CHAPTER I

INTRODUCTION

(a) Early History of Assam:

In ancient times Assam was known as 'Pragjyotisha' 'Kamrupa' 'The name Pragjyotisha is commonly associated with Lauhitya, Kamrupa and Kamakhya.'\(^1\)

The name occurs both in Epigrams and literature. The name is as old as Ramayana which refers to its foundation by an Aryan Chief, Amrutaranjana. The interpretation of the name as a place of Eastern astrology is however justified by a number of references to its association with the solar cult and the planetary worship. 'The Markendya, Kalika and other Puranas point out the prevalence of solar cult and fire worship in the land and associated with fire worship and fertility rites.'\(^2\)

The name of Assam has come to its present stage as an Anglicised form of Assam, Dr. B.K. Kakoti points out in his book "Assamese its formation and Development" that 'Asam' peerless may be a Sanskritisation of some earlier formation like 'Assam' in Hindi (Ahom) Chan means to be defeated and with the Prefix A the formation 'Asam' would mean undefeated. The word Asam first given to the men, Ahoms; later on, was applied to the country occupied by them.

Others hold that Assam is so called because of the uneven character of the province composed as it is of hills and plains.
Assam has played a glorious part in the promotion and spread of education in ancient times. As far back as 7th century A.D. Kamrupa was a noted centre of learning.

Huen-Ts-ung, the famous pilgrim from China writes: 'Man of high talents visited the kingdom, Bhaskar, was fond of learning and the people followed his example.'

In his biography he states: 'A learned scholar from Kamrupa went to Nalanda University to engage in controversy with the Buddhist scholars there. It was he, introduced, Bhaskar high qualities of the master of law.'

Moreover some well known scholars of India were associated with ancient Assam. During the rule of 'Salastambhas' some noted Buddhist and Brahmana scholars flourished Kamrupa. The following statement supports the view. 'Abhinava Gupta, a Buddhist scholar of the 9th century A.D. belonged to Kamrupa and it was perhaps due to the reputation of Kamrupa that Sankaracharyya (788-820) came to engage with him religious discussions.' At the later time the reputation of Kamrupa as a centre of culture was well established.

Assam in general adopted Hindu culture, even though without regular education was accustomed to a type of education which may be transmitted generation by generation in an informal way. Dr. S.K. Bhuyan described this type of education as 'Illiterate literacy.'
In the thirteenth century when the 'Shans' conquered this beautiful land in the extreme North-East of India, the word 'Assom' first applied to the people (Ahoms) and subsequently to the country they conquered. The Aryans entered Assam in the early part of the Rig Vedic Age. The location of 'Parsu-Kunda' in the Eastern most corner of Assam and Basisthashroma are sufficient proofs of Aryanisation of Assam.

In the 13th century A.D. the Ahoms of the great Shans race entered Assam. They ruled Assam from the thirteenth century to the first quarter of the 19th century. The Ahoms conquered the 'Chutias' of Soumer pith. They also drove away the Kocharis from the native land, Dimapur. The British army defeated the Burmeses and completed a treaty: 'By the treaty of Yandabo which was concluded on the 24th of February 1826, he (the king of Birmma) agreed amongst other things to abstain from all interference in the affairs of the countries which now constitute the province, Assam.'

By the treaty of Yandabo in 1826 the glorious chapter of the history of Ahoms dinesty was closed. Assam was passed on to the complete control of the East India Company. 'A settled administration was established and regular taxation took the place of unlimited exploitation'.

As is well known the treaty of Yandabo between the East India Company and the Burmese knowing 'Hpagyadoa' took view.
in 1826 at Yandabo, the capital of Burma.

After the British annexation Assam witnessed four major administrative changes till the independence:

1) First Assam formed a part of the Bengal Presidency. In 1874 Assam was separated and was placed under a Chief Commissioner.

2) In 1905 a new province was formed.

3) Then it was annexed to East Bengal.

4) Again in 1912 Assam was separated and the new province came into existence with the districts Lakhimpur, Sibsagar, Darrang Nowgong, Silhet Kamrup Goalpara, Cachar, Mikir Hills Naga Hills, K. & J. Hills, Garo Hills Manipur and Luchai Hills.

No doubt the province has been created for the interest of the East India Company to a great extent to annex the hill-areas one after another on the plea of spreading civilization, culture and religion.

(b) Importance of Secondary Education:

To understand the present Secondary Educational system in India, some knowledge of the historical evolution of the system from the advent of the British rule in this country will be necessary.
Before the coming of the English, there was no well-developed formal system of Secondary Education in India. All that existed were 'Muktabs' and 'Pathshalas'. It is worthy to note here that the important changes in the system of education were introduced in the first half of the 19th century.

