Chapter VI

REVIEW AND EPILOGUE

I

REVIEW OF THE CHAPTERS (I TO V)

In this chapter an attempt has been made to present a review of the preceding chapters along with suggestions prepared on the basis of field investigation.

Chapter I termed, "Introduction" endeavours to present the theme of the whole thesis in a nutshell in an introductory manner. Chapter II deals with the location of the district of Karbi Anglong with its present population showing the rate of population growth on the basis of religion, occupation, cultures, traditions and ethnic characteristics of the Karbi people. The system of family and social life, village administration, of the Karbis show clearly the democratic attitude of this hill folk. The traditional customs, festivals and religious beliefs, folklore, folk-tales and dances which are transmitted from generation to generation by oral traditions are also dealt with in this chapter. There has been no change in the customs and taboos of the Karbi people and they practically live the same type of life in their different villages. The Karbi people live a primitive life, unaware of the larger world beyond their narrow confines. While the attempts of the Christian Missionaries to convert them to Christianity have borne little fruits, the impact of Hindus on
their religious life is remarkable. Extraneous religious pressure and endeavour of upliftment by the alien force from their depressed condition has not been able to fully detract them from their main current of primeval faith. Yet their gradual social change is the breakdown of tribal customs and religion. Though in the initial stage of the spread of Christianity - the Karbi people was reluctant to adopt it, but now-a-days it is interesting to note that most of the people are ready to adopt it and like to lead a western way of life. It might be the cause of their poverty or ambitions for modern life. As time rolled on, they realised the values of preserving what was good in their culture. So they in right earnest celebrate all their festivals and cultural activities with all pomp and grandeur. Hence, a cultural reconciliation is taking place in the Karbi society and the minds of the Karbi people are no longer distracted by cultural contrasts. The glamour of material wealth, the rise of industry, scientific and technological advancement, new ideas and ideals have crept into the Karbi society. They have affected by a drastic change in all spheres and have created the rich and the poor classes in the society.

Chapter III (Part I) narrates the "Jirkedam" or "Risomar Aterang" - the traditional informal institution which gave practical and informal education of the day-to-day life to the younger generation of the Karbi people. They received
training in the different spheres of life including their culture in these informal institutions and such a training help them to understand the dignity of labour, respect to elders and to obey their authority. Jirkedam or Risomar Aterang education made the people brave, chivalrous, cooperative, punctual and above all, the training inculcated the attitude to regard their village and community above everything and to pay any price for their defence. So this informal institutional education helped to develop the "total man" - the balanced personality in the Karbi community. Though practically these institutions could not provide formal education of the present day, in conformity with the apostles of these informal institutions the so-called modern and formal education is a wild goose chase.

In the same chapter, Part II presented the beginning of the formal education (Western education) in this backward hill district. During the British regime, Nagaland and Mizoram made tremendous progress in education as they were easily converted to Christianity but the adjoining area of Karbi Anglong could not make any progress in formal education. It might be due to the apathy of the British rulers, or unwillingness of the people to adopt Christianity, bad climatic conditions, lack of transport and communication facilities in the remote and interior areas. Gradually the introduction of Christianity and opening of schools and imparting of formal
education encouraged the Karbi people to be ready to accept the Western education for their children. They now believe that it is possible for a man to change his destiny and create for himself a new and better life. The Missionary schools provided the learning of the 3R's with some religious teachings and a few academic subjects to the students. Missionaries were not interested in giving education to better the all-round development of balanced personality to the children. Whatever it might be they started a few elementary schools in different parts of the Karbi Anglong district. Actually after getting a separate district in 1952-53, this hill area made gradual progress in introducing formal education after starting many elementary schools by the District Council. But the number was not very high as it was recorded in the report of 1961 that there were 360 primary schools and only 14,627 school-going children among 2,75,000 population. Very few students go to school compared to the bulk of population. According to the 1971 Census the percentage of literacy was 19.1 in this district.

In Chapter IV the present position and the development of primary education in the district of Karbi Anglong and along with some of the pressing problem connected with the stage of elementary education is presented. In the field of primary education on the March in Karbi Anglong, Silver Jubilee Celebration Karbi Anglong District Council, Diphu, June 1977, p. 4
education, inspite of all problems, the education department of the District Council, and the Assam Government extended their helping hands in widening the mass education in the district. The enrolment position is poor for both boys and girls in the schools due to different socio-economic reasons. Now there is one primary school in every one to two villages. Unattractive and poor condition of the school buildings also cause irregular attendance of the pupils. With a view to improving these conditions, various incentives are being provided by the District Council. To develop the female education (as only 10.3% is literate) the District Council has provided free text-books, free uniforms and attendance scholarships to the girl students in the elementary stage. To mitigate the shortage of trained teachers, the Assam Government and the District Council authority in its Sixth Five Year Plan made provisions for Basic Training to the Primary teachers. The percentage of trained teachers in Karbi Anglong District is relatively small, i.e., only 15%. But this has been improving over the years. In the field of inservice training, the area of highest priority, the Education Department is to provide training facilities to the untrained working teachers. For primary school teachers, the facility of inservice training is being given by the different Basic training centres of Assam.

