Chapter-II
BACKGROUND

Education in Tripura during the Princely régime:

The territory of Tripura was a princely state prior to its integration with the Indian Union in October, 1949. Therefore, a study, if it is to search about the systematic development of education in Tripura, will have to be started from the period of the early native rulers. Because the growth and development of education in the state after independence is not completely independent and separated from the early system of education that was prevalent in the state during the period of the native rulers. Rather, development of education in later period is based on the former period, particularly as regards the pattern of education; though the concept and scope of education have got wider room after independence like other provinces of India.

From the available relevant sources it appears that the system of education in Tripura during the Princely régime was based on the pattern that existed in the adjoining British Province of Bengal due to geographical proximity and also due to the fact that very often retired officers of the Bengal province were recruited in Tripura to run the administration. These officers, being acquainted with the British system of education, were inclined to that system. They framed the pattern of education of the state along with administrative machinery in the same system. And the same administrative machinery looked after the educational administration of the state even up to the advent of
In the post independence period, this machinery required to be enlarged and re-modelled so as to meet the requirement of the growing educational activities with the change of time.

However, the hierarchy of educational administration prevailing in princely regime will be discussed at the end of this chapter. Let us try to trace out the relevant records in order to get information about the condition of education in the territory during the period under review. Now the difficulty is that no information about the then system of education in Tripura is available even up to the medieval time. The earliest record available about the system of education prevailing in Tripura during the princely rule is the Bengal Administration Report for the year 1874-75. The information about the position of education in Tripura as contained in the Bengal Administration report of 1874-75 shows that the prospect of education in Tripura was far from bright and very little attention was paid to its improvement.

The report observes that "with an estimated population in the plains and in the hills of nearly 75,000 souls there are about 103 boys undergoing instruction at the two existing schools. The school at Agartala has been in difficulty for want of funds, which however, were supplied by the Rajah at the close of the year."

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The number of schools in March, 1879 rose to 25 against 18 in 1878 and 6 in 1877. The number of pupils attending schools was 700 against 430 in 1878 and 186 in 1877. Excepting these schools at Agartala, all the elementary schools were vernacular patshalas. Of the 700 pupils, 30 were the sons of the Thakurs, 52 Tipnerahs, 232 Manipuris and the rest were Bengali Hindus and Mussalmans. Of 57 girls attending the schools, 3 were Tipnerahs and 54 Manipuris. This reveals the fact that of all the communities the Manipuris were much more eager for the education of their children. As no genuine interest was taken by the Government officials and teachers in education the number of pupils began to decrease from 700 in 1878-79 to 668 in 1879-80 and further to 647 in 1880-81; though the number of schools raised from 28 to 31 at the close of the year 1880-81. 

The indifference of the teachers was due to the fact that they were irregularly paid and there was hardly supervision of schools which was left with an officer on a salary of Rs. 30/- (Rupees twenty) per month. The caste question had also some adverse effect on education. During the next two years the state of education further deteriorated. The number of schools decreased from 28 in 1882-83 to 15 in 1883-84. Within the same period the number of pupils also decreased from 692 to 441. The reasons assigned was that these institutions were...

2. Ibid 1880 - 81, P.15.
3. Ibid 1881 - 82, P.16.
indifferently looked after and irregularly supported. The state of education prevalent in the state during this period will be evident from the fact that "with the exception of the schools, at the subdivisions all the rests were pathshalas" and there was not a single school in the state raised to the standard of an entrance schools. Upto the year 1889-90 the mismanagement of the schools continued. But during the year 1890-91 the number of schools was again raised to 19 from 16, and at the same time, the number of pupils also increased. Some schools were upgraded up to the standard of entrance examination of the Calcutta University.

From proceeding No. 19 of 1302 T.K. corresponding to 1892 A.D. it is learnt that in view of the status and economic condition of the common people of the state residing in the places other than the capital it was taken for grantee that only primary education would be helpful and hence it was decided to hold a special class in the vernacular school of the capital to train the teachers of Pathshalas. It was also stated that after completion of the training the teachers had to sit for an examination. The successful teachers should then start such pathshalas in their respective villages. The minimum qualification fixed for such a teacher was ability to understand the text of 'Bodhodays', a Bengali primer, introduced in primary schools.

