

CHAPTER - THREE

ESTABLISHMENT OF EDUCATIONAL INSTITUTIONS

3.1 Background

After the Charter Act of 1813 the British East India Company took the responsibility of the education of Indians but before 1813 also a numbers schools were established in India. They were mainly the elementary schools, Charity schools and missionary schools. From the series of surveys carried out in elementary education by the East India Company's official between 1822 and 1838, it can be assumed that elementary education was quite popular in the villages of British India. In a minute of 10 March 1826 Thomas Munro, the Governor of the Madras Presidency, observed that there were 12,498 schools with 1,88,650 pupils in the whole province out of the total population of 1,28,50,941 while a survey conducted in the Bombay presidency by order of the Bombay Governor, Mountstuart Elphinstone in 1829 showed the existence of 1,705 schools with 35,153 pupils in a population of 46,81,735.¹ For the survey of Bengal Presidency, Lord William Bentinck, the Governor General appointed William Adam, a missionary to report on the elementary education in the province. William Adam submitted three reports between 1835 and 1838, and he estimated that there were 1,00,000 schools in Bengal and Bihar or roughly two schools for every three villages in the beginning of the 19th century. It was estimated by assuming the population, of Bengal and Bihar to be 4,00,00,000, there would be a village school for every 400 persons. Village schools served a very useful purpose and they fulfilled the needs and requirements of villagers, the petty Zamindar, the bania and well-to-do farmer and the curriculum in the schools consisted of reading, writing

1. Suresh Chandra Ghosh, *Op.cit*, P.287.

and arithmetic, both in written and oral. There were also no regular period of admission and a student could join the school at any time and leave it when he had acquired all that he desired to know and the hours of instruction and the delays of working were adjusted to local requirements. These schools had no buildings of their own and it was mainly held sometimes in the home of a teacher or a patron, in a mosque or a temple and frequently under the shade of a tree.

After the battle of Plassey and Boxer, the British East India Company became the paramount power in India but they did not take direct charge of education for Indians in India. The establishment of Calcutta Madrasah by Warren Hastings in 1781, and Sanskrit college by Jonathan Duncan in 1792, is the beginning of the establishment of educational institution by the British East India Company. Before taking the responsibility of education by the Company a number of Christian missionaries also established a number of schools in India. J. M. Sen in his work *History of Elementary Education in India* stress that “The Danish missionaries came to Madras in 1717 and with the permission of the government opened two charity schools in the city of Madras one for the Portuguese and other for the Tamil children. In the same year the Company also started a school for Indian children at Cuddalore. This was the beginning of the Anglo-Vernacular system of schools maintained by the government in the Madras presidency.”² In his work he also opined that till the end of the 17th century more than one company had been carrying on trade in India with charters from the British Government and in the early years of the 18th century they amalgamated and formed the ‘United Company of Merchants Trading to the East Indies.’ As the result of these the authorities in England had to give them a new charter and for the instruction of the children of the company servants, the court of

2. J.M. Sen, *Op.cit*, P.41.

Directors also asked the Company to provide school masters in all their garrisons and factories, but the company did not do anything to help that direction. In 1805 the London missionaries also started its work in Madras by opening a school and they also gradually started a numbers of schools in different parts of Madras presidency. In January, 1812, the Military Chaplin of the Cantonment at St. Thomas' Mount, also established a school with the help of money raised by contributions from a number of Europeans of the Madras presidency. The missionaries also occasionally aided government grants.

The presidencies of Bengal and Madras came into possession of the English East India Company first, so all the educational activities prior to 1814 were carried on in those presidencies. But there were however several schools and colleges in Bombay presidency during the 16th and 17th centuries and they are mostly established by the Portuguese. Jesuits' College in Chaul (1580) is one of its examples and it is also said that more than 300 students used to attend the college. In 1620 another college called the 'College of St. Anne' was founded at Bandora in Salsette. The Marathas expelled the Portuguese in 1739, and with the suppression of the catholic Orders the orphanages and colleges broke up but the work of the parish schools were carried on by the Indian Christians with the private liberty aid. These parochial elementary schools were started during the seventeenth century and maintained by the members of the Franciscan and Jesuit Orders, in Bombay and similar adjacent island.³ In 1719, the Rev. Richard Cobbe also opened a school for the protestant children in Bombay and the school was located within the fort and until 1807 the school was supported by voluntary contributions. Originally the school was called the "Charity

3. *Ibid.* P.61.

School” but later on it came to be known as the Bombay Education Society School, and in 1790 another “Portuguese Eurasian School” was also existed in Bombay.

The missionary Clause of 1698 may be said to have laid the foundation, not of the education of the native Indian people, but of the education of the European and Anglo-Indian children who lived in the possession of the Company and according to the Charter, Chaplains were appointed in all the three presidencies towns that is Bombay, Madras and Bengal. They also regarded it as their duty to look after the education of the Christian children and with this object in view, they collected subscriptions and established charity schools. The name Charity was borrowed from England and it indicated that the schools were supported by charity and were primarily meant for poor children or orphans. In this way there was the emergence of charity schools in India during the eighteenth century. It is also said that in the year immediately following 1698, the Chaplains of the Company seem to have followed the provisions of the Charter literally and conducted schools in Portuguese which was then the *lingua franca* at the factories of the Company, but the attempt never became popular and it was soon given up and English was adopted as the medium of instruction. J.P. Naik and Syed Nurullah in their work *A Students' History of Education in India 1800-1973* stress “The East India Company assisted these Charity schools in various ways. For instance, it (a) sanctioned recurring grants for maintenance; (b) permitted lotteries in their support; (c) gave non-recurring grants for buildings or provided sites; (d) allowed their officers to collect funds or act as school accountants or other office-bearer; (e) occasionally repaired the school buildings; and (f) accepted the funds of the schools as deposits at comparatively higher rates of interest. But when all is said, it must be admitted that these schools were maintained

by subscriptions and donations rather than by the grants sanctioned by the Company.”⁴

After the introduction of western education in Assam and Barak Valley, the main task of the British Company was to spread in different corner of the region. So for this purpose they established a numbers of schools in the region and they also introduced a numbers of bills, Acts and rules and regulation to shape the education in the region.

3.2 Brief History of Establishment of Schools in Barak Valley

Regarding the establishment of schools in Barak Valley, Captain T. Fisher’s name is remarkable. Fisher proposed a competent *pundit* from Sylhet to be appointed as a teacher in the first ever school to be establish in Cachar by the British government but his pious desire took to be materialized. On 25 April 1838, J.G. Burns, the Superintend of Cachar has written, the place most suitable for schools in Cachar were the three thanas Viz Silchar (the Sudder), Hilakandi and Kattigora and the large pargaunnah of Sonapoor. The spots were the central and accessible to scholars from the neighboring pargaunnahs except during a portion of the rainy season and with regard to the teachers there were none in Cachar no native of the Zillah capable of this task, but competent men can be had from Sylhet where there was a pundit whom Capt. Fisher proposed employing should schools ever be established. He also imagined that Rs 20 monthly would be sufficient salary for the teacher and the expenses of stationary can be ascertained and settled thereafter and either was charged as expanded of a consolidated sum allowed. Accordingly, a school was established at Silchar and maintained by the voluntary subscription of the *Amlahs* and the

4. J.P. Naik, and Syed Nurullah, *Op.cit*, P.35.

Superintendent.⁵ The subscription of the school gradually felt off and finally the school was closed. And in 1851, a petition was made to the commissioner of Surma Vallley, on behalf of the guardians for providing educational facilities to the local people. As the result of these the superintend was call upon to ascertain how many persons would pay the rate of one *anna* per month, if public school was established. But no one came forward to subscribe the amount for the education of their children and on the other hand, a section of the people requested superintendent to establish a government school, where all the children would receive schooling education. G. Verner the superintendent felt that if some government schools were established in Cachar they would benefit the district and the children of the more respectable portion of the community would gradually get into the habit of attending regularly and learnt to read and write which but few of them can do then. So he moved the request but unfortunately his recommendation did not find the favour with the Government of Bengal. However in 1857, three schools were started at Silchar, Hailakandi and Katigorah on private subscriptions and the enrolment in the Silchar school was 128, while the schools at Hailakandi and Katigorah averaged 30 each.

