In 1823, the General Committee of Public Instruction was formed with the object of 'ascertaining the state of public education in India as well as its promotion and of submitting the Government suggestion of such measures, as might appear expedient, to be adopted with a view to imparting better instruction of the people.' In Bengal, the General Committee delegated some of its functions to the Sub-Committees duly appointed for the purpose. In 1837, when the first English school was established at Gauhati a Local Committee for its management and control was constituted with a few Europeans and local people. Members were appointed by the Government of Bengal on the recommendation of the General Committee of Public Instruction and they were to work under its direction. Similarly, another Local Committee was appointed for Sibsagar School in 1841. For efficient management of the village schools, which were started after 1838, Managing Committees were formed with Choudhuries and two respectable gentlemen of the parganas.


2. G.C.P.I.B., Gauhati School; 14 February, 1837; also R.P.I.B., 1842-43; P.159, Appendix-A.

3. Huttmann, G.H.; Regulations for the schools and colleges under the General Committee of Public Instruction, P.2.

4. G.C.P.I.B., Gauhati and Comilla Schools; 23 March, 1841; Secretary, Local Committee to Secretary, General Committee.
in which the schools were situated. These village committees had to make half-yearly and annual reports of the progress of the schools either to the Collectors or to the Local Committees of high schools. The high schools committees had to carry out the orders of the General Committee of Public Instruction, to encourage local subscriptions and donations, to conduct and supervise examination, to watch the proper distribution of prizes and scholarships and forward to the authorities the reports on examinations, school establishments and other findings required for the improvement of the educational institutions. Broadly speaking, these committees both at the sadar and village stations were all in all so far as the education of their respective areas was concerned.

The General Committee of Public Instruction, as a central organisation, thus superintended the educational activities for about twenty years. In January 1842, it was replaced by the Council of Education which was composed of the members of the previous committee and such other officers as might from time to time join with them. Since then the schools of Assam were brought under the direct control of

5. G.C.P.I.B., Gauhati School; 13 February, 1838; Matthias to Jenkins.
the Government; the latter conducted the general and the
financial business of the Education Department and the
Council of Education remained as an advisory body of the
Government particularly in matters of administration. Al­
though the Council was vested with greater responsibility,
it had very little power since it was unable to effect any
arrangement involving financial implication or any change
in the system of management and internal economy. For inst­
ance, the selection of teachers and their dismissal for
misconduct and inefficiency, the standard of examination,
the time for determining them, or any change in the rules
and regulations of schools and colleges and in fact every
item of expense sanctioned by the Local Government were sub­
ject to the approval of a higher authority, and in no case
could it be carried into effect by the Council.
TOWARDS CENTRALISATION:

Notwithstanding this, the Government of India found
that the executive management and control of the schools in
Assam as imposed on the Local Committees were not fairly
conducted. Their attitude towards these institutions was
one of indifference. Neither praise nor censure succeeded
in stimulating them to exertion. Therefore, towards the end

8. R.P.I.B., 1843-44; P. 132; also R.P.I.B., 1844-45;
P.20.
9. R.P.I.B., 1844-45; P. 20
of the year 1840, Government of Bengal was constrained to lay down,

"That Right Hon'ble the Governor-General in Council, having reason to believe that the members of the Local Committees of education do not in all instances perform their duties of superintendence with the requisite regularity and care, deems it proper to call their attention to the great importance which is attached by the Government, the zealous execution of those duties and to require them to visit at least once in each month, in due rotation the educational institutions with which they may be connected and to attend and assist at all examinations, when they may be present at their respective stations."

