UNIT 13: DEVELOPMENT OF EDUCATION IN ASSAM

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13.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- discuss the development of primary education in pre- and post-independence period in Assam
- explain the development of secondary education in pre- and post-independence period in Assam

- explain the development of higher education pre- and post-independence period in Assam

13.2 INTRODUCTION

You might be aware of the fact that Assam has had her indigenous system of imparting education through formal institutions like Pathsalas, Tols, Muktabs, and Satras. Though this system was not very well-organised, it played a crucial role in imparting education to the masses. If you go through the famous accounts of the Chinese pilgrim Hiuen-Tsung, then you will find that King Bhaskar Varmana took keen interest in spreading education among the people during the 7th century. In ancient Assam, major part of the teaching and learning took place via the "Gurukula" system where students learnt about Vedas, Vedangas, Smritis or other religious scriptures. Education was basically imparted orally before the introduction of the system of writing books in Sanchipat. When Assam was invaded and ruled by Ahom kings for 600 years from 1228 AD, 'education' was given due importance. You all know the fact that Assam came under the control of East India Company after the "Treaty of Yandabo" in 1826. After that the British gradually introduced the modern and secular education system in Assam.

In this unit, we will discuss the development of the modern education system in Assam both in the pre-independence and post-independence period. The unit focuses in discussing the development of primary, secondary, higher and women education in Assam so that you get an understanding of the Assam Education System tracing the evolution pattern from pre-colonial period to the present times.

13.3 DEVELOPMENT OF PRIMARY EDUCATION IN ASSSAM

The history of education of Assam is as old as the land itself. The education system of ancient Assam was closely linked with its tradition, culture and religion. Education was basically arranged by the local kings

and the village priests. This tradition of patronage teaching and learning from local kings was continued up to the end of Ahom dynasty in Assam. So far as education in medieval Assam is concerned, S.N. Sarma (2001) in his book A Socio-Economic and Cultural History of Medieval Assam writes, "Education was mainly manned by private individuals and concerns, but royal patronage was occasionally extended to scholars for their erudition and contribution towards dissemination of learning". The indigenous institutions like Pathsalas, Tols, Muktabs, and Satras were found in this period. The Pathsalas were just like the elementary schools in the medieval period. There were no books and buildings. The days of working were adjusted to the local needs of society. The size of the school and number of students were generally small. There were also professional or craft education which were family tradition and skill. In this education system, a son of an artisan automatically became an artisan and this tradition had been continued generation after generation. There were also a limited number of institutions for imparting Muslim education. But the education for women remained neglected like other parts of India in the medieval period of Assam. On Pre-British education of Assam, Hem Barua writes, "Education in the Pre-British days was a concern of the Vaishnava monasteries, Sanskrit tolas and guru-grihas. As a natural fact the education of this period was mostly ritualistic; the masses were far beyond the pale of it. The strictly vocational or scientific character of education did not and could not develop then".

In the development of education in Assam, the contribution of two great religious leaders is worth mentioning here. The Vaishnav Guru Sri Sri Sankardeva and Sri Sri Madhavdeva made immense contributions towards the development of education and culture in Assam. The 'Satras' and 'Namghars' established by Sankardeva and Madhavdeva became the centre of learning of mass people.

From the above discussion, we have come to know that primary education was given in ancient and medieval Assam through some indigenous institutions. Of course, its coverage was very limited and education was mostly ritualistic. Mass people received education mostly in

informal mode. The status of education of women was not encouraging one. So, the modern primary education in Assam was started only after the British took over the reign of Assam in 1826.

13.3.1 Development of Primary Education in Pre-Independence Assam

After the 'Treaty of Yandabo' Mr. David Scott as a first Agent of the East India Company came to Assam. Soon after his arrival he took interest in the promotion of indigenous system of education in Assam. To win over the confidence of the Assamese people he started eleven (11) schools, mostly in lower Assam. He also opened a school in Garo Hills for the expansion of primary education among the hill tribes. Students passing out of these schools were offered jobs by the government.

