Chapter – I

INTRODUCTION

In ancient India, education formed an integral part of social structure and schools operated as a part of total social system. The education processes reflected the dominant cultural patterns. The keenly felt need to educate the younger generations to acquire the cultural heritage had given rise to social institutions like "GURU ASHRAM", "GURUKULA", "PATHASALA", "VIHARA", "VIDYA PEETH", etc. These institutions are closely related to the community\(^1\). Further, these institutions are operated by Kinship group, the temple and community organizations. It was not only the school but also the joint family, Kinship groups, the temple and the entire community which shared the responsibilities for educating the young. The newly born child was cared for founded and taught by various family members - the elders and the priest up to the time of upanayanam – a sort of institution ceremony – the boy was taught at home by the family elders as to how to recite slokas and norms of behavior. Education was not merely a formal process of teaching lessons as well as living in guru's ashram under a strict code of conduct and rendering all possible services. It was a broad based process of formation of character as also the acquisition of knowledge of Vedas, philosophy and classical literature.

Evolution of Schools:

a) Schools in ancient India:

The ancient Indian schools like guru ashram, vidya petha played a prominent role which was closely integrated with other social institutions particularly in the time of Ramayana and Mahabharata. In those days, students lived in guru ashrams and learnt not only reading, writing, grammar, Vedas, philosophy etc., but also archery and such other skills which were needed in their future social roles. The gurukulas were single teacher schools conducted by brahmins or pandit who had taken up teaching as a profession. Many of the gurukulas where residential schools\(^2\).

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\(^1\) Agarwal S. P and Urmani Meena (2000): Children’s Education in India; from Vedic Times to 21st Century, Shipra Publications, New Delhi, pp. 1 – 9

\(^2\) Ibid, p. 18
Often they were situated natural and pastoral surroundings away from the din and bustle of towns and cities. After upanayanam which generally took place of at the age of 8 and 12 years boys were sent to gurukulas for their studies. The guru treated his students as his own sons. The students stayed together as brothers and respected the teacher as father and served him to the best of their abilities. Much of the teaching was done by word of mouth. The oral traditions remained strong in ancient system of Indian education.

The guru was not only respected but also sought for and consulted by community leaders as also the kings and princess in important state matters and community problems. Guru acted like friend, philosopher and guide to the community. Moreover, guru delivered discourses to the illiterate masses. Jawaharlal Nehru rightly pointed out meet the teacher was almost at the top of social leader because the teacher represented the giving or learning and wisdom to the pupil.

b) During Buddhist Period:

During this period educational activates were carried on in the Buddhist monasteries called viharas. From jataka stories it is clear that the viharas conducted elementary schools for novices. During the reign of emperor Ashoka, some viharas had been developing into famous universities of learning. Some of the famous universities described in Buddhist literature were Nalanda, Takshila, Vallabhi, Vikramisila, Jagaddala, Odantpuri, Mithila and Nadia. During the centuries when Buddhism flourished in India, viharas not only provided for education of the young but they also provided for ample opportunities for popular and social education. But the time famous Chinese traveler Fa-Hien (399 - 414 AD) visited India and weighty mentioned Buddhist viharas were already imparting mass education even to those who did not join the Buddhists religions order called sagha. The subject taught in viheras and universities were: 1. Shabda-Vidya or grammar. 2. Shilpa-Vidya or arts and crafts. 3. Chikitsa-vidya or medicine 4. Hetu-vidya or logic 5. Adhyatma-vidya or
philosophy. When Hiuen Isang visited India in 7th century AD. There were 5000 monasteries spread all over the country.

c) **During Medieval India:**

During medieval periods of Indian history, with the advent of Muslim rule in India, the traditional system of education received several blows. Some of the Muslim rulers took a narrow view of education. They used their power and pelf not only to change the India society but also to destroy the existing system of education. Pathashalas and Viharas were being replaced by maktabs and madrasas. Makbabs were single teacher primary schools under the charge of maulvi while madrasas were centers of higher learning centers. Rulers like Muhammad Tughalaq, Akbar and Shahjehan tried to liberalize education. Akbar built a number of madrasas as centers of higher learning and introduced many new subjects like logic, geometry, astronomy, accountancy, public administration and agriculture. He encouraged arts like music, painting, calligraphy and crafts like weaving textiles and silk. The education encouraged by Muslim rulers was essentially religious in characters. Hence, it provided no education opportunities for the vast Hindu masses. It was reason that in many pleases where Muslim influence was not strong, the traditional system of education continued in spite of the hostile attitude of Muslim rulers. Moreover, the traditional system of education was rooted in the cultural of the soil. Hence, it survived the onslaughts of many foreign invasions.

