Chapter IV

PRESENT POSITION AND DEVELOPMENT OF PRIMARY EDUCATION IN THE DISTRICT

The development of Primary education in the Karbi Anglong District has been the result of sincere efforts by Missionaries, educationists, enlightened persons, District Council as well as the State Government of Assam.

In this chapter an attempt has been made to show the present position regarding the development of the elementary education of the District.

ORGANISATION AND ADMINISTRATION OF PRIMARY EDUCATION IN KARBI ANGLONG

A school being one of the most important social institutions must have a well-organized administrative machinery which enables the pupil to receive right education from the right teacher, in the right environment. Without a well-organized system of school administration there is bound to be chaos and confusion in the life of the school. With the changing civilization and society, the school administration must perform its task to contribute to the development of the pupil.

Since 1947, i.e., Independence of India, the State Government of Assam very effectively took up the question of giving the benefits of education to the area called Mikir Hills
(Karbi Anglong). Practically no earnest endeavour was made by the Government in the field until a separate district was created in 1951. Before the taking over of the primary education by the Government, the elementary schools in Mikir Hills (Karbi Anglong) were managed by respective School Boards of Nagaon and Golaghat and formerly, before creation of separate district, the primary education was administered and controlled by the Deputy Inspector of schools of neighbouring districts like Nagaon, Sibsagar, Khasi and Jaintia Hills and Cachar. Even after creation of a separate district for Mikir Hills in 1951, the district was tagged with Nagaon District in matters of primary education up to 1954 when a separate Deputy Inspector's Office was established at Diphu, the district Headquarter of Karbi Anglong. As an autonomous hill district its elementary education was handed over to District Council on 1st August, 1961. The District Council conducts all the procedures and branches regarding elementary education such as (1) training, (2) finance, (3) appointment of officers and teachers, (4) inspection, (5) text-books and curriculum, (6) school building, accommodation, furniture, equipment etc. The Assam Government gives grants-in-aid only in this respect.

There are two Inspectorates of schools in the Karbi Anglong district, who are the only administrative officers at the disposal of the Joint Director of Public Instruction for Hills. It should be mentioned here that the services of the Deputy Inspectors, Sub-Inspectors and Assistant Sub-Inspectors
of Schools in the Hill district is under the Director of Elementary Education, Assam, but neither under the Joint Director of Public Instruction for hills nor under the Director of Public Instruction, Assam. It may be noted here that there is another set of Sub-Inspectors of Schools, who serve as a different set of officials under the disposal of the "District Council" (a body representative of the tribes concerned).

Upto 1971, a dual administration system regarding Primary education was prevailing in this district, viz.,
(a) District Council Authority have been looking after their own schools, and (b) the Deputy Inspector of Schools have been controlling the schools established at Government initiative. But on 1.6.71 the management and control of primary education have been entirely transferred by Government to the District Council authority as per provision in the Sixth Schedule of the Indian Constitution. And since then the District Council, through a legally constituted body, namely, Karbi Anglong District Council Primary Education Board, maintains the finance and administration, manages and controls the Primary education of the District. The Executive Member of the District Council is the Chairman and the Deputy Inspector of Schools who acts as the Education Officer of the District Council and is the Secretary of this Board. The Education Officer of District

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1. Bhargava, B.P., Gupta, R.K. (Ed.). *The Constitution of India, Sixth Schedule, Article 224(2) and 275(1), Para 6 (Clause)*
Council acts as Co-ordinating Officer between Secretary, Primary Education Board and the District Council authority. He helps the Secretary in all matters. The Deputy Inspectors of Schools is mainly responsible for inspection, management and control of the primary and middle schools. He is to bear all responsibilities as the Secretary of the Board in the District Council Elementary education office.

With the promulgation of the Assam Elementary Education Provincialisation Act, 1974 covered all the Primary and middle vernacular schools of all the plain districts of Assam, but elementary schools of the two hill districts which are administered under the Sixth Schedule of the Constitution of India are outside the jurisdiction of this Act. These are managed and controlled by the District Councils. The education Department of Assam controls the entire system of education and execute the developmental schemes in the district. The District Council is also authorised to appoint and pay the teachers, give permission to open primary schools, fix the rate of fees and grants. The Primary Education Board of District Council formulates policies and general rules for administration. The Secretary with due approval of the Chairman executes the decisions and other day-to-day matters.

For better management and control of the primary schools the whole district is divided into fourteen Educational Circles. One Sub-Inspector or Assistant Sub-Inspector of
schools has been entrusted to look after one independent circle. The names of the fourteen circles are shown below:

CIRCLES

(A) Under Diphu Sub-Division:

1. Diphu Sadar I Circle
2. Diphu Sadar II Circle
3. Barpathar Circle
4. Dalamora
5. Bokmaoka
6. Dengaong
7. Phuloni
8. Howraghat
9. Bokalia

(B) Under Hamren Sub-Division:

10. Sucheng Circle
11. Hamren
12. Donkamakam
13. Ouguri
14. Kheroni

The following illustration shows the administrative structure of the education in Karbi Anglong District.

2. Dewan, Vijay Kumar, "The Assam Elementary Education (Provincialisation/Assam Act VI of 1975) Act, 1974 (Received the assent of the Governor on the 9th June, 1975)". From Education Code (Assam and Meghalaya) 1979, p. 5

3. Source - Leaflet "Education on the March in Karbi Anglong"
**Diphu Sub-Division.**

- Inspector of Schools - 1
- Asstt. Inspector of " - 1
- Dy. Inspector of " - 1
- District Social Education Officer - 1
- Sub-Inspector of Schools- 4
  (State) Diphu

**Hamren Sub-Division.**

For both Sub-Divisions.

- 1
- 1
- For both Sub-divisions.
- Sub-Inspector of Schools
  (State) Hamren - 1

**ORGANOGRAM OF EDUCATION DEPARTMENT OF KARBI ANGLONG DISTRICT.**

Joint Director of Public Instruction.

- Inspector of Schools

- Asstt. Inspector of Schools.

- D.I. of Schools, D.I. of Schools
  Diphu, Hamren.

- District Social Education Officer.

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Silver Jubilee Celebration of Karbi Anglong District Council, Diphu, June 1977, p. 17.
1. Joint Director of Public Instruction - As administrative Officer of Education of Hills area

2. Inspector of Schools - As administrative Officer of Education of Karbi Anglong District

3. Asstt. Inspector of Schools - As supervising Officer of education of schools in respect of Hamren Sub-division

4. District Social Education Officer - As administrative and supervising Officer of Informal Education

5. Dy. Inspector of Schools, Diphu - As controlling and supervising Officer of the sub-division

6. Dy. Inspector of Schools, Hamren - -do-

7. Inspector of Schools staff - 16 Nos. including Inspector of Schools

8. Asstt. Inspector of Schools staff - 6 Nos. including A.I.S.

9. D.E.S.O. Staff - 6 Nos. including D.E.S.O.

10. Dy. Inspectors of Schools staff, Diphu - 16 Nos. including D.I.

11. -do- Hamren - 7 Nos. including D.I.

The D.I. of Schools and the Education Officer of the Schools under District Council are responsible for the administration, expansion, improvement and maintenance of the primary schools under their jurisdiction.

The sole aim of inspection is to provide professional leadership to the educational institutions so as to improve their work and put them on the right direction and path, to set suitable goal for the educational institution and to offer specific suggestions for the improvement of instruction. A Sub-Inspector or an Assistant Sub-Inspector of Schools inspect their respective independent circles in this district. The Sub-Inspector is expected to be on tour for 20 days in the month for inspecting primary schools. Some of them have expressed that due to heavy extra work relating to official and quasi-academic matters, they are not able to inspect so many schools in the true sense of the term. It would not be an exaggeration to say that they "visit" schools rather than "Inspect" and only "Supervise" them. In order to inspect the "Bodo" medium schools of Phuloni and Langhin areas a Sub-Inspecting staff is specially appointed. The simple truth is that, the officers pay many more informal visits to the schools which are located in the urban area. Prior information of Inspection visit to school is usually not given and if it is given the percentage of notified inspection visit is very low, say about 5%. Under such circumstances the inspecting staff cannot complete the supervisory duties allotted to him. The Inspecting Officer should write down his inspection note in the Inspection Register of school on the spot. But some visits usually go without records.
With a view to ascertaining the position of inspection records of five successive years of some surveyed schools are given below:

**Table 1**

*Showing the visits of Inspecting staff in some sample schools of Karbi Anglong*

<table>
<thead>
<tr>
<th>Name of schools</th>
<th>Inspecting Officer</th>
<th>No. of visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goroimary L.P. School</td>
<td>S.I.</td>
<td>-</td>
</tr>
<tr>
<td>Karkok Tongklong Bay L.P. School</td>
<td>S.I.</td>
<td>-</td>
</tr>
<tr>
<td>Hojaipur L.P. School</td>
<td>S.I.</td>
<td>1</td>
</tr>
<tr>
<td>B.K.B. English Medium Govt. Model L.P. School</td>
<td>D.I.</td>
<td>1</td>
</tr>
<tr>
<td>Bibekananda Bengali L.P. School</td>
<td>A.S.I.</td>
<td>1</td>
</tr>
<tr>
<td>Rongagara L.P. School</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Mailo Diaw L.P. School</td>
<td>S.I.</td>
<td>1</td>
</tr>
<tr>
<td>Riso Rongpi L.P. School</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Kolioni L.P. School</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Hirihiri Govt. P.L. School</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Diphu Adarsha Hindi L.P. School</td>
<td>S.I.</td>
<td>1</td>
</tr>
<tr>
<td>Town Primary School, Diphu</td>
<td>S.I.</td>
<td>1</td>
</tr>
</tbody>
</table>

5. Inspection records from the Inspection Book of the above respective primary schools.
From the above table it is clear that the Inspectors regularly visited Diphu town Primary, Diphu Adarsha Hindi and Nojaipur Primary schools which are generally confined in the urban area. On the contrary, the visit was irregular in the Garoimari and Karkok Tongklong Bay Primary schools. And each of the B.K. B. English Medium Government Model Primary, Miloo Diso Primary and Riso Rongpi Primary school had only one visit in a year from 1977 to 1981. But it is a pity and surprising to note that some schools have not been visited at all for five successive years (1977 to 1981) such as Kolioni Primary (established in 1976), Hiribiri Primary (established in 1941) and Rongagara Primary school (established in 1955). Compared to the rural areas the number of Inspection visit is quite regular in the urban areas. But it is yet to be ascertained how many of these visits are merely "routine" and how many are of really "supervisory nature". It can be said from the observation of the Inspection Registers that most of the Inspection work is just a "visit" only.

In consideration to the vastness of the area, peculiar topography of the region and inadequate number of Inspecting staff, proper inspection and supervision of the schools cannot be done. On the field survey of the different Primary schools we have come to know that due to inconvenience of transportation and communication the inspection is irregular in most of the interior places of Karbi Anglong district, because some schools are situated in the most interior and remote places, even at the
top of the hills and where no communication is available. Hence the Inspectors have to walk 15 to 20 miles for visiting a school. So it is quite natural for them to be non-feasance. It is a sober truth that the Inspectors pertaining those schools of remote and interior places where no transportation facilities are available do not fervour a visit to those schools. But the schools in urban area and having a short distance from the town with proper and easy communications and transport facilities get the benefit of regular inspection in due time. Off and on, due to the wild animal's roaming hither and thither in the jungle tracts, the pupil as well as the inspecting officers have to face tremendous difficulty and risk to cross the tracts surrounded by dense forests.

