Secondary education in Assam features most largely in the field of education in this State and it has a very long and interesting history during the last two centuries which makes for exciting survey. The institutions imparting secondary education had a long way to go before they reached the present position and they can trace their origin to the early efforts of the nationalists on the one hand and the Christian Missionaries on the other hand during the early 19th century.

Assam came under the British rule in 1826 as a result of the Treaty of Yandabu signed between the East India Company and the Burmese (Man). With the requirements of the new regime there arose the need of a new pattern of education to serve the interest and purpose of the new rulers. The indigenous system of education was functioning in other provinces of India during the British rule. However, in the long past, Assam had her indigenous system of education of the following types - Pathsalas for the Hindus, Toles for the Brahmans, Madrassas for the Muslims and 'Satras' for the Vaishnavas. These institutions, mainly imparting religious education and were managed by the Gurus, Maulavis and Pandits respectively at their own interest. After the incarnation of Srimanta Sankardeva as a religious saint of the Vaishnavas almost the whole of the Brahmaputra Valley was plunged into Vaishnavism.
Secondary education is really a nation building education in the sense that it touches all spheres of national development and it is of decision importance in building the economy of a developing country. For the administrative development of secondary education the whole field that it covers may be classified into five broad periods:

1. The period from the earliest days of the British rule to Wood's Despatch of 1854.

2. From Wood's Despatch, 1854 to the Indian Universities Reforms, 1902.

3. From the Indian Universities Commission, 1902 to Montford Reforms, 1921.


5. From Independence, 1947 till now.¹

Prior to the British rule in India, no formal system of secondary education was prevalent in Assam. The famous Macaulay's Minute of 1835, the controversial historic decision led to the establishment of formal schools for imparting knowledge of European literature and science.

In 1837, English, the language of the new rulers of the land attained the status of the Court language and in 1849 Lord Hardings passed a resolution according to which English educated Indians were offered high posts in Government offices.

¹ Mukherjee, S. N., :- Secondary Education in India, P. - XI.
David Scott, an agent to the Governor General for the whole Eastern Frontier, favoured the encouragement of oriental learning by improving the indigenous system of education. Scott's ideas were largely and readily accepted by the rulers of the East India Company with the result that the orientalist view prevailed at the official level as a general policy. This policy of oriental priority continued from 1813 to 1834 after which changed were brought about in favour of English education that changed the socio-economic-cultural complexion of the whole of India. Thus, Devid Scott tried himself and pressed upon the Government to uplift of indigenous system of education in Assam.

As a result of Lord Macaulay's Minute of 1835 the first English school was opened at Guwahati. In the year 1841, another English school was established at Sibsagar\(^2\). Side by side with the activities of the East India Company, the Christian Missionaries also performed excellent jobs in the field of education in Assam. Accordingly, in 1844 the American Baptist Missionaries under Rev. Cutter set up nearly 14 schools in the Sibsagar District. During the period 1853-65 the Welsh Missionaries started many schools in the Khasi Jayantia Hills, the Garo Hills, Darrang and Nowgong Districts\(^3\).

The proposals contained in Wood's Despatch of 1854 gave a further stimulus to the growth of secondary education in the country. The Despatch declared the policy of State withdrawal from the field of secondary education and making provisions for grants for the establishment of High schools. The system of Grant-in-aid as recommended

\(^2\) Das, L., :- Education in Assam, P. 7, United Dass Publication, Guwahati-3.

\(^3\) ibid :- P. 9.
by the Despatch also benefitted secondary education. Later, the Hunter Commission of 1882 also endorsed these proposals and recommended the policy of encouraging private enterprises in the establishment of secondary schools.

However, in Assam it was difficult to implement these proposals as the Voluntary organisations showed reluctance to come forward to establish High schools on their own efforts. As a result of this reluctance the growth and development of secondary education in Assam was very slow compared to other provinces in the country during this period.

The Hunter Commission of 1882 examined the position of secondary education of those days and suggested that it should be expanded through the agency of private enterprise. It made the suggestion that the Government should not shoulder the direct responsibility for the expansion of secondary education in the country. The Commission of 1882 suggested that secondary education should, as far as possible, be provided with funds on the basis of Grand-in-aid and that the Government should withdraw from the direct management of secondary education. However, it was not possible to implement these suggestions in the province of Assam.

