CHAPTER – VI

FINDINGS OF THE STUDY AND SUGGESTIONS
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6.0 INTRODUCTION

The present chapter gives the major finds with reference to the three objectives of the study. As regards the development of primary education in Garo Hills, vide the objective number one, a discussion has been made in Chapter IV. The major points with regard to this objective are however, given in this chapter along with the findings in respect of the other objectives. Towards the end of the chapter a list of topics suggested for future researchers can be seen.

6.1 DEVELOPMENT OF PRIMARY EDUCATION

The major findings are as under:

1. The Garos received education through the ‘Nokpante’, or bachelors’ dormitory. That is the traditional institution which may be regarded as the centre of learning among the Garos. Almost every village had its Nokpante or Nokpantes. The word ‘Nokpante’ literally means “a house of bachelor” (Nok means house and pante means bachelor). With the introduction of Christianity and western education, the traditional Nokpante system became obsolete, but participation of the community in matter of educational development through the village durbar, a church organisation or just a group of people is still conspicuous. Initially, the community established venture schools because of their need to have a school for their children.
The first school especially for the Garos was established at a village called Singimari during 1826 – 1829, a small British outpost located at the western extremity of the Garo Hills through the efforts of David Scott. But this school did not last long, because it came too early and there was no suitable person to run the school and due to lack of teacher.

The next schools were established for the Garos in 1829 in Gauhati and at Goalpara in 1847.

According to the reports at the Jorhat Missionary Conference in 1926, the interest and progress of primary education in Garo Hills became greater than before. On March 31, 1926, there were 74 Mission Schools of which 5 had been closed during the year and 7 were given over to the government. In these 74 Mission Schools, there were 169 girls on a total enrolment of 1,899 pupils. There were 101 Government Schools, there was an enrolment of 3,442. Besides these, there were about 60 private schools with enrolment of about 1,000 making a total of about 6,000 or 7,000.

According to the report at the Missionary Conference held at Golaghat in 1927, there were 61 village mission schools in Garo Hills and 15 in Goalpara district, a total of 76 schools. Five of these were closed for various reasons so that in 1927, there were only 71 schools under the Mission care.

The pay of village teachers varied from Rs 5 to Rs 20, according to qualifications and length of service. The village contributions towards
teachers' pay varied between Rs 2 and Rs 9 per month per village. There were 76 village teachers employed by the Mission, of whom 31 held M.E. Certificates, 22 had had training as teachers at Tura and two of them had studied in High Schools, one finishing the 8th class. In these 76 primary schools, there were altogether 1,817 pupils of whom 584 were girls. Besides these, there were about 60 village schools in Garo Hills run by the Church Association and by the villages themselves without the help of the government or the mission. One church alone was found to maintain 14 primary schools.

7 Up to the year 1934, neither the Mission nor the Government offered scholarships for the post-Matric studies, but Rev R H Ewing, the American Baptist Missionary at Tura, realising the need for award of such scholarship gave four such scholarships in 1925. Messers Karnesh Marak, Wilson K Marak, Spurgeon Marak and Samson K Sangma were the first recipients of these scholarships and joined the Cotton College, Gauhati in 1925. Karnesh Marak and Wilson Marak were the first Garos to pass B.A. in 1930. The first Garo to pass M.A. was Haward Denison W. Momin who passed in 1936.

8 The Sobha School or the First High School was opened at Tura by the Garo Baptist Convention held in 1934 and it was called “The Sobha School”. Ramsing Sangma was one of the prime-movers for this school. The first teachers of this Sobha School were Mackenson Rongmitu and Jocks S Momin and some of the first batch of students was Rev G Marak, Mrs H Bangshell, Mrs P W. Momin. This school was taken over by the government in 1938 and Kandura W
Momin was its first Headmaster. This was raised to the level of Government Multi-Purpose School in 1958 and it was brought down again as the Government Boys' High School in 1980.

Since the educational policy in Garo Hills was to transfer the Mission or private schools to the government, there was an annual decline in the number of Mission schools and the corresponding rise in the number of government schools. In pursuance of this policy, the government took over 29 Mission schools in 1940 and stopped the monthly grant of Rs 192 to the Mission.

In 1940, there were altogether 108 private schools in the districts and an enrolment of 2,229 students. These were wholly supported either by the local churches or from the 'Women Rice Fund'.

In 1941, the Tura Government High School had attained the full status of a High School in 1944. Jackson Momin was appointed the Assistant Warden of the Christian Boys' Hostel where 65 boys were admitted in it.