When schools were started for the first time, due to non-availability of qualified persons, most of the primary schools of Karbi Anglong district had teachers with poor academic competence.

The foundation stone of education - the primary education should highlight the major activities of the Karbi community and the learners should be acquainted with these activities to make education real and interesting. "The masses cannot be distracted from the task of providing for themselves food, clothing and shelter and if they are to be educated they have to be educated through these activities in which they must engage themselves."³ Cultivation being the major occupation of the Karbi people, primary school children need to be acquainted with a rudimentary course of agriculture. As their shifting cultivation is uneconomic and low productive, with a view to improving their cultivation terracing, cultivation must give way to scientific methods. So that they may be able to take part in the major occupation of the community in future. It will surely go a long way in solving the problem of unemployment and help to increase the productivity.

Due to the lack of adequate financial assistance from the District Council authority as well as the Government the construction, repair and management of elementary schools of

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³ Nayar, D.P., Education as Investment, edited by Baljit Singh, p. 63
the district could not make much progress in comparison with the other districts of Assam. Provisions for more financial help to the elementary schools from the Government were made in the Sixth Five Year Plan.

Chapter V has been divided into two parts - the Part I endeavours to assess the problems of wastage and stagnation and Part II analyses the other problems of the primary education of Karbi Anglong district. Usually the rate of stagnation was high at the lower classes of the primary stage and the percentage of Wastage and Stagnation was high among the girls than that of the boys. Again the rate of Wastage and Stagnation was different between the urban and rural areas. Rural areas have generally high percentage of Wastage and Stagnation. An attempt has been made to find out the different causes of Wastage and Stagnation in the primary schools of Karbi Anglong district and recommended some effective measures to minimise such acute problem which vitiate the educational atmosphere of the district. Now the District Council authority and the Government also have made provisions for giving incentives and other facilities to the school-going children at the elementary stage to reduce the dropouts and grade repeaters. A large number of students in the primary stage either dropout or stagnate in one class or the other. The number of children who do not complete three or four years of schooling at the primary stage do not attain even permanent literacy. Such
number is very large and the expenditure on their schooling is largely wasted.

To remove wastage and stagnation specially in the fields of primary education, reform of the existing system of examinations is of utmost necessity. Too much stress on annual examination should be minimised. Weekly, monthly and periodical tests should be taken to measure the achievement of the students, and the results of these tests should be taken into consideration while promoting a student to the next higher grade. Socio-economic causes are more responsible for wastage rather than stagnation but the educational causes are more responsible for stagnation rather than wastage. It is obvious that stagnation is more related to academic aspects whereas wastage is more related to the socio-economic aspects.

For making a detailed study of these acute problems some primary schools were selected on sample basis. The results of the study shed light on the extent of wastage and stagnation among the student population brought under it, difference of wastage and stagnation between boys and girls, causes of wastage and stagnation etc. The study is important because it enabled us to locate pointedly some maladies which have retarded the growth of our education, both qualitatively and quantitatively.

In addition to these, two evil problems, some other fundamental problems stand in the way of progress of primary
education of this backward hilly district, such as (1) poverty, (2) improper transport and communication facility, (3) shifting cultivation, (4) ignorance and apathy of parents towards education, (5) social evils, (6) uneven distribution of schools, (7) dearth of teachers and lack of training facility, (8) medium of instruction, (9) lack of suitable physical facility, (10) difficulty of introducing compulsory primary education.

In order to tackle these problems the District Council as well as the State Government should take initiative to expand and develop the primary education through financial material grants to the schools, providing easy and proper transport facilities, construction of roads connecting the rural and interior schools, equal distribution of schools, supplying adequate and sufficient teaching aids, accommodation and other games and sports materials to the schools. To eradicate the social evils and the apathy towards education the scheme of Adult Education Centres should be taken up and implemented in the different parts of the district. The lack of training facility is the main cause of the low standard of teaching in this district. The other serious problem is the medium of instruction in the schools where children of different communities are enrolled. Many students have to learn lessons in a language which is not their mother tongue. As for example, a Karbi or Bodo student has to learn lessons in Assamese in Assamese medium schools, or a Nepali student has to learn in
English in English medium schools. But now Bodo, Karbi, Assamese, Bengali, Hindi and English medium have been introduced in the respective primary schools to cater the needs of the different communities. With a view to making all children educated the law of the compulsory Primary Education should be enforced in this hilly district.

In addition to these aforesaid findings, on the present position of the Elementary Education of this district in relation to the different problems from village level to the district level some other relevant findings also are drawn as noted below.