As Assam was a backward province, private bodies or individuals did not or could not have sufficient interest in establishing Aided High schools. Moreover, inspite of the promise of financial support by the Central Government to the provinces, no imperial grants were released for the purpose of expansion of secondary education during
the period from 1882 till the beginning of the twentieth century.\textsuperscript{4} The result was that the Government schools got the privilege of obtaining the major share of the provincial fund allotted to secondary education while the Aided schools were left to manage by the private bodies and individuals in all matters such as buildings, furniture, equipments and staff.

At the beginning of the 20th century, Lord Curzon tried sincerely to improve the standard of secondary education. Resolutions of 1902 and those of the Indian Universities Act of 1904 empowered the Universities themselves to formulate necessary rules and regulations for the recognition of secondary schools willing to send up pupils for the Matriculation examination.

Recognition both by the Education Department and the University entitled a High school to obtain financial grant from the Government, the right to admit pupils and securing Government scholarships. Thus secondary education came to be even more under the control of the Universities than they were before.

The Resolution of 1913 further emphasised the policy of improving secondary education. These recommendations encouraged the British Missionaries working in Assam to receive grants from the Imperial Fund for the development of secondary education. Aided High schools were also given building grants and accordingly such school buildings came into existence at Dhubri, Tezpur, Sibsagar, Nowgaon and Habiganj. A sum of more than twenty two thousand was spent on the

\textsuperscript{4} Resolution of the Government of India, Home Department, dated the 24th October, 1884. Para - 39.
construction of buildings for the Habiganj High school and Murari Chand Collegiate School. Again Rs. 30,000/- was spent on the construction and improvement of the Middle school buildings in Sylhet and Kamrup. However, these grants were not sufficient to cater to the various needs of the existing schools. Further, there were lapses and slackness on the part of the Aided school authorities and the inspecting staff in the matter of preparing and submitting schemes in good time for the construction and improvement of the school buildings.

The number of secondary schools increased considerably in the period 1883-84. There were nine Government High schools with 2,113 pupils. In 1919-20 the number of schools doubled itself to 18 with 7,716 pupils on the roll while by 1936-37, there were twenty schools with 9,668 pupils. As far as the Aided High schools were concerned, in 1883-84, there were two schools with only 439 pupils. In 1919-20, the number of such schools rose to twelve with 3,505 pupils. By 1936-37, the figures were different with 36 schools having 11,111 pupils. Thus, by 1936-37 the Aided High schools exceeded the Government High schools both in number and enrolment.

As for un-aided High schools the number had increased from two schools with 291 pupils in 1883 to twenty eight schools with 6,279 pupils in 1936.

The number of aided and un-aided schools were increased, due to various factors. Firstly, people took keen interest in the

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5. GRPII for 1915-16   P. 8.
expansion of secondary education. English knowing people were getting easy employment in Government offices and this factor acted as an incentive for receiving secondary education which had its emphasis on imparting good knowledge of English language and literature to the pupils. Secondly, the growth of population made the farmers and the cultivating people think of other means of employment other than cultivation and the middle class people had readily accepted the idea of sending their sons and daughters to receive secondary education which was an easy means to get job under the Government. Thirdly, people have come to accept more and more catholic view so far as girls' education is concerned. Early marriage of girls was decreasing and as a result of which the number of girls' schools increased with more and more girl students. The enrolment in the girls' schools increased considerably, as the guardians, especially the middle class people realised that education of their daughters was as important as that of their sons. Fourthly, certain schools came to be established in the wake of the popular reaction against the Cunningham Circular which served as an endeavour on the part of the British Government to keep in Indian students away from the National Movement for freedom which then was going in full-swing in the form of Civil Disobedience Movement. The Circular required the guardians of the student participants of the Movement to withdraw their sons and wards from school giving them the option of re-admission on furnishing an undertaking to the effect that hereafter they would not take part in political demonstrations.

and activities. But there were many guardians who refused to give the undertaking.

As a result of the Movement and the Circular that followed, the need of new schools was felt to accommodate those restricted and expelled pupils and ultimately they were established on public initiative. These schools obtained the name of anti-circular High schools in official reports.

The Movement had tremendous effects in Assam with some new educational institutions coming into being. Kamrup Academy High school and Tezpur Academy are two of these National High schools which prepared students for the Matriculation examination under the University of Calcutta. The official report on Public Instruction, Assam for the year 1930-31 recorded with some curiosity the advent of these new Nationals High schools. The Calcutta University authorities, instead of supporting the Indian Government in the endeavour to keep our boys out of the political arena, definitely took the side of the politician that urged the Movement. Consequently, the number of non-Government schools increased considerably.

