment at the primary stages in the NER rose to 64,18,289 of which 48,59,780 (75.71%) and 15,58,509 (24.29%) scholars are at the primary and upper primary schools during 1992-93. Assam has the highest number of enrolment at the primary stages (47,78,999) contributing 74.44% to the total number of enrolment in NER, followed by Tripura 5,40,426 (8.41%), Manipur 3,48,720 (5.42%), Meghalaya 2,27,949 (3.54%), Nagaland 2,15,825 (3.35%), Arunachal Pradesh 1,54,262 (2.39%) and Mizoram 1,52,108 (2.36%) respectively during 1992-93.

h) Enrolment of Scheduled Castes at the Primary Stages in the NER:

There are two states in the NER namely Mizoram and Nagaland without scheduled caste students at the primary stages of education. The data and numerical figures of scheduled caste students are not available in Arunachal Pradesh at the primary stages upto 1987. The total number of scheduled caste students at the primary stages in the NER are 4,80,043 in 1986 and it became 5,27,995 in 1987. The number of scheduled caste scholars at the primary education in the NER became 5,25,470 in 1988. It is very interesting to note that the enrolment of scheduled caste students gradually increases to 5,31,825, 5,81,244, 6,23,285 and 7,09,116 respectively in the years 1989, 1990, 1991 and 1992. Assam has the highest number of scheduled caste students at the primary stages of school education in comparison with other states in the NER of India.
i) Enrolment of Scheduled Tribes at the Primary Stages in the NER:

All the seven states in the NER have a large number of scheduled tribe students at the primary stages. Assam has the highest number of scheduled tribe students at the primary education in the NER in comparison with the remaining six states as is done in the case of scheduled caste. The total enrolment of scheduled tribe scholars at the primary stages in NER are 13,71,962 in 1986 and it became 14,74,880 in 1987. The total number of scheduled tribe students gradually increases to 15,21,259, 16,15,437, 16,92,268 and 17,06,227 in the years 1988, 1989, 1990 and 1991 respectively. The total strength of scheduled tribe scholars at the primary education became 16,45,160 in the NER during 1992-93. This proved that scheduled castes and scheduled tribes have a significance and positive role in the proper development of this region from the time immemorial. The education of the backward classes and of the tribal people are a major programme of equalisation on of educational opportunity, social and national integration.

j) Growth of Teachers at the Primary Stages in the NER of India:

There were only 14,025 teachers at the primary schools in the NER comprising of 12,528 (89.33%) and 1,497 (10.67%) men and women during 1948-49. Assam has the highest number of teachers (12,781) at the primary schools in the NER contributing
91.13% to the total number followed by Tripura 699 (4.98%) and Manipur 545 (3.88%). Assam has also the highest number of women teachers at the primary schools (1,404) in the NER, contributing 93.79% to the total number of women teacher followed by Manipur 72 (4.81%) and Tripura 21 (1.40%) during 1948-49.

The total number of teachers serving at the primary stages in the NER rose to 1,42,055 of which 93,097 and 48,958 are at the primary and upper primary schools, contributing 65.54% and 34.46% respectively during 1986-87. Assam has the highest number of teacher (91,600) at the primary stages, contributing 64.48% to the total number of NER followed by Manipur 12,990 (9.14%), Nagaland 9,842 (6.92%), Meghalaya 9,449 (6.65%), Tripura 8,965 (5.63%), Mizoram 5,993 (3.52%) and Arunachal Pradesh 3,216 (2.11%). In Manipur, there are 8,980 and 4,010 teachers at the primary and upper primary schools comprising of 1,680 (18.71%) and 790 (19.7%) women.

