CHAPTER- VI

MAJOR FINDINGS AND CONCLUSION

6.1 Major Findings

The major findings of the study are:-

(1) The development of education in Karbi Anglong prior to Independence was a totally neglected issue. Less effort was done to develop education in the district. Formal education started in Karbi Anglong after the arrival of the Christian Missionaries at late 1850's. The Missionaries established some schools, did some translation works, published books, wrote dictionaries etc. Though the Missionaries had done some educational works, but under the British rule education was a neglected matter in Karbi Anglong. Only one school at Tikapahar run by the Missionaries received some importance. Later on some night schools were started at Tikapahar area with 64 boys and 27 girls. Prior to Independence the literacy rate was at the daunting level in the district. Before 1951 there was no separate district for the Karbis. In 1951 a separate district was created by the Government of Assam taking the Mikir portions of Nowgong and Sibsagar plains, North Cachar Hills and Khasi and Jaintia Hills. During 1951 there were around 136 schools in the district, out of which 82 were primary. During the year 1980-1990, 431 primary schools were established in the district which was marked as the construction of highest number of primary school in the district. People became more aware of education and demanded for establishment of more schools. As a result more schools came out and at present there are 1402 government primary schools in this hill district.

(2) In 1951 Government of Assam has formed a separate district for the Karbi people taking the Mikir portions of Nowgong and Sibsagar plains and North Cachar and Khasi Jaintia hills. It is found from the study that during that time there were only 136 schools in that area. In 1952 Karbi Anglong District Council was formed as per provision of the Sixth Schedule to the Indian Constitution. Since then education has become an inherent subject of the District Council. It has
adopted some policies for the development of education in Karbi Anglong, its main objective is to develop education by increasing the number of educational institution, student enrolment and literacy rate. Accordingly it established some primary schools in different parts of the district and appointed teachers, supplied furniture, teaching aids etc. Before the formation of KAAC, there were 80 primary schools in the district. During 1953-60, the District Council established almost 97 primary schools with 127 teachers. In 1960 District Primary Education Board was constituted by the council for controlling and managing primary education in the district. Since 1975 number of school was increasing slowly. During 1980-90 highest number of school was established i.e., 431. During 2010 the number of school increased up to 1,402 and all are provincialised.

Karbi Anglong District Council has adopted Integrated Child Development Services (ICDS) Angawadi centers. Accordingly it has opened 2746 Anganwadi centers in the district for providing pre primary education.

(3) The pace of development can be traced from the increasing literacy rate in the district. In 1951, the literacy rate of Karbi Anglong was only 5.9%, in 1961 it was 16.92%, in 1971 it became 19.17%, in 1991 it increased up to 45.57%, and in 2001 it became 58.83%. As per 2011 census in Karbi Anglong the literacy rate has jumped to 73.52% whereas in India the literacy rate is 74.04%, in Assam it is 73.18%.

(4) It is found from the study that before Independence, the literacy rate was very low in Karbi Anglong, state government took very less effort for the educational development in this hill district. Since the inception of KAAC, education has received great importance in the district. It has adopted various programmes and policies for the development of education from primary to higher level in Karbi Anglong.

(5) The present study showed that KAAC has played a great role for the development of SSA in Karbi Anglong. SSA in Karbi Anglong has been implemented through the council. A MoU has been signed on 3rd January, 2004 between Axom Sarva Siksha Abhiyan Mission (ASSAM) and KAAC authority for implementing the scheme in the district. Since 2003 Sarva Siksha Abhiyan (SSA) has been playing a significant role in the development of elementary education in Karbi Anglong. The total primary and secondary school taken for study have come under SSA. Its
main aim is to provide education especially to the girls and children of backward class. It provides necessary fund to all selected government, provincialised and recognized school of Karbi Anglong. It also provides school building, additional classroom, furniture, toilet facility, drinking water facility, teaching aids, free text book, uniform to pupils etc. It also selects and appoints teachers to these schools. The schools are properly visited and supervised frequently by the concerned authority. In-service teachers' training is also given to the teachers by the SSA authority. SSA in Karbi Anglong has achieved its target to a great extent. It has been trying to locate the Out of School Children (OSC) in the district and to bring them in the field of education. There were 300 Education Guarantee Scheme (EGS) centres with 15,992 learners during 2009-10 which were converted to formal school in 2010. Girls' education is given special importance in the district by SSA. There are 5 Kasturba Gandhi Balika Vidyalaya (KGBV) with 250 girls' enrolment at five blocks. 3,631 Children with Special Needs (CWSN) are identified out of which 2,416 have been enrolled in formal education system. Moreover, 9 Residential Special Training Centre (earlier Residential Bridge Course Centres) are functioning with 1,150 learners (Out of School Children and child labour).

