Chapter – VIII

SUMMARY AND SUGGESTIONS

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 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. Further, these institutions are operated by Kinship group, the temple and community organizations. 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:

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. During Buddhist 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. The subject taught in viharas 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.

During medieval periods of Indian history, with the advent of Muslim rule in India, the traditional system of education received several blows. Pathashalas and Viharas were being replaced by maktabs and madrasas. The education encouraged by Muslim rulers was essentially religious in characters. During
Bhakti Movement, between 13th and 17th century AD Bhakthi Movement flourished in different linguistic groups in India. Tulasidas, Kabir, Gurunanak, Surdas, Chaitanya, Narasimh Mehta, Jnanesvar, Namdeva, Alwars, Nayanamars of Tamilnadu and Haridas of kannada. 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. 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.

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 India. 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.

**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.
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.

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

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, Maharastra, West Bengal, 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 crores 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:

12) Universal enrolment of 6-14 age group children including the hard to reach segment.
13) 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.
14) All gender, social and regional gaps in enrolments to be eliminated by 2011-12.
15) One year preschool education (PSE) for children entering primary school.
16) 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.
17) Universalized MDMS at elementary level by 2008-09.
18) Universal coverage of ICT at UPS by 2011-12.
19) Significant improvement in learning conditions with emphasis on learning basic skills, verbal and quantitative.
20) All EGS centers to be converted into regular primary school.
21) All states / UT's to adopt NCERT quality monitoring tools.
22) Strengthened BRC’S / CRC’S ICRC for every 10 schools and 5 resource centers.

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 11th 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 determine 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 11th 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 grass 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:

7. Assessed the scenario of primary education among states particularly in the districts of Andhra Pradesh over the period
8. 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

9. Assessed the infrastructural facilities exist in primary schools and implementation of primary education programmes in the study area

10. 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.

11. 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

12. To formulate strategies and action programmes not only to eliminate imbalances and gaps exist in the above 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:

6. 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.

7. 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.

8. 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.

9. 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 (Annova) techniques to measure the statistical viability.

10. 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 primary schools in short and long term perspectives.
Chapter – II: REVIEW OF EARLIER STUDIES

An attempt is made in this chapter to review the earlier studies pertaining to primary education aspects. The review of the study is presented section wise and details are as follows:

I. Review of earlier studies pertaining to education aspect;
II. Review of earlier studies pertaining to primary education;
III. Review of earlier studies pertaining to women education;
IV. Review of earlier studies pertaining case studies and empirical studies;
V. Review of earlier studies pertaining to enrolment and dropout aspects;
VI. Review of earlier studies pertaining to quality aspects;
VII. Review of earlier studies pertaining to planning and policy aspects;
VIII. Review of earlier studies pertaining to infrastructural facilities.

The review of earlier studies envisages that a lot of research was carried out by various disciplines for the development of primary education at grassroots level. Almost all the studies focused thrust areas of the primary education. However, majority of the studies confined to single dimensional issues only. The interdisciplinary and integrated studies particularly to the programmes implementation, feedback, impact on enrolment and dropouts are very limited. Moreover, the majority of the studies and analyzed the only at macro level situations. The district and black level studies are very scanty. At present, the Central and State Governments implementing a massive primary education programmes since one and half decade. Moreover, huge funds are allocated for these programmes. At this situation, micro level empirical and interrelated studies are paramount need to trace out deficiencies and gaps exist in various spheres in the indicators of primary education in different socio-economic and cultural scenario. Keeping the above aspects under consideration, the study focused on the above mentioned gaps at certain extent. Further, the study analyzed the scenario of primary education in India and Andhra Pradesh to trace out variations gaps exist in the indicators of primary education. Particularly, access of primary schools, access of the infrastructural facilities, enrolment and dropout patterns, levels of implementation of primary education programmes, etc.
Chapter – III: ASSESSMENT OF SCENARIO OF PRIMARY EDUCATION IN INDIA AND ANDHRA PRADESH

An attempt is made in this chapter not only to analyse the scenario of primary education in India but also in the state of Andhra Pradesh. For this purpose, the study collected the secondary data such as number of primary schools, infrastructural facilities, enrolment, dropouts, programme implementations, attendance, teacher ratio and supporting staff for state wise for India and district wise for Andhra Pradesh.