It is also equally important to note that the East India Company hesitated to recognise education to be one of its responsibilities, whatever education was provided by the Company was meant only to run its administrative machinery. Because they have lost America in having allowed the establishment of schools and colleges and that is why they did not like to repeat the same act of folly in regard to India and if the native required anything in the way of education they must go to England for that.

This was the educational policy of the East India Company as far back as 1773.

Later with a view to getting help from the Indians, the British Government wanted to create a class of Indians imbued with a love of English education and culture as has been aptly remarked. 'To provide for needs of socio-economic order which was being created by them, the British ruler elaborated a system of education which was qualitatively different from the limited formal education that prevailed in pre-British Indian society.'
The aims of the educational system were worked out during the first period of the British rule and continued to govern the system throughout the British rule without the necessary adjustments to suit the changing conditions in the country.

In India under the British Government education was first ignored then violently and successfully opposed, then conducted on a system now universally admitted to be erroneous and finally placed on its present footing.

The British Government followed in respect of education what is generally known as the policy of 'Downward Filtration'.

In this regard it can be stated that there was a rapid expansion of English education since the time of Bentinck and the modern education system began which brought to the light another question. The question whether to educate a class or the masses as a whole? The small amount sanctioned for education made the adoption of former policy inevitable, there were also other formidable difficulties in imparting education to million of individuals. So with the limited resources the Government decided to educate a particular class in English with the hope that this class will spread education among the masses through the Indian language. This was known as the 'Down Ward Filtration Theory' advocated by Lord Aukland in his minute in 1839.
According to the policy of 'Downward Filtration' education meant only for the economically advanced class and not for the mass. The British Government wanted to bring up an elite class by inculcating in them the values of Western liberal education without truth, beauty and goodness. According to Macaulay the British Government wanted to create a class of people who were Indians by birth but English in taste, manner, moral and outlook. It has been difficult to develop Indian educational system in desirable directions on account of this faulty policy.

According to definition Secondary Education would include all education:

(a) At the high school stage VIII, IX and X.
(b) At the Higher Secondary Stage VIII-IX-X.

Before independence by secondary education was understood at the high school stage only. Higher Secondary Education is post independence development.

In Assam Secondary Education was upgraded according to the Kothari Commission recommendations from 1972 and the 12 year schooling was introduced and as such the Secondary stage would cover:

From Class VIII to X. Because the primary stage covers Class I to IV, Lower Secondary or Higher Primary will cover classes V, VI & VII and Higher Secondary will cover classes XI and XII, the structure being 4+3+3+2 = 12 year schooling.
Now it will be worthwhile to have a look in brief into the history of Secondary Education in India.

(c) Development of Secondary Education in India and Assam:

Here the author tries to trace the growth of the modern system of Secondary Education in India. The education in India was based on religious considerations. The society has little use for a formal system of education. The formal system of education—elementary and higher was limited to the provision of some financial support to learned persons and institutions. In this respect the author will take into consideration the development of Secondary stage only.

It may be said that the British Government started modern system of education in India. But the East India Company was responsible for introducing the modern system of education for the recruitment of Indians for the propogation of Gospel among their countrymen and for imparting such education, at the Company's expense as would enable them to carryout effectively the purpose for which they were called. It was due to the condition laid down in the Charter to maintain schools. The aim of such schools to equate the education of Indians with their conversion to Christianity was a matter of great controversy. No educationist could ever subscribe to it and it would be far more correct to hold that these early proselytizing activities of the
Company had nothing to do with the education of the Indian people because they did not, in any way, contribute to the modern movement in education that began in India with the Charter Act of 1913.

The Company imparted education not for the Indians. But it may be said to have laid the foundation of the education of the European and Anglo-Indian children who lived in the possessions of the Company. It was considered to be the pious responsibility to look after the education of their own men. The Company started centres of higher learning—which meant the Secondary Schools to do something for the Indian people—including Hindus, Muslims and influential Indians—to win the confidence of the upper class people—giving them English education and motivating to lucrative jobs. Education was meant for knowledge—experience and wisdom but it was to educate the minds of the people so that they may be more capable of understanding and appreciating the facts and evidences, the doctrine and duties of the Scriptures and to increase the influence of the missionaries.

The history tells that there were few English schools for the European and Eurasian boys in Madras, Calcutta, Bombay, Trichinopoly, Tanjore. It is clear that the Missionaries were conducting some English schools in between 1613-1813.
The development in social, political and constitutional history had its echoes in India— and any change in the educational policy in England— had changed the policy in India. Any attempt to understand Indian educational policy in those days divorced from its background is not impressive.

