CHAPTER - IV

FORMAL EDUCATION
AND ITS IMPACT
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In a broad sense education is the social process by which an individual learns the things which are necessary to adjust him to the life of the society where he is brought up and nourished. Learning comes to everybody from taking part in the activities of his society. Therefore every experience is to some
extent educative. In the pages of ancient history, we find that primitive society greatly depended on the almost unconscious transmission of skills and knowledge through participation of youth and adult in different activities of day-to-day community life. Learning took place continuously among them from different incidental and informal sources. Gradually as years rolled on, in addition to informal methods, the formal instruction of teaching and learning to the younger was imparted in diverse activities and skills, such as the skills of producing crops, managing the cultivation, caring of animals, handling of different types of tools and weapons, shooting games, weaving cloth and cooking food etc. Schools as we commonly understand in the present day sense was non-existent. Parents or elder members of the family were the teachers. Any place where teaching-learning is performed is treated as a class room. As for example, parents taught their sons and wards the art of schooling and hunting and to plant their corn while in the field. From the days of yore, human race belongs to tribe. Therefore the tribal lore, religious beliefs, sacred customs were gradually
given due importance in the formal methods. Special houses were built to teach the history of their ancestors by special persons at designated times.

In ancient societies, the youths were formally initiated into manhood when they had learnt the material and performed the required ceremonial acts. They were then given the status of full-fledged members of the adult society with privileges and responsibilities. Similarly, some tribes had institutionalized schooling to prepare the girls as wives and mothers. The educational aims in the primitive societies were limited because their skills and knowledge had limited scope. At an early age, the young man can acquire the knowledge of that type which the older man thinks necessary. So formal education ceases early. The ceremonials of initiation commonly mark the end of their formal education.

So the idea of formal education was conceived at that stage in social development when division of labour became recognised and the need to create special

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institutions and special arrangements began to be felt. The knowledge and skill gradually began to develop to such an extent that the preservation, transmission, promotion and diffusion of knowledge were not manageable through age-old process of informal or incidental education. As a result, the formal school as an institution and a group of learned men as a guide or teacher came into existence. In most of the societies of ancient times, the sacred religious literature served as the only material for teaching and through which it was possible to meet the exigencies of time to preach religious teaching in an isolated place by a few resource persons to a few selected learners. Thus teaching-learning method was started within the four-walls of a definite place which was later known as school and the system was known as formal education system. Thus a priestly class came into being in the society and along with it the formal system of education began to start. The learner who began to study and learn, continued to preserve, promote and disseminate the sacred religious teachings. As time passed on, it began to embrace the subjects like medicine, art of fighting, policies of law, etc. Thus the school as an institution
began to flourish and the concept of formal educational history of mankind was evolved.

History reveals that the ancient societies of China, Egypt, Persia, Greece, and Rome had formal educational institutions. But those were not meant for masses and were primarily meant for special elite or well-to-do classes. In China, the formal system of education was strictly intended for preparing scholars, who learnt classics and characters for writing, and they were recognised as persons useful to the society. In Egypt, schools were set up in connection with courts to give instruction to the children of the kings and of the court personnel. The main purpose was to train youth for court service by giving them instruction for writing, reading and for learning etiquettes and national history. In Greece, the Greek city-states trained their young men to serve the State. The Spartan system gave more emphasis on the physical development of potential warriors. In Athens, the Athenians also imparted training to citizens to qualify for government office. They trained their youths in patriotism and community welfare. But it is a fact that these trainings were meant only for the sons of a small group of citizens.
and they were under the supervision of an adult who served for the benefit of their schooling. In Rome, schools were meant for the training of boys in fighting ability and they were imparted lesson in the art of simple living as also how to render their services as useful citizens.

In the middle European period, the formal education was introduced primarily to serve religious purpose, that is, for service to the church. As a result, monastic schools were started for the benefit of spiritual upliftment. Many monks of this cult realised the urgency and usefulness of productive work. So they were engaged in the work on agriculture and learnt many skills. By acquiring the art of copying, they tried to preserve valuable documents. The Jesuits² developed an organised system of monastery schools. These included as many as 750 units and over 2,00,000 youths in Europe, as late as 1800. Special importance was given to reading of the latin classics, letter-writing, declamation, disputation and religious training. Later, the schools became the models for the

2. The Society of Jesus founded by Ignatius in 1534

St. Layela
( quoted from W.A. Anderson's 'Society - Its organisation and operation; p. 182 )
The early sixteenth century saw the emergence of education in the Western World, as people started giving more importance on the value of knowledge. The invention of printing, the expansion of oceanwide trade and commerce and increased emphasis upon the value of knowledge by great thinkers like Francis Bacon and Comenius, etc led to the creation of schools to serve the general population. Basically, the Industrial Revolution stimulated the idea that the education of youth should have utility. It must prepare them for living in a commercial and industrial world. It was under such compelling circumstances that Darwin, Huxley and others advocated for schools organised to teach young people as to how to control the natural elements as also human nature. They believed that societies could be more effectively served by a population that was literate and formally trained for its duties than by one of opposite cast. Then gradually

education became recognised as a necessity which led to its promotion to institutionalisation. Many of the functions undertaken informally and spontaneously by the community now disappear and are gradually replaced by the institutionalised services of the administration.\footnote{Bremer, John and others (ed.): 1980 Plus: Community, participation and learning; Book - 6; p. 95.}

Thus the expansion of institutionalised formal education resulted from changing social needs. The growing complexity of a dynamic society made its members realise that informal processes were inadequate to help people meet the challenges of rapidly changing environment. So the growing need for professional, technical, industrial training as also instruction in the liberal arts necessitated the development of an extensive educational system. The tempo of agricultural, industrial and commercial developments and educational needs in a democracy gradually gave rise to demands for schools to educate youth and people at large regardless of social status.

If we turn over the pages of history we find that the growth and rich development of modern formal education originated from the nuclei of its age-old
culture and civilisation. Indian civilisation is one of the oldest and important civilisations of the world. For better understanding of the civilisation, it is imperative to study the system of education which preserved, propagated and modified it during the course of more than four thousand years. The innumerable floating verses of unknown authors are traditionally handed down from generation to generation reflecting the views and opinions about the education system of Indian society. Education in a broad sense is self culture and self improvement and the process continues to the end of one's life. From the epics of Vedic age, we come to know that knowledge symbolises the third eye on man which gives him insight into affairs of the world, and teaches him as to how to face the situation in life.

The sutras and epics of ancient India described about the existence of a strong bond of community life among the learned persons of the society. Duties of learned persons towards society of that time were no less than those of to-day. Thus it helped to create a fertile ground of social education. Man are social beings and therefore ancient Indian education laid
stress on social duties and thus tried to promote social happiness and upliftment. The preservation and expansion of cultural heritage led to the advancement of the society.

