CHAPTER- I

EMERGENCE OF THE STUDY

1.1. Introduction:

Education is one of the chief factors which formulate the persona of a person. Education is a productive and positive factor in a person's life. It is every one's right to get. The training of a human mind is not complete without education. Only because of education, a man is able to receive information from the external human race to notify him with passed and receive all essential information concerning the present. Education is a crucial element for the progress and prosperity of the nation. It must be noted at the outset that true education is a powerful force in bringing about desired change. It is education alone that can bring about changes in knowledge, skills, attitudes, appreciations and understanding things around us. No human beings are able to stay alive properly without education. By means of education one's potential can be used to maximum level. Education directs men how to think, how to work, how to take decision properly etc. Through education only one can make separate identity. It is most important in life like our basic needs – foods, clothes and shelter. Certainly any philosopher can comment that the ultimate aim of education is to make a man of good character and useful citizen of the cosmos. This can be achieved only through the quality education, quality of teachers and quality of teaching–learning process.

It is well known to us that successful educational system requires a shining, reputed and quality teaching staff. The success of the educational system depends upon the involvement, effort and the contribution of the academic staff and their professional expertise. The role of teachers is very important to enable students to make all round development in practical life as they employ the most effective teaching learning skills and strategies, so a study of the satisfaction of teachers towards their job is very important. The keystone in the educational edifice is doubtless- the teacher. On him depends much more than any other, the progress and prosperity of children. Nobody can effectively take his place or influence children in

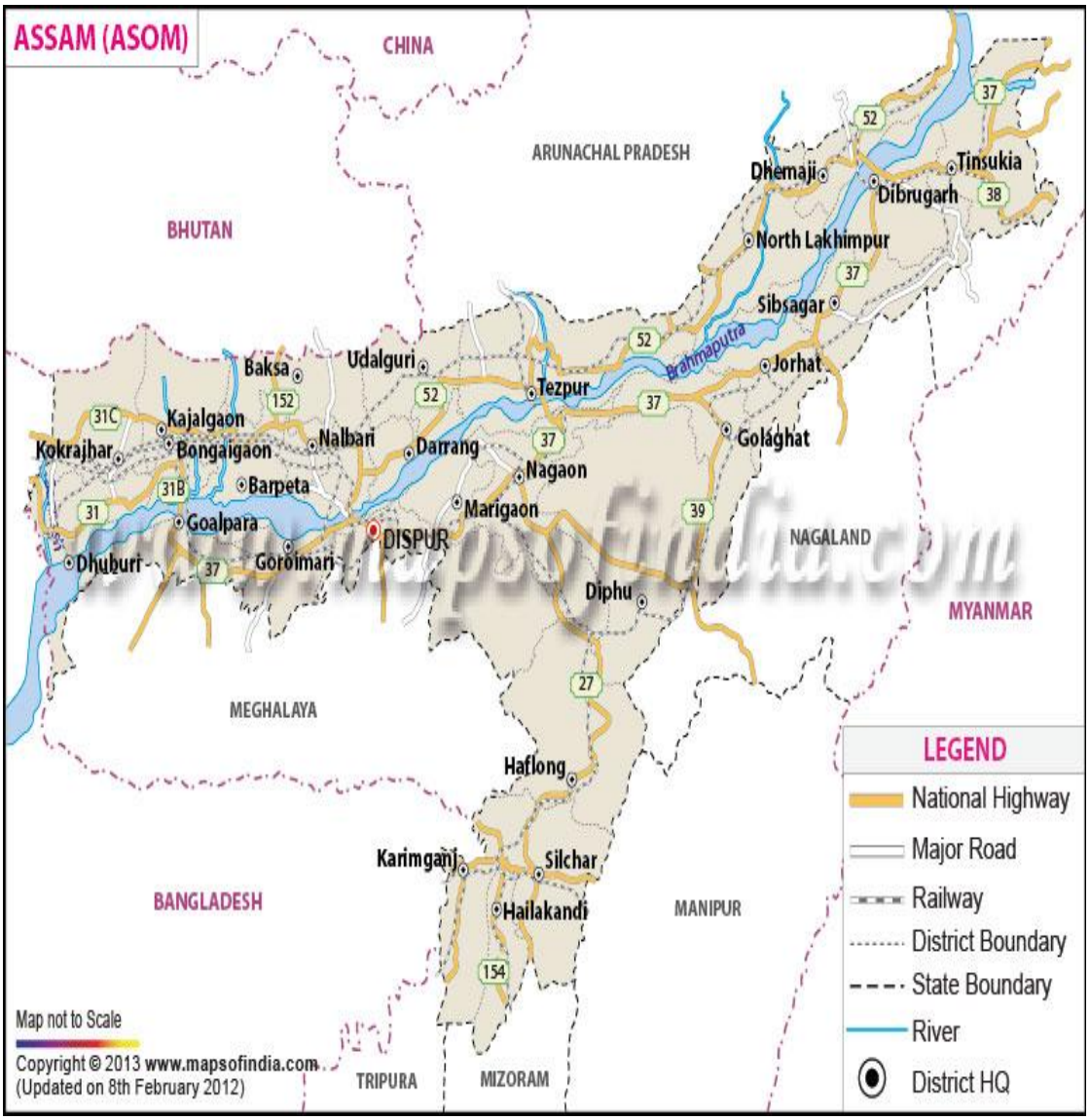
the manner and to the degree; it is possible, for him alone to do. It is strongly believed that to be a teacher is to be the member of a holy order.

