Introduction: The development of education in Tripura during the post-independence period is not completely independent or distinct from the main stream of the educational development in the country. Rather, it is closely associated with the all India educational development. Therefore, progress of education in Tripura must be tried to be understood in terms of the all India educational development. In order to get a clear picture of the system of education prevalent in the country we must look into the past. Because the beginning of the present system of education in India can be attributed to the Christian missionerries who came to India in the wake of European traders. Therefore, any enquiry in the present position of education in India has to be started from the background.

Background: India had been under British rule for more than two hundred years. But the progress of education during the British rule was really disheartening. The reason was that in the early part of the British administration, the East India Company (E.I.C.) assumed the political responsibility of this country. It was primarily a commercial organisation and naturally indifferent to the education of this country. When company's activity expanded, and when its number of officers increased, the company started some schools for the education of the children of these officers where some Indian children were also allowed to attend. The missionerries who came to India to look after the spiritual welfare of the officers of the East India Company also
started some missionery schools in the different parts of the country, mainly with a view to spreading Christianity in India, and hence allowed some Indian children to read in those schools. However, the E.I.C. began to take interest in the education of Indians when the Charter Act of 1813 passed by the British Parliament, directed the Company to spend a sum not less than 1 lakh rupees a year for the spread of education of Indians. In persuance of that directive the Company started many schools and colleges under its direct control and this laid down the foundation of English system of education in India which led to the gradual decline of indigenous schools in the country.

A systematic progress in the field of education in India by the British government was started to be made following the recommendation of Wood's Despatch of 1854. This despatch which came to be known as Wood's Despatch after the name of Sir Charles Wood, the then President of the Board of Control, is known as the "Magna Carta" of English education in India because it is a document of great importance and historical significance. It tried for the first time to bring education in British India under some system and suggested some important measures to be adopted by the government for improvement of education in this country. Some of the recommendations of the commission were given effect immediately. In terms of the direction of the commission, the departments of Public Instruction were created in the then five provinces of India, and the universities were in-

1. S.N. Mukherjee - Education in India Today and Tomorrow, P-33, Boroda, 1969.
corporated in 1857. Another important recommendation of the Despatch was the extension of elementary education in India through the direct instrumentality of the state, as well as the encouragement of public schools through the grant-in-aid basis. Though some of the important suggestions of the Despatch could not be materialised for want of funds, still it must be admitted that it attempted for the first time to inaugurate a plan for a comprehensive system of education in this country. The dark side of the Despatch was its emphasis on the state system of education which had an adverse effect on the indigenous schools of the country. Due to this, the officials of those days generally neglected the indigenous institutions. In some cases attempts at improvement were made, which though well meant were so ill-advised as to lead rather to destruction than to improvement, in several cases pressure was brought upon parents to draw their children from the indigenous schools and to send them to the departmental schools. Besides, the persons trained in the departmental schools would be favoured with free employment in the government services which lead to the almost complete extinction of the indigenous system of education in India. In fact, it was a well developed national system of education consisting of both elementary and higher institutions. William Adam estimated the number of indigenous schools to be 100,000 only in Bengal and Bihar in the year 1835. Inspite of certain defects, the indigenous system of education had been giving some general education to the masses from time immemorial. We like to point

out with pride that the monitorial system of the indigenous schools contributed much to spread education among the poorer classes even in England. Dr. Bell, the Presidency Chaplain at Madras, advocated the adoption of this system in England in his book, "An experiment in Education made at the Male Asylum at Madras, 1798". This system (Monitorial system) deserves a fresh trial in our present system of education (particularly in the single teacher schools) where mass education is suffering for want of funds.

A new approach was given in the field of Indian education by the Despatch of Lord Stanly. Lord Stanly, the then Secretary of the State for India, admitted in his despatch of 1859 that it was impossible to provide funds for a system of direct instruction and that it was very necessary to levy a compulsory local rate for defraying the cost of primary education. As a result of this recommendation, steps were taken for local taxation. Since 1864 local cess Acts were passed in the different provinces. This measure helped a considerable growth of primary education in the country until 1883 - 1884 when various municipal and local Board Acts were passed in pursuance of Lord Ripon's policy of Local Self Government.

However, the East India Company ceased to be a political power in 1858 when the government of India came directly under the crown. But the suggestions of the Wood's Despatch still continued to be followed for the administration of education in the different provinces.

To review the conditions of education in India the government of India appointed a commission known as Hunter Commission under the chairmanship of W.W. Hunter, in 1882.

This Commission which is also known as the Indian Education Commission reviewed the entire system of education in the country and submitted a comprehensive report covering almost all the phases of education. The Commission viewed very carefully that three different agencies were engaged in the spread of education in India. The first of these was the agency of missionary schools and colleges, the second was the departmental institutions, and the third was the small beginning of the Indian private enterprises. The commission opined that missionary enterprise could only occupy a subordinate position in Indian education, and the expansion of primary education should be left to the local bodies such as the Municipalities, and Local Boards. Expansion of higher education was also to be left to the private bodies, that the government should encourage the Indian private enterprises as the best means of spreading education in India. Regarding the primary education the commission recommended that "while every branch of education can justly claim the fostering care of the state, it is desirable, in the present circumstances of the country, to declare the elementary education of the masses, its provision, extension, and improvement to be that part of educational system to which the strenuous efforts of the state should now be directed in a still larger measure than here to force". This helped the elementary education to develop rapidly

in the country. Following the recommendations of the Indian Education Commission there was a rapid expansion of educational institutions (from primary to higher educational institutions) in India.