In spite of this, the continued indifference and the arbitrary powers exercised by the members of the Local Committees convinced Government of Bengal the urgency of putting an end to this system of supervision. The Local Committees at Gauhati and Sibsagar were dissolved. The Government officers at those stations as well as in other districts were directed to visit all the schools within their respective jurisdictions, as often as they could, and to bring abuses and irregularities to the notice of their superior officers. But it was soon realised that without any local supervising personnel belonging to Education Department, the smooth running of educational administration was not possible. With a view to effecting a vigilant control and introducing an uniform system of instruction, the posts of Inspectors of schools were created. William Robinson,

10. R.P.I.B., 1844-45; P.20
11. Ibid., 1843-44; vide Appendix - V, Beadon to Jenkins, No. 319, 29 April, 1844.
the Head Master of Gauhati School, was appointed in 1844, as the Inspector of schools of North-Eastern Division including the circle of Assam with a salary of rupees three hundred per month. The Inspector was directly responsible to the Commissioner for the state of education in his division. His duties were mainly (i) to visit every school in the province as often as he could, (ii) to exercise supreme control over the teachers, (iii) to receive from the head of each school a monthly report of attendance and progress of the pupils, (iv) to recommend the establishment of additional schools in localities where they were needed, (v) to persuade the inhabitants and especially the more respectable amongst them to send their children for instruction and (vi) generally, to carry out the views of Government in diffusing the means of a sound and gradually improving system of education throughout the province through the medium of the indigenous languages.

In spite of this centralisation of the administrative machinery, soon it was found impossible for the Inspector, however energetic he might be, to cope with the works imposed upon him when so large a part of his time was necessarily spent in his tour from one place to another. Owing to prolonged absence of the Inspector from headquarters, he


13. B.E.P., 1844; 29 April, No. 21, Jenkins to Secretary, General Committee of Public Instruction.
could not exercise any effective control over his office which, gradually, lost its efficiency. The distance of one station from another, inordinate delay in travelling due to bad communication and the inaccessibility of the village schools rendered it impracticable for the Inspector residing at Gauhati to do any thing more than examining the school once a year or in some cases once in two years. At the same time, as the number of schools were increasing every year, the working of these institutions were becoming more and more intricate. The Local Committees were, therefore, constituted in each district of Assam with the District Judge, Collector, Magistrate, Principal Sadar Amin, and Civil Surgeon and two other members nominated by the Government. The finances of the institutions were placed in the hands of the Secretary of the Committee which had to meet once a month for the despatch of business and its members were to visit schools under its control in rotation.

The difficulties that were faced by the controlling authority convinced the Home Authorities that without centralisation under the superintendence, direction and control of a special department, no effective step could be


15. Ibid.


17. Ibid.
taken in dealing with education. To place the superintendence and direction of education upon a more systematic footing Wood's Despatch of 1854 recommended the creation of an Education Department as a part of the machinery of the Governments in the several Presidencies of India. Further, it proposed that an officer should be appointed in each Presidency, and the Lieutenant Governor would entirely be responsible to the Supreme Government for its management and control of education. In consultation with the Governor-General and the Local Government it would make appointments of a sufficient number of Inspectors and modify particular measure as might be required for different parts of the Province. In the year 1855, the first step in that direction was taken by the creation of an Education Department in each of the three Presidency towns and the supreme power of legislation and control was vested on it. Its duties were, (i) to advise the state Government on each and every educational matter, (ii) to administer the educational institutions established or maintained by the state (iii) to establish or conduct such new educational institutions as necessary (iv) to supervise and control the educational institutions conducted by other agencies, namely, the private bodies, in

19. Ibid.
accordance with the laws and orders of Government issued from time to time (v) to administer the funds provided by Government for educational purposes in its annual budget and (vi) generally to assist the Government in developing a proper system of education for the state as a whole.

The beginning of extreme centralised administration was marked by a corresponding change in the body of inspecting personnel and their functions as well as responsibilities in educational matters. In 1855, the post of the Director of Public Instruction, the chief executive of the administrative branch of Education Department, was created for the Bengal Presidency. The Inspector, whose appointment was made in 1844, became under the new system the principal controlling and co-ordinating educational officer within the jurisdiction of North-East Division. He was also the connecting link between the Director on the one hand, and the educational institutions of the state on the other; the posts of Sub-Inspectors and Deputy Inspectors were created as subordinate inspecting officers. The duty of Deputy Inspector was to inspect the middle and primary schools of the district under his control. Prior to the constitution of Assam as a Chief Commissioner's Province, the educational institutions of Upper and Central Assam were under the control of one Deputy Inspector in each, whereas those in Lower Assam were under

supervision of two Deputy Inspectors. The Sub-Inspectors were held responsible for the state of primary and indigenous schools of their respective areas; five Sub-Inspectors of schools were placed in different zones to assist the Deputy Inspectors. Following George Campbell's Resolution of 1872, when a large number of pathsalas were opened, it was found that there was no effective supervision of all the primary schools and as a result they were deteriorating. On the recommendation of Mr. R.L. Martin, the then Inspector of schools, the posts of a Deputy Inspector was sanctioned in each district in the Assam Valley.

