It has already been mentioned that, Assam is the theatre of diverse ethnic groups of people. Preservation of their traditional culture and educational beliefs in some pockets and the cultural contact or social acculturation in some other premises have developed a tendency to investigate by the anthropologists, sociologists and social researchers.

Elementary education is the foundation of the entire superstructure of the nation which we intend to build. Good primary education matters as it is going to give a fillip to the secondary education. Although, Assam was at time adorned by learned men, religious preceptors and poets, who have made their place of resort, just as the sky is adorned by Mercury, Jupiter and Venus, as describes by S. I. Bhuyan, there were no systematic chronicles or records from which we could gather any information about the administration of education, except stray references of inscriptions, epics, and from traveller's account. It is only after the advent of the Britishers, systematic studies have been undertaken in the field of Indian Education.

In the early part of the nineteenth century, in Madras, an enquiry into the indigenous education was ordered by Sir Thomas Munro in 1822, through the collectors. The results thus obtained from the
collectors that there were 12,498 schools in Madras to the population of 12,850,941; so there was one school to every 1,000 thousand population. Munro remarks, the state of education was too low as it was compared with that of Britain, but it was higher than most of the European countries at no very distant period.  

Shortly after Munro had started his enquiry in the province of Madras, Mountstuart Elphinstone, the governor of Bombay, started a similar enquiry into the province of Bombay, through the collectors. The report of the collectors were received in 1824-25 and have been recently published with an erudite editorial note, by Sri R.V.Parulekar. The enquiry thoroughly discussed the state of elementary schools, teacher, qualification and his status, types of pupils attending school, curriculum and methods of teaching used, female education, domestic education and education of the Muslims.

Another enquiry was made in 1829 through the District Judges showed the existence of 1,705 schools with 35,153 pupils for population of 4,681,735 in the Bombay presidency.

At the advice of Lord William Bentinck in 1835, William Adam made three consecutive enquiries into the indigenous system of education in Bengal, and submitted its report in 1838. The work of Adam's enquiry was far more methodical and spread over for longer time than it was the case with those in Madras and Bombay. Adam states that, the indigenous elementary schools, the main agency for the spread of mass

2. Ibid, P- 8
3. Ibid, P- 11
4. Ibid, P- 12
education, was humbler but for more useful institution. The instruction
given in it was a practical type and mostly limited to the three R's. Their equipment was very simple. They had neither printed books, other
material conditons of teaching nor buildings and were held, some times, in the house of the teacher or the patron of the schools. The Chief
merits of the indigenous system of elementary schools were their adaptability to local environment and the vitality and popularity they had
earned by centuries of existence under a variety of economic conditons or political vicissitudes.

Adam recommended that, existing native institutions of all kinds, were the fittest means to be employed for raising and improving
the character of the people, that to employ those institutions for such a purpose would be simplest, the safest, the most popular, the most
economical and the most effectual plan for giving that stimulus to the native mind which it needs on the subject of Education and for eliciting
the exertions of the natives themselves for their improvement, without which another means must be unsavailing.

In 1845, Thomsons plan to organise and administer elementary education in north west province, along his own line, influenced by
Britain's home policy is note worthy. He suggested the collection of tax for the support of primary education and creation of a regular Education
Department for inspection and improvement of indigenous schools.

It was Wood's education Despatch 19th July 1854, 1859. Stanley's Despatch, W. W. Hunter Commission, 1882, the Government resolution on educational policy dated 11th March 1902 (Lord Csonon), Government policy of 1913, deals with several questions of great educational importance, in regards to objectives of educational policy, medium of instruction, grant in aid, curriculum, administrative set up, training of teachers and in very many branches of education in a comprehensive manner.

The compulsory primary education acts passed in different provinces of India, since 1919 to 1930 have also made a new turn in the history of elementary education in India formulating new schemes in the field of organisation and administration. There is no denying fact that, these acts are of great significance in the progress of Indian education.

The study of the elementary education in India is very limited. Basu, A.N.⁸, Sen, J.M.⁹, Naik, J.P.¹⁰, Desai, Dinaker¹¹, Makerji, S.N.¹², studied the growth and developments of elementary education in India.

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11. Desai Dinaker, - Primary Education in India : Servents of India Society, Bombay, 1938.
Again Desai, D.M.\textsuperscript{13}, N.C.E.R.T.\textsuperscript{14}, Desai D.M.\textsuperscript{15}, Saiyidian, K.G., Naik, J.P. and Hussain A. Abid\textsuperscript{16}, Naik J.P.\textsuperscript{17} studied the limitations of compulsory primary education and its implementations in Indian provinces showing the causes of problems of implementing it before and after independence.