Then Lord Curzon came to India in 1899 as a Governor General. He believed that the quality of education had materially deteriorated since 1880; that schools and colleges under private management had generally been unable to maintain standard and discipline and recommended that the government should now aim at controlling and improving schools and colleges rather than at increasing their number. Turning to the primary education we see that Curzon's policy was a bit different. In higher education he emphasised quantity as against quantity but in case of primary education he emphasised expansion side by side with improvement. He believed that principal cause of slow progress of the primary education was the inadequacy of grants to primary education. That liberal policy of Lord Curzon led to a large increase in the number of primary schools and pupils. The increase in the enrolment of primary schools in the years from 1901-2 to 1911-12 was nearly twice the increase in the enrolment during the twenty years following the report of the Indian Education Commission. Lord Curzon appointed a university commission in 1902 to enquire in the conditions and prospects of the Indian universities. After the departure of Lord Curzon, the provincial education department continued to follow the educational policy laid down by Curzon till 1921 when the respon-

5. Ibid - P.263.
sibility of education, for the first time, was entrusted upon the Indian ministers, according to the Government of India Act of 1919. In 1937 provincial autonomy was introduced with the right to control all branches of the state administration. Thus public education became a direct responsibility of the popular ministries. During the period from 1921 to 37 primary education received more attention of the government. The concept of compulsory primary education so long accepted in theory was incorporated in the laws of the lands especially after the transfer of education to Indian control in 1921. Thus, the long pending demand for compulsory primary education led by Gopal Krishna Gokhle and other national leaders was got realised in practice. Consequently, a burst of enthusiasm and many long desired changes found expression during this period. Due to the introduction of several new schemes and the sanctioning of increased grants to education, there was a rapid increase in the enrolment of schools during this period. The three years between 1937-40 is generally regarded as the most crowded period in Indian educational history. Even during this short period larger funds for education were made available; schemes for expansion of primary education, and liquidation of adult literacy were undertaken, Wardha Scheme of Basic Education was accepted, and stress was given to physical and vocational education. But unfortunately, Second World War broke out and the Indian ministries resigned office in 1940. For the want of official patronage the expansion of education suddenly faced a great set back.

6. S. N. Mukherjee - Education in India today and tomorrow, P. 39.
But with the return of the Congress Ministries, in 1946, education received a new impetus. Actions began to be taken for educational development. But before any substantial progress could be recorded the British power withdrew from India on 15th August, 1947, and thus ended the British period in the history of education in India.

Education in India in the post Independent period:

The first four years of independence formed a period of great crisis. The most important problem was the heavy influx of refugees from Pakistan and their rehabilitation. Some of other important problems which required priority were the framing of Constitution for free India, and re-organisation of administration. Therefore, proper attention could not be given to the development of education till 1950 when the Constitution of India was framed. On the basis of Sargent Plan (1944), however, the states adopted some schemes for the expansion and improvement of education even during this period (1947-50). But the Sargent report which was accepted for the post war reconstruction of education of India, could not cover many important provisions which were necessary for the proper growth and development of education in the post independance period. Keeping in view the long pending grievances of the Indian people, Article 45 or our Constitution provides free and compulsory education for all children till they reach the age of 14 years within 10 years from the date of adoption of the Constitution on the 26th of January, 1950. To implement the directives of the Constitution, measures have been started to be taken. Different schemes, for the expansion

8. Ibid - P.3.
and improvement of education from primary to higher stages, have been undertaken in the successive plan periods. Priority was given to the provision of universal and compulsory education for all children in the age group of 6 to 14 years, as incorporated as the Directive Principles of the State Policy, in article 45 of the Constitution. In this stage, basic system of education has been accepted as the national system of education as desired by the nation. State Governments also agreed to take steps to convert the primary schools into junior Basic Schools. Sincere measures were taken for the development of basic education. As a result the total number of basic schools increased from 33,730 to 47,813 during the first plan period, and number of schools was more or less doubled during the Second Plan Period. 9

But due to certain reasons the attempt to convert all the primary schools into basic pattern did not work well. The vast majority of the primary schools are yet of the traditional type. A few middle schools have no doubt been converted into senior basic institutions. But this experiment has not made much progress. However, the fact that there has been a rapid progress in the field of education, in the post independence period will be evident from the following table.

Tab(I) : Showing the number of primary and middle schools, 1950-51 to 1965-66.

<table>
<thead>
<tr>
<th>Type of Schools</th>
<th>1950-51</th>
<th>1955-56</th>
<th>1960-61</th>
<th>1965-66 (anticipated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Schools</td>
<td>2,09,671</td>
<td>2,78,135</td>
<td>3,30,464</td>
<td>4,15,000</td>
</tr>
<tr>
<td>Junior Basic Schools</td>
<td>33,379</td>
<td>42,971</td>
<td>65,891</td>
<td>1,53,000</td>
</tr>
<tr>
<td>Middle Schools</td>
<td>13,596</td>
<td>21,370</td>
<td>49,679</td>
<td>57,700</td>
</tr>
<tr>
<td>Senior Basic Schools</td>
<td>351</td>
<td>4,842</td>
<td>14,337</td>
<td>16,700</td>
</tr>
</tbody>
</table>

Perhaps the achievement of last 25 years has been made in respect of universalisation of facilities for primary education. In 1947 there were many areas of the country which had no such facilities. In successive five year plans numerous primary schools have been established in the different parts of the country. As a result there is a lower primary school (classes I - V) within easy walking distance from the home of every child. The provision for upper primary schools (classes VI to VIII) is not so universal in the country. This has resulted into the ratio of one upper primary school to every five primary schools in the country.11

This rapid growth of educational institutions (lower primary) has made an enormous progress in increasing enrolments at the primary stage. In 73-74 the percentage of children enrolled in grades I-V to total population in age group 6 to 11...

has been increased to boys 100.0, girls 66.0, total 84.0; against boys 60.8, girls 24.9, total 43.1 in 1950-51.  