Students are one of the precious assets of any society. Well-being of society depends upon its students because the student will take the responsibility of the society in future and in achieving this goal teacher's role is extremely important. They are the source of guidance at many crucial steps in academic life. Job satisfaction, retention and commitment to the organization are essential for all the academic institutions. When teachers are satisfied with their job they can perform their responsibilities with more concentration, devotion and competence. Higher job satisfaction of the faculty results in the healthy and positive climate of the institute. Positive climate of the institution not only increase the job satisfaction of the staff but also the overall productivity of the institution. The job satisfaction is very broader concept in every profession. Locke (1976) defined job satisfaction as "a pleasurable or positive emotional state, resulting from the appraisal of one's job experience". In most studies job satisfaction is described as how people feel about their jobs and its different aspects.

So in the light of above, managers, human resource specialists, supervisor and workforce itself are involved in investigating the ways that how the job satisfaction can be improved because job satisfaction has a significant relationship with the performance of the workforce, overall productivity and profitability of the organization. So, a study on job satisfaction of secondary and higher secondary school teachers in Assam becomes undeniably an important issue because job satisfaction is very important for the psychological adjustment and happy living of teaching personnel. In fact, job satisfaction and life satisfaction are inextricable bound.

1.2. Locale of the study:

Assam is one of the important states of North East India. The state has two valleys; Brahamputra valley and Barak valley. Barak valley is named with the name of Barak river. It consists of three districts namely Cachar, Karimganj and Hailakandi.


ASSAM (ASOM)
CHINA
ARUNACHAL PRADESH
BHUTAN
Dhemaji
Tinsukia
Dibrugarh
North Lakhimpur
Sibsagar
Jorhat
Golaghat
Brahmaputra
Baksa
Udalguri
Tezpur
Kajalgaon
Kokrajhar
Bongaigaon
Nalbari
Darrang
Nagaon
Barpeta
Marigaon
Goalpara
DISPUR
Dhuburi
Goroimari
Diphu
NAGALAND
MYANMAR
MEGHALAYA
Haflong
Karimganj
Silchar
Hailakandi
BANGLADESH
MANIPUR
TRIPURA
MIZORAM
LEGEND
National Highway
Major Road
Railway
District Boundary
State Boundary
River
District HQ
Map not to Scale
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(Updated on 8th February 2012)

Map of Assam

Map of Barak Valley

Assam forms the core of the north eastern region. Assam lies between 24°8´N to 28°2´N latitudes and 89°42´ E to 96°10´ E longitudes and a land surface of 78,523 sq km accounting for 2.4 percent of the total geographical area of the country and 30.75 percent of the north eastern region. The state is bounded on the north by Bhutan and Arunachal Pradesh, on the east by Arunachal Pradesh, Nagaland and Manipur, on the south by Nagaland, Manipur, Mizoram, Meghalaya and Bangladesh and on the west by Bangladesh, Tripura and West Bengal.