After the recommendations of the Wood's Despatch of 1854, indigenous primary schools received grants-in-aid. This grant-in-aid system helped the development of primary education in Assam. The number of pupils receiving instruction in primary schools was 750 in Sivasagar and 600 in Kamrup in 1857-58. After the revolt of 1857, the power of administration was transferred from the East India Company to the British Crown. Change in administration had its impact in the system of education. In 1882, Hunter Commission entrusted the responsibility of primary education to the local boards. The commission also recommended the system of 'Payment by Result'. The provincial government had to grant only one third of the total expenditure of the local boards. These policies adversely affected the growth of primary education in Assam. In spite of that, the number of primary schools increased from 2800 to 3534 with a corresponding increase in the number of students from 8300 to 103541 during the period of 1897 to 1902 in Assam.

Side by side, the Christian Missionaries also started primary schools in their religious interests. The American Baptist

Missionaries Nathan Brown and Oliver Cutter established a school at Sadiya in 1837. The Missionaries opened nearly 14 schools in Sivasagar, 3 in Nowgong and 5 in Kamrup in 1845. They encouraged students to the study of both English and Assamese in their educational institutions. The Missionaries also encouraged female education in both hills and plains.

During the early part of 20th century primary education received great impetus and made considerable progress due to the liberal policy of Lord Curzon. The untiring efforts made by Gopal Krishna Gokhale for introduction of compulsory primary education during 1910-1911 made the provincial governments conscious about the necessity of universal education and they passed Compulsory Primary Education Act during 1918-1920.The Government of India passed its Resolution on Education Policy in 1913. But these policies had little impact in Assam.

In Assam, the first Compulsory Primary Education Act was passed in 1926. The provisions of Assam Primary Education Act, 1926 are:

- It extends to the whole of Assam.
- Any local authority with a majority of two-thirds of the members present in a meeting may resolve to introduce compulsory primary education within its jurisdiction for children between 6-11 years of age.
- The local authority shall submit the resolution to the Government for consideration.
- The local authority shall submit the government a statement showing all particulars concerning the total existing expenditure incurred by the local authority and by the government and the additional cost required for introduction of compulsory primary education.
- Local authority of any area shall provide one-third of the additional cost without diminishing the current expenditure.

- In the event of the proposal being sanctioned the government shall provide the local authority the remaining two-third of the additional cost.
- If any local authority fails to submit a scheme, the government may call upon to do so.
- The government may by notification make rules regarding the educational process, the manner in which the education funds shall be maintained.
- No fees shall be charged from any students. Poor children will be provided books and other writing materials, if education committee recommended.
- The local authority and the education committee concerned shall be responsible for enforcement of the provisions of the Act.

Thus in Assam, the first Compulsory Primary Education Act was passed in 1926. In spite of the legislative provisions the progress of primary education in Assam was not satisfactory.

13.3.2 Development of Primary Education in Post-Independence Assam

In 1947, the Assam legislature passed 'The Assam Primary Education Act' for the development of primary education in the state. This Act was repealed by the Assam Basic Education Act 1954 which was enacted for the development, expansion, management and control of basic education and with a view to introduce gradually universal, free and compulsory primary education in the state. The major recommendations of this Act were:

- It extends to the whole of Assam.
- The Act comes into effect from the date on which the government notified it in the Assam Gazette.
- The government shall constitute a State Board of Basic Education with 10 members.
- The State Board shall advise the government on giving grants,

its administration, training of teachers, curriculum, text books, duration of the course, etc.

- The State Board shall maintain a fund in charge of the DPI.
- The State Board shall constitute the Regional Board of Basic Education in different regions under the DPIs.
- The state government may impose an educational tax in any area for the purpose of this Act and can make rules regarding the age of a child, the curriculum, duration and standard, etc.