The schools which was established at Silchar, Hailakandi and Katigorah did not received any financial assistance from the government and in 1861the enrolment of Silchar school came down to 13, finally the school was closed down in 1862. But during the five years that is from 1857 to 1862 the school lasted many local boys received instructions in Bengali and English. Anyway, the Katigorah and Hailakandi schools continued to exists on private subscription, naturally it makes an interesting note that the inhabitants at the outstations at Hailakandi and Katigorah could maintain private schools when the only school at sadder Station had to be abandoned for the

5. J.B. Bhattacharjee, *Op.cit*, 1977, P.230.

lack of patronage.⁶ Later on Captain Stewart opined that the establishment of schools at Silchar should be the duty of the government as it would be impossible to set up a school again on public subscription, and the public having been disgusted with the apathy of the Government to extend financial assistance. He further added believing that the money spent in opening a government school in Silchar would by no means be thrown away and would be put to a measure of justice to the people whose revenue was so rapidly increasing and whose resources were so important, the superintendent felt that the government should first build a school house and then appoint a good English and Bengali teacher. According to him the monthly expenditure would be Rs. 100 to 150. On 17th July 1862 Mr. Stewart requested R.L. Martin, Inspector of schools, South East Circle, Bengal, for obtaining Government sanction for the same and set up the useful institution once again and in continuation on 16 September, he again proposed that Rs 1800 be allowed for the construction of a large 'Kutchapucca' house as school building. He also proposed to the inspector that the Government should be solicited to grant to Cachar School the same allowance that were accorded to the lowest class of Zilla schools in the regulation provinces and that 'at first the whole staff of school masters' be not required at the Sudder Station and the junior teachers 'be deputed to outstations of Katigora and Hailakandi'.⁷ And at the outstations, that is Katigora and Hailakandi the school houses should be erected by the parents of the students themselves, and contingencies and repairs of the Sudder School house could be paid out of the amount of fees collected from the scholars. Woods' dispatch of 1854 also played a vital role in establishing schools in Cachar because the dispatch had already recommended the system of giving grant-in-aid to the private sponsored schools, so that the financial commitment of the Government did not become heavy,

6. *Ibid.* P.231.

7. *Ibid.* P.231.

but in districts remote from the great centre of civilization and activity the government was prepared to take upon itself greater responsibility. Finally in 1863, 10th August, the Lieutenant Governor of Bengal assigned strong reasons for setting up of Government schools in Cachar, Deoghar and Dibrugarh, and eventually a favorable atmosphere had created for setting up Government school at Silchar.

At the moment the Presbyterian missionary Reverend William Pryse appeared in the field of education in Cachar plain. William Pryse is also popularly known as the pioneer of western education in Barak valley and he had started a school at Sylhet. In 1859 one of his students from his school Babu Nabakishore Sen came out successful in the Entrance Examination of Calcutta University. With his success in Sylhet, William Pryse wanted to extend his work at Cachar and accordingly, wrote to the Superintendent of Cachar for necessary permission, and R. Stewart, the superintendent of Cachar welcome his proposal and allowed him to start his school in the former school house at Silchar. In November 1863, Pryse came to Silchar and on 1st December started the Cachar High Grammar school with 80 students.⁸ (On behalf of the government, the superintendent of Cachar, R Stewart sanctioned a monthly grant of 80 rupees and Babu Nabakishore Sen was appointed as the first Headmaster of the school. The school continued under the grant-in aid system till August 1868 when it was converted to Zillah School and in October 1872, the school came directly under the management and control of the District Committee. In 1879, on 2nd may, the secondary education was transferred to the control of the Inspector of schools, while the Deputy Commissioner and the members of the District Committee was regarded as the visitors of the school and despite the donations, private subscriptions were realized for the maintenance of the school. As the result of these Babu Nabakishore

8. *Ibid.* P.232.

Sen, the first Headmaster became the Deputy inspector of schools of Barak Valley and Babu Abhay Charan Bhattacharjee took his charge of head master in the school.

In the year 1884 an English school was established in Karimganj and Mr. Rai Bahadur Baikuntha was the first principal of the school. Babu Ratan Mani Sharma a *Mirasdar* was the land donator of the school and in the year 1884-85 the school was converted into Government High school. It is also believed that the development of the school was started after 1884-85 because the first high school examination was attended by the students of Central A. I. School in the year 1896 under Calcutta University and the school got government grant in the year 1892. In the year 1900, Rai Saheb Bharat Chandra Chaudhury became the first head Master of the school.⁹ In the year 1912-13 according to the J.R. Cunningham's circular, government decided that in a subdivision there should be a government school. So, on this ground government has taken the school under their control. Karimganj sub-divisions second school was established in Karimganj town. In the 1916 Mr. Rai Bahadur Romoni Mohon Das desired to open a school and he open a school in the name of his father Mr. Nilamani Das. So the name of the school became Nilamani High School and in the present day it is a higher secondary school. The third high school of the Karimganj Sub-division was established at Biyani Bazar and the name of the school was Panchakhanda High School and Babu Pabitra Nath Das was the founder of the school. In the year 1927, another school was also established at Sujangar (Barlekha police station) and the school was started at the residence of *mirasdar* Chiddek Ali. At present the school is popularly known as Chiddek Ali High School. In the 1930 Karimganj Public High School was established at Karimganj town and at present day it is a Higher Secondary school. In the same year Marjatkandi Middle English school

9. Kamaluddin Ahammed, *Karimganjer Itihas*, Silchar, 2010, P.231.

was also established and at present this school is also a High School. In the year 1933 Barlekha P.C High School was established.¹⁰ In the year 1934 Shri Gauri High School at Gauri village of Badarpur and in 1939, Patharkandi Model High School was established at Patharkandi. In the 1941 at Sahbajpur, in the locality of Barlekha police station Sahbajpur School was established and in 1945 BarhalAhia High School was established. During that time Barhalpargana was under Karimganj police station but at present day it is situated at Jakiganj police station. Kamaluddin Ahammad, in his work *Karimganjer Itihas*, mentioned that just before the independence at Karimganj subdivision there was the establishment of three High Schools and they were Narayan Nath High School (1946), Latu High School (1947), and Gandhai High School (1947) and among these three schools Narayan Nath High School is situated at Ratabari police station and another two are situated under Karimganj police station.

For the female education at Karimganj the personality Rajendra Das is remarkable and he was also the first chairman of Karimganj municipality. From 1920 to 1924 he was in the charge Chairmanship of the municipality and from his efforts in 1927 Rajendra middle Bengali school was established. For the English education for the girls, in 1935 Modon Mohon Madhabcharan high English school was established. Not only these, Karimganj High Madrasah was the high standard institution which imparted English education and along with the Islamic education the institution also imparted Mathematics, Social History and Bengali or English and it was first established in 1926 as Middle Bengali Madrasah. During its establishment there was no institution for learning English at Karimganj. So in 1937 it was upgraded to High Madrasah and its standard also upgraded to a high School for imparting English education. Kamaluddin Ahammad, in his work *Karimganjer Itihas*, mentioned that

10 . *Ibid.*

“before independence, for the English education in M.E school level there were a numbers of schools and they are namely Bhanga M.E School (1903), Batarshi M.E. Madrasa (1924), Deuraail M.E. Madrasa (1929), Kaliganj M.E. School (1930) and Jafarganj Middle Institute (1946)”.¹¹ According to him along with these schools, there were also others schools which imparted education. For learning mother tongue language there were a numbers of L.P schools and amongst them Premmayi Middle school, Kajibazar Middle school, Nagendranath Tilak Chanda Middle Bengali school were remarkable and Nagendranath Tilak Chanda Middle Bengali school is the oldest one and it was established in 1896 on the efforts of Zamindar Nagendra Nath Chaudhury Khajanchi. In these schools Bengali language, Mathematics, Social, History, were taught. Before independence for imparting higher education, Karimganj College was established in 1946.