According to the 4th All India Survey (1978) (Karbi Anglong) the distribution of schools for inspection according to distances is as follows:
### Table 2

Schools according to the distance from the office of immediate, inspecting officer (for primary schools)

<table>
<thead>
<tr>
<th>Area</th>
<th>Distance</th>
<th>No. of Schools in Plain area</th>
<th>No. of Schools in hill area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Schools</td>
<td>Distance</td>
</tr>
<tr>
<td>RURAL</td>
<td>Upto ( \frac{1}{2} ) K.M.</td>
<td>54</td>
<td>Upto ( \frac{1}{2} ) K.M.</td>
</tr>
<tr>
<td></td>
<td>5 to 8 K.M.</td>
<td>74</td>
<td>5 to 8 K.M.</td>
</tr>
<tr>
<td></td>
<td>9 to 12 K.M.</td>
<td>78</td>
<td>9 to 12 K.M.</td>
</tr>
<tr>
<td></td>
<td>More than 12 K.M.</td>
<td>216</td>
<td>More than 12 K.M.</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>421</td>
<td>315</td>
</tr>
<tr>
<td>URBAN</td>
<td>Upto ( \frac{1}{2} ) K.M.</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 to 8 K.M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9 to 12 K.M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>More than 12 K.M.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Investigation and survey were made of 250 Primary schools of the different places of Karbi Anglong district which shows an average annual inspection of only one. In the proper sense of the term such visits are at best "Inspection" and not "Supervision". It is perfunctory or hasty and superficial in nature. The schools entrusted to an inspector are too large in number and the range also is too wide to enable them to

6. Secretary, Primary Education Board, District Council, Diphu
execute their duties effectively. In their visits there is hardly any comment or suggestion from the inspector to increase the enrolment, measures for retention of pupils in schools, measures to check dropouts, involvement of local community in schools, improvement programmes or any direction for follow up steps etc.

Much attention should be paid to make the inspections effective and appointment of more Assistant Sub-Inspectors of Schools are also necessary. The report of the "Role of Inspectors in improving Education" describes that according to Kothari Commission every school should have two types of inspections (a) Annual, and (2) Triennial and different forms should be used for the purpose. The annual inspection should be more or less a departmental affair and will be carried out by the officers of the District School Board for the Primary schools. In order to improve the quality of the inspecting officers inservice training should be provided for all supervisory and administrative officers.

PHYSICAL FACILITIES

Physical facilities solely depend upon the existing circumstances and environment of the institution where it is situated. It differs from school to school considering the

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material circumstances, like space and accommodation in school building, number of existing teachers and the number of enrolment and students and socio-economic condition of the area.

Almost all the Primary school buildings of Karbi Anglong district except a few are temporary in nature most of them constructed by the local people. From time to time the District Council allocates funds for construction and repair of school buildings as well as supply furniture and other equipments required for the schools.

As far as it is known many school buildings of the district specially in the rural and interior areas are poorly constructed, unsuitable and in a dilapidated condition. These school buildings are nothing more than a combination of low ceiling mud walls, thatched roofs houses or of bricks and reeds with wooden frame, Katcha floor and walls are of temporary nature and some are made of half-gratings without mud or cement plaster. White-washed school buildings are scarcely found in the village and remote areas of the district. Many schools are so wretchedly housed in dark, dingy, ill-situated, ill-ventilated dirty mud houses that teaching work of any kind is well-nigh impossible and the health of the boys is likely to be seriously injured. It is remarkable that majority of the school buildings of the district have big spacious compound without any fencing. These may or may not be used for playing purpose and are lying as a vacant barren land. On surveying,
Teacher taking class within the dilapidated School Building

SIBUMTHIMBA
(Single teacher School)
a notable experience is gathered that most of the schools have only one big room which is partitioned to provide different class rooms.

The economic condition of most of the villagers is such that they have to remain busy in the struggle for their livelihood. Under such circumstances the school can hardly expect any help from them.

The desks, benches, tables and chairs supplied by the District Council are inadequate to accommodate the children admitted and sometimes these are not set well into the ground. In some interior places even in some urban areas schools wherein the absence of desks and benches the pupils use to sit on mats and gunny bags on the Katcha floor. In this regard, the name of Sibumthimba Single-teacher Primary school may be mentioned. Due to lack of accommodation, now-a-days, the Headmaster of Karkok Tangklong Bay Primary School has to restrict the pupil's admission in his school.

Non-existence of teaching aids in large number of schools enhance the pupil's aversion towards education. Even black-board is not found in some schools, but if there is one it is old and mutilated. In the field survey, it was found to be a matter of pity that the Kuthepi Primary School does not possess even a black-board. Almirah and shelves are not available in 95% of the Primary schools of this hilly district. The Map of Assam and India are seen in every school but most
The surprising thing is that no map of their district - Karbi Anglong is seen in any school except in the Rongagara, Kalioni and Tiribasa Primary school with old boundaries. When enquired about the fact the Headmasters of all those schools replied that due to the recent change of the border of the district the new map of Karbi Anglong was yet to be drawn up and hence the District Council could not supply the map of Karbi Anglong district to the schools.

In most of the surveyed schools except Bokajan Bibekananda, Karkok Tangklong Bay and Diphu Town Primary schools, it was found that a piece of iron for bell and a hammer were used for ringing the bell.

Though insufficient, the District Council supplies games and sports materials such as foot-balls, small plastic balls and skipping ropes etc. to the primary schools whereas some schools are deprived of such materials for long periods. The contingency grant of Rs. 3/- to every school is too small to purchase the required chalk, duster and register book.

There is no provision for library nor games materials, nor any other facility to attract the children to schools. A large number of schools have no arrangement for drinking water, urinal or latrine even of a temporary nature. The Public Health Department and the Block Development as well as some local people construct wells and tubewells for drinking purposes in some school compounds.
Illustration of some sample schools are given below to understand a picture of the average physical condition of the primary schools of the district.

(1) Bikakang Government Model Primary School (English medium):

174 K.M. from district Headquarters, Diphu, was established in 1974 on the hill-top of Parkup Pahar adjacent to the Pucca road. Consisting of five rooms this "L" pattern C.I. sheet roofed building with 8'x16' feet floor space which is sufficiently airy, and with a 6 feet verandah has white-washed cement plastered walls. It has a separate staff-cum-office room of 12'x10' feet area and is surrounded by rows of planted trees and a field for playing purposes. As for furniture this school is provided with 6 pairs of tables and chairs, 15 pairs of desks and benches and 2 Almirahs. Regarding teaching aids, the Headmaster reported that the District Council supplies 4 black-boards (1 damaged), 3 maps, 4 globes (2 damaged) and a science kit box and science text books by the UNICEF Science Project. Games and sports materials such as 2 foot-balls, 2 small plastic balls and 4 skipping ropes which are insufficient considering the number of pupils admitted in this school every year. A pucca well for drinking water and pucca latrine and a temporary urinal for the pupil exist in the school campus.
This school has an attached permanent hostel building for the distant pupils, and 4 permanent pucca quarters for teachers and one pucca quarter for the Chowkidar. It is praiseworthy to note that in this hilly and backward district all the 10 model primary Government schools have opportunity to avail such type of facilities.

(2) Howraghat Tiniali Anchalik Primary (Assamese medium):

Single-teacher school of Howraghat C.D. Block located by the side of the National Highway has a temporary thatched house, Kutcha floor with 6 feet verandah with only one spacious big hall type room (50'x10' feet) with Sal posts and bamboo frame. The school building is constructed by the local people with their donation of Rs. 8,000/-. There is only one pair of table and chair and no desk and bench for the pupils (already the enrolment is 67). The pupils use mats, gunny bags etc. to sit on and keep their Khatas and books on some piece of bricks. On enquiry the Headmaster reported that the existing school house is unsuitable, old and broken desks and benches by and by disappeared from the school. He borrowed 4 pieces of desks and benches from the nearby village "Anchalik club". As for teaching aids, this school possesses only one black-board and two maps (Assam and India). Neither games materials nor a library was seen. Though temporary and impoverished type, a urinal and a latrine were constructed. It was said that the Secretary and the President of the school managing committee repeatedly
informed the allied and different problems to the District Council but all were in vain.

(5) Bibekananda Primary School (Bengali medium):

C.I. sheet roofed "L" pattern building consisting of 6 rooms, cement plastered walls with pucca floor space of 2500 sq. ft. along with a 10 feet verandah, this school is situated near the Bokajan Bazar area is well connected by a good P.W.D. road leading to the school. The front-yard of the school is not so spacious for playing purpose. The school has 10 pairs of table and chairs and 125 pieces of desks and benches, out of which 100 pairs and one Almirah were purchased with money from public contribution. Teaching aids are - 6 black-boards (2 donated), 2 maps, 1 globe, 1 brass bell and a science kit box and books as per UNICEF programme. The District Council supplies few articles of games equipments which are quite inadequate for the 403 pupils already enrolled. There is no provision for drinking water, urinal and latrine inside the school campus even of a temporary nature, hence the little students have to face difficulty.

(4) The Mailoo Hindi Primary School (Hindi medium):

Just to get an idea of the existing material condition of teaching in the Hindi medium Primary school, the Mailoo Hindi Primary school was chosen. It is situated on a hill top and
just below it the Miloo weekly market is held on every Tuesday. On that day, in order to give shopping facility to the populace of the vicinity, this school is started at 7 O'clock in the morning and closed at 11 O'clock. The building of the school is the worst among the schools surveyed in the Kheroni circle. Consisting of only one big hall type room which has a roof but no walls with broken doors and windows it exists in a dilapidated condition. The Headmaster reported that when there is rain or storm he has to cancel the classes. The school community has to face utmost difficulty for a long time. As for its construction and repair the District Council turned a deaf ear to the cry for financial as well as material grants (i.e., furniture and equipments) for a long time. The researcher has seen only one pair of desk and bench where in fact 71 pupils are enrolled. As regards teaching aids and games materials - an old and mutilated black-board, two maps (Assam and India), a small plastic ball and a ludo have been found there. The so-called playground without fencing is spacious. Unfortunately there is no arrangement for drinking water, urinal or latrine even of a temporary nature.

Due to the Government's eviction order by the Kheroni Agriculture Farm, Bagarihat Hindi Primary School without having its own school building has to run on a temporary basis in the Bagarihat village "Namghar" (a place of worship of common people).
BIKAKANG MODEL PRIMARY SCHOOL
(PARKUP PAHAR)

Dilapidated Condition of
MAILOO Hindi Primary School.
In the absence of its own building the Langsoliate Primary School also is held in the Sarthe's (village headman) house.

One most interesting fact reported by the village headmen and aged teachers is that schools are shifted with the village due to the Jhum (shifting cultivation) cultivation of the native people, or sometimes these schools are closed or they become useless for the same reason. As for example, Baroisankar Primary School of Parokhowa bordering the Nagaon district was established in 1942 and after some years it was closed due to the shifting of the village for several years and again from the year 1965 the school was restarted.

The details of the above four sample schools more or less represent the general physical condition of primary schools in rural or interior places of the district, specially in the area where the majority is socio-economically backward.

When, with a view to collecting data and statistics, various primary schools were visited it was disappointing to know that no school records was found in the schools except in five schools of Diphu town. It is because of the very deplorable and worst condition of the school building and due to want of an Almirah or box to preserve these. These are kept in the Secretary's or Headmaster's house. Due to the improper and unsuitable communications and though it was very inconvenient on the part of the researcher to collect data and
records yet she was able to execute her work.

According to the 4th Educational Survey (1978) in Karbi Anglong district 512 out of 756 primary schools in the rural area are thatched houses, 178 are Kutcha buildings, 44 are partly pucca buildings and only 2 pucca buildings. In the urban area or Diphu town out of 11, 2 are thatched houses and 9 are partly pucca buildings. 8

Only 629 primary schools in the rural area have few articles of games and sports materials. 9 Almost all the town primary schools though inadequate and little amount have games and sports materials and contingency funds. Only 4 urban primary and 55 rural schools have the provision for temporary urinals and latrine and only 255 village schools have drinking facility. 10

In view of the bad economic condition of the public in general the school cannot be provided with good and attractive school building by them. The District Council and the State Government agencies cannot also come forward with required measures of financial assistance due to dearth of fund. They however with the co-operation of the public may construct many

8. Source - Reports are collected from the 4th All India Educational Survey (Karbi Anglong District, 1978) from the Office of the Inspector of Schools, Diphu
9. Ibid.
10. Ibid.
of the school houses on permanent or semi-permanent basis.
The District Council gives only a small amount of financial
grant for repair and management of the schools. It is in fact
not given annually but sometimes it comes after a long interval
of several years and only Rs. 500/- or Rs. 1000/- for a school.
It is indeed insufficient for repairing and constructing the
school building. Despite this, the District Council supplies
material grants, i.e., desk and benches, teaching aids and
other required materials to the primary schools but it is also
not adequate in any way for the students. The equipment of
some urban schools may be fairly satisfactory, but that of the
few interior and village schools are utterly unsatisfactory.

In the light of the above conditions the following
suggestions may be recommended.