(1) The system of taking annual census in the village level for the children in the age-group 6-14 is not followed in the district. So non-enrolled and drop-out children can not be properly identified which is an essential requirement for Universalisation of Elementary Education. The pupil who do not attend school for months together, are not striken off from the Roll list, so the non-attending children can not be identified. The monthly average attendance of pupils is submitted by the teacher every month along with his monthly salary statement. But no system followed in this respect nor necessary efforts made to increase enrolment in a planned manner.
(2) There is no directive nor practice for teachers to inform the parents about irregularity in attendance of their children in the school. No special meetings of Management Committee are held for such purposes. So the position of enrolment and its improvement always remains undisputed except when any Inspecting Officer raises the point during his inspection.

(3) The system of granting subsidies to schools for building are not systematic and uniform. As the rural people are mostly economically backward, they can at best offer their labour, but cannot share any expenditure. It is seen that there are as many as 1000 primary schools functioning in the thatched delapidated huts and it is not possible to construct such a large number of school buildings at a time. The existing poor physical conditions of majority of school buildings discourage regular attendances.

(4) Not only the un-attractive building condition, but inadequacy of other facilities in the schools like furniture, equipment and teaching aids etc. also discourage pupils and adversely affect their retention and attendance in school. There are large number of village schools functioning without a Black Board, a Map or a Globe. In most of the Primary schools in rural areas, children
are not provided with Benches to sit on or to use a Desk. They use mats or gunny bags for sitting and reading and that too in damp Katcha floor. The state of affairs not only demoralises the pupils psychologically, but also affects their health. Teaching in most of the interior area school is extremely dull, un-interesting and often discouraging.

(5) Due to dearth of quarter facilities for teachers in the rural areas, many teachers attend schools from their distant homes by cycle or on foot. Lack of transport facility and bad communication system, not only dissuades the teachers from keeping in touch with the local rural communities but also make them inattentive, uninterested and irregular in teaching and attendance.

(6) The area, the inspector has to cover is also very large. Further the communication system in the rural and interior areas is extremely bad. So, for successful inspection, he can neither increase frequency of visits nor can spare adequate time to offer fruitfull suggestions to his teachers. Under the existing system, the teachers in general tend to pay less attention on the inspection reports. So, it affects the quality of education in the school.
(7) Under the existing system of education, the Annual Examinations are given much importance and are conceived as indexes to qualify of education at all levels. Education is meant to create socially efficient individuals and not 'Pass' or 'Fail' children. The teachers have neither scope nor desire to judge the real abilities of pupils through periodical assessment.

(8) There is no scientific basis or provision of test in selection of candidate for appointment as teacher. No training facility is also available for the teachers due to lack of any training institution in the district. This adversely affects in the quality of education.

(9) The present five hour schooling system with heavy load of text books and subjects in primary schools is very hard nut to crack for ill-clad, ill-fed, poor rural children in the age group 6-13. The pupils themselves do not want to continue in the present tedious situation of schools for house together.

(10) There is no planning machinery or separate wing for girls, Scheduled Castes and Scheduled Tribes education in the existing Educational administration. Only for Minority language schools, like, Karbi, Bodo etc. few Sub-Inspectors of Schools have been posted in different areas of the district with large number of such schools.
(11) The Annual Returns which are complied at District-level by the Junior Inspecting Officers, simply covers the figures of existing enrolment, teachers and schools every year. The percentage of drop out, non-attending and non-enrolled children in the age group 6-14 are not identified in the present method as followed in compilation of Annual Returns.

(12) The Scope of promotion of Sub-Inspector is very limited, who are not graduates will probably have to retire in the same post. In case of Primary School teachers, the promotion is either nil or very limited. This position is either discouraging to the incumbents and leads them to work rather mechanically than with enthusiasm. So it stands against progress of Elementary Education.

(13) It is an accepted fact that in a poor district like Karbi Anglong, provision of midday meals to children, in indigent circumstances, can give a great fillip to the cause of education. The children as well as their parents of this class naturally consider it a great boon if the children get free meals. Sometimes it is sporadically found in this hilly district that the Mahila Samiti or the Community Development Department or Social Welfare Department etc., make arrangement for mid-day feeding to children in interior areas at their own efforts. But these are only occasional.
(14) In this district, the District Councils manage and control the Educational system of Primary Schools for the age group 6-10, and they are not linked up in any way with the administrative system under the Directorate of Elementary Education, Assam.

(15) To revert to the point of scattered population in small habitations - uncomfortably long distances surrounded by dense forest between the houses in one habitation and the school in another, constitute a major problem. Karbi Anglong - a poor hilly district cannot afford to provide free transport facilities to students to school and back home. Unless we can extend educational facilities to small and scattered population in rural areas, we cannot develop the educational system in the district.
In conclusion, it has been revealed from observation that different educational problems have enveloped this hill district affecting the field of education. These awesome problems are increasing day by day without any solution and are so serious that they need to be solved or minimized within a very short period. As this hill district is backward in all spheres, they require constant study and research and sincere efforts for their solution. And if these problems can be solved within a short period, Karbi Anglong will definitely find her place among the other developed and progressive districts of the State of Assam.