3.2.1 Guru Charan College

Guru Charan College Silchar, abbreviated as G.C College is one of the oldest college in Barak Valley and during the colonial period after Cotton College, Guwahati, it was the only college which imparted higher education in Barak valley. In 4th June 1934 there was meeting amongst the prominent leaders of Silchar for the establishment of higher educational institution that is college in Silchar. The meeting was held at the residence of Kamaini Kumar Chanda, Central road, Silchar and the meeting was presided over by Bishnu Charan Dey. At the mean time the widow of late Gurucharan Nag, Mrs. Kiran Sahsi Nag proposed that the college should be established in the name of her late husband Guru Charan Nag and she was also willing to donate Rs 10000 for the establishment of college. In this way Guru Charan College was established on 15 July 1935 with the enrolment of 55 students and Arun Kumar

11 . *Ibid.*

Chanda was the first principal. In the beginning the college was housed in a deserted bungalow of Promode Chandra Dutta at Rongpur on the bank of river Barak. Unfortunately riverbank erosion began to engulf the College premises and it was shifted temporarily to the campus of Silchar Normal school. This temporary phase of accommodation was soon over and with the help of insistence from different quarters the college was able to acquire a vast area of about 7.1 acres in the Silchar municipal area. Initially the college had been affiliated to Calcutta university and in 1949 the college got an affiliated to Guwahati university. Finally with the establishment of Assam University, Silchar, in 1994, G.C College has been affiliated to it.

3.2.2 School Management

A school is consisting of teacher and students and for the smooth running of any institution an inspecting agency is required. The British government also created a numbers of posts for the smooth and regular running of the schools in Assam and Barak Valley. Not only the inspecting agency for the meaningful education and regular attendance of the student and teachers, they had also made a numbers of rules and regulation. Time by time they also passed a numbers of Educational Bill which tried to shape the education system in the proper way. Rather from the establishment of schools the educational work for the smooth running of the schools are briefly discuss in the following headings.

3.2.3 Subjects and Medium of Instruction

Meena Sharma Barkataki in her work, British Administration in North-east India, 1826-1874, opines that, reading and writing the alphabets, spelling and arithmetic as far as addition, multiplication and division were included in the course of study in the primary level and preliminary knowledge of grammar was also introduced in the

course of education. The entire period of primary education was divided into five classes, that is first to fifth standard and the standards of books varied according to the level of the classes. Bengali was generally the medium of instruction, though sometimes, the books of the course were translated into Assamese. History, Geography, literature (prose and poetical readers), Grammar and Arithmetic was included in higher level subjects of study. The studies of these subjects were compulsory and the aim of teaching these subjects was to make the students to know the people around them, nature of the country and the logic of the language they had learned. Both the English and vernacular departments, the subjects were same though the titles of the books might differ. The difference between the books and their standard varied depending on the locality of the school and level of the respective classes.¹²

3.2.4 Inspecting Agency of Schools and Rules and Regulations

Some great alternations took place in the educational set up in 1844 in Assam. In this year Commissioner Jenkins became the Superintendent and Robinson was appointed as the Inspector of the schools of Assam and the Inspector was comprises with the duty to visit every school as often as possible and to introduce a uniform system of instruction in the entire province. A reasonable rate of travelling allowance was also sanctioned to the Inspector to encourage him to visit the schools scattered all over the province as frequently as possible and he also got control over the masters of all schools. The head master of each school was required to submit a monthly report on the attendance and progress of the students and regarding the students, the inspector had to see if they were supplied with the books for their instruction either gratis or at a

12.Meena Sharma Barkataki, *British Administration in North East India*, 1826-1874, New Delhi, 2011, P.50

moderate price. The Inspector was also entrusted with the duty to recommend the establishment of more schools in the localities where he felt them to be required and he was also supposed to persuade the natives, especially the more respectable among them to send their children to the schools. As a whole, the inspector had to carry out the policy of the government with a sound and gradually improving system of education through the medium the native language.¹³ Besides the general duties assigned to inspector, the inspector had to make periodical reports on the different schools which should be embodied in the annual reports of the head of the education department. For a single person in possession of a vast jurisdiction, such investigations with all perfectness was not possible, so, in order to secure this difficult position, in May 1855, three second grade Sub-inspectors were appointed in Assam. They had to visit the schools of their respective circles and subdivisions at least three times in a year. They had also to superintend the various academic plans for ensuring a great regularity of attendance.

After the creation of the post like Inspectors, Assistant Inspectors, Inspectresses, Assistant Inspectresses, lady superintendents and teachers in Girls' Schools the government also made some rules for them also. For their eligibility to their respective post the following officers had also sit into the exam from time to time.

- i. Rules for the Examination of Officers of the education Department in Eastern Bengal and Assam:-*The 25th February 1910.*

The following rules for the examination of officers of education department in Eastern Bengal and Assam are published for general information and these rules supersede those published under notification No 12558c dated the 6th December 1906.

13. *Ibid.* P.46.

Rule 1.- The vernaculars of this province are divided into-

- i. Bengali and Assamese
- ii. Minor vernaculars, as detailed in the rules for the encouragement of the study of the languages of frontier tribes.

Rule 2- the examinations are as follows-

- i. The higher-grade examination, primarily intended to test Inspectors, assistant Inspectors and other superior officers, and European appointed to posts in training college or Schools, in the major vernacular. But other officers may be required to pass the examination.
- ii. The lower grade examination, primarily intended to test deputy inspectors, sub inspectors, assistant sub-Inspectors or intending candidates for such posts in
 - a. A major vernacular.
 - b. School method.
 - c. Administration.

But other officers may be call upon be the Director of public Instruction to pass the examination.

- iii. Special examination in Urdu.
- iv. Examination on minor vernacular (tribal language) are conducted, nor by the Department, but by Government under the rules for the encouragement of the study of the language of frontier tribes.
 - a) Higher grade examination

Rule3. “Inspectors, Assistant Inspectors, Inspectresses, Assistant Inspectresses, lady superintendents and teachers in Girls’ Schools- Every inspectors, assistant inspectors, Inspectresses, Assistant Inspectress, Lady Superintendent and Teachers in girls’ schools in the Province, unless he or she has already passed the higher-grade examination in that vernacular, shall within two years from the date of his or her first appointment, pass the higher-grade examination in the major vernacular of the division or circle to which he or she is posted. But this rule shall not apply to officers whose mother tongue is the major vernacular of the division or circle. Should he or she be subsequently transferred to another division or circle, in which the major vernacular is not the same, he or she will again be expected to pass the higher-grade examination in this new vernacular within two years from the date of his or her transfer, or within one year from that date, if at that time of his or her transfer he or she has four or more years’ service in the department. Officers of then years’ service or over may be exempted from liability to examination.”¹⁴

Rule 4.- “No officer of the classes referred to in the rule 3 shall (after the expiry from the date of his or her first appointment) receive any increment of pay, or any promotion unless h or she has passed the Departmental Examination as prescribed in the forgoing rule within two years of his or her appointment as such. Such officers failing to pass these examinations within the prescribed period will also liable to forfeit their appointments. And similarly, after transfer, his or her increment and promotion are liable to be stopped, if he or she does not comply with the forgoing rule. Nor shall any

14.Government of India, Home Department, Examination, Proceedings no 21, 1910, P.1, New Delhi.

officer of the Provincial Service be confirmed in his or her appointment until he or she has complied with the foregoing rule.”¹⁵

Rule 5.- Principals and Professors of Arts Colleges are not obliged to pass this examination. But they are at liberty to do so. And, should any of these officers be appointed inspector or assistant inspector of schools within three years of his first appointment in the department, he will become amenable to the provisions of Rule 3 and 4. Should he be appointed Inspectors or assistant inspector after three or more years from the date of his first appointment in the Department, he will be expected to pass the higher-grade examination within one year from the date of his appointment as Inspector of Schools, and will become amenable to the provisions of Rule 4. When such officers transferred in an inspecting post, from one division or circle to another in which the major vernacular is not the same, special orders will be passed in his case. Officers of ten years’ service or over may be exempted from liability to examination.”¹⁶

Rule 6.- “Principals or Superintendents of Training college or Schools and European officer who is appointed to a post in such schools and amenable to the provisions of Rules 3 and 4, unless their mother tongue is the major vernacular of the training College or School to which they are posted. An officer in the classes mentioned in Rule 5 will, if appointed to any post of Principal or Superintendent of a Training college or School, or to any similar post, be amenable to the provisions of Rules 3 and 4 under the same

15. *Ibid.*

16. *Ibid.*

modifications as would, under Rule 5, apply to such an officer where he is to be appointed Inspector or Assistant Inspector of Schools.”¹⁷

Rule 7.- “Other officer of the education department are not generally expected to pass the higher-grade examination. But the government, on the recommendation of the Director of Public Instruction, may direct, should such a course appear necessary or desirable, that any other officer shall pass this examination, and shall incur the penalties prescribed in Rule 4 in case of failure.”