d) **During Bhakti Movement:**

Between 13th and 17th century AD Bhakthi Movement flourished in different linguistic groups in India. Tulasidas, Kabir, Gurunanak, Surdas, Chaitanya, Narasinh Mehta, Jnaneswar, Namdeva, Alwars, Nayanamars of Tamilnadu and Haridas of kannada country have become house hold words through their devotional songs which are sung throughout length and breadth of the country. Bhaktas established truly popular social institutions of mass education variously known as Harikatha, Keerthan,

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3 Ibid. p. 42
4 Ibid. p – 49
Parayana, Katha, Alhyan etc,. Their melodious songs aphorisms, proverbs and sayings were written in vernacular languages. Bhakti movement provided a sort of mass – education for the inclusion of the norms and values of the society. It is also clear that formal and institutional education was not provided for all sections and stratas of the society at this time of Indian history. According to the norms and customs varna-shram-dharma, women and shudras were not expected to acquire formal education.

It may conclude that education and knowledge in ancient Indian system were in inextricably inter-woven with religious ideas, ideals theories, beliefs and philosophy. Religious ceremonies were conducted before starting the morning lessons. Education was generally imported by priests, pandits, monks, bhikshus belonging to certain religions orders. Much of the literature and material which were used in school were religions books and literate. At higher stages of education classical literature, religious philosophy and knowledge of Vedas formed an integral part of the learning. The literature material books used for education in ancient India were written in classical languages Sanskrit. Much of education was imported through word of mouth. Slokas or verses and passages were taught orally. Large number of slokas and verses were fully memorized though constant and daily practice. Students learnt a large number of lessons and verses by heart. Throughout centuries Indian system of education developed great oral traditions. These oral traditions still survived in modern system of Indian education. Even in modern universities students memorized all passages and verses verbatim which they later copy out in examination halls.

e) **English Education:**

The modern system of English education began in India same time after the establishment of British rule in the country. With the acceptance of Macaulay's famous minute in 1835 for the use of English as a medium of instruction in Indian school a new era of English education started in

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5 Ibid p. 69
India. In 1844 Lord Harding's resolution enjoying selection for
government services candidates who had received English education gave
a great impetus to English education. With the transfer of Government of
India to the British crown, English education made big strides in India. A
widespread network of educational system complete with departments of
education at provincial levels, supervisory staff at district levels and
primary schools, high schools and colleges in towns and cities was
gradually emerging.\footnote{Rajan V Laxmi (2003): Education in last Fifty years, Yojana, p. 20}

Gandhiji had shown keen interest particularly in primary level
education. Gandhiji had a re-emphasized these ideas while deploring the
yawning gap between the educated and the vast illiterate masses of Indian
people. Mahatma Gandhi had started his experiments in education
activities in Wardha. In the Wardha scheme it was made absolutely clear
that education has a close relation with the life of the child, his home, his
village, crafts industries and occupation of his village. The basic education
as it is accepted for primary schools emphasizes close integration of school
and community activities. The teacher takes the activities which are being
carried out in the community as the basis to plan his lessons. The teacher
assesses the available local resources to make full use of them in planning
lessons in the school. Learning by doing is the accepted principle of basic
education. Where the school develops activities on this principle it

It is well known fact that the education system take several
turnings and diversion not only in the primary education system but also in
the secondary and higher education over the period. Hence, an attempt is
made to assess the scenario of primary education in India over the period.
Scenario of Primary Education in India:

Education is a critical input in human resource development and is essential for the country's economic growth. Further, the major socio-economic indicators such as growth rate of the economy, birth rate, death rate, infant mortality rate and literacy rates are all interconnected and also education shows influence on the rise and fall of the above mentioned indicators. The recognition of this fact has created awareness on the need to focus on elementary education programmes not simply as a matter of social justice, but more to faster economic growth, social well being and social stability.\(^8\)

Article 45 of the constitution stipulated that the states shall endeavour to provide within a period of 10 years from the commencement of the constitution for free and compulsory education for all children until they complete the age of 14 years. However, the task of providing basic education for all with concrete plans of action gained greater momentum only after the national policy of education (NPE) 1986 (revised in 1992). With the World Declaration on education for all (EFA) adopted in Jomlein in 1990, basic education in all its facets (early child care education, elementary education, education for adolescents, adult education gender equality and quality improvement) has been the focus international attention.\(^9\) These international developments together with several positive developments within the country, brought for recognizing basic education as a fundamental right of every citizen to the center stage. With the launching of the national policy on education in 1986, the government initiated a move to start a number of missions. The national literacy mission stated in 1988 was one such mission. The central government in partnership with the state government has initiated a number of programmes to fulfill me constitutional obligation and national aspiration.

