

A STUDY ON MAN POWER REQUIREMENT IN EDUCATION AT THE PRIMARY LEVEL IN MEGHALAYA

INTRODUCTION

1.1.0 Introduction

With the ever increasing awareness of people for quality education, there is an even greater awareness of the need for overall qualitative improvement in classroom instruction. Often for want of teachers with the prescribed qualification, schools in rural areas in particular, are left with no choice but to appoint locally available teachers even if such appointees lack the requisite qualification.

It is an oft repeated statement that one of the inhibiting factors, which impede the growth of quality education, is the lack of adequate number of qualified teachers for meeting the requirements of schools. This often stems from the fact that vacancies remain unfilled for years together coupled by lack of funds and the unwillingness of most teachers to work in the remote rural areas. This is further compounded by the shortage of trained and competent teachers. There is every possibility that even in a small state like Meghalaya, school authorities are confronted with these similar kinds of problems. Compounding this problem is the unfilled vacancy caused by superannuation or unfilled vacant posts which often lead to undue high drop-out rate of children at the primary school level. If this problem is to be overcome, suitable measures would have to be adopted for building up a pool of teachers who at any given time would be ready to serve in schools which may be requiring their services.

Table 1.1.2 Administrative Divisions of the State

Sl. No	Name of Districts	Name of Civil Subdivisions	Name of Towns	Name of Community Rural Development Blocks
1.	Jaintia Hills	1. Amlarem 2. Khliehriat	1.Jowai	1.Thadlaskein 2.Laskein 3.Khliehriat 4.Amlarem 5.Saipung
2.	East Khasi Hills	1.Sohra	1.Cherrapunjee 2.Madanrting 3.Mawlai 4.Nongmynsong 5.Nongthymmai 6.Pynthorumkhrah 7.Shillong Municipality 8.Shillong Cantonment	1.Shella Bholaganj 2.Mawphlang 3.Mylliem 4.Mawryngkneng 5.Mawkynrew 6.Mawsynram 7.Pynursla 8.Khatarshnong Laitkroh
3.	West Khasi Hills	1. Mairang 2. Mawkyrwat	1.Mairang 2.Nongstoin	1.Mairang 2.Nongstoin 3.Mawshynrut 4.Ranikor 5.Mawkyrwat 6.Mawthdraishan

4.	East Garo Hills	1. Resubelpara	1.Resubelpara 2.Williamnagar	1.Resubelpara 2.Samanda 3.Dambo Rongjeng 4.Songsak 5.Kharkutta
5.	West Garo Hills	1. Dadengiri 2. Ampati	1.Tura	1.Selsella 2.Dadengiri 3.Tikrikilla 4.Rongram 5.Betasing 6.Zigzak 7.Dalu 8.Gambagre
6.	South Garo Hills	Nil	1.Baghmara	1.Baghmara 2.Chokpot 3.Rongara 4.Gasuapara
7.	Ri Bhoi	Nil	1.Nongpoh	1.Umling 2.Umsning 3.Jirang
Total	7	8	16	39

Source: Department of Economics & Statistics GOM, 2001

1.3.0 Need and Significance of the Study

The study of the manpower requirement at the primary school level in Meghalaya has been selected as an attempt to study the manpower required and the manpower available in the schools and to focus on the relevance of the manpower available for imparting quality learning at this level school education in the state. The study is not only a matter of interest to educationists but a concern for educational planners as well, and is considered essential for bringing about qualitative improvement in education, particularly at the primary level. The information gathered and presented in the present report, is vital for enhancing the quantitative and qualitative growth and development of school education in the State.

Manpower in the field of education is understood as the entire workforce in an organization or institution as well as the values and attitudes of individuals involved. It is a well known fact that the success of an organization depends on the quantity and strength of its manpower. The most important factor in any organization is the person who is at work rather than the machine as all the machines are operated by people. A survey of related literature and researches also confirmed that investment in human capital could contribute significantly to overall growth and development. This is equally true with investment in education, as in all other investments, where skill development programs are essential requisites. What is of utmost significance for all those concerned with the overall outcome and qualitative improvement is the type of personnel employed. This study will serve as a beginning for further research in the field of elementary school Education in the state.

1.4.0 Statement of the Problem

The problem in this present study '**Manpower Requirement in Education at the Primary level in Meghalaya**' attempts to find out the available resources both human and physical, and the possible causes that lead to the shortage of manpower at the Primary school-level in the state. It also attempt to find out the type of classroom teaching-learning that the children are provided with and the related infrastructure that is available in the schools all of which form part of the contributing factors in providing quality education to the children.