The total number of teachers at the primary stages in the NER remarkably rose to 1,78,147 of which 1,16,475 (65.17%) and 61,672 (34.83%) are at the primary and upper primary schools, comprising of 28,333 (24.32%) and 12,190 (19.77%) women teachers during 1992-93. Assam has the highest number of teachers (1,13,833) at the primary stages contributing 63.89% to the total
number of teachers at the primary stages in the NER followed by Manipur 17,750 (9.96%), Tripura 15,360 (8.62%), Nagaland 10,094 (5.67%), Meghalaya 9,778 (5.49%), Mizoram 7,103 (3.99%) and Arunachal Pradesh 4,229 (2.37%).

k) **Teacher Training Institutions at the Primary Stages in the NER of India:**

i) **Growth of Teacher Training Schools:**

There are 48 teacher training schools in the NER, of which 32 (66.66%) are in the Assam and 10 are in Meghalaya during 1986-87. The total number of teacher training schools rose to 53 during 1992-93. Assam has the maximum number of teacher training schools (33) contributing 62.26% to the total number of such institutions followed by Meghalaya 10 (18.86%), Nagaland 4 (7.55%) and remaining states Manipur, Mizoram and Tripura having 2 (two) each contributed 3.77% respectively. Arunachal Pradesh has not a single teacher training school.

ii) **Growth of Teacher Training Colleges:**

There are 16 teacher training colleges in the NER during 1992-93. Assam has the highest number of teacher training colleges (9) in the NER, followed by Manipur (3). There are only one teacher training college in each at Meghalaya, Mizoram, Nagaland and Tripura but Arunachal Pradesh has not a single teacher training college.
The total number of teacher training institutions in the NER rose to 69 during 1992-93 of which Assam has the highest number (42) of training institutions, contributing 60.87% to the total number of teacher training institutions in the NER, followed by Meghalaya (15.94%), Manipur and Nagaland having 5 each and Mizoram and Tripura having 3 each respectively, contributing 7.25% and 4.35% respectively.

1) Percentage of Trained Teachers at the Primary Stages in the NER of India:

i) Primary Stage:

The percentages of trained teachers at the primary stage in the NER are 57.24%, 55.49%, 52.97%, 55.55%, 46.14%, 51.50% and 52.71% in the years 1986, 1987, 1988, 1989, 1991 and 1992, whereas the percentages of trained teachers at the primary stage in Manipur on the above years are 67%, 67%, 60%, 60%, 53%, 53% and 56% respectively.

ii) Upper Primary Stage:

The percentages of trained teachers at the primary stage in the NER are 44.04%, 41.45%, 39.42%, 41.78%, 37.08%, 38.72% and 39.28% in the years 1986, 1987, 1988, 1989, 1990, 1991 and 1992, whereas the percentages of trained teachers at the upper primary stage in Manipur on the above years are 51%, 51%, 38%, 38%,
31%, 31% and 29% respectively. The percentages of trained teachers at the primary and upper primary schools in NER are always lower than that of the all India rates.

m) Literacy in the NER of India:

The literacy rate of NER is remarkably increased to 58.26%, comprising of 65.98% and 49.74% males and females in 1991, which is higher than that of the national rate of literacy 52.19% of which 64.20% and 39.19% are males and females. Mizoram has the highest rate of literacy (82.27%) in the NER followed by Nagaland (61.65%), Tripura (60.44%), Manipur (59.89%), Assam (52.89%) Meghalaya (49.10%) and Arunachal Pradesh (41.59%). Thus, the last two states have lower literacy rates than that of national average. Even though Meghalaya has lower rate of literacy from that of the NER and nation, there is a positive impact on the matriarchal tradition in the state from the time immemorial, as the disparity between male and female literacy rate reduced to 8.27%. In NER, Arunachal Pradesh has the highest disparity between male and female literacy rate (21.76%), followed by Tripura (20.93%), Assam (18.84%), Manipur (14.03%), Nagaland (12.87%) and Mizoram (7.01%) respectively in 1991.
n) Expenditure on Education:

The percentages of budgeted expenditure on education to the total budget in the NER are 15.71%, 16.64%, 17.16%, 20.41%, 18.40%, 18.21% and 18.69% against the national rates 22.7%, 24.5%, 25.6%, 26.7%, 24%, 23.7% and 23.4% in the years 1976, 1977, 1978, 1979, 1983, 1984 and 1985 respectively. This proved that percentages of budgeted expenditure on education to the total budget in the NER are always lower than that of the national rates. It is interesting to note that only Assam has provided higher percentages 24%, 24.8%, 25.7%, 39.7% and 25.7%, of budgeted expenditure on education in NER, than that of the national rate from 1976 to 1983. It is also remarkable to note that only Manipur provided higher rates 26.8% and 26.9% of budgeted expenditure on education in the NER, than that of the national rates during 1984-85 and 1985-86 respectively.