Swami Lokeswarananda, an eminent educationist and Secretary of the Ramkrishna Mission Institute of Culture says, "It is better to have no education rather than to have bad education." Education plays a great role in the life of every person of a nation. On the other hand, primary education is the fulcrum and backbone of the educational pattern of a country. No pattern of education can ever be successful so long it does not have a sound primary educational system. In the light of this, to have a sound primary educational system...

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the guardians, parents, teachers, administrators, Governments, educational authorities and the public should have responsibility and interest to make elementary education sound and fit. The researcher also, for the realisation of this aim has tried to suggest some recommendations for the improvement and making the elementary education desirable and fruitful.

The Karbi's ancient institutions - "Jirkedam" and "Risomar Aterang" have gone out of vogue by the pressure of modernisation since the days of British rule in Assam and these are now on the verge of extinction. Being obsolete, in the process of acculturation the Jirkedam and Risomar Aterang are replaced by the modern schools among the Karbi people. It is obvious that, in this process of change a harmonious relation between the past and the present is very essential. As these institutions cannot meet the primary requirements of a modern educational institution, i.e., literature, arithmetic, History, Geography, Civics, Mathematics and other social and physical science subjects - which are lacking in these formal institution, the salient features of these institutions can be preserved and utilised in the training of Karbi adolescents in a modern school which will be happy blending of the ancient traditions and values with the modern progress of civilisation.

It has been said earlier that the hill district of Karbi Anglong is most backward as regards education, the percentage of literacy being only 19.1 (according to 1971
Census) the lowest of all the districts of Assam.

Due to the lack of a definite educational policy of the Government as well as the District Council the elementary education of Karbi Anglong is in difficulty, particularly in introducing elementary education as the basic type. So the Government once for all should first formulate a definite policy of education. To do away with the irregular inspection and shortage of inspecting staff, provision should be made for increasing the inspectorate staff and arrangement should be made for training of all supervisory and administrative officers. Frequent inspections should be made compulsory by strictures. But it should not be merely a "Visit" like those of angels are few and far between. The inspector should carry out at least two inspections in each school in a year. Most of the schools of Karbi Anglong district are located in rural and remote areas they are not visited by the inspectors for many years at a stretch.

The progress and expansion of elementary education are very slow in this district because of the indifference and incapability of the educational authorities of the District Council and also the Government. It would be helpful therefore to establish a powerful central institution to compel the district authority to take proper initiative and interest in the education. And in conformity with this suggestion, the plan should be carried into effect as soon as possible.
Due to dearth of financial help from the District Council and the State Government, it is impossible and a herculean task to construct new and to repair the poor dilapidated school buildings. The present position of the primary school buildings is very much pathetic. It will be quite easy for the village community to have sheds with simple room as they have in their rural home constructed by the local community with the help of local labour. So, the local community also should take initiative and responsibility in the construction of the primary school building. By raising suitable funds the villagers can purchase the necessary equipments required for the schools. It should be the duty of the Panchayats and the Blocks to finance from time to time for repairing and purchasing charge of the school building and equipments respectively. Efforts should be made to encourage the people of rural and remote areas to have initiative and to make contribution in putting up school buildings. Temporary structure may be used wherever possible, such as open air school system under the shady trees. Another suggestion put forth regarding economising building cost is the double shift system or part time school system. At places where the enrolment increases, instead of establishing new school building, the same building should be used for two shifts. This is more profitable and economical for the school-going students who had to give a helping hand to their guardians for some hours in their home as well as in the field for their livelihood.
Whatever it may be, the school buildings should be airy, well ventilated and established in a healthy atmosphere with proper accommodation. Therefore large amount of money should be given as grant-in-aid for the purpose of meeting the requirements of the elementary schools. Adequate supply of necessary equipments such as school furniture, and grants for games and sports and other articles for the maintenance need to be provided for the schools and such grants should be increased from time to time. The grant should be equal and adequate for the rural as well as the urban school. The pitiable existing monthly contingency grant of Rs. 3/- is too meagre to buy the chalk, duster, register khata etc. and hence it should be increased to at least Rs. 20/- to Rs. 25/-.