1.5.0 Objectives of the Study

- i) To ascertain the manpower requirement and the manpower available at the Primary School level in the state.
- ii) To find out the number of qualified trained personnel teaching at the Primary School level.
- iii) To determine the future requirements of the Primary Schools in the state.
- iv) To highlight the problems relating to management and infrastructure in the elementary schools in the state.

v) To bring out a meaningful report on the findings of the study for future educational planning references with the sole purpose of improving the quality of elementary education in the state.

1.6.0 Delimitation of the Study

The present study is confined only to Primary and Upper Primary Schools in the 39 Blocks including the Shillong Municipal and Cantonment Areas of the seven Districts of Meghalaya.

METHODOLOGY AND PROCEDURE.

3.1.0 Population Sample

The total Population of the present Study comprised of 4720 number of Schools, out of which 3883 are Primary Schools and 837 are Upper Primary Schools. These schools are located in the 39 Blocks including the Shillong Municipal and Cantonment Areas of the seven Districts of Meghalaya. The Total numbers of Schools is given in Table 3.1.1

Table 3.1.1

District- wise Breakup of the Primary and Upper Primary Schools

SL.No.	District	Primary	Upper Primary	Total
1.	East Khasi Hills	815	241	1056
2.	West Khasi Hills	880	235	1115
3.	Jaintia Hills	506	98	604
4.	Ri- Bhoi	238	80	318
5.	East Garo Hills	654	78	732
6.	West Garo Hills	600	79	679
7.	South Garo Hills	190	26	216
Meghalaya		3883	837	4720

3.2.0 Tools Used

In order to gather information for the present Study, Questionnaire for the Heads of Primary and Upper Primary Schools was used. The Questionnaire included mostly Multiple Choice type 'YES' 'NO'; open ended questions; and TICK MARK only. Interview Schedule was also used as a tool in the collection of data from the Government Officials concerned with Primary Education in order to know their opinions and obtain suggestions relating to Primary and Upper Primary Schools.

3.3.0 Data Collection

Data were collected by using the above tools and other sources. The Questionnaires were distributed to the Primary and Upper Primary Schools in all the 39 Blocks, the Shillong Cantonment and Municipal Areas of Meghalaya through the respective Deputy Inspector of Schools in the District of Meghalaya. The Head Teachers were requested to return the Questionnaire duly filled in within a period of one month. After the responses were received the data were carefully tabulated and analyzed.

Data were also collected from various Primary and Secondary sources which included Government Documents, Records, Journals, Magazines, Souvenirs and Research Projects which included Published and Unpublished Theses and Various Published Books in Primary Education were also consulted.

3.4.0 Analysis of Data

The data, information and views collected for the Study through various methods were analyzed using percentage method. Attempts were made to analyze each item of the responses by giving percentage calculations on the basis of percentage for each item data were interpreted. The procedure adopted in analyzing the data and the findings thereof along with their interpretations is given below.

MAJOR FINDINGS & SUGGESTIONS ON MANPOWER & REQUIREMENT IN EDUCATION AT THE PRIMARY LEVEL

5.1.0 Major Findings of the study on Manpower Requirements in Education at the Primary Level of school Education in Meghalaya .

1. Elementary Education

In Meghalaya, Elementary Education consists of two stages, Primary level which has classes I to IV and the Upper Primary level which have classes V to VII. This stage of elementary school education altogether comprises of 7 years of schooling from classes I to VII.

2. Literacy Rate

According to the 2001 Census of India, the Literacy rate of Meghalaya is 63.31%. There is an increase of about 13 % from the 1991 literacy rate which was 49.10%. With 29.49% in 1971 and 34.1% in 1981, Meghalaya has witnessed a steady increase in the literacy rate.

In 1991, from among the seven districts of the state, Jaintia Hills has the lowest rate of literacy with 35.32%, followed by West Garo Hills with 38.64%. There reverse is there in 2001, with West Garo Hills having the lowest rate of literacy of 51.03% followed by Jaintia Hills with 53%.

The district with the highest literacy rate is East Khasi Hills with 64.58% in 1991 and 76.98% in 2001.

3. Category of School

About 71.59% of the Primary Schools in the study have the Pre-Primary sections attached to their Primary school.

The findings indicated variation in each of the seven districts of the state, with 68.03% in East Khasi Hills, 72.88% in West Khasi Hills, 82.07% in Jaintia Hills, 82.93% in East Garo Hills, 66.87% in West Garo Hills, 56.21% in South Garo Hills and 72.11% in Ri Bhoi District.

4. Management

The Primary Schools managed by state Government are 55.03% schools, whereas 34.67% of the Upper Primary school level is only Adhoc Grant run schools.

5. Founding and Type of School

31.61% of the Primary Schools were established during the period 1960-1980 with Ri Bhoi district having the highest percentage of schools (43.71%) established during the period, followed by East Khasi Hills with 34.41%.