In 1933, the Roman Catholic Church came to Garo Hills and opened one Middle English School at Dalu and one L.P. School was started at Tura in 1938 and 40 boys were admitted into the school.

Before independence in 1944, there were 12 village Mission schools, 30 local churches' schools, 100 private schools and the total number of pupils enrolled was 1022 out of which 443 were girls.

In 1949, there were 13 mission schools and 52 local churches' schools and the total enrolment of pupils was 1594.
15. In 1951, there were 12 mission schools and 56 local churches' schools where the total number of pupils enrolled was 1698 out of which 711 were girls.

16. In 1952, there were 14 mission schools and 54 local churches’ schools where the total enrolment of students was 1415.

17. In 1954 there were no more mission schools but there were 59 Baptist Association Schools, 2 Garo Baptist Convention Schools and 7 primary schools supported by mission funds.

18. Between 1911 and 1951, education in this District made slight though still insufficient progress. According to the 1951 Census, the percentage of literacy in this district was only about 7.3 compared to the all India average of 16 %. The total population of the composite district was 2,42,075 of whom only 17,706 were literates. An upward trend was apparent after independence, the most remarkable progress achieved being in the field of primary education. As a result, the literacy spread at a faster rate than in the plains, during the 1951 – 1961. At the 1961 Census the percentage of literacy in the district was given as just under 20 (males 25.9 % and females 13.8 %) against 27.4% for the whole state of Assam.

19. The increase literacy has been due to the rapid increase in the number of educational institutions.

20. In 1973 – 1974, there were 1,365 primary schools in the Districts of Garo Hills.
The total number of Primary Schools in the Garo Hills Districts during the period from 1975 to 19871 was 1,644, with 74,796 students (40,905 boys and 33,891 girls) The number of teachers were 2,236 at the end of the current year

44 Junior Basic Schools have been established in the Districts since 1961 with 2,640 students on the rolls at the latest count

There are two Basic Training Centres located in the Districts – one at Tura and another at Resubelpara

The total number of Middle Schools in the Garo Hills Districts during the year 1981 – 82 was 194 with 17,059 students (including those in Madrassa Middle Schools) The number of boys was 10,513 and that of girls 6,546 The number of teachers for the same period was 874, of whom 705 were male teachers and 160 were female teachers

The total number of High Schools in the Garo Hills at the end of 1981 – 82 was 90 with a roll of 17,193 students (boys – 10,913 and girls – 6,280) The only Central School in the Districts is located at New Tura

The Roman Catholic Mission opened one M.E School at Dalu in 1933 and in 1938, a Lower Primary School was started at Tura. This school was upgraded to the Middle English School in 1957, and was finally elevated to the status of a High School in 1964. It now bears the name of Don Bosco High School. In 1952, the Sisters of the Mission opened a separate M.E Schools for girls. This School is now a High School and bears the name of St. Xavier’s Girls’ High School
Since then, progress has made great strides and the number of educational institutions in the districts in 1980 included 2 colleges, 90 High Schools, 194 Middle English Schools and 1664 Lower Primary Schools. English continues to be the medium of instruction in High Schools and higher institutions. In Middle and Primary Schools, the medium of instruction was the mother tongue Garo as the majority of the schools served the Garo community.

Up to 1981, there were only two colleges in the Garo Hills – the Tura Government College in the West Garo Hills District and Mendipathar College in the East Garo Hills District. Both Colleges are co-educational institutions, now affiliated to the North Eastern Hill University. But the number of colleges has increased to eight or nine colleges now in the entire Garo Hills Districts.

So till date, the total number of government primary schools in Garo Hills Districts were 2041 and Non-Government (Deficit and Private) were 430 and the number of teachers were 4205 in all.

6.2 OTHER FINDINGS

The major finding relating to the existing system of administration and financing of primary education and the problems in relation to administration and financing and the role played by local bodies and voluntary organisation in the field of primary education are as follows.

6.2.1 ADMINISTRATION OF PRIMARY EDUCATION

With the attainment of Independence, the school sin the hill areas were gradually brought under the state management. The most important
event during the post independence period was the establishment of the Primary Education Board at Shillong, then the capital of Assam. The body had a full time Secretary and the Minister of Education was its President. The Board had full control over primary education and all primary schools in the state came under its jurisdiction. In 1954, the Primary Education Board was replaced by a new body, viz., the State Basic Education Board.