Rule 8.- “The higher-grade examination is held twice annually under the control of, and on date specified by, the Board of Examiners.”

Rule 9.- The higher grade examination shall consist of-

Written papers-

- i. Translation from major vernacular into English, pieces being set from the text-books lower Primary and Upper Primary schools, or from books of equal difficulty
- ii. Translation from simple English into vernacular
- iii. Grammar.....Technical terms in Geography, Arithmetic and Geometry

Oral tests-

- iv. Manuscript reading- The reading of a short manuscript letter in the vernacular, and the dictation or writing of a correct reply to it, also in the vernacular. The reading and interpretation of the forms of

17. *Ibid.* P.2.

agreements, accounts and registers of tenants or holding, prescribed in the lower Primary and upper primary course....

- v. Conversation- Candidates must be able to converse with ease and fluency with the examiners and with a native of India in the vernacular.
- vi. Inspection and teaching- The examiners will call upon candidates to inspect, examine or teach a class of boys in a vernacular school, in any subject or subject.

For the written test 100 marks and one and half hours were allotted and for oral test instead of inspection and teaching, for manuscript writing and conversation 50 marks were allotted. For inspection and agency 100 marks were given.

Rule 10.- To qualify the passing, a candidate must obtain at least 50 percent of the marks allotted to each separate branch (written or oral) and 60 per cent. of the aggregate marks allotted. Lower-grade Examination.

Rule 11.- Deputy Inspectors, Sub-Inspectors and assistant Sub-Inspectors of schools.- Every Deputy inspector (unless he has previously passed the lower-grade examination as a Sub-inspector or assistant sub-inspector) and every Sub-inspector and assistant sub-inspector, shall, within two years from the date of his appointment as such, pass the lower-grade examination in Part A (language being the major vernacular of the district or subdivision to which he is posted), B and C. (The examination in B will be dispensed with in the case of officers holding teachers' certificates of a grade approved of by the Director of Public Instruction.) should he be subsequently

transferred to another district or subdivision, in which the major vernacular is not the same, he will again be expected to pass lower-grade examination in part A (the language being the major vernacular of the new district or subdivision to which he has been transferred), within two years from the date of his transfer or within one year from that date, if, at the time of his transfer, he has held the post of sub-inspector or Deputy Inspector for four or more years continuously.¹⁸

Rule 12.- No deputy inspector, sub-inspector, or assistant sub-inspector shall be confirmed in his appointment as such, nor shall he receive promotion outside his grade, until he has complied with the forgoing rule. And if he do not comply with it within the period allowed for passing the examination, he is liable to revert to his permanent post, if he has any, or to dismissal, if he has no permanent post.

Rule 13.- Other officers of the education Department may, on the recommendation of the Director of Public Instruction, be called upon by the government, should such a course appear necessary or desirable, to pass the lower grade examination in Part A, Band C, or in any one or in any two of them within a prescribed period, and shall in that case be subject to the penalties mentioned in Rule 12 in case of failure. Officers of ten years' service or more may be exempted from liability to examination, and officers of the department, or other who desire appointment as Deputy Inspectors, Sub-Inspectors or Assistant Sub-Inspectors may be admitted to the

¹⁸.*Ibid.*

examination at the discretion of the Inspector of schools or the Director of Public Instruction.¹⁹

Rule 14.- The lower-grade examination will be conducted half-yearly at two or more centres in the months of January and July. The centres, committee and examiners shall be fixed each year by the Board of Examiners. And intending candidates, or those who have been ordered to pass the examination, shall send in their applications by the 1st December and June preceding, stating the parts and the language in which, and the centre (Dacca, Rampur-Boalia, Chittagong, Gauhati or Sylhet) at which they desire to be examined. (It is not probable that more than two or three of these places will be chosen as centres in any single year.)²⁰

Rule 15- Candidates can pass in Part A, B and C separately after failure in one or more attempts. But all candidates must, in the first instance, offer themselves for examination in all the three parts (if they are Deputy Inspectors, or Sub-Inspectors, or candidates for such post), or in A and B.

Rule 16.- The lower-grade examination shall consist of:-

A- Major vernacular.

Maximum marks	Time allotted
i. Literature and Grammar.....	100
one and half hours	
ii. Essay.....	100
one and half hours	

19. *Ibid.*

20. *Ibid.* P.3.

- iii. Translation from English into vernacular-
 - a. Of a set passage in writing.....50
one and half hour
 - b. Of some passage from an educational work orally
- iv. Translation from a vernacular manuscript into English.....50
one hour

B-School Method.

- i. A written paper in English on the Art and Practice of teaching 200
3 hours

The books recommended for perusal are-

The Insitutes of education (S.S. lawrie)

Elements of General method (McMurry)

The principles and practice of teaching and class management
(London)

How to study Geography, How to study and teach History
(F. Parker)

- ii. An oral examination on school management and method, including
inspection and examination in the teaching of English or vernacular
classes (according to the status, etc., of the
candidate).....100 1 hour.

C-Administration.

- i. A paper on the school Manual.....200
3 hours.
- ii. Only for Deputy Inspectors, Sub-Inspectors and Assistant Sub-Inspectors.- Questions (to be set by the Inspector of schools and to be answered in writing or orally as may be required by him) upon the status, inhabitants, and educational needs and conditions of the district to which the deputy Inspector, Sub-inspector. Or Assistant sub-Inspector is posted.....100
half hour.

Note.- The examination in the major vernacular shall be dispensed with in the case of officers who have passed the Intermediate Examination in Arts or Science under the new Regulations of the Calcutta University, if the vernacular taken up was different, an officer shall be required to pass a departmental test. Officers who have passed the B.T. or L.T. Examinations under the new Regulations, shall be exempted from the examination I Group B, but the examination in Group C is compulsory for all officers.

Rule 17.- To qualify for passing, a candidate must obtain at least 50 per cent. of the marks allotted to each separate branch (written or oral) and 60 per cent. of the aggregate marks allotted.

iii- Special examination in Urdu.

Rule 18- Though Urdu is not a vernacular of Eastern Bengal and Assam, yet a knowledge of this language is likely to be useful to inspecting officers posted in certain localities. An examination in Urdu will be held from time

to time, and the Director of Public Instruction may permit any officer to present himself for this examination. The test shall be the same, so far as possible, as that provided by the higher-grade examination prescribed in Rule 9 of the rules. And all inspecting officers other than Muhammadans may present themselves at this examination, and if they pass within five years of the date of their first appointment to the department, they will receive a reward of Rs 250.²¹

II. Proposed creation of an additional post of inspector of schools in the Indian educational service, Assam:-

From the letter of government of eastern Bengal and Assam dated 10th January 1912, it is clear that in their dispatch of 25th August 1904, they recommended to the secretary of the state that two inspectors were needed for the province of Assam, one of whom should be a European and other a native India and the secretary of the state sanctioned these two posts, one at Indian educational service on usual rate of pay and other post at provincial educational service on a salary of Rs 400-25- 600 in the dispatch of 21st October 1904. In 1912 there were 5 inspector circles in Eastern Bengal and Assam that is Dacca, Chittagong, Rajshahi, in Eastern Bengal and Assam Valley hill districts in Assam and these circles were in correspondence with the commissioners' divisions. The local government also had laid great stress on the point that there should be an educational service inspector for each division. "Circumstances have greatly changed since the year 1904 when the Indian educational service and another Provincial Educational Service Inspectors were sanctioned for the Assam. There have naturally vast improvements in educational institutions, such as their numerical increase and the necessity of more efficient