During the period 1980-2000 about 30.44% Primary Schools were established with West Khasi Hills district having the highest percentage of schools (48.18%) established during the period, followed by Jaintia Hills district with 32.36%.

Upper Primary Schools established during the period 1980-2000 is 43.50% with West Garo Hills district having the highest percentage of schools (66.92%) established during the period, followed by West Khasi Hills district with 48.18%.

It was also found that both the Primary Schools (99.75%) and the Upper Primary Schools (99.62%) are co-educational schools.

6. Medium of Instruction

Mother tongue is the medium of instruction in the Primary schools with 46.57% using the Khasi language and 40.82% using Garo language; while at the Upper Primary school level, English is used as the medium of instruction.

7. Type of school building

61.02% of Primary Schools and 54.33% Upper Primary Schools sampled in the study have Assam type building.

The percentage of Primary Schools having Assam type building is 44.96% in East Khasi Hills District; 47.44% in West Khasi Hills District; 44.67% in Jaintia Hills District; 88.20% in Ri Bhoi District; 66% in East Garo Hills District; 72.81% in West Garo Hills District and 63.05% in South Garo Hills District.

South Garo Hills District has the highest percentage of Upper Primary Schools with Assam type building with 75.15%.

8. Number of Classrooms

The study indicated that 31.13% of the Primary Schools have only one classroom with West Garo Hills District having the highest percentage of such Primary Schools 43.24%;

There are 30.78% Primary schools with two classrooms, and South Garo Hills District has the highest percentage of such schools with two classrooms 41.56%.

The study also indicated that 41.70% of Upper Primary Schools have three classrooms with the highest percentage being in Ri Bhoi District with 45.25%.

9. Condition of Classrooms

The study showed that 65.09% of the Primary Schools and 68.17% of the Upper Primary Schools in the study were found to be in dilapidated conditions and need renovation.

The number of Primary Schools that need renovation in East Khasi Hills District is 66.11%, in West Khasi Hills District 69.59%, in Jaintia Hills District 66.58%, in Ri Bhoi District 74.23 %, in East Garo Hills District 60.86%, in West Garo Hills District 60.82% and 57.42% in South Garo Hills District.

The number of Upper Primary Schools that need renovation is 63.24% in East Khasi Hills District, 59.39% in West Khasi Hills District, 80.07% in Jaintia Hills District, 70.74% in Ri Bhoi District, 57.61% in East Garo Hills District, 63.28% in West Garo Hills District and 82.89% in South Garo Hills District.

10. Enrolment of the students

The enrolment of students in Primary Schools is 4,44,480 and in Upper Primary Schools is 1,78,380.

10.1. Enrolment of the students from Pre-Primary to class II

The study revealed that during 2002, the enrolment of girls is 50.32% in Pre-Primary which was slightly higher than that of boys (49.68%); while in class I boys' enrolment was slightly higher with 50.35%, while girls' enrolment was 49.65%. In class II, girls' enrolment was slightly higher than that of boys' with 50.36% and 49.65% respectively.

During 2003 the enrolment of boys in Pre-Primary was 50.06% and in class I (50.58%). Girls' enrolment (49.94%) was slightly higher than that of boys (49.42%). In class II, girls' enrolment (50.65%) was again higher than that of boys' enrolment (49.35%).

The enrolment in 2004 showed that boys (50.02%) in Pre-Primary, and (50.42%) in Class I, was higher than that of girls' enrolment which was 50% and, 49.57% respectively; and in class II girls' enrolment (50.11%) was higher than that of boys' enrolment (49.89%).

During 2005, the enrolment of boys in Pre-Primary (50.12%) and in class I (50.76%) was slightly higher than that of girls (49.88%) and (49.24%) respectively while in class II, the enrolment of girls (50.78%) was higher than that of boys (49.22%).

During 2002, West Garo Hills District had the highest boys' enrolment with 50.95% in Pre-Primary and Jaintia Hills District had the highest girls' enrolment with 52.80%.

In class I the highest boys' enrolment was in Ri Bhoi District with 52.46% and again Jaintia Hills District had the highest girls' enrolment of 53.74%.

In class II the highest boys' enrolment was in West Khasi Hills District with 52.02% and the highest girls' enrolment was in Jaintia Hills District (56.42%).

During 2003 the highest boys' enrolment in Pre-Primary was in Ri Bhoi District (50.82%) and the highest girls' enrolment was in Jaintia Hills District (53.68%).

In class I the highest boys' enrolment was in South Garo Hills District with 52.42% and the highest girls' enrolment was in Jaintia Hills District (53.89%).

In class II the highest boys' enrolment was in South Garo Hills District (52.44%) and the highest girls' enrolment was in Jaintia Hills District (57.29%).