The Missionaries began to spread western knowledge and to encourage the study of English language and literature as already stated. They were joined by the Officials of the Government and a few enlightened Indian who were either educated under the new system or valued its advantage and through the combined efforts of these three sets of workers, the modern education system saw the light of day.

The Westernization of the educational system started from 1854 and it was continued up to 1900. During the period pressure was brought upon parents to withdraw their children from indigenous schools and to send them to departmental ones.

On the basis of the relative merits of the Departmental schools and the Missionary and private schools— it was decided to transfer the Departmental schools to the private enterprise in the best interest of the poor country like India. The efforts of the Government should be mainly directed to the encouragement of private Indian enterprise as the best means of spreading education. So private English
schools were established during this period.

Due to social development in India - and ever increasing political unrest the period from 1901 to 1922 was a history of struggle. Moreover, many reasons both Indian and European educationists were greatly dissatisfied with the educational system and the quality of education.

The schools had been unable to maintain discipline. That the idea of spreading Western knowledge and science had outlived its utility and that the educational system that educated Indians had been unable to digest an exotic culture - and the education failed to train men and women of character. But the other school believed in wisdom of the policy - and they never said that the education was deteriorated at all.

The conflict of the two schools started at College level and then spread to the Secondary stage.

Soon after the despatch of 1854, an era of rapid multiplication of Secondary Schools set in. During the period from 1854 to 1870, the experiment of Public Instruction was tested and was greatly facilitated by the growing demand for English education and the larger grants placed at their disposal by the Government of India. There was a large increase in the number of Secondary Schools directly conducted by the Government. The number of Government Secondary Schools in 1882 was 1363 with 44605 pupils.¹
The Provincial Governments framed Rules of Grant-in-aid and made considerable budget provisions for assisting private enterprise. Consequently private Secondary Schools were established and began to multiply at a very rapid rate. It is because the taste for English education had so materially increased during the period that a faster expansion of Secondary Education was generally felt to be necessary. On the other hand private institutions were preferred as a means of spreading Secondary Education among the people in a short period and at a comparatively low cost. The Government of India followed a policy to withdraw from the field of direct management of Secondary Schools and encouraged private enterprise as largely as possible.

In 1901-02 the number of Secondary Schools increased to 5124 with the total population 590129 and suffered from three important defects, eg. (1) the neglect of mother tongue as a medium of instruction, (2) lack of trained teachers and (3) absence of Vocational Courses at the Secondary stage. Because of the defects the result of Secondary Schools was unhappy. It can be mentioned here that the pupils flocked to Secondary Schools not with a view to being trained for the various stations in life but with the definite objective of passing the matriculation Examination which, in those days, opened the door to service under Government. Moreover they expected proficiency in English for higher education for entrance to the University from...
where they could get into higher and more lucrative posts. Secondly there was no provision for Vocational Course in the Secondary schools. Thirdly most of the newer schools suffered from inadequate financial resources. Therefore the Secondary Schools represented a strange mixture of good and evil.

It was stated that some school was better than no school. The period from 1902 onwards encouraged for the qualitative improvement in Secondary education. The previous years witnessed the deterioration in education and earnest attempt was made for material advancement. But inspite of utmost care and emphasis on quality the number of schools increases to 7530 with population of 1166803 in 1921-22. It was expected that Secondary School should be the centre of learning rather than coaching institutions. The period from 1921 to 1937 is a period of struggle in India. The Education was not only a Provincial but a transferred subject (1919) and Constitutionally, the Centre was not to exercise any control over transferred Department. The Government of India ceased even to take an interest in educational matters and refused to perform even those of its functions (such as— that of co-ordination of Provincial activities) where an element of control is not involved, the effect was observed from 1921 and onwards. In 1920 C.A.B.E. was organised with a view to assisting Provincial

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Governments with expert advice. During this period the other matters like Non-co-operation movement of the Indian National Congress—Civil disobedience movement came into existence and these two political movements dominated the national life of the country throughout the period under review and the attention of the public as well as the Government was, therefore, concentrated more on political than on educational problems. But the records show that there was an increase of the number of Secondary Schools in Indian in 1937 as follows:

Numbers of Secondary Schools—13056, Number of pupils 2287872.