Much attention should be paid by the authority for the
construction of the school building which should be located in
the part of the locality where it is most accessible to the
children it is designed to accommodate. The authority of the
Education Department of the Karbi Anglong district should
always keep vigilant eyes that children are not required to
walk much to attend the school. The site should be large enough
to provide spacious playground. The school building should be
planned and constructed to meet the needs of the education
programme and to safeguard the health, happiness and safety
of children, and it should have good accommodation and well-
equipped with adequate teaching aids and other necessary materials. The ordinary class room should be large enough to accommodate 35 to 40 students. In many primary schools the partition between two rooms is made of canvas or the partition is not placed up to the ceiling. In such cases as far as practicable one room should be used for reading lessons and the other room for writing lessons.

Further encouragement by provincial grants for the erection of healthful but inexpensive buildings should be made. And more varied but simple equipments for the various school activities should be supplied so that the children may be able to help in making some of the equipments from local materials.

The District Council and the Government of Assam should increase their financial grants which should be regular and in addition to it, the District Council should supply adequate number of materials grants such as furniture, teaching aids, games and sports materials etc. to the primary schools of the Karbi Anglong district.

During the last five years the District Council with assistance from Government has spent about Rs. 5,57,900 on primary schools for construction and repair of school building. As regards furniture, equipments, games materials and teaching

aids - various equipments and teaching aids in kinds and cash were supplied to the schools year after year. On that account the expenditure so far incurred since 1970 on Primary schools is Rs. 1,00,500/-.

INCENTIVES

All the primary schools of urban as well as rural area should have incentive schemes. The system should provide different types of incentives to elementary school children are midday meals, free uniform, free text-books, attendance scholarships etc. It is obvious that the economic condition of the people of Karbi Anglong district specially in rural and interior areas stands in the way of supplying the school children with any kind of incentives. So steps have been taken by the District Council to start book Banks, Karbi Text Book Committee etc. A good number of free text-books have been distributed to, say, about 400 schools by this committee. Similarly 30 school co-operatives have been formed to supply regularly the essential commodities at a reasonable price to students. Poor and deserving students particularly attending the primary and middle schools though inadequate are supplied with text-books, library books, schools uniform free of cost.

12. Ibid., p. 7
13. Ibid., p. 8
and to provide incentive in kinds of attendance scholarship to the students who have a regular attendance in schools.

The quantity of materials and the amount of distribution on these items are given below during 1975-76.

(1) Distribution of free text books with effect from 1970 to 1975 - 3999 sets (primary), grant released for free text books for the year 1975-76 - Rs. 14,400/- M.T. and H.E. 14

(2) School uniform with effect from 1970 - 5256 number for primary. Grant released for uniform for the year 1975-76 Rs. 5,00,000 M.T. and H.T. 15

(3) Library books for primary 61 sets. Grant released for book bank for the year 1975-76 Rs. 8,600/- M.T. and H.E. 16

(4) Attendance scholarship for primary Rs. 49,000/-, Rs. 50/- per annum per students. Grant released for attendance for the year 1975-76, Rs. 12,960/- 17

It was however ascertained by some headmasters, secretaries and guardians of different areas that free uniform and text-books supplied by the District Council are not

14. Ibid., p. 7
15. Ibid., p. 7
16. Ibid., p. 7
17. Ibid., p. 7
adequate to meet the total demands of the children. Free textbooks and uniform were not seen in majority of surveyed schools. Yet some schools have only a few pairs of uniforms and textbooks which are specially meant for the poor and Karbi children. Karbi and Bodo medium textbooks are free for the Karbi and Bodo students respectively. It is evident that in 1980-81 only 40 schools have the opportunity to get free uniform though it was not enough for the students admitted. In order to encourage the regular attendance of pupils the District Council sanctions grants for attendance scholarship of Rs. 50/- per month to the deserving student of every school, though originally only the tribals and girls students availed of this scholarship but now the regular students have captured it. Social Welfare Department, C.D. Block, Mahila Samity and other social clubs, off and on distribute midday meal generally the milk, fruits etc. to the school children but some schools do not have the opportunity at all. As such the sooner the authority implements the programme of midday meal the better for the poor and deserving students who suffer from malnutrition.

There is no denying the fact that incentives in the form of midday meal, free textbooks, uniform, papers and stationery, reading materials or cash in the form of attendance scholarships are bound to increase the enrolment, maintain regularity of attendance and raise the retentive power of the schools. It will surely decrease the dropout rate.
To ascertain, whether the students are normal in their health and physical standards, it is necessary to examine all students medically and to follow them up. Although medical inspection has been in existence in many of the schools of Karbi Anglong for a number of years, it is not uniform and the results are not satisfactory as:

(1) It is done in a perfunctory manner.
(2) The defects detected are not remedied as the suggested measures are not carried out.
(3) No follow up measures are taken.
(4) Indifference of parents in the medical inspection programme. The Karbi people prefer their "divination" and primitive indigenous treatment in their illness instead of modern allopathic treatment.

**NUMBER OF SCHOOLS, ENROLMENT POSITION**

During 1978 there were 11 number of primary schools in the urban area in Karbi Anglong District. And the number of primary school in rural areas were as follows:18

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18. Source - Data available from the Primary Education Board, District Council, Karbi Anglong, Diphu
At present (1981) the total number of schools are 951. Of them 5 are Tea garden schools financed and managed by Tea Garden Authority. Karbi Anglong District have now 200 venture schools where 215 teachers are engaged.

**Single Teacher School:**

There are 348 single teacher schools in Karbi Anglong. It sill be clear from circle-wise list of 1978 given below: 19

---

19. Ibid.
<table>
<thead>
<tr>
<th>Name of Circle</th>
<th>No. of schools</th>
<th>No. of single-teacher school</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ouguri circle</td>
<td>75</td>
<td>50</td>
</tr>
<tr>
<td>2. Sucheng &quot;</td>
<td>55</td>
<td>25</td>
</tr>
<tr>
<td>3. Hamren &quot;</td>
<td>45</td>
<td>19</td>
</tr>
<tr>
<td>4. Diphu Sadar II Circle</td>
<td>78</td>
<td>49</td>
</tr>
<tr>
<td>5. Kherani Circle</td>
<td>60</td>
<td>N.A.</td>
</tr>
<tr>
<td>6. Phuloni Circle</td>
<td>72</td>
<td>20</td>
</tr>
<tr>
<td>7. Dalamora Circle</td>
<td>81</td>
<td>59</td>
</tr>
<tr>
<td>8. Howraghat &quot;</td>
<td>61</td>
<td>9</td>
</tr>
<tr>
<td>9. Diphu Sadar I Circle</td>
<td>64</td>
<td>35</td>
</tr>
<tr>
<td>10. Donkamokam Circle</td>
<td>59</td>
<td>18</td>
</tr>
<tr>
<td>11. Barpathar Circle</td>
<td>82</td>
<td>56</td>
</tr>
<tr>
<td>12. Dergaon Circle</td>
<td>40</td>
<td>N.A.</td>
</tr>
</tbody>
</table>

Note: Figures for Kherani and Dergaon Circles are not available in the Studies of Primary Education Board, District Council, Diphu.

It is apparent from the above table that Ouguri circle occupies the highest number (50) of single teacher schools and Howraghat circle has the lowest number, i.e., 9. It may be noted that about 56% of elementary schools are single teacher institutions. The enrolment in these institutions forms only 15% of the total enrolment in primary school. In spite of the popular feeling against the establishment of
these institutions, the number of such school is increasing every year. The reasons for these are not far to seek. Where villages are scattered and small it is not possible to provide many teachers. Single teachers school thus appear to be the answer to the problem of providing education in small villages and hamlets. It has been estimated that Karbi Anglong District need more teachers for implementing the good standard of elementary education. Though at present a large section of Muslim community reside here it is remarkable to note that up till now no Muktah or Madrassah schools are existed in this district.

Enrolment position and trend:

The progress target of enrolment proposed for the different Sixth Five Year Plan for elementary education in the district are indicated in the following table.

20. Source - Secretary, Primary Education Board, Karbi Anglong District Council, Diphu
A study of the above table reveals the number of schools, enrolment of general, Scheduled Caste and Scheduled Tribe students, male female teachers in different plan period. A cognisable study of progress of elementary education in Karbi Anglong District since Independence onward from the point of view of enrolment coverage is a herculean task. The up-to-date enrolment of boys is 31565 and girls 21081. The table given below has shown the age and class-wise enrolment of Scheduled Tribe and Scheduled Caste students in the urban area. 21

Table 5

<table>
<thead>
<tr>
<th>Class</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) Scheduled Tribe, 6 to below 11 years:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>56</td>
<td>48</td>
</tr>
<tr>
<td>II</td>
<td>59</td>
<td>42</td>
</tr>
<tr>
<td>III</td>
<td>36</td>
<td>29</td>
</tr>
<tr>
<td>IV</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>(B) Scheduled Caste, 6 to below 11 years:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>II</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>III</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>IV</td>
<td>10</td>
<td>1</td>
</tr>
</tbody>
</table>

21. Source - Data collected from the Annual Report from the Office of the Elementary Education Board, District Council, Diphu
The another table has shown the age, sex, and class-wise enrolment of the rural areas that is all of the 7 blocks.

### Table 6

<table>
<thead>
<tr>
<th>ass</th>
<th>4 to 6 yrs Boys</th>
<th>4 to 6 yrs Girls</th>
<th>6 to 11 yrs Boys</th>
<th>6 to 11 yrs Girls</th>
<th>11 to 14 yrs Boys</th>
<th>11 to 14 yrs Girls</th>
<th>14 to 15 yrs Boys</th>
<th>14 to 15 yrs Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>571</td>
<td>442</td>
<td>10414</td>
<td>7477</td>
<td>74</td>
<td>35</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>I</td>
<td>10</td>
<td>18</td>
<td>4593</td>
<td>2969</td>
<td>57</td>
<td>55</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>I</td>
<td>8</td>
<td>6</td>
<td>3984</td>
<td>2280</td>
<td>45</td>
<td>39</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>V</td>
<td>2480</td>
<td>1375</td>
<td>221</td>
<td>124</td>
<td>16</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In order to assess the growth in enrolment in the Primary schools of the district it is necessary to examine the trend of enrolment of some sample schools. So the enrolment position of 4 successive years in some sample surveyed village as well as urban schools is shown here.

(1) Padumpukhuri Bodo Medium L.P. School (Bouraghat Block):

Number of students of 4 successive years:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>28</td>
<td>19</td>
<td>32</td>
<td>14</td>
<td>29</td>
<td>25</td>
<td>28</td>
<td>18</td>
</tr>
<tr>
<td>I</td>
<td>15</td>
<td>7</td>
<td>11</td>
<td>7</td>
<td>15</td>
<td>7</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>I</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>10</td>
<td>3</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>V</td>
<td>7</td>
<td>3</td>
<td>11</td>
<td>8</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

22. Ibid.
This Bodo medium L.P. school has 100% Bodo students as it is situated in the Bodo inhabiting area.

(2) Herok Assamese medium L.P. School of Howraghat Block:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>24</td>
<td>13</td>
<td>25</td>
<td>22</td>
<td>12</td>
<td>8</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>II</td>
<td>17</td>
<td>11</td>
<td>26</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>III</td>
<td>15</td>
<td>12</td>
<td>11</td>
<td>16</td>
<td>20</td>
<td>7</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>IV</td>
<td>7</td>
<td>10</td>
<td>9</td>
<td>11</td>
<td>9</td>
<td>15</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

This school has total enrolment of 128, of them 56 are boys and 42 are girls. The community-wise variation is as follows (1981):

<table>
<thead>
<tr>
<th>Community</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karbi</td>
<td>52</td>
</tr>
<tr>
<td>Hindusthani</td>
<td>2</td>
</tr>
<tr>
<td>Nepali</td>
<td>3</td>
</tr>
<tr>
<td>Manipuri</td>
<td>3</td>
</tr>
<tr>
<td>Bengali</td>
<td>4</td>
</tr>
<tr>
<td>Assamese</td>
<td>20</td>
</tr>
<tr>
<td>Christian</td>
<td>20</td>
</tr>
<tr>
<td>Muslim</td>
<td>9</td>
</tr>
<tr>
<td>Bodo</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>128</strong></td>
</tr>
</tbody>
</table>
This Assamese medium Diphu Town Primary School has a total 133 students (boys 52, girls 68). The school consists of various community as follows:

<table>
<thead>
<tr>
<th>Community</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assamese</td>
<td>58</td>
</tr>
<tr>
<td>Karbi</td>
<td>35</td>
</tr>
<tr>
<td>Nepali</td>
<td>8</td>
</tr>
<tr>
<td>Dimasa Kachari?</td>
<td></td>
</tr>
<tr>
<td>Manipuri</td>
<td>5</td>
</tr>
<tr>
<td>Bengali</td>
<td>7</td>
</tr>
<tr>
<td>Christians</td>
<td>15</td>
</tr>
<tr>
<td>Muslim</td>
<td>5</td>
</tr>
<tr>
<td>Garo</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>133</td>
</tr>
</tbody>
</table>
(4) Nagachang Primary School (Single teacher school):

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>5</td>
<td>5</td>
<td>11</td>
<td>12</td>
<td>15</td>
<td>12</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>II</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>III</td>
<td>3</td>
<td>1</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>IV</td>
<td>Nil</td>
<td>1</td>
<td>3</td>
<td>Nil</td>
<td>3</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

This is an isolated Assamese medium Primary school having only 18 number of students in 1981 and community-wise variation is:

- Bengali: 2
- Bihari: 4
- Karbi Christian: 12
- Total: 18

It is observed that the enrolment position of the Single teacher Nagachang Primary School is the lowest. On enquiry it was reported that due to poverty, improper communication and poor physical facilities of the school deteriorate the enrolment position to a very low level. The teacher sometimes have to go to the pupil's house to bring them to the school. Very often only one or two students attend the class. On the other hand, the Diphu Town Primary School has the highest
enrolment of the four primary schools as analysed. In general the enrolment position for girls is lower than boys. But in some cases, for example, the enrolment of girls in the Diphu Town Primary School is higher than boys. This school presents a very peculiar situation showing 68 girls enrolment against 52 boys. During field work the researcher noticed that the enrolment trend of girls is higher than boys in some schools, say, about 15% in the primary schools of Karbi Anglong District.