The Highest boys' enrolment during 2004 in Pre-Primary was in West Garo Hills District with 51.24% and the highest girls' enrolment was in Jaintia Hills District with 52.44%.

In class I the highest boys' enrolment was in South Garo Hills District with 51.71% and the highest girls' enrolment was in Jaintia Hills District (52.31%).

In class II the highest boys' enrolment was in South Garo Hills District with 51.88% and the highest girls' enrolment was in Jaintia Hills District with 54.79%.

During 2005, East Khasi Hills District had the highest boys' enrolment in Pre-Primary with 51.31% and, the highest girls' enrolment was in West Khasi Hills District (52.27%).

In class I the highest boys' enrolment was in West Khasi Hills District with 52.69% and the highest girls' enrolment was in Jaintia Hills District (50.88%).

In class II the highest boys' enrolment was in South Garo Hills District with 51.73% and the highest girls' enrolment was in Jaintia Hills District (54.79%).

Overall Jaintia Hills District had recorded the highest girls' enrolment during 2002, 2003, 2004 in Pre-Primary classes except during 2005 which was recorded by West Khasi Hills District. Then during the same period 2002, 2003, 2004 and 2005, Jaintia Hills District had the highest girls' enrolment for class I and class II.

10.2. Enrolment of the students in Class III and class IV

The study indicated that from 2002 to 2005, girls' enrolment in class III and class IV was higher than that of boys.

During 2002 the highest girls' enrolment in class III was in Jaintia Hills District with 55.31% and the highest boys' enrolment was in East Garo Hills District with 52.01%.

In class IV the highest girls' enrolment was in Jaintia Hills District (55.49%) and the highest boys' enrolment was in South Garo Hills District (52.25%).

During 2003, the highest girls' enrolment in class III was in Jaintia Hills District with 57.16% and the highest boys' enrolment was in South Garo Hills District (53.35%).

In Class IV the highest girls' enrolment was in Jaintia Hills District with 56.91% and the highest boys' enrolment was in East Garo Hills District with 52.19%.

During 2004, the highest girls' enrolment in class III was in Jaintia Hills District with 57.40% and the highest boys' enrolment was in East Garo Hills District with 51.29%.

In class IV the highest girls' enrolment was in Jaintia Hills District (56.91%) and the highest boys' enrolment was in South Garo Hills District (52.20%).

The highest girls' enrolment in class III during 2005 was in Jaintia Hills District (56.76%) and the highest boys' enrolment was in East Garo Hills District with 51.39%.

In class IV, the highest girls' enrolment was in Jaintia Hills District (55.28%) and the highest boys' enrolment was in East Garo Hills District with 50.73%.

10.3. Enrolment of the students from class V, to class VII

The study revealed that during 2002, the enrolment of boys (50.28%) in class V was slightly higher than that of girls' (49.72%).

Girls' enrolment in class VI (51.27%) and Class VII (52.78%) respectively was higher than that of boys' enrolment in class VI (48.73%) and Class VII (47.22%).

During 2003 to 2005 in all the three classes i.e. class V, class VI and class VII, girls' enrolment was higher than that of boys'.

During 2002, the highest girls' enrolment in class V was in East Khasi Hills District (55.15%) and the highest boys' enrolment was in East Garo Hills District with 55.44%.

In class VI, the highest girls' enrolment was in Jaintia Hills District (57.99%) and the highest boys' enrolment was in South Garo Hills District with 57.88%.

In class VII, the highest girls' enrolment was in Jaintia Hills District (59.95%) and the highest boys' enrolment was in West Garo Hills District (56.30%).

The highest girls' enrolment in class V during 2003, was in Jaintia Hills District (57.75%) and the highest boys' enrolment was in East Garo Hills District with 54.94%.

In class VI, the highest girls' enrolment was in Jaintia Hills District (57.17%) and the highest boys' enrolment was in South Garo Hills District with 53.38%.

In class VII, the highest girls' enrolment was in East Khasi Hills District with 58.25% and the highest boys' enrolment was in West Garo Hills District with 56.55%.

The highest girls' enrolment in Class V during 2004 was in East Khasi Hills District (56.19%) and the highest boys' enrolment was in South Garo Hills District with 55.77%.

In class VI, the highest girls' enrolment was in Jaintia Hills District (57.02%) and the highest boys' enrolment was in South Garo Hills District with 54.53%.

Again in class VII, the highest girls' enrolment was in Jaintia Hills District (57.20%) and the highest boys' enrolment was in South Garo Hills District with 54.52%.

During 2005, the highest girls' enrolment in class V was in Jaintia Hills District (58.41%) and the highest boys' enrolment was in East Garo Hills District with 54.05%.

It was also found that in classes VI and VI, East Khasi Hills District had the highest girls' enrolment with 56.14% and 55.64% respectively. The highest boys' enrolment in the two classes was in South Garo Hills District with 51.65% and 53.52% respectively.