(6) Midday meal is provided to the children of the school up to elementary level in Karbi Anglong as per Midday Meal Scheme. Though it attracts and meets the needs of the poor children but it has some drawbacks. Since there is a problem of drinking water in some schools so for preparing midday meal, water has to be fetched from a distance. Most of the time students are engaged in this work, so, it is found that it hampers the class time. Moreover it creates a disorder in the school environment.

(7) It is found from the study that the quantity of school has been increased in rural areas but quality is not up to the mark. Most of the selected schools in rural areas are not found in good condition. Some of the buildings are very old and they require repairing. There are some primary schools which do not have separate class room. All the classes go on together at a time in the same room which creates a chaotic situation and it is a very big problem for both the teachers and pupils. There is no sufficient furniture and teaching aids. In some schools there is no lavatory and separate toilet for girls. Moreover, the most essential thing i.e. drinking water facility is not available in those schools.
The history of middle school in Karbi Anglong is started with the establishment of Tika Government M.E. School by the Christian Missionaries in 1935 at Tikapahar area. Before the formation of District Council, there were 38 middle schools in the district. The period from 1980-1990 was considered as a significant period as the highest 91 middle schools were established in the district which made a total of 194 middle schools, out of which 14 government, 115 provincialised and 65 recognized. Most of the middle schools established before 1992 got provincialised. During 2011-12, there are total 324 middle schools in Karbi Anglong out of which 14 government, 191 provincialised and 119 recognised.

Regarding high school education there were 16 high schools in Karbi Anglong prior to the formation of Karbi Anglong District Council. During 1960, 08 high schools were established by the council in the district. During 2010-11 the number of high school increased up to 175 out of which 01 government, 77 provincialised and 97 recognized. The council also felt the need of higher secondary education in Karbi Anglong. It established the first higher secondary school in 1952 at Dokmoka. During 2010-11, there are 13 higher secondary schools in Karbi Anglong out of which 02 governments, 09 provincialised and 02 recognized.

The importance of higher education in Karbi Anglong has been felt very recently. The history of higher education is started with the establishment of Diphu Government College in 1964 with arts, science and commerce stream. The college is affiliated to Assam University, Silchar which is only affiliated college in the district. At present, there are 15 colleges in the district and most of them have developed very recently. There are three professional colleges in the district like Diphu Law College, Diphu (1979) fully affiliated to Assam University, Silchar, Diphu B.Ed. College, Diphu (1994) is permitted and awaiting for affiliation from the university and Diphu Polytechnic, a government institution.

The study also showed that the government college receives grant from the University Grant Commission (UGC), Hill Area Development Programme (HADP), state government and KAAC. The ad-hoc and recognized colleges receive grant only from KAAC. The rural colleges were established due to the demand of the local people. These colleges depend on the public donations.
and contribution from the local people. So they cannot meet the standard of the urban colleges. All these rural colleges have only arts faculty. There is no provision for science and commerce faculty in these colleges. So those who want to pursue science or commerce education they have to go to other colleges.

(12) The study also showed that KAAC allots land for constructing educational institutions. It has allotted 272 bighas of land on Diphu-Lumding road for establishing Assam University Campus. The land has been taken over by the university and started constructing the building and accordingly in 2007 Assam University, Silchar has opened its campus at Diphu with six (6) departments i.e., English, History, Commerce, Physics, Life Science and Political Science for the development of higher education in Karbi Anglong. In 2010, two (02) more subjects have been added to the list i.e., Anthropology and Assamese. It has also opened the Centre for Tribal Studies. There is provision for pursuing M.Phil and Ph.D in these departments at Diphu campus. The study also revealed that there is a lack of agriculture, engineering, or medical college and management institution in the district.