21. *Ibid.*

supervision, the university requirements for the affiliation of schools, the need for more control on the discipline side of the school, and we may agree with the local government that another Indian educational inspector is necessary for the province of Assam. But in that case the post of the provincial educational service inspector on Rs 400-25-600 will cease to exist, though the local government has made any reference to this point”²² On 7-2-12 On this occasion H. Sharp asked that how was it proposed to deal with Provincial Service post hitherto occupied by inspector, Surma Valley. In the proceeding no 121 that is the letter from the government of Eastern Bengal and Assam dated 26th February 1912 H. Sharp and S.H.B. (Utler) opines that the eastern Bengal and Assam had redistributed the areas of inspection in Assam and previously a European inspector looked after the Assam Valley and also the hill districts. The Assam Valley was a heavy charge in extent. It was accordingly proposed to transfer the inspection of the hill districts to the inspector of Surma valley, and it was suitable because those districts were under the control of the Surma Valley Division. Hitherto the Surma Valley charge had been very light and the inspectors had been a member of the Provincial Education Service. It was also essential that the inspector of Assam valley as well as the Surma Valley, if the latter was to look after the hill districts, should be a European. Archdale Earle to whom I showed the file wishes that the change involving the appointment of an additional Indian Educational service Inspector to be carried through once.”²³. Finally the proposal was sent to finance department for the further consideration. The Finance Department also viewed that (i) additional of the appointment o the Educational Service so as to allow of a European Inspector of Surma Valley charge. It was also said that the necessity of the appointment would appear to have been established, and

22. Government of India, Department of Education, Proceedings nos 119-123, May 1912, P.1. New Delhi.

23. *Ibid.* P.2.

this department may agree to support the proposal to the secretary of state. And (ii) reduction of one appointment in the provincial Educational service i.e, that hitherto held by the Surma Valley inspectors. They also might agree to the secretary of state being address forth with regarding the addition of one post in the Educational Service on account of the inspectorships of Surma Valley.

On 8th February 1912 the Joint Secretary to the government of India, department of education writhen to the chief secretary to government of eastern Bengal and Assam regarding the Assam Inspectorships of how was it proposed to deal with provincial Service post hitherto occupied by inspector of Surma Valley. On 26 February 1912, in reply with this letter Mr. H. Lemesurier, chief secretary to the government of eastern Bengal and Assam department of education has written “there are at present eight inspectors, four in the Indian and for in provincial service, distributed as follows: 3 in the Dacca division, two in the Chittagong division and 1 each in the Rashahi, Surma Valley and Assam Valley division. Both post in the Chittagong Division and 2 out of 3 in the Dacca Division are held by officers of the provincial service. The proposed additional Indian Service inspector will replace one of these four officers whose post will be absorbed in one of the existing vacancies in the cadre of the Provincial Service. This will create no difficulty; especially one of the permanent inspectors (Dr. P. Chatterji) is at present on deputation as Principal of an aided college and will probably continue to be employed on college work”²⁴On 27th may 1912 Mr. H. Sharp. Joint Secretary to the government of India, department of education written to the chief commissioner of Assam that with reference to the correspondence ending with the letter from the Government of Eastern Bengal and Assam no 344-E dated 26 February 1912, he has directed to state that on the 16th May

24. *Ibid.* P.9.

1912 the Secretary of state was addressed regarding the creation of an additional post of Inspector of schools in the Indian Education Service in Assam. In this way the appointment of inspector of Surma Valley circle transferred to the cadre of Indian educational service.

3.3 The Assam Primary Education Bill 1925

To provide facilities for the introduction of compulsory Primary Education in the province of Assam The Assam primary education Bill 1925 was introduced. The Bill was passed by the Assam Legislative Council on the 7th July 1926 and the Act of the Bill popularly called the Primary Education Act 1926. The main theme behind the Bill was expedient to make better provision for primary education and to compel the attendance of children at primary schools. The Act was divided in to two parts that is part I and part ii. “Part I of the Act should extend to the whole of Assam, excluding backward tracts where as Part II of the Act should extend only to those local areas to which it may be applied in accordance with the provisions of Part I.

According to the Act, “To “attend” a recognized primary school, means to be regularly present for instruction at such a school on such days, at such time or times, and for such periods on each day as may be prescribed.”²⁵ And for the age bar of the children the Act prescribed child means a boy or a girl who is not less than six and not more than eleven years of age, at the beginning of a year. The guardian of the children means any person to whom the care, nurture or custody of any child felt by law or by natural right, or recognized usage, or who had accepted as assumed the care, nurture or custody of any child had been entrusted by any lawful authority. It was the responsibility of the local authority to take care of the school and to prevalent the rules and regulations of the act. The Local Authority means (a) in an area constituted

25. Government of India, Home Department, Judicial, file no F. 293/26, Govt., 1926, P.1, New Delhi.

a municipality under the Assam Municipal Act of 1923, the Municipal Board. (b) In a Notified area under the Assam Municipal Act of 1923, the members of the town committee. (c) In any subdivision or part of a subdivision in which the Assam Local Self Government Act, 1915, has come into force, the local board. (d) In the backward tracts, the district or sub divisional authority. Any local authority may resolved by a majority of two-thirds of the members present, at a meeting specially convent of the purpose of part ii of the act should be applied to the whole or any part of the area within its jurisdiction or the children of either sex or both the sexes resident in the area within its jurisdiction, with or without the exemption of any particular community or communities. When a resolution had been passed, the local authority should publish it locally in the prescribed manner and prescribed means prescribed by the rules made by the Local Government for the purposes of the Act. And any adult person or persons likely to be affected thereby and objecting thereto in whole or in part, may within 40 days of the date of the publications of the resolution, object thereto in writing; and the local authority should , at a meeting convened for the purpose, take is objection into consideration. If no such objection were received by the local authority, or if after consideration of any objection or objections received, the local authority decided at a meeting specially convened for the purpose by a resolution carried by the votes of at least two-thirds of the members present at such meetings. To proceed according to their resolution passed under Assam Primary Education Act 1926, with or without modification, the local authority should submit to the government for consideration the resolution as published, the objection or objections, if any, received and the modification or modifications, if any decided on. The local authority shall at the same time submit to the Local Government in such

form or forms as may be prescribed, a statement showing all particulars relating to the proposal, including the cost of the scheme and the manner in which it is to be met.²⁶

About the cost of the scheme under the Bill, the Act of 1926 laid some norms they are (a) the total existing expenditure incurred by the local government on primary education in the area in question, and (b) the additional cost that the introduction of compulsory primary education under this act and the measures necessary to take it practicable will entail. Subject to any rules which the Local Government may make in that behalf, the local authority of any area which resolve to introduce a scheme of compulsory primary education under the Act, without diminishing its current expenditure on primary education in that area by providing one third of the additional cost. Where provision had been made otherwise, than by the levy of an education cess and where in the opinion of the local government, the provision so made prejudices thereto responsibilities of the local authority. The local government may require the local authority as a condition of sanction, to submit an amended proposal involving the levy of an education cess as part of the scheme. Thereupon the local authority may resolve upon and submit an amended proposal as required and all the provisions shall apply to such amended proposal in the same manner as to the original. The local government might sanction or refuse to sanction the proposal submitted by the local authority or may on one or more successive submission refer the proposal or any modification thereof, to the local authority for further consideration. Sanction or refuse to sanction the proposal finally resolved upon by the local authority. The education cess referred here should be leviable in the prescribed manner and from the date which the Local Government accord its final sanction on all persons residing or holding property in the area to which the proposal

26. *Ibid.* P.2.

relates. In the event of the proposal being sanctioned by the local government, the local government shall provide to the local authority the remaining two thirds of the additional cost of the scheme. “Provided that the cost of the scheme, and the cost to be borne by the local government and the local authority respectively shall be subject to the periodic revision.”²⁷ The Act also provided that no persons shall be liable to pay such cess if the children of the class of the persons or community to which he belongs had been exempted under the part of the act. The mode of assessment as well as the maximum and minimum rates of assessment should also be prescribed. And all sums due on account of an education cess imposed under the Act of 1926 should be payable by the persons on whom it was imposed and should be recoverable in the prescribed manner.