5. Ibid 1885-86, P-7.
The teachers were also supposed to be trained up to the standard of class III with the special knowledge of Agriculture and health keeping. The same proceeding further suggested for the training of at least eight primary teachers every year in a separate class attached to vernacular school of the capital town Agartala. It was also proposed to appoint an additional pandit on a monthly salary of Rs.20/- maximum, for the training of those teachers of the vernacular school. Teachers were to be selected from Manipuri, Tripuri, Bengali and Chakma and Hulām communities. Monthly salary of each of the trained teacher was proposed to be Rs.5/- and in addition they would also receive whatever was available in the way of tuition fees of the students. The pre-condition for starting a primary school was the probability of getting at least 20 students. 7

Among the early rulers Maharaja Radha Kishore Manikya Bahadur 1896-1909 occupies a special position in the history of promotion of learning in the Territory of Tripura. He established a free Art College at Agartala in 1901. Besides that college, due to the patronage of that benvolent ruler, a new high school, one girl school, a few primary schools, one tol, and a free boarding for the sons of the Royal family and thakur boys (dependents of royal families) were also established during his reign. The Maharaja took a special care for the advancement of education among the backward communities. He also made provision for cash-reward to each tribal student, a sort of incentive.

He also gave hill scholarship and a good number of stipends to the deserving students for prosecuting higher education.  

But the greatest achievement of Maharaja was the foundation of the Art college at Agartala in 1901. Due to the active patronage of the king the college acquired the first grade status within a short time. Unfortunately the college was to be closed within a few years because the then authorities of the Calcutta University insisted on fees to be levied. At last Maharaja decided to abolish the college rather than 'sell' education against the ages old tradition of India and his dynasty.

But inspite of these attempts made by the ruler the position did not improve much during the next few years as will be evident from the following account:

"Education is very backward and in 1901 only 2.3 percent of the population could read and write. In 1903 the number of pupils under instruction was 3,125 (boys 3,008 and girls 117). The number of schools in the same year was 103 including an art college, a secondary school, 99 primary schools and two special schools."  

Maharaja Birendra Kishore Manikya Bahadur was the next native ruler of Tripura. He believed that so long the people are not properly trained in Agriculture, their condition would

not be improved. Therefore, he opened a middle school for imparting training in Agriculture and Sericulture.\textsuperscript{10}

The most commendable feature of education in Tripura during the royal regime was that education in all the stages was made free in the territory up to 1915-16. To encourage self help and to meet the various needs of the students a scale of fee was introduced only in the three high English School from the beginning of the year 1916-17. But except the high English Schools all other schools were free, and even in English high schools the pupils coming from indigenous population of the state like the thakurs (descendants of the royal families), the Tripuris, the Manipuris and the hill pupils were exempted from paying fees.\textsuperscript{11}

During the year 1916-17 some principles were laid down determining the medium of instruction in the school stages. In the M.E. and other lower schools, the medium of instructions shall be vernacular language except in case of Arithmetic, Geography and English where Anglo-vernacular Text books would be of greater help to students, English being taught as a second language. And from class VII onwards, in the H.E. Schools all instructions to be given through the medium of English language.\textsuperscript{12}

\begin{itemize}
  \item \textsuperscript{10} Cited from the thesis of Dr. K.L. Bhownick - Development of Social Education in Tripura. P-24.
  \item \textsuperscript{11} Report on general administration of the Tripura state for 1326 B.E. (1916-17) Ch.VII. PP-23-24.
  \item \textsuperscript{12} Tripura State Gazette Sankalan 1330 T.E. Vol. XIX No. 12.
\end{itemize}
Inspite of all these steps taken by the administration the enrolment in primary schools did not come up satisfactorily. The administration however considered the indifference of parents and guardians as responsible for unsatisfactory enrolment in the schools and slow progress of education in the state.

Therefore, to raise the enrolment in the schools the State Government issued a circular in 1330 T.E. (1930 A.D.) urging upon the government employees in general and Darogas, Naibs and Tehashildars in particular to take interest in the spread of education in their respective areas and to cooperate with the teachers and inspecting officials so as to meet the needs and requirements of the schools.

Compulsory primary Education during the princely regime:

A very bold step seemed to have been taken by the administration during the reign of Maharaja Bir Bikram Kishore Manikya Bahadur, by the introduction of compulsory primary education in the State Capital, Agartala in 1931-32 under the State Act 2 of 1932. But as the scope of the Act was confined only to municipal area of the town covering the students of only four primary schools, it is doubtful whether the act served any real purpose. After five years it was decided to expand its scope up to the valley of Howrah and to the linked areas of Subdivisional towns. But the act was not earnestly implemented and its scope was not further extended. Therefore, the immediate gain of the
introduction of compulsory primary education act was practically nothing. But still it must be admitted that the effect of the act was far reaching.\textsuperscript{13}

Up to the year 1934-35 the scope of the compulsory primary education was limited to the four schools at the municipal town of Agartala in which the act was first implemented. There were as before 4(four) free primary schools with 585 pupils including girls, against 508 in the previous year. The following table will show us the number of students corresponding to their classes and average daily attendance.