Though the art of writing was well known in India by C. 800 B.C., its service could not be utilised for the cause of education due to lack of paper and printing presses. Students learnt lessons, vedic hymns, etc. from the lips of their teachers, and not from the pages of books. Boys of rich families used to write on wooden boards in some kind of colour. Students from poor families used to write on ground covered with sand or dust. With the help of pointed sticks and own fingers, they used to write instead of pencil. Generally palm leave, plantain leaf, charcoal ink or pencil were used as writing materials. The special feature of early education was that more importance was given to the practice of writing than in reading due to non-availability of books. Education was mostly imparted by private teachers in private schools. From about the 5th century onward, a great impetus was given to higher education by establishing a number of public schools and colleges. This must
have given an indirect impetus to primary education as a career. Primary teachers, by no means highly qualified for their task, figured in Kashmir society during the 10th century A.D.5

The foundation of best literary work in Hindu thought and glorious Hindu achievement was laid down during the Vedic and Upanishads period. Metaphysics made remarkable progress. Upanishadic, Bauddha and Jain works bore enough evidence of educational progress. Philology, grammar, legal literature, politics, astronomy, mathematics, medicine, surgery, mining, metallurgy, etc. were cultivated during the Upanishadic period. Only true education enables a man to become respectable and self-supporting citizen. The gurukul system of Ashramite education (hostel) gained popularity among the deserving pupils irrespective of class and creed. Educational methods and ideals were maintained through rules of discipline. Lying, slandering and backbiting were prohibited in order to promote moral seriousness and earnestness. The well-

known books in the form of parables and fables, Hitopadesa and Pañchatantra were written to educate young princes the principles of the State craft.

The educational system of ancient India did not prescribe any periodical or annual examination. When the teacher was satisfied at the recitation or explanation of the finished lesson of a student then only a new lesson was given to him. It proves that there was continuous assessment on every student. It was in some rare universities like Vikramasila (in Bengal) that the system of awarding diplomas began to be evolved during the period that followed. The primary, higher and professional education thus gradually came into existence in the last part of the period from C.200 B.C. to 500 A.D.

In this period, the corporate institutions, such as Buddhist monasteries were established which introduced Pali, Sanskrit, logic and philosophy. The monasteries were educational institutions of the standard of undergraduate colleges of the present era. Till the beginning of the 19th century, a few centres of higher sanskrit studies continued to
flourish. In this period, gradually instead of having twelve or fifteen students under one teacher of Vedic and Upanishads period, hundreds of students and scores of teachers lived together in the educational colony and were engaged in the study of different subjects like law, literature, philosophy, mathematics, astronomy, etc. The temple colleges and monastic universities offered free board and lodging to the students. The universities of Nalanda and Vikramśilā became the international centres of learning and students from different parts of the world, especially from the Buddhists countries of Eastern and Central Asia flocked together and studied there with comfortable literary facilities. Thus students from other countries after completion of their studies carried Indian culture to their homelands.

Ancient history reveals that non-stop study was prevalent among the educationists when the books were rare and costly during this period. To forget the previous learning was regarded as a sin. Every graduate had to devote extra time to his study, especially in the monsoon season in order to remove his staleness. The richly endowed colleges like those at
Nalanda, Salotgi and Ennayiram provided free boarding and food arrangements were made by the college administration. Among the important seats of learning that flourished in ancient India were Banaras, Texila (now in Pakistan), Pataliputra, Kauaj, Mithila, Dhara in Northern India, Malkhed, Kalyani, Tanjor in Southern India, Nalanda, Valabhi (in Gujarat), Vikramshila (in Bengal) and Pragjyotishpur (in Assam).

In the Buddhist system of education which came into existence around 600 B.C. 'mathas' and 'tols' were established which served as elementary institutions of learning. Subsequently, centres of higher learning grew up in monasteries and viharas, which were akin to the residential universities of today. Buddhist Universities earned international reputation and pupils from all over Asia gathered there for study. The method of teaching was same as in Vedic period except the medium of instruction, as Pali was used in the Buddhist period in place of sanskrit.

Medieval system of education coincided with the establishment of Muslim rule in India in 712 A.D. Rudiments of education (especially the study of prayers from Quran) were imparted in mosques. Temples
were replaced by mosques and pathsalas by 'Maktabs'. During the Mughal regime, there was no systematic or consistent educational policy before the reign of Akbar. It was during Akbar's time that education got new impetus and residential colleges were started both for Hindus and Muslims. Besides institutions run by the State, many private schools were started for post-graduate work in different branches of Arts and Science. The emperor Akbar gave encouragement for development of both Hindu and Muslim art and culture.

The notable feature in educational system in the medieval period is that it was basically religious in character. A teacher took a small group of students and paid individual attention to them. Unlike mass education of present times, it was individual and in a way family process.

After the gradual development of educational system in India, at the beginning of the 19th century, there grew up a number of recognised seats of Sanskrit and Arabic literature and indigenous institutions of an elementary type. These were the 'tols', 'the Madrasas', 'the pathsalas' and 'maktabs'.
In Assam also, there were a number of tolas, satras, namghars, pathsalas, etc. which imparted religious and spiritual teaching among the members of the Assamese society about which a threadbare discussion has been made earlier in Chapter-II of the thesis.

The East India Company which was established as early as in 1600 A.D. did not pay serious attention for development of educational activities for nearly one hundred years of its existence. It imparted education to only a few upper class citizens to win the confidence of Rajas and Nowabs. The intention of the Company to give education only to a few upper class people and to those who worked under the Company was prompted by political expediency rather than on consideration for development of educational system as such.

It was only after passage of the Charter Act of 1813, that the Company was compelled to accept responsibility for the education of Indians and to admit missionaries to its dominions for spreading Western "light and knowledge". This was the beginning of the State system of education in India.
under the British Rule. Due to various reasons, by the end of the 19th century, the old indigenous system of education disappeared gradually from the scene and firmly replaced by Western knowledge culminating in a change of language from Sanskrit and Persian to English along with the change of rulers from Hindu or Muslim kings to the white rulers from across the sea. Subsequently, however, it was realised that there was something wrong with the civilisation of West and its verbatim imitation damaged the Indian culture. So a few leading Indian citizens decided to refrain from imitating the Western system of education and began to establish a new system of education keeping in view their pressing needs. As a result, a few institutions like Visva-Bharati, Jamia-Millia, Banaras Hindu University, Aligharh Muslim University had been established. Former two were operated outside the English official system and the latter two were within it. But the characteristics remained the same - create not imitate. Thus these institutions served as a forerunner of higher education during pre-independence era.

In the North Eastern region, especially in Assam, the Christian Missionaries wrote books in Assamese. The Baptist Missionaries started literary activities in Danish Colony of Serampore by the end of 18th century. Three Baptist Missionaries, Carey, Marshman and Ward who were known in the history of Indian education as 'the Serampore Trio' or 'Scottish Trio' in collaboration with an Assamese scholar Shri Atmaram Sarma translated and published the Bible into Assamese in 1813. An Anglo-Assamese Dictionary was also written and published by them. They imparted not only religious teachings and knowledge of three R's, some instructions on industrial skills were also given to Assamese. In 1840, Rev. Bronson taught the technique of manufacturing tea and salt to a Naga boy of the then Assam. In 1844, Rev. Cutter, one of the leading American Baptist Missionaries established 16 schools in Sibsagar. In the Khasi-Jayantia Hills and Garo Hills (now in Meghalaya) the Darrang and Nowgong district of North Eastern region, the Wales Missionaries started many schools. 'Arunodaya', the first Assamese Newspaper was published by the Missionary Society.
Establishment of charity schools, printing press, training institutions for teachers, construction of schools, grants-in-aid for schools, collection of money through lottery, starting orphanages, emphasis on mother tongue, employment and admission of native people and students from all religions, etc are remarkable missionary activities in Assam.  