DECENTRALISATION:

After the Mutiny of 1857, the Government of India realised that great obstacle to rapid progress in education was the existing system of centralised administration. Till then, the Provincial Governments had little or no initiative in matters relating to education. They were merely the local agents of the Supreme Government without whose previous sanction the provincial authority could not close or open a school or even create the post of a teacher. Realising the difficulties in 1859, the Government of India permitted the Provincial Governments to make arrangements for necessary

alterations in the educational establishments, provided 26
these did not involve any additional expenditure. But this
policy of decentralisation was not carried out till the year
1871. In that year, Lord Mayo transferred the control of
education department to the Provincial Governments and permi-
tted them to spend their own educational income for educa-
tional developments in their respective jurisdictions. In
1874, on the separation of Assam from Bengal, the Chief Commi-
sioner was empowered under the Regulation III of 1879 to
allot from the proceeds of the local rates such amounts as he
might think fit, for the construction and repairs of schools.
the training of teachers and the establishment of scholarships.
District Committees were constituted for the control and expen-
diture of this amount. In the year 1878-79, with the excep-
tion of the Garo and Naga Hill districts, there was a District
School Committee in each district of Assam. Each committee
was composed of official and non-official residents with
28
Deputy Commissioner as its Vice-President. This new arrange-
ment placed the whole management of the primary education in
hands of Deputy Commissioner in consultation with District
Committees and vested the direct control and management of
secondary education to the Inspector of schools, while both

26. Mukerjee, S.N.; History of Education in India, (Modern
period); P.140.

27. Croft, A.; A Review of Education in India in 1886;
Pp.131-132.

the Deputy Commissioner and the members of the District Committee were to be regarded as visitors of all classes of schools throughout the district. Accordingly, the Inspector of schools was relieved of the direct responsibility of the administration of the primary grant and the District Committee of the management of the secondary zilla schools and administration of the grant-in-aid to middle schools. By this division of duties, it was intended to relieve the Deputy Commissioner and the Inspector in regard to certain classes of schools and not to lessen their common interest in the general progress of education. The next step towards decentralisation was effected by Lord Ripon's Resolution of 1882 on Local Self-Government. His intention was to develop local bodies as an instrument of political and popular education by providing them with adequate financial resources. Ripon's Resolution received a further impetus from the Education Commission of 1882, which recommended the transfer of primary education to the control of local bodies and suggested that some necessary legislation for the proper control of primary education might be decided by each province for itself in consideration

29. R.P.I.A., 1878-80; P.4
30. Ibid.;
31. Misra, A.; Educational Finance in India; P.331.
of its own needs and circumstances.

In conformity with these principles, Local Boards were established in subdivisions and the powers till then vested with the District Boards at head quarters were transferred to them so that Local Boards might remain individually responsible within their circles for (i) the administration of finance in all kinds of schools, (ii) the efficient management of third grade Normal schools (iii) supervision of boarding houses attached to high schools and normal schools, and (iv) the maintenance of building and settlement of all questions of discipline. The position of a Local Board in Assam differed from that of Eastern Bengal and Bengal proper where the District Board was charged with and made responsible for the maintenance and management of primary and middle schools only. Nevertheless, the Municipal Boards were not sufficiently developed in Assam. In 1901-02, there were only twenty-three schools under Municipal control as against 1,207 schools under Local Boards.

In the year 1886, the Public Service Commission recommended that an educational service should be organised.