Besides Scheduled Caste and Scheduled Tribe, Bihari, other Hindusthanis, Nepali, Sikhs, Manipuri, Bengalis, Assamese and Bangladeshis are occupying in the enrolment trend of the primary schools of Karbi Anglong District. The table 7 will give an idea about the number of schools and their class-wise enrolment in all the seven blocks of Karbi Anglong District.
The above table shows the enrolment position of all the blocks, it shows that the highest enrolment is seen at Howraghat Block with number 14297 pupils and the lowest is at Sucheng Block with 1245 pupils.

It may be pointed out that the total enrolment instead of increasing shows a decrease in some of the primary schools, but increases in some schools - these are Bokajan Project Primary School, Dinhu Town Primary, Manja Tiniali Primary and Karkok Tangklon- Bay Primary schools etc. Now in these schools due to lack of accommodation admission has been restricted. The rate of enrolment varies considerably from area to area. In urban centres it is fairly large. But in the remote areas and villages of the district, it is generally low about 5 to 6% of the total population where schools as a whole are very poor. But it is true that, there has been no deliberate effort to increase enrolment. The observed increase in enrolment is the result of natural population growth, and the growth indicates a favourable environment for education. It appears that now the Karbi society is increasingly education-conscious of the children, but their socio-economic backwardness retards the progress. A rapid advance is possible only if compulsion Law can be introduced in the district of Karbi Anglong.

It is difficult to comment on the apparently slow growth in enrolment. The reports of the teachers and other public are contradictory. It may be the result of natural
population growth and may indicate lack of commensurate growth in public consciousness for education or may be the children population get distributed in the neighbouring schools. In fact it would be unwise to interpret without detailed investigation in this respect nor would it be correct to do so on the trend-study of a few schools.

The trend of Girl's enrolment:

In comparison with the progress of education for boys, the girls education in Karbi Anglong district is much retarded. According to 1971 Census the literacy among females in this district is only 10.29% whereas of the boys it is 26.93%. The percentage of female literates in the age-group of 5-9 years is 11.25% and in the age group of 10-14 years is 20.32%. The percentage of female literacy in Karbi Anglong will definitely be less than the Census figure as stated. The percentage of school going girls in the age group of 6-11 is 20.29% against 26.95% for boys is a poor figure. In respect of female education the hill states like Nagaland, Mizoram and Meghalaya are much more advanced in literacy position than the Karbi Anglong district.

25. Census of India 1971 (Assam, Part I), Table No. VI.14, p. 87
According to 1971 Census report the enrolment of girl students in all the primary schools of the district is 10,464. Of them:

<table>
<thead>
<tr>
<th>Category</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karbi girls student</td>
<td>4,905</td>
</tr>
<tr>
<td>Scheduled Tribe</td>
<td>1,158</td>
</tr>
<tr>
<td>Scheduled Caste</td>
<td>293</td>
</tr>
<tr>
<td>Others</td>
<td>4,108</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10,464</strong></td>
</tr>
</tbody>
</table>

In all fairness, though the girls' enrolment is quite small, but gradually during the 4th, 5th and 6th Five Year Plan periods the girls' enrolment in the primary school increases as such:

<table>
<thead>
<tr>
<th>Five Year Plan</th>
<th>General</th>
<th>S.C.</th>
<th>S.T.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Plan 1967-71</td>
<td>8,864</td>
<td>355</td>
<td>6,521</td>
</tr>
<tr>
<td>5th Plan 1974-78</td>
<td>12,856</td>
<td>795</td>
<td>8,750</td>
</tr>
<tr>
<td>6th Plan 1978-83</td>
<td>15,596</td>
<td>815</td>
<td>10,296</td>
</tr>
</tbody>
</table>


27. Source - Head Assistant, Primary Education Board, Karbi Anglong District Council, Diphu
During the 6th Five Year Plan period (1978-83) it was proposed to improve the percentage of school going girls in the primary stage level. It is revealed that there is the praiseworthy rise of the increase in the female education than before. But in comparison with other states the Karbi Anglong District is backward in female education. There are 59 high schools in this district and only one of them is independent girls' high school. There is no provision for separate independent girls' E.E. or Primary school in the district. According to the report of 1968, only 50% of the girls in the age-group of 6-11 years used to go to school. In fact, according to the report of 1973-74 the trend of the school going (age group 6-11 years) girls rises to 60%. The district has only one government college where in 1965 only 5 and in 1977 only 57 girl students were attending. Now the girls' enrolment is fairly satisfactory in comparison with the initial stage. Although this is a rapid gain with reference to the starting point yet at the same rate it will take many years to include 50% female population in the elementary stage of education.

According to the last census report the district had 72,697 educated persons of whom only 18,213 were females.

28. Annual Reports on Education Nikir Hills (1973-74) collected from the Elementary Education Board, District Council, Diphu, Karbi Anglong
29. Census of India 1971 (Part I A), Table No. VI.9, p. 84
This shows that female literacy rate is not encouraging.

The girls education of Karbi Anglong district has to face many peculiar difficulties such as indifference of parents to the education of their daughters, distrust in western system of girls education, financial pressure on the middle classes, poverty, lack of suitable curriculum for girls, absence of women teachers and girls school, social evils, superstitions and wastage and allied problems. As compared to the boys the rate of wastage is more in the field of woman education. Education of girls poses another problem in this district largely due to social and religious reasons like, early marriage, unwillingness of the parents to spend much money on the schooling their daughters who are soon to leave home. As has been pointed out earlier, girls are more needed for domestic work at homes. Mothers usually need daughters to help her in work. This is proving to be a great obstacle in the expansion of woman education in the Karbi Anglong district. This may not invariably be rooted in economic needs. In most of the rural society the idea still prevails that education of girls is less important. Marriage is the ultimate aim for which a girl is reared and parents in rural societies usually give more importance to train their daughters to be a good housewife in future. Lack of social awareness very often hampers the girl's education.

Educated women make the family and society cultured. So the utmost expansion of woman education is necessary for the
achievement of all-sided development of this backward country. A century ago, girls' education had open enemies in Karbi Anglong, but it is now a sine-qua-non of the district's social and national development.

For the progress of woman education also much attention now has been paid by the authorities by giving necessary incentives like, supply of free uniforms, text-books, attendance scholarships etc. Due to lack of certain facilities and poor attendance of girl students independent girls' primary school become impossible for the time being and also uneconomic in the rural areas.

Though some progress has so far been achieved, the wide gap between enrolment of the boys and girls which exists should be reduced as early as possible by a sustained effort. In order to eradicate the problems there is need for extending further facilities to women so that the desired expansion is possible.

To facilitate training of woman teachers and their working in rural areas, proper accommodation and hostels should be provided. Encouragement should be given to take up the teaching profession by giving good salary, liberal grants of stipends etc.

Identification of children:

In absence of a regular system of taking census of children of the school going age, it is hard row to hoe to ascertain with reasonable reliability the number of non-enrolled
children in the villages of Karbi Anglong district. In the surveyed villages the local "Sarthe" (village headmen) and other prominent men of the villages as well as the headmasters could give us the estimated population with good percentage of accuracy. The feeding population as supplied by the concerned headmasters appeared to be more reasonable compared to the data of Educational Survey for the fact that the teachers could eliminate those populations of the particular village drawn by the neighbouring schools.

During the visit in Howraghat Block it was found that there the enrolment position of the students was better than all other blocks. It may be estimated that about only 20 to 25% non-enrolled population of both sexes are in this block, whereas about 51 to 52% non-enrolled children population (both sexes) is seen in the Sucheng Block. The teachers of these schools should discuss amongst themselves and could ascertain the actual number of households which fed the schools. They even could enumerate the families from other villages or habitations who sent their children to the surveyed schools.

**Attendance:**

It is observed that almost all the urban schools maintain good records of attendance in the schools both class-wise as well as the total average for the school as a whole. It is the fact that the teachers are to submit record of
average attendance of their schools every month along with the pay bills. The researcher found instances in interior and village areas where the parents are rich enough but do not care to send their children to schools. But in urban areas the wind is changing to the education-conscious so the children use to go to schools regularly. On enquiry it was known that there is no system of taking any step by schools to improve attendance and no official direction in this regard is also seen. Some dynamic and influential teachers, enquire local parents about the absence of their children and encourage them to send their children to school regularly. In real practice the percentage of students attending schools is satisfactory during the slack season of agriculture and it gradually reduces in the cultivation period. Ignorance and other socio-economic reasons are primarily responsible for such irregular attendance. Sources said that in most of the schools, names of irregular pupils were not usually struck off from the enrolment Registers. There are however rumours of fake enrolment as well, which could neither be ascertained nor defended. It may be noted here that the strength of teachers in a school is counted on the basis of enrolment strength. No where could the researcher discover the existence of any system of taking steps by school authority to improve attendance. The following table indicates the average attendance of eight surveyed schools for the months of May, June, September and October in 1981. During the month of July and August the
classes were closed due to Summer vacation and teachers' strike respectively.

Table 9
Showing the monthly average attendance of 8 sample schools of the district Class I to IV

<table>
<thead>
<tr>
<th>Name of the schools</th>
<th>May '81</th>
<th>June '81</th>
<th>Sep '81</th>
<th>Oct '81</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dayangmukh Primary school</td>
<td>75</td>
<td>74</td>
<td>80</td>
<td>75</td>
</tr>
<tr>
<td>2. Tilabasti Primary school</td>
<td>40</td>
<td>45</td>
<td>42</td>
<td>40</td>
</tr>
<tr>
<td>3. Deramokam Primary school</td>
<td>22</td>
<td>21</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>4. Kheronighat Primary school</td>
<td>51</td>
<td>51</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>5. Guhagaon Primary school</td>
<td>80</td>
<td>77</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>6. Kauri Pahar Primary school</td>
<td>90</td>
<td>91</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>7. Nagachang Primary school</td>
<td>11</td>
<td>5</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>8. Diphu Town Primary school</td>
<td>104</td>
<td>99</td>
<td>105</td>
<td>104</td>
</tr>
</tbody>
</table>

As the table indicates, except Nagachang and Deramokam Primary school (single teacher school) at Deramokam, the average attendance cannot be said to be frustrating. The average attendance generally improves in higher grades. On enquiry it was found that the economic condition of the people of Nagachang and Deramokam village is really very poor and this appears to have relation to the low average attendance. The female teacher of Nagachang L.P. School (single teacher school) reported that due to bad communication and poverty when they have nothing to
NAGACHANG SINGLE TEACHER PRIMARY SCHOOL.