Tab 1 - Showing the class and sexwise distribution of the students in the compulsory free primary schools.\textsuperscript{14}

<table>
<thead>
<tr>
<th>Compulsory free primary schools</th>
<th>No. of students</th>
<th>Average daily attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>1. No. 1 U.K. Academy</td>
<td>182</td>
<td>143</td>
</tr>
<tr>
<td>2. No. 2 Tulshibati</td>
<td>29</td>
<td>82</td>
</tr>
<tr>
<td>3. No. 3 Bijey Kumar</td>
<td>35</td>
<td>84</td>
</tr>
<tr>
<td>4. No. 4 Thakur Palli</td>
<td>30</td>
<td>0</td>
</tr>
</tbody>
</table>

\textsuperscript{13} Administration report, Trinura State (1932-33), P-35.
\textsuperscript{14} Administration report, Tripura State 1344 T.E. (1934-35), P.45.
The above table reveals the fact that almost all the four compulsory free primary schools were co-educational excepting No. 4 Thakur Polli School where only the boys would receive education. Again in No. 1, U.K. Academy boys were found to be more in number, whereas in No. 2 Tulshibati and No. 3 Bijoy Kumar Schools the girls outnumbered the boys.

From the above data we can deduce that No. 1, U.K. Academy was perhaps meant for boys. Because here the maximum number of students were male. Similarly, we can say that Tulshibati and No. 3, Bijoy Kumar Schools were perhaps girl-schools where the boys would receive education with the girls with special permission of the education department. It is mentioned in para 292 of the Annual Administration report of Tripura for the year 1934-35 that in some schools boys and girls would read together with the special permission of the education department.

Now let us try to get a picture of the progress made in the field of primary education in the Territory of Tripura during the rule of the hereditary monarchs.

The following table will give us an idea about the progress of Primary education in the state up to 1946.
Tab. 2: Primary education in Tripura from 1907-8 to 1947-48.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Schools</th>
<th>Number of pupils</th>
<th>Percentage of Primary children to total school going population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1907-08</td>
<td>137</td>
<td>4,011</td>
<td>18.5</td>
</tr>
<tr>
<td>1916-17</td>
<td>125</td>
<td>4,842</td>
<td>16.5</td>
</tr>
<tr>
<td>1926-27</td>
<td>139</td>
<td>4,215</td>
<td>10.6</td>
</tr>
<tr>
<td>1936-37</td>
<td>111</td>
<td>5,110</td>
<td>7.9</td>
</tr>
<tr>
<td>1943-46</td>
<td>123</td>
<td>5,115</td>
<td>7.9</td>
</tr>
</tbody>
</table>

The above table reveals that the number of pupils increased from 4,011 in 1907-08 to 5,115 in 1943-46 whereas the percentage of primary school children to total school going population decreased from 18.5 to 7.9 within the same period. This may be due to the fact that educational facilities could not keep pace with the increase of population.

The picture of secondary education during the rule of the hereditary monarchs was more depressing. From the relevant records it is found that the first High School in the state was established at the capital town Agartala in the year 1890 and was known as Agartala High School. In 1904 the school was renamed as U.K. Academy after the name of Rai Bahadur Uma Kant Das, the late Minister of Tripura and this was the only high school in the state upto 1916 A.D.; with two feeder branches, one at Belonia and other at Kailashahar, running up to class VIII. During

15. Report of the general administration of Tripura for the year 1907-08 to 1943-46.
During the same period there were four middle English Schools and two high vernacular schools for boys, and one middle English School named Maharani Tulshibati Girls School situated at Agartala. The B.K. Institution at Belonia and R.K. Institution at Kailashahar were raised to the standard of high school in the next year. The number of High English School in the state became 5 in 1925-26 including two newly opened schools one at Dharmanagar and the other at Sonamura.

The position of Secondary education did not improve within the next decade. It is evident from the fact that even up to the year 1934-35, there remained 5 high English Schools in the state as before (1925-26) with the addition of a branch school at Udaipur. In the branch school at Udaipur class IX was opened provisionally with the condition that the expenditure necessary for the maintenance of the extra staff would have to be met by the public. The total number of students in all the five schools were 1,597 as against 1,488 in the previous year and the average daily attendance stood at 1,186.46 against 1,150.15 in the previous year. All the High English Schools were affiliated to the University of Calcutta.