11. Teacher-pupil Ratio.

The study revealed that Primary Schools with a Teacher- Pupil Ratio of 1:20 – 1:30 is only 26.86%; whereas as high as 48.63% Upper Primary Schools, have a teacher-pupil ratio of less than 1:20

Primary Schools with Teacher Pupil-Ratio of 1:20 –1:30 are as follows: East Khasi Hills (32.78%), West Khasi Hills (27.57%), Jaintia Hills (24.90%), Ri Bhoi District (25.85%), East Garo Hills (27.58%), West Garo Hills (23.39%) and South Garo Hills (25.95%).

Upper Primary Schools with Teacher-Pupil Ratio of less than 1:20 are as follows: East Khasi Hills (37.05%) Ri Bhoi District (42.28%), East Garo Hills (68.01%), West Garo Hills (35.03%) and South Garo Hills (65.74%).

12. Number of teachers in position

The number of teachers in the Primary Schools is 13,745 and in the Upper Primary Schools is 7407.

It was found that 61.84% of the Head teachers in the Primary Schools were males and 54.76% of the Assistant teachers were females.

In the Upper Primary Schools, 70.79% of the Head teachers and 58.92% of the Assistant teachers were males.

The percentage of male Head teachers, in the Primary Schools, was found to be as follows: East Khasi Hills District (41.06%), West Khasi Hills District (67.53%) Jaintia Hills District (32.90%), Ri Bhoi District (62.90%), East Garo Hills District (77.72%), West Garo Hills District (71.02%) and South Garo Hills District (79.73%).

The study indicated that the percentages of female Assistant teachers, in the Primary Schools are as follows: East Khasi Hills District (71.40%), West Khasi Hills District (53.14%), Jaintia Hills District (78.53%), Ri Bhoi District (49.92%), East Garo Hills District (45.28%), West Garo Hills District (44.07%) and South Garo Hills District (41%).

In the Upper Primary Schools, the percentage of male Head teachers is: East Khasi Hills District (46.03%) West Khasi Hills District (70.05%), Jaintia Hills District (55.66%), Ri Bhoi District (72.38%), East Garo Hills District (83.65%), West Garo Hills District (79.58%) and South Garo Hills District (88.21%).

The percentages of male Assistant teachers in Upper Primary Schools are: East Khasi Hills (37.15%), West Khasi Hills (54.20%), Jaintia Hills (45.86%), Ri Bhoi District (60.66%), East Garo Hills (71.55%), West Garo Hills (70.41%) and South Garo Hills (72.60%).

13. Number of teachers in the Schools

The study indicated that majority of the Primary Schools are two-teacher schools (53.59%) and those with five or more teachers account for 53.05% in the Upper Primary Schools.

Single-teacher Schools at the Primary level are as follows: East Khasi Hills District (6.48%), West Khasi Hills District (14.77%), Jaintia Hills District (19.57%), Ri Bhoi District (7.14%), East Garo Hills District (15.29%), West Garo Hills District (19.50%) and South Garo Hills District (19.48%).

The percentages of Primary Schools with two teachers are: East Khasi Hills (43.98%), West Khasi Hills (52.39%), Jaintia Hills (35.77%) Ri Bhoi District (61.76%), East Garo Hills (61.47%), West Garo Hills (62.67%) and South Garo Hills (66.84%).

Primary Schools with three teachers are: East Khasi Hills (21.14%), West Khasi Hills (30.45%), Jaintia Hills (16.01%), Ri Bhoi District (20.59%), East Garo Hills (16.82%), West Garo Hills (11%) and South Garo Hills (9.47%).

Those with four teachers in the schools are: East Khasi Hills (8.98%), West Khasi Hills (7.39%), Jaintia Hills (13.83%), Ri Bhoi District (6.30%), East Garo Hills (4.89%), West Garo Hills (3.67%) and South Garo Hills (3.16%).

Primary Schools having five or more teachers are: East Khasi Hills (12.05%), West Khasi Hills (5%), Jaintia Hills (14.82%), Ri Bhoi District (4.20%), East Garo Hills (1.53%), West Garo Hills (3.17%) and South Garo Hills (1.05%)

The percentage of Upper Primary Schools with two teachers are: East Khasi Hills (2.55%), West Khasi Hills (0.43%) and West Garo Hills (2.54%).

The percentage of those with three teachers at the Upper Primary level, are as follows: East Khasi Hills (5.11%), West Khasi Hills (10.21%) Jaintia Hills (9.18%), Ri Bhoi District (22.50%), East Garo Hills (1.28%) and West Garo Hills (1.27%).