This shows that both missionaries and the East India Company substantially contributed to the improvement of community life of the Assamese people through spread of education among the masses. Of course, their underlying goal was to spread Christianity and colonialism. Thus from the 18th century onward, they tried to conquer the minds of simple minded people of the interior hills and plains of Assam as well as of North Eastern India. The Ahom kings who ruled over Assam for nearly six hundred years (1228 A.D. - 1826 A.D.) were secular in character and allowed the people to profess their own faiths. When the Ahom kings lost their power after the treaty of Yandaboo in 1826 A.D., the Christian Missionaries penetrated into the border areas of the North Eastern

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7. Das, Lakshahira: Education in Assam, p. 9
region of the then composite Assam and started a network of activities, with the dual purpose of spread of education among the illiterate peasantry on the one hand and spread of Christian culture on the other. Thus the post-Ahom era witnessed the influence of a mixed culture of indigenous and western system of education. When the Missionaries started schools and colleges in Assam, the political, economic and social condition of Assam was in bad shape. Various factors are responsible for retarded growth of Assamese culture, notable among them being the Burmese invasion, foreign rule by the East India Company and anti-Assamese mentality of a section of employees under the East India Company which tried to massacre the identity of Assamese people at large. At this crucial juncture, the noble Missionaries tried their level best to give safeguard to the Assamese language and culture and thereby to protect the interest of the Assamese people. Had it not been for the benevolence of Missionaries, the identity of the Assamese people would have been swamped. The schools and colleges established by the Missionaries have greatly contributed to the development of education in the State. The school and college buildings, quality of education, administration, results, discipline,
in Missionary institutions are still considered as one of the best in the State as elsewhere in the country, and are showing signs of promise.

The history of Indian education reveals that the famous Minutes of Macaulay (1835) and Wood's Education Despatch (1854) made significant contribution towards the educational policy in British India. Establishment of three universities at Calcutta, Bombay and Madras and a few training colleges for teachers was among the important landmarks of Wood's despatch.

In the two decades from 1881-82 to 1901-02, there was rapid expansion of secondary education and the number of secondary schools increased from 3,916 during 1881-82 to 5,124 during 1901-02, representing about 31 per cent rise and the number of pupils under instruction increased from 2,14,077 to 5,90,129, that is, more than doubled during this period. Most of the additional funds were utilised by these two branches of educational system (collegiate and secondary education) and primary education had to starve.

The expenditure on primary education from government fund increased only slightly from Rs. 16.77 lakhs in 1881-82 to Rs. 16.92 lakhs in 1901-02. On the other hand, the local bodies rendered considerable service to the mass education because their contributions to primary education fund amounted to Rs. 46.1 lakhs in 1901-02 as against Rs. 24.9 lakhs in 1881-82. Thus in the absence of any substantial increase in the contribution from government, no great expansion of primary education could be achieved. This is also borne out by the fact that among 18 million boys of school-going age of British India, a little more than one-sixth were actually receiving primary education.

The history of education in India passed through a crucial stage because there was conflict between government on the one hand and Indian public opinion on the other. Lord Curzon sought qualitative improvement of Indian education while the Indian leaders like Gopal Krishna Gokhale, Dadabhai Naoroji, Lokmanya Tilak,

9. ibid., p. 199
10. ibid; p. 199;

(Resolution on Educational Policy dated 11 March, 1902).
Chittaranjan Das and others believed that the most crying need of India was quantitative advance. They pointed out that they should not follow the footsteps of England where expansion of education was already complete, but it did not suit India where expansion had not even begun in right earnest.

At the instance of Lord Curzon, the Indian Universities Act was passed in 1904 and the Government of India passed the well known Resolution on the Indian Educational policy which stressed that greater interest should be given to primary education and that universities should demand high standard of efficiency from the affiliated colleges.

Curzon's contribution for development of education in India will be written in letters of gold in the history of Indian education. He laid the foundation of the reform of Indian universities in an attempt to raise the standard of higher education, the impact of which has remained till to-day.

Following the Government Resolution on Educational Policy (1913) as also the recommendations of the Sadler Commission (1917-19), a large number of
new universities were established during the period 1917-22 to cope with the increasing demand for higher education.

The Hartog Committee (1928) appointed by the Royal Commission was critical about lowering of academic standard due to unrestricted admissions, poor performance in secondary schools and increasing trend of unemployment among the university graduates.

The Committee in the interest of the university education as also in the interest of lower feeder institutions, laid emphasis on improving university work, by confining to its proper function of giving good advanced education to students who are fit to receive it, and in fact, to making the university a more fruitful and less disappointing agency in the life of the community.¹¹

¹¹ ibid; p. 295
(originally from the Hartog Committee Report; p. 137)
Wardha Scheme of Basic Education 1937

Wardha Scheme of Basic Education is one of the important landmarks in the educational system of pre-independence India. Against the backdrop of mass illiteracy, Mahatma Gandhi realised that unless illiteracy is driven out, it would be difficult to attain freedom, much less retain it. He, therefore, convened an all-India National Education Conference at Wardha with the object of evolving a new educational policy for national awakening. The Conference drew up a Scheme of Basic Education known as Wardha Scheme. It provided for seven years' free and compulsory education with mother tongue as medium of instruction with a bias in learning of craft. The Curriculum gave stress on the assimilation of Indian culture and Indian philosophy suited to the rural and urban masses. The system gained popularity so much so that the basic system of education has been accepted on the national system with some modifications to suit the changing needs and requirements of present-day society.
Sargent Commission 1944

At the outbreak of the World War II (1940-45), there was tremendous setback in the educational development in India. As substantial funds were diverted to war efforts, education got low priority resulting in deterioration of academic standard. The Sargent Commission was entrusted to report on post-war educational development in India commonly known as the Sargent Report (1944). The object of the plan was to create in India, in a period of not less than forty years, the same standard of educational attainments as had already been admitted in England. The Sargent Commission Report dealt with all stages of education, such as primary, secondary, university, examination reforms, teacher training, health education, social activities, etc and thus it tried to fulfil the objective of educating every Indian child within a span of forty years.

Though charges were labelled against British educational policy as being inadequate to formulate a national educational policy and its failure to evolve a synthesis of East and Western culture, the fact
remains that the British did yeomen's service for ushering in an era of 'light and wisdom'.

The most important achievement of the British educational administration is that it introduced India to English language and literature and through them brought about its exposure to the industrial development, social and political philosophy of the West. To quote Pandit Nehru "English language serves as the window through which we peep into the international world." It is through British contact that hidden richness of Indian culture and language was brought to light by strenuous efforts of a band of dedicated scholars and missionaries from the West. As elsewhere in the country, Assam's culture was greatly influenced by the British educational policy for its development on modern and scientific lines. Despite limitations, it made a tremendous impact for development of indigenous and variegated community life of various segments of population in Assam, namely, the general population, as also the ethnic groups comprising tribals and others, both in the hills and plains.
The Indian Constitution has made some important contributions for the growth and development of education in the country. For instance, Art. 45 of the Constitution, which is also a Directive Principle of State's Policy provides that "the State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of 14 years."12

Under Article 246 of the Constitution of India, education was put in the State List making education a State's responsibility. But subsequently, in December 1976, by the 42nd Amendment to the Constitution, education has been put in the Concurrent List and thereby making education a joint responsibility of both the Central and the State Governments.13


13. Ibid., p.364; also refer Introduction to the Constitution of India by Dr. Durga Das Basu, 10th Edition; p.410.
Universal Primary education is the crying need for a developing country like India which has a high percentage of illiteracy accounting for nearly two-thirds of her population even after 39 years of attaining independence. The fact that India was under the colonial regime for more than two hundred years is primarily responsible for this sorry state of affairs. Now that India is a free country, it is quite natural to expect that universalisation of primary education should no longer remain a dream but becomes reality. Therefore, it is of paramount importance that all-out efforts should be made for achieving this long cherished objective in no distant future, so that every Indian becomes literate and can contribute to the economic prosperity of Indian nation.