Empty stomachs make poor scholars. Poverty - induced malnutrition is by far the most important cause of child illiteracy and school dropouts in the Karbi Anglong district. It is necessary to make annual medical check up of the little children and provision should be made for adequate supply of lunch and midday meals to the elementary school children. With a view to increasing regular attendance, specially in the interior and rural areas students should be vested with free text-books, free uniforms, stationery, stipends and attendance scholarships. It is admissible that these incentives will definitely help in increasing the enrolment, maintain regularity of attendance and the holding-power of schools
while at the same time it decreases the rate of dropouts. The communique, viz., Compulsory Primary Education Act should be imposed upon the students of 6-11 years of age. Steps may be taken to enforce attendance issuing warning notices and attendance orders to the guardians and parents of defaulting children. The State Government should pay greater attention to this backward hilly district in developing the spirit for regular attendance of those non-attending boys and girls. It may be made obligatory for teachers to stay in the vicinity of the school as far as possible. Special allowances should be granted by the District Council and the Government to teachers to attract them to work in tribal areas, and the selection for the teachers should be made from the educated Karbi people. In the interior and rural areas of the district, provision should be made for establishing more "Ashram Schools" (model school) with hostel facilities for nomadic and semi-nomadic Karbis keeping an eye to their shifting cultivation. The system of shifting schools along with the shifting of villages should be discouraged by the Government and the District Council by imposing law and order. The cost of opening and maintaining Ashram Schools should be borne fully by the Central Government. The existing Department of Tribal Education also should keep a keen eye on the student population and their various problems such as their difficulties in joining the schools, their poverty, wastage and stagnation and utilisation of scholarships etc. The Education Department should organise off and on
training courses, seminars and discussions for the teachers and Sub-Inspectors of this tribal and backward areas. The curriculum of this tribal area, in addition to other general subjects, must include tribal economy based subjects to cope with the needs of the tribal people.

Due to not having any type of training institutions in the Karbi Anglong district, the percentage of trained teachers is only 25. So it is a crying need to set up at least one Basic Training Institute for elementary education in the district and the target should be to achieve 100% trained teachers for this educationally backward district. It is further suggested that the State Institute of Education should organise refresher courses of short duration for the teacher educators and supervisors of this hill district for their orientation in Primary school methods.

The pay scale should be revised with a view to providing better incentives to teachers and to improve their academic and professional qualifications. Special allowance should be granted to the teachers of the remote and backward areas. And the teachers should invariably be conversant with tribal languages. It is essential to develop cadres of persons who will devote themselves to the service of tribal people. In

5. Source - Primary Education Officer, District Primary Education Board, District Council, Diphu, 1979-80
the early stages, these cadres will consist mostly of non-Karbis, but an effort has to be made to develop such cadres among the Karbis themselves.

It may be suggested that a training centre has to be provided for women of the rural area of this district to open up avenues to adult unqualified women for employment as teachers. All women teachers employed in the tribal areas should be given adequate rural allowance and free accommodation by the District Council authority.

Due to the dearth of teachers most of the elementary schools (say about 45%) of Karbi Anglong are single teacher schools. The picture is poor and deadening. The Government and the authority should make provision for appointment of more teachers as soon as possible and single teacher schools should be remodelled to multiple teacher schools. In addition to it, monitorial system would be helpful in the single teacher schools so that the monitor would take charge of another grade in the same period. The teacher himself may take up the third grade. This method will have to be worked out very carefully and intelligently. The curriculum can well be divided into two parts – one part containing the general subjects and the other consisting of a number of subjects like physical training, drill, music, nature study, needle work, modelling, moral teaching, co-curricular activities and craft work which will be common to all grades. Here all the pupils of various classes
can work together. The other part of the curriculum (general subjects) consisting of the 3R's can be taught separately in the different classes. These single-teacher schools, though having some drawbacks, cannot be abolished immediately. Only it is possible to modify, improve and enlarge the suitable standard. Monitorial system must be encouraged and some modifications may be used in the single teacher schools. Research work in this direction is of immediate necessity. District authority and Government also should pay as much attention to single teacher schools as to other type of multiple teacher schools.

There are many scheduled castes and tribes who have neither any literature nor any alphabet of their own. Being Karbi Anglong is a multi-linguistic district, the establishment of special school is necessary in the areas where the people of scheduled castes and tribes and denotified tribes reside. The medium of instruction which poses to be a great problem has to be decided. The Karbis are now facing a serious problem regarding their medium of instruction and script. Unlike other hill brethren, the Karbis also have their own dialect which has limitation in its expansion. And for this reason the Karbi must adopt one of the languages from Assamese, English and Hindi as their medium of instruction to receive higher education in the near future.
On account of difference in language or dialect between the plain and hill Karbis and of the interior villages, Assamese is used as the Lingua Franca. Therefore, considering the importance of Assamese language in the Karbi's day-to-day life, most of the people permit and favour the use of Assamese language as the medium of instruction for the Karbi student. On the other hand, a group of prudent and sagacious persons, even the new generation of Karbi, due to the limitation of the Assamese language, give stress upon the introduction of English language as the medium of instruction to acquire higher education. But it will be profitable only for a small section of the people, as the district is mostly blanketed by the hill folk with their own dialect who are completely unaware of A, B, C of this foreign language. As the Karbi medium is introduced only for the elementary stage, the Karbi students of the high school or middle schools do not have the opportunity to learn in their mother tongue. So it is most urgent and more to the point to introduce Karbi medium by and by in the middle and high schools also. The controversy regarding the acceptance either of Assamese or English alphabets as their script should be decided as soon as possible and text-books should be written in Karbi language in the selected script.