**THE MEDIUM OF INSTRUCTION**

The problem of the medium of instruction raised bitter controversies during the period and there were a great deal of hue and cry about it. It was felt that the mother tongue, not English, should be used as the medium of instruction at the secondary stage of education.
The question was discussed critically in the Legislative Council. The Council recommends in consultation with the provincial Governments and Administrations that steps should be taken, for making the Indian vernaculars as the medium of instruction. The study of English as a second language was made compulsory for Indian pupils in all secondary schools\textsuperscript{8}.

During the period of Dyarchy, the University of Calcutta decided that Modern Indian languages should be used as the medium of instruction. The Report on Education in Assam for the year 1935-36 says - "The medium of instruction for Government High Schools in Assam Valley engaged consideration with the result that Assamese will be accepted medium in the Government Schools of the Valley except in Dhubri Government High school"\textsuperscript{9}.

Immediately a very serious question arose as to what should be the medium of instruction in High schools having Bengali speaking students. To decide this question a meeting was held in the Guwahati Circuit House around May, 1935. It was a representative meeting of the educated sections of the Assamese and Bengali communities and it was decided in that meeting that the best course would be to help the Bengali residents of Guwahati to establish a school of their own with Bengali as the medium of instruction and leave the Government school aside for the Assamese speaking pupils. Accordingly, a Bengali High school was established at Guwahati with financial assistance from the Government and the Governor of Assam opened it formally\textsuperscript{10}.

\textsuperscript{8} Mukherjee, S.N., :- History of Education in India, P. 212.
\textsuperscript{9} Extract from the proceedings of the Government of Assam in the Education Department, No.154 E, Dated 16th January,1932. Para 2.
\textsuperscript{10} GRPIA for 1935-36. P. 16.
This new incentive developed the idea of establishing some more Bengali schools in different places of Assam. Accordingly, a separate Bengali High school was established at Tezpur and Dibrugarh each for the Bengali population living there.

The proposed change over to Assamese involved the important question of preparing the required number of standard text books in the language. The Government of Assam, therefore, provided a sum of Rs. 5,000/- in the budget for 1937-38 to be utilised by the Central Text Book Committee for the production of the new text books. The Director of Public Instruction of Assam suggested the establishment of a Board of Secondary Education and the introduction of a School Leaving Certificate Examination in place of the Matriculation Examination conducted by the University of Calcutta. At present these suggestions have been brought into action with the Board of Secondary Education having been established and the School Leaving Certificate Examination introduced in place of the Matriculation examination. Now, the whole Secondary Education of Assam is controlled and managed by the Board of Secondary Education, Assam, abbreviated as SEBA. It has a tremendous role to play and functions to discharge throughout the State. Its main functions are to prepare the school syllabus, maintain the standard of instruction and conduct the School Leaving Certificate Examination.

11. Letter No. 519 E-5 E-1 of 1935, dated Shillong, the 25th July, 1935 from the Director of Public Instruction, Assam, to the Secretary to the Government of Assam in the transferred Departments.
In Assam the Secondary school curriculum has been a hot bed of controversy inspite of the valuable recommendations made by different Commissions and educationists from time to time. The Indian Education Commission of 1882 suggested the bifurcation of the curriculum one course of the study should lead to the Entrance examination while the other course of study should be of practical character intended to suit youths for commercial and other non-literary pursuits. This suggestion, however, was not accepted by Calcutta University. An experiment was made in some schools in Assam. Under this experiment one group of students was given instruction leading to the Entrance examination while the other batch was given the training necessary to hold jobs in tea plantation and tourist companies. The experiment ultimately proved failure, because students generally opted for taking the Entrance examination.

In 1910, Calcutta University framed new regulations according to which a new curriculum was introduced for secondary education in the year 1911. As per this new curriculum students had to study six subjects - four of which were compulsory and two optional. The compulsory subjects were - English, Mathematics, one Classical Language and a Vernacular language. The optional subjects were - History, Geography, Mathematics, Classics and Mathematics of Advance study.

For the teaching of the above subjects with efficiency, the need of trained teachers was felt, but prior to 1936, there were

no training institutions for Secondary school teachers in Assam. Thus, due to the dearth of trained teachers, teaching of the very important subjects was narrow and below the desired standard. Moreover, the unitary type of the academic curriculum did not provide for a diversified course of the study with subjects of practical importance not being included in the curriculum. Consequently, the course of study taught in Secondary schools failed to cater to the needs of students of different mental level and tastes.