Section – I: Assessment of the scenario of primary education as per state-wise in India

VIII. Access and distribution of Primary Schools:

That the maximum number of villages are found in the state of Uttar Pradesh (95407) followed by Madhya Pradesh (54275), Maharashtra (43683) and West Bengal (40858), while lowest found in the state of Sikkim (774) among the states in the year 2010 – 11. Regarding primary schools, the maximum number of primary schools found in the state of Uttar Pradesh (201475) followed by Madhya Pradesh (137113), Andhra Pradesh (107597), Rajasthan (105190), Maharashtra (97278) and West Bengal (90187), while lowest found in the state of Sikkim (1201) among the states in the year 2010 – 11. Regarding access, the maximum number of primary schools per village is reported in the state of Kerala (6.82) followed by Tripura (4.31), Andhra Pradesh (4.17) and Mizoram (3.44) while lowest found in the state of Arunachal Pradesh (1.39) among states in the year 2010 – 11. Further, about 19 states (67.85 per cent) are reported to increase in the access levels of primary schools, while about 6 states (21.48 per cent) are reported decline in the accessibility levels of the primary schools during 2007 – 08 and 2010 – 11. Moreover, almost all the union territories reported to increase the accessibility of primary schools during period 2007 – 08 and 2010 – 11.

As per Geographical area, about 14 states (50.00 per cent) reported the availability of primary schools is more than 2 per sq. km. About 7 states (25.00 per cent) are reported to improve the availability of the primary schools as per geographical area during 2007 – 08 and 2010 – 11. In respect of union territories
the availability of primary schools as per geographical areas in almost all union territories are relatively better except in Andaman Nicobar Islands.

As per Population, further, about 12 states (42.85 per cent) reported relatively higher population per institution when compared to the figures of the country as a whole. Moreover, about 23 states (82.14 per cent) report that the primary school per population is showing increase during 2007 – 08 and 2010 – 11. In respect of union territories almost all reported that the population per institution is relatively higher when compared to figures of the country as a whole in the year 2010 – 11.

IX. Distribution of Primary Schools according to Category:

The total primary schools in the country as a whole is about 914058 of which maximum number about 712166 (78.00 per cent) are government schools and remaining 201892 (22.00 per cent) are private schools in the year 2010 – 11. The per cent of increase in the primary schools is about 13.45 per cent while the percentage increase of government schools is 1.26 per cent and marginal decline about -0.06 per cent is reported for private schools during 2007–08 and 2010–11.

In respect of growth, the number primary schools has been increased from 805667 to 914058 and registered an increase of 13.45 per cent in the country as a whole in the year 2007 – 08 to 2010 – 11. Similarly, the government schools has reported to increase of 1.26 per cent while the private schools are reported to decline of about 0.06 per cent during this period. Further, about 6 states (21.43 per cent) are reporting decline in the number of primary schools during this period. About 13 states (46.62 per cent) has been reported decline in the number of government schools while about 14 states (50.00 per cent) reported decline in number of private schools during this period. In respect of union territories almost all the regions reported increase in number of private schools during 2007 – 08 and 2010 – 11.

X. Amenities in Primary Schools:

The maximum proportion of the schools having common toilets are found in the state of Sikkim (76.7 per cent) followed by Orissa (69.1 per cent), West
Bengal (67.7 per cent), Mizoram (65.9 per cent) and Andhra Pradesh (63.4 per cent) while lowest found in Jharkhand (16.4 per cent) among states in the year 2010 – 11. Further, about 21 states (75.10 per cent) and 2 union territories (28.07 per cent) reporting decline in proportion of schools having common toilets during 2007–08 and 2010–11. In almost all territories reported increase in the percentage of primary schools having toilets.

In respect of drinking water facility, about 15 states (53.57 per cent) and almost all the union territories reported that more than 90 per cent of the primary schools having drinking water facilities in the year 2010 – 11. About 12 states (32.59 per cent) and 4 union territories (57.14 per cent) reported that less than 30 per cent of the primary schools having kitchen sheds. About 18 states (64.29 per cent) and 2 union territories (28.57 per cent) reported that the proportion of schools having kitchen sheds showing increase during 2007–08 and 2010–11.

About 17 states (60.71 per cent) reported more than 50 per cent of the institutions have pucca buildings. However, about 17 states (60.71 per cent) reported that percentage share of primary school having pucca buildings showing decline during 2007 – 08 and 2010 – 11. About 5 regions (71.43 per cent) reported to decline in the share primary schools having pucca buildings during 2007 – 08 and 2010 – 11. In respect of growth, about 20 states (71.43 per cent) for pucca buildings, 21 states (75.00 per cent) for partly pucca, 18 states (64.29 per cent) for kutcha, 14 states (50.00 per cent) for tent and 15 states (53.57 per cent) for multiple are reported decline in the number of institutions in respective categories while almost all the states reported that the institutions have no building showing increase rapidly during 2007 – 08 and 2010 – 11.