DERAMOKAM PRIMARY SCHOOL
ENROLMENT TREND OF
KHERONIHAT PRIMARY SCHOOL (Hindi)
eat at home the pupil instead of going to school have to search for their eatables such as potato and jungle yarm etc. Average attendance in Kauripahar Primary school in Howraghat Block is better than that of the Guhagaon and Kheronighat Primary school. In this way Dayangmukh is better than Tilabasti school. The Diphu Town Primary school has shown a satisfactory average attendance in comparison with other seven sample schools.

Gathering informations from various sources such as interviews, questionnaires and personal experiences of the surveyed areas, it becomes easy to know some causes of irregular attendance of the children which are presented here for giving some guidelines of the subject.

(1) Poverty does not permit the child to continue with study especially if he can earn some money staying out of school.

(2) Academic failures and stagnations lead to the early withdrawal of the child from school and such withdrawal is much higher in the poverty stricken area of the district.

(3) Excessive involvement of the child in household work does not permit it to attend school regularly and lead to its total withdrawal from school in some cases.

(4) A special reason is also given for the Karbi girls not attending school. Educating girls is not considered "proper" by many households of the interior places.
(5) The same field study reveals another interesting point regarding the influence of the caste system in the town area schools. Generally the Horizon children of the town are irregular in their attendance.

(6) The level of economic activity in the rural areas of Karbi Anglong district shows marked seasonal fluctuations. In the seasonal time for certain kinds of light agricultural activity child labour may be a close enough substitute for adult labour and so he would be withdrawn from the school during these Peak seasons of agriculture.

(7) Improper and bad communication also hinders the child's attendance at schools.

(8) It was found that in the interior places actually most of the tribal people think education to be a non-productive pursuit and hence they are not interested.

(9) Illiteracy of parents and members of the family is a great obstacle in regular attendance of the children.

(10) Unattractive school environment is a major cause of irregular attendance of the children.

(11) Lack of school equipments, furniture and games materials is also responsible for the irregular attendance of the students.
(12) Local festival such as Rongker, Chamangkan, marriages, social feasts or some other religious or social functions prevent children from attending school.

Thus the above factors not only affects school attendance in general, but it probably has a much worst impact in particular, on the education of the children in the primary stage.

The findings of this study have been based totally on field survey data. Lack of virtually any reliable statistics on a more aggregate level on a class-wise and month to month basis made it impossible to examine the questions on a wider scale. In a superficial study it is seen that 4% of children population are not interested in going to school, 75% are irregular due to financial difficulty and work as helping hands in domestic work and 21% of pupils do not attend school due to lack of educational facility and for other inconveniences.

It would be useful if everybody has a strong feeling, that the authorities connected with elementary education must go into these questions as these are the most outstanding problems connected with the successful functioning of primary education of the district.

In fact regularity of attendance depends upon many factors. So to raise the rate of attendance of the students the District Council has given grant as an attendance
scholarship of Rs. 30/- per student who regularly attends the class. In addition to this, there are different types of incentives such as midday meals, free text-books, free uniform, paper and pencils to increase the regular attendance of the pupils.

Curriculum:

The Kothari Commission has suggested certain broad guidelines to reorganise the elementary curriculum. According to the Education Commission at the primary stage covering the Classes I to IV and the age group 6-11 the curriculum should be planned in such a way that the child learns to read, write and compute. The instruction he receives at schools should stimulate him to observe and learn from his environment. The child should participate in such activities that will help him to develop his constructive and creative skill. The primary curriculum should help the child to develop a sound foundation in his mother tongue. The Commission is of opinion that no other language should be taught during the first four years in schools. The course of study during this period should be gradually expanded and developed as the child grows and matures.30

The curriculum of primary schools should be liberal and scientific in accordance with the circumstances and environment. Due attention should be paid to the fact that it should be of practical value to the students in later life. Primary schools should serve as a centre of rural uplift and the students should be trained in all aspects of community development programmes, so that they may take part in medical relief, adult education, mass literacy, sanitation, recreation and such other useful programmes.

The traditional elementary curriculum was based on 3R's, reading, writing and arithmetic. But the notion of 3R's have been replaced by the present day curriculum framers by 7R's - Reading, Writing, Arithmetic, Recreation, Rights, Responsibilities and Relationship.

The quality of education imparted in the primary schools of Assam has not been changed to a great extent. The type already existed 50 years ago has been still made available to most of the children. New subjects have been introduced to suit the needs of the growing generation. But the whole business of education has been carried on in the interior areas of Karbi Anglong district in such a manner that it fails to leave its impact on the minds of the boys and girls. As a result of this, there are more wastage and stagnation than much significant improvement and development in the sphere of primary education in the district.
The Education Commission suggested the following curriculum for the lower primary stage covering the age group 6-9 and classes I-IV.

(a) One language, (b) Mathematics, (c) Study of the Environment, (d) Creative Activities, (e) Work Experience, and (f) Health Education.

The Kothari Commission has suggested that the first two classes of the primary schools should be graded as a single unit and whenever possible, this arrangement should be extended to cover classes III and IV. The proposed curriculum is designed to reduce the load of formal subjects and emphasize only on the development of language and elementary mathematics. The study of environment will be largely informal, its purpose will be to stimulate the child to learn by observing his surroundings, and talk in the class about what he observes.

"In class III environmental studies will gradually lead to social studies and science which may now be treated as regular subjects, but in a very elementary manner. While activity method will permeate all teaching, special activities in the form of music, art work, dramatics and hand work should be organised for creative self-expression. Health education will stress the formation of good health habits. Work experience will consist largely of hand work and social service will involve simple activities like cleaning the class room,"
decorating the school etc."^1

An important aspect of education at this stage, viz., reading and understanding was also highlighted by the Commission. Inadequate guidance to enable a child to read and understand may cause him an irreparable setback. The Commission has stressed the importance of research in the evaluation of tests of reading readiness or competence and proper methods of reading. It has also outlined the importance of reading to young children with phonetic scripts.

In the primary schools of Karbi Anglong district, the curriculum consists of the following subjects - Mother tongue, General Mathematics, General Science, Environmental Studies, Geography, History, Social Studies, Moral Science, Lessons on General Knowledge and Health and hygienic habits, Physical Education, Co-curricular activities etc.

A book list for the session of 1981 of the Karbi medium Primary school is given below:^2

Class I: Kuhipath, Part I (Assamese)
         Patigonit, Part I (Assamese)
         Lamarjong, Part I (in Karbi)

---


32. Source - Secretary, Primary Education Board, Karbi Anglong District Council, Diphu
Class II: Dampijuk, Part II (in Karbi)
Kimlakha, Part I (in Karbi)
Sahaj Chitrankan (Assamese)
Kuhipath, Part II (Assamese)
Lamarjong, Part II (Karbi)

Class III: Lammet Pangrum, Part I (Karbi)
Kimlakha, Part IV (Karbi)
Sonthan Pachini, Part I (Karbi)
Lamkurul Lamchan (Karbi)
Pirthe Alam (Karbi)
Prathamic Chitrankan, Part III (Assamese)
Kuhipath, Part (Assamese)

Class IV: Lammet Pangrum, Part II (Karbi)
Sonthan Pachini, Part II (Karbi)
Lamkurul Lamchan (Karbi)
Kimlakha, Part IV (Karbi)
Bhugul Parichoya (Assamese)
Prathamic Chitrankan, Part IV (Assamese)
Kuhipath, Part (Assamese)

The curriculum for both boys and girls in the elementary schools are the same except in the field of work experience. Girls do needle work whereas boys do bamboo work. Due to inadequate supply of materials all schools do not follow the same curriculum in work experience. Though no clear
distinction is laid down between the curricula for rural and urban schools, actually fewer subjects are taught in the villages than in the towns. Another grave trouble with the present curricula is their rigidity, logical organization into watertight subjects.

Though a stress has been laid from the beginning on learning the mother tongue or the regional language in the schools, the teachers in the interior areas, owing to their inadequate knowledge, fail to develop a skill in the use of the mother tongue among the students. The researcher is of the opinion that reorientation and refresher courses should be organised by the District Council and also by the Education Department from time to time for the teachers, specially of the interior areas, to enable them to acquire a fresh knowledge and skill in developing a mastery of the mother tongue.

Co-curricular activities:

Real education consists in the training of the whole personality of the child - his body, mind, emotions and aptitudes so that he may acquire easy mastery over his powers and capacities and take part effectively in varied pursuits of practical life. With the growth of the scholastic and psychological tendencies in education, these activities received recognition and have become acknowledged parts of the
curriculum of a school.

The subject matters taught in the classroom situations and formal instruction given are known as curriculum while any other recreational and social activities are known as extra curricular activities. Thus a balance should be maintained between curricular and extra curricular or out of school activities.

There is lack of proper and adequate provisions for conducting of the different extra curricular activities in primary schools of Karbi Anglong district. In the Karbi Anglong district extra curricular activities are introduced in the curriculum of schools in a light way, such works are carried out in the care of social service, gardening, "safai" etc. It is needless to say that the teacher should take initiative to help the child to explore and learn by giving different extra curricular activities as far as possible. In order to infuse the play spirit in the young children every school should try to introduce as many such extra curricular activities as possible. Without disturbing the regular routine of the school these activities should be carried on outside the school time table.

Teaching Method:

Apart from the methods initiated by individual teachers (which is very few) the general method of teaching
taken up by other teachers of other sister districts are as similar. The method of teaching generally depends upon the guidelines shown in the curriculum and the syllabus of State Department of Education. Generally the Herbert method is used in all most all the primary schools of the district but some of the schools follow Basic method. The trained teachers apply their own methods and the methods that they have learnt from the demonstration classes of the teachers gathering held monthly. No other kinds of training or seminar have been arranged by the Department during the years. Both Primary and Basic schools are functioning side by side like other districts.

The standard method of teaching village children of Karbi Anglong is to secure the monotonous repetition of obscure subject matter until it is memorised. The children are trained to say multiplication tables several times till they learn by heart the whole primer. The teacher has accepted most of his ideas on the basis of authority, and expects his pupils to do likewise, without giving them satisfying explanations or illustrations. He is more interested in following the syllabus than in developing the pupils. Even the trained village teachers in the absence of adequate supervision frequently slip back into poorer methods.

Reading and writing are taught by the alphabet method without sufficient motive on the part of the pupils. The non-literary subjects are taught even worse than those involving
facility with letters. The practice is common of trying to make all children do the same work at exactly the same rate of speed.

Methods of intellectual training follow a simple pattern of demonstration and memorization. The teacher demonstrates how to read, write and draw pictures. There is memorization and recitation of songs, poems and stories. A great percentage of the students cannot afford to own a textbook and memorization for the particular instance is imperative. The classes begins with direct teaching, then demonstration with objects, memorization as of multiplication of tables, experimentation as the pupils work out their sums, until they find the answer. Physical training is limited to the study of simple hygiene on cleanliness and some drills and games. All the schools are co-educational.

**Time table:**

Time tables are not same but similar for all schools. In Karbi Anglong district, time tables are made by different teachers differently on the basis of local circulars considering the number of existing teachers in the schools. In Karbi Anglong district before independence the school terms vacations were often poorly adopted to meet the needs of children of agricultural labourers. Schools were frequently closed not at a time when the pupils would find it hardest to
attend them, but in a month when there was least work to do. In full time schools the number of hours in the school day is supposed to be four or five.

Part-time schools have only been successful in isolated places, specially which are venture in nature. Such schools may be held in the early morning, allow teachers and children to continue in school who are at the same time earning money or engaged in cultivation.

Generally the schools start working at 10 A.M. in the morning and run till 3 P.M. And there is the provision for 30 minutes recreation period at 12-30 to 1 P.M.

All the primary schools of Karbi Anglong district being situated in rural areas are treated as village or rural schools except the 11 schools situated in the urban area. The number of days a year that a village school is in session is a highly variable quantity. The school keeps in session for nine, ten or eleven months, punctuated by an enormous number of isolated holidays. The State Government recognises many Hindu, Muslim, Sikh, Jain and Christian holidays. Moreover, the village teacher leaves for a day or more when he wishes to go to town on a law suit or his other private business. During field visits, in many schools the researcher had such experience that the village teacher left the school for the day owing to his own personal business. Or when the rural teachers from distance places have to go for withdrawing their
pay from the District Council office, Diphu the classes are cancelled automatically. This type of absences of teachers affect mostly the single teacher schools because due to the absence of the single teacher the classes remain suspended for the day. The female teacher of the Nagachang single teacher school reported to the researcher that she had to dismiss the classes for two days when she had to go for withdrawing payment from headquarter, i.e., Primary Education Office, Diphu, District Council, as her habitation and school is situated in an isolated and interior place of Karbi Anglong district. The number of weeks in session of village schools in various parts of Karbi Anglong ranged between 30 to 50 with the median at forty four (44). This a high figure inasmuch as the school is held from four to six days, but many of these weeks are undoubtedly much broken up.