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35. R.P.I.A., 1901-02; vide statistical tables in Appendices.
for attracting highly qualified persons to the Educational Service of India. By the Resolution of the Government of India, 23 July, 1896, the Indian Education Service and Provincial Education Service were created except in Assam; because number of senior appointments in the province was not sufficient to allow its introduction. Nevertheless, to strengthen the Inspecting staff in 1901 two officers in the superior service were added and the post of the Director of Public Instruction was created for Assam on a consolidated salary of Rs. 2000/- a month. The appointment of a separate Directorate for Assam in 1896 was followed by a series of new appointments and a corresponding change in their power and functions. After the creation of Board-schools, the Inspecting staff was strengthened by the appointment of twenty-three Sub-Inspectors whose jurisdiction was limited to each subdivision. Curzon's Resolution of 11 March, 1904, demanded a further increase in the Inspecting staff for providing efficient inspection to raise the educational standard. To give effect to the resolution the number of Deputy Inspectors


was raised to thirteen in Assam Valley and seven in Surma Valley. In 1908, an additional post of Inspector was sanctioned and two separate divisions were created with these two Inspectors; one had the jurisdiction and supervision over Assam Valley and the other over Surma Valley and Hill Districts.

In spite of these, the problem of educational inspection was only partially solved. Each Divisional Inspector was charged with six districts and hence it became impossible for him to obtain a first hand information of all kinds of schools; consequently, he had to rely on the reports of his subordinates, and his personal contact with institutions and general educational effort, particularly in rural areas, was reduced to a minimum. Before long, the question of increase in the number of the Deputy Inspectors and division of duties amongst various officers in each district came up for consideration of the Government. Provincial rules were appropriately framed for the guidance of each Inspecting official. The Divisional Inspector was made directly responsible for the high, middle and Normal schools under Government management and indirectly for the management of education in the whole of the division. The Deputy Inspector who was incharge of

41. Ibid.; P. 16.
42. Review of Education in Bombay State, 1855-1955; P.35.
district was styled as 'District Deputy Inspector of Schools.' He became the chief executive officer of the Department in the district and was made responsible for the state of middle and primary education therein. He was also an educational adviser of the District Magistrate and of the Board wherein he was an ex-officio member. He was in immediate charge of the sadar subdivision and was authorised to tour in the jurisdiction of each of the Deputy Inspector for a few days in the year (generally twenty) in order to acquaint himself personally with the state of education throughout the district. In addition, it was laid down that every lower primary school of the Board, and every aided tol, madrassa and muktab should be inspected by the Deputy Inspector at least once a year, though these were also inspected by the Sub-Inspectors in general. Moreover, the Local Boards appointed of a large number of Inspecting Pundits for the inspection of the lower primary schools. They inspected the schools under the directions of the Chairman of the Board. The work of regional Inspectorate was supplemented by several functional Inspectorate. Office of the Inspectress of schools was created in

44. Report on the Progress of Education in Eastern Bengal and Assam, 1907-08-1911-12; Vol. No. 1, P.17.
1908-09, to advise in all matters relating to the education of women. Later, an Inspector for education of the backward communities and a separate education branch for the technical and medical departments were organised.

Till the close of the last century, the Inspecting Officers directed their attention mainly of the examination of pupils and not much to the improvement of the teaching nor to the administrative works of the teachers. To bring about a change in their outlook, in May 1901, it was brought home to them that,

"Inspecting Officers must not think they are simply teachers or examiners of pupils. They should possess the experience and knowledge needed by teachers, but their real duty is to see how far the actual teachers understand the art of teaching and school management; how far they are careful and zealous in their work; to give them information on points of work wherein they are deficient or upon which they can not be expected to inform themselves and in short to do everything possible to smooth away their difficulties."

The kind of work expected from an Inspecting Officer consisted of two principal parts, namely, inspection and examination. Inspection included all those processes of seeing a school at work during its ordinary routine and noting the suitability of building, the sanitary condition, the arrangement and organisation of classes, the furniture and apparatus, the relation between the teacher and the taught and specially the method of teaching and auditing of the

accounts and registers. By examination of pupils, on the other hand, was meant the processes of testing pupils so as to see if the instructions were sound and to see how far the examination method was applied and suitable to a particular school.