Inspite of this rapid progress in the field of education during the post independance period, it requires to be mentioned here that we have not yet been able to comply with directive principles of our Constitution. Practically we have been failed to reach the target of providing universal primary education upto the age of 14 years within 10 years from the date of inception of the Constitution. Our failure was evident as early as 1956 when the Second five year plan was adopted. It was observed that by 1960 we would be able to enrol about 61 percent of the children in the age group 6 to 10 and only 23 percent of children in the age group 11 - 13. This question was therefore examined in the meeting of the Planning Commission at Puna in 1958. It recommended that the old idea of treating education for the age group 6 to 14 as an integrated whole might be given up, and we might divide this period of eight years of elementary education into two - primary education of five years (age group 6 to 10) and middle school education of 3 years (age group 11 to 13). The meeting further hoped that the universal and compulsory education at the primary stage should be provided by the end of the third plan (1965-66), and similarly education at the middle stage at the end of the fifth plan (1975-79). But unfortunately we have not been able to implement this revised plan as yet. The amendment itself implies our departure from the original target. Leaving aside the question of universalisation of middle

stage education, we have still a long journey ahead to reach universal enrolment in the age group 3-11. It is more difficult because the children now left out of schools belonging to the weakest sections of the society, to bring them into schools, the effort and cost involved, will be proportionately larger. However, it is encouraging to note that there has been a steady increase in the financial allocation for elementary education over the plan periods. During the second five Year plan this increase (over the first plan) was relatively small (2.4 percent), compared to an increase of 67 percent in the total outlay on education. During the third five year plan the increase in the plan allocation for elementary education over the second plan has been phenomenal (140 percent). The rate of that increase is also higher than that for all forms of education (119 percent). If such a trend in the matter of financial allocation is allowed to continue, we can expect that mass education in India will not suffer for want of funds, and this will go a long way to compensate our failure to reach the target of universalisation of literacy.

Under the above context, let us now proceed to visualise the progress of education in the State of Tripura during the plan period since independence.

Primary Education in Tripura in different Plan Periods:

The Union Territory of Tripura with a population of

15,56,822 (1971 census) had hardly any development programme prior to its integration with the Indian Union. It acceded to India after Independence. As the matter stood at that time it was backward in every sphere. Then with the heavy influx of immigrants from the neighbouring foreign state East Pakistan (now Bangladesh) the problems became more acute. To solve all these problems government stepped into the field and started developmental works in the different spheres of public life. But the all round development was not possible before independence as the resources of the native rulers were limited and the population was meagere and much scattered.

However, in view of the directive principles provided by our Constitution, the Government of India took initiative to extend the educational facilities throughout the country and chalked out a plan for the realisation of the objectives. Accordingly, the Government of Tripura took vigorous drive for the implementation of the provisions of the Five Year Plan for the development of education in the State. As a result the level of education in all spheres starting from Primary to Post graduate including technical education began to develop enormously.

Our purpose is to see the progress of Pre-primary and primary education in the territory since independence and the problems affecting further progress. We have already discussed the development and problems of pre-primary education in Tripura in the foregoing chapter. We have also viewed the condition
of primary education in Tripura prior to independence. In this study we will first search for the development of primary education in the state in the post-independence period with particular reference to different plans. Next, we shall try to find out the problems in the background of the developments that have taken place in the territory during the period under reference. It will, therefore, be, in order to present a brief review of the developments of primary education since the implementation of the Five Year Plan, 1950.

It may be mentioned here in this connection that education in the primary stage, especially from the initiation of the Five Year Plan, in this territory, is being imparted by two types of schools namely, Junior-Basic Schools and Primary schools; and education in this stage is popularly known as elementary education. So, in this study, we will sometime use the term 'elementary' in place of primary. Therefore, Elementary schools will include Junior Basic Schools and Primary Schools both being engaged in imparting instructions for 4 or 5 years usually from class I - V to the children of 6 - 11 years age group.

To understand the growth of primary educational institutions (Basic and non-Basic) in Tripura we may start with the following table (table No. 2)
Table 2. Showing the number of Primary and Junior Basic Schools in Tripura in different years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary Schools</th>
<th>% of increase in Primary schools over previous year</th>
<th>Junior Basic Schools</th>
<th>% of increase in Junior Basic Schools over previous year</th>
<th>Total number of Primary and Junior Basic Schools</th>
<th>% of increase in total number of schools over previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-51</td>
<td>403</td>
<td>-</td>
<td>1</td>
<td>*</td>
<td>404</td>
<td>-</td>
</tr>
<tr>
<td>1955-66</td>
<td>968</td>
<td>140.2</td>
<td>33</td>
<td>3200</td>
<td>1001</td>
<td>147.8</td>
</tr>
<tr>
<td>1960-61</td>
<td>840</td>
<td>-13.2</td>
<td>234</td>
<td>609.1</td>
<td>1074</td>
<td>7.3</td>
</tr>
<tr>
<td>1961-62</td>
<td>807</td>
<td>-3.9</td>
<td>450</td>
<td>92.3</td>
<td>1257</td>
<td>17.0</td>
</tr>
<tr>
<td>1962-63</td>
<td>746</td>
<td>-7.6</td>
<td>564</td>
<td>25.3</td>
<td>1310</td>
<td>4.2</td>
</tr>
<tr>
<td>1963-64</td>
<td>733</td>
<td>-1.8</td>
<td>600</td>
<td>6.4</td>
<td>1333</td>
<td>1.8</td>
</tr>
<tr>
<td>1964-65</td>
<td>659</td>
<td>-10.1</td>
<td>700</td>
<td>16.7</td>
<td>1359</td>
<td>2.0</td>
</tr>
<tr>
<td>1965-66</td>
<td>621</td>
<td>-5.8</td>
<td>755</td>
<td>7.9</td>
<td>1376</td>
<td>1.3</td>
</tr>
</tbody>
</table>