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\(^8\) Mahaver Chris (2000): Education for all some Critical reflections development and cooperation (93)

National Policy on Education 1986 (revised in 1992): On Elementary Education:

1. The new thrust in elementary education will emphasize three aspects i).Universal access and enrolment ii).Universal retention of children up to 14 years of age iii) A substantial improvement in the quality of education to enable all children to achieve essential levels of learning.

2. School Facilities: Provision will be made of essential facilities in primary schools. The scope of operation blackboard will be enlarged to provide three reasonably large rooms that are usable in all weather, and black boards, maps, toys, other necessary learning aids and school library.

   At least three teachers should work in every school, the number increasing, as early as possible, to one teacher per class. At least 50 per cent of teachers recruited in future should be women. The operation blackboard will be extended to upper primary stage also. Construction of school building will be a priority charge on JRY funds.

3. Non-Formal Education: The non-formal education programme, meant for school dropouts, for children from habitations without schools, working children and girls who cannot attend whole-day schools, will be strengthened and enlarged.

4. Modern technological aids will be used to improve the learning environment of NFE centers. Talented and dedicated young men and women from the local community will be chosen to serve as instructors, and particular attention paid to their training. All necessary measures will be taken to ensure that the quality of non-formal education is comparable with the formal education. Steps will be taken to facilitate lateral entry into formal system of children passing out of the non-formal system.
5. Effective steps will be taken to provide a framework for the curriculum on the lines of the national core curriculum, but based on the needs of the learners and related to the local environment. Learning material of high quality will be developed and provided free of charge to all pupils. NFE programme will provide participatory learning environment, and activities such as games and sports, cultural programmes, excursions, etc.

6. The government will take over-all responsibility for this vital sector. Voluntary agencies and panchayati raj institutions will take much of the responsibility of running NFE programmes. The provision of funds to these agencies will be adequate and timely.

7. A Resolve: The new education policy will give the highest priority to solving the problem of children dropping out of school and will adopt an array of meticulously formulated strategies based on micro-planning and applied at the grass roots level all over the country, to ensure children’s retention at school. This effort will be fully coordinated with the network of non-formal education. It shall be ensured that free and compulsory education of satisfactory quality is provided to all children upto 14 years of age before we enter the twenty-first century. A national mission will be launched for the achievement of this goal.

Programmes Pertaining to Primary Education:

Indian 5 years plans given top priority for the development of primary education. Further, several massive programmes such as Sarva Shiksha Abhiyan (SSA), District Primary Education programme (DPEP), National Programme of Nutritional Support to primary education commonly known as midday meal scheme (MDMS), Teacher Education Scheme, Kasturiba Gandhi Balika Vidyalaya Scheme (KGVBS) to attain improvement in the major five parameters such as 1) Universal Access 2) Universal Enrolment 3) Universal Retention 4) Universal Achievement 5) Equity. Further, these schemes are implemented to

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achieve the objectives of the New Educational Policy and Fundamental right of compulsory education.

A) Sarva Shiksha Abhiyan (SSA):

The specific goals of SSA during tenth plan period were:

1) All children to be in regular school, EGS AIE or back to school camp by 2005.
2) Bridging all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
3) Universal retention by 2010.
4) Focus on elementary education of satisfactory quality with emphasis on education.

SSA the principal programme for VEE is the culmination of all previous endeavors and experiences in implementing various education programmes while each of these programmes and projects had a specific focus-operation black board on improving physical infrastructures; DPEP on primary education; shiksha karmi project on teacher absenteeism and lokjumbish project on girls education. SSA has been the single largest holistic programme addressing all aspects of the elementary schools and Education Guarantee Centers (EGS) / Alternative Innovative Education (AIE) centers and about 20 crore children.