The Hartog Committee criticised the too much bookish nature of the curriculum and recommended the following remedies – (a) The retention of M. V. schools for boys interested in rural pursuits, accompanied by the introduction of amore diversified curriculum in those schools. (b) The diversion of more boys to technical and commercial courses at the end of the middle school course and for this, provisions should be made for attractive courses at that stage aimed at preparing the learners for special instruction in technical and industrial schools.

The Hartog Committee laid emphasis on the remodelling of the M. V. courses and adopting it to suit the rural requirements. On the basis of the Hartog Committee Report the Government of Assam submitted a scheme in 1935 on educational reconstruction to the Government of India. It also made recommendation for the separation of the middle school course from the High school course by making the Middle School Leaving Certificate Examination compulsory for all pupils who wished to proceed further. It also made suggestions regarding the

opening of Training Centre and Training class by the Department for teachers to undergo training in teaching. Although the scheme was yet nothing concrete could be done in practice.

The Sergent Scheme recommended the establishment of Technical High Schools with a number of technical subjects in its curriculum. The scheme could not be materialised in Assam due to various problems and difficulties. But the scheme for the provision of facilities for vocational training in selected High schools was taken up during this period.

The Secondary Education Commission of 1952-53 pointed out the glaring defects of the present curriculum and recommended some valuable principles for the adoption of a sound system of curriculum. As a result, the expansion of secondary education since independence has been remarkable in Assam. The table that gives an idea about the development of secondary education in terms of number of institutions, pupils and teachers during the period from 1951 to 1969\(^\text{14}\).

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Schools</th>
<th>No. of Pupils</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951-52</td>
<td>1351</td>
<td>155978</td>
<td>7745</td>
</tr>
<tr>
<td>1955-56</td>
<td>1733</td>
<td>213301</td>
<td>11281</td>
</tr>
<tr>
<td>1960-61</td>
<td>2299</td>
<td>346075</td>
<td>18120</td>
</tr>
<tr>
<td>1965-66</td>
<td>3649</td>
<td>534209</td>
<td>27317</td>
</tr>
<tr>
<td>1968-69</td>
<td>4015</td>
<td>571358</td>
<td>30368</td>
</tr>
</tbody>
</table>

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14. Das, L., :- Education in Assam
Prior to 1962, the secondary education in Assam was controlled by Guwahati University and the Government of Assam. The University had controlled over the academic matters while the Government controlled the administrative side. This duel control over the secondary education gave rise to various problems and difficulties. However, the newly formed Board of Secondary Education has taken charge of recognising and controlling the secondary education in Assam. But the administrative matters still in the hands of the Government.

In 1961, the first Secondary Education Act of Assam was passed. The Act came into force with effect from January, 1962 and the first Board was constituted with the Director of Public Instruction of Assam as its Chairman (Ex-Officio) and N. Islam, Inspector of Schools Central Assams as the Secretary. This Act was amended in 1972 when it was laid down that the Board is to prepare and publish text books through the Assam Text Book Production and Publication Corporation. Thus, the Board adopted the new curriculum and syllabi from the academic session 1973-74.

Along with the change over in the High school classes the Board made a change over to Higher Secondary Education with a two-year course being introduced from the year 1973 in place of the old four-year course.

Moreover, a radical change has been made in the field of secondary education in Assam with the adoption of certain recommendations of the National Education Commission of 1964-66. The entire pattern of education has been changed from this period with the adoption
of the new pattern of education \((10 + 2 + 3)\) as recommended by the Kothari Commission. Now attention has been focused on secondary education which includes the + 2 stage.

The number of High schools till 1974 was 830 in Assam. During the period 1974-76 more than 170 High schools got recognition and 157 schools obtained permission to open Classes - IX and X and admit pupils. As regards the High Madrassas the number of such schools obtaining recognition from the Board was 18 only in 1974, while that of Higher Secondary schools was 72 in 1976-77.

The following Table shows the result of the High School Leaving Certificate Examination of the Board of Secondary Education for four consecutive years\(^{15}\).