Though the period has been described as a period of storm yet there are some definite achievements which can be calculated from above mentioned statistics. It is due to social and political awakening that took place in India which was responsible for all round and unprecedented increase in the number of Secondary schools and pupils inspite of curtailment of financial assistance of the Government for the following reasons—the childlike faith in the value of education, parents were prepared to make almost any sacrifice for the education of their children, the Muslim community pressed forward their claims with the ambition to compensate for their deficiencies, women began to storm against the old time prejudice against girls' education and
the literate Indians prepared a comprehensive programme to fulfil their dreams. But this expansion of education created some new problems and caused many defects. The sudden rise in quantity had led to a great dilution of quality and the educational system of India was largely ineffective and wasteful.

On the other hand, for the growth of a Militant Nationalism Indian people thought of a separate type of school and some schools sprang up with a spirit of nationalism. The most significant development of this period was the birth of the conception of the national education. It was due to national awakening of educational thought. The critical attitude towards the official system became more and more pronounced and many of the private institutions came into existence which professed to have a national outlook. It is worth mentioning here that a great ferment of educational thought within the fold of Indian struggle for freedom has been observed. Throughout the period, however, the official attempts aimed not at quantity, but at quality with the provision of graduate or trained teachers, graded service for the teachers, hostel accommodation, a school course complete in itself with sufficient staff, manual training and science teaching and increase of grant-in-aid to the aided High Schools. But it had no much impact on Secondary Education for better result.
So the picture was not so happy though there was a great expansion in schools and increase in the number of pupils attending Secondary Schools.

The following comparative table will show the expansion of Secondary Schools and pupils.

<table>
<thead>
<tr>
<th></th>
<th>1921-22</th>
<th>1936-37</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognised Secondary Schools</td>
<td>7530</td>
<td>12056</td>
</tr>
<tr>
<td>Pupils</td>
<td>1106803</td>
<td>2287872</td>
</tr>
</tbody>
</table>

The Secondary Schools became a problem in itself though it was very important. The complicacy arose due to the expansion of Secondary Schools without number. It led to the enrolment of many a pupil who was not quite at home in the almost exclusively literacy education that was offered in the average Secondary School and who would have been able to attain a better self expression through the pursuit of some vocational skill. On the other hand the opening of a large number of Secondary Schools in rural areas created another problem—the adaptation of the Secondary School to rural needs and environment and finally the large increase in the number of Girls' Secondary Schools along with the Boys' Schools became a problem of dividing special course suited to their requirements. So Secondary Education continued to be a complicated problem hence forward. The result of the expansion of Secondary Examination...
ations was very large and involved the waste of time, effort and money of the pupils. The recommendations for diversion of pupils to non-literary pursuits of the Har Tog Committee might be a partial solution.

The provincial autonomy came into operation in 1937 in eleven provinces of the British India and the development in Secondary Education can be traced up to 1947. When there was transfer of power on the 15th August.

In the field of Secondary Education there were no outstanding developments. Rapid increase in the Secondary Schools and pupils characterised this period. The expansion of Secondary Education caused the same defects as had already been stated. Secondary Education in 1946-47 could not present a picture which would be said to be better than that in 1936-37.

The table will show the expansion in Secondary Schools and pupils in 1936-37.

<table>
<thead>
<tr>
<th>Secondary Schools</th>
<th>Boys 3661</th>
<th>Pupils boys 1381038</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Schools</td>
<td>Girls 576</td>
<td>Pupils Girls 178341</td>
</tr>
</tbody>
</table>

The post war Educational Development in India, embodied in what is commonly known as Surgent Report (1944) made some suggestion for the growth of national system of education for India. The Report recommended that the High
School education should be in six years for selected children between age of 11 and 17 years. The function of the High School was to cater for those children who were well above the average in quality. So the selection was expected to make on the basis of abilities, aptitudes and general promise. The High Schools were supposed to be of two types: one academic high schools to impart arts and pure science and the other technical high schools to provide training in applied sciences, industrial and commercial subjects.

It has been observed during the time of the British rule that the Government failed to realise the place of India in the Comity of Nations with a national system of education to evolve a synthesis of East and West, to have adequate aims in education, to introduce correct method of teaching, to develop Indian socially, economically and politically, to secure the necessary personnel in plan and organise a national system of education for Indian people and last but not least to prepare a plan to reach a predetermined goal. But the contribution of the British Educational Administration can not be ignored. The most important achievement of the British Educational Administration was to introduce Indian to English language and literature and through them, to all the thought, the scientific and industrial development, and the social and political philosophy of the west. India owns the scientific and critical study of her ancient culture from European
scholars whom British contact brought on the scene. English people first gave impetus to the development of modern India. The officials and missionaries studied modern Indian languages and gave a proper shape in grammatical correction and through dictionaries. The Linguistic Survey of India was performed by the British people. European scholars made the thought of Indian people to painting, architecture or sculpture in India. The contact with the West is no doubt responsible for the awakening of several humanistic trends in modern Indian life. The British educational system exposed Indian people to modern democratic Institutions of Europe, Western system of law and medicine which have rightly come to stay and auxiliary tools of popular education such as the press, the cinema, the radio, the library and the museum.