2. After the Sixth Schedule was incorporated into the Constitution, accordingly the District Councils for such autonomous districts in the tribal areas of Assam were set up. The administration of an autonomous district was vested in the District Council. Garo Hills Autonomous District Council was inaugurated in 1952.

3. The transfer of control and management of Primary Schools in Garo Hills was effected to its District Council in 1961.

4. In 1972, the District of Khasi Hills, Jaintia Hills and Garo Hills were separated from Assam and they together formed the Meghalaya state. The District Councils continued to look after the Primary Education in their respective Districts.

5. There is no consensus among the respondents regarding the improvement in academic administration. In the initial years, there were no major problems as the district council could manage with the resources provided by the government and by supplementing them with their own financial resources. Gradually as finance started dwindling the administration of primary education received a set back.
In 1980–81, the state government had to temporarily take over the administration of primary schools from the Autonomous District Councils.

In 1993, the state government has restructured the primary education in the state with classes I to IV covering the age group of 6 to 9 years.

In 1993, the Meghalaya Government decided to take over the primary schools from the District Councils throughout the state under the state legal provision of taking over District Council Primary Schools Act 1993.

Even after the control and management of primary schools have been taken over by the state government, community participation and involvement is establishment and management of primary schools continued though with certain procedural modifications. After running the schools successfully for a few years, the concerned managing committees appointed by the village community or the religious organisations, approach the Deputy Inspector of Schools in charge of primary education at the sub-divisional level for permission. Thereafter, the schools are enlisted in the official register as unaided private schools. The posts of teachers to these unaided primary schools are subsequently sanctioned by the government on a regular pay scale, with all allowances applicable to government primary schools.

An interesting feature regarding the taking over of the administration of primary education from the district councils by the state
government through the Act of 1993 is that the taking over is only for the district council schools' teachers. There were a number of non-district council schools which were run either by the mission or the village durbar, they were not included in the Act. They continued as privately aided schools under the state government which extends maintenance grant-in-aid to them. This grant covers the salary of teachers.

11 An important feature of the 1993 Act is that the government has not taken over the assets and liabilities of the movable and immovable properties of the school like school building, furniture, etc. but only the teachers and their services. The community, therefore, is still entrusted with the maintenance of the school buildings and other properties of the schools. The community and the state government are now working together to further the cause of primary education in the state.

12 The state government in 1997, restructured the Directorate of Public Instruction and issued notification specifying the powers, functions and jurisdiction of each newly created Directorate. The three new directorates thus created are:

(a) Directorate of Elementary and Mass Education to take care of elementary education, including adult and non-formal education.
(b) Directorate of Educational Research and Training which is responsible for teacher education and all academic matters including the Meghalaya Board of School Education

(c) Directorate of Higher and Technical Education to look after secondary, higher secondary, college and university and technical education

(d) A subsequent notification on the sate date, September 4, 1997 from the state government prescribed the functions, powers, jurisdiction and subjects of the newly setup directorates, ie, the Directorate of Elementary and Mass Education with its headquarter at Shillong. The notification reads as follows

(i) All matter related to establishment and staff appointment, transfer, leave, pension, etc of all government primary school and upper primary schools

(ii) All matters related to establishments, grants of permission to open new schools, managing committees, creation of posts, etc of all non-government primary schools and all non-government upper primary schools

(iii) Maintenance of grant-in-aid to non-government schools

(iv) Non-recurring grant-in-aid to non-government schools

(v) Deputation of teachers – trainees
(vi) Teachers associations.

(vii) All establishment matters at DTE level/district level/sub-divisional level.

(viii) Scholarships

(ix) Banasthali school

(x) Border Area Scheme pertaining to elementary education

(xi) Inspecting staff

(xii) All establishment matters related to DSEO/DAEO

(xiii) Educational Statistics

(xiv) TLC and Post Literacy Education

(xv) Adult and Non-formal Education

13. For administration purposes, the state is divided into seven districts which are further divided into sub-divisions and blocks.

14. The administrative setup at the district level is called the inspectorate in each district; it is headed by the Inspector of Schools (ISs). In districts which are comparatively larger in area, like the West Garo Hills, the ISs are assisted by an Assistant Inspector of Schools (AISs) and a number of Deputy Inspector of Schools (DISs) – their strength depending on the number of sub-divisions in a particular district.