From the above table it appears that at the beginning of the First Plan (1950-51) there were 404 Primary Schools including 1 (one) Junior Basic School in Tripura. At the end of the First Five Year Plan i.e. in 1955-56 the total number of Primary and Junior Basic Schools rose to 968 and 83 respectively. In case of Primary school percentage of increase was 140.2 during the First Plan over the year 1950-51. But in case of Junior Basic School the percentage of increase was found to be unusually high during the First Plan over 1950-51 as there was only 1 (one) Junior Basic School in 1950-51. The percentage of increase of Primary Schools (Basic and Non-basic) came up to 147.8 in the First Plan over 1950-51. From the data noted here it becomes clear that there has been enormous growth in the field of elementary schools (primary and Junior basic) in Tripura during the First Plan period (1951-66). The above table indicates that from the year 1960-61 to 65-66 Primary Schools were gradually decreasing but the Junior Basic Schools were gradually increasing. This was perhaps due to the conversion of existing primary schools into Junior Basic Schools and also due to the opening of new Junior Basic Schools. The above data further shows that only 73 schools (Primary and Junior Basic) were started during the Second Plan Period and the percentage of increase was 7.3 over the First Five Year Plan. The rate of increase was also found to be slow during the Third Five Year Plan (i.e. from 1961-62 to 1965-66 with only one exception in the year 1961-62. The percentage of increase in the number of schools was 17.0 in the year 1961-62 over 1960-61.
It may be mentioned here that almost all primary and preprimary schools in Tripura are run directly by the government. There have been some private schools also including missionary schools which are aided by the Government. There is no school in Tripura run by the Local Self Government. Another commendable feature of the primary education in Tripura is that it is co-educational.

Now let us turn our eyes towards the financial provision that was made available for the expansion of primary education in Tripura during different plans. Because the position of fund is an important determinant of development of education.

The Constitution of India gives a directive to the States to endeavour to provide within ten years from the commencement of the Constitution, facilities for free, universal and compulsory education for the children upto 14 years of age. This has served to give a push to the expansion of primary education in the different states. Like other states of India in Tripura also under successive Five Year Plans increasing financial provision has been made for the extension programme of Primary education. Although financial provision by itself may not be a complete index of the progress and achievement of education, but it serves to highlight the trend in a general way. The following table gives us data on the outlay on elementary education in relation to the total outlay on education in the State of Tripura in the successive three Five Year Plans.
We have already clarified that elementary education in Tripura comprises five classes (I – V) and is offered by the primary schools and Junior Basic Schools. Therefore, expenditure shown in the table on elementary education means the expenditure on primary stage of education (Basic and Non-Basic). The data contained in the table shows that there has been a rapid increase in the financial allocation on education over the plan periods. It is found that total outlay on education for the first plan was 30.5 lakhs, for the second plan 112.2 lakhs, and for the third plan the total outlay on education was 267.0 lakhs. Proportionate increase of financial allocations over the successive plans is also found in case of...
elementary education outlay on elementary education for the first plan was 1.3 lakhs, for the Second plan 18.3 lakhs and for the Third plan the outlay on elementary education was 82.4 lakhs. The percentage of increase of outlay of the Second plan over the first plan was 267.9, and percentage of increase of outlay on elementary education of the third plan over the second plan was 138.0. The percentage of outlay on elementary education to total outlay on education has also been increased considerably in different plan periods. Thus the data about the financial allocations in different plans enables us to get an idea of gradual progress made in the field of elementary (primary) education in the territory during the plan periods.

In this connection we may have a brief review of average annual expenditure incurred per pupil in primary education in Tripura during the plan periods. This will throw much light on the extension of educational facility as well as the progress of primary education.
Table-4. Showing the average annual expenditure by Government per pupil of primary and Junior Basic Schools in Tripura in selected years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total No. of students in primary school.</th>
<th>Total No. of students in Jr. Basic Schools.</th>
<th>Total direct expenditure in Jr. Basic Schools. (per pupil)</th>
<th>Total direct expenditure in primary schools.</th>
<th>Average expenditure in Junior Basic School. (per pupil)</th>
<th>Average expenditure in Primary School.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-51</td>
<td>19225</td>
<td>36</td>
<td>312425</td>
<td>26620</td>
<td>16.3</td>
<td>739.4</td>
</tr>
<tr>
<td>1955-56</td>
<td>47683</td>
<td>6283</td>
<td>2155209</td>
<td>302461</td>
<td>45.2</td>
<td>48.1</td>
</tr>
<tr>
<td>1960-61</td>
<td>47800</td>
<td>33468</td>
<td>2307817</td>
<td>2145575</td>
<td>48.2</td>
<td>64.1</td>
</tr>
<tr>
<td>1961-62</td>
<td>45956</td>
<td>47737</td>
<td>2209045</td>
<td>2434216</td>
<td>48.1</td>
<td>51.0</td>
</tr>
<tr>
<td>1962-63</td>
<td>45801</td>
<td>60001</td>
<td>2163984</td>
<td>2645894</td>
<td>47.3</td>
<td>44.1</td>
</tr>
<tr>
<td>1963-64</td>
<td>46178</td>
<td>63877</td>
<td>2321219</td>
<td>3012077</td>
<td>50.3</td>
<td>47.2</td>
</tr>
<tr>
<td>1964-65</td>
<td>41013</td>
<td>79221</td>
<td>1959435</td>
<td>3432443</td>
<td>47.8</td>
<td>43.3</td>
</tr>
<tr>
<td>1965-66</td>
<td>40648</td>
<td>87250</td>
<td>2058391</td>
<td>4406999</td>
<td>50.6</td>
<td>50.5</td>
</tr>
</tbody>
</table>

The data contained in the above table gives the picture of expenditure incurred per pupil of Primary and Junior Basic Schools in Tripura for the year 1950-51 to 1965-66. The average annual expenditure on primary education for the year 1950-51 was Rs.16.3 as against Rs.739.4 per pupil in Junior Basic Schools. This shows that the average annual expenditure per pupil in Junior Basic School was much higher than that of the primary school for the year 1950-51. This was perhaps due to poor enrolment.

17. Materials have been collected here from the Office of the Director of Education, Tripura, Agartala.
in the Junior Basic School and implementation of Basic system of education for the first time in the territory. In the year 1950-51 there was only 1 (one) Junior Basic School in Tripura with a roll strength of 36. Actually this school reveals the appearance of basic education in Tripura. In the above table we also notice that the average annual expenditure incurred per pupil of primary school has shown a steady rise in the year 1955-56 over the year 1950-51. It increased from Rs.16.3 in 1950-51 to Rs.45.2 in 1955-56. In 1960-61 the average annual expenditure per pupil of a primary school was found to be lower than that of a pupil of a Junior Basic School. But the table reveals that in subsequent years the annual expenditure incurred per pupil in the primary or junior Basic School was more or less same with slight difference. It ranged between Rs.45.2 to Rs.50.6 in case of Primary School student and in between Rs.43.3 to Rs.50.5 in case of Junior Basic School student.