Karbi Anglong district has weekly markets on different days at different places, viz., some have on Monday, some on Tuesday etc. The Karbi people fix the day of weekly market and avail of this opportunity according to the needs of the locality. On the day of the weekly market the school of that locality starts at 7 A.M. and ends at 11 A.M. to give opportunity to the teachers and students for selling and purchasing necessary commodities. In addition to it, even the local festivals such as on the very day of Rongker, Chamangkan and Cha'jun puza ceremonies, the schools of the locality are closed as the local holidays.
Medium of Instruction:

Due to the demands for the recognition of tribal languages as medium of instruction at various levels of education in the North Eastern region of India, a number of tribal languages have already been put to active academic use. Karbi, Hmar, Bodo, Meitie are in the list of recognised languages through which education at the primary level may be imparted.

Though this district is predominantly inhabited by Karbis, Scheduled tribe, Scheduled caste yet, Biharis, Nepalis, Bengalis and Assamese population are also of considerable strength. There are a number of bi-lingual primary schools even with limited tribal pupils only, which are functioning in some parts of the district to facilitate them for their uplift.

Karbi Anglong is a multi-media district. Different people with their different dialects live in this district. So it is natural to have different medium of instructions according to their choice and need in the elementary schools. Places where 60 to 80% pupils of a particular community are admitted in the school should have their own mother tongue as a medium of instruction. So places mostly inhabited by Karbis have Karbi medium school. In this way Bodo, Hindusthani, Bengali and Assamese medium is used as the medium of instruction in localities inhabited by people who speak in such languages. Most of the Christian community prefer English as their medium
of instruction. The researcher found many bilingual schools in different parts of the district.

A clear picture of medium of instruction in the primary schools of Karbi Anglong district in the year 1973-74 is represented here.³³

Table 10

<table>
<thead>
<tr>
<th>Type of institution</th>
<th>No. of institution</th>
<th>Enrolment</th>
<th>No. of Teacher</th>
<th>Medium of instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Basic School</td>
<td>33</td>
<td>2843</td>
<td>97</td>
<td>Assamese</td>
</tr>
<tr>
<td>Khrymi, Umpanai, Umswai, tsari, Muthadey, Birsingki</td>
<td>6</td>
<td>370</td>
<td>9</td>
<td>English</td>
</tr>
<tr>
<td>Primary</td>
<td>615</td>
<td>29879</td>
<td>1133</td>
<td>Assamese</td>
</tr>
<tr>
<td>Napani (Diphu), Rongkut I, ngkut II, Samaguri, Chitalmari, tar Borbil, Mohini, Saradananda, napani (Bokajan), Matrimangal</td>
<td>11</td>
<td>1486</td>
<td>31</td>
<td>Bengali</td>
</tr>
<tr>
<td>Kajan, Bokalis (Janata), phu Hindi, Mailur, Maslading, hoibil, Bogorihat, Horizon ndi, Adarsha Hindi (Silputa)</td>
<td>9</td>
<td>618</td>
<td>14</td>
<td>Hindi</td>
</tr>
</tbody>
</table>

This table reveals the non-application of Karbi and Bodo medium until 1973-74 in the schools.

³³ Source - Secretary, Primary Education Board, District Council, Diphu
And the following table illustrates the number of schools with different medium of instructions of Karbi Anglong district during the year 1980-1981.\(^3\)

<table>
<thead>
<tr>
<th>Medium</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assamese Medium</td>
<td>607</td>
</tr>
<tr>
<td>Karbi Medium</td>
<td>288</td>
</tr>
<tr>
<td>Bodo Medium</td>
<td>27</td>
</tr>
<tr>
<td>English Medium</td>
<td>11</td>
</tr>
<tr>
<td>Hindi Medium</td>
<td>9</td>
</tr>
<tr>
<td>Bengali Medium</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>951</strong></td>
</tr>
</tbody>
</table>

It is seen from the above chart that all the eleven English schools existing in the area which is inhabited by Khasi and Christian people. Nine schools of Bengali medium are situated in the Bengali majority area and in this way the Nepali and Bihari inhabited area also have nine Hindi medium and there are six hundred and seven Assamese medium primary schools in the district. It was only during 1974-75 that Karbi medium was introduced in schools where the majority of Karbi students were admitted. In such schools Karbi text-books are given to the Karbi students free of cost. In 1976-77 Bodo language also has been introduced in the elementary schools where majority of Bodo children are enrolled.\(^3\)

\(^3\) Ibid.

\(^3\) The Census of India (Assam) 1971, p. 140
In regard to medium of Assamese, Karbi and Bodo occupy the first, second and third position respectively in Karbi Anglong district. It is evident from the observation that most of the students who have to learn their lessons through a foreign language find themselves as a square peg in a round hole. As for example in Assamese medium schools, the Karbi, Bodo and other pupils are averse to learning as the Assamese language is not their mother tongue. Although they understand a little, they are unable to read and write Assamese. The Headmasters of such schools reported to the researcher that in that case, the teachers impart lessons in both the languages. Therefore, bilingual schools exist in some parts of the district, such as schools using Assamese-Karbi, Assamese-Bodo, English-Karbi etc. A large section of the guardians and teachers open their minds on the point that due to lack of Karbi medium in middle and high schools they prefer to introduce Assamese and English medium along with the Karbi, because they feel that only Karbi medium cannot meet the needs and demands of higher education as well as meet the world of different literacies. It is learnt from the District Council authority that a small number of Assamese medium primary schools situated in the midst of Bodo community also may be replaced by purely Bodo medium primary schools if they (the Bodo students) want it so. Swargathi Bodo medium primary school have 96 students. Of them 40 are Bodo students, 20 of Scheduled Caste Assamese students and the remaining numbers are of other
community. In 1981 Bodo medium was introduced in this school from class I with Bodo teacher. In an interview with some Bodo students of this Bodo medium school it was learnt that since Bodo is their mother tongue they are able to learn and understand everything but because of the Devnagari (Hindi) script they have to face difficulty in reading and writing the words and letters. Of course, numbers are written in Roman scripts or letters. Whenever it may be, it is admitted that the Bodo students after steering clear of difficulties in this regard are interested in learning their own language as the medium of instruction. Free text-books of Bodo medium are supplied by the Text Book Corporation to all the Bodo medium primary schools. It stands to reason that, the authority makes the best of its opportunity to train the teachers in Bodo language. It goes without saying that a reasonable number of English medium primary schools should be set-up in different parts of Karbi Anglong district to meet the demands of the people specially where the people are converted to Christianity. Field study of some villages makes it evident that most of the Nepalis, Kacharis and Karbis also now prefer English medium schools instead of Assamese medium schools. It was apparent from the interview that 30% of Nepalis are of the opinion of establishing English medium school and 70% Nepalis prefer Hindi medium school. In some schools except English medium, the enrolment is gradually going at a discount. When enquired about the cause, the headmasters reported to the researcher that the
establishment of English medium schools in the nearby village is the main cause of decreasing the enrolment of these schools, because a large number of students left their school in order to get admitted into the English medium schools. Here the name of Merok Primary Assamese medium school may be cited, where, in 1970, there were about 200 students, but due to establishment of a new English medium school in the vicinity in 1981 it has only 95 students on its enrolment at present. In this way many schools have lost their enrolments. Binapani Bengali Primary school of Diphu town and Bibekananda Bengali Primary of Bokajan Bazar area are famous for their enrolment where almost all are Bengali students.

It is an important fact that, B.K.B. English medium Government model primary school of Parkup Pahar has 90% of Karbi students. Though their medium of instruction is English they are not well-acquainted with it and hence teachers have to impart lessons in both languages - Assamese and English but not in Karbi.

It is noteworthy to say that as usual, almost all the Karbis and Bodos of Karbi Anglong district know Assamese language, so it is easy for them to impart and learn lessons through different languages. During her field survey in some interior villages specially in the Hamren Sub-division the researcher had to face difficulty in collecting data due to unawareness of their language. The teachers, Sarthes and
guardians also could not understand and speak Assamese. So in these areas she was able to collect data and interview with the help of some interpreters.

It may be acknowledged that though the Karbi, Bodo or Kachari people of this district are born and brought up in their own culture and tradition, yet they are enriched and influenced by the Assamese culture and tradition. They now have Karbi and Bodo medium in their primary schools and formerly they used Assamese script. But at present, since 1980 they have begun to use Roman script. In an interview, some students told that Assamese script is easy for them but in order to keep up and better their own languages they have to accept the Roman script.

Teaching of tribal language is a great necessity. However these languages are still underdeveloped and there is no such single institution devoted exclusively to the study of these languages which is patronized by the Government. There is dearth of teaching and reading materials and teachers. The Government departments and respective Education Boards should take up the matter of preparation and publication of text-books etc. in tribal languages and also the training of teachers for these languages.

Now many seminars, conferences, discussions etc. are held from time to time to discuss the tribal language and give some valuable suggestions in order to enhance and keep it in
existence. It is a notable fact that, a number of tribal languages as medium of instruction at primary level of education in the North Eastern region of India have already been put to active academic use.

The Kothari Commission also recommended the use of tribal language as medium of instruction for the first two years of primary education. From the third year of primary education upwards, respective regional languages should replace the tribal language as medium of instruction. This is indeed a very practical suggestion for it takes into account the inadequacy of tribal language for academic purposes.

On the basis of such recommendations and suggestions we can strongly recommend that the Karbi students should have their tribal language - Karbi as the medium of instruction in their primary schools.

**Training of Teachers:**

An elementary school teacher plays an important role in building a child's personality and character and the elementary school teacher has a tremendous responsibility to promote and shape the child's life and make elementary education interesting and effective.

At the initial stage, there was no training facility for teachers in Karbi Anglong district. The authority also
did not think about it. It goes without saying that usually the non-trained teachers discharge their duties of imparting instruction to the students in their own traditional way. Due to lack of Basic training centre in the district, every year the primary teachers have to undergo training in Chabua, Samaguri, Mirza, Raha, Titabar and Dergaon Basic training centre etc. of the State. Even there is no provision for regular programme of short term inservice course to refresh the teachers from time to time. As a matter of fact, the teachers of the district are deputed for one year to undergo long-term Basic training course in any of the Basic training centres in the State.

It is an accepted fact that for the successful implementation of the primary education, teachers must have a good training. Every great achievement of man requires skill and ability, which are possible to acquire only through training and experience.

According to the Census report of 1971 the number of trained and untrained teachers of both the sexes are represented below.36

36. Sarmah, Sri Dilip, Pragatir Pathat Karbi Anglong, p. 42
Table 11

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matric with Basic training pass</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Matric pass, untrained</td>
<td>211</td>
<td>30</td>
<td>241</td>
</tr>
<tr>
<td>Matric with other training</td>
<td>26</td>
<td>9</td>
<td>35</td>
</tr>
<tr>
<td>Under Matric Non-trained</td>
<td>532</td>
<td>105</td>
<td>637</td>
</tr>
<tr>
<td>Total</td>
<td>774</td>
<td>145</td>
<td>919</td>
</tr>
</tbody>
</table>

In order to have a clear idea about the number of trained and untrained primary teachers of Karbi Anglong district in successive years a table is given below:

Table 12

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of teachers</th>
<th>Male</th>
<th>Female</th>
<th>Trained</th>
<th>Male</th>
<th>Female</th>
<th>Untrained</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1968-69</td>
<td></td>
<td>780</td>
<td>144</td>
<td>115</td>
<td>29</td>
<td></td>
<td>665</td>
<td>115</td>
<td></td>
</tr>
<tr>
<td>1969-70</td>
<td></td>
<td>782</td>
<td>105</td>
<td>135</td>
<td>16</td>
<td></td>
<td>597</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>Below degree level:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1970-71</td>
<td></td>
<td>837</td>
<td>193</td>
<td>14</td>
<td>537</td>
<td></td>
<td>93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1976-77</td>
<td></td>
<td>1119</td>
<td>266</td>
<td>326</td>
<td>55</td>
<td></td>
<td>793</td>
<td>211</td>
<td></td>
</tr>
<tr>
<td>1977-78*</td>
<td></td>
<td>1127</td>
<td>266</td>
<td>314</td>
<td>53</td>
<td></td>
<td>813</td>
<td>213</td>
<td></td>
</tr>
<tr>
<td>1978-79</td>
<td></td>
<td>1149</td>
<td>264</td>
<td>335</td>
<td>39</td>
<td></td>
<td>814</td>
<td>205</td>
<td></td>
</tr>
</tbody>
</table>

37. Source - Data collected from the Office of the Secretary, Elementary Education Board, District Council, Diphu

*In 1977-78 the trend of training of teachers are decreased due to pension and leaving of service etc.
During the year 1979-80 out of 1413 teachers working in the different Government primary schools of Karbi Anglong district in 1978-79 only 374 are trained. In 1971-78 out of total (1367) teachers only 190 teachers are matriculates, 1 P.U. passed, 4 Graduates, 1 Post-graduate and the rest are Middle school pass or below Middle school pass. In addition to their usual scale, the Graduate teachers are granted an incentive allowance of Rs. 50/- per month if they desire to work in a primary school. This was done to attract more graduate teachers to primary and middle schools. But inspite of much incentive allowances, the number of graduate teachers is very few. The following table will give an idea about the number of trained and untrained teachers serving at the primary stage of education in Karbi Anglong district in 1978.