In the field of middle stage education some improvement was done. In the year 1934-35 the number of middle schools for boys increased to 9 as against 4 in 1916. The Maharani Tulshibati the only middle English school for girls in the state which was established in 1915-16 began to function. Special permission began to be given by the education department to some
girls to continue higher studies in that school under the coaching of the head mistress. From the relevant literature it is also learnt that provision for motor bus services for the conveyance of the girls were also made for this institution.¹⁶

There was no any appreciable progress of Secondary education within the next two decades and as such till 1943 the state had not a single girl High School. At the time of accession to Indian Union (1949), the state had 9 secondary schools in all with an enrolment of 2,397. All secondary schools whether middle or High were government managed.¹⁷

Curriculum:

'Curriculum' according to Secondary Education Commission of India (1952-53) is the sum total of subject matter, activities, and experiences, which constitutes a pupil's school life. In this sense curriculum means not only the mass of facts or information or bookish knowledge which is traditionally imparted by the schools for the mental development of the child. A child is a social being, besides his mental development, he feels, he appreciates the value of life in the society, he has morality. So, the principles of curriculum construction must take into consideration the whole man. Furthermore, a man differs from another so far as his aptitude, ability and taste etc. Nunn also contends the same view when he says "Every scheme of education being at bottom, a practical philosophy, necessarily

¹⁶. Materials have been collected from the Administration report of Tripura State 1934-35, Chapter VII, P.43-44.
"As there are differences in ideas of life; therefore, these differences must have room in the principles underlying the construction of curriculum."

On the background of the above facts, the curriculum followed in the Territory of Tripura in the days of native rulers was defective. In the real sense it can not be called curriculum. "Regarding the courses of study in Tripura though no reliable record is available, still we have reason to believe that the schools would follow the British system of syllabus existed in Bengal (now Bangladesh) from time to time. As things stood up to the occasion, one can infer that emphasis was given solely on the 3R's, while in middle English schools there was some smattering of English alongwith mother-tongue and arithmetic."  

To put in brief in the primary stage of education in Tripura sole attempt was devoted to impart instruction in reading, writing, and arithmetic so as to make the child literate rather than developing the whole man of the child.  

Teacher Training.

In the state of Tripura during the native rule there was no institution for the professional education or training of the teachers. A system of professional examination for the teachers of primary schools was introduced first in the state in 1912-13. It was simply a departmental competitive examination

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and success in that examination was made a condition for increment of pay and promotion. In the year under review 20 candidates were examined in Literature, Arithmetic and Art of Teaching and class management, there being a practical examination in the last mentioned subject - only 4 out of 20 candidates came out successfully in the first division and the rests passed in the second division. First two were given money rewards. It was hoped that a large number of teachers go in for the examination next year, as success in the examination has been made a condition for increment of pay and promotion. But as no arrangement of in service training for the teachers was made they did not feel tempted to sit for the examination which had to be discontinued ultimately. 20

Supervision:

The proper functioning of schools depends to a large extent on the regular supervision and necessary guidance by the efficient educated officials. But in the past the work of supervision in Tripura remained unorganised for a long time. The only high school at Agartala was first inspected by the Inspector of Schools of Chittagong, only in 1908-9, on being deputed by the Syndicate of the Calcutta University. Practically there was no suitable supervisory agency in the state prior to 1914-15 when a Deputy Inspector of Schools was appointed and the Headmaster of U.K.Academy, at Agartala was invested with the power to inspect the branch high schools. An Inspector of Schools

was appointed in 1915-16, as the Headmaster could not perform his duty on ground of ill health. Before his appointment, the schools could be inspected by the Minister in charge, the Chief Dewan, the Officer in charge of the revenue department and some time by the political agents.

In 1925 a new post of Sub-Inspector of Schools was created besides the existing two posts. His duty was to inspect primary schools of hill areas and to encourage the hill people to start new schools and to take care for the regular attendance of the village boys to the schools and that the guardians provide the teachers with food and to look after the improvement of their respective schools. Another post of Sub Inspector of Schools was created in the year 1939 for the supervision of the schools under Sadar Subdivision. In addition to his duty he was also entrusted with the responsibilities of the Sub Inspector incharge of schools in hill areas.