In this connection we may represent here a comparative list of expenditure incurred per pupil in the field of general education at the end of the Second Five Year Plan in the different states:
Table-5. Showing the comparative figure of expenditure per pupil in different states at the end of the Second plan period.

<table>
<thead>
<tr>
<th>State</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Bengal</td>
<td>8.57</td>
</tr>
<tr>
<td>Assam</td>
<td>7.88</td>
</tr>
<tr>
<td>Behar</td>
<td>5.90</td>
</tr>
<tr>
<td>Orissa</td>
<td>4.22</td>
</tr>
<tr>
<td>Manipur</td>
<td>9.87</td>
</tr>
<tr>
<td>Tripura</td>
<td>19.33</td>
</tr>
</tbody>
</table>

Though the figures shown in the above table do not give us a clear picture of expenditure incurred per pupil in the primary education at the end of the Second Plan, still it is obvious that compared to other neighbouring states the expenditure that incurred per pupil in Tripura in general education including primary stage at the end of the Second Plan was considerably higher from any one of the states. In fact it was highest among the list. It might have been due to the fact that Tripura was backward in education before independence and that fresh momentum was provided for the spread of education in all levels after launching particularly the Second Five Year Plan. It is also admitted in the plan paper of Tripura that Intention of the plan was to accelerate the developmental activities started in the first plan, although emphasis was laid on quantitative improvement. At the end of the Second Plan the number of Basic, high and higher secondary stages schools

rose to a considerable extent. In 1960-61 Junior Basic Schools rose to 234 against 33 in the year 1965-56. The enrolment in primary, middle, high and higher secondary stages rose from 61140 (14176 girls), 9466 (2063 girls) and 2724 (880 girls) to 86657 (29543 girls), 15433 (4369 girls) and 5163 (1242 girls), respectively. 19

The Government of India prescribed a target of 62.5% of the age group 6-11 to be brought into primary school by the end of the Second Five Year Plan. But Tripura has been able to go beyond this target even before the end of the Third year of the above plan. Out of the total expected population of 1.12 lakhs of this group as many as 72500 will be brought to school. It is hoped that more than 80,000 students will be brought to school (primary) by the end of the Five Year Plan. Here we see a commendable expansion of primary (Basic and non-basic) education in the territory during the Third plan period. But we should not forget that this expansion is quantitative but not qualitative.

However, inspite of increase in number of elementary schools in the territory, the change in the pattern of enrolment of the school going children from 6-11 years of age group cannot be claimed to be satisfactory even upto the end of the Third plan period. This will be evident from the table given below:

Table-6. Shows pattern of enrolment in schools in Tripura as compared to India, Assam and Manipur.

<table>
<thead>
<tr>
<th>State</th>
<th>Percentage of children enrolled to population in the relevant age group.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class I to V</td>
</tr>
<tr>
<td></td>
<td>(age 6-11 yrs.)</td>
</tr>
<tr>
<td>Tripura</td>
<td>62.2</td>
</tr>
<tr>
<td>Assam</td>
<td>59.4</td>
</tr>
<tr>
<td>Manipur</td>
<td>42.4</td>
</tr>
<tr>
<td>All India</td>
<td>52.9</td>
</tr>
</tbody>
</table>

The above table indicates that in 1955-56 Tripura had highest population of school going children of 6-11 years of age. It was considerably higher than that of Manipur, all India and Assam. But in 1960-61 the same decreased to 55.4 from 62.2 in 1955-56 which was obviously lower than that of all India and Assam. Within the period from 1955-56 to 1965-66 proportion of school going children under the age group of 6-11 years in Tripura increased from 55.4 to 72.4. The rate of increase may be termed to be phenomenal. Inspite of such an increase, it (the figure) was below the all India average or Assam. Within ten years from 1955-56 to 1965-66, the population of school going children in India in the primary level increased from 52.9 to 78.5, but in Tripura the same increased from 62.2 to 72.4. This lower rate of growth already indicates that Tripura was not

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able to keep pace with the all India average within short period.

Similarly, the table does not give us very satisfactory picture of the population of school going children in the age group of 14-17 years in Tripura compared to Assam, Manipur and All India. The rate of growth in the middle stage of education in Tripura is much lower than that of Manipur and All India during the period under review.

We find equally unsatisfactory picture in Tripura in the field of Secondary education. Not only that a smaller proportion of Tripura's population in the age group of 14-17 years attended educational institution, but also that the difference with all India increased from 0.5 in 1955-56 to 4.0 in 1960-61. In 1965-66 the difference was found to be decreased to 3.9. This lower rate of growth in the secondary stage of education if it is not properly dealt with, Tripura will not be able to reach all India level in the field of children education in near future.

Three Annual plan periods (1966-69)

We have come to an end of our discussion about the progress of primary education in Tripura into the major sectors up to the third plan period i.e. up to 1965-66. Let us now proceed to search for the development of primary education that has taken place in the territory in Fourth and Fifth Five Year Plan. In between Third and Fourth plans we have three annual plans from 1966-69.
During the Annual plan for the year 1966-67, the number of primary schools rose from 1376 (755 Junior Basic) to 1410 (908 Junior Basic) with the corresponding increase in the number of pupils to 1,41,259. Similar progress in other stages of education was also found to take place during the same period. Besides, sports meet, scouts, social service, guide leadership training camps etc. were organised during the year under reference. To achieve the various targets of the plan, a sum of Rs.40.45 lacs (State sector 38.47 lacs and Central sector 1.98 lacs) was spent in which the expenditure of elementary education was also included.  