3.3.1 Education Committee

According to the Act the Local authority has to appoint an education committee for the said area or separate education committee for separate portions of the said area, as according to the rules prescribe. “Every education committee shall be constituted in such manner and for such period and shall have such duties, powers and responsibilities as shall be prescribed.”²⁸ It was also the duty of the education committee to enforce the provisions of the Act of 1926 in regard to attendance at school and the employment of children. From such date, as the government may direct, in this behalf, in respect of each education committee and subject to the general control of the local authority, the education committee shall exercise and perform such powers and duties as may be enacted in this act or prescribed under the rules framed there under. It should be the duty of the education committee to obtain and

27. *Ibid.* P.3.

28. *Ibid.* P.6.

keep a record of all information as might be necessary for the purpose of securing the observation of the Act. It was also enacted that every guardian should cause his child or children to attend a recognized primary school in such area so far as child or children may be exempted from school attendance. And no guardians should be compelled to cause a child to attend a school which is maintained by a religious mission or organization in the interest of the religion or sect- not being the religion or sect of the guardian-which the mission or organization has been embodied to propagate.

In the section 17 of the Act it is also enacted that a guardian should not be compelled to send his children to school-

- (a) “When they are receiving education otherwise than in a recognized primary school to the satisfaction of the prescribed education committee;
- (b) When they have already completed primary education prescribed;
- (c) Where it is impracticable or inexpedient that they should attend school, on account of illness, disease, injury, affliction, infirmity or other cause of this or of any nature regarded as sufficient by the education committee in accordance with rules prescribe in this behalf;
- (d) Where there is no recognized primary school within a distance of two miles of their homes, or which in the opinion of the education committee is not readily or conveniently accessible even though within two miles of their homes;

- (e) When they have been exempted by the education committee on religious grounds, or on account of social custom.”²⁹

In the section 18 of the act stress that when the education committee has reason to believe that a guardian of any child within its area is failing to discharge the obligation, or that any person is interfering with the attendance of a child or children at he recognized primary school, it shall be warn him in writing to cause the child or children concern to attend school, or to discontinue the offence, as the case might be within one week from the receipt of such warning. When an education committee is satisfied that a guardian has failed to cause his child or children to attend school, or an employer is interfering with such attendance by a child or children, even after the warning, it shall complaint against such guardian or employer to be presented to a magistrate or a bench of magistrates having local jurisdiction. “If satisfied that the complaint is well founded the magistrate shall pass an order directing the guardian or employer to cause the child or children concerned to attend school regularly or to refrain from interfering with the attendance of the child or children, as the case may be, after a specified date.”³⁰ If the guardian fails to comply with such order, the education committee shall sanction his prosecution, and, on conviction by a magistrate, the guardian shall be liable to a fine not exceeding five rupees. The rules also provided that any person who has on two or more occasions been convicted under this section shall on further conviction be liable to a fine not exceeding rupees twenty.

Any person, other than the guardian, who shall utilize the time or services of a child in connection with any employment, whether for remuneration or not, in such a way or at such time as to interfere with the attendance of the child at a recognized

29. *Ibid.* P.7.

30. *Ibid.*

primary school, and fails to comply with orders passed in the earlier (previous section) shall be prosecuted by the education committee, and shall on conviction before a magistrate be liable fine not exceeding rupees ten for a first offence and not exceeding rupees twenty- five for each subsequent offence. No court should take cognizance of any offence without the order of consent of the education committee and unless a warning has been given and disregarded. A prosecution should be time-barred unless filed within two months of the specified date mentioned in section 18. All fines levied by any magistrate in respect of an offence against the provisions of the act should be credited to the funds of the local authority. No fees shall be charged from any pupil for tuition in any recognized primary school maintained or aided by the authority. It is also said that free books also provided to the pupils in the respective schools. “The children of necessitous guardians too poor to buy books and writing materials, may, if the education committee so recommend, be provided with the use of necessary books and writing materials free of cost by the local authority.”³¹ The local authority and the education committee concerned should be responsible for enforcement of the provision of the part of the act. The local authority should provide and maintain such schools accommodation and equipment and should also employ such educational staff as the director of Public Instruction might consider necessary.

For the inspection of offices, books and accounts of local authorities and education committees the 24th section of the Act laid down some norms they are

1. “The offices books accounts of local authorities and education committees shall be open to inspection and audit at all times by any officer or officer empowered in this behalf of by the local Government by general or special order.

31. *Ibid.* P.8.

2. All recognized primary schools shall be open to inspection at all time by any officer or officers empowered in this behalf by Local Government by general or special order.”³²
3. It is also enacted that all appeal from the refusal of education committee to ‘recognize’ a primary school should lie to the Local authority and thence to the Director of Public Instruction.

According to the Act backward tracts means the territories in the province of Assam declared by the Governor General in council, under sub Section (2) of section 52 A of the government of India Act, to be backward tracts.

3.3.2 Curriculum of Studies for European Schools in Eastern Bengal and Assam

On 26th October 1907, the government of Eastern Bengal and Assam written a letter to the director general of education, Owing to the paucity and unimportance of the existing European schools in Eastern Bengal and Assam, the local government proposes to differ framing a definite curriculum for the higher classes pending further revision of the code as a result of experience gained in other provinces. Meanwhile it desires to adopt, tentatively a curriculum of:- for boys English, Arithmetic, Manual training, and in optional Latin science or a vernacular and for the girls English, Arithmetic, Needlework, and in optional French or a vernacular. The important subjects that were omitted were mathematics, history, geography and drawing the local government also explained that it would be open to a school to offer additional optional subjects if it is equipped for teaching to the subjects, and also provided that the subjects would not carry marks in the examination. They also need the approval or

32. *Ibid.*

advice of the directors of general of education. Mr. E. Giles the director of general replied on 15/1/1908, "I think that the office note is in error as to the enumeration of compulsory subjects. In the revised code, mathematics, history, and geography are included in the compulsory subjects for middle standards, and geography is a compulsory subject in the primary Standards ii, iii, and iv. I understand that Eastern Bengal and Assam accepts the code compulsory subjects and then adds certain optional subjects. This seems to me to be quite objectionable."³³He also further added that the government of eastern Bengal and Assam points out that its European schools were neither large nor important and it also desired to postpone a final adaptation of the code to its schools until further experience had been gained. He would fully accept that and would reply to the effect that the government of India were quite prepared to accept the proposals made in the letter and to await any further communication which the government of eastern Bengal and Assam might make eventually after further experience had been gained. It also appeared to him quite unnecessary for the government of India to discuss minute details and the general acceptance of the code was all that they need concern themselves about. The local modification would be no doubt communicated when finally decided on. The government of eastern Bengal and Assam also accept the advice and reply.

On 26 October 1907 Mr. H. Lemesurier, C.I.E., officiating Chief secretary to the government of eastern Bengal and Assam written a letter to the secretary to the government of India, home department in response to the previous letter regarding the government of India had desired to be informed what were the combinations of subjects which the government would require or permit in the upper classes that is above standards class iii and iv of the European schools for boys and girls

33. Government of India, Home Department, Proceedings no 1-2, February 1908, P.1, New Delhi.

respectively. In reply to the letter he stated that the directors of public instruction suggests that compulsory subjects laid down in the revised code of regulations for European schools which might be regarded as a minimum should be combined either with a foreign language, such as French or Latin, or with science and as a further alternative a vernacular language was also suggested. A school would naturally then specialized in a optional subject and would offer for boys and girls;- the compulsory subjects, with some sort of manual training for boys and needle-works for girls. Only for boys either Latin or science or a vernacular language and on the other hand for the girls either French or vernacular language. He also mentioned that such an arrangement might obviate the danger of the offering of optional subjects in a desultory fashion, for the sake of caching marks in the examination. And at the same time there would be no harm in school offering other optional, if it were equipped for teaching them and provided they did not carry marks in the examination. Paragraph 3 of his letter he further added “the Lieutenant-Governor agrees with the suggestion made by Mr. Sharp, which are purely tentative, and observes that for the present it would be best, before framing a curriculum for higher classes in European schools in this province, to await the final revised code of regulations prepared on the experienced gained in other provinces. The European schools of this province are not sufficiently numerous or important to render it possible for this government to enunciate with confidence general principles in regard to them. This government will adopt the code when finally revised, and should any slight modification be found necessary later, it will duly take the orders of the government of India in the matter.”³⁴

In reply to Mr. Lemesurier the chief secretary to the government of eastern Bengal and Assam G.B.H. Fell, Deputy secretary to the government of India home

34. *Ibid.* P.3.

department wrote a letter to him “ In reply to your letter no. 12031-c., dated the 26 October 1907, I am directed to say that the Government of India accept the Lieutenant-Governor’s proposals regarding the curriculum for European schools in Eastern Bengal and Assam, and will await ant further communication on the subject, which His Honour may consider it desirable to make after further experience has been gained of the revised European school Code. I am to explain however, with reference to paragraph 3 of your letter, that no further general revision of Code is contemplated.”³⁵ In this way the curriculum for the studies for European schools in eastern Bengal and Assam was introduced.