38. Source - Data collected from the Office of the Inspector of Schools, Diphu, Karbi Anglong
39. Ibid.
Table 13

Teachers according to qualification, Sex and Stage

<table>
<thead>
<tr>
<th>Below Middle Pass</th>
<th>Middle Pass</th>
<th>Matriculate</th>
<th>Higher Secondary/ I.A./P.U.</th>
<th>Graduate</th>
<th>P.G.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained M F</td>
<td>Trained M F</td>
<td>Trained M F</td>
<td>Trained M F</td>
<td>Trained M F</td>
<td>Trained M F</td>
</tr>
<tr>
<td>15 29</td>
<td>252 45 661 169</td>
<td>40 6 99 45</td>
<td>1</td>
<td>2 2</td>
<td>1</td>
</tr>
</tbody>
</table>


It is clear from the above table that very few female teachers take up training whether it is basic or short-term inservice course training.

As regards the training of Scheduled caste and scheduled tribe teachers, the reports of the office of the Inspector of Schools at Diphu reveals the picture of the number of Scheduled caste and Scheduled tribe trained and untrained teachers (below degree level) since 1976 to 1979 as following:

Table 14
Trained Teachers

| Year   | Scheduled Caste | | | Scheduled Tribe | | |
|--------|-----------------|-----------------|-----------------|-----------------|-----------------|
|        | Male Female Total | Male Female Total | Male Female Total | Male Female Total |
| 1976-77 | 11 - 11 | 128 31 | 159 |
| 1977-78 | 8 1 9 | 129 31 | 160 |
| 1978-79 | 8 2 10 | 136 30 | 166 |

Table 15
Untrained Teachers

| Year   | Scheduled Caste | | | Scheduled Tribe | | |
|--------|-----------------|-----------------|-----------------|-----------------|-----------------|
|        | Male Female Total | Male Female Total | Male Female Total | Male Female Total |
| 1976-77 | 16 3 19 | 576 140 | 716 |
| 1977-78 | 18 4 22 | 577 135 | 712 |
| 1978-79 | 68 3 71 | 570 107 | 677 |

40. Source - Data collected from the Office of the Inspector of Schools, Diphu, Karbi Anglong
It is apparent that in 1978-79 the number of untrained Scheduled caste and Scheduled tribe teachers were decreasing and surely it was a good sign for the educational field since more teachers were undergoing training.

Now in the Karbi Anglong district there are all total 1645 teachers. Of them 6 teachers are paid from the District Council's own funds and rest of the 1639 teachers enjoy their pay etc. from the Government funds.\footnote{Kakati, Phanidhar, "Prathamic Sikhat Karbi Anglong Jilar Augragati Aru Year Antarai", Adhibidya Prakash, Souvenir Academic Council, Diphu, p. 11}

In the year 1980-81 only 358 male and 65 female out of 419, and in 1981-82 only 363 male and 68 female out of 431 teachers underwent training in the different Basic Training Centres of the State.\footnote{Secretary, Primary Education Board, District Council, Diphu, Karbi Anglong} Only 15% of the teachers are sent to take up the Basic training. The percentage is unexpectedly lower than that of the other districts of the State. As usual the old existing teachers remain untrained. The number of trained women teachers in Assam is generally low - specially in the Karbi Anglong district it is extremely low. In fact, few women and girls have enough schooling to undertake training.

Illustrating the records of some sample schools an attempt is made to give an idea of the position of trained and untrained teachers of the Karbi Anglong district as follows:\footnote{Source - Data collected from the record books and Reports of the respective schools.}
### Table 16

<table>
<thead>
<tr>
<th>Name of the Schools</th>
<th>Total No. of teachers</th>
<th>Trained Male</th>
<th>Female</th>
<th>Untrained Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mengoan L.P.</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2. Kolioni L.P.</td>
<td>2</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3. Block Headquarter L.P. (Bokajan)</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4. Chengbong L.P.</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5. Langsoliet L.P.</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6. Kolonga L.P.</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7. Urdhagoang L.P.</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>8. Mailoo Disaw L.P.</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is understood from the above table that on an average many schools do not possess trained teachers and most of the schools have small number of trained teachers. Again some schools do not have a single trained teacher. Due to the dearth of trained teachers it is presumed that the standard of primary school education of the district is gradually deteriorating as no new and interesting techniques and methods are used for the benefit of pupils.

The above data regarding the teachers in primary schools and their qualifications reveal the immediate necessity of the training of teachers. It is a very serious matter that until now no training centre, Basic or any short-term refresher course are set-up in this district. It is evident from the
field survey that most of the primary teachers have not acquired any sort of training. Considering the bulk of untrained teachers there should be at least one training institute which is of urgent necessity to raise the standard of primary education.

Training in the form of refresher course, inservice training for a period ranging from one month to three months should be arranged to enable the teachers to equip themselves with modern principles and practice of teaching. Short-term courses are usually organised by State Institute of Education and State Institute of Science Education at selected places or as per requests from teacher's organisations or associations.

The training institute should be of two years duration and as a regular feature arrange refresher courses, orientation training courses, short intensive courses in special subjects and practical training in teaching methods. The educational training programmes are meant to equip the teachers with the content of education and skills, so that they may be able to improve their ability and quality to a greater degree. In order to clear the backlog of untrained teachers of the primary schools special part-time courses should be arranged. Every teacher of the primary schools should be given the opportunity to receive at least one to three months inservice training in every five years of his service. Correspondence courses on teacher education for primary school teachers may be arranged
by the Centre. The authority and the State Government must give top priority to the training of teachers of the elementary schools so that Elementary Education in Karbi Anglong district may be successful.

The position of teacher education in all the districts should be such as to ensure an annual output of trained personnel equal to the annual requirements of additional teachers by the end of the 7th Plan. Naturally this would involve the opening of additional training institutions and the expansion of existing ones. Teachers may be encouraged to take advantage of correspondence courses to be organised by the State Institute of Education. An important scheme is made for the improvement of physical conditions in teacher training institutes. It is further suggested that the State Institute of Education and the State Institute of Science should organise refresher courses of short duration for the teacher-educators and supervisors of primary education for their orientation in primary schools methods. In order to make supervision, inspection and teacher education more effective, dynamic and purposeful, periodical interchange between the supervisors and teacher-educators is a great necessity. In view of the importance of the Teacher Training Programmes towards the improvement of the quality of education it is recommended that all the teacher training schemes should be treated as centrally-sponsored.
Adequate provision should be made for giving special training to the teachers in the tribal areas. They should be given residential accommodation, special allowances and financial assistance for their service in the hill areas.

The Kothari Commission also recommended expansion of training facilities - as

(1) Each State should prepare a plan that the output of trained teachers meets the demand for teachers and also the needs for in-service education.

(2) The facilities for part-time or correspondence courses should be provided on a large scale and care should be taken to see that the standards in full-time institutions are not diluted.

(3) Untrained teachers should be removed methodically.

(4) The size of the institutions should be fairly large and they should be located in a planned way.

The Government of India should provide funds in the centrally-sponsored sectors to assist State Government to make provision for teacher education.

For the systematization of schools of the elementary stage and for the improvement of the quality of education first

44. Shukla, U.C., Kothari Commission Report, Chapter V, p. 48
of all, one should consider the "teacher" who is directly concerned with the children. He is the embodiment of discipline. He is the "guide", the "philosopher" of the society, the backbone. If we want education of a very high quality we must first of all see to it, that we should have well-qualified teachers that the society is capable of supplying.

Finance:

The State's peculiar geographical and topographical position with multi-lingua franca and sparse population have always stood in the way for its speedy development including education. This is more apparent in the case of the hill district of Karbi Anglong.

In 1962 Assam Elementary Education Act was passed with the aim of introducing compulsory elementary education in the State. According to this Elementary Education Act of 1962 a fund called the Elementary Education Fund was created and maintained by the State Board for payment as grants to local authorities or the District Council as the case may be for the purpose of expansion of elementary education. The fund was administered by the Secretary of the State Board and the account was operated by him. One representative from each of the District Council was the member of the Elementary Education Board. The Deputy Inspector of Schools by virtue of his office was the Assistant Secretary of the Elementary Education Board.
The Education Officer of the District Council and the Deputy Inspector of Schools had to submit the budget estimate to the State Board for Elementary Education. The State Board for Elementary Education prepared the annual budget estimate and submitted it to the Government. The budget estimate when approved by the State Government was the final budget of the State Board. The State Government constituted a fund for the purpose of promoting elementary education and allotted such amounts of the said fund as might be necessary to the District Council and to the Assistant Secretary of the State Board. The District Council and the Deputy Inspector of Schools should maintain separate accounts and expenditure relating to elementary education within its respective jurisdiction. The Deputy Inspector and the District Council should incur the expenditure for the purpose for which the grants are sanctioned.

According to the Assam Elementary Education Act of 1968 the fund should be applied for the following salient purposes.  

(a) Payment of salaries of the establishment maintained by District Council on account of Elementary Education.

(b) Payment of salaries of teachers and other employees of the elementary schools.

(c) Payment of any stipend or scholarship to students in accordance with rules and orders of Education Department.

45. Source - Assam Elementary Education Act of 1968, Section 28
(d) Payment of grant in aid for the construction, extension, improvement and maintenance of school buildings and for the provision of midday meal, play ground, furniture and equipment.

It may be noted that Karbi Anglong district is a backward hill area. More than 80% of the total population belong to scheduled tribe. So for the expansion and development of elementary education in the district and specially in the backward areas, the District Council and the State Government have also allotted grants of money every year.

The total expenditure incurred on Primary education in different years is hereby illustrated:

1963-64 - Government fund allotted 76% and Municipality Board funds (District Council) allotted 23.9%

In the same year the total expenditure incurred for Primary education is as follows:

Table 17

<table>
<thead>
<tr>
<th>Nature of Primary School</th>
<th>State Fund</th>
<th>District Council Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single teacher school</td>
<td>Rs. 11946/-</td>
<td>Rs. 47040/-</td>
</tr>
<tr>
<td>Multiple teacher school</td>
<td>Rs. 73412/-</td>
<td>Rs. 70099/-</td>
</tr>
</tbody>
</table>

46. Annual Return of 1963-64, Mikir Hills (Karbi Anglong) - collected from the School Inspectors Office, Nagaon.
The grants were increased due to takeover of the primary schools, appointment of additional teachers, receipt of relief furniture, repairing grants and payment of arrears pay to newly appointed primary schools for 1962-63 which was not made in the previous years. Number of plural teacher's schools increased, hence the expenditure on single teacher schools decreased.