After winning freedom, the immediate task before the Government was to give priority for universalisation of primary education but unfortunately, the Government was faced with the gigantic problem of rehabilitation of millions of refugees from Pakistan as a result of partition and no worthwhile educational development could be made during the period from 1947-48 to 1950-51.
Immediately after independence, India inherited a large number of problems, such as poverty, mass illiteracy, unemployment, ignorance, inferiority, social prejudices, inflation, and a host of other problems. Therefore, increased production and self-sufficiency in food is not only desirable but also essential for survival of the nation. It is a paradox that in spite of rich potential of natural resources, India remains a poor country and with per capita national income of 260 dollars (1986), she ranks eighth among the poor nations in the world. During 1984-85, in India, the population below the poverty line was 273 million accounting for 37 per cent of her population. Therefore there is urgent need for harnessing of India's natural resources for economic exploitation for ensuring a rich community life.

In the post-independence period, a number of Education Commissions were set up by the Govt. of India to examine the prevailing education system and


to suggest measures for educational reforms to meet the changing needs and aspirations of the people.

The Education Commissions are (1) University Education Commission of 1948; (2) Secondary Education Commission of 1952 and (3) Indian Education Commission of 1964-66.

Although the terms of reference of the above noted Commissions differed, their recommendations converged to one main objective, namely, to attain a high standard of academic efficiency at various stages of education, viz. primary, secondary and university education and to build up trained manpower needed for socio-economic transformation of the country.

On the recommendations of the University Education Commission of 1948 (i.e. Radhakrishnan Commission), the Central Government set up the University Grants Commission (UGC) in 1953 under a U.G.C. Act. The main function of the UGC is to determine, coordinate and maintain the academic standard in the colleges and universities and sanction financial
grants for their development. In spite of limitation of funds at the disposal of the UGC, it has been able to achieve commendable success in course of the last three decades of its existence. It has assisted the development of post-graduate research and training, provided better facilities, expanded library and laboratory facilities and has helped the colleges and universities in numerous other ways.

The Report of the Indian Education Commission (1964-66) is unique in the sense that after independence of India, it is the only comprehensive document which dealt with development processes in totality encompassing a wide variety of fields, such as educational, economic, social and industrial development from the point of view of indigenous and modern technology covering from lowest to the highest strata of society in rural and urban sectors. The idea advocated by the Indian Education Commission (1964-66) headed by Dr. D.S. Kothari is fully expressed in the opening sentence of the Commission which said, "the destiny of India is now being shaped in her classroom." This has relevance to the present-day context
because students of to-day will be the citizens of to-morrow and they are the architects of their own fortune as also of the country.

As in the case of other States, the recommendations of various Education Commissions have made impact of far reaching consequences in the State of Assam, which is manifest in the quality of education, academic performance and academic efficiency in the universities and colleges of the State. The benefits of quality education have permeated to the schools and colleges in the rural areas, which will help to bridge the yawning gap between education and society.

National Policy on Education 1968 and 1986

On the basis of the Education Commission Report (1964-66), a National Policy on Education was formulated for the first time in 1968, according to which apart from providing free and compulsory education upto the age of 14 years, the country would invest 6 per cent of national income in education.
The policy was good in all respects and attempted to link education to national development. It aimed universalisation of elementary education and to raise the standard of higher education including technical education comparable with the international standard. During the last two-three decades, a phenomenal expansion of education has taken place in India. For instance, in 1950-51, there were 2,09,671 Primary Schools; 13,596 Middle level Schools; 7,288 High and Higher Secondary Schools, 706 colleges and 27 Universities. To-day there are some 5,00,000 Primary Schools; 60,000 High and Higher Secondary Schools; 5,000 colleges and 150 universities. This expansion in the number of educational institutions by any standard is remarkable. There has been substantial improvement in the enrolment of students in all types of educational institutions. The gross

16. Source : A Hand Book of Educational and Allied Statistics, Ministry of Education and Culture, Govt. of India, New Delhi; Table-3.1; pp.52-53.

17. Source : Narasimha Rao, Dr. P.V : Union Minister of Human Resources Development : "What is New Education Policy ?" The Assam Tribune dated July 14, 1986, p.4; Courtesy AIR.
enrolment ratio for the children in the age-group 6-11 years (primary schools) rose from 42.6 per cent in 1950-51 to about 88.8 per cent in 1984-85 and that in the age-group 11-14 years (Middle level schools) increased from a meagre 12.7 per cent to 49.3 per cent during the same period. The overall gross enrolment ratio in the age-group 6-14 years rose from 32.0 per cent in 1950-51 to about 74.0 per cent during 1984-85. This means primary education is now available to about 89 per cent of the child population in the age-group 6-11 years, and this by itself is no mean achievement.

It is now widely accepted that expenditure on education is investment, promoting the long-term growth of the economy. The expenditure on education, which formed 1.3 per cent of the Gross National Product (GNP) in 1950-51 rose to 2.6 per cent in 1960-61 and to about 4 per cent in 1980-81. 

18. Source: University News dated June 1, 1985, Vol. XXIII No.21 Table-1; p.2.
NUMBER OF ILLITERATES
IN ASSAM
(1911 - 1971)
By and large, most of the Indian States have been allocating an increasing proportion of their revenue expenditure to education and on an average the States spend about 25 per cent of their revenue expenditure on education.

But what is striking is that in spite of this phenomenal expansion of education, the implementation of 1968 Education Policy remained incomplete. The goals of making a new human being, creating educational opportunities for all citizens and inculcating the feeling of unity and national integration through education have not been fully realised. The population is increasing at unprecedented rate and consequently the number of illiterates is increasing alarmingly with falling of academic standards. The youths have to be trained to meet the challenge of new technologies of the future. There is urgent need for a radical change in the education system. The change should evoke a new feeling of confidence among the students, teachers, and parents and evolve a system which will pave the way for a bright future for the country. With this object in view, a New National Policy on Education (1986) has been
formulated, which has been approved by the Parliament. Among other things, two important aspects of the New Education Policy are (1) creation of a national system of education and (2) removal of imbalance and disparities in the field of education.

The New Education Policy will give special emphasis on primary education and provision will be made to supply the necessary school paraphernalia including toys, blackboards, charts, maps and other reading materials through a drive in a phased manner symbolically called 'Operation blackboard'. The present Model Schools will be re-oriented and rechristened as 'Navodaya Schools'. These schools proposed to be set up in each district will ensure quality education purely on the basis of merit. The New Education Policy is aimed at abolishing inequalities with the accent on helping the poorer sections and the underprivileged. These Navodaya schools will afford scopes to the gifted students studying in the rural areas who do not have opportunities for good education due to poor economic condition. The education in Navodaya schools will be free with reservation for the Scheduled Castes and Scheduled Tribes in proportion to their population in the district.
The programme for implementation should be chalked out to ensure how best people could be involved in it so that its benefits could percolate to all sections of the society. With this New Education Policy coming into being, it is hoped that this will usher in an era of progress and prosperity for community living in the country including the State of Assam.