The percentage of budgeted expenditure on education in the NER remarkably rose to 19.94% against the national rate 13.33% during 1991-92. This year all the states in the NER provided higher rate of budgeted expenditure on education to the total budget (revenue account). Manipur has provided the highest percentage (26.49%) of budgeted expenditure on education in the NER, followed by Assam (24.33%), Tripura (22.13%), Meghalaya (20.36%), Nagaland
(16.2%), Mizoram (15.43%) and Arunachal Pradesh (14.63%). The Annual Plan 1992-93 approved out-lay of NER is Rs. 27,860 lakh of which Rs. 24,289 lakh, Rs. 1,129 lakh, Rs. 1,403 lakh and Rs. 1,039 lakh are provided at the general education, technical education, sports and youth affairs and arts and culture respectively. Assam has provided more expenditure on general education (Rs. 13,150 lakhs) in the NER followed by Arunachal Pradesh (Rs. 3,225 lakh), Tripura (Rs. 2,575 lakh), Meghalaya (Rs. 2,122 lakhs), Manipur (Rs. 1,450 lakh), Mizoram (Rs. 907 lakh) and Nagaland (Rs. 860 lakh) respectively during 1992-93.

8.3 Conclusion:

8.3.1 Introduction:

The overall impression and conclusion of the present study is that there has been tremendous growth and development of educational facilities at all levels of education, particularly primary education in the NER of India during the last 47 years of independence. It is very interesting to note that the average literacy rate of NER (58.26%) is higher than that of the national average (52.19%) according to 1991 census. The census figures of 1981 and 1991 indicate that with the exception of Arunachal Pradesh and Meghalaya all the other five states in the NER have higher rates of literacy than that of the national average. Mizoram, in particular, has continued to occupy a place of pride in the NER of India having 82.27% literacy rate next to Kerala (89.81%) at the literacy map of India as per 1991 census.
The literacy rates of NER are 48.65% comprising of 57.55% males and 38.81% females, which is higher than that of the national rate of literacy 43.67% comprising of 56.50% males and 29.85% females in 1981 census. The literacy rate of NER rose to 58.26% comprising of 65.98% males and 49.74% females, in 1991 census which is again higher than that of the national average 52.19% comprising of 64.26% males and 39.19% females. In NER, Mizoram has the highest rate of literacy in 1991, followed by Nagaland (61.65%), Tripura (60.44%), Manipur (59.89%), Assam (52.89%), Meghalaya (49.10%) and Arunachal Pradesh (41.59%) respectively. The male literacy rates of Arunachal Pradesh (51.45%), Assam (61.87%) and Meghalaya (53.12%) have lower than that of the national males literacy rate (64.20%) whereas the remaining four states, viz Mizoram (85.61%), Manipur (71.63%), Tripura (70.58%) and Nagaland (67.62%) have higher literacy rates than that of the NER (65.98%) and national average (64.20%) respectively in 1991.

It is also worth to mention here that the female literacy rates of Assam (43.03%), Manipur (47.60%), Meghalaya (44.85%), Mizoram (78.60%), Nagaland (54.75%) and Tripura (49.65%) are higher than that of the female literacy rate of India (39.19%) in 1991 census, whereas only Arunachal Pradesh (29.69%) has the lower rate of female literacy than that of the national average (39.19%) in the NER. The favourable literacy position of the region is not only limited to the school stage alone, but is also visible at the higher stages of education.
A recent analysis of the National Sample Survey, reveals that the region with more than 300 person per one lakh population enrolling are included in all the states in the NER with the exception of Arunachal Pradesh with the lowest enrolment of 61 (sixty one) persons per one lakh population. In this respect 6 (six) out of 7 (seven) states in the NER enjoy a status of the Metropolitan cities of Delhi, Calcutta, Madras, Chandigarh and the West Coast regions of India. Even though there has been tremendous growth and development of primary education since 1947 in the NER, there are still wide disparities and educational imbalance throughout the region.