This Act had tried to change certain things in the administration by entrusting more power on the Government. In spite of all these measures the system of basic education failed in Assam as in other parts of the country. It was considered to be impractical and insufficient to meet the demands of the modern society.

Assam Panchayat Act was passed in 1959 as a local self-government and this Act was later modified in the years 1972, 1986 and 1994 respectively. They were given certain cultural and educational responsibilities to be performed in their respective locality.

The Assam Basic Education Act, 1954 was repealed by the Assam Elementary Education Act 1962. This Act was passed to make provisions for the management and control of elementary education and to provide for free and compulsory education in Assam in gradual stages. The major provisions of the Act were as follows:

- It extends to the whole of Assam with exception to the autonomous districts.
- The state government shall constitute the State Board of Elementary Education.
- The members of the Board will hold office for five years.
- The State Board shall form an education fund for payment of grants to local authorities.
- The state government by notification shall make primary education compulsory in certain area.

- The state government shall take the responsibility of administration, supervision and training of teachers for primary school.

This Act is an improvement on the earlier Acts as it makes the State Government responsible on certain matters relating to elementary education. This Act entrusted the responsibilities for management of elementary education on the local authorities of the area concerned.

After that Kothari Commission (1964-66) recommended to make primary education compulsory within 10 years (1966-1976). For that, they suggested free education, free text book and control wastage of primary education. And primary education system was provincialised by the Primary Education Act 1974 in Assam.

National Policy on Education (NPE) of 1986 gave importance to universalisation of elementary education up to 14 years of age and qualitative improvement of education. Operation blackboard scheme was also suggested by NPE. This Operation Black Board was implemented in Assam from 1987-88. This scheme facilitated at least two reasonably large classrooms that are usable in all weather, and the necessary toys, black-boards, maps, charts and other learning materials. During this period, DIETs were established to give training to the primary school teachers.

In the year 1994, District Primary Education Programme (DPEP) was launched to revitalise the primary education system and to achieve the objective of universalisation of primary education. It aimed that the primary education becomes accessible to each and every child of school going age; once a child is enrolled in school, s/he should be retained there. This programme was initially prepared for eight states and Assam is one of them.

In Assam, the scheme of Sarva Siksha Abhijan was adopted in the year 2001-2002. The main aims of this programme are:

- To include all the children schools by 2003.

- All children will complete 5-year primary education by 2007.
- All children will complete 8-year primary education by 2010.
- To remove social and sex related disparities in the field of primary education by 2010.

Sarva Siksha Abhijan made a drastic change in the overall scenario of primary education of Assam. 90% of children within the age group 5-6 years are enrolled under Sarva Siksha Abhijan in Assam.

According to article 21A of 86th Amendment Act of Constitution, every child of 6-14 year age group has the right to get free and compulsory primary education. And for that in the year 2010, the Right to Children to Free and Compulsory Education Act has come to force. The main provisions of this act are:

- The act makes it mandatory for every child between the age group 6-14 years to be provided education by the state. Children should not have to pay any money as regards to books, uniforms, etc.
- At any time of the academic year, a child can go to school and demand that this right be respected.
- The schools need to have certain minimum facilities like adequate teachers, play ground and infrastructure.

From the above discussion, we have come to know that since independence both the central and state governments adopted various measures from time to time to develop primary education in Assam. In spite of all efforts, due to numerous problems and issues, Universalisation of Elementary Education (UEE) has remained an unrealised dream in Assam. But, there is still a ray of hope. The Union Budget, 2018-19, has proposed to treat school education holistically without segmentation from pre-nursery to Class 12. Samagra Shiksha- an overarching programme for the school education sector extending from pre-school to class 12 has been, therefore, prepared with the broader goal of improving school

effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumes the three erstwhile Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).

The major objectives of the Scheme are provision of quality education and enhancing learning outcomes of students; bridging social and gender gaps in school education; ensuring equity and inclusion at all levels of school education; ensuring minimum standards in schooling provisions; promoting vocationalisation of education; support states in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009; and strengthening and up-gradation of SCERTs/State Institutes of Education and DIET as nodal agencies for teacher training.