The Deputy Inspector of Schools, assisted by one or two Sub-Inspectors of Schools (SISs) in each sub-division, is responsible for
the inspection and supervision of the upper primary and primary schools

6.2.2 FINANCING OF PRIMARY EDUCATION

1. Financial administration has been decentralised to a certain extent, at the civil sub-division level, and is under the Deputy Inspector of Schools, now designated as Assistant to Administration. The teachers were no longer required to come to the district headquarters for their financial transactions, which can be carried out at the sub-division level.

2. The non-recurring grants for items like school building, furniture, equipment of sports and games, free textbooks, etc. as sanctioned by the government are disbursed to all the schools. All the grants to a school are linked with a 'Deed of Acceptance', this is to be furnished by the concerned school, thereby, binding itself to certain conditions specified by the government.

3. The educational expenditure increased gradually. In 1998-99, the government of Meghalaya has sanctioned Rs 2238.07 lakhs to Rs 3236.82 lakhs in 2002-2003 for the salary of the government primary school teachers in the three districts of Garo Hills. In regards to the salary of the non-government primary schools in Garo Hills Districts, the government has sanctioned Rs 415.41 to Rs 701.77 lakhs during the year 2002-2003.
4 So far since 2000 – 2001, money has been sanctioned to 100 number of schools for building fund. Per school was sanctioned Rs 2 (two) lakhs in the three districts of Garo Hills.

5 The same year, i.e., 2000 – 2001, Rs 26,300 per school had been sanctioned to 226 primary school in Garo Hills districts for the purpose of purchasing furnitures.

6 Rs 2295 had been sanctioned per school to 260 primary schools in 2000 – 2001 for the purpose of purchasing textbooks.

7 Again, under the Revised Basic Minimum Scheme the East Garo Hills Districts were given Rs 20 lakhs for 20 schools, West Garo Hills Rs 16 lakhs for 16 schools and South Garo Hills 8 lakhs for 8 schools by the government of Meghalaya towards building fund during the year 2000 – 2001.

8 Under the Non-Lapsable Central Pool of Resources (NLCPR) Rs 76,50,000 was sanctioned to 51 primary schools in East Garo Hills towards building fund during 2000 – 2001. Rs 1,32,000 was sanctioned to 88 primary schools in West Garo Hills Districts and Rs 57,00,000 to 38 primary schools to South Garo Hills District of Meghalaya during 2000 – 2001.

9 Under Non Lapsable Central Pool of Resources (NLCPR) Rs 15,00,000 was sanctioned to 20 primary schools in East Garo Hills District, Rs 30,00,000 to 40 schools in West Garo Hills District and Rs 10,50,000 to 14 schools in South Garo Hills District towards the construction of additional classrooms during the year 2000 – 2001.
10 Under 10th Finance Commission Award of Education Department, a total number of 1955 schools were already provided drinking water facilities while water supply work for 681 schools were in progress till 2002 – 2003. Under ARWSP, water supply work for 102 schools was taken up during the year 2003 – 04 and 14 schools were taken up during the year 2003 – 2004. The work is still going on. Under the Pradhan Mantri Gnamodaya Yojana (PMGY) work for the supply of water to a total number of 91 schools, taken up during 2002 – 03 is still in progress.

11 At present, the Directorate of Elementary and Mass Education is doing all the necessary things for the primary education in Meghalaya.

12 In the case of schools receiving grants-in-aid from the state government, relevant rules of the constitution of the managing committee are insisted upon by the state government.

6.3 PROBLEMS OF PRIMARY EDUCATION

The problems of primary education in Garo Hills Districts, identified from the study of responses to the questionnaires and interview schedule as well as study of relevant records are given below.

6.3.1 CURRICULAR ASPECTS

(i) Since the curriculum revised in accordance with the requirement of the National Policy on Education 1986, it was found that the curriculum was being implemented in a phased manner since 1991 onwards.
(ii) As regards to examination conducted by the schools, it was found that most of the schools conducted one half yearly examination and one annual (promotion) examination. It appears that there was no uniform policy followed with regard to examination system in various schools.

(iii) Adequate number of textbooks were not available in the market and inadequate supply of textbooks was considered to be a problem for the pupils especially for the poor children in the rural areas.

(iv) The majority (73.26%) in the sample had opined that the present textbooks is suitable for the primary schools children. But some of them had given their opinion that there should have been more illustrations in the textbooks.

(v) Majority (51%) of the teachers in the sample taught three or more subjects. As a whole it was found that the number of subjects taught by teachers in private schools was higher than those teachers taught in deficit and government schools. There was no uniformity regarding distribution of subjects of teachers in various schools.