The people of India obtained the political independence on 15th August 1947. A new era in the history of education in India was ushered. Great hopes were aroused and the people felt that the revolution in education for which the leaders of the country were advocating for years under the British rule, would now be introduced. The post war plan of educational development in India was discarded. An earnest effort was made to re-think about educational development and to visualise plans and programmes for implementation which would be more in keeping with the needs and aspirations of the people.
The Central Advisory Board of Education and the Government of India appointed a number of special committees to examine specific educational aims and objectives. Most of the State Government also appointed committees from time to time to examine the educational problems in their areas and recommend programmes of action. Education was also being continuously discussed in the Parliament, State Legislature, Journals and News papers. Different Seminars and Conferences were organised. The conferences of the Ministry of Education of the States discussed the critical problems in education. The Five Year Plans used to take into account the different aspects in education. The Planning Commission appointed a number of Working Groups, Task Forces which examined different aspects of educational system and suggested programmes of development.

For the improvement of Secondary Education the Secondary Education Commission was appointed in 1952 under the Chairmanship of Dr. S.L. Mudaliar.

Development of Secondary Education during the period from 1947 to 1975 can be studied in the context of the University Commission, 1948 Mudaliar Commission 1952 and the different Five Year Plans.

The first four years of independence formed a period of great and unforeseen difficulties. It was due to refugees from Pakistan and the task of their rehabilitation.
Consequently not enough attention could be given to the development of education between 1946-47 and 1950-51. But in 1950 the system of planned development was adopted. The country was witnessed the implementation of the First Five Year Plan in 1950-55, the Second Five Year Plan 1956-60, the Third Five Year Plan 1961-65 and the Fourth Five Year Plan 1969-73. The three years 1966-67, 1967-68 and 1968-69 were known as Annual Plan years. The Fifth Five Year Plan had to cover the period 1974 to 1978.

As already stated Independence opened up new vistas in the field of education and changed the pattern of education to relate to the life of the people—according to the need of the society. So the education became a part and parcel of the Five Year Plans from its inception. The First Five Year Plan covered the entire field of education. The author refers to the Five Year Plan and the Report of the Secondary Education Commission only.

The expenditure on education in the successive Five Year Plans from 1950-1973 has been stated as below (In millions)

<table>
<thead>
<tr>
<th>Five Year Plan</th>
<th>1st Plan</th>
<th>2nd Plan</th>
<th>3rd Plan</th>
<th>Annual Plans</th>
<th>4th Plan</th>
<th>5th Plan</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>1444</td>
<td>1897</td>
<td>3444</td>
<td>6000</td>
<td>600000</td>
<td>1800000</td>
</tr>
</tbody>
</table>
The expenditure provided on education was 152 crores in the First Five Year Plan. But for the Secondary stage an amount of Rs. 20 crores was budgeted. The result of the expenditure has not been impressive due to obvious reasons. The other problems like food and industries sprang up—education suffered and the progress was disappointing in the secondary stage. But the Government of India has under consideration many proposals for re-shaping Indian education to make it better able to train young people as a responsible contributing citizens of a free and developing India. With the grant from the Ford Foundation. The Education Ministry set in various educational agencies to carryout the studies and programmes in education—such as

(a) Secondary Education Study Team in 1953
(b) Seminary (20) for Secondary School Headmasters
(c) Study Tour of Indian Rural Educators 1954
(d) International study team on Indian Rural Higher Education 1954-55
(e) All India Council for Secondary Education and many other seminars were held.

The First Five Year Plan estimated the pupils in the Secondary stage to the extent of 52.9 lakhs in 1955-56—percentage being 15.9 in the age group of 11 to 17.

During the Second Five Year Plan the student population in the Secondary stage sprang up to 121.4 lakhs which falls in Third Five Year Plan.
The fourth Five Year Plan for education did have the advantage over the previous plans of drawing upon the experience of Education Commission (1964-66). The Plan and Programme and recommendations of the Education Commission had to be implemented nationwide. Increasing efforts have been made to relate the educational programmes to social and economic needs. The Report of the Education Commission remains a charter of orderly progress.

During the period of the Fourth Five Year Plans the proportion of failures at the secondary level is high.