So, there is hope that this new integrated effort brings the distant dream of universalisation of school education into a reality soon.



CHECK YOUR PROGRESS

Q 1: In which year was Compulsory Primary Education Act of Assam first passed?

.....

Q 2: What is the full form of DPEP?

.....

Q 3: Mention one provision of Right to Education Act, 2009.

.....

13.4 DEVELOPMENT OF SECONDARY EDUCATION IN ASSAM

Secondary education occupies a very strategic position in the modern age. It comes in between primary and higher education and extends

into the spheres of both. As an intermediate link, it sets the pace for the lower stage and provides the foundation for the higher. Secondary education is divided into two parts namely high school and higher secondary stage of education.

13.4.1 Development of Secondary Education in Pre-Independence Assam

In Assam, when it came under the British rule with its occupation on 24th February 1826, it was difficult to find a person who could read and write. David Scott, the first Agent to the Governor-General, North-East Frontier, realised that situation and tried to establish English School. After Scott, Captain Jenkins started one English school at Gauhati on 15th June, 1835. The name of the school was 'Gauhati Seminary'. At present this school is known as 'Cotton Collegiate High School'. This school also opened the path of higher education in the state of Assam. Again in the year 1841, the 2nd (second) High school of Assam was established in Sibsagar. Present name of this school is 'Sibsagar Government Higher Secondary School'. Total six high schools were established in Assam by the Government during the period 1873-74.

Like other states of India, recommendations of Wood's Despatch affected the secondary education scenario of Assam also. On the basis of the recommendations of Despatch, a Department of Education was established in Assam in the year 1874 and a Director of Public Administrator was also appointed. School inspectors were also appointed to inspect the schools.

Secondary education of Assam was also developed on the basis of the recommendations suggested by Hunter Commission, 1882. According to this commission, the government should withdraw the responsibility of secondary education and it will be given to private enterprise. In each district, one Government school should be there as a model of private school. Grant-in-aids were

also provided to the private schools. But practically in Assam, these suggestions were not implemented. As a result of this, the number of high school did not increase. In the year 1900, only 20 high schools were there in Assam out of which 10 were government and 10 were private schools. For the management of private schools, school management committees were also formed.

In the year 1904, Lord Curzon's Education Policy clearly laid down that whether these schools are managed by public authority or any private person and whether they received funds from public funds or not, the Government is bound in the interests of the community to see that the education provided in them is sound. The immediate effect of the implementation of the resolution in Assam was the closure of a number of secondary schools. In the year 1905, Curzon attached the administration of Assam with East Bengal and controlled the education from Dhaka. At that time some schools were established in Dhubri, Nowgong, Tezpur, Sibsagar, Dibrugarh and Guwahati. In the year 1912, Assam was given the status of a separate state and then secondary education was gaining a good ground.

In the year 1919, the government of India had adopted the Policy of Diarchy in the administration process and as a result, state governments were given freedom regarding the matters of education. During the period of 1912-1947, development of secondary education in Assam was worth mentioning.

In pre-independent India, secondary education was categorised as:

- Middle English Schools (class IV to VI)
- Middle Vernacular Schools (class IV to VI)
- High Schools (class VII to X)

At that time, high schools of Assam were affiliated to Calcutta University as no university was established in Assam before independence. So, the Matriculation examination was conducted by Calcutta University. The following Table - 13.1 shows the

expansion of High Schools and Middle English Schools in Assam from 1919-20 till the Independence.

Table 13.1: Expansion of High Schools and Middle English Schools in Assam from 1919-20 to 1946-47.

Year	High Schools	Middle-English Schools
1919-20	38	258
1936-37	84	466
1946-47	191	742

Source: "Education in Assam 1947-48," Govt. of Assam.