The state can be divided into two distinct natural divisions, viz, the plain and the hills. The plain division consists of 25 districts of Brahmaputra and the Barak Valleys. The hills division consists of the two autonomous districts of Karbi Anglong and N.C. Hills. The two hills districts cover an area of 15,222 sq. km and accounts for about 19.04 percent and the plains division covers an area of 63.301 sq. km. and accounts for 80.96 percent of the total land surface of the state. About 89 percent of the plains area is in the Brahmaputra valley and 11 percent in the Barak Valley.

The plain division is subject to floods caused by the two major rivers, viz. the Brahmaputra and the Barak. These two rivers cross international boundaries. The Brahmaputra crosses the international boundaries with China, India and Bangladesh and the Barak with India and Bangladesh. The river Brahmaputra flows about 450 km. from east to west through the state with a width of 5 to 8 km. It has more than 35 tributaries. The Barak river has 7 important tributaries.

The hills division comprising of two districts is located on the Shillong plateau and the Barail range. About two-third of the area of the Karbi-Anglong district is hilly. The N.C. Hills district has only about 15 percent plain area. The average height of the valley is around 900 metres. The highest peak in the hills division is the Chengiheheisan (1935 metres) and in the N.C.Hills district, the Kapili and the Dhansiri is the two main river of the hills division.

Assam is rich in mineral resources. The main natural resources are mineral, forest and power resources. Assam was the only oil producing state in India till the oil fields of Gujrat were discovered. Along with oil, there are reserves of natural gas, coal, clays, feldspar, mica, beryl, gypsum, iron ore, gold, pyrite etc.

Nature has endowed Assam with a rich potential for the development of forest based industries. The forests are rich in flora and fauna. There are different varieties of timber like sal, teak, khair, bansam, gameri, sonaru etc. Among the fauna the most attractive is the single horned Indian Rhino. The Assam forests provide a habitat for a variety of other animals such as the wild elephant, wild buffalo, wild pig, tiger etc.

The soils of Assam can be classified into alluvial, red loam and laterites. The soil in the Brahmaputra Valley is alluvial. The soil in the Barak Valley is gradually laterite.

The climate of Assam is characterized by a fairly long period of monsoon from April to September with relatively high humidity and rise in the temperature. The average temperature of the state varies from 20°c to 37°c during summer and from 4°c to 19°c during the winter. The annual average rainfall of the state as a whole is about 290 cm. The climate condition of the state is suited for the growth of rice, tea and jute. The agro-climatic condition in the hill districts is suitable for the development of the agriculture and horticulture.

Assam is predominately a rural economy where more than 90 percent populations live in villages and depend on agriculture. Industrial development in Assam is slow. There are handlooms and handicrafts which provide part time employment to a sizeable section of the population. Assam suffers from transport and communication bottle necks. At the time of independence, Assam was virtually cut off from the rest of India, until the Assam rail link was completed. The per capita income is very low. More than 40 percent of the Assam's population lives below the poverty line.

According to the census of India 2011, the total population of Assam counted for about 3.12 crore persons of which male constitute 15,939,443 and female constitute 15,266,133. Rural-urban compositions in Assam are 88.92% and 11.08% respectively. Scheduled Castes (SC) population constitutes 7.40% and Scheduled Tribes (ST) population constitutes 12.81%, out of the total population the major religions Hindu and Muslims constitutes 64.89% and 30.92% respectively. Christians constitute 3.70%, Sikhs constitutes 0.08%, Buddhist 0.19% and Jainas 0.09%. According to the Assam Government statistical hand book 2011, the total literacy in Assam was 72.19% with 77.85% for male and 66.27% for female literacy. The literacy rate of Assam is slightly below the national average of 74.04%.

School education in Assam is imparted through a number of pre-primary, primary, middle, high and higher secondary schools. The state contains the National Institute of Technology, Silchar; Indian Institute of Technology, Guwahati; and several others add to the higher education system of Assam. The other higher educational institutions are Assam University, Silchar; Guwahati University, Guwahati; Dibrugarh University, Dibrugarh; Tezpur University, Tezpur; different medical colleges; agricultural University and Engineering colleges. The medium of instruction in Assam at the school level is usually Assamese; though there are many schools in the state that also use English as their medium of study. In Barak Valley usually Bengali is used as the medium of instruction in Government schools. Assam had 27 districts and very recently five new have been added to the existing number of districts.