The enrolment in Secondary Education in different Plans.

(in Millions)

<table>
<thead>
<tr>
<th>Plan</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Plan 1950-51 to 1954-55</td>
<td>1.09</td>
<td>0.16</td>
<td>1.25</td>
</tr>
<tr>
<td>Second Plan 1955-56 to 1959-60</td>
<td>1.65</td>
<td>0.33</td>
<td>1.98</td>
</tr>
<tr>
<td>Third Plan 1960-61 to 1964-65</td>
<td>2.47</td>
<td>0.56</td>
<td>3.03</td>
</tr>
<tr>
<td>Annual Plan Year</td>
<td>3.1</td>
<td>0.85</td>
<td>3.96</td>
</tr>
<tr>
<td>Fourth Plan 1965-66 to 1968-69</td>
<td>4.89</td>
<td>1.58</td>
<td>6.47</td>
</tr>
<tr>
<td>Fifth Plan 1972-73 to 1974-75</td>
<td>6.16</td>
<td>2.34</td>
<td>8.50</td>
</tr>
</tbody>
</table>

The need to diversify and vocationalise Secondary Education had been recognised as early as 1882 and that inspite of the fact that some attempts in the direction were continuously made the system had remained substantially
unchanged even up to 1947. On the other hand it must be admitted that there has been tremendous increase in the facilities for vocational education at the secondary stage through the expansion of the programmes for

(a) Training of elementary school teachers,

(b) Establishment of Polytechnics and Industrial Training Institutes,

(c) Secretariat and Commercial practices,

(d) Provision of training of Paramedical personnel,

(e) Training of middle level workers in agriculture,

(f) Development of training programme for village and cottage industries,

But side by side, the facilities of general Secondary Education as well as the population of the age group increased so much that even to-day the enrolment in the vocational course is about 11% of the total enrolment in the Secondary stage.

The sources available for the development of the secondary stage were very inadequate. So the programme of expansion was both unplanned and excessive and the qualitative improvement suffered.

The Education Commission (1964-66) over-hauled the system of education in India and forwarded valuable suggestions to make education as a powerful instrument of national development. The most important task before the country as has been pointed out by the Commission is to transferw
educational system to be in keeping with the needs and aspirations of the people so as to help in the creation of a new society visualised from the democratic point of view. Secondly, the Commission suggested to give priority in educational reconstruction for the improvement of standards. For in qualitative improvement allocations of funds were available in the successive Five Year Plans.

Expenditure on Education in the successive Five Year Plans (1950-1975) - Secondary Education.

<table>
<thead>
<tr>
<th></th>
<th>1st Plan</th>
<th>2nd Plan</th>
<th>3rd Plan</th>
<th>Annual Plan</th>
<th>4th Plan</th>
<th>5th Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs.</td>
<td>20</td>
<td>51</td>
<td>103</td>
<td>53</td>
<td>140</td>
<td>241</td>
</tr>
<tr>
<td>Crores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

The Education Commission (1964-66) suggested the measures to improve the destiny of India which is being shaped in her class rooms making education as a powerful instrument of social development. In the modern period the Commission made it clear to regard education as the most powerful instrument not only of personal realisation of the old days in India, but also a national development.

Every attempt is being made to reorganise the Secondary education in a way as to make it useful for the economic and social requirement of our country on the socio-economic basis, with this aim in view, the curriculum has been diversified and other important changes have been made with
aims and objects of a democratic country. In this stage the pupils have been taught proper use of their aptitudes, interests, skills, mind, heart and body.

An earnest attempt is being made to reform education by itself. But it cannot be hoped to succeed fully. What is really needed is a political and economic effort to get the whole system changed in relation to equality, flexibility and adaptability in favour of a new society based on justice, freedom, dignity of individual creativity and full opportunities for social mobility and simultaneous effort to radically alter the existing system of education to create a new system of education which is in keeping with national needs and aspirations.

Expansion and development of educational facilities have been recommended by Education Commission, 1964-66, (which may be better termed 'National Education Commission' that covers from Pre-primary to University Education inclusive of research) at all stages but the priority accorded to it is after internal transformation and qualitative improvement. In the secondary stage this should be expanded on a selective basis and the output of the educational institutions should be broadly related to manpower needs or employment opportunities.

The Commission visualized that by 1985, the total enrolment in the national system of education would rise from

Educational expenditure would rise during the same period from Rs. 6,000 million in 1965, 28,000 million in 1975 and 47,000 million in 1985.