The programme and time-table of the school should be attuned to tribal life and atmosphere. Vacations and holidays should coincide with agricultural operations and social
It may be suggested that to attract the Karbi children the teaching of folk-songs, stories and riddles which are so popular among them should be included in their curriculum and their tribal games and archery as well as their music and dances should be introduced as extra-curricular activities.

Practically Karbi Anglong does not have pre-primary schools which train the children from 3-5 years. Pre-primary education actually gives preliminary training to the child in some aspects of education which begin in primary schools, i.e., reading, writing, counting, sensory training and playing. So it is suggested that the constitutional provisions should be made for the expansion and establishment of the pre-primary schools. The Government or the District Council authority should give permission for opening pre-primary classes in the primary schools. It is hoped that little children will find interest to continue their study from pre-primary to primary classes. The writer's way of thinking is that, in this way the problem of wastage and stagnation can also be minimised.

In order to enhance the enrolment of girl students in the primary schools of this backward district close cooperation with the activities of other women social workers in the various fields like Gram Sevikas, Mahila Samitee Members, Women Health and lady extension officers should be needed to make the parents conscious of the necessity of their daughters' education. Special incentives in the form of free text-books,
uniforms, stipends and attendance scholarships should be given to the girl students. It may be suggested to appoint a number of women inspecting officers (now there is none for elementary school) in this backward hill district.

The problems of girl enrolment is very closely connected with the problem of social education of adult women. In fact the success of girls education depends on the successful implementation of social education programme for adult women, specially in rural and tribal area in the Karbi Anglong district.

The serious problem of wastage and stagnation has to be eliminated by providing ample funds, free education, free books, free midday meals, modified and interesting curriculum, standard and favourable teaching methods, new objective type tests and social education for the mass people. The holidays should be adjusted and planned according to the harvesting and sowing seasons and the local traditional festivals. It should be the duty of the educational administrators, reformers and the Government to call for an urgency of taking immediate steps for checking the wastage and stagnation which is the evil sore of the whole educational system. At last, the Government as well as teachers and public have to fight at all levels to remove the evils of wastage and stagnation.
In order to make parents conscious of the need of literacy they are to be admitted in the Adult Education Centres of the district. Some dynamic and influential teachers should enquire local parents about the absence or unwillingness of their children to go to schools and encourage and make the parents understand the value and necessity of sending their children to schools. In the very remote and interior areas of the district, the inspecting officers of the education Department should hold meetings with local teachers and parents, the Sarthe and try to make them understand the necessity of literacy and to encourage them to send their children to schools who have showed unwillingness in it. The Sarthe with due approval should take initiative to send the children to schools.

The existing formal school system has a limited capacity to reach adequately the entire population, specially among the weaker sections of the society living in this hilly tribal areas. A very large portion of the population of this district has never been to school due to lack of educational facilities or because of their ignorance about education. So the need of a sound and complete system of adult education programme in the district is urgently necessary to furnish all the illiterate masses with adequate information to bring an all-round development and awakening to improve the standard of their life, to acquaint them with the modern science and technology and above all, to make them conscious of the need of education of their children. It may be suggested that, as
the literacy percentage of the hill district is only 19.1, the adult literacy programme should be enforced compulsorily by legislation. Priority should be given for taking up adult education projects in Karbi Anglong, specially in the rural and adhivasi areas. Separate funds are to be provided for adult education programmes in tribal areas under the Tribal Development Department of the Government of Assam. In addition to this, Government should train social education workers, and establish adult education centres in different parts of the district. School and college students during their vacation periods should participate in this programme in the interior and rural areas of the district.

In order to equalise the opportunities for elementary education between the rich and the poor, elementary education should be made free. A deliberate and conscious effort shall have to be made to extend educational facilities to the weaker sections of the society, viz., Scheduled castes, Scheduled tribes, backward classes women and the people of backward areas. Attention should be paid on elementary education of Karbi Anglong in respect of universalisation. The expansion of education has to be planned in the most backward areas and in the most underprivileged sections of the population. More educational facilities should be given to the Karbi children to facilitate universalization of primary education in the district. The local community also should be made familiar with the concept of universal and compulsory education.
programmes. The paltry help given by the Government is not adequate for making education compulsory in this district. All possible efforts should be made to amplify the enrolment and keep intact the regular attendance of both the boys and girls. Where nearly all the pupils are the children of cultivators, the school may well be closed for vacation or put on part time during the busiest seasons of sowing, transplanting and harvesting. This practice allows the children to help their parents in their field work.

Social evils specially superstition regarding education of Karbi people are flourishing because of illiteracy and ignorance. The Government and the social workers should try to bring about consciousness among the hill people of this district against their superstition, ignorance and other social evils. It should be the noble duty of the educated young man and women to volunteer themselves to remove the social evils around their neighbourhood by imparting them various types of knowledge and create interest in the minds of the people to take education.