13.4.2 Development of Secondary Education in Post-Independence Assam

After the independence in India, the Central as well as State Government adopted different steps to modernise secondary education. The initiatives taken for progress of secondary education in Assam in post-independence period are discussed below:

- **Establishment of Gauhati University:** In 1948, Gauhati University was established and took the responsibility of management and administration of secondary education from Calcutta University. It resulted in rapid progress of secondary education. In the year 1953-54, the number of high schools of Assam was 338.
- **Recommendations of Secondary Education Commission:** According to the recommendations of this commission, 11-year school education was introduced in Assam. Separating the earlier two-year intermediate stage, the first year was added to secondary school and second year was added to college. Schools were upgraded to 10-year high school education to 11 year higher secondary education.
- **Assam Secondary Education Act, 1961:** Before 1962, Gauhati University and Govt. of Assam was the controlling authority of secondary education of Assam. The University had control over academic matters while the Government had control over the

administrative matters. It created lots of problem in secondary education. Hence, the Govt. of Assam passed the Secondary Education Act in 1961. The main provisions of this act are:

- This act extends to the whole of Assam.
- The university or any board will have no controlling authority over secondary schools recognised by the government.
- A Board of Secondary Education will be constituted for administration, control and development of secondary education. The Director of Public Instruction will be the Chairman of the Board.
- Duties and responsibilities of the Board will be:
- Preparation of curriculum.
- Conduct of examination.
- Awarding certificate.
- Selection of textbooks.
- Preparation of rules and regulations for recognition of school.
- Determination of qualification of teachers, etc.

- **Establishment of Secondary Education Board of Assam (SEBA), 1962:** As a result of this act, a state board of education was established for the administration and controlling of secondary education. The administrative power was transferred from Gauhati University to this board. The board was given the responsibility to conduct 10 years Matriculation Examination (Present High School Leaving Certificate Examination) and 11 years Higher Secondary Examination. The Education Commissioner of Assam is the chairman of this board. The office of the board is located at Guwahati.
- **Recommendations of the Kothari Commission:** The Indian Education Commission (1964-66) Report was rightfully considered to be the beginning of a new era in modem Indian school education. Since then the growth of high schools in Assam has been remarkable. As recommended by this commission, the State Board of Education implemented the

10+2+3 structure. The number of secondary schools has rapidly increased in Assam from the formation of SEBA and from the introduction of 12-year school education in Assam. Again in the year 1984, Assam Higher Secondary Education Council (AHSEC) was formed on the basis of the recommendations of Kothari Commission. It looks after the administrative and educational aspects of higher secondary level of education.

- **Influence of National Policy on Education, 1986:** The National Policy on Education (NPE) of 1986 suggested implementing the 10+2+3 pattern of education. According to the NPE, secondary education should be imparted on the basis of Science, Arts, Social Science and Commerce Streams. Vocational education was also to become a compulsory part of high school education. There was also provision for establishment of 'Novodaya Vidyalayas' in remote areas of the country, in order to provide opportunities of education to the backward communities of the society. In view of this, the NPE-1986 (as modified in 1992) had stated that the National System of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further breakup of the first 10 years, efforts were made to move forward an elementary system comprising 5 years of primary education and 3 years of upper primary, followed by 2 years of high school. Efforts were made to have the +2 stage accepted as a part of school education throughout the country. The Government of Assam too, implemented the new educational policy and both the quantity as well as quality of secondary schools (rural and urban both) increased to a great extent.
- **Rashtriya Madhyamik Siksha Abhijan (RMSA):** This scheme was launched in March, 2009 with an objective to enhance access to secondary education and improve its quality. The implementation of the scheme started from 2009-10. It is envisaged to achieve an enrollment rate of 75% from 52.26% in

2005-06 at secondary stage of implementation of the scheme by providing a secondary school within a reasonable distance of any habitation. The other objectives include improving the quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, providing universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and achieving universal retention by 2020. This scheme is also implemented in Assam and still continuing.

- **Samagra Shiksha:** Please see the Primary Education Section for it.