B) District Primary Education Programme (DPEP):

DPEP externally aided project aimed of the holistic development of primary education covering classes 1 to 5. It has specific objective of the reducing the dropout rate to less than 10%, reducing disparities among gender and social groups in the enrolment to less than 5% and improving the level of learning achievement compared to the baseline surveys. However, these ambitious targets could not be achieved. Since its inception external assistance of ₹ 6,938 crores comprising ₹ 5,137 crores as credit from IDA and ₹ 1801 crores development partners, European commission department for international development, UNICEF and Netherlands has been tied up for DPEP. It covered 273 districts in 17 states. Now it continues in only 17 districts of Orissa and Rajasthan where it would be completed in 2008. DPEP has brought a sea change in the
implementation of school education programme with its decentralized approach and focus on community participation and provided where with all for handling ECCE, non formal education centers, BRC’S, CRC’S, out of school children and education of girls.

C) Mahila Samakhya (MS):

An externally aided project for women's empowerment was started with Dutch assistance in 1989. Since 2005-06 it is being founded by Government of India. The programme endeavors to create an environment for women to learn at their own pace, set their own priorities and seek knowledge and information to make informed choices. It has strengthened women’s abilities to effectively participate in village level education programmes. The programme is implemented in 9 states covering 83 districts, 339 blocks including 223 EBBS and 20,300 villages.

D) Mid-Day Meal Scheme (MDMS):

MDMS was launched in 1995 to enhance enrolment, retention and participation of children in primary schools, simultaneously improving their nutritional status. The MDMS was revised and universalized in September 2004 and control assistance was provided at the rate of ₹ 1.00 per child per school day for converting food grains into hot cooked meals for children in class 1 – 5 in government, local body & government aided schools and EGS and AIE centers. The scheme was further revised in June 2006 to enhance the minimum cooking cost to ₹ 2.00 per child per school day to provide 450 calories and 12 grams of protein. The revised scheme also provides for the development of cooking facility such as kitchen and kitchen devices to every school. The number of children covered under the programme has risen from 3.34 crore in 3.22 lakh schools in 1995 to 12 crore in 9.5 lakh primary schools / EGS centers in 2006-07

The planning commission has under taken a detailed evaluation study in 2006-07 to assess the impact of the MDMS. On the whole despite the prevalence of good practices, a systematic super vision and monitoring of the program and transparency in implementation are lacking in most of the states. MDMS appears to have had a positive impact on school attendance and nutritional status of
children through removal of classroom hunger. The latest National Sample Survey (NSS 61st Round) covered MDMS along with Annapurna Integrated Child Development Services (ACDS) scheme and food for work programme. It is reported that MDMS as benefited 8.1% of rural population and 3.2% of urban population. The total coverage of all the four programmes was 11% in rural and 4.1% in urban areas. MDMS has catered to the nutritional needs of low income groups in both rural and urban areas.

These programmes show tremendous impact on primary education at grassroots level. The major parameters of the primary education status are also assessed.

1) Universal Access:

SSA has brought primary education to the door steps of millions of children and enrolled them including first generation learners through successive fast track initiatives in the hitherto un-served and underserved habitations. According to VII educational survey (2002) the number of habitations that had a primary school with in a distance of 1km was 10.71 lakh (87%). The uncovered habitations numbered 1.61 lakh (13%) where as the number of habitations that had an upper primary school with in a distance of 3km was 9.61 lakh (78%). Further, the opening up of 1.32 lakh primary schools and 56000 EGS/AIE centers access to primary education is nearly achieved. A part from this, about 0.89 lakh upper primary schools have been provided up to 2006-07. Still, about 1.00 lakh habitations is to be covered for primary and upper primary school facilities.

2) Universal Enrolment:

The total enrolment of elementary education level increased from 159 million in 2001-02 to 182 million in 2004-05, an increase of over 23 million (14.47 %). Similarly, the enrolment in primary classes (1-5) has been increased from 113.9 to 130.8 million and registered an increase of about 14.84 % during 2002 – 05. Social and gender disparity existing at both primary and upper primary education levels continues to be an issue to be tackled with more concerted and sustained efforts especially in Bihar, Rajasthan, Jharkhand, Madhya Pradesh (MP), Gujarat and Uttar Pradesh (UP).
3) Universal Retention / Dropouts:

SSA interventions have brought down the number of out of school children from 32 million in 2001 – 02 to 7 million in 2006 – 07. An independent study estimated that about 6.9% of the total children in the 6-13 age groups were out of school and of them 2.1% accounted for dropouts and 4.8% for never enrolled children, a bulk of whom apparently belonged to the poorer segments of rural households.