During the Annual Plan period for the year 1967-68 no new primary school was opened excepting the conversion of 120 primary schools into Junior Basic. Number of Middle, High and Higher Secondary staged schools rose from 176 and 76 to 191 and 81 respectively. One Degree College was also started under the private management. Guide/folk leadership training camps, physical efficiency tests, dance, drama, music etc. competitions were also organised. In the year under review we do not notice any quantitative improvement of primary education.

To achieve the various targets of the Annual Plan (for 1967-68) a sum of Rs.61.98 lacs (State sector 60.25 lacs and Central sector 1.73 lacs) was spent.

22. Ibid - P.P. 4-5.
During the plan period for the year 1968-69, 12 primary/Junior Basic schools were upgraded to Senior Basic and High Schools respectively. Some primary schools were also converted into Junior Basic Schools. This was the only progress made in the field of elementary education in Tripura during the annual plan of 1968-69. The reason for this slow progress of primary education in the territory was that Tripura made remarkable progress in the field of primary education including the raising of enrolment during the previous plan periods. It reveals from the relevant records that Government of India fixed a target 62.5% of the age group 6-11 to be brought into school at the end of the Second Five Year Plan. But Tripura became able to reach above the limit even before the completion of the Second Plan. Besides, education department, during the year under discussion had to pay more attention to other constructive works like the introduction of B.T.(Secondary Teacher's Training) courses in the existing Hindi Teacher's Training College, shifting of Tripura Engineering College to its own sites at Barjala and also to equip both the colleges with necessary building, staff and machinery etc. Rs.70.26 lacs (State sector 69.42 and Central sector 0.84) was spent to achieve the above mentioned targets during the year 1968-69.

Fourth Five Year Plan:

With the above mentioned achievements gained in the field of education through the preceding Five Year Plans and

successive three Annual Plans Tripura stepped to Fourth Five Year Plan in the year 1969. During the Fourth Plan Period it is estimated that the population in the age group 6-11 will be 1,74,000 (1970-71) and there will be additional enrolment of 50,300 students. It is also hoped that there will be 100% enrolment of the age group 6-11 in the Fourth plan period. For the successful implementation of the scheme it is proposed to appoint 1,030 teachers. Total cost for the scheme is estimated to 30 lakhs. 24 Four Five Year Plan also envisaged the conversion of 600 Primary schools into Junior Basic as well as the supply of equipments and furniture etc. It is estimated that a sum of Rupees Six lacs will be needed for the implementation of the scheme.

To reach the targets of enrolment vigorous drives were launched by the education Inspectorates at the sub-divisional level. Consequently, enrolment in the age group 6-14 steadily increased by phases throughout the entire Fourth Five Year Plan period. With the increase in enrolment of children in the age group 6-14, more institutions came up during the years 1969-74. One thousand Junior Basic Units and 75 Primary Schools were converted to Junior Basic Schools. As a sound preparatory step to the universalisation of primary education 65 pre-primary schools and 95 Balwadi Centres were also established.

To increase the enrolment and attendance particularly among the weaker sections of the society the schemes for supply

of book grants, school dress and free books were continued like previous years. During the year 1969-74 free books were supplied to 75,400 Scheduled Tribe and 43,932 Scheduled Caste students of Class I and II. 45,064 book grants were given exclusively to Scheduled Tribes and Scheduled Caste students reading in Classes III to VIII. All total 6415 sets of dresses were also supplied to Girl students of Classes III to VIII. Quality Text Books on Bengali and Arithmetic for classes I to II were printed and distributed to general students at a cheaper rate. Besides, free Tripuri Primers were supplied to the Tribal students reading in classes I and II. A booklet on arithmetic was also developed into tribal language.

To improve Science teaching science equipments were supplied to elementary schools. During the period under reference some elementary school teachers were provided two months training in the first phase. Under the second phase the teachers were given 36 days orientation training. Equipments, furniture, sports goods were provided to elementary schools. School building, staff quarter, craft shed, boarding houses, sanitary blocks etc. attached to elementary schools were repaired or constructed where it was considered to be necessary. To provide special incentive particularly to the children of tribal communities and backward classes the scheme of Mid-day-meal\(^{25}\) was proposed to be extended so as to bring 40% of the children of primary and junior basic school under this scheme.

\(^{25}\) Fourth Five Year Plan, P-102, Government of Tripura, Agartala.
All these positive measures taken by the Government lead to a rapid growth of elementary education in the territory. In 1973-74 (at the end of the Fourth Plan) the number of primary, Junior Basic schools and attached sections rose to 169, 1309 and 237 respectively. Enrolment at the elementary stage rose to 2,05,709 (boys 1,21,572, girls 84,137); enrolment ratio at the primary stage was 95.02.

Fifth Five Year Plan:

With the above mentioned achievement the state of Tripura merged into the Fifth Five Year Plan (1974-79). Let us now turn our eyes towards the development of Primary education in Tripura during the period under review.

Though considerable expansion has been made in the field of elementary education in Tripura during the successive plan periods from 1951-74 still the weaker section of the people was not much benefitted even upto the end of the Fourth Plan Period. Therefore, a major effort would be made during the Fifth Plan to attain at a goal of maximum attainment of the children of the weaker sections and to retain them in schools. It is also realised that without proper incentives it would be difficult to retain the children of the weaker sections in the school. Therefore, the programme for providing the following special incentives in the schools more effectively during the Fifth Plan was taken in hand:

(a) Supply of free books and stationeries to children reading in classes I and II.
(b) Book-grants to students reading in classes III to VIII.
(c) Award of attendance scholarships to girl students reading in classes III to VIII.
(d) Dresses to girl students reading in classes III to VIII.
(e) Award of boarding house stipends to students.
(f) Improvement of existing elementary schools - supply of equipments, furniture, books, sports goods etc.
(g) Preparation and printing/reprinting of quality text books for primary school children.
(h) Construction of teachers/women teachers quarters in rural and hilly areas.
(i) Construction of boarding houses and school building.