CHECK YOUR PROGRESS

Q 4: In which year was the first high school in Assam established?

.....

Q 5: What is the full form of SEBA?

.....

13.5 DEVELOPMENT OF HIGHER EDUCATION IN ASSAM

Concept of higher education is generally described by education in colleges, universities, technological institutions, which deals mostly with adults and is a 'higher' level of knowledge in terms of its complexity and understanding. Higher Education is seen as something which civilises and enlightens, by heightening awareness, broadening horizon, widening understanding, sharpening perceptions and intensifying sensitivities. It makes individual free from ignorance and superstitions. Higher education plays a crucial role in working towards economic growth, self-reliance in

the scientific and technological know-how that is basic to it, development and mobilisation of human resources and also in providing leadership and social criticism.

13.5.1 Development of Higher Education in Pre-Independence Assam

In the year 1866, the introduction of Arts classes in Gauhati Seminary opened a new chapter for the development of higher education in Assam. The classes were known as First Arts Classes (F.A. Classes). Management, administration and examination of this class were affiliated to Calcutta University. But later in the year 1876, due to certain problems, the F.A. Classes were abolished.

In 1892, the Murarichand College was started in Sylhet of Assam which is now in Bangladesh. The college developed fast and was recognised by the Calcutta University as a first-grade college in 1915-16.

Manik Chandra Barooah took major initiatives to establish one college in Assam in the year 1899. And due to this effort, Cotton College was established in 1901 and it is the full-fledged first higher educational institution of Assam. At present, Cotton College is converted to University and it is known as 'Cotton University'.

In 1930, Late Murulidhar Barooah, famous tea planter of Assam, donated a large building and a big plot of land in the heart of Jorhat town for a college in the memory of his grandfather Late Jagannath Barooah, a leading citizen of that time. This college is known as J.B. College and is offering opportunities for Arts, Science and Commerce at degree level. Today in this college, post graduate classes have been opened in different subjects in Arts and Commerce.

In 1935, several new colleges came up. St. Anthony's College, Lady Keane College and St. Edmund's College at Shillong, the Gurucharan College at Silchar and Handique Girls' College in

Guwahati were established in that year. The first three colleges were then in the territorial jurisdiction of Assam and now they are in Meghalaya.

In 1947, the total number of colleges in Assam was 16 and Cotton College was the only Government College.

13.5.2 Development of Higher Education in Post-Independence Assam

After 1947, development of higher education in Assam actually found a real track as Gauhati University, the first university of Assam was established in the year 1948. And for that, the number of colleges steadily increased in Assam from 18 in 1947-48 to 77 in 1964-65. Subsequently, Dibrugarh University was established in 1965. As a result of that the expansion of higher education in Assam got a good momentum. The number of higher educational institutions and number of enrolled learners had rapidly increased and in 2012 the total number of colleges and universities in Assam was 638 and 8 respectively.

Pursuant to National Policy on Education 1986, the UGC decentralised its working by opening 7 regional offices catering to the diverse needs of the states under it. Accordingly, the UGC-NER office was established in 1995 at Guwahati. The schemes that are operated at the UGC-NERO cater to the diverse needs of the Colleges of NE states and includes: Women's Hostel, Sports Infrastructure, FDP, MRP, Seminar/Conference/Workshop, GDA/ College Development, IQAC, Autonomous Colleges and General Development Grant to state colleges. As a result of that, the colleges and universities of Assam have started receiving UGC funds on a regular basis for infrastructure, research and other development purposes.

Assam had been witnessing a new era in the field of higher education in the last decade of the twentieth century. Two central

universities were established at Tezpur and Silchar in 1993. Indian Institute of Technology, Guwahati was also established in 1994. Following the emergence of liberalisation, privatisation and globalisation in the 1990s, there has been a significant change in the education system in India. With the help of the Govt. of India, the University Grant Commission (UGC) and the All India Council of Technical Education (AICTE) are promoting private parties to invest in the educational sector without compromising its quality. Consequently, the gradual growth of private higher educational institutions in Assam along with the country has been noticed since last decades of the 21st century.