In order to arrive at a fair knowledge of the condition of a school, the Inspecting Officer from the lowest rank to the highest one was instructed to see the registers, to inquire into the qualifications of the staff, to examine the school building and equipments with a view to securing improvement if necessary and to test the boys carefully. Besides, these Inspecting Officers under departmental control, the Subdivisional Revenue Officers who were relieved of their duty of inspection by the transference of schools from their charge to the charge of Local Boards were made visitors of the schools of every class in their districts and subdivisions. This was done according to the recommendation of the Commission of 1882, which clearly stated that, "it would be recognised as the duty of the Revenue Officers to visit the schools.

within their jurisdiction and to communicate necessary
suggestion to the Executive Officers of the Local Boards."  
In Assam, it was enjoined that special attention should
be
given to lower primary schools by Extra-Assistant Commis­sion­er, Sub-Deputy Collectors and Tahsildars in order to evince
a deeper personal interest in the matter of education and to
establish a closer co-operation between the Executive Officers
and Education Department. The duties of the two Departments
were defined as follows: Firstly, the executive authorities
were responsible for fostering the development of education
by paying interest and visiting schools of all grades, while
the Education Department was responsible for the maintenance
of efficiency and standard, inspection and instruction. Second­ly, the Education Department was responsible for the direct
control and management of Government schools and colleges, but
its officers were expected to take every opportunity of
consulting and inviting the co-operation of the civil autho­rities in all important matters relating to the institutions.
The Executive and Judicial Officers were at liberty to inspect
the schools as members of visiting committees.
MANAGING COMMITTEES AND GOVERNING BODIES:

Under the orders of the Government, 5 April, 1909.

P.29, also Progress of Education in India, 1887-1903:

52. Report on the Progress of Education in Eastern Bengal and
Assam, 1907-08-1911-12; Vol.No.1, Pp.21-22.
it was decided that no college or high school would be affiliated to the University of Calcutta unless it was placed under the management of a regularly constituted Governing Body or a Committee. The Managing Committees of the Government high schools were constituted with District Magistrate, as ex-officio President, the Inspector of schools as Vice-President, the Head Master as Secretary, and a Deputy Inspector, an Assistant Inspector, a Civil Officer, Assistant Head Master, two or three non-officials ordinarily appointed by the Director of Public Instruction. Similarly in aided and unaided high schools, the committees were formed with representatives of the various classes of the community, the number varying from six to ten. These committees were vested with powers of appointing teachers and granting leave to the staff, fixing the scale of fees, making due provisions for appliances, accommodation and other matters connected with the internal management. In these activities the officers of the Education Department could interfere in case of any necessity and they had also authority over all to inspect every branch of a school. Inspite of a clear cut division of duties, the amount

54. Ibid.
of control exercised by the school committee was limited to a large extent by the fact that 'in many cases they were non-existent as working bodies, in some cases they met to destroy not to construct, to quarrel and not to agree until some officers of the Department interfered.'

The Governing Bodies of the colleges were constituted with the Divisional Commissioner as ex-officio President, the Principal as ex-officio Secretary, three members of the teaching staff and two non-official members. All the members other than ex-officio ones held office for two academic years. The responsibility of the Governing Bodies was generally to frame the college budget, to control expenditure, to advise the Director of Public Instruction with regard to changes in or additions to the staff, to initiate and submit developmental schemes for the college, and to deal with disciplinary cases brought before it by the Principal. These bodies were also the authorities in respect of hostels attached to the colleges.

The internal management and control of an institution was entrusted to the head of the institution, namely,


Head Master or the Head Pundit. The head of the institution was responsible for the arrangement of the classes, the settlement of the routine and examinations, the awarding of the promotions, the selection of the candidates for the Matriculation Examination and all matters relating to discipline and teaching. In early of 1844, rules were framed by the Head Master from time to time, to enable the assistant teachers to classify and arrange their pupils into classes according to their respective abilities. Later, classification as well as class promotion was made on the basis of annual examination. This system was generally practised by the Pundits of the vernacular and primary schools. But the arrangement of the classes in English schools was completely different. The children below eight years of age were admitted in the first class without any question; but pupils above that age to twelve years were not given admission unless they could read correctly. Again, the scholars between twelve and sixteen years of age were admitted if they could read, parse and explain any passage and if they had elementary knowledge about the geography of the world and rules of arithmetic.