Outlay for the Fifth Five Year Plan under special incentives and special programme was fixed at sixty lacs.²⁷

So far as quantitative expansion is concerned, Tripura achieved much more than its expectation in the field of primary education till the end of the Fourth Plan. It is, therefore, felt that some effective measures should be taken in the Fifth Plan so that qualitative expansion of Primary education proceed side by side with the quantitative expansion. To

secure qualitative improvement of primary education an amount of Rs.8.50 lacs was fixed to be spent during the Fifth Plan. To make science teaching effective in the class supply of teaching equipments for improved teaching in science was emphasised. Similarly, to improve the classroom teaching emphasis was put on supply of teaching aids, models, charts and other illustrative materials. Action started to be taken from the beginning of the Fifth Plan.

Another commendable feature of improvement of primary education in the territory of Tripura in the Fifth Plan is its emphasis on the strengthening of administrative machinery of education. Due to the extension of educational facilities and implementation of different programme there has been a substantial increase in the number of elementary schools, teachers and enrolments. Therefore, strengthening of existing administrative machinery at the headquarters and at the lower levels is considered to be of immediate necessity for direction, supervision and planning of education. With this purpose in view the work of starting of 5 additional inspectorates as a part of the above scheme was taken in hand in the first year of the Fifth Plan. Rs.1,25,000/= is estimated to be spent in the year 1974-75 for the implementation of this scheme.

Teachers' Training:

In the Fifth Plan period development of teachers'...
training at the elementary stage was also emphasised. A sum of Rs. 22 lakhs was set apart under this scheme. At present (1973-74) there are three teachers' training colleges in the state which provide training to primary school teachers. The intake capacity of these colleges is 375. Already there is a backlog of untrained school teachers which has grown in course of years as a result of the practice of recruiting untrained teachers and then sending them to training on deputation. During the Fifth Plan attempts will be made to clear the backlog of untrained teachers to a considerable extent and at the same time to introduce a scheme of pre-service training so that trained freshers may be absorbed as a teacher if and when required for the normal expansion of education. It is estimated that by the end of the Fifth Plan above 88% of the primary school teachers will be trained. To reach the targets of the Fifth Plan, action started to be taken from the beginning of the plan period. For the year 1974-75 the following works were taken in hand as a part of the scheme:

a) Improvement of the existing 3 basic training colleges and introduction of pre-service training in all the existing three colleges.

b) Development of training complexes.

Due to the extension of facilities and introduction of different schemes of incentives there has been considerable development in the field of primary education in Tripura under

the Fifth Five Year Plan. In 1976-77 number of primary/junior Basic Schools rose to 1531 excluding attached section against 404 in 1951. Number of primary school teachers increased to 3897 (trained 2883) against 567 (trained only 47) in 1950-51. Enrolment ratio rose to 80.62 against All India enrolment ratio 83.90 during the period under reference. The teacher student ratio is 1:51. Expenditure per capita of students has been increased to 138.09 (1976-77) against 16.2 in 1950-51.

After Tripura acceded to the Indian Union in 1949 there has been tremendous growth in all the spheres of education in the territory. For the first 20 years of independence the progress was more remarkable almost in every sphere of education.

SECONDARY EDUCATION

During the period under reference a rapid expansion was also made in the field of Secondary education. In 1947 there were 9 high schools including one for girls within the entire territory and the total enrolment was about 500, girls forming a very low percentage of the total. During the year 1953-54, there were in all 31 High Schools including 8 for girls, and by the end of 1963-64 there were 23 Multipurpose schools and 26 Class X High Schools; 8 of the former and 7

31. Materials are collected from the Statistics and Survey Unit, Education Directorate, Government of Tripura, Agartala.
of the later were exclusively for girls students. The total enrolment in the Secondary stage by the end of the Third plan Period (1965-66) was about 11,000. Total expenditure on High and Higher Secondary education during the year 1963-64 exceeded Rs.61 lakhs. By the end of the year 1970-71 number of Secondary schools rose to 102.

Following the KUTHARI Commission's Report (1964-65) 12 High Schools were upgraded to Class XII Schools in 1975 and 13 in 1977. In 1978 education has also been made free for all categories students upto Class XII.

**HIGHER EDUCATION.**

Prior to 1947 no facility for collegiate education was available in the territory of Tripura. It was just preceding the integration of the state with the Indian Union the M.B.B. College at Agartala came to be started. In 1970 the number of Degree Colleges rose to SIX, at present there being 9 Degree Colleges in the entire territory. The Government managed M.B.B. College at Agartala is well housed, well equipped and well staffed and can be compared with the first grade colleges belonging to the different states of India.

**TECHNICAL EDUCATION.**

During the pre-independence period there was no institution worth the name of technical education within the te-

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32. Materials are collected from the Office of Director of Education, Tripura, Agartala.

33. Ibid.
rritory of Tripura. A full fledged Polytechnic institution was established at Narsingarh about 10 K.M. away from Agartala in 1958. This institution provides three-years diploma course in Civil, Mechanical and Electrical Engineering with an annual intake capacity of 120 students. Tripura Engineering College, the first Degree College in Technical Education started functioning from 1st September, 1965. This institution offers courses in Civil, Mechanical and Electrical Engineering. The annual intake capacity of this college is 120.

The Department of Industries, Government of Tripura has started some industrial training Institute (ITI) in different parts of the territory to provide technical education to the unemployed youths in different trades such as Turning, Fitting, Motor Mechanism etc. At present there are 5 teachers training colleges in Tripura. Three of these colleges provide training to the teachers of primary and basic schools. The annual intake capacity of three colleges is 316. B.T.E.T. college that provides training to the teachers of the Secondary Schools started functioning at Agartala from 1962. A Music College was also established at Agartala in 1951. This college was taken over by the Government in 1964. One school for visually handicapped was started on 1st July 1972 and 30 blind boys were admitted. The institute for deaf and Handicapped

35. Information is collected from the office of Director of Education, Government of Tripura, Agartala.
of hearing children was started in 1971. 16 deaf children were admitted in the institute in the year 1972-73. The state has a Secondary Education Board of its own since 1975. The state still requires to establish colleges one each in Medical, Agriculture, Law and Veterinary education.
SUMMARY OF THE PROGRESS WITH PARTICULAR REFERENCE TO PRIMARY EDUCATION.