The Open and Distance Learning (ODL) has been initiated in Assam in order to augment opportunities for higher education and as an instrument of democratising education. The Institute of Distance and Open Learning (IDOL), formerly known as Post Graduate Correspondence School (PGCS) was established in May 1998 at Gauhati University. In the first decade of 21st century, Krishna Kanta Handiqui State Open University-a full-fledged ODL University was established in Assam under the provision of the KKHSOU, Act' 2005 enacted by the Govt. of Assam. The University started its operation on December 11, 2006. Gradually, some other central and state universities of Assam have also started their directorate of distance education.

In the field of women education also, separate Girls' colleges and a Women University were established in Assam for the growth and development of women education. The first Women University of the state was established at Jorhat by an act XXII of 2013 of the State Legislature of Assam. Presently, the numbers of girls enrolled in higher education in Assam is greater than the enrolment of boys. As per the All India Survey for Higher Education Final Report 2018-19, the total enrollment in higher education in Assam is 7,00,163 out of which 3,47,484 are boys and 3,52,679 are girls. So, it is a very encouraging picture in the field of women participation in higher

education.

Rashtriya Uchchatar Shiksha Abhiyan (RUSA), a centrally sponsored scheme launched in 2013, aims at providing strategic funding to eligible state higher educational institutions. At present, a good number of colleges of Assam are benefited by the fundings under RUSA. Many colleges received grants for infrastructure development, equity initiative grants, upgradation of college to Model College and so on.

Recently, to promote higher education in rural areas, the government of Assam has established many 'Government Model College' in rural areas across Assam.

13.5.3 Current Status of Higher Education in Assam

The current status of higher education of Assam may be perceived quantitatively with the help of the All India Survey for Higher Education (AISHE) Final Report 2018-19, which is presented in the following tables:

Table 13.2: Type and specialisation-wise number of Universities in Assam (2018-19)

Type of University	Number		Specialisation of the University	Number
Central University	02		General	13
Institute of National Importance	03		Agriculture	01
			Cultural Studies	01
State Public University	10		Law	01
State Open University	01		Medical	01
State Private University	06		Technical	04
			Others	01
Type-wise Total University of Assam	22		Total	22

Source: AISHE Final Report 2018-19, Ministry of Education, GoI

Table 13.3: Number of College per lakh population (18-23 Years) and average enrollment per College (2018-19)

No. of College	College per lakh population	Average Enrolment per College
544	15	971

Source: AISHE Final Report 2018-19, Ministry of Education, GoI

Table 13.4: Specialisation-wise number of colleges in Assam (2018-19)

Specialisation of the College	Number	Specialisation of the College	Number
General	359	Social Work	01
Agriculture	02	Sports/Yoga/Physical Education	01
Architecture	01	Veterinary	02
Arts	37	Hotel & Tourism Management	01
Commerce	11	Laws	18
Education/Teacher Education	42	Management	02
Engineer & Technology	06	Medical-Allopathic	05
Fine Arts	03	Medical-Ayurveda	01
Fisheries	01	Medical-Dental	01
Para Medical	02	Medical Homeopathy	01
Pharmacy	05	Medical-Others	03
Physiotherapy	01	Nursing	10
Sanskrit	01	Others	02
Science	05	-	-

Source: AISHE Final Report 2018-19, Ministry of Education, GoI

Table 13.5: Programme-wise enrolment at various levels of higher education (2018-19)

Sl. No.	Programme & Level	Male	Female	Total Number of enrolled students
1.	Ph. D.	2970	1970	4940
2.	M.Phil.	192	272	464
3.	Post Graduate	26709	38720	65429
4.	Under Graduate	300082	296037	596119
5.	PG Diploma	1694	1564	3258
6.	Diploma	12704	10910	23614
7.	Certificate	756	1034	1790
8.	Integrated	2377	2172	4549
Grand Total		3,47,484	3,52,679	7,00,163

Source: AISHE Final Report 2018-19, Ministry of Education, GoI



CHECK YOUR PROGRESS

Q 6: In which year was Gauhati University established?