Improper and lack of transport and communication facilities are the greatest hindrance in the development of elementary education in the district. Most of the inaccessible places of Karbi Anglong district maintain inter-village communication through surrounded jungle foot paths and bridle paths only. During rainy season, travelling is very difficult
rather impossible in such regions. Transport and communication system of the district are far from satisfactory and most of the villages are isolated and far away from the roads. Therefore, the authority has to endeavour to set up elementary schools within easy distance. The District Council as well as the State Government should make provision for establishing one elementary school in every village and within the distance of at least 1 K.M. and extend their helping hand in construction of the rural and interior paths and roads for easy communication for the little children. The Government should provide school buses to bring the children of distance places to their schools, and for the sake of this purpose attention must be given for the improvement of transport and communication also.

Though at present there are about 951 elementary schools in Karbi Anglong district, obviously these are devoid of proper building, equipments, trained teachers, adequate finance and necessary organisations. Only huge amount of enrolment cannot specialise the elementary education and the idea of compulsory education will be a far cry in the elementary stage if no ardent efforts are made to meet the educational demands of the district. In order to improve the quality of elementary education of Karbi Anglong district, one should have intensive and analytical studies regarding the problems of elementary education. The objective of the intensive study should be to discover as to how the primary education of Karbi Anglong is working, reasons for its failures, and needed
improvement measures.

Special attention should be paid to the needs of the Karbis to ensure that they receive a fair share of the benefit of educational development. In this backward hill district, three tasks stand out above all others. These are -

(1) development of communication, (2) transportation of the present system of shifting cultivation into improved settled cultivation, (3) development of system of education related to the scheme of economic and social development.

It is necessary to collect the statistical data and informations regarding the spread of education among the Karbi people and to carry out special investigations and important aspects of the spread of education among them and their efforts. A continuous programme of research and evaluation has to be developed for the purpose.

Now socially the Karbis have gone through changes and programmes. Intercourse between villages and tribes has become easier and contacts through education, trade, travel inter-marriage have broadened their outlook. These changes have great implications in educational planning and programming. The future progress and prosperity of the Karbi people will depend largely upon their adequate and effective educational programme, their industrious habits and their unknown faith in man and God. A search, therefore, for a significant educational programme and immediate introduction of such a system is imperative.
However, we would like to conclude our study on this topic by expressing our views and some relevant suggestions to remove the existing inadequacies and improvement of the situation.

(1) Mass illiteracy should be removed as soon as possible.

(2) Government and social organisation may take the responsibility of education for the women of the district.

(3) Condonation of age limit should be introduced.

(4) In all the remote and village areas, three tasks standout above all others. These are (a) development of communication, (b) transportation of the present shifting cultivation into developing agriculture economy, settled cultivation, and (c) development of a system of education related to the scheme of economic and social development and responsive to the cultural and economic needs of the people.

(5) At the primary stage the provision of the educational facilities will have to be established in sparsely populated areas.

(6) The teachers should be invariably conversant with tribal languages. The medium of instruction of schools should be respective tribal language.

(7) The programme and the time-table of the school should be attuned to tribal life and atmosphere. Vacations and
holidays should coincide with agricultural operations and social festivities.

(8) The introduction of work experience and an emphasis on art education would attract the Karbi children as would be the teaching of folk songs, stories and riddles which are so popular with the tribals. Tribal games and archery as well as tribal music and dances should be introduced as extra-curricular activities.

(9) The Karbi tribal education was taught by doing. This is in agreement with modern theory of education "learning through experience". So there should be great emphasis of learning by doing or personal involvement in the Karbi schools.

(10) Another way of making learning interesting is to give personal attention to the pupils and the subjects. Interest gives the incentive to learning. And learning through the co-relation of different subjects is very helpful in imparting lessons to the students of different communities of the district.

(11) It is essential to develop cadres of persons who will devote themselves to the service of the tribal people.

(12) Promising young persons from the tribals should be selected and specially trained to work in tribal areas.
(13) It should be essential to nurture a wholesome respect for their culture.

(14) Tribal practice and modern methods should be integrated.

(15) The Karbi should speak and write the mother tongue.

(16) More liberal and educational scheme should be provided.

On the basis of the findings, some more tentative recommendations are made below with alternative suggestions whenever possible.

(1) Regular Annual Census of the children in the age group 6-14 should be taken with the help of elementary teachers and village headman etc. in each area for collecting the various reports of non-enrolled, non-attending, non-interested children which should be maintained, analysed, checked and compared by the Block Elementary Education Officer.

(2) On the basis of census data, the teachers should be instructed to contact parents of drop-outs and non-attending children and to persuade the parents to send their children to schools. There should exist a formal Procedure of awarding certificate of appreciation from the Department to the teachers who make remarkable efforts in this respect and on success in bringing back the drop-outs and non-attending children to school.
(3) There should be direction to the various agencies from the concerned Department to help the teachers in their efforts to increase enrolment and to bring back drop-outs and truants to schools. The Managing Committee should also be entrusted with the responsibility of making deliberate efforts for increasing enrolment in schools.