The study has been conducted in Barak valley of Assam. The Barak valley which derives its name from the river Barak is situated in the southern part of Assam.

It has its distinct geography, culture and society. The name “Barak” has been derived from the Dimasa words “Bra” and “Cro”. Bra means bifurcation and cro means upper portion or stream. The river Barak is bifurcated near Haritikar in the Karimganj district into Surma and Kushiyara. The upstream of this bifurcated river was called Brakro by the local Dimasa people over the years, Brakro got converted into Barak.

The three districts of Southern Assam, Cachar, Karimganj and Hailakandi together constitute Barak valley which in the pre- independence period was a part of the erstwhile Surma valley. The valley has a total area of 6922 sq kms representing about 9% of the total land area of Assam. It is situated between longitudes 92°15´ and 93°15´ and latitudes 24°8´ and 25°8´. Cachar district alone accounts for 57.4% of the total area, the shares of Hailakandi and Karimganj district being 19.2% and 26.1% respectively.

The valley drained by river Barak and it is bounded by the North Cachar Hill district of Assam and Jaintia hills district of Meghalaya in the north, Mizoram in the south, Manipur in the east and the state of Tripura and Syllhet district of Bangladesh in the west. The valley is bounded by the Borail hills in the north, the Bhuban Hills in the east and the hills of Mizoram in the south which in turn extends as Arakan Yama in Myanmar.

The topography of the valley is composed of high hills, low lands and level plains. Vast tracts in the southern part of the valley are covered with forests .The valley is almost shut in by the hill ranges on the north east and south which occupy considerable area of the valley. Low range hills are scattered in the entire valley which are called “tillahs”. The area of the present valley and its constituent district is shown in the following table:

Table No. 1
Area of the Barak valley
(in square kilometers)

DISTRICT	AREA
CACHAR	3786
KARIMGANJ	1809
HAILAKANDI	1327
Total	6922

The river Barak is the principal river of the valley, which rises from the southern slopes of the lofty ranges of Nagaland and after flowing in a south west direction through Manipur and Cachar, it flows a distance of 192 kms receiving a number of tributaries viz., Juri, Chiri, Badri, Madhura, Jatinga, Hareng and Kalaincherra on the north and the Sonai, Rukni, Ghagra and Katakhal on the south. The river Barak itself bifurcates into the Surma flowing northwards and the Kushiara flowing southwards at Haritikar near Badarpur. Longai and Singla are the important tributaries of Kushiara while Ghumra is the most important tributary of Surma. All these rivers, especially the Barak which adopt a meandering path through the alluvial planes frequently shift their courses and form ox-bow lakes. In addition, this region abounds in other freshwater system including floodplain wetlands, tanks and ponds of varying sizes, streams and marshes. These eco- systems help in storing the excess water after heavy rainfall.

The valley has a tropical climate with three principal seasons – summer, monsoon and winter. Summer is severe extending from April to September-October, while monsoon coincides with summer and starts from early May extending up to September-October. Winter is short and mild from December to February. The months of March and April witnesses severe storms with strong wind, thunder and hail. Temperature and relative humidity are high and vary over a rather narrow range.

The region was originally part of the Tripura kingdom which was annexed by Chilarai in the 16th century to the Koch Kingdom and administered by his brother Kamalnarayan. After the death of Nara Narayan, the kingdom, which came to be called the kingdom of Khaspur, became independent and was ruled by the descendants of Kamalnarayan. In the 17th century, the last Koch ruler's daughter married the king of the Kachari kingdom, and the rule of Khaspur passed into the hands of the Kachari rulers, who eventually moved their capital from Maibang to Khaspur. The Kachari kingdom was annexed to British- India in 1832. However, the dominance of Mughal Empire in Karimganj and Hailakandi finally ended with the introduction of British rule in Bengal. The undivided Cachar district which also includes presently known as Hailakandi district was included to Assam by British rulers in 1832. The headquarters of the district was Silchar. In 1947, when a plebiscite was held in Sylhet, the district was divided into two; the eastern part of Sylhet which is known as Karimganj remained with India whereas the other part fall under