3.3.3 Training of Primary School Teachers in Eastern Bengal and Assam

On 18th May 1908, P.C. Lyon, chief secretary to government, has written a letter to the secretary to the government of India, home department about the training of primary school teachers in Eastern Bengal and Assam. In his letter he stated that the system which then obtained in the eastern Bengal districts for the training of teachers for both upper and lower primary schools represented an endeavour largely to increase the numbers of primary pupils and at the same time to train all primary teachers at an insignificant cost per teacher. Sir Alexander peddler proposed that a network of upper primary schools of rather better quality than the ordinary should be established, and that each headmaster should take ten primary school teachers of the locality as pupil-teachers.³⁶ At first, one school was to be established in each subdivision, but eventually the number was to be largely increased and the head teacher was to receivedRs. 9 a month, plus fees, and the second teacher Rs 7. Five of

35. *Ibid.* P.4.

36. Government of Eastern Bengal and Assam, Education department, Education Branch, File No 1146E p1/ Government, Proceedings no 100-101, August 1908, P.1, New Delhi.

the pupils under training were to be existing teachers drawing a monthly stipend of Rs. 3, and the other five were to be new candidates, who were expected to attend without stipends. The cost of each school to public funds was estimated at Rs 36 a month. The arrangement received the sanction of Government, but it contained no element of success. The low paid staff was incapable of giving proper instruction in the art and practice of teaching, and the allowance for the pupils were insufficient to attract or to maintain them. The scheme came under modification almost as soon as it was introduced, and by stages the salaries of the teachers were raised to Rs. 18 and Rs. 10, respectively, and the stipends for the pupils to an average of Rs. 7 in Bengal, and to a uniform rate of Rs. 7 in this province. In December 1908 the Government of India sanctioned a proposal to make the service of the head pundits pensionable in the case of those officers who were good enough to be admitted to pensionable service but even with these improvements, the scheme was failure. Teachers and candidates had shown themselves very reluctant to attend the schools and although these difficulties has in part been met by raising stipends and erecting hostels, yet the work of the schools was and must remain thoroughly unsatisfactory. The director reported most unfavorably on the whole system in his recent quinquennial review.

In the third paragraph of is letter P.C. Lyon added “Up to the present time, only 39 of these training schools for primary teachers have been established in the Eastern Bengal districts, and most of them are located at sub divisional headquarters. Sir Lancelot Hare proposes to abandon the intension of multiplying them, and to substitute a limited number of good schools provided with adequate buildings, equipment and staff, and with hostels for the accommodation of the teachers under training. There are 40 subdivisions in Eastern Bengal, and His Honour considers that the general scheme should include one school to be located at the headquarters of

each subdivision. It will not be necessary to adhere strictly to this rule. Occasionally, localities other than the headquarters may be selected, and in a few cases two schools may be required for a single subdivision, or two subdivisions may be served by a single school. For present purpose, however, it may be taken that 40 schools of a uniform type will be required to meet the needs of the eastern Bengal districts.³⁷ He further added in the fourth paragraph of his letter that the schools should be thoroughly efficient institutions and the future of primary education would depend largely on their headmasters. He also stressed that on 18th May 1908, on the subjects of secondary education, His Honour also opined that those officers should either belong to the subordinate Educational service, or else should be picked men from the service of vernacular teachers. The posts may be divided equally between officers of these two classes and the vernacular posts should be considered the prizes of the service. An allowance of Rs. 20 should therefore be attached to each of them and the headmaster will require two assistants to help in the training and model schools. These teachers should also be members of the proposed Vernacular service. On the above basis, the cost of each school will be about Rs. 200 or Rs. 150, according as the headmaster belongs to the Subordinate or Vernacular Service.³⁸ He has also given the calculation of the above-mentioned service and they are subordinate Educational Service officer should get Rs. 96, Vernacular Educational Service officer should get Rs. 60 and Menials, contingencies and miscellaneous Rs. 44 and in total Rs. 200. According to the other structure vernacular Educational Service officer should get Rs. 90, allowance for headmaster service officer Rs. 20, Menials, contingencies and miscellaneous Rs. 40 and in total Rs. 150. The total annual cost of the 40 schools would thus amount to Rs. 96,000. The training of the same number of teachers under the existing scheme would require

37. *Ibid.*

38. *Ibid.*

160 schools at a cost of Rs 40 a month (head master Rs 18 second teacher Rs 10 contingencies Rs 12) or a total expenditure of Rs 76,800. The difference of cost between the two schemes is therefore less than Rs 20,000 a year.

In the 5th paragraph of his letter he stress on the building of schools and hostels for the training of the teachers. “Adequate buildings must be provided, together with hostel accommodation sufficient for the men under training, and gardens suitable for the instruction required to enable them to give well-illustrated lessons in nature study. The initial expenditure on this account will be considerable, although use can be made of the buildings already erected. It may be necessary to spend as much as Rs. 10,000 on many of the schools, and the total expenditure will probably amount to between three and four lakhs. The equipment of the present schools will also require to be improved. The total of these non-recurring charges will, however, be considerably less than the amount it would be necessary to spend to make 160 circle schools even moderately efficient.³⁹ He also opines that the length of the course in the primary training schools in Bengal had been fixed in accordance with the general orders of the Government of India at two years, reduced to one year in case of pupils who had successfully completed the Middle Vernacular course and no distinction was also made between existing teachers and new candidates. For teachers who have had at least two years’ experience the full course of two years would not seem necessary, and, moreover, it was extremely difficult for teachers already in employ to leave their work for so long an interval. So he requested “His Honour therefore thinks it will suffice if the course for existing teachers as well as that for those who have passed the Middle Vernacular course is limited to one year.”⁴⁰

39. *Ibid.* P.2.

40. *Ibid.*

The curriculum in the circle schools was supposed to be both general and professional and it was not satisfactory, and indeed no satisfactory curriculum could be introduced into schools with the low paid teachers. If his proposals then made were approved, revised and improved curricula would be arranged.