In bringing about the expansion great emphasis should be laid on the equalization of educational opportunities. A large programme of scholarships and placement should be developed and admission to quality institutions should be made on the basis of talent. Special precaution should be taken to see that students from the rural areas or backward social strata are not handicapped in the general competition for admission to good institutions.

The latest development in Secondary Education has been noticed though not fully in vocationalization of Secondary Education, diversification of courses, in curriculum that includes the practical aspects of life, methods of teaching, examination to evaluation, teacher-status, text-books etc.

It is needless to state that Secondary Education is really the nation building and the development and maintenance of good quality therein assumes, if the health of the educational system as a whole is to be maintained, to improve Secondary Education.
(d) Development of Secondary Education in Assam:

As already stated in the previous chapter that before the advent of the English, there was no formal system of Secondary Education in Assam. The Minute of Lord Macaulay and the subsequent resolutions passed by the Government (1835) led to the establishment of school teaching European literature and science in India. But Assam had little scope for that type of education. English was the centre of interest of schools and the people of India were interested in that type of education. It was the declared policy of Lord Hastings to encourage English education that educated in English schools would be given preference for service in public offices. This was the main cause of establishment of Secondary Schools. English being the medium of instruction, throughout the country even though Assam lagged behind.

During the rule of the East India Company the first Secondary School was established at Gauhati on 15th June, 1835. This was known as the Gauhati Seminary. The Gauhati Seminary provided the nucleus of Higher education system in Assam.

The High School in course of time gradually grew up out of the small institutions which were started through private or Missionary enterprise. The High School came under the direct administrative control of the Government. The
Habibganj School established in 1843 was upgraded to High School in 1863.

The Silchar Grammar School founded by Christian Missionary was upgraded to Government High School 1865.

The Sibsagar Government High School was established in 1889.

The Mangaldol School established in 1830 was upgraded to High School in 1903.

A few more Secondary Schools were established in all the districts of Assam. The Secondary Schools were established at Tezpur, Karimganj, Hailakandi, Dibrugarh, Lakhimpur, Golaghat, Goalpara and Barpeta.

In this respect the following statement will give a clear picture of the establishment of Secondary Schools in the state. 'From the general Report on public Instruction in Assam for 1900/1901, it is evident that there were 20 High Schools in 1899-1900. Of these 10 were Government High Schools 5 were Aided High Schools and the rest were unaided High Schools.'

Secondary Schools for European and Anglo-Indian boys and girls were established at Shillong in February, 1915.

The local committees under the Deputy Commissioner were in-charge of the Secondary Schools in Assam.
With the institutions of the District Committees, the Deputy Commissioner in strict conformity with rules of the department of education, controlled and administered the Secondary Schools. The District School Committees only supervised the Secondary Schools.

The constitution of the Managing Committees of the High Schools was recorded during 1907-9. All Government High Schools in Assam constituted managing committees.

The table given below will show the increase in the number of Secondary Schools during the last three decades.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1934</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>76 Schools</td>
</tr>
<tr>
<td>1944</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>185</td>
</tr>
<tr>
<td>1948</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>191</td>
</tr>
<tr>
<td>1952</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>289</td>
</tr>
<tr>
<td>1962</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>631</td>
</tr>
<tr>
<td>1971</td>
<td>....</td>
</tr>
<tr>
<td></td>
<td>1185</td>
</tr>
</tbody>
</table>

Faced with many complications and difficulties since her annexation by the East India Company, Assam has been experiencing many changes in the field of education. As Indian
tradition emphasises order and stability so change is neither gradual nor sudden.

After independence there has been considerable expansion of Secondary Education. According to latest information published by the Publicity and Statistical Department, Govt. of Assam (DPI/3292) Assam has been expanding Secondary Schools more rapidly than the previous years. The following Table will show the statistic of the Secondary Schools, Assam.

Table No. 4
Table showing the position of the Secondary Education from 1948 to 1975.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>1948</th>
<th>1957</th>
<th>1971</th>
<th>1975</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate of education</td>
<td>13%</td>
<td>23%</td>
<td>39%</td>
<td>41%</td>
</tr>
<tr>
<td>Nos. of Secondary Schools</td>
<td>191</td>
<td>424</td>
<td>1185</td>
<td>1346</td>
</tr>
<tr>
<td>Nos. of students in Secondary Schools</td>
<td>5 lakhs</td>
<td>10 lakhs</td>
<td>20 lakhs</td>
<td>225 lakhs</td>
</tr>
</tbody>
</table>

This has been observed that more and more Secondary Schools have been founded after independence.

On 1st April, 1970 K & J Hills formed an autonomous State named Meghalaya under the direct control of the Governor of Assam and Nagaland.