Tripura has made rapid strides in the different fields of public life after its integration with the Indian Union. Her achievement in the field of education has really been rapid and striking during the decennium 1950-60 as will be evident from the following statistics:

"In 1951 the literacy was 15.5%, the total number of literates were 1,00,084. According to the census of 1961 the total number of literates was 2,31,188 of which 1,75,060 were males and 56,128 females, the percentage of literacy was 20.2. There were 155 literates for every 1000 of the population (1951 census). According to the census of 1961 there were 252 literates for every 1000 of the population. The Sex ratio of the literates was as follows: 226 out of every 1000 males and 102 out of every 1000 females were literate. In 1971 census percentage of literacy was 30.98 (for male 40.20 and for female 21.19) which was greater than that of All India percentage (total 29.46, for male:39.45 and female:18.72).

The progress in the field of general education has all the more been remarkable. It has already been observed that little attention was paid towards the growth of primary education during the days of the Maharajas. Even in 1945-46 there were only 123 primary school mostly with classes I and II in the state of Tripura. The total enrolment was 5,115, thus covering only 7.9% of the school going children of the primary
stage - age group.

The position of education did not improve up to the merger of this native state to Indian Union and even for quite sometime after merger.

From the table given below it will be evident that action towards the systematic growth of education in the territory began to be taken from the initiation of the Five Year Plan and since then it gained such a momentum that year after year, number of educational institutions (primary/junior Basic) began to increase and up to the year 1976-77 the number of primary schools (Basic and non-basic) rose to 1531. Similar increase is also noticed in the number of enrolments in primary stage of education (Classes I - V) within the period under review. Enrolment ratio rose to 80.62 against all India enrolment ratio 83.90 in the year 1976-77. Number of school teachers in the primary stage (basic and non-basic) increased to 3897 (trained 2883) in 1976-77 against 567 (trained only 47) in 1950-51. The number of students per teacher at present is 51. The following table will give an idea about the gradual growth of Primary education in Tripura over the plan periods:
Table-7. Showing the growth of number of primary (basic and non-basic) educational institutions over the plan periods.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of institutions (Primary/Jr. Basic.)</th>
<th>Number of Students (6-11 years age.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-51</td>
<td>404</td>
<td>19,261</td>
</tr>
<tr>
<td>1955-56</td>
<td>1001</td>
<td>53,966</td>
</tr>
<tr>
<td>1960-61</td>
<td>1074</td>
<td>81,268</td>
</tr>
<tr>
<td>1964-65</td>
<td>1359</td>
<td></td>
</tr>
<tr>
<td>1965-66</td>
<td>1376</td>
<td>1,27,898</td>
</tr>
<tr>
<td>1966-69 (three annual plan periods.)</td>
<td>1410</td>
<td>1,41,259</td>
</tr>
<tr>
<td>1973-74</td>
<td>1478 + 247 attached sections.</td>
<td>2,05,709</td>
</tr>
</tbody>
</table>

The above table reveals that in 1973-74 number of primary schools (basic and non-basic) rose to 1478 against 404 in 1950-51. During the same period number of students rose to 2,05,709 (1973-74) from 19,261 (1950-51). By the end of year 1973-74 percentage coverage of the children (6-11 years age) also rose to 95.02 against 24.8 in 1951-52. Similar increase is also observed in the financial allocations and the provisions of incentives and facilities in the field of primary education over the plan periods. Due to all this positive steps taken by the Government number of primary schools increased to 1531 (excluding attached sections) in the year 1976-77. Inspite of such expansion in the field of primary educa-

36. Materials are collected from the foregoing discussion.
tion, Tripura was still found legging behind in respect of enrolment ratio at the primary stage of education even in 1976-77 (in the middle of the Fifth Five Year Plan). Enrolment ratio in Primary stage in 1976-77 was 80.62 against All-India ratio (83.90). This indicates that there remains much to be done in the field of primary education in the state of Tripura.

Rapid progress was also found to be made during the period under reference in the field of Secondary Education. In 1947 there were 9 high schools including one girls school with the total enrolments of 500 and girls formed a very low percentage of the total. In 1953-54 number of high schools rose to 31 of which 8 were for girls. Total enrolment in the Secondary Stage by the end of the Third Plan rose to 11,000. Expenditure on high and higher Secondary education during the year 1963-64 exceeded Rs.61 lakhs. By the end of the year 1970-71 number of Secondary Schools increased to 102. In 1978 education has been made free upto Class XII for all categories of students.

In the field of higher education too expansion took place after the integration of the territory of Tripura with the Indian Union, when the first college of the stage, the M. B.B. College at Agartala came to be started. In the year 1970-71 the number of Degree Colleges increased to SIX. At present there are 9 Degree Colleges within the state. From 1976 arrangement for Post Graduate study in certain selected courses has
been made. A separate Post Graduate study centre of the Calcutta University has been opened at Agartala in the M.B. College campus. This centre is expected to develop into a full fledged University in near future. Prior to independence there was no institution for technical education worth the name within the territory of Tripura. It was only in 1958 when a full fledged polytechnic institution was established at Narsingarh, near Agartala. This institution offers diploma courses in Civil, Electrical and Mechanical Engineering. Tripura Engineering College, the first Degree College in Technical education came into existence in 1965. Now, Industrial Training Institute (ITI) are established in the different parts of the territory to provide technical education to unemployed youths in different trades. To provide professional education to the teachers of primary and basic schools there are 3 Basic Training Colleges within the territory. The facilities for the training of Secondary school teachers is also available within the state. Besides, there is also one Government Music College functioning satisfactorily at Agartala. During the years 1971-73 institutions for the education of the deaf and hard of hearing as well as for the education of the physically handicapped were also established. The state still requires a Medical College, an Agricultural College and a Veterinary College as well as a full fledged university.
Map of the district of CACHAR, Assam,
showing the administrative sub-divisions.

Source: Notun Ashamiya Bhuchitrabali.
Assam Book Depo. Gauhati - 1.