The social composition of out of school children indicates that 9.97% of Muslim children, 9.4% of scheduled tribes, 8.17% of the scheduled castes and 6.97% of other backward classes children were out of schools and an overwhelming majority (68.7%) was concentrated in five states Bihar (23.6%), UP (22.2%), West Bengal (9%), MP (8%) and Rajasthan (5.9%).

Around 22% children dropped out in class I and II. The average school attendance was around 70% of the enrolments in 2004 – 05. In states like UP and Bihar, the average attendance was as low as 57% and 42% respectively. Moreover, the dropout rate at the elementary level (class I -VIII) has remained very high at 50.8%. The dropout for girls is relatively higher than boys. The dropout rates at primary level for SC’s (34.2%) and ST’s (42.3%) are substantially higher than the national average (29%). The social gap in dropout rate is acute in respect of girls. Two thirds of the tribal students just do not go beyond class VIII.

4) Universal Achievement and Equity:

SSA had to strengthen the range of that inputs that impacts on quality viz. recruitment of 7.95 lakh additional teachers to improve the people teacher ratio from 44 to 40:1 at primary school level regular in service training of teachers for a period of 20days, curriculum renewal and text books development, free distribution of textbooks for primary and upper primary classes to about 6.69 crore SC's and ST's and girls students, computers aided learning in over 2000 schools, regular academic support to primary and up's through 6,746 block resource centers and 70,388 cluster resource centers, monitoring of performance of schools including the pass percentage at exist levels: at least 10% better achievements in pass percentage as in 2006 – 07 over the bench-marking level in
2005 – 2006 and running of learning enhancement programmes especially for the early primary grades in 19 states. However, the impact has not been very encouraging.

**Pattern of Expenditure on Primary Education:**

The tenth plan outlay for elementary education and literacy was ₹ 30,000 crore. The actual expenditure has been ₹ 48,201 crores. Out of which SSSA (₹28,077 crore) and MDMS (₹ 13,827 crore) account for 88%. Further, the states of UP, MP, Rajasthan, Maharashtra, Westbengal, Andhra Pradesh, Tamilnadu and Karnataka accounted for 70% of the total expenditure incurred by the central and state government under SSA during the 10th plan. The plan expenditure on elementary education has been increased from ₹ 3,117.4 to ₹ 217,795 cores during 2000 – 01 to 2008 – 09 and registered tremendous increase. However, the percentage share of expenditure on elementary education has been increased from 64.2% to 81.9% during 2006 – 07, while the expenditure on primary education reported decline 81.9% to 63.4% by 2008 – 09.

**Eleventh Plan Targets For Elementary Education:**

1) Universal enrolment of 6-14 age group children including the hard to reach segment.
2) Substantial improvement in quality and standards with the ultimate objective to achieve standards for kendriya vidyalayam under the central board of secondary education (CBSE) pattern.
3) All gender, social and regional gaps in enrolments to be eliminated by 2011-12.
4) One year preschool education (PSE) for children entering primary school
5) Drop out at primary level to be eliminated and the dropout rate at the elementary level to be reduced from over 50 to 20% by 2011-12.
6) Universalized MDMS at elementary level by 2008-09
7) Universal coverage of ICT at UPS by 2011-12
8) Significant improvement in learning conditions with emphasis on learning basic skills, verbal and quantitative.
9) All EGS centers to be converted into regular primary school.
10) All states / UT's to adopt NCERT quality monitoring tools
11) Strengthened BRC'S / CRC'S ICRC for every 10 schools and 5 resource centers\(^\text{11}\).

Need for the Study:

It is well known fact that the primary education has the basic foundation for all categories of education system. Moreover, huge funds are incurred to primary education alone over the period. The above discussion envisages that the primary education has faced lot of deficiencies and gaps particularly in quality, infrastructural facilities, enrolment, dropouts, gender differences, disparities in regional and social categories. Apart from this, the government of India introduced right to education act and compulsory education in the 6-14 years children. Moreover, the 11\(^{th}\) plan targets are also very challenging task particularly in the above mentioned areas. At this juncture, the prime requirement is not only to traced out deficiencies exist particularly in the enrolment, dropouts, differences in gender regional and social categories but also to determines the status of the facilities and also functional status of the primary schools at grass roots level. Further there is a paramount need to develop effective strategies for the implementation to eliminate deficiencies in various spheres as well as to achieve 11\(^{th}\) five year plan target in the above mentioned aspects.