Upper Primary Schools with four teachers are: East Khasi Hills (37.02%), West Khasi Hills (53.62%), Jaintia Hills (23.47%), Ri Bhoi District (22.50%), East Garo Hills (34.62%), West Garo Hills (22.78%) and South Garo Hills (76.92%).

Those having five or more teachers are: East Khasi Hills (57.87%), West Khasi Hills (35.74%), Jaintia Hills (67.35%) Ri Bhoi District (55%), East Garo Hills (64.10%) West Garo Hills (73.41% and South Garo Hills (23.08%).

14. Age group of teaching staff

It was found that 31.58% of the Head teachers in the Primary Schools and 40.10% in the Upper Primary Schools were born between the years 1970-80. 41.42% of the Assistant teachers in the Primary Schools and 38.73% in the Upper Primary Schools were also born in between 1970-80.

The highest percentage of Head teachers of Primary Schools born between the years 1970-80 is in West Khasi Hills District with 38%, followed by South Garo Hills District (36.64%); and with regard to the Assistant teachers born between 1970-80, the highest percentage is in South Garo Hills District (50.39%) followed by East Garo Hills District with 46.83%.

In the Upper Primary Schools, head teachers born between the years 1970-80 is highest in South Garo Hills District with 54.29%, followed by West Khasi Hills District with 51%.

The highest percentage of Assistant teachers of Upper Primary Schools born between the years 1970-80 was found to be in East Khasi Hills District with 45.27%, followed by West Khasi Hills District with 44.47%.

15. Length of service of teaching staff.

The study revealed that 36.03% of the Head teachers of the Primary Schools and 40.81% Upper Primary Schools joined their services during the period 1990-2000.

About 40.83% of the Assistant teachers in the Primary Schools joined their duty between the years 1990-2000 and 38.12% Upper Primary School teachers joined their duty in between 2000-2006.

Head teachers of Primary Schools who joined their service during the years 1990-2000 are as follows: East Khasi Hills (40.10%), West Khasi Hills (38.87%), Jaintia Hills (35.18%), Ri Bhoi District (23.95%), East Garo Hills (40.23%), West Garo Hills (39.96%), and South Garo Hills (33.95%).

Head teachers of Upper Primary Schools who joined their service during 1990-2000 are as follows: East Khasi Hills (41.36%), West Khasi Hills (43.86%), Jaintia Hills (44.32%), Ri Bhoi District (55.68%), East Garo Hills (31.50%), West Garo Hills (26.95%) and South Garo Hills (41.99%).

Assistant teachers of Primary Schools who joined their service between the years 1990-2000 are as follows: East Khasi Hills (38.94%), West Khasi Hills (33.06%), Jaintia

Hills (39.07%), Ri Bhoi District (27.64%), East Garo Hills (53.87%), West Garo Hills (47.46%) and South Garo Hills (45.75%).

Assistant Teachers of Upper Primary Schools who joined their service between the years 2000-2006 are as follows: East Khasi Hills (46.87%) West Khasi Hills (50.74%) , Jaintia Hills (43.89%), Ri Bhoi District (42.38%), East Garo Hills (27.49%), West Garo Hills (16.66%) and south Garo Hills (38.83%).

16. Superannuation of teaching staff

The study indicated that 20.27% of the Primary School Head teachers and 26.18% Upper Primary Schools Head Teachers will be retiring between the years 2030-35; and another 25.34% of the Primary School Assistant teachers and 20.41% Upper Primary School Assistant Teachers will also be retiring between the years 2030-35.

Head teachers of Primary Schools who will be retiring between the years 2030-35 are as follows: East Khasi Hills (18.19%), West Khasi Hills (21.57%), Jaintia Hills (17.63%), Ri Bhoi District (7.85%), East Garo Hills (20.18%), West Garo Hills (21.55%) and South Garo Hills (24.94%).

Assistant teachers of Primary Schools who will be retiring in between 2030-35 are as follows: East Khasi Hills (19.84%), West Khasi Hills (19.81%), Jaintia Hills (20.09%), Ri Bhoi District (27.25%), East Garo Hills (26.92%), West Garo Hills (27.90%) and South Garo Hills (35.59%).

Head teachers of Upper Primary Schools who will be retiring between the years 2030-35 are as follows: East Khasi Hills (27.72%), West Khasi Hills (26.96%), Jaintia Hills (21.33%), Ri Bhoi District (37.41%), East Garo Hills (26.35%), West Garo Hills (16.23%) and South Garo Hills (27.17%).

Assistant teachers of Upper Primary Schools, to retire in between 2030-35 are as follows: East Khasi Hills (19.72%), West Khasi Hills (18.80%), Jaintia Hills (23.57%), Ri Bhoi District (17.80%), East Garo Hills (16.44%), West Garo Hills (32.07%) and South Garo Hills (14.48 %).