Bangladesh. Geographically the region is surrounded by hills from all three sides except its western plain boundary with Bangladesh. Nihar Ranjan Roy, author of Bangalir Itihash, says that "South Assam or Barak valley is the extension of the Greater Surma/ Meghna valley of Bengal in every aspect from culture to geography"

The vegetation in the valley is mostly tropical, evergreen and there are large tracts of Rainforests in the northern and southern-eastern parts of the valley, which are home to Tiger, Elephants, Malayan sun bear, Capped langur, hoolock gibbon, etc. Barak valley suffers from poor means of communication due to landslides and flood induced by heavy rainfall, as well as earthquake.The only airport of the whole valley is located at Kumbhirgram. There are regular direct flights from Kolkata, Imphal and Guwahati to Silchar. Barak valley is covered by the North-East Frontier Railways. The valley is only connected to Lumding (Central Assam) through single route broad gauge rail-line recently. Valley is connected to rest of India and capital city only through National Highway 44 (India), which passes through Indian state Meghalaya. Private as well as ASTC buses are operational in connecting Barak-Valley to Guwahati, Shillong, Imphal and Agartala.

1.3. Rationale of the study:

Since the Independence of India, there were different commissions and committees formed to improve the quality of education as well as the quality of teachers. Indian Education Commission (1964-66) describes teacher as one of the most important factors contributing to the national development. He is the pivot around which all the educational programmes, such as curriculum, syllabus, text books, evaluation etc. rotate. The best system of education may fail to achieve the desired ends in the absence of sincere, competent and professionally aware teachers. National Policy on Education (1986) rightly states, "No people can rise above the level of its teachers."

Education is basically the influence which the teacher exerts on the students entrusted to his care. Effective teachers are required in the class room because even the best curriculum and most perfect syllabus remain ineffective in the absence of a good teacher. The teaching profession, according to Daniels (1973) inherently entails certain well known self obvious and implicit obligations, commitments and

expectations from its members. The society bestows its trust on all the professionals to rise to the demands of the profession. In order to perform his role of paramount and vital significance effectively, a teacher should be professionally aware of professional demands and obligations placed on him by the profession. Further, the role of teachers in influencing the future of our advancing national development is becoming increasingly important. Development of the country requires a high rate of production and fullest possible utilization of both human as well as material resources.

Now a days, there is, however a general feeling that the teachers do not have satisfaction in their Job. There seems to be growing discontentment towards their job as a result of which standard of education is falling. Teachers are dissatisfied in spite of different plans and programmes, which have been implemented to improve their job. Job satisfaction consists of total body of feeling about the nature of job promotion, nature of supervision etc. that an individual has about his job. If the sum total of influence of these factors arises to feelings of satisfaction, individual has job satisfaction. Under such circumstances, it is essential that the proper understanding concerning satisfaction emanating from the job life be obtained.

Job satisfaction is the result of influential interactions of varied types of attitudes possessed by the teachers which is directly or indirectly linked with the organizational commitment, organizational performance, teacher's effectiveness and attainment of educational objectives, more broadly speaking, the attainment of national goal. Each and every positive outcomes or outputs are the result of efficient educational system. It is the teacher who will provide proper informative guidance for the attainment of the same. So, their 'professional satisfaction' is an influential factor to enrich the human resources of the living world.

The Secondary Education Commission (1953) defined that "We are however, convinced that most important factor in the contemplated educational reconstruction is the teacher -his quality, his educational qualification, his professional training and the place he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in it."

"Schools are the nurseries of the Nation." And 'Teachers are the architects of the future' are no mere figurative expressions but truthful statements, as significant as

they are suggestive. Victories are won, peace is preserved, progress is achieved, civilization is built up and history is made in educational institutions, which are the seed beds of culture, where children in whose hands quiver the destiny of the future are trained and from their ranks will come out when they grow up, statesman and soldiers, patriots and philosophers who will determine the progress of the land. In their attitude to life and their approach to problems they will bear the imprint and the influence of the training they received at the hands of their teachers. The teacher's role is thus as important as his responsibility is onerous.