8.3.2 Universalisation of Elementary Education (UEE) in the NER of India:

A lot has been written on the subject of universalisation of elementary education (primary and upper primary stages of education) in India. Many studies have been conducted to determine the reasons for non-fulfilment of the prescribed target and some measures have also been initiated to remove the difficulties. But the fact is that universalisation of elementary education continues to remain an important thrust in Indian (including NER) education. The new education policy has given it an unqualified priority. It claims to cover all children upto the age of 11 by the year 1990 and those upto the age of 14 by 2000 A.D. The very date-line for
universalisation of primary education by 1990 has failed and upper primary education may also not be achieved within 1995 in the NER and India. The goal of universalisation of elementary education could be achieved in near future by providing the following three provisions in the NER.

8.3.2.1 Universality of Provision (UP) in the NER of India:

It means to provide a primary school within easy walking distance from the home of every child. It will facilitate every parent to send their children to school. The percentages of rural population served by primary schools within the habitation in Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura are 55.90%, 81.34%, 92.82%, 76.12%, 74.54%, 98.35% and 54.42% respectively during 1978-79. The above percentages in the NER states became 65.85%, 81.75%, 89.97%, 80.87%, 98.05%, 98.85% and 57.04% respectively during 1986-87.

The percentages of rural population served by upper primary schools within the habitation in Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura are 18.14%, 20.91%, 38.62%, 15.72%, 64.32%, 50.72% and 19.79% according to Fourth All India Educational Survey and it became 26.48%, 24.19%, 38.48%, 26.85%, 80.37%, 43.25% and 25.78% respectively according to Fifth All India Educational Survey.
8.3.2.2 Universality of Enrolment (UE) in the NER of India:

It means to enrol every child in the age-group 6-7 in class I. One of the major indicators to the spread of education is enrolment. If the enrolment figures of 1947-48 and 1992-93 are taken into account, it can be confirmed that there is a tremendous growth of enrolment as far as number are concerned. It may also be stated that during these years the planning of the government and its implementation has been geared up towards increasing the access to education. If all the required facilities were available, people of NER would take advantages of them and send children to schools. Therefore, schooling facilities have to be made available to almost all villages so that there will be a stress on enrolment drives. The enrolment in classes II, III, IV, V, VI, VII and VIII as percentages of enrolment in class I in the NER are 56.31%, 49.58%, 41.13%, 37.10%, 30.85%, 26.85% and 21.93% which are lower than that of the national rates 73.41%, 65.95%, 56.46%, 49.28%, 41.40%, 31.52% and 31.11% respectively during 1986-87.

8.3.2.3 Universality of Retention (UR) in the NER of India:

It means to ensure that every child progresses regularly from year to year and there is no stagnation and that he does not leave the school before the completion of a prescribed age or class so that there is no wastage. The school drop-out rates of NER at
the primary stages in the classes II, III, IV, V, VI, VII and VIII are 43.68%, 50.41%, 58.87%, 62.90%, 69.15%, 73.15% and 78.07% respectively, out of the 100 pupils enrolled in the class I, which are higher than that of the national rates 26.59%, 34.05%, 43.54%, 50.72%, 58.60%, 68.48% and 68.89% during 1986-87. This proved that 78.07% of the pupils drop-out before reading class VIII in the NER of India. The drop-out rates at the primary stage (classes I-V) is highest by Meghalaya (78.17%) in the NER, followed by Arunachal Pradesh (69.82%), Mizoram (65.51%), Assam (63.15%), Tripura (60.84%), Nagaland (60.05%) and Manipur (43%). Again, Meghalaya has also the highest rate (83.98%) of drop-out at the upper primary stage (classes VI-VIII), followed Arunachal Pradesh (83.91%), Mizoram (83.19%), Nagaland (83.10%), Assam (78.65%), Tripura (75.92%) and Manipur (57.79%). Thus Manipur and Meghalaya have the lowest and highest percentages of drop-out at the primary and upper primary stages of school education in the NER.