In fixing the strength of the schools regard must be had to the number of pupils to be trained. There are in Eastern Bengal districts nearly 2,200 upper primary schools, and nearly 15,000 lower primary schools. This represents a total over 20,000 teachers. Taking the rate of wastage at 5 percent, 1000 trained recruits would be required each year. It is not, however, necessary to provide for so large a number. The Directors of Public Instruction hopes gradually to secure a certain measures of centralization in localities where schools are unnecessary numerous and all schools cannot be expected to employ trained teachers. The new Primary schools which are springing into existence in backward tracts or among backward classes, often by the introduction of secular reading into local *Maktabs*, cannot at once employ trained teachers. It is only as they gather strength and become permanent and well-established institutions that this condition can be secured. It should suffice for a considerable period to com, if 900 trained teachers can be prepared for the profession annually. Supposing each of the 40 schools to contain 40 pupils, then the total number of pupils under training at any time would be 1,600. On the supposition that 200 of these had completed the middle vernacular course before joining, the number passing out of the school per annum would be 900, or allowing for failures, to some figure between 800 and 900. It is therefore desirable that the sub divisional schools should work up to a strength of about 40 pupils each.⁴¹

41. *Ibid.*

The arrangements hitherto in force have not made any great impression on the primary school establishment, and the great bulk of existing teachers have not received any training worthy of the name. It would be impossible without a prohibitive expenditure to give an efficient training to all existing teachers in addition to the recruits who enter the profession. The Lieutenant-Governor does not propose to increase the strength of the schools above that proposed in the preceding paragraph for the purpose of training existing teachers, but he would divide the admissions to the schools between teachers already in employ and new candidates. The existing teachers should be mainly those required for the head mastership of upper primary schools or to take charge of the improved, or class-I, Lower Primary schools referred to in Mr. LeMesurier's letter no 11053, dated 30 September 1907. It is estimated that about 2500 teachers should be trained for each of the above purposes, and it is proposed that for about five years the distribution should be roughly 500 upper primary teachers, 500 class-I primary teachers, and 600 new candidates. Assuming 100 of the new candidates have completed the Middle Vernacular course the annual output would be 1,350 masters. At the end of the five years the majority of the 1,600 places should be occupied by new candidates, but a certain number of existing teachers, to be fixed annually, may also be admitted. The above scheme will not secure a completely-trained establishment in the course of a few years, but it will before long make a substantial impression on the general condition of primary education, and will eventually provide a fully-trained service of teachers.⁴² He further added in the 9th paragraph of his letter, "Primary teachers in Assam are trained in classes attached to the training schools for vernacular teachers which have been established at Jorhat and Silchar, respectively. The strength of those classes is 60

42. *Ibid.* P.3.

each, existing teachers and new candidates undergo a six month' course, and latter subsequently serve a six months apprenticeship in a middle school. These short courses cannot be of much service to the pupils, and they are not in accordance with the 54th resolution of the Simla Conference, or with the orders contained in paragraph 15 of the Government of India circular of the 6th November 1901, and in paragraph 40 of the government of India Resolution of the 11th March 1904. It is now propose to modify the arrangements, and to bring them into accord with those which exists in Bengal, by introducing a two years' course, to be reduced to one year in case of existing teachers and of new candidates who have completed the middle vernacular course. The lengthening of the course entails an increase in the number of students under training, and the existing classes will not suffice for the larger number. It is therefore proposed to establish two new schools of the same type as those suggested for Eastern Bengal. The extra cost, presuming that both schools have Subordinate Services head masters, will be Rs. 4,800 a year.”⁴³

Upper primary teachers in Assam were comparatively few in number, and they were trained in the schools for secondary teachers. So P.C Lyon opines that the schools and classes for primary teachers would have to deal mainly with the 2500 teachers of the Board Lower Primary schools of the Assam and Surma Valleys. Taking the wastage at the rate of 5 per cent., allowance should be made for an annual recruitment of 125, and this requirement would be sufficiently met if the strength of each of four schools or classes id fixed at about 60 pupils. A considerable number of primary teachers in Assam had already received some sort of training, and number existing teachers which it was still desirable to train was estimated to amount to about 950. So if the 120 places in the schools were filled by new candidates and 120 by

43.*Ibid.*

trained teachers, the work of training existing teachers would be completed in about 8 years, and the schools would then also confine themselves to new candidates.

A very heavy item of expenditure, which must be incurred whatever system be adopted, is the cost of stipends for teachers under training. Experience, both in this province and Bengal, has shown that it is not possible to attract pupils to the primary training schools unless they are provided with accommodation and given an allowance which suffice to support them. This remark, which is of general application, has special force in connection with the long two-years course. It has already been stated that the stipend rate for primary teachers has been raised by stages until it amounts to an average rate of Rs. 7 in Bengal, and to a uniform rate of the same sum in this province. Distinction has not hitherto been drawn either in Eastern Bengal or in Assam between stipends for existing teachers and for new candidates. His Honours thinks that a slightly-lower rate may be taken for the latter class, but Rs. 6 a month would seem to be the lowest practicable figure. The total number of stipends to be provided in the two portions of the province amounts to 1,840. With the initial distribution between new candidates and existing teachers proposed in this letter, the annual expenditure on stipends would be Rs. 1,41,000 and this amount would gradually diminish to Rs. 1,32,000 as the proportion of new candidates increased.⁴⁴ He also added the annual expenditure of his proposal as follows;-

44 schools at Rs. 200 a month.....	Rs 1,06,000
1,840 stipends at Rs. 6 a month	Rs 1,32,000
Total	Rs 2,38,000

44. *Ibid.*

He also stated that the expenditure in 2006-07 for the training of primary teachers amounted to about 65,000 and an additional expenditure above the existing scale of nearly 1^{3/4} lakhs remains to be provided.

According to P.C. Lyon, the scheme outlined in his letter could only be gradually introduced as buildings were erected or enlarged and improved, and duly-competent teachers were secured. The additional recurring expenditure could not be very great during the currency of the existing settlement, but the great bulk might be expected to be incurred by the end of the third or fourth year after its close. He further added that the Lieutenant-Governor trust that the Government of India would make allowance for this fact in adopting standard figure for educational expenditure in the forthcoming settlement. "The object in view is one of the very greatest importance, and His Honour considers the question of the provision of funds to enable it to be attained deserves to be fully considered. If the Government of India is willing to contemplate the immense expenditure which would be entailed by free primary education, Sir Lancelot Hare feels assured that they will be willing to make such arrangements as will enable the training of primary teachers to be financed. In making these observations His Honour has not lost sight of the circumstance that the training of primary teachers is one of the objects for which the special Imperial grant for primary education may be utilized. But Mr. LeMesurier's letter of the 30th September 1907 shows that the inevitable increase of expenditure on Primary schools themselves will quickly swallow up the funds available from the imperial grant, and leave very much larger additions to be made from Provincial revenues."⁴⁵

While replying P.C. Lyon's letter Sir Harold Stuart, secretary to the government of India written on 26th August 1908,

45. *Ibid.* P.4.

“The existing arrangements for training of primary school teachers in the province are inadequate and defective, and the local Government therefore proposes to introduce reforms at an estimated cost of Rs. 2,38,000 a year, and involving a non-recurring expenditure of between three and four lakhs on buildings and equipment. It is stated that the scheme can only be introduced gradually, that the additional recurring expenditure cannot be very great during the currency of the existing settlement, but that the great bulk may be expected to be incurred by the end of the third or fourth year after its close. His Honour the Lieutenant-Governor trusts that the government of India will make allowance for this fact in adopting a standard figure for educational expenditure in the forthcoming settlement.

The Government of India approve generally the scheme as it stands. They observe however that it forms only a part of an extended scheme of expenditure of education on which the local Government proposes to embark. Although they will consider it sympathetically when it is submitted to them in a complete form and will be prepared, as at present advised, to recommend it to the secretary of State for sanction on the understanding that it will be carried out either in whole or in part when the finances permit of this being done, they regret that they cannot give any guarantee that this or any other scheme will be specially provided for when the provincial settlement is revised. That settlement will be of a consolidated character and its terms will depend upon the requirements of the province generally and on the state of the Imperial finances. It will also be subject to the sanction of the Secretary of the State.

In his correspondence he pleaded that it would facilitate the consideration of the present scheme if the Government of India could be furnished with an approximate estimate of the cost of any other large schemes of educational reforms

that are now contemplated. He also observed that they have already received proposals for an improvement in secondary education involving an extra expenditure of 10^{1/2} lakhs a year, and there may be other schemes under consideration. It is important that the Government of India should be informed approximately of the total demands upon the public revenues which these and other schemes are likely to involve.”⁴⁶ (For details see appendix number 9)

As a result of the introduction of the western education in Barak valley a numbers of educational institutions were introduced in Barak Valley. The educational institutions were mainly established by the local people, Christian missionaries and British government. For the smooth running of the schools, the government also passed a numbers of educational Bills and they also created a numbers of posts for the inspection of the schools. The government also tried to increase literacy rate of the local masses through the western education. Its example can be seen in the Assam Primary Education Bill of 1925, where government paid attention to the attendance of the students and the responsibility of a guardian.

46.*Ibid.*