61. B.E.P., 1844; 16 September, No. 23, Robinson to Jenkins, 28 June, 1844.
62. Huttman, G.H.; Regulations for the schools and colleges under the General Committee of Public Instruction; P.6.
These rules remained in force till the end of the nineteenth century when the admission test was formally followed to select the pupils for different classes. To maintain discipline and regular attendance it was also laid down that at the commencement of the class teaching the teacher would call out the names of the boys and mark the absentees in the roll book. The absentee would be subject to a fine of one nine per day on account of his absence in the school unless and until leave of absence was granted by the Head Master.

**MANAGEMENT IN MISSIONARY INSTITUTIONS:**

It was chiefly through the sincere endeavours of the Christian Missionaries that education spread among the indigent and backward classes as well as the hill tribes of Assam. The chief agents in this regard were the American Baptist Mission in Garo and Naga Hills, and in Kamrup, Nowgong and Goalpara districts of the plains. Mention may be made also of the Welsh Calvinistic Mission in Khasi-Jayantia Hills. Society for the Propagation of the Gospel among the Kacharis of Darrang, and the Sonthal Mission in Dhubri. On the introduction of grant-in-aid system in 1854, the Government laid down that the Missionary institutions should be subjected to the supervision and inspection of the Deputy Commissioner.

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64. B.E.P., 1844; 16 September, No.23, Robinson to Jenkins. 28 June, 1844.

65. G.C.P.I.B.; Comilla and Gauhati Schools; 20 April, 1842, No. 64; Secretary, Local Committee to the Deputy Secretary, Government of India.
and the Inspecting Officers of the department with a view
to check discretionary powers of the Missionaries in the
educational matters and to co-ordinate their activities.

After the Mutiny of 1857 when the Government reverted to the
policy of religious neutrality, Missionary institutions were
bound up within the state system of education. The Government
gave up the policy of appointing Missionary as Inspector of
schools and chose Englishmen indifferent to religion or non-
Christians or Brahmins for the posts of Inspecting Officers.
For instance, William Robinson, the Inspector of schools was
replaced by James Murray, a non-Missionary; and Deputy Inspectors
were appointed from local people for the supervision of the Mission schools except those of the Lushai and Sapa
Hills where the Superintendents of Mission were given the
status of Honorary Inspectors since no suitable candidates
were available for the posts.

TEXT BOOK COMMITTEE:

Another agency which exercised control in selection of text books for each class was the Text Book Committee.
In the early years the text books were selected by the respective head of the institution in consultation with the
Inspecting Officers. Later, committees were formed for this purpose. On the recommendation of the General Text Book:


Committee assembled in Simla in May 1877, an Anglo Vernacular Text Book Committee was constituted in November 1877 for the purposes of examining both English and Vernacular text books in use in the schools of Assam. The Committee consisted of nine members with Director of Public Instruction as its President. The Committee was entrusted with the powers of examining all text books in use and newly prepared ones with a view to determine how far such books were suitable for the educational requirements of the province and in what respects desirable improvement would be brought about. Besides, two Sub-Committees, one for each Valley and two for the districts of Khasi-Jayantia Hills and Garo Hills were appointed annually by the Chief Commissioner to report on books prepared in English and Vernacular languages of each area. The power of examination, selection, and rejection of text books was entirely vested with these committees.

EXAMINATION AND SCHOLARSHIP:

Prior to the establishment of the University of Calcutta in 1857, the examinations were comparatively simple than that in later years. Under the system then prevalent,

68. R.P.I.A., 1878-79; P.38.


70. A.S., E.(Edu.), Home, B. Proceeding, August 1901; Nos. 1370-74.
each school had two examinations, the half yearly examination conducted by the teachers of the school and the yearly examination conducted by the teachers and some distinguished persons of the locality. After the institution of a general scheme for scholarship in 1854, an over-all change in the system of examination was effected. Hitherto, primary scholarship examination was conducted on the books and subjects prescribed by the Education Department with the same question papers for all the scheduled districts of one division. The papers were set by Deputy Inspectors or other officers selected by the Inspector who would forward printed copies in sufficient number to the several District Committees for distribution to the local centres of examination in each district. The answer scripts were examined by examiners appointed for each district by the District Committees. The supervision of the examination at the different local centres was conducted by persons appointed by the District Board. These supervising officers also conducted the viva voce examination of the candidates at their respective centres. They then forwarded the answer papers to several examiners and sent the results of the viva voce examination to the District Committee. The examiners would also forward the results to the committee and finally "be