(13) It is found from the study that in order to develop Karbi language and literature, the council in its 200th session held on 13th March, 2008, unanimously adopted and passed resolutions to start Karbi medium schools in Karbi Anglong district and as a result, twenty nine (29) Karbi medium primary schools were established in the district. The council has appointed teachers for these schools with Rs.3,000.00 salary per month per teacher. It provides school building, furniture, teaching aids, text books, minimum sports material etc. to these schools. Karbi language was introduced as a compulsory subject in the primary schools in Karbi Anglong during 1986. During 2007, Karbi language subject was introduced in upper primary and secondary level. Again in order to develop Karbi language and literature, the council in its 200th session held on 13th March, 2008, unanimously adopted and passed resolutions to approve the introduction and commencement of Karbi language subject as a compulsory additional subject in all medium of primary, middle and high school. As a result, Karbi has been put in the curriculum as a compulsory additional subject from class I to class X in all government, provincialised and recognized primary, middle and high schools as per decision of the council. It is found from the study that the office of the Karbi Language Development Board (KLDB) was opened on 6th
November, 2006 under Karbi Anglong Autonomous Council. The board was set up with a view to providing academic support to the Karbi medium schools. In order to develop Karbi language and literature, the council in its 200th session held on 13th March, 2008, unanimously adopted and passed resolutions to approve establishment of the ‘Karbi Language Development Board’ as earlier decided by the Executive Committee of Karbi Anglong Autonomous Council by their Resolution No.9, dtd., 30/12/2005. It prepares text book, conducts training for the teachers and see other academic activities of Karbi medium schools.

(14) The study revealed that the primary and secondary schools in Karbi Anglong recruit teachers through advertisement. The teachers of all government, provincialised or recognized primary, middle or high schools are selected and appointed by KAAC. The teachers of government and provincialised primary and secondary schools are provided salary and other financial benefits by the state government, whereas the teachers of recognized primary and secondary schools are provided salary by the council. In government higher secondary school, selection and appointed is done by APSC and in provincialised and recognized higher secondary it is done by the council.

(15) It is observed from the study that KAAC has decided to conduct Karbi Anglong district TET examination for the local candidates of the district. As per the decision it has set up four free TET coaching centres in all Legislative Assembly Constituencies i.e. Diphu, Baithalangso, Howraghat and Bokajan and conducted the examination. From 2012, TET (Teachers’ Eligibility Test) has been conducted by KAAC which was earlier conducted by the state government for appointing teachers for lower primary and upper primary. KAAC has also appointed some contractual teachers in all high schools for teaching science, mathematics and social science in high school section.

(16) Regarding the recruitment in higher education (government colleges) the appointment is done solely by the state government. Assam Public Service Commission (APSC) gives advertisement for the required post in the government colleges and on purely merit basis it selects and appoints teachers for it. On the other hand, for other colleges KAAC gives advertisement and selects and appoints teachers for it. KAAC appoints some contractual teachers.
for the government colleges against existing vacancy. Since less number of higher educational institutions is there in Karbi Anglong, so it cannot cater to the need of the students. Therefore to increase the enrolment, KAAC has taken some initiatives, it has started evening shift in the government colleges and appoints contractual teachers from its budget.

(17) It is found from the present study that primary education has been entirely transferred in the hands of KAAC since 1971. Karbi Anglong Primary Education Board manages all academic activities of primary education. The Executive Member (EM) of the Department of Education, KAAC is the chairman of the Board. The EM is assisted by the secretary (Elementary Department). There is a District Primary Education Department which sees the activities relating to administration, supervision, release of salary etc. The District Primary Education Officer is the education officer of the council and also secretary of the Board. He acts as the Coordinating Officer between the Primary Education Board and District Council authority. Entire role in the field of primary education in Karbi Anglong is being played by District Council. It has been authorized to select and appoint teachers, provide salary to the teachers, give permission to open primary school, fix the rate of fees and grants etc.

(18) After the implementation of SSA, the primary schools of Karbi Anglong have come under SSA and they receive financial assistance from it. The required grants for salary, extension, repairing and renovation, library goods, teaching aids, sports material etc. are provided by the state government. These schools also receive grant from the central government under the Hill Area Development Programme (HADP). The council also provides some financial assistance for extension, repairing, furniture, library goods, teaching aids etc. to these schools.