**Administration of Education:**

Administration in Tripura was highly centralised during the rule of the hereditary monarchs. However, an important constitutional reform was done in 1939, when a mantripari-shad or council of ministers was constituted by the then Maharaja. That mantri parishad or council of ministers consisted of a Chief Minister and other ministers not exceeding 4(four) in

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22. *Materials have been taken here from Administration of Education in India, 31, Tripura, 1962, Baroda, P-593-600.*
number. Each minister was given an independent portfolio. Here starts the decentralisation of power during the princely regime in Tripura.

After the formation of the mantriparishad, in 1949 the Education minister was entrusted with the portfolio of education and as such he was the head of the Education Department of the territory. For his works he was directly responsible only to the Maharaja. But the Chief Minister being the President of the mantriparishad had the advisory power over the education minister in case of complications of any kind of interdepartmental conflicts. There was Education Secretary to assist the Education Minister in his day to day work. Below the Education Secretary there was Director of Public Instruction. But the function of Secretary and D.P.I. was not specifically mentioned. Therefore, we can reasonably believe that administration of education was carried on more on the basis of convention rather than rule and perhaps the office of the D.P.I. was more or less an appendage of the Education Department. Similarly, there was no separate Inspectorate of education in the state. As the things stood at that time there was only one Inspector of Schools and three Sub-Inspectors within the entire territory of Tripura even at the time of its integration to India in 1949. Consequently, any matter of policy, Planning, and finance rested finally on the Maharaja. The climate for the growth of local bodies was yet to ripe. In the field of primary and secondary stages of education private effort was completely absent. The possibilities
of having any advisory body can be utterly refuted. Administration of Education was thus completely centralised in Tripura during the royal regime.

Funds:

We have already pointed out in the foregoing discussion that education in the native state of Tripura had all along been made free during the princely rule. State had to bear cent percent of the educational expenditure because private contribution was practically nil in those days. "With a view to encourage self help and to meet the various needs of the pupils a scale of fees was introduced only in the existing High English school from the beginning of the year 1915-16."23 Except these three high schools, all other schools were free and even in those schools the sons of the indigenous people e.g. Thakurs (descendants of the royal families), Tripuris, and the Manipuris were exempted from the paying fees. This system of introduction of fees did not add much to the educational fund. Besides, private contribution in those days was practically nil. Under the circumstances the state had to bear cent percent of the educational expenditure. Due to limited resource the government could not spend money lavishly for the cause of education. That is why an annual average expenditure on primary education which seemed to be the main item of expenditure in the budget of education, hardly exceeds 11 percent of the total education-budget.24

However, only 11 percent of the total education budget set apart for primary education was undoubtedly a scanty amount. A study of the provision of finance, different sources of income and the methods of its expenditure enables one to have an unerring insight into the very nature of the administrative process that controls education at a given time. Viewed in this light one is led to believe that there existed a great imbalance in the allocation of funds for different stages of education, which in its turn reflects not only a lack of correct appraisal of the vital needs and interest but also the practice of lopsided expenditure for those items of education which covered only a selected section of the population.

Management and Organisation of Schools:

The schools in Tripura under native rulers were not distributed properly all over the state. Almost all the schools in Tripura grew near and around the divisional towns, Tehashil offices, market places, and on plain lands. Not to speak of interior, even many of the hilly areas remained unserved by any kind of schools till the territory acceded to India after Independence.

This glaring defect of the educational policy of the then government in organising and managing the schools created resentment particularly in the hill people, which ultimately had given rise to tribal educational movement. To express the resentment of the hill people and to find out the means and ways, 19 educated tribal youths including Shri Dasharath Deb
Banna, the present education minister of Tripura, assembled at Durga Choudhury Para, a tribal village, near Agartala, on the 11th Poush, 1355 T.E. (1945 A.D.) and formed a Committee known as "Jana Sikha Samitee". Shri Dasharath Deb Barma was elected as the president of the Samite. The committee resolved to observe 11th Poush of every year as "Jana Sikha Divas". The committee criticised the educational policy of the then Government which neglected the hill areas. It was also said emphatically that there were no schools in the hill areas excepting some places and those too offered education up to class II. It gives much pleasure to learn that by the efforts of that committee some primary schools were established in the unserved hill areas. This tribal education movement established the fact firmly that policy of the native rulers for the management and organisation of schools was defective.