71. C.C.P.I.B., Gauhati School; 13 May, 1837; Singer to the Secretary, Local Committee, (1st Quarterly Report).
results of the Primary Scholarship Examination would be tabulated and declared by the Board. The scholarships were awarded to the meritorious candidates on the merit of their results. The cost of the examination was charged to the district fund. The District Committee was, of course, at liberty to levy a moderate fee for admission to the examination. For other examinations, scholarships were awarded by the Board in consultation with the Deputy Inspector. The Upper Primary and Middle School Scholarship Examinations were conducted by the Inspectors who also awarded the scholarships to the deserving pupils on the merits of the examination results. The cost of examinations was borne by the Education Department. The university examination and the junior and senior scholarship examinations were under the control of the Director of Public Instruction.

A change in this system was effected in 1913-14 by the establishment of a Provincial Board of Moderators, consisting of two Inspectors, the Superintendents of the two Normal schools, two Assistant Inspectors of schools, two Head Masters or Deputy Inspectors. The duties of this Board were to appoint examiners and make all other arrangements for the examinations, to moderate question papers, to tabulate marks and to report the results of the examinations.

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73. Ibid.; P. 132.
74. Report on the Progress of Education in Assam; 1913-1917; P. 16.
to the Director of Public Instruction for its publication. Separate Boards in both the Valleys were constituted with similar powers for conducting examinations of Sanskrit studies at tols and of Normal training courses. For Madrassa Examination, a Provincial Board was also formed. To control the primary, middle and vernacular examinations separate Divisional Examining and Moderating Boards were introduced, one for each division.

Inspite of supervision and control of education by the different agencies and individuals, there cropped up serious defects in the management and control in the educational institutions in Assam. The most important aspects of inspection which were necessary for arriving at a fair knowledge of the condition of a school were neglected. The Inspecting Officers did not look over the visitors' book to see what points their inspection and examination should be directed with a view to seeing if former instructions had been carried out. Secondly, the inspection of the registers and accounts, in most cases, was not made after the inspection of the school and the examination of the pupils had been concluded. Further, the lower grade Inspecting Officers often neglected to submit necessary returns to the Inspector time or Local Board's office in time; and if any/returns were in


76. Ibid.
arrears they never noted the fact. Thirdly, under the direction of the Education Department the Inspecting Officers should record in their own note book or diaries a short general report of each school. Then they should hold meetings where each Inspecting Officer would check the diaries of his subordinate officer. In this way they could point out the defects which had come to their knowledge, take remedial measures, and form a fair judgment regarding the discipline and method of teaching. But, in most cases, on the Inspecting Officer's first visit to a school his report on the Visitors' Book or on his personal note book on all points was not full and exhaustive. Not unoften, the officers examined the pupils in accordance with the usual class routine on the day of inspection. Neither did they note the qualifications of the teaching staff nor took a concise statement of the work of the teacher done in the class room for ascertaining the standard to which the pupils had arrived. As a result, a perusal of the note book of an Inspecting Officer in the occasionally organised meeting did not give the department a clear idea about the existing defects in the system of administration. Evidently, the directive of the Education Department that 'Inspection or at least part of it, should usually come first, and the examination of the pupils afterwards,' was respected more by its violation than observance. No wonder, therefore, the Chief Commissioner
of Assam was constrained to remark in 1918,

"A perusal of almost any inspection book will show that stark and corrigible faults have been in existence for ten years in schools which have been inspected in that period some twenty or thirty times. Intermittent notes draw attention to the faults and intermittent notes neglect them. Seldom or never is any continuity or persistence manifest, or any purpose or a general and unfo-cussed purpose of improvement. In the result I find.....

................good advice totally disregarded."