**TABLE No. 2**

<table>
<thead>
<tr>
<th>Year</th>
<th>Regular</th>
<th>P.C. of Pass</th>
<th>Private</th>
<th>P.C. of Pass</th>
<th>Over all P.C. of Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>1973</td>
<td>26663</td>
<td>60.00 %</td>
<td>53560</td>
<td>21.6 %</td>
<td>40.8 %</td>
</tr>
<tr>
<td>1974</td>
<td>29180</td>
<td>63.6 %</td>
<td>58254</td>
<td>23.7 %</td>
<td>43.6 %</td>
</tr>
<tr>
<td>1975</td>
<td>44247</td>
<td>48.96 %</td>
<td>82002</td>
<td>23.00 %</td>
<td>35.98 %</td>
</tr>
<tr>
<td>1976</td>
<td>NIL</td>
<td>NIL</td>
<td>69279</td>
<td>20.59 %</td>
<td>-</td>
</tr>
</tbody>
</table>

Since 1973 a twelve year course has been introduced in Assam. The number of schools offering the +2 course was 63. The Universities of Guwahati and Dibrugarh abolished the one year Pre-University course and introduced a two year Pre-University course for the High school leavers.

The following records show the distribution of Higher Secondary and Multiplurpose schools in the different Districts of Assam till 1970:

(1) Kamrup District ... 14
(2) Darrang District ... 8
(3) Sibsagar District ... 9
(4) Khasi Hills District ... 2
(5) Mizo Hills District ... 2
(6) Goalpara District ... 7
(7) Nowgaon District ... 8
(8) Garo Hills District ... 1
(9) Cachar District ... 9
(10) Lakhimpur District ... 8

The Government of Assam by a special Act, provincialised all the High and Higher Secondary schools run under the deficit grant system. The Provincialisation Act came into force with effect from October 1, 1977. Of the 2401 schools, 80 were provincialised, 46 were Higher Secondary schools and 688 were High schools and High Madrassas. 1667 numbers of Middle schools were also brought under the provincialisation scheme by the Government of Assam. In addition to the figures shown above, 71 more High schools were late-on brought under the deficit system and then provincialised.
FINANCE AND GRANT-IN-AID

For the proper functioning of Secondary schools and the development of secondary education both the State Government and the Central Government have to shoulder the responsibility of making financial assistance and grant towards the cause of uplifting the condition of the most important stage of education.

The Central Government should bear the larger share of financial responsibility. It may be noted that most of the Secondary schools are very poorly housed and inadequately equipped due to the lack of necessary funds. Every State has its own code of Grant-in-aid, but the upper limit of the grant is seldom reached. Without adequate financial relief it will not be possible for our Secondary schools to cope with the new situations and render the desired service. A very well defined financial policy is, therefore, necessary to this respect. Thus, in matters connected with reorganisation and improvement of secondary education there should be a bond and close co-operation between the Centre and the States.

The Despatch of 1854 laid down the Government policy in the matter of finance. After 1854, financial grant was given generally to a school—

(a) that imparted secular education,

(b) that functioned under efficient management,

(c) that agreed to submit a inspection by Government officers and abide by such other conditions that might be prescribed, and
(d) that levied a fee, however nominal it might be, on the pupils.

In addition to the conditions cited above, grants were also given for specific purposes like payment of salary to teachers and scholarships to students and construction of buildings.

Next came, a new type of grant known as 'fixed period grant'. As the term indicates this grant was given to a school for a fixed period.

Such grants were allotted to those schools which were managed by private bodies. These grants were given to the institutions on the basis of fulfilment of some conditions laid down by the Department of Education. Lord Curzon laid emphasis on this type of grant for the proper functioning of the schools among the line as desired by the Government. The Resolution of 1904 laid down that Secondary school should be eligible to receive grant-in-aid if it could prove that -

(a) there existed the need for such a school,

(b) its financial stability was assured,

(c) it taught the relevant subjects up to proper standard,

(d) due provision had been made for instruction, health, recreation and discipline,

(e) it had the adequate number of qualified teachers,

(f) it collected moderate fees from the pupils.
Besides the above, the Resolution of 1904, recommended that a large grants should be provided to private schools resulting in better standards of instruction and better staff.

Lump sum grants were given to those schools run by the Missionaries in the Hill areas. These grants were given annually. In addition to these grants there are also other types of grants given for building, equipment etc.

Thus, it may be noted that all these grants introduced and implemented in the field of Secondary Education of Assam with the aims of its expansion and development.