In the year 1966-67 the total expenditure on building was Rs. 82129.00 (Government Funds), Rs. 8000.00 (District Council Funds). The expenditure on teacher's salaries, equipment and other appliances were Rs. 1072910.00 + 5000.00.\textsuperscript{47}

**Education (1966-67) in Rural areas:**

Total expenditure including Government Funds Rs. 798,735.00

Buildings Rs. 90,000.00\textsuperscript{48}

Equipment and other appliances Rs. 9810.00 \textsuperscript{49}

In 1968-69 the total expenditure on primary education -

Rs. 11,52,020.00

Rs. 9,10,899.00 (State Govt. fund)

Rs. 24,121.00 (District Council \textsuperscript{*}).\textsuperscript{50}


\textsuperscript{48} op.cit., 1966-67 Mikir Hills (Karbi Anglong) - Data collected from the Office of the Inspector of Schools, Diphu, K.A.

\textsuperscript{49} Ibid.

\textsuperscript{50} Annual Return of 1968, Mikir Hills - collected from the Elementary Education Board, District Council, Diphu
In 1969-70 the total expenditure on Primary education is -
Rs. 15,96,829.00

In 1970-71 the total expenditure on Primary education is -
Rs. 18,41,642.0051

The total financial involvements under different heads for maintenance of the Government primary schools from all sources as it stood on 1.4.68 is as follows:52

(a) Pay etc. Central Rs. 66192.00
Pay etc. State Rs. 306932.00
(b) Building and O.N.C. Rs. 10500.00
(c) Furniture and Equipment Rs. 5800.00
(d) Games and Sports Rs. 1000.00
(e) Books and Maps Rs. 1300.00

It appears from the above figures that financial involvement per annum on the average is Rs. 391,694.00

Various equipments and teaching aids in kinds or cash are supplied to the schools year after year. On that account the expenditure so far incurred since 1970 is as follows:53

51. Ibid., 1969-70, 1970-71
52. Annual Return of 1968, Mikir Hills - collected from the Elementary Education Board, District Council, Diphu
Primary  Rs. 100,500/-
Middle   Rs. 54,000/-
High     Rs. 67,000/-

Besides these, some poor and deserving students particularly those who are attending primary and middle schools are supplied with text-books, library books, school uniform, free of cost and to provide incentives to the students who prosecute regular study and attendance in schools, attendance scholarships (Rs. 49,000/- during 1975-76) are also given to them. It may be clear from the following table of financial grants.

54. Ibid., p. 7
### Recurring:

<table>
<thead>
<tr>
<th>Year</th>
<th>Salaries and allowances of teaching staff</th>
<th>Salaries and allowances of non-teaching staff</th>
<th>Maintenance of buildings</th>
<th>Maintenance of equipments, furniture</th>
<th>Libraries</th>
<th>Stipends, financial concessions</th>
<th>Games, Sports</th>
<th>Other items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976-77</td>
<td>Rs.3860815</td>
<td>58780</td>
<td>5203</td>
<td>29532</td>
<td>10000</td>
<td>81000</td>
<td>10000</td>
<td>36890</td>
</tr>
<tr>
<td>1977-78</td>
<td>Rs.5546304</td>
<td>89492</td>
<td>75000</td>
<td>-</td>
<td>10000</td>
<td>68000</td>
<td>29000</td>
<td>5000</td>
</tr>
<tr>
<td>1978-79</td>
<td>Rs.6069384</td>
<td>90739</td>
<td>75000</td>
<td>-</td>
<td>-</td>
<td>100710</td>
<td>20000</td>
<td>54521</td>
</tr>
</tbody>
</table>

### Non-Recurring:

<table>
<thead>
<tr>
<th>Year</th>
<th>Buildings</th>
<th>Equipments</th>
<th>Furniture</th>
<th>Other items</th>
<th>Total non-recurring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976-77</td>
<td>145000</td>
<td>25000</td>
<td>100000</td>
<td>120000</td>
<td>390000</td>
</tr>
<tr>
<td>1977-78</td>
<td>133200</td>
<td>30000</td>
<td>80000</td>
<td>-</td>
<td>243200</td>
</tr>
<tr>
<td>1978-79</td>
<td>78000</td>
<td>30000</td>
<td>47000</td>
<td>-</td>
<td>155000</td>
</tr>
</tbody>
</table>

The above table shows a significant rise in the salaries of teachers which increased by Rs. 60,69,384 over the expenditure (recurring) of 1976-77. This is because of general pay revision by the Government of Assam. The miscellaneous expenditure (stipends, financial concessions etc.) is increased to Rs. 100710 (recurring) for giving incentives to more tribal students like, free uniforms, free text-books, hostel facilities and attendance scholarships etc. In 1977-78 the grant was increased to Rs. 29000 for giving incentives to regular attendance.

During the 5th Five Year Plan Rs. 96.46 lakhs was given to primary schools. Proposals have been formulated keeping in view the target of 100% enrolment in the age group 6-11 years and the number of children of the age group of 6-11 years based on 1971 Census is estimated at 65,457 and the anticipated enrolment for this age group by the end of the 4th Plan is likely to be 42,697. In order to achieve universal free primary education by 1978-79, provision for enrolling 22,760 additional pupils will have to be made. To achieve this target appointment of 504 additional teachers will be required on the basis of 1.25 teachers pupil ratio, 422 teachers for Mikir hills. During the last five years (since 1972) the District Council with assistance from Government has spent about

56. Source - Draft Outline Fifth Five Year Plan, Assam (Hill area), vol. I, Chapter VI, p. 53
Rs. 5,37,000 on primary schools.\(^57\)

Besides this provision for facilities like free textbooks, school uniforms at subsidised rates and attendance scholarships have been taken into account while drawing up the plan. Provisions have also been made for establishment of Ashram schools (Model primary) and teachers quarters etc. for which Rs. 10 lakhs have been granted.\(^58\)

Regarding salary in 1954-55 pay scales of primary school teachers were as follows:

1. Normal passed teacher \(Rs. 40-1-45\-EB-2-55\)
2. Guru training passed \(Rs. 30-1-35\-EB-1-45\)
3. Untrained teacher \(Rs. 30-1-35\-EB-1-40\)

The Government revised the pay scales of the teachers of primary schools and junior basic schools in 1964. The following pay scales were given from 1964:

1. Non-matriculate untrained teacher - 
   \(Rs. 85-1-90\-2-100\-2.50\-105\-3-135\)
2. Non-matriculate trained teacher - 
   \(Rs. 110\-3-125\-EB-3-140\-EB-3-145\-4\)
3. Matriculate untrained teacher - 
   \(Rs. 110\-3-125\-EB-3-140\-EB-5-200\)

---

58. Ibid., p. 8
Matriculate/Basic trained/non-matric normal passed—
Rs. 125-4-145-EB-4-165-SB-5-200

Head pandit, Headmaster or Head Mistress of above schools gets a charge allowance of Rs. 5/- per month for having three staff/teachers and Rs. 10/- per month for having more than three assistant teachers.

The State Government has revised the pay scale of the elementary school teachers with effect from 1981. At present the pay scale of the elementary school teacher is such, Basic Rs. 470/- for non-trained and Rs. 500/- for trained teachers. The D.A. for both trained and non-trained is 46.20% in 1981. In addition to it, both trained and non-trained teachers have received Rs. 50/- per month as Medical allowance and 10/- as House rent.

As per the 4th Educational Survey (1978) the posts sanctioned, the teachers in position for seven Blocks are as follows:

59.

60. All India Fourth Educational Survey, State Assam, District Karbi Anglong, 1978
<table>
<thead>
<tr>
<th>Name of the Blocks</th>
<th>No. of teaching posts sanctioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Amri Block</td>
<td>284</td>
</tr>
<tr>
<td>2. Bokajan Block</td>
<td>328</td>
</tr>
<tr>
<td>3. Howraghat Block</td>
<td>87</td>
</tr>
<tr>
<td>4. Lumbajan Block</td>
<td>22</td>
</tr>
<tr>
<td>5. Nilip Block</td>
<td>10</td>
</tr>
<tr>
<td>6. Rongkhong Block</td>
<td>3</td>
</tr>
<tr>
<td>7. Sucheng Block</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>736</strong></td>
</tr>
</tbody>
</table>

Last year, i.e., in 1980 the District Council sanctioned Rs. 9.94 lakhs for building construction and this amount has been distributed among 40 primary schools so that each school gets Rs. 15,000/-. A selection is made to execute a scheme for construction of large number of primary school buildings in different villages of the district. In addition to it, with a view to supplying drinking water, 12 pucca wells for 12 primary schools and 8 tube-wells for 8 primary schools have been constructed with the cost of Rs. 84,000/-. 61

61. Source - "Lammido" (Weekly Karbi Newspaper), 30 April, 1981, Diphu (both in Assamese and Karbi language)
Despite these, this year the District Council supplied free school uniforms costing Rs. 70,000/- and incentive or attendance scholarships costing Rs. 42,000/- for the poor and deserving students. And Rs. 46,000/- have been spent for furniture, equipments and other necessary school materials. The District Council has spent Rs. 49,000/- last year for the construction of school teacher quarters. 62

The Government have incurred very small expenditure towards furniture and other appliances of the primary schools. Proper desks and benches for the students are not available in the schools. Arrangement should be made for the purchase of such necessary furniture for the schools. Most of the schools are not having maps, charts, globes etc. They are not even equipped with black-boards for all classes. These necessities are to be met by the Government immediately which will facilitate the teachers in their proper teaching. "No Government of today can afford to be blind to the imperative need of expansion of primary education, but for the speeding up of the tempo of the progress of education of boys and girls a congenial atmosphere and helpful co-operation of the parents is an urgent necessity, and this cannot be achieved unless and until the parents themselves realise the importance of education." 63

62. Ibid., 30 April, 1981

63. Naik and Nurullah, A Student's History of Education in India, p. 391
Major parts of the district are hilly areas except a few plain portions. People are found to be living in very farflung areas without proper communication facilities between the villages. General conditions of the people in the rural areas are pitiable and they are living almost in abject poverty. Educational improvement and communication are the main problems of the district besides health and hygiene problems. These problems contributed to the backwardness of the district. Inspite of all these handicaps, due to the efforts of District Council and the Government of Assam, the district has made rapid progress in the field of education and other developmental aspects. The light of education has now reached the remotest areas of the district and the ignorance of the people is gradually disappearing.

In short, from the foregoing brief accounts it may be concluded that the district has made gradually a galloping progress in the field of education despite natural and social barriers. If this devotion is maintained by all concerned connected with education it is expected that within a short span of time, Karbi Anglong district will be at par with other plain districts of Assam.

The Indian Constitution has laid down certain directive principles that the state should promote with special care and attention, the Educational, Social and Economic interest of the Scheduled tribes inhabiting in the Hills District of Assam.
With the supplement the efforts of the State Government for execution and implementation of the development scheme in the Autonomous District Article 275 of the Indian Constitution has been provided for grant in-aid out of the consolidated funds of the Central Government.

In spite of these scopes, the poor tribal people of the district have not been able to take the full advantage of the facilities offered by the Central Government and State Government. With a view to providing educational facilities to the school going children of the people inhabiting this backward Hills District, the Government has sanctioned both recurring and non-recurring grant-in-aid. All tribal students right from primary to high school stage are given free studentship. Over and above these most of them are awarded financial help in the form of scholarship, stipends and book grants etc. Hostel grants should also be given to the poor and deserving tribal pupils. Further grants for games, sports and maps etc. have been sanctioned to them under Development scheme.

So far as the educational activities of these Tribal development block is concerned they have helped the primary and other educational institutions with building grant and equipment grants. They also organise social education centres and village libraries within their respective jurisdiction.
In this sphere of Primary Education the District Council, Karbi Anglong, is primarily concerned with the spread of primary education in the district. Of course, it has endeavoured to provide primary education to all children of school going age. The progress of Education so far made in this district is not so rapid in comparison with the other autonomous districts of Assam. Yet up to this time people of this hill district are opening their eyes to the values of educational progress and so better progress in the line can be expected in the near future. In a word general education is spreading in a gradual process year by year as has been revealed in the statistics of the year though the female education is lagging behind.

The Government of Assam and the Karbi Anglong District Council have been taking necessary steps for development of education in the district. Much more can be achieved in the direction through mass consciousness to be aroused and free communication development in the interiors of the district.

Special attention should be paid to the needs of the tribals to ensure that they receive a fair share of the benefit of educational development. In the remote and interior areas of the district extensive educational programmes should be undertaken to develop the education of the district. These are firstly, development of communication, secondly, replacement of the present system of shifting cultivation by developing
agriculture economy, thirdly, development of a system of education related to the scheme of economic and social development and fourthly encouragement in the habits of their own cultural heritage.