(19) The present study showed that KAAC has taken over the entire charge of secondary education since 1995, after signing of Memorandum of Understanding (MoU). The administration of middle education is being run by the Department of Education in the council that is being headed by the Secretary (Elementary Education), Department of Education, KAAC, assisted by the Deputy Secretary and the staff, whereas the administration of high school is run by the secretary (Secondary & Higher Education). It works through the office of the Inspector of Schools (I/S) where I/S is the head and he is assisted by the Assistant I/S, Deputy Inspector and
the staff. The head master/principal is the head of the institution and he is responsible for administration of the institution. The whole appointment procedure in any government, provincialised and recognized middle and high school has been done by the council. On the other hand, the appointment procedure in a government higher secondary school is done by APSC (Assam Public Service Commission) and in a provincialised and recognized higher secondary school it is done by the council.

(20) Both government and provincialised secondary and higher secondary schools receive financial assistance and the required grants for salary, extension, repairing and renovation, library goods, teaching aids, sports material etc. from the state government. HADP fund is also provided to all the secondary schools taken for study. On the other hand, the recognized secondary and higher secondary schools get different grants like salary, building, furniture, teaching aids etc. from the council. The council also provides some financial assistance to all the selected government and provincialised secondary and higher secondary schools for their development.

(21) The study revealed that the control of higher education in Karbi Anglong is under the council since 1995. The council works through the office of Additional Director of Education, KAAC for the development of higher education. The Department of Education in the council is being headed by the secretary (Secondary & Higher Education) who has been selected from Assam Civil Service cadre. He can contribute in planning, budgeting and taking other decisions regarding higher education in the district. He is assisted by Deputy Secretary and the staff. The government college is managed and financed by the State Government and selection and appointment here is done by Assam Public Service Commission (APSC) and procedure is done through Secretary to the Government of Assam, Department of Higher Education. The non-government colleges are recognized by KAAC and managed by its governing body. Selection and appointment of teachers in these colleges are done by the council. Principal is the main administrative head in each college. He maintains discipline and looks into the academic matters in the college.
The study revealed that the government college of Karbi Anglong gets various grants from the UGC, state government, HADP and council. On the other hand, the selected ad-hoc and recognized colleges get grant from KAAC. The students' fees, donations etc. also constitute the fund of all selected colleges of Karbi Anglong.

The present study showed that KAAC has faced various administrative problems in implementing their educational policies in Karbi Anglong. Lack of coordination among the members of the Department of Education in the council affects the educational activities. It also faces serious interference due to the insurgency activities in the district. Frequent Bandhs called by different insurgent groups affect the whole administrative process. The change of the term of the Executive Member (EM) of Education Department in the council after every 5 years creates another problem. The educational policies and the decisions are changed frequently as per decisions of the EMs. Moreover, role of different educational institutions, role of the headmaster, role of the SMC, lack of coordination between headmaster and the staff, lack of coordination between the members of SMC etc. create various problems for the KAAC. Moreover, most of the areas are segregated by dense forest, hills, rivers etc. where there is a serious problem of communication. Establishment of school is not an easy task in such remote and hilly areas. Most of the people in the district are first generation learners, so people are not concerned about education which hampers in the spread and development of education. Moreover, some common problems like irregular teachers, irregular students, quality of teaching, medium problem, poverty and illiteracy among people etc. raise various problems for KAAC for the expansion and development of education.

It is found from the study that KAAC receives various grants from both the central and state government. It prepares its own action plan, budget estimation and expenditure and accordingly they seek financial allocations from the government. Though the government provides the necessary grants to the council but still the council faces financial problems now and then. Sometimes the governments can not release the fund on time and then the council has to face financial crisis. Sometimes their expenditure becomes more than the budget estimation. Moreover, sometimes they can not collect the necessary revenues and taxes regularly for which crisis arise in their budget.
From the present study it has been found that KAAC gives financial award with certificates to the meritorious students of the following categories

i) Top 10 Scheduled Tribe (Hills) students in the High School Living Certificate (HSLC) examination, from any government / private / recognized school.

ii) Scholarship for students securing position in the High School Living Certificate (HSLC) / Higher Secondary School Living Certificate (HSSLC) examination conducted by the State Education Board of Assam (SEBA) / Assam Higher Secondary Education Board (AHSEC).

iii) Students hailing from Karbi Anglong and securing distinction marks in the HSSLC examination.

iv) Scheduled Tribe (Hills) candidates who have secured first division in the HSLC / HSSLC examination conducted by SEBA / AHSEC.