17. Qualification of teachers

The study revealed that a high percentage of 65.51% of the teachers in Primary Schools are under-graduates and 23.83% of them are under-matric; while in the Upper Primary Schools 63.47% of the teachers are under-graduates with only 30.24% Graduates.

The highest percentage of under-matric teachers in Primary Schools is in Ri Bhoi District with 29.10% followed by Jaintia Hills District with 28.49%.

18. Untrained teachers

The study revealed that 52.41% of Primary and 66.63% Upper Primary Schools teachers are untrained.

In the Primary schools, the highest percentage of untrained teachers is found to be in East Khasi Hills District with 62.86%, followed by West Garo Hills District with 60.42%; while in Upper Primary the highest percentage of untrained teachers is found to be in West Garo Hills District with 75.95%, followed by West Khasi Hills District with 70.62%.

19. Trained teachers

It was found that 47.38% of the Primary School teachers in Jaintia Hills District (highest percentage) had completed the Junior Teacher Training Certificate (JTTC) course and the lowest is East Khasi Hills District with only 26.28% and a very small

percentage of teachers had completed the Elementary Teacher Training Certificate (ETTC) course.

Again a very low percentage of Primary teachers in all the Districts had completed the IGNOU Certificate in Primary Education (CPE) and the Bachelor of Education (B.Ed).

At the Upper Primary level the highest percentage of teachers who have completed the Junior Teacher Training Certificate (JTTC) is in Jaintia Hills 47.38% and the lowest is in the East Garo Hills District with 0.20% only.

The study also showed that South Garo Hills has the highest percentage of teachers who have completed the Elementary Teacher Training Certificate (ETTC) course which accounted for 30.32%, followed by East Garo Hills with 29.46%. There is also a very small percent of teachers who have completed the Certificate in Primary Education (CPE) and the Bachelor of Education (B.Ed).

20. Short-Term Training Course

The Study indicated that a small percentage of teachers in both Primary and Upper Primary Schools attended short term In-service training programmes, Workshops and Seminars in various subjects like Socially Useful Productive Work (SUPW), Sarva Shiksha Abhiyan (SSA), Special Orientation for Primary Teachers(SOPT), Basic Computer, Teaching of Science, Teaching of Mathematics, Low Cost Teaching Aids, Psychology, Puppetry etc

21 Shortage of teachers

The study revealed that there is shortage of teachers for teaching Mathematics and Science at the Primary school level (29.44%) and at the Upper Primary Schools which is as high as 41.56%.

The highest percentage of shortage of Teachers in Mathematics and Science for Primary Schools is Ri-Bhoi District with 45.98%, followed by West Khasi Hills District (41.32%).

In Upper primary Schools, the highest percentage of shortage of teachers for teaching Mathematics and Science is in West Garo Hills District (57.91%) followed by South Garo Hills District (55.83%).

22. Application of Teaching Skills and Methods in the classroom.

It was found that a good number of teachers in Primary (57.13%) and Upper Primary Schools (61.54%) apply the different techniques and skills of teaching, while teaching in the classroom.

Majority of the teachers in Primary (74.27%) and Upper Primary Schools (80.13%) used Question and Answer methods while teaching in the classroom.

23. Job Satisfaction and reasons why if otherwise

The study revealed that majority of the teachers in Primary (80.74%) and Upper Primary Schools (58.48%) were satisfied with their present job.

The teachers who were satisfied with their present job in Primary Schools are 86.08% in East Khasi Hills District, 80.07% in West Khasi Hills District, 85.34% in Jaintia Hills District, 84.34% in Ri Bhoi District, 73.88% in East Garo Hills District, 59.64% in West Garo Hills District and 63.01% in South Garo Hills District.

A small percentage of teachers have expressed their dissatisfaction with their present job and the reasons cited by them were mostly because of poor salary.

24. Staff Meeting.

The study indicated that majority of the Head teachers of Primary (31.33%) and Upper Primary (45.09%) Schools hold staff meeting quarterly.

25. Parent–Teacher meeting.

The study revealed that 35.01% of Head teachers in Primary schools and 35.35% Upper Primary Schools hold Parent Teacher meetings once a year.

26. Problems related to management

It was found that majority of the Primary (35.01%) and Upper Primary (39.19%) schools are having inadequate school infrastructure.

Lack of fund is another common problem revealed in the study with the Primary Schools in East Khasi Hills District being the highest (33.53%) followed by Ri Bhoi District (26.36%) while in Upper Primary the highest percentage is in Jaintia Hills District (49.07%) followed by East Khasi Hills (46.97%) and Ri Bhoi District (46.97%).

As for the problem shortage of teachers, in the Primary school level, the highest percentage was found to be in Jaintia Hills District (38.06%) followed by South Garo Hills District (34.60%); and in Upper Primary Schools the highest percentage is in Ri Bhoi District (26.29%) followed by South Garo Hills District (25.72%).