The following table will show the number of Secondary Schools— Districtwise.
Table No. 5
Table showing the number of Secondary Schools in Assam.

<table>
<thead>
<tr>
<th></th>
<th>1969/71</th>
<th></th>
<th>1972/75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lakhimpur</td>
<td>139</td>
<td>Lakhimpur</td>
<td>189</td>
</tr>
<tr>
<td>Sibsagar</td>
<td>199</td>
<td>Dibrugarh</td>
<td></td>
</tr>
<tr>
<td>Nowgong</td>
<td>106</td>
<td>Nowgong</td>
<td>116</td>
</tr>
<tr>
<td>Darrang</td>
<td>96</td>
<td>Darrang</td>
<td>104</td>
</tr>
<tr>
<td>Kamrup</td>
<td>264</td>
<td>Kamrup</td>
<td></td>
</tr>
<tr>
<td>Goalpara</td>
<td>132</td>
<td>Goalpara</td>
<td>140</td>
</tr>
<tr>
<td>Cachar</td>
<td>157</td>
<td>Cachar</td>
<td>161</td>
</tr>
</tbody>
</table>

With a view to developing and regulating the system of Secondary Education in the State, the Board of Secondary Education, Assam (SEBA) was established in 1962 in accordance with the recommendation of the Assam Secondary Education Act of 1961. According to the provision of the Act: 'The Gauhati University or any other University or any Board of Education ceases to exercise its jurisdiction over the institutions of Secondary Education recognised by the Government of Assam, provided that the Gauhati University shall continue to hitherto, to have jurisdiction over the high schools till such time as the State Government decides.'

Since 1962, the Board of Secondary Education, Assam, has assumed the responsibility of Secondary Education in the
The Board has set-up the following committees for the purpose.

(a) Administration Committee
(b) Examination Committee
(c) Finance and Budget Committee
(d) Syllabus Committee
(e) Purchase and Tender Committee

Besides these there are the following committees for curriculum/plan

(1) English
(2) Mathematics
(3) Science

The Board has authority to laydown the necessary rules and regulations for better functioning of the Board and other Committees meeting. There are specific rules and regulations defining the duties, responsibilities, power and functions of the Chairman and Secretary appointed by the State Government from time to time.

The State of Assam comprises the valley of the Brahmaputra and a portion of the valley of Surama. The table will show the population districtwise and P.C. of literacy.
Table No. 4

Table showing the number of population and p.c. of literacy.

<table>
<thead>
<tr>
<th>Districts</th>
<th>Total population</th>
<th>P.C. of literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lakhimpur</td>
<td>711000</td>
<td>29.94%</td>
</tr>
<tr>
<td>Dibrugarh</td>
<td>1411119</td>
<td>29.94%</td>
</tr>
<tr>
<td>Sibsagar</td>
<td>1837389</td>
<td>36.62%</td>
</tr>
<tr>
<td>Darrang</td>
<td>1744188</td>
<td>22.76%</td>
</tr>
<tr>
<td>Nowgong</td>
<td>1680895</td>
<td>28.92%</td>
</tr>
<tr>
<td>Karbi-along</td>
<td>379310</td>
<td>19.17%</td>
</tr>
<tr>
<td>Cachar Hills</td>
<td>1713318</td>
<td>30.57%</td>
</tr>
<tr>
<td>North Cachar</td>
<td>48900</td>
<td>27.25%</td>
</tr>
<tr>
<td>Kamrup</td>
<td>2854183</td>
<td>28.77%</td>
</tr>
<tr>
<td>Goalpara</td>
<td>2225002</td>
<td>21.98%</td>
</tr>
</tbody>
</table>

The urban areas are mostly confined to small towns in the sub-divisional and district Head Quarters. The vast majority of peoples (about 92.5% of the total population) live in the villages and 82.6% of the population used to live on agriculture.

The percentage of literacy tends to fluctuate due to recent industrial development in the state, i.e. fertilizer, oil & natural gas commission, Thermal projects etc. Because the new entrants from the different states increase the p.c.
of the literacy. Secondly the industries have started institutions in the locality and the different organisations have been working hand in hand for improvement of education. New enthusiasm has been noticed amongst the peoples of scheduled caste, tribe and most backward classes.
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By Dr. P.C. Chowdhury, M.A. Ph.D.

2. Ibid 27
3. Anglo Assamese Relation by Dr S.K. Bhuyan, M.A. Ph.D. 25
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5. Ibid 283
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1. Administration of Education in India by S.N. Mukherjee 272
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