The study also showed that KAAC also felicitates all schools from where cent percent students pass in the HSLC examination. Scholarship for Scheduled Tribe (ST) and Scheduled Caste (SC) students of the government college has been provided by the state government. There is special seat reservation for ST, SC and physically handicapped students in this college as per government rule. The study also showed that the KAAC do not have any scholarship system for the students of primary, secondary and higher educational institutions taken for study. Any student who can secure 60% or above marks in HSLC or HSSLC he has been awarded with Rs.5,000.00 by the council. Moreover, the needy but meritorious local, tribal students who pursue professional education like medical, engineering, agriculture etc. they are also provided financial assistance from the council.

The study revealed that KAAC provides contingency grant to all government, provincialised and recognized schools and colleges for organising co-curricular activities, examination and other works.

KAAC has supervising authority which gives visit to government, provincialised and recognized primary, secondary and higher educational institution taken for study.
The study showed that primary, middle and high schools do not have hostel provision. The council has provided hostel building to one higher secondary school and one college.

The primary and middle schools have teaching aids supplied by SSA and KAAC. KAAC has also supplied minimum teaching aids to all high and higher secondary schools and colleges.

It is found from the study that any student who secures 60% or above marks in HSLC or HSSLC from the government, provincialised or recognized high and higher secondary school or college, he is awarded with Rs. 5,000.00 by the council. Moreover, the needy but meritorious local, tribal students who pursue professional education, they are provided financial assistance from the council.

6.2 Conclusion

Conclusions drawn from the data analysis showed that there are certain problems and issues connected with primary, secondary and higher education in Karbi Anglong which are to be solved for further development. The study showed that the first and foremost problem of Karbi Anglong district is shortage of educational institutions in remote and hilly areas. People from one village find difficult to go to other villages for attending school due to physical barriers like hills, river, dense forest etc. There is communication problem in these villages. Moreover, population is very less in some villages where opening of a new institution is a problem itself. Being the local government, KAAC should find out ways and means to solve these problems. In the present study, out of 386 selected educational institutions 215 (55.7%) are in rural setting and 171 (44.3%) are in urban setting. So the study showed the educational scenario of rural areas in Karbi Anglong district that is not properly developed. There is no sufficient primary, secondary and higher educational institutions in rural areas of the district. KAAC has not been keeping its eyes on the institutions of rural area. The infrastructure and material conditions of the institutions of the rural areas are worse than those of urban areas. Most of these schools do not have separate class room, toilet, sufficient furniture, play ground etc. Moreover, there is water facility in the schools but it is not pure drinking water facility. It is found from the study that furniture,
teaching aids, play materials etc though supplied by KAAC, but of very poor quality. KAAC should not concentrate only on urban areas. For developing and spreading education, it is necessary to establish educational institutions within a short distance. KAAC can provide them proper infrastructure and necessary materials along with necessary fund. The library condition in the educational institutions, especially in the colleges, should be improved. They should be well equipped with proper reading materials like up-to-date reference books, journal, newspaper etc.

Most of the schools and colleges do not have vocational courses. KAAC can take initiative for introducing vocational courses in the educational institutions which would help students for their self-employment. In the rural areas agriculture, horticulture, fishery, sewing, knitting, weaving etc. and in urban areas computer, management, fashion technology, gymnasium, music, dance etc. courses can be incorporated in the curriculum. Introduction of vocational courses can make the students self-sufficient in future. KAAC can provide facilities to introduce such subjects in the schools and colleges and also can recruit teachers for these courses. Career counseling centre can be opened in each high, higher secondary school and college for the betterment of students. A career counselor can be appointed by the authority in these counseling centers with a good and regular salary. Moreover, an experienced teacher can be entrusted with the responsibility of counseling in these institutions. Assam University, Silchar has opened its campus at Diphu in 2007 with six departments which has increased up to eight at present. The main building construction has not been completed yet. KAAC can provide more funds for the development of the university campus. It can provide class room facilities, audio-visual aids, library facilities, up-to-date reading materials like reference books, other important books, journals, newspaper etc. They also can provide fund and facilities for co-curricular activities. It has been found in the study that most of the selected educational institutions are not inspected and supervised on regular basis. This kind of faulty administration leads some institutions to destruction. The KAAC authority should take the matter seriously. Else the real problems of an institution cannot be well identified and solved accordingly.