Progress of formal education in Kamrup district vis-a-vis Assam during the period from 1960-61 to 1982-83

To study the progress of formal education in Kamrup district vis-a-vis Assam, data have been culled from various publications of the Ministry of Education and Culture (now Human Resources Development Department), Government of India as also of the Directorate of Public Instruction, Assam and have been presented in the form of five statistical tables, viz. Table - 4.1 to Table - 4.5.

The Table - 4.1 shows that the total number of educational institutions in Kamrup district increased substantially by about 69 per cent in the past
### General Summary of Educational Institutions, enrolment and teachers in Kamrup district and Assam State.

| Year  | Kamrup District | | | | | | | | Assam State | | | | | |
|-------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|       | No. of educational institution ('000) | Total enrolment of girls ('000) | p.c. | Total no. of teachers | Teacher pupil ratio | Expenditure per pupil | No. of educational institutions ('000) | Total enrolment of girls ('000) | p.c. | Total no. of teachers | Teacher pupil ratio | Expenditure per pupil |
| 1960-61 | 3,377 | 307 | 29.1 | 9 | 34 | 50.6 | (a) 19,286 | 1537 | 33.5 | 50 | 31 | 42.1 |
|         | (b) 16,616 | 1384 | 32.4 | 44 | 31 | 41.6 |
| 1965-66 | 4,012 | 400 | 31.9 | 13 | 31 | 87.1 | (a) 30,150 | 2160 | 36.5 | 65 | 33 | 63.9 |
|         | (b) 26,719 | 1939 | 35.6 | 57 | 34 | 64.3 |
| 1970-71 | 4,377 | 467 | 34.8 | 15 | 31 | 132.7 | (a) 23,131 | 2271 | 37.4 | 72 | 32 | 107.0 |
|         | (b) 22,445 | 2158 | 36.9 | 68 | 32 | 105.9 |
| 1976-77 | 5,107 | 567 | 38.0 | 20 | 28 | 209.1 | 26,486 | 2583 | 38.7 | 93 | 28 | 186.5 |
| 1980-81 | 5,478 | 681 | 40.1 | 22 | 31 | N.A. | 29,799 | 2934 | 40.1 | 103 | 28 | N.A. |
| 1982-83 | 5,697 | 701 | 40.3 | 21 | 33 | N.A. | 31,412 | 3298 | 40.4 | 103 | 32 | N.A. |

**Note:**
(a) represents old Assam including Meghalaya, Mizoram
(b) represents present boundary of Assam.

**Source:**
two decades from 3,377 in 1960-61 to 5,697 during 1982-83. The total enrolment also more than doubled from 3.07 lakhs to 7.01 lakhs during the corresponding period. The enrolment of girls formed 29 per cent of total enrolment in 1960-61, which increased to 40 per cent during 1982-83. The number of teachers also more than doubled from 9 thousands to 21 thousands during the same period. The overall teachers pupil ratio did not show any significant variation, because teacher pupil ratio was 1:34 and 1:33 during 1960-61 and 1982-83 respectively. Though the latest figures relating to per pupil expenditure on education for the district is not available, the data available up to 1976-77 indicate that there was a four-fold increase in per pupil expenditure on education from about Rs. 51 in 1960-61 to Rs. 209 during 1976-77. The rise is partly due to increased quantum of funds and partly due to price rise over the years.

It may be noted that in the tables, two sets of figures have been furnished for Assam for the period from 1960-61 to 1970-71, viz. (a) represents erstwhile composite Assam including Khasi and Jayantia Hills, Garo Hills and Mizoram as existed prior to 1970-71 and (b) represents adjusted figures corresponding to
the present boundary of Assam. In the analysis that follows, for the sake of comparison, only set (b) will be taken into consideration.

The data presented in Table - 4.1 indicate that the total number of educational institutions in Assam State nearly doubled from 16,616 in 1960-61 to 31,412 during 1982-83 with the corresponding enrolment rising from 13.84 lakhs to 32.98 lakhs reflecting more than two-fold increase. The proportion of girls to total enrolment also increased from 34 per cent in 1960-61 to 40 per cent during 1982-83. The number of teachers also doubled from 50 thousands to 1.03 lakhs during the same period. The teacher pupil ratio remained more or less stagnant at 1:32.

Table - 4.2 depicts the progress of Pre-primary schools during the period 1960-61 to 1982-83; Table - 4.3 deals with Primary Schools; Table - 4.4 discusses about Middle level schools and Table - 4.5 reflects the position in regard to High and Higher Secondary Schools.
Pre-primary and primary school children at play

(School run by Kasturba Memorial Trust, Assam Branch, Sarania Ashram; Established 1946., Guwahati.

( Guwahati sub-division.)
From Table - 4.2, it appears that during the decade 1960-61 to 1970-71, pre-primary education was grossly neglected, because in Kamrup district, there was only one pre-primary school with an enrolment of 55 students. During 1970-71, the number of pre-primary schools increased to only 13 with enrolment of 404 students. During 1976-77, pre-primary education in the district got considerable impetus and the number of pre-primary schools increased to 123 with an enrolment of 5,573 students, which works out to 45 students on an average per school. By 1982-83 with the addition of 2 pre-primary schools, the total number of such schools in the district rose to 125 with an enrolment of 5,570 students, of whom the girls constituted 46 per cent. There were 136 teachers and teacher pupil ratio was 1:41.

As already stated, the pre-primary education did not receive the attention it deserved. As in the Kamrup district, the number of pre-primary schools in the State of Assam as a whole was meagre. (Table - 4.2).

In 1960-61, there were only 7 pre-primary schools in Assam with an enrolment of 483 students, of whom 47 per cent were girls. In 1970-71, the number of
### TABLE 4.2

Number of pre-primary schools, enrolment and teachers in Kamrup district and Assam State.