8.3.4 Improving of Educational Effectiveness in the NER of India:

Improving of primary education in the NER of India requires serious efforts on the following aspects:

i) Enhancing the learning environment:

Most of the primary schools in the NER are functioning under the kachcha buildings and thatched huts. Which are also under the adverse and dilapidated conditions with few educational
resources, insufficient instructional hours, poor teaching practices, poorly designed curricula and class-rooms of undernourised and unhealthy children. The resources must be used carefully and properly in order to provide the required infrastructure of the school. The present study suggests the following priority areas for enhancing the learning environment:

a) Improving the curriculum to present a coherent, appropriately paced and sequential instructional programme to develop children's literacy, numeracy and problem solving skills.

b) Providing instructional materials in sufficient quantity so that each and every child has access to text books and other reading materials.

c) Increasing instructional duration in order to complete the prescribed course within the stipulated time.

d) Improving the class-room teaching through play-way method, mass media, radio, television, audio-castes and programmed learning materials and,

e) Increasing student's learning capacity through pre-school targeted at the disadvantaged and through school health and nutrition.
ii) Improving the Preparation and Motivation of Teachers:

To educate the pupils at the primary stages is not an easy task which anybody can take-up successfully. Every teacher cannot become a successful teacher without the qualities of a teacher. Individual attention should be given for imparting proper education and guidance during the primary stages, as the primary education is the foundation of all types of future education. The pupils have to be treated sympathetically and every attempt should be made for all round development of the inborn qualities and innate potentialities in a free and frank atmosphere to unfold and explore the hidden qualities step by step. The pupils are not identical physically, mentally and spiritually. They are coming from different socio-economic status, religion and faith. They are just like the different flowers, each showing varying shape, size, colour and fragrance according to the species to which they belong. It is said that plants are developed by nature and man by education. In addition to a sound knowledge of the subject to be taught, a sound knowledge of the psychology of the pupil is highly essential for a successful teacher.

8.3.5 Promulgation of Compulsory Primary Education Act (CPEA) in the NER of India:

In NER, only Assam has so far promulgated Compulsory Primary Education Acts and remaining six states have not enforced such Acts, yet. There must be some additional and positive impact
toward the growth and development of primary education in the NER of India if Compulsory Primary Education Acts have been passed in the remaining states like Assam. Thus the state governments of NER should take-up serious efforts and positive steps for promulgation of Free and Compulsory Primary Education Acts for their respective states, in order to supplement the universalisation of primary education in this region.

8.3.6 Directorate of Elementary Education (DEE) in the NER of India:

The Directorate of Education (S) to-day has a massive work to handle in terms of not only large number of schools, teachers and students, but also in terms of various schemes and programmes in Manipur. Keeping in view the priority and importance that Elementary Education has now deserved to have a separate Directorate of Elementary Education in Arunachal Pradesh, Manipur, Mizoram, Nagaland and Tripura. Only Assam and Meghalaya have such Directorates already in their respective states in NER.

8.3.7 Need for more DIET's in the NER of India:

The DIET too is yet in its initial stages in the NER of India. The DIET has to perform several functions including training (both preservice and in service), resource support (extension, guidance, development of materials, audio-visual aids, evaluation tools etc.) for primary schools and undertake action research.
It has to serve as a pace-setting institution by establishing linkages with schools and other institutions at state, district and sub-divisional levels. The DIET scheme envisages, besides the preservice course, organisation of short-term inservice courses covering about 500-600 elementary school teachers in a year or about 2500-3000 teacher in a five year cycle by one DIET. Teacher education is a continuous process and its preservice and inservice components are inseparable. The NER is highly in need of more DIET’s for the inservice short term programme, such as orientation programme, extension service programme, organising refresher courses etc., for giving an impact on the growth and development of primary education in this region.