The study showed that KAAC has opened Karbi medium primary schools all over the district with a view to developing Karbi language and literature. It has been a great initiative for the development of the district. But the problem is that the Karbi medium primary schools of the present study are opened only up to class iv. The question arises that after passing class iv where these students would go, where they would continue their further study. This is a very serious issue and KAAC has to think over it.
Moreover, these are single-teacher schools. It is not possible for one teacher to control four classes at a time. Therefore the authority should recruit more teachers for these schools with appropriate and regular salary. KAAC has also introduced ‘Karbi’ as a compulsory subject from class I to class X in all selected government, provincialized and recognized schools in Karbi Anglong. But the study showed that in most of the schools there is no separate teacher appointed for teaching Karbi. So, it has become a burden for other teachers. It is the responsibility of KAAC to recruit separate teachers for this subject. It is also found from the study that provision of scholarship is very less for the students of the educational institutions of Karbi Anglong. Karbi Anglong is a tribal dominated area and most of its people are very poor, so students’ dropout rate is high, especially in higher classes. KAAC can provide scholarship to the poor but meritorious students irrespective of any caste, creed or religion for pursuing their studies. For betterment of the education system of Karbi Anglong, KAAC can form a board with the retired heads or principals from all kinds of educational institutions with some honorarium. This board will be shouldered some responsibility for the development of education in the district. They can study the problems of the institution and suggest some measures. They can provide guidance for the development of the institution, its teachers and students. From the study it has come to notice that there is no provision of award to the selected educational institutions and teachers on the basis of their performance. On the basis of the results and the passing percentages of HSLC, HSSLC or degree examination the institutions, the principals and the teachers can be honoured and awarded. KAAC can also provide fund to all the schools and colleges of the present study so that each educational institution can award to its students with the highest percentage in each class and also can select and award the best teacher as well. The study revealed that all the colleges of the present study are arts dominated. It is noticed that there is least importance on education of science and technology and management in Karbi Anglong. This is the age of science and technology; knowledge of science is closely connected with the progress and development of the society and its people. Moreover without the knowledge of management people cannot cope up with the present situation. Therefore, importance should be given on the development of science and commerce. And care should be taken to spread its importance among people and to create interest among the students. At present the demand for professional education is increasing. It is found from the study that there are only three professional colleges in Karbi Anglong, i.e., Diphu Law College (affiliated), Diphu B.Ed College (permitted) and
Diphu Polytechnic (government) KAAC should take initiative for opening more professional colleges. In case of higher education medium of instruction is another problem in Karbi Anglong. The colleges of Karbi Anglong have been affiliated to Assam University, Silchar, so, the medium of instruction here is English in degree level. Most of the students in rural areas go to vernacular medium school; hence they face a great difficulty in college level because of the medium. KAAC should take some initiative for solving this problem. Regarding financial difficulties, it is seen that except the government college, all the higher educational institutions are going through financial crisis. It is a serious drawback for the development of these institutions. KAAC should ponder over it and provide fund for salary for the teachers and other college development programme. State government should also take initiatives for the development of education in this hill district. Teacher appointment in the school should be on proper merit basis. If teacher appointment process is not made fair, it will affect the whole educational environment. It is necessary to appoint such teachers in the educational institutions of rural and remote area who have willingness to serve the society and its people. During the time of appointment, local criteria should also be kept in view.

6.3 Suggestion for Further Research

Due to the time constraint and financial difficulties, the investigator could not study other aspects of education in Karbi Anglong. Therefore, the investigator suggested the following for further research:

1. A study on the role of Sarva Shiksha Abhiyan Mission in the development of elementary education in Karbi Anglong district of Assam
2. A study on the role of Rashtriya Madhyamik Shiksha Abhiyan in the development of secondary education in Karbi Anglong
3. A study of the problems and prospects of higher education in Karbi Anglong district
4. A comparative study of the educational development between Karbi Anglong and North Cachar Hills district of Assam
5. A study of the problems and prospects of professional education in Karbi Anglong