The imperative that the entire process of teaching – learning transaction depend on the efficiency of a teacher, who is in turn able to manifest potentialities of a child into actuality, be accepted with no hesitation. Teaching-learning process cannot be undertaken in vacuum but it is a positively directed action, for which teachers are to be endowed with teaching competency. There has been an enormous amount of research which could answer to such questions as - what teaching behaviors are related to pupil's outcomes in different areas of class room learning? In what way they are related? What are the characteristics of effective and ineffective teachers? How can teaching behaviors be incorporated in teachers during their training?

Although, lot of research efforts have been directed on teaching competency but unfortunately much attention of research is not drawn to correlate teaching competency in relation to teacher's job–satisfaction, especially in higher secondary level. Fontana D. (1986) regarded that "if the teacher is too rigid or has a doctrinaire belief of that his methods are right and those of any one who disagrees with him are wrong, then he will be depriving his children of a range of possible learning experiences, to their disadvantage and to his own." Thus, it is clear that an effective and competent teacher will achieve the desired learning outcomes, provided if he satisfied in his profession. But no significant efforts are found to study the competency in relation to job satisfaction among teachers.

So, a study on the job satisfaction is as must as it gives management an indication of general levels of satisfaction of the teachers and specific areas of satisfaction or dissatisfaction, improves upward communication helps to discover the

causes of indirect problems (poor quality of work), helps management to assess training needs and improves attitudes of the teachers.

As the sound educational outcomes depend on the efficient educational system, which in turn depend on the teaching personnel; so their satisfaction–dissatisfaction is an important issue. If they are psychologically tensed for some prevailing casual factors, if they do not get proper and appropriate financial support, if they are not treated democratically by the supervising authority, if the managerial system of the institution does not favour them positively in all aspects of daily duties, then appropriate functioning of the total system approach can never be possible, and so the processing of the input will be hampered and stepped down.

Kothari Commission rightly remarked, "The destiny of the Nation is being shaped in her class room." In short, Teachers are born and also made. The number of the borned teachers are too less to cope up with the 'student–explosion' with new outlook. So teachers should be trained to compensate the demand. It is the teachers of Higher Secondary and Secondary level who engage themselves or who are obligated to engage themselves in the process of modifying the student's behaviour to cope up with the challenging contemporary situation of the class and institution positively. So, the issue of job satisfaction of Secondary and Higher Secondary school teachers becomes an important challenging issue automatically. Teachers of Secondary and Higher Secondary level should be made saturated psychological aspects, economical aspects, and social aspects and also should be kept free from political torture.

Teachers have a very vital role in moulding and refining the intellectual capacity of children during the phase of student-hood or the formative period in the school. The values and the knowledge that the teacher imparts and instills to the students to determine the future of the child and future of the nation as they are the citizens of tomorrow. On visiting the reviews conducted by Bruce Fuller, with regard to the factors that causes the students achievement level, it was found that teachers' content level, pedagogy and education level caused the level of students progression. (Fuller, 1987; Fuller and Clarke, 1994 cited by Sargent & Hannum, 2003). It is known to all that "the future of our nation lies in the hands of our children and the future of the children lies in the hands of the teachers." As a teacher, challenging though but it

is quite rewarding and satisfying to witness the student's progress, thus giving a zeal and drive for further challenges in store.

On the contrary, the teaching profession becomes frustrating and stressful when one has to deal with larger class strength, bigger school as a whole which means a greater work load, unmotivated perks, less recognition, top down management, non conductive working environment, less training opportunities, striving hard in meeting the national education goal, school climate and school culture and so on. In the process of teaching-learning, teachers are the main stake holder, should be satisfied with his job as it's the basic requirement in the profession (Digumarti Baskara Rao and Damera Sridhar, 2003). In any of the educational setting, the goals and objectives can be scaled and conquered only if the teachers are satisfied with their job.

Job satisfaction has been the centre of the concentration for researchers over a few decades. The reasons for such concentration are manifolds. Therefore, the investigator is interested to make a study on the job satisfaction of Secondary and Higher secondary school teachers in Assam because of many reasons. They are –

Dissatisfaction with one's job may have especially volatile spillover effects on many other things such as family life, leisure activities etc. Many unresolved personality problems and maladjustments arise out of person's inability to find satisfaction in his work. Job satisfaction is important for the psychological adjustment and happy living of individual. In fact, job satisfaction and life satisfaction are inextricable bindings.