(vi) The period loads of teachers in private schools were more than that of the teachers in government and deficit schools. The private school teachers were having less number of off periods per week. Scrutiny of the period load indicated that there was no uniformity of the period load among the teachers in different types of management of primary schools.

(vii) Only 16.50% of the teachers were found taking extra coaching classes.
(viii) A large majority (80 %) of the teachers stated that children studying in Classes III and IV were found to be weak in Mathematics and English.

(ix) Due to inadequate facilities from workshop on examination reform only 17.58 % of the teachers were found to have attended workshops on examination reforms while the large number of teachers did not attend such programmes.

(x) It was found that very few schools provided co-curricular activities like sports and games or quiz and they were found in urban schools only.

(xi) 50.96 percent of the schools deputed teachers for undergoing professional training and among those teachers deputed, majority were from the government schools only.

(xii) The specific problems with regard to curricular aspects were:

(a) Non-availability of some textbooks in the local market

(b) Inadequate supply of textbooks for the poor children in rural areas

(c) Dearth of teaching aids in schools

(xiii) None of the schools were provided with library facility either in government or non-government primary schools.

(xiv) Majority of the schools were not provided physical education either in urban or rural areas.
6.3.2 ORGANISATIONAL ASPECTS

(i) Majority of the primary school teachers were untrained matriculates or H S L C passed. It was also found that some of the heads teaching in rural areas were under matric or class VIII or IX passed, but they are on the verge of retirement. Again in few schools it was found that even post graduates (M A ) as headmasters in primary schools.

(ii) Majority of the schools did not have Teachers’ Common Room as well as separate Head’s Room because most of the schools were having one single room or two rooms in rural areas. As a result there was no such provision for head’s or teachers’ common room and there were no pupils’ common room also.

(iii) Different kinds of facilities like annual increment, house rent allowances, dearness allowance, 15 days casual leave in a year, maternity leave with full pay for 3 months (for women teachers), half pay leave, medical leave were provided to government and deficit school teachers. Besides government school teachers were provided pension, provident fund, gratuity and earned leave. But such facilities were not extended to private school teachers.

(iv) Majority of the teachers were found to be satisfied with the present system of recruitment. Those who were not satisfied gave their reasons for dissatisfaction as:

(a) Recruitment rules were not followed

(b) Too much political involvement
(v) Though the majority of the teachers in the government and deficit
schools were satisfied with their teaching jobs, majority of the
teachers working in private schools were not satisfied with their
Teaching job The reasons for dissatisfaction were as follows

(a) Poor service condition,
(b) Poor salary, and
(c) Lack of recognition

(vi) The rate of dropouts in all types of schools especially in rural areas,
was high in the opinion of the majority of the teachers and the major
reasons according to them were as follows

(a) Failure in examination
(b) Poor conditions at school
(c) Poor economic condition at home

(vii) With regards to the major problems of the teachers as pointed out by
them, the common problems were

(a) Unsatisfactory service condition,
(b) Inadequacy of fund,
(c) Lack of adequate number of teachers in schools, and
(d) Irregular payment of salary

(viii) According to majority (58.51%) of the teachers in government
schools, lack of promotional facilities as an acute problem As regards
the deficit primary school teachers, lack of promotional facilities and
absence of retirement benefit were the problems for the majority (63.33%) of teachers. For the majority (65.45%) of the private school teachers, poor salary and absence of retirement benefit were found to be acute problems.

(ix) The specific problems with regard to organisational facilities as pointed out by the majority of teachers were:

(a) Lack of facilities for higher studies
(b) Inadequate facilities for in-service training of teachers
(c) Non-availability of playground in the schools
(d) Inadequate facilities in respect of buildings
(e) Poor condition of schools situated in rural areas
(f) Inadequate and irregular inspection of schools

6.3.3 FINANCIAL ASPECTS

(i) 50% of the schools received some kind of funds from the contribution made by the local people or from the Mission or Church fund for construction of school buildings at the beginning while other schools had no funds of their own at the initial state.

(ii) The other problems with regard to financial aspects as pointed out by the different types of schools are as follows:

(a) Lack of grants from the government for repairs of school building and for purchase of furniture, books and teaching aids.
(b) Uneven distribution of funds/grants among different schools and delay in releasing salary grants

(c) Poor salary and absence of retirement benefit

6.4 ROLE PLAYED BY VOLUNTARY ORGANISATION

There were some voluntary organisations which played some role in opening new primary schools in the rural areas of Garo Hills. Mention may be made of the organisations like the Mother’s Union and the Garo Christian Women’s Association.