The whole Government machinery is conducted by the various responsible Government officers. These officials under different heads and capacities functions the entire system of education in the State. The administrative set-up of the Government of Assam has consisted with the following responsible members :-

**ADMINISTRATIVE SET-UP OF SECONDARY EDUCATION IN ASSAM AND DARRANG**

1. **State Level**
   : Education Minister of Assam.
   : Education Commissioner, Government of Assam.
   : Secretary of Education, Government of Assam.
   : Director of Education or D.P.I. of Assam.
   : Additional Director of Education, Assam.
   : Deputy Director of Education, Assam.

2. **District Level**
   : Inspector of Schools.
   : Assistant Inspector of Schools.

3. **School Level**
   : Headmaster / Principal of Secondary School.
From the above classification it shows that the actual administration of entire field of education of Assam is controlled and administered by these officials. Considering the vastness of area the different persons with different capacities are appointed by the Government of Assam to look into the affairs of education.

The entire field of education in Assam controlled and administered by Minister of Education along with his subordinate educational administrators. The Education Minister is not an administrative officer, but a political person, and a policy maker, who neither goes directly with the files nor interfere with the activities of subordinate administrators.

But he has the power to veto over all disputed matters relating to education, if he is not satisfied. The Minister has the power to direct the Government for sanctioning grants, appointment and transfer of teachers and other officials, recognition of schools, provincialisation of schools and sanction of deficit grants to schools and colleges out of his own discretionary powers.

Besides the Minister of Education, there are two top ranking Government officers — namely, the Secretary and Commissioner of Education. The Secretary of Education is the executive head of the Department of Education and the Commissioner deals with all financial matters. The Secretary of Education under whose signature all the appointment and transfer orders has passed.

The Director of Education is the sole administrative head in the entire field of education. He is assisted by an Additional Director and Deputy Directors. The Director of Public Instruction of Assam is closely connected with the administration of higher education,
while Additional Director of Education is in-charge of entire secondary education. He is responsible for appointment of High and Higher Secondary school teachers, their transfer, sanctioning leave, retirement benefit, submitting reports to the Director, disbursing maintenance grants, distribution of text books, sanctioning building grants, library grants, grants for audio-visual aids and grants for games and sports etc.

Next to Director of Education, the Inspector of Schools is the powerful Government officer, under whose supervision and inspection, the entire secondary education runs in the District level. He is assisted by an Assistant Inspector of Schools in the District. The Inspector of Schools has the strong administrative and academic hold in the District. The administrative duties of the Inspector relate to the annual inspection of records, accounts, office routine etc. As regards academic activities the Inspector of Schools has to supervise all the aspects of schools - relating to staff, library, laboratory facilities, the curriculum, the organisation of co-curricular activities the use of holidays and all other problems connected with the school administration. He is the sole responsible officer for better improvement of schools. The Inspector of Schools has to serve the notice about transfer and appointment of teachers on prior approval of the Director of Secondary Education. He has to submit reports for recognition and provincialisation of schools to the Director for its execution. Moreover he has the power to suspend teachers or Headmasters for any valid grounds. With the above Government officials the whole field of secondary education is controlled and administered in Assam and Darrang.
As education is a State subject, therefore the Central Government has neither any direct responsibility nor any constitutional right in its administration. In accordance with the Secondary Education Commission's recommendations, the Central Government has certain measures of direct responsibility. In the first place, it gives financial assistance for various approved schemes for the reconstruction of secondary education. Secondly, it pays attention to the in-service training of Secondary school teachers and teachers, educators through the National Council of Educational Research and Training.

The State Department of Education plays the major role in the administration of secondary education. The whole secondary stage of education of Assam is under the control of the Director of Secondary Education. The State Department of Education lays down conditions, regulating the procedure to be adopted for the recognition of schools, awards grants to private institutions, fixes rules regarding administration of schools, prescribes curriculum and select text books etc. At present the text books are prescribed and selected by the State Text Book Production & Publication Corporation of Assam. The Minister of Education is the Chairman of this Corporation.

Besides the above administrative set-up of education of Assam, there is a Secondary Education Board of Assam constituted in 1962 to conduct and control the secondary education of Assam. The jurisdiction of this Board is more or less confined to the territorial limits of Assam. The Board is empowered to conduct High School Leaving Certificate Examination (H.S.L.C.) and to issue certificates to the successful candidates. Within this limited set-up of administrative bodies, the entire Education Department has been controlled in Assam and Darrang.