Occasionally, teachers have to encounter with the rude behaviors of the students, coming in better terms with the society and the people around. Almost all the teachers in Assam work for 10 months from January to December with three weeks mid terms break in July making it a 180 working days and spending almost 6 hours daily in the school excluding the time spent at home correcting students assignments and planning course outlines. The only break for one month during the puja vacation is the time to spend with family and meeting kith and kin and visiting one's home town and attending the personal needs. Once the academic session starts, teachers have no time to attend to one's personal needs and duties. Obligations are overshadowed by the professional duties. Paying visit to the hospital, visiting the bank, paying electricity, telephone and other bills, paying condolence to someone the

teacher knows, have to be bargained with the 15 days entitled casual leave. With such scenario existing, job satisfaction is always questioned, which in fact, gives way to the question of quality education.

A study by Palmore has come to the conclusion that "people who like work, are likely to live longer". Here the logic behind such comment is that people with greater satisfaction tend to have greater incomes and more education and thus coincidently enjoy greater benefits. To make this authentic, a study is required on job satisfaction.

1.4. Research questions:

1. Whether teachers are interested in teaching or not?
2. Whether teachers have positive attitude towards teaching or not?
3. Are the teachers of secondary and higher secondary stages satisfied with respect to their salary, job security, academic freedom, opportunities for professional development, adequacy of curriculum and working environment?
4. How far the teachers of secondary and higher secondary stages are satisfied with respect to their gender, locale and type of schools?

1.5. Title of the study:

Job satisfaction of secondary and higher secondary school teachers in Assam.

1.6. Objectives of the study:

1. To examine the extent of job satisfaction of secondary and higher secondary school teachers in Assam with respect to their interest and attitude towards teaching, salary, academic freedom, job security, interpersonal relationship, opportunities for professional development, adequacy of curriculum and working environment.

2. To compare the extent of job satisfaction of the secondary and higher secondary teachers in Assam with respect to their -

   (a) Gender

   (b) Locale

   (c) Type of schools.

3. To suggest some remedial measures to minimize job dissatisfaction of the teachers teaching in secondary and higher secondary stages of higher secondary schools in Assam.

1.7. Operational definition of the terms used:

Job satisfaction: Job satisfaction refers to the feelings of the teachers towards their teaching profession. It can be positive or negative thought towards the teaching profession. It can be measured through the contentment the teacher undergoes. If the teacher is content with what he receives during the job, it is a positive feeling which means that the teacher is satisfied with it. But the negativity arises when a teacher is not content with teaching.

Secondary teacher: Secondary teachers refer to those teachers who are teaching to the students of classes IX and X.

Higher secondary teachers: Higher secondary teachers refer to those teachers who are teaching to the students of classes XI and XII.

Interest and attitude: Interest refers to a feeling which accompanies special attention to some content or objects. An attitude is a particular feeling about something. Interest and attitude towards teaching denotes the positive or negative feeling or disposition associated towards teaching.

Salary: Salary refers to the amount paid by the government to the teachers at the end of each month.

Job security: The fear of losing job may create unnecessary stress and fear in the mind of a teacher and by dint of this a teacher may be unable to concentrate on his / her work. Here, job security refers law and order of the state where teachers are working, pension rule of the teachers.

Interpersonal relation: Interpersonal relation refers to team work, consultation, friendliness and supportive relation with the Heads and co-workers.

Working condition: Working condition refers to the availability of the basic infrastructure like the sch**o**ol buildings, enough space, power ventilation, furniture, teaching learning materials, safe environment which is free from the health hazards and proper place for the teachers to plan and work.

Gender: Gender refers to the male and female teachers teaching in secondary and higher secondary stages of higher secondary school in Assam.

Locale: Here, locale refers to rural and urban area.

Type of schools: Type of schools refer to the two levels of schooling system- government school and provincialised school.

1.8. Delimitation of the study:

The study has been delimited within the Govt. and Provincialized higher secondary schools where IX and X (secondary) and XI and XII (senior secondary or higher secondary) classes are taught. It has been further delimited within the Barak valley (Cachar, Karimganj and Hailakandi districts) of Assam.