Their main role was to raise funds for setting up of new schools. They also took measures for the welfare of the rural society at large.

It was however, found that such voluntary organisations as well as the village durbars did not hold overall change of any primary schools. They only extended their helping hands towards setting up of schools and continued to render support services wherever necessary even after a school had started functioning.

The voluntary organisations and the local bodies responded to needs and demands of the society and established schools without any help, generally, financial aid was made available to them only at a later stage.

The voluntary organisation, local agencies and the community play their own roles in the development of education in Garo Hills districts.

6.5 SUGGESTIONS FOR IMPROVING PRIMARY EDUCATION

On the basis of the findings after the study, the following suggestions are offered for improving primary education in the three districts of Garo Hills.

(i) The government may take steps to recruit primary school teachers having prescribed qualification (i.e., 10 + 2 passed).
(ii) The government has already made a clear policy for the recruitment of primary school teachers. Efforts should be made to follow the steps to recruit pre-trained, and this can be done only if the present practice of recruiting teachers first and sending them for training later is discontinued in a phased manner. This will reduce backlog of untrained teachers.

(iii) In-service training courses may be organised from time to time so as to facilitate the teachers to keep themselves abreast of the latest developments in the field of primary education.

(iv) The private primary schools run by the NGO or voluntary organisations were facing acute financial problems as a result of which they failed to provide requisite salary to the teachers and construct a school building with adequate number of rooms. Thus these private agencies were desirous of having these schools brought under the government management. The government may therefore extend facilities to these sick primary schools under the Operation Blackboard Scheme and also consider the feasibility of taking over these schools on a phased basis.

(v) In the absence of any norm regarding workload, the workload of teachers varied from one type of school to another type. The Deputy Inspector of Schools may decide the number of periods to be taken per week and enforce it so as to avoid any confusion.

(vi) Schools should be inspected frequently by the Inspectors of Schools to look into the problems of schools.
(vii) Leave benefits should be extended to the teachers working in the private schools

(viii) Adequate grants should be given by the government regularly to deficit schools as well as other aided schools

(ix) Facilities from organising games and sports in different categories of schools should be provided by the state government by sanctioning liberal grants

(x) Pay scale of teachers should be revised and linked to the cost of living. Arrangement should be made so that teachers would receive their salary regularly. Private schools should make endeavour to give time scale of pay to the teachers

(xi) In order to ensure promotion facilities, the government may consider the feasibility of introducing grades with different pay scales for the teachers in primary schools

(xii) The service condition of teachers in all types of schools (government, deficit and private) should be improved

(xiii) Teachers should be confirmed in service in time

(xiv) Study leave facilities should be extended liberally to teachers intending to go for higher studies

(xv) Teaching aids should be supplied by the government to all types of schools

(xvi) Co-curricular activities and physical education should be introduced in all schools
6.6 SUGGESTIONS FOR FUTURE RESEARCHERS

The present study was conducted on administration and financing of primary education in the three districts of Garo Hills, Meghalaya. Similar studies may be conducted by future researchers in the other districts of Meghalaya. Study may also be conducted on Secondary, Higher Secondary and Collegiate education in the various districts of the state. A few related topics on which studies may be conducted by the future researchers are listed below:

(i) A study of the progress and problems of secondary education in Garo Hills Districts

(ii) An investigation into the progress and problems of education in the Collegiate Education in the districts of Garo Hills

(iii) An appraisal of the Development of Women Education in Garo Hills

(iv) An investigation into the teaching of Science and Mathematics at secondary and higher secondary levels in Garo Hills

(v) An inquiry into the scope and effectiveness of Audio-Visual Instruction in improving teaching in high schools of Garo Hills

(vi) An investigation into the programmes of Pre-service and In-service education in Garo Hills

(vii) A critical study of the administration and supervision of education at secondary and higher secondary levels

(viii) A critical study of the curriculum at the secondary and higher secondary schools of Garo Hills
(ix) A study of the job satisfaction of secondary school teachers in Garo Hills in relation to teaching competency and teacher attitude

(x) A study of the provision of teaching facilities for English in the Higher Secondary Schools of Garo Hills

(xi) A critical study of the curriculum at the Primary level in different districts in Meghalaya

(xii) A study of job satisfaction of primary school teachers in Khasi Hills Districts

(xiii) A critical study of administration and supervision of education at primary level in Jaintia Hills District.