(4) The D.I. of schools along with the Junior Inspecting Officers should keep a strict eye on the quality of Class-Room instruction in the schools by paying surprise-inspection visits.

(5) A scheme for constructing residential quarters for Inspecting staff and teachers should be adopted by the Department in a phase manner and necessary sanctions allocated.

(6) It should be made compulsory for the village and interior area school teachers to reside in the village where the school is located and if necessary by providing residential accommodation in phased manner. This should be specially adhered to in case of female teachers.

(7) Suitable adjustment of pay scales of S.I., A.S.I., graduate teachers and Matric trained teachers should be made by the Government so that the problems in the area of control and management does not arise.

(8) The system of periodical internal assessment of all the aspects of pupils achievements (academic, activity, social as well as attitudinal aspect of conduct) should be introduced and its due weightage in their annual promotion
should be given.

(9) A "Village Education Committee" involving the Education authority, the school and the local society should be formed in each village to coordinate with various Developmental agencies working in the village which is lacking in this district at present.

(10) The Department should establish Non-Formal-Education Centres in the interior areas and villages of the District to enrol the non-enrolled and drop-outs in the age-group 9-14, who because of economic or other reasons cannot attend a regular school. This will be major supplementary to the formal system for success of the programme of Universalisation.

(11) All the Middle English Schools should be transferred to the Elementary Education Authority so as to avoid duplication of administration and control.

(12) In the Sub-divisions having Additional Deputy Inspector of Schools should be placed in charge of Girls, Scheduled Caste and Scheduled Tribe Education in the Sub-Division.

(13) The proforma of Annual Returns should be revised to include data of drop-outs, non-enrolled and non-attending children.
(14) The position of Elementary Education in this hilly district should be regularly monitored to the Elementary Directorate by the proposed District Elementary Education Officer in consultation with the District Council authority and the Deputy Inspector of Schools.

(15) For convenience of administration, the services of the Elementary School teachers of this district should also be provincialised to remove the disparity between Hills and Plain teachers.

(16) All pending matters of the teachers relating to service, leave, pension, provident Fund benefit and other establishment matters should be settled early so that the feeling of discontentment and insecurity in the minds of the teachers and other employees are dispelled.

(17) The proposed SCERT should have District Units to impart inservice training to teachers at District level.

(18) Government may devise ways and means to minimise problems that may arise out of duel control in Elementary Education in this hill district.
There is very great dearth of statistical information regarding the spread of education among the tribal people. It is necessary to collect the statistical data and informations and to carry out special investigations regarding important aspects of the spread of education among the tribals and their efforts.

To open up a new vista in Elementary Education of Karbi Anglong, it should be bestowed with suggestions from all sides. This programme or phase suitable to the basic need, better planning, organisation and "human effort", viz., the parents, pupils, teachers, inspecting officers, public and the Government administrative agency. Every one should be conscious and eager for the expansion of Elementary Education than stressing more upon the quality of education.

The progress of the children in elementary education is inseparably linked with progress and prosperity of Karbi Anglong hill district and the State of Assam. There should be close understanding and co-operation between the educators.
administrators and social welfare workers to strengthen and achieve universal elementary education in the district. The Central Government should extend more financial assistance to this backward hill district on the principle of equality of educational opportunity and provide necessary educational guidance for the progress and development of elementary education.

It is my strong feeling that authorities connected with elementary education must look into these questions as some of the most outstanding problems connected with the successful functioning of primary education of the district must be eliminated forthwith to make elementary education a joyous pursuit for the children.

The education of the backward classes in general and of the tribal people in particular, is a major programme of equalization and of social and national integration. No expenditure and endeavour are too great for this humanitarian cause.

Avenues of further Research:

The researcher feels that this dissertation will provide ample avenues for future research workers. The writer has dealt the problems and development of primary education in the Karbi Anglong district. Further researches may be carried in similar ways on the different hill districts of the country.
The future research workers may also take up the whole field of education of Karbi Anglong district in different stages to suggest means for the improvement of curriculum so that it may help the development of child's personality in a desirable way. Researches may also be carried out to find out the causes of wastage and stagnation in different levels of education and thus suggest ways to check up these two acute problems. Medium of instruction in this hill district is a great problem as the different tribes speak in their own dialect and they do not have a common language of intercourse. Researches may be carried on this problem also.

The researcher has listed some of the problems of primary education and has suggested means for solving those problems. Research workers may investigate the problems of education at different levels, specially physical facilities, medium of instruction, enrolment and attendance, wastage and stagnation, training facility and other administrative problems and help the District Council and Education Department of the State for the development of qualitative education in whole of Karbi Anglong district.

The tribal research institutions have a special role to play in this field and can bring out the ways of solution of the diverse Problems regarding the education of the district.