On the other hand Basu, A.N.\textsuperscript{18}, Bhagwan Dayal\textsuperscript{19}, Makerji, S.M.\textsuperscript{20}, Nurullah, S. and Waik, J.P.\textsuperscript{21}, Saikia, S\textsuperscript{22}, Makerji, S.M.\textsuperscript{23}, Sen, J.M.\textsuperscript{24} studied the development of education in India, problems facing in different stages suggesting remedial measures.

\begin{itemize}
\item \textsuperscript{18} Basu, A. N., \textit{- Primary Education in India} : Indian Associated Publishing Co., 1946, Calcutta.
\item \textsuperscript{19} Bhagwan Dayal, \textit{- The Development of Modern Indian Education} : Bombay, 1955, Orient Longmans, P. - 552.
\item \textsuperscript{20} Makerji, S.M., \textit{- History of Education in India} : (Modern Period), Boroda, Acharya Book Depot, 1961.
\item \textit{-do-} \textit{- Education in India Today and Tomorrow} : Boroda, 1969.
\item \textsuperscript{21} Nurullah Sayed, and Waik, J.P., \textit{- A Student's History of Education in India} : Bombay, Macmillan, 1971.
\item \textsuperscript{22} Saikia, S., \textit{- History of Education in India} : Moni Manik Prakash, Guwahati-1, 1971.
\item \textsuperscript{23} Makerji, S.M., \textit{- An Introduction to Indian Education} : Acharya Book Depot, Boroda, 1958.
\item \textsuperscript{24} Sen, J. M., \textit{- Elementary Education in India} : Calcutta Book Co., 1943.
\end{itemize}
Makerji, R.K.25, A. S. Altaker26, Keay, F. E.27, studied the ancient system of administration and organisation of education in India. While Srimali, K. L.28, Kohli, V. K.29, Nanda, S. K.30, and others studied the problems of primary education in India with some suggestions of remedial measures.


26. A. S. Altaker, - *Education in Ancient India*:
   Manda Kishore and Bros Benaras, 1965.


   Manager of Publications, Govt. of India, New Delhi.
   -do- - *Education in Changing India*:
   Asia Publishing House, Bombay.

29. Kohli, V. K., - *Current Problems of Indian Education*:
   PP. - 72 to 90.

Kripalani, J.B. \cite{34}, Saiyidain, K.G. \cite{35}, Report of Zakir Hussain Committee\cite{36}, elaborately studied the principles, aims and objectives of basic education in India.

\begin{itemize}
\item \cite{31}, Bhatia, Hons Raj - \textit{What Basic Education Means}:
  Orient Longmans, Bombay.
\item \cite{32}, Avinashilingam, T.S. - \textit{Understanding Basic Education}:
  Ministry of Education, Government of India.
\item \cite{33}, Gandhi, M.K. - \textit{Basic Education}:
  Navjiwan Publishing House, Ahmedabad.
\item \cite{34}, Kripalani, J.B. - \textit{Latest Fed}:
  Hindustani Tamil Sangh, Wardha.
\item \cite{35}, Saiyidain, K.G. - \textit{Activity School}:
  Indian Press Ltd.
\item \cite{36}, Report of the Zakir Hussain Committee - Hindustani Tamil Sangh, Segaon, Wardha.
\end{itemize}
Systematic Research works done in India, in the field of primary education is very limited. In this case Gupta, R.S. 37, Mistri, T.C. 38, Panchal, M.R. 39, Sharma, S. 40, Ganpat Rao, Baburao 41, Vijayavargiya, Mala 42, James Joshep 43, Benerji Pena 44, Das, K. Kumar 45 are some of them.

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<th>No.</th>
<th>Author(s)</th>
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<tr>
<td>37</td>
<td>Gupta, R.S.</td>
<td>The Role of Central Agencies in the Development of Primary Education in India: Baroda 1972.</td>
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<td>Ganpat Rao, Baburao</td>
<td>Role of Panchayati Raj leadership in expansion and improvement of Primary Education in Panchmahal District: Boroda, 1975.</td>
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In the field of administration, organisation and control of primary education, research works done by Makarji, L.K. 46, Balgopal, D. 47, Mandal Goralal 48, Tiwari, D. Dutta 49, M. R. Paranjape 50, Panda Upendra Nath 51, have contributed valuable contributions.

46. Makarji, L.K., Role of the State in the organisation of Education in India: Lucknow, 1951.


48. Mandal Goralal, - Control and Administration of Primary Education by local authorities in Bihar: 1975.


Since the beginning of the British administration different Historians and Social Scientists have contributed some valuable works in the form of social studies, of them, E. A. Gait, K. L. Barua, N. C. Dutta, Choudhury, M. D., Barua, B. K., Choudhury, P. C., Bhuyan, S. K. and Barpajari, H. K., contributed valuable informations of the past.

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<td>Historical Archeology of Assam : (From earliest time to 12th Century A.D.)</td>
<td>Choudhury, M. D.</td>
<td>D. K. Publisher, Delhi, 1985, PP. 150 – 160</td>
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<td>Barua, B. K.</td>
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<td>Choudhury, P. C.</td>
<td>Department of Historical Antiquarian Studies in Assam, 1959</td>
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</table>
On the other hand, Masumdar, S. C., 60, Das, L., 61 and Dr. Devi 62 have discussed in details about the progress and problem with reasonable suggestions for the improvement of elementary education in Assam.

60. Masumdar, S.C., — Education in Assam :

61. Das, L., — Education in Assam :

62. Dr. Devi, R., — Progress of Education in Assam :

—do— — Assam Siksha Sabasta :
The recent work done by A. S. Setharama, 1967, under the title of "Education in Karnataka State" investigated the educational facilities right from Elementary to University stage.

A survey of system analysis in educational planning and measurement was done by L. S. Ganesh and R. Ragopalan with the following objectives:

(a) Investment and consumption in education.

(b) Experiment on education.

(c) Further affecting education.

(d) Structure of education.

Another work published by National Institute of Educational Planning and Administration, New Delhi, 1990, under the title of "Education for all by 2000"; Indian perspective also analyses the various aspects of basic education in the context of Indian situation and attempts to indicate possible directions in which we should move to achieve this goal is worth the name.