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of pre-</th>
<th>Total p.c.</th>
<th>Total</th>
<th>Teacher</th>
<th>Expenditure per pupil (Rs.)</th>
<th>KAMRUP DISTRICT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>primary</td>
<td>enrol-</td>
<td>No. of</td>
<td>girls</td>
<td>ratio</td>
<td>No. of schools</td>
<td></td>
</tr>
<tr>
<td>schools</td>
<td>schools</td>
<td>ment</td>
<td>pupil</td>
<td>teachers</td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1960-61</td>
<td>1</td>
<td>55</td>
<td>40.0</td>
<td>2</td>
<td>28</td>
<td>113.3</td>
<td>5</td>
</tr>
<tr>
<td>1965-66</td>
<td>5</td>
<td>299</td>
<td>34.1</td>
<td>7</td>
<td>43</td>
<td>60.6</td>
<td>8</td>
</tr>
<tr>
<td>1970-71</td>
<td>13</td>
<td>404</td>
<td>49.0</td>
<td>5</td>
<td>81</td>
<td>53.3</td>
<td>10</td>
</tr>
<tr>
<td>1976-77</td>
<td>123</td>
<td>5573</td>
<td>45.1</td>
<td>124</td>
<td>45</td>
<td>55.7</td>
<td>12</td>
</tr>
<tr>
<td>1980-81</td>
<td>125</td>
<td>4506</td>
<td>46.5</td>
<td>134</td>
<td>34</td>
<td>N.A.</td>
<td>14</td>
</tr>
<tr>
<td>1982-83</td>
<td>125</td>
<td>5570</td>
<td>45.9</td>
<td>136</td>
<td>41</td>
<td>N.A.</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of pre-</th>
<th>Total p.c.</th>
<th>Total</th>
<th>Teacher</th>
<th>Expenditure per pupil (Rs.)</th>
<th>ASSAM STATE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>primary</td>
<td>enrol-</td>
<td>No. of</td>
<td>girls</td>
<td>teachers ratio</td>
<td>No. of schools</td>
<td></td>
</tr>
<tr>
<td>schools</td>
<td>schools</td>
<td>ment</td>
<td>pupil</td>
<td>teachers</td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1960-61</td>
<td>(a) 43</td>
<td>1726</td>
<td>50.6</td>
<td>64</td>
<td>27</td>
<td>40.7</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(b) 7</td>
<td>483</td>
<td>46.5</td>
<td>21</td>
<td>23</td>
<td>68.2</td>
<td>7</td>
</tr>
<tr>
<td>1965-66</td>
<td>(a) 82</td>
<td>3191</td>
<td>50.5</td>
<td>118</td>
<td>27</td>
<td>49.3</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>(b) 31</td>
<td>1287</td>
<td>45.1</td>
<td>55</td>
<td>23</td>
<td>75.4</td>
<td>11</td>
</tr>
<tr>
<td>1970-71</td>
<td>(a) 72</td>
<td>2601</td>
<td>51.5</td>
<td>92</td>
<td>28</td>
<td>81.3</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>(b) 60</td>
<td>1987</td>
<td>50.2</td>
<td>75</td>
<td>26</td>
<td>93.6</td>
<td>15</td>
</tr>
<tr>
<td>1976-77</td>
<td>307</td>
<td>13,254</td>
<td>47.3</td>
<td>344</td>
<td>39</td>
<td>67.6</td>
<td>17</td>
</tr>
<tr>
<td>1980-81</td>
<td>291</td>
<td>12,674</td>
<td>46.3</td>
<td>326</td>
<td>39</td>
<td>N.A.</td>
<td>19</td>
</tr>
<tr>
<td>1982-83</td>
<td>282</td>
<td>18,445</td>
<td>46.6</td>
<td>527</td>
<td>35</td>
<td>N.A.</td>
<td>21</td>
</tr>
</tbody>
</table>

Source: Same as for table 4.1
pre-primary schools rose to 60 with an enrolment of 1,987 students, of whom 50 per cent were girl. The number of teachers in pre-primary schools rose from 21 in 1960-61 to 75 in 1970-71 and teacher pupil ratio was 1 : 26. By 1982-83, the number of pre-primary schools in the State rose to 282 representing a four-fold increase with enrolment of 16,445 students and the girl students constituted 47 per cent of total enrolment.

In Kamrup district, the number of primary schools in the past two decades rose by 62 per cent from 2,784 in 1960-61 to 4,523 in 1982-83 and enrolment rose from 2.22 lakhs to 4.19 lakhs registering nearly two-fold increase (Table - 4.3). The proportion of girl students to total enrolment in the primary schools increased from 34 per cent in 1960-61 to 44 per cent in 1982-83. This shows that along with the passage of time, more and more number of girls joined schools of primary education! The number of teachers also doubled from 5 thousands to 10 thousands and the teacher pupil ratio during 1982-83 was 1 : 42.

In the State of Assam as a whole, the number of primary schools in the past two decades increased
<table>
<thead>
<tr>
<th>Year</th>
<th>KAMRUP DISTRICT</th>
<th></th>
<th>ASSAM STATE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of primary schools ('000)</td>
<td>Total p.c.</td>
<td>No. of pupils</td>
<td>Teacher ratio</td>
</tr>
<tr>
<td>1960-61</td>
<td>2,784</td>
<td>222</td>
<td>33.8</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1965-66</td>
<td>3,132</td>
<td>249</td>
<td>36.2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1970-71</td>
<td>3,337</td>
<td>279</td>
<td>38.1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1976-77</td>
<td>3,779</td>
<td>323</td>
<td>40.7</td>
<td>8</td>
</tr>
<tr>
<td>1980-81</td>
<td>3,998</td>
<td>367</td>
<td>43.6</td>
<td>9</td>
</tr>
<tr>
<td>1982-83</td>
<td>4,523</td>
<td>419</td>
<td>44.2</td>
<td>10</td>
</tr>
</tbody>
</table>

Source: Same as for Table - 4.1
by about 71 per cent from 13,719 in 1960-61 to 23,457 in 1982-83 and enrolment also increased by 89 per cent from 10.16 lakhs to 19.24 lakhs during the same period (Table - 4.3). The proportion of girl students to total enrolment showed slight improvement from 36 per cent to 43 per cent during the corresponding period. The number of teachers in the primary schools more than doubled from 24 thousands to 50 thousands during this period. As regards teacher pupil ratio, there were 38 students per teacher in the primary schools in Assam compared with the national average of 40 students per teacher.20

The table - 4.4 shows that the number of Middle and Senior Basic Schools in the past two decades in Kamrup district more than doubled from 350 in 1960-61 to 834 in 1982-83. The enrolment also nearly trebled from 45 thousands to 1.21 lakhs during the corresponding period. The proportion of girl students to total enrolment increased from 21 per cent in 1960-61 to 38 per cent in 1982-83. The number of teachers in the Middle level schools in Kamrup district increased

<table>
<thead>
<tr>
<th>Year</th>
<th>Kamrup District</th>
<th>Assam State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Middle/Sr.Basic Schools ('000)</td>
<td>Total enrolment of girls ('000)</td>
</tr>
<tr>
<td>1960-61</td>
<td>350</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>(b) 1548</td>
<td>201</td>
</tr>
<tr>
<td>1965-66</td>
<td>511</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>(b) 2265</td>
<td>262</td>
</tr>
<tr>
<td>1970-71</td>
<td>627</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>(b) 2921</td>
<td>353</td>
</tr>
<tr>
<td>1976-77</td>
<td>727</td>
<td>94</td>
</tr>
<tr>
<td>1980-81</td>
<td>815</td>
<td>114</td>
</tr>
<tr>
<td>1982-83</td>
<td>834</td>
<td>121</td>
</tr>
</tbody>
</table>

Note: (a) Relates to old Assam including Meghalaya and Mizoram; N.A. = Not available
(b) Relates to the present boundary of Assam
Source: Same as in table 4.1
from 2 thousands to 5 thousands and as regards teacher pupil ratio, there were 24 students per teacher in 1982-83.

For Assam State as a whole, during the past two decades, the number of Middle and Senior Basic Schools more than trebled from 1,548 in 1960-61 to 5,444 in 1982-83. The enrolment in the Middle level Schools also increased by three times from 2.01 lakhs to 6.18 lakhs during the same period. The proportion of girl students in the Middle level schools also showed substantial improvement from 27 per cent in 1960-61 to about 40 per cent in 1982-83. This a welcome sign, as this will contribute to the growth of women education in the State. The number of teachers in the Middle level schools indicated nearly three-fold increase from 9 thousands in 1960-61 to 26 thousands in 1982-83. As regards teacher pupil ratio, there were 24 students per teacher compared with the national average of 34 students per teacher.  