.....

Q 7: Mention the main aim of RUSA.

.....

Q 8: In 1947-48, the total number of colleges in Assam was .....(Fill in the blank)



13.6 LET US SUM UP

- Some of the educational institutions imparting education during the ancient period are- Pathsalas, Tols, Maktabs, Madrasas, Satras and Namghars.

- Christian Missionary established schools in different parts of Assam as well as they published and translated different books and dictionaries in Assamese language.
- In Assam the first Compulsory Primary Education Act was passed in 1926.
- Assam Panchayat Act was passed in 1959 as a local self-government and this act was later modified in the years 1972, 1986 and 1994 respectively. They were given certain cultural and educational responsibility to be performed in their respective locality.
- Captain Jenkins started one English school at Gauhati on 15th June, 1835. The name of the school was 'Gauhati Seminary'. At present this school is known as 'Cotton Collegiate High School'.
- In the year 1900, only 20 high schools were there in Assam out of which 10 were government and 10 were private schools. For management of private schools, school management committee was also formed.
- At that time, high schools of Assam were affiliated to Calcutta University as no university was established in Assam before independent period so Matriculation examination was conducted by Calcutta University.
- In the year 1948 Gauhati University was established and took the responsibility of management and administration of secondary education from Calcutta University.
- In the year 1866, the introduction of Arts classes in Gauhati Seminary has opened a new chapter for the development of higher education in Assam.
- Cotton College was established in 1901 and it is the full-fledged first higher educational institution of Assam. At present, Cotton College is converted to University and it is known as 'Cotton University'.
- Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a centrally sponsored scheme launched in 2013 which aims at providing strategic funding to eligible state higher educational institutions.

13.7 FURTHER READING

1. Borua, Jatin. (2013). Bharatar Shiksha Itihasor Adhyayan. Guwahati: Lawyer's Book Stall.
2. Goswami & Sarma. (2012). Development of Education in India. Guwahati: Shanti Prakashan.
3. Nurullah and Naik. (1951). A History of Education in India. Bombay: Macmillan Publishers.
4. Ravi, S. Samuel. (2015). Education in Emerging India. Delhi: PHI Learning Pvt. Ltd.
5. Saikia, S. (1998). History of Education in India. Guwahati: Mani Manik Prakash.
6. Sarma, S.N. (2001): A Socio-Economic and Cultural History of Medieval Assam. Guwahati: Bina Library.
7. Thakur & Thakur. (2014/15). Development of Education System in India: Problems and Prospects. Agra: Agrawal Publications.

13.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: 1926.

Ans to Q No 2: District Primary Education Programme.

Ans to Q No 3: At any time of the academic year, a child can go to school and demand that this right be respected.

Ans to Q No 4: 1835.

Ans to Q No 5: Secondary Education Board of Assam.

Ans to Q No 6: 1948.

Ans to Q No 7: Providing strategic funding to eligible state higher educational institutions.

Ans to Q No 8: 16.

13.9 POSSIBLE QUESTIONS

Short Questions (Answer each question in around 150 words)

Q 1: Briefly describe the indigenous primary education of Assam.

Q 2: Mention four provisions of Assam Primary Education Act, 1926.

Q 3: Write short note on Rashtriya Madhyamik Siksha Abhijan.

Q 4: Give an idea of the current status of higher education in Assam.

Long Questions (Answer each question in around 300-500 words)

Q 1: Discuss the development of primary education in Assam during pre-independence period.

Q 2: Discuss the development of secondary education in Assam during post-independence period.

Q 3: Discuss the development of higher education in Assam during post-independence period.

Q 4: Discuss the development of women education in Assam during post-independence period.

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