Besides the above mentioned factors some other factors like "wastage" and stagnation were also responsible for slow progress of education in the territory during the days of the hereditary monarchs. Of course we do not have any record of such wastage and stagnation of education during the period under review. As the causes of wastage and stagnation such as inability of parents and guardians to appreciate the value of education, dearth of qualified teachers, lack of educational equipments in the schools, unsuitable curricula, irregular

attendance of the pupils, poverty of the parents or guardians are still now present in the Territory even after considerable improvement has been made during different plan periods, naturally we can assume that those factors of wastage and stagnation were more vital during the princely rule in Tripura and stood like other problems on the way to educational development.

That the parents were indifferent towards the education of their children and causes of drop out were acute problems for the expansion of education in the state may be known from the circulars issued by the then administration in 1920 and 1930. The circular of 1920 took the apathy of the guardians or parents for the non-improvement of the enrolment in the schools. Therefore, the education department requested all the Government employees in general and Daroga, Naib and Tehasil-dar in particular to take interest in matters of education and cooperate with the teachers and other officials engaged in education and thus to help education to spread. 26

The fact that causes of drop out were present is evident from the circular of the education department issued in 1931 fixing the tuition fees and admission fees up to class II. The circular stated that "free studentship seemed to be causes of 'drop out' among the students. Therefore, it was decided to re-introduce the fees in cases of all categories of students

excepting Thakurs, Tripuris, Manipuris and Princes to prevent 'drop out'." 27

Conclusion:

An objective assessment of the progress of education in the native state of Tripura during the princely regime reveals some important features of administration of education. Firstly, "to compensate the shortage of Inspecting officials. The headmaster of the Government Secondary School, the U.K. Academy at Agartala was empowered to inspect other schools of lower standard". 28 That was undoubtedly, an appreciable system to utilise the service of an experienced headmaster for supervision when there was inadequacy of supervising officials. That system deserves fresh trials in our system of administration of education when vast plans for the expansion of education have been set in operation for the education of the millions of pupils and a huge number of supervisors are engaged for the success of the plans.

The introduction of compulsory primary education in the capital town Agartala, under the State Act 2 of 1932 was another boldstep. 29 The act left behind sufficient scope for future expansion of primary education in the country.

Furthermore, the incentive provided by the Maharajas

27. Tripura District Gazetteer, 1975, P-316.
28. Ibid - P-318.
in the shape of cash reward to each tribal child attending schools and the appointment of education Inspector whose primary duty was to carry education door to door so as to popularise education among the tribal communities and some backward classes deserves appreciation. All these measures of the late rulers offer special significance at the present time when compulsory education with huge funds remains in the air with vital problems of incentives and enforcement of attendance.

It is fact that the measures taken by the Rajas were not all proper for the tasks, but even than it was a step in the right direction which leaves for us meaning and suggests practical line of action which may be felt necessary in the territory in the procedure for enforcing compulsion.

In the dark side of administration of education in Tripura at the time of the late rulers we find that education was not planned for the whole of the territory. Administration of education in its real sense implies certain functions such as planning, organisation, direction, co-ordination and control, and in order to give real meaning and purpose to administrative actions its vital source materials are drawn from the social sciences, law, the technique of administration and the science and art of education.

From whichever angle we may review the old administration, we shall hardly accross any outstanding principle of action or a striking example of achievement or a bold and imaginative policy sustaining the entire orbit of education.
tion department was there, but its activities were far beyond the expectation. Instead of formulating an independent educational policy for the state of its own in the light of regional needs, the state followed the educational policy as prevailed in British India. As a result, all the evils that were present in the British system of education affected the state educational policies too. Another major defect of the then system of education was that its aim was not universalisation of education among the masses. During the princely regime as we have already stated, most of the schools were established in the capital town and the divisional headquarters in order to cater education to the privileged fews neglecting vast rural areas where 90 percent of the total population live even today. The effect of this misleading policy has been that while the few people belonging to the upper section of the society had the advantage of modern education with other accompanying benefits, the general masses have been gradually cut off from the vital driving forces of the society. The present physical and cultural isolation of the rural people is the lack of education arisen out of that blind educational policy followed by the then rulers.

In this connection it may be pointed out that most of the problems of education in Tripura were the problems of rural education in the past as they still are there. And a vast majority of the population consists of tribal people and other backward communities. Some of them are still leading an outlandish way of life in the unbreaking solitude of the forest, and
whose educational policy should therefore poses problem peculiar to their distinctive tribal ways of life. 30

30. Materials in some of the above paragraphs have been collected from the Administration of Education in India, 31, Tripura, 1962 Boroda, P-596 by Dr. Banerjee J.C.