The Table - 4.5 shows that in the past two decades, the number of High and Higher Secondary schools in Kamrup district increased by nearly five times from a meagre 122 schools in 1960-61 to 590 schools in 1982-83. The enrolment also shows more than four-fold increase from 27 thousands to 1.32 lakhs during the same period. The proportion of girls to total enrolment in High and Higher Secondary schools in Kamrup district showed remarkable improvement from nearly 14 per cent in 1960-61 to 37 per cent in 1982-83. The number of teachers also showed two and half fold increase from 2 thousands to 5 thousands during the same period. There were 26 students per teacher in Kamrup district in 1982-83 compared with the State average of 27 students per teacher.

In the Assam State as a whole, during the past two decades, the number of High and Higher Secondary schools indicated more than four-fold increase from 519 schools in 1960-61 to 2,299 schools in 1982-83 and the enrolment also reflected more than three-fold increase from 1.19 lakhs to 4.36 lakhs during the same period. The proportion of girls to total enrolment in High and Higher Secondary schools
### Table 4.5

Number of High and Higher Secondary Schools, enrolment and teachers in Kamrup district and Assam State

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of High &amp; Higher Secondary Schools ('000)</th>
<th>Total p.c. of enrolment of girls (%)</th>
<th>No. of pupils teachers</th>
<th>Expenditure per pupil (Rs.)</th>
<th>No. of High &amp; Higher Secondary Schools ('000)</th>
<th>Total p.c. of enrolment of girls (%)</th>
<th>No. of pupils teachers</th>
<th>Expenditure per pupil (Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960-61</td>
<td>122</td>
<td>27</td>
<td>13.7</td>
<td>2</td>
<td>14</td>
<td>150.4</td>
<td>(a) 557</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(b) 519</td>
<td>119</td>
</tr>
<tr>
<td>1965-66</td>
<td>195</td>
<td>70</td>
<td>19.9</td>
<td>3</td>
<td>23</td>
<td>107.3</td>
<td>(a) 1038</td>
<td>342</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(b) 950</td>
<td>314</td>
</tr>
<tr>
<td>1970-71</td>
<td>267</td>
<td>86</td>
<td>26.4</td>
<td>4</td>
<td>22</td>
<td>168.2</td>
<td>(a) 1350</td>
<td>403</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(b) 1268</td>
<td>381</td>
</tr>
<tr>
<td>1976-77</td>
<td>370</td>
<td>108</td>
<td>29.8</td>
<td>5</td>
<td>22</td>
<td>206.8</td>
<td>1665</td>
<td>469</td>
</tr>
<tr>
<td>1980-81</td>
<td>395</td>
<td>129</td>
<td>35.8</td>
<td>6</td>
<td>22</td>
<td>N.A.</td>
<td>1993</td>
<td>588</td>
</tr>
<tr>
<td>1982-83</td>
<td>590</td>
<td>132</td>
<td>37.1</td>
<td>5</td>
<td>26</td>
<td>N.A.</td>
<td>2299</td>
<td>436</td>
</tr>
</tbody>
</table>

**Note:** (a) Relates to old Assam including Meghalaya & Mizoram; N.A. = Not available

(b) Relates to present boundary of Assam.

Source: Same as in table - 4.1
in the State increased substantially from nearly 20 per cent in 1960-61 to 36 per cent in 1982-83. The number of teachers also indicated more than three-fold increase from 8 thousands to 27 thousands during the corresponding period. As regards teacher pupil ratio, there were 16 students per teacher in High and Higher Secondary schools in the State of Assam compared with the national average of 29 students per teacher.

The Seventh Plan Proposal for enrolment in Formal Education in Assam (1985-90):

As 1981 Census could not be taken in Assam, the exact child population in the State is not known. However, on the basis of projected population made available by the Registrar General of India, the child population for Assam during 1984-85 (i.e. terminal year of the Sixth Plan) was estimated at

22. Source: ibid., Table VII; p. 36.
25.04 lakhs in the age-group 6-10 years and 16 lakhs in the age-group 11-13 years, i.e. 41.04 lakhs in the age-group 6-13 years. As per projection, the child population for Assam during 1989-90, i.e. at the end of the Seventh Plan has been placed at 35.61 lakhs in the age-group 6-10 years and 19.25 lakhs in the age-group 11-13 years or a total of 54.86 lakhs in the age-group 6-13 years. The achievement in respect of enrolment during 1984-85 (terminal year of the Sixth Plan) was 22.55 lakhs in the age-group 6-10 years and 9.40 lakhs in the age-group 11-13 years. Therefore, 13.06 lakhs (i.e. 35.61 lakhs - 22.55 lakhs) additional children in the primary stage in the age-bracket 6-10 years and 9.85 lakhs (i.e. 19.25 lakhs - 9.40 lakhs) additional children in the Middle stage in the age-group 11-13 years are to be enrolled at the end of the Seventh Plan i.e. by 1989-90.

This means a total of 22.91 lakhs (i.e. 13.06 lakhs + 9.85 lakhs) additional children in the age-bracket 6-13 years are to be enrolled during the Seventh Plan against the total achievement in enrolment
of 9.15 lakhs additional children in the Sixth Plan. Enrolment of such a huge number of children will pose a great challenge to the State Govt. machinery. To achieve universalisation of elementary education within the specified period, it has been proposed to cover 100 per cent children at the primary stage during the Seventh Plan. But it will not be possible to cover all the children at the Middle stage in the age-group 11-13 years due to huge backlog as also financial constraints of this State. Therefore, only 75 per cent enrolment is proposed to be covered at the Middle stage.23

The outlay earmarked for elementary education for Assam during the Seventh Plan (1985-90) is Rs. 100 crores as against Rs. 50 crores in the Sixth Plan. This represents nearly 54 per cent of the total outlay on education for Assam during the Seventh Plan. Substantial share of allotment for elementary education amply demonstrates that due importance has been given to elementary education keeping in view the need for universalisation of

elementary education by the end of the Seventh Plan in line with the national objective. The outlay on education for Assam during the Seventh Plan has been fixed at Rs. 136 crores accounting for 8.9 per cent of the total Plan outlay of Rs. 2100 crores for the State. The Seventh Plan outlay on education for India is Rs. 6383 crores which constitutes 3.5 per cent of the total public sector plan outlay of Rs. 1,80,000 crores.

The Seventh Plan outlay for Education in Assam vis-a-vis India by Major Heads of Education is shown in Table-4.6.