Another major problem faced by majority of the Primary Schools is that of inadequate school infrastructure with the highest percentage being in East Garo Hills District (49.10%) followed by West Garo Hills District (40.67%); while at the Upper Primary level, the highest percentage was found to be in East Garo Hills District (49.10%) followed by West Garo Hills District (48.03%).

Other problems related to management of Primary and Upper Primary Schools is non-Cooperation of parents with Managing Committee, difficult textbooks, lack of teaching materials, no playground, no water supply and lack of proper toilet facilities.

27. Suggestions for Remedial Measures

For remedial measures teachers from both the Primary and Upper Primary Schools have suggested better Teachers-Parents Coordination and Improvement of schools Infrastructure.

28. Extension Service Rendered

The study revealed that a small percentage of Primary and Upper Primary teachers had rendered their extension services in various capacities as Election Enumerator, Economic Census Enumerator, in the Sarva Shiksha Abhiyan (SSA) Programme and activities, Polio Programme and Population census.

29. Number of non-teaching staff.

The study indicated that there are only 54 non-teaching staff in the Primary Schools under study out of which 35 are males and 19 females.

30. Age-group of non-teaching staff.

It has been found that most of the non-teaching staff in both Primary and Upper Primary Schools were born between 1970-80.

31. Length of services of Non-teaching staff.

The study revealed that a large number of the non-teaching staff in both Primary and Upper Primary Schools had joined their duty during 1990-2000.

32. Superannuation of non- teaching staff.

The study indicated that most of the non-teaching staff in both Primary and Upper Primary Schools will be retiring in between 2030-35.

Suggestions for further improvement on Man Power Requirement in Education at the Primary level

Based on the findings of the study following are some of the suggestions which may be taken up by the concerned school authority for the overall improvement of school education in general and elementary education in particular.

1. Decent school buildings should be provided with separate classrooms for each class, separate room for Head teachers and a teachers' common room.
2. Fund provision for repair, maintenance and extension of school buildings.
3. Facilities for games and sports, drinking water, electricity, and toilets separate for boys and girls.
4. Schools should have libraries with sufficient number of textbooks, story books and other reference reading-learning materials.
5. Relevant teaching materials and teaching aids to both Primary and Upper Primary schools.
6. First aid care and free medical facilities should be provided to both Primary and Upper Primary Schools
7. Midday meal programme supplied to children in the Primary Schools should be a regular feature so as to encourage hundred percent enrolment and regular attendance especially those who come from poor income families.
8. Supply of free uniforms and free textbooks, to help reduce wastage and stagnation in the primary schools.
9. Regular pay and better salaries for teachers, to prevent teachers from going on strikes and disrupt the normal functioning of the classes.
10. Inspection of schools must be a regular feature so as to ensure the regular attendance of both the teachers and the students and find out the problems faced by the schools.
11. Since the number of teaching staff in Primary and Upper Primary schools are inadequate, the Government and school authorities should take steps to immediately recruit teachers, especially in single-teacher and two-teacher Primary schools.
12. With a view to improve the quality of education, the Government and Member of Managing Committees should appoint only trained and qualified teachers in both Primary and Upper Primary schools.
13. Appoint teachers capable of teaching Mathematics and Science in both Primary and Upper primary schools as at present there is shortage of such teachers who can teach the two subjects.
14. Avoid recruiting Primary School teachers for duties which may take them away from schools like enumeration duties, census operations, Surveys etc. especially from those schools with shortage of teachers.
15. Advanced increment for higher Qualifications of the teachers should be provided so that more qualified teachers will be attracted to teaching profession.
16. Orientation courses and other enrichment programmes for already trained teachers, to update them with the new methods and skills of teaching.

17. Teachers should be encouraged to use different methods of teaching like Story telling, Question and answer, Play-way, Activity based cum-demonstration, Discussion and Blackboard method while teaching in the classroom.
18. Staff meetings should be conducted regularly, as it will help solve the problems of the schools.
19. Parent-teacher meetings should be held regularly to improve Parents- teacher Co-ordination.
20. Teacher-students relationship should be improved, to create healthy atmosphere in the schools.
21. Teachers and Parents should cooperate with the School Managing Committees so as to improve the management of the Schools.

Conclusion

On the basis of the findings of this study, 'Manpower Requirement in Primary Schools', it was found that majority of the schools in the state have one common problem that is, shortage of staff, both teaching and non-teaching. Out of 3883 Primary Schools, 557 are single teacher schools. If we are to ensure provision of quality education to our children, then it is imperative that our Primary Schools in the state are fully equipped with the necessary manpower that is required. Single teacher schools should no longer feature in the state educational system.