Problem:

Keeping the above aspects under consideration, an attempt is made in this study not only to analyze the education scenario at state and district levels over the period. Further, the study analyzed variations in the levels of the development of primary education among states and particularly in districts of Andhra Pradesh. Apart from this, the study assessed the functional status of the primary schools at grass root levels. Moreover, the study analyzed variation and gaps exist in the access of primary schools, enrolment, dropout, infrastructural facilities, teaching methods and aids in various dimensions such as socio-economic and agro economic conditions exist among regions. Besides this the study formulates

effective strategies for the improvement and elimination of the gaps and imbalances exist among regions as well as the improve the levels of the development of primary education at gross root levels.

**Selection of the Study Area:**

District is a basic unit to implement any developmental programmes particularly to the primary education programmes. Moreover, the Vizianagaram district is one of the backward district of Andhra Pradesh. Further, the Vizianagaram district is reported relatively lower literary rates over the period among districts. Keeping the above aspects under consideration, Vizianagaram district is selected for detailed study.

**Objectives of the Study:**

The specific objectives of the study are as follows:

1. Assessed the scenario of primary education among states particularly in the districts of Andhra Pradesh over the period
2. Assessed the coverage and access of primary schools in the study area relating to regions of north coastal Andhra, Coastal Andhra and Andhra Pradesh as a whole
3. Assessed the infrastructural facilities exist in primary schools and implementation of primary education programs in the study area
4. Assessed the variations exist in access and coverage of primary schools, enrolment and dropout variations and gaps exist as per sex-community-wise among mandals in the study area and also relating to regions of north Coastal Andhra, Coastal Andhra and Andhra Pradesh.
5. Assessed the attitudes of respondents of students, parents, teachers and village representatives on status of the level of the primary education in the study area
6. To formulate strategies and action programmes not only to eliminate imbalances and gaps exist in the mentioned aspects as well as for the improvement of the over all functional status of the primary education in the study area.
Limitations of the Study:

The study is mainly focused primary education segment only from 1st class to 5th class alone.

Methodology:

The methodology adopted in the study is as follows:

1. The study reviewed earlier studies pertaining to primary education particularly in primary education, women education, case studies and empirical studies, enrolment and dropouts, quality, infrastructural facilities access, planning and policy. After critical review, the study formulated several methods and approaches to measure the functional status as well as variation exist in the indicators of primary education.

2. The study has collected the secondary data pertaining to access of the primary schools, coverage of the primary education programmes, number of primary schools, infrastructural facilities in the primary schools, teaching facility, enrolment, dropouts etc from the state report cards of the elementary education for the year 2007 – 08 and 2010 – 11 published by national university Educational Planning and Administration, New Delhi,. Based on this information, the study analyzed the variations and gaps as well as functional status of the primary education among states and particularly among districts in the state of Andhra Pradesh.

3. Further, the study has also collected secondary data in the above mentioned aspects from educational statistics 2011-12 published by commissioner and Director of School education, Hyderabad, Andhra Pradesh. Similarly, the study also collected the secondary data as per mandal-wise in the above mentioned aspects from education departments of the districts and mandals. Based on this information the study analyzed the variations and imbalances exist in the levels of primary education in the above mentioned aspects not only in the study area relating to north Coastal Andhra, Coastal Andhra and Andhra Pradesh but also among mandals in the study area.

4. The study conducted several attitudinal surveys for students, parents, teachers and village representatives on functional status of primary
schools located in the various socio-economic and agro economic regions (mandals) such as tribal, uplands, plains and urban regions in the study area. Based on this information, the study determined the status of the access and coverage of primary schools, enrolment, dropouts, infra-structural facilities, programme implementation, school environment, problems faced, suggestions for the over all improvement of the functional status of the primary schools at grass root level. Apart from this, the study is measured attitudes of the respondents using $x^2$ tests and F-factor (Anova) techniques to measure the statistical viability.

5. After critical examination and integration of the results, the study suggested amicable and viable strategies not only to eliminate imbalances and gaps exist in the indicators of primary education but also improved the functional status of the schools in short and long term perspectives.

The review of earlier studies pertaining to primary education is presented in succeeding chapter.