8.3.8 Strengthening Financial Support for Primary Education in the NER of India:

The available resources are not adequate to meet the needs of quantitative expansion and qualitative improvement of school education in this region. The percentages of budgeted expenditure on education to the total budget (Revenue Account) of Arunachal Pradesh (14.63%), Assam (24.33%), Manipur (26.49%), Meghalaya (20.36%), Mizoram (15.43%), Nagaland (16.25%) and Tripura (22.13%) during 1991-92 needs to be increased in the interest of equity and access of education to weaker sections and with a view to universalise elementary education throughout the NER. The share
of elementary education has been declining over the years in Manipur. As against 54.8% allocation for elementary education out of total education expenditure during 1984-85, it is reduced to only 44.51% for elementary education during 1991-92, which is indeed a substantial reduction in the outlay for elementary education during the last seven years. This trend needs to be reversed immediately.

8.3.9 International Assistance to Primary Education:

It is observed that educational institutions at the primary stages throughout the NER of India are not getting financial assistance from international funding agencies except some christian missionary schools. Many poor states and countries need to supplement their educational resources with funds from international donors. At present despite high social and economic returns, less than 50% international aid to education is targeted for primary education. To effectively support the proper development of primary education funding agencies must (i) increase the level of aid to primary education (ii) support primary education through sub-sectorial development programmes and (iii) respond with flexibility to the condition of respective states. In addition, aid programmes need to be co-ordinated effectively.
8.3.10 Implementing the Reform Programme in the NER of India:

In ultimate analysis no reform programme can succeed without the requisite political will of the respective state governments of NER. Whether it is the question of universalisation of primary education or whether it is the question of raising the quality of teachers and teaching-learning or of modernising the inspection and supervision system, a strong political will and a concerted effort would be called for. The researcher is confident that the same will be forthcoming in an increasing measure to accelerate the development of primary education in NER of India in the decade of the nineties.

8.4 Suggestions for Further Research:

The present research topic is very vast and wide and it is not possible to cover all the important aspects and areas say villages, blocks, municipalities and districts throughout the length and breadth of NER, minutely and in detail due to the shortage of time and resources at the disposal of the researcher. The researcher is not in a position to present all the data and information in a comprehensive and concise way in order to minimise the volume of the thesis. There are a number of burning
problems for further study connected with the present research work. The following are some problems for further research work:

a) Development of Indigenous Education in the NER.
b) Development of Education during East India Company in the NER (1826-1857)
c) Development of Primary Education during British Crown in the NER (1857-1947)
d) Development of Primary Education in the NER since Independence (1947-1993)
e) Development of Primary Education in:
   - i) Arunachal Pradesh
   - ii) Assam
   - iii) Manipur
   - iv) Meghalaya
   - v) Mizoram
   - vi) Nagaland
   - vii) Tripura
   (separately for each state in detail)
f) Universalization of Primary Education in the NER.
g) Impact of Operation Black-board in the NER.
h) Problems and Issues of Primary Education in the NER.
i) Wastage and Stagnation of Primary Education in the NER.
j) Teachers and Teacher Education in the NER.
k) Women Education in the NER.
l) Education of Scheduled Caste and Scheduled Tribe in the NER.
m) Educational Administration and Supervision in the NER.
n) Management of Primary Education in the NER.
o) Examination and Evaluation of Primary Education in the NER.
p) Qualitative and Quantitative Development of Primary Education in the NER.
q) Community support and Involvement of Primary Education in the NER.
r) Development of Missionary Schools in the NER.
s) Resources and Expenditure of Primary Education in the NER.

If the above research problems are taken up on a priority basis in the North Eastern Region of India, the development of primary education in this region may be based on a firm footing, on the basis of the results of such studies. But the co-operation, co-ordination and sharing of experiences of all the sections of the people having something to do in the field of education are also essentially required for guiding the development of primary education in this region in right direction, in the right manner and at the right time. It will be only then, the North Eastern Region of India, can be developed in the field of education at par with other educationally advanced states of India.