24. Source: Planning & Development Department, Govt. of Assam, Dispur.

OUTLAY ON EDUCATION DURING SEVENTH PLAN (1985-90)

INDIA
RS. 6383 CRORES

ASSAM
RS. 186 CRORES

- ELEMENTARY EDUCATION
- ADULT EDUCATION
- SECONDARY EDUCATION INCLUDING HIGHER EDUCATION
- TECHNICAL EDUCATION
- ART AND CULTURE
- SPORTS & YOUTH SERVICES

FIGURE II
### TABLE - 4.6

<table>
<thead>
<tr>
<th>Major Heads</th>
<th>Assam</th>
<th>India</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Outlay (Rs. crores)</td>
<td>Outlay (Rs. crores)</td>
<td>% share</td>
<td>% share</td>
</tr>
<tr>
<td>1. Elementary Education</td>
<td>100</td>
<td>1830</td>
<td>53.8</td>
<td>28.7</td>
</tr>
<tr>
<td>2. Adult Education</td>
<td>8</td>
<td>360</td>
<td>4.3</td>
<td>5.6</td>
</tr>
<tr>
<td>3. Secondary Education, including</td>
<td>51</td>
<td>2585</td>
<td>27.4</td>
<td>40.5</td>
</tr>
<tr>
<td>Higher Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Sub-total Gen. Edu (A)</td>
<td>159</td>
<td>4775</td>
<td>85.5</td>
<td>74.8</td>
</tr>
<tr>
<td>5. Technical Education</td>
<td>16</td>
<td>682</td>
<td>8.6</td>
<td>10.7</td>
</tr>
<tr>
<td>6. Art &amp; Culture</td>
<td>6</td>
<td>482</td>
<td>3.2</td>
<td>7.6</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>---</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7. Sports &amp; Youth Services</td>
<td>5</td>
<td>2.7</td>
<td>444</td>
<td>6.9</td>
</tr>
<tr>
<td>8. Sub-Total (B)</td>
<td>27</td>
<td>14.5</td>
<td>1608</td>
<td>25.2</td>
</tr>
<tr>
<td>9. Grand Total</td>
<td>186</td>
<td>100.0</td>
<td>6383</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: (1) Seventh Five Year Plan 1985-90, Vol. II, Govt. of India, Planning Commission, Annexure - 10.4; p. 269

(2) Seventh Five Year Plan (1985-90), Assam, Planning & Development Department, Dispur.
The available data indicate that during 1979-80, the bulk of the schools in the State of Assam to the tune of 80 per cent in the case of High and Higher Secondary schools, 90 per cent in respect of Middle level schools, 96 per cent in the case of primary and junior Basic schools and 64 per cent in respect of Pre-primary schools was located in rural areas compared with the national average of 67 per cent, 83 per cent, 91 per cent and 55 per cent respectively in Rural India. Again, the proportion of enrolment in rural areas to total enrolment in the State of Assam in these types of schools accounted for 71 per cent, 86 per cent, 91 per cent and 61 per cent respectively compared with the national average of 52 per cent, 71 per cent, 80 per cent and 40 per cent respectively in Rural India.

This is not unusual in consideration of the fact that growth of urbanization in our State and for that matter in our country is slow. The predominance of schools in rural areas is evident from the

fact that nearly 90 per cent of Assam's population is rural compared with 77 per cent for India (1981 Census). The fact of having a large percentage of schools in rural areas in the State of Assam is likely to benefit the rural-folk in a large measure, which will immensely contribute to growth of an enlightened community life.

Impact of formal education on community living:

The formal education has made significant impact on community living in Kamrup district. With literacy rate of 28.77 per cent (1971 Census), Kamrup district is the most educationally advanced district with the highest number of educational institutions (5,697 Nos.) during 1982-83 accounting for 18 per cent of the total number of educational institutions in the State of Assam (Table-4.1). In 1960-61, in Kamrup district, there were 2,21,804 students in primary stage (in classes I-V) in the age-group 6-10 years and 45,121 students in Middle schools (in classes VI-VIII) in the age-group 11-14 years forming respectively 47 per cent and 19 per cent of the population in these age-groups. As against this, the enrolment ratios in the State in these age-groups
were respectively 43 per cent and 17 per cent compared with national average of 62 per cent and 23 per cent respectively. The enrolment ratios in primary and middle stage in these age-brackets in Kamrup district rose to 56 per cent and 24 per cent respectively during 1983-84 compared with the State enrolment ratios of 63 per cent and 47 per cent and national enrolment ratios of 93 per cent and 49 per cent in the respective age-groups.

The above figures demonstrably make it clear that there has been perceptible expansion of education in the formal system in Kamrup district.

(2) University News dated June 1, 1985; Vol. XXIII, No. 21, Table - 1; p.2.
(3) Statistical Abstract of Assam, 1966-67; Directorate of Econ. & Statistics, Assam, Shillong, Table - 1.16; pp. 38-43.

which is instrumental in bringing about a social change in community living. The fact that the bulk of the elementary and secondary schools is located in rural areas where most of the Community Development Blocks are established, the rural folk has reaped the benefit of formal education. The formal system has made tremendous impact on the life-style of the community and in their environment creating a sense of social awareness among the people.

The survey findings in the C.D. Blocks of Kamrup district (Chapter - VI) lend support to the above observations, according to which 56 per cent of the child population in the age-group 6-14 have attained educational standard primary and above. That is to say, 33 per cent primary, 15 per cent Middle level and 8 per cent High School standard. Likewise, in the age-group 15-35, 45 per cent of the population had educational standard primary and above, their breakups being 15 per cent primary, 11 per cent Middle level, 12 per cent High School level and 7 per cent College level education.
Due to proliferation of knowledge as a result of spread of education among the people, they have developed a change in their outlook from parochialism to a broader spectrum of mental horizon. This is reflected in their behaviour pattern, in their dealings with their neighbours and other members of the society. By and large, education has enabled them to discard evil practices prevalent in the society like alcoholism, gambling, witchcraft, cynicism, superstition, social prejudices, etc. and discrimination between castes and creeds has gradually disappeared. It has created a sense of oneness among diverse religion or faith, different ethnic groups, different locality or different regions.

As a unifying force, education has united the people culturally by exchange of ideas and culture through a variety of mediums, such as music, dance, drama, puppet shows, etc. Thus apart from fostering a sense of being equal partners in the socio-economic transformation of the society, education has helped the otherwise heterogeneous groups
of population in bringing about national integra-
tion which is a sine quanon for successful func-
tioning of democracy.

That education has aroused social awareness
among the rural folk is evident from the fact that
the peasantry, by and large, have adopted modern
methods of agriculture using improved seeds and
fertilisers including improved tools and implements
to increase their production and to raise their
level of living. To diversify their rural economy,
they have engaged themselves in diverse occupations
like fishery, carpentry, tailoring, knitting and
weaving, bee-keeping, piggery, rearing of poultry
and livestocks, etc. besides cottage industries and
handicrafts. The occupational distribution of the
rural population in the C.D. Blocks of Kamrup dis-
trict as revealed by survey findings (Chapter - VI)
testifies to people's awareness to diversify their
economy. People have taken special care of their
health and hygiene, which is manifest in the lowering
of mortality rates.
Previously the joint family system was prevalent in the rural society but gradually as a result of various socio-economic factors, the popularity of joint family system has started wanning. It is through formal system of education that people have come to know about the usefulness of journalism, computers, different branches of social science, space technology, electronics, tele communications, sattelites, T.V., Videos, etc. and their contributions in the socio-economic transformation of the society and the nation.

It is through formal education that people have been able to instil a sense of self-confidence among themselves for their active involvement in decision making process. In short, while planners and administrators have to keep in view the changing needs and aspirations of the community in chalking out educational programmes for a healthier community living, the community on their part must cooperate with the government with their feedback in implementation of the various developmental programmes for community welfare.