About 7 states (25.00 per cent) are reported decline in the number of classroom per institution during 2007 – 08 and 2010 – 11. Moreover about 4 regions (57.14 per cent) reported that the class room per institution is showing decline during 2007 – 08 and 2010 – 11. Moreover, almost all the states reported the percentage of classrooms having good conditions is increased during 2007 – 08 and 2010 – 11.
The maximum number of teachers per school is reported in the state of Kerala (6.5), followed by Nagaland and Sikkim (5.0 each), Manipur (4.4) while lowest found in the state of Arunachal Pradesh (2.0) among states in the year 2010 – 11. Further, about 13 states (52.09 per cent) reported that the number of teachers per school is showing decline during 2007 – 08 and 2010 – 11. Further, about almost all the states reported that the pupil teacher ratio is declined during 2007 – 08 and 2010 – 11. Almost all the states reported that the students per classroom showing decline during 2007 – 08 and 2010 – 11.

**Single Classroom Schools / Single Teacher Conditions:**

The maximum proportion of single classroom schools are found in the state of Arunachal Pradesh (37.1 per cent), followed by Assam (35.9 per cent), Andhra Pradesh (32.7 per cent), Goa (23.8 per cent), Meghalaya (29.00 per cent) and Jammu and Kashmir (22.8 per cent), while lowest found in the state of Nagaland (0.4 per cent) among states in the year 2010 – 11. Moreover, 19 states (67.85 per cent) reported to decline in the percentage of single classroom schools while about 6 states (21.47 per cent) reported increase in the percentage of single classrooms schools during 2007 – 08 and 2010 – 11. Regarding single teacher schools, maximum proportion of single teacher schools found in the state of Arunachal Pradesh (60.9 per cent), followed by Goa (38.5 per cent), Rajasthan (31.00 per cent) and Assam (21.00 per cent) while lowest found in the state of Kerala (0.2 per cent), among states in the year 2010 – 11. About 16 states (57.14 per cent) are reported decline in the percentage of single teacher schools while about 10 states (35.71 per cent) reported the increase in the percentage of single teacher schools during 2007 – 08 and 2010 – 11. About 11 states (39.29 per cent) reported more than 10 per cent of enrolment in single teacher schools in the year 2010 – 11. Further, about 11 states (39.29 per cent) reported increase in the percentage of enrolment in single teacher schools while about 14 states (75.00 per cent) reported decrease in the enrolment of single teacher schools during 2007 – 08 and 2010 – 11.

Regarding the pre-primary sections, the maximum proportion of schools have pre-primary sections are found in the state of Nagaland (96.7 per cent), followed by Meghalaya (84.9 per cent), Assam (81.1 per cent), Jammu and
Kashmir (63.3 per cent) and Haryana (62.8 per cent) while lowest found in the state of Tripura (2.6 per cent) among states in the year 2010 – 11. About 20 states (71.43 per cent) reported that the percentage of schools conducting pre-primary sections declined during 2007 – 08 and 2010 – 11.

XI. **Enrolment:**

The total enrolment in the primary classes in the country as a whole is 21.92 crores of which 11.08 crores (50.54 per cent) are males and rest 10.84 crores are females (49.46 per cent) in the year 2010 – 11. About 72.69 per cent of increase is reported for total enrolment, 67.97 per cent for male enrolment and 77.78 per cent for female enrolment during 2007 – 08 and 2010 – 11. Further, about 7 states (25.00 per cent) are reported decline in the total enrolment during this period. About 8 states (28.57 per cent) reported are decrease in the male enrolment during this period. Regarding female enrolment, maximum female enrolment is found in the state of Goa and Punjab during 2007 – 08 and 2010 – 11. Further, about 10 states (35.71 per cent) are reported decline in the female enrolment during this period.

a) **Enrolment as per Class-wise:**

Regarding class-wise, almost all the regions reported that maximum number of enrolment is found in Class – I among class-wise. The states such as Assam, Chhattisgarh, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Madhya Pradesh, Rajasthan, Tamil Nadu, Tripura and Uttar Pradesh are reported decline in enrolment as per class-wise and also total enrolment during 2007 – 08 and 2010 – 11.

b) **Enrolment as per Community–wise:**

The maximum percentage of SC enrolment is found in the state of Punjab (38.9 per cent) followed by Haryana (28.9 per cent), Uttar Pradesh (28.5 per cent) and Himachal Pradesh (28.4 per cent) while lowest found in the state of Mizoram (0.20 per cent) and totally absent in the state of Nagaland among states in the year 2010 – 11. Further, about 20 states (71.43 per cent) reported decline in percentage of SC enrolment during 2007 – 08 and 2010 – 11. In respect of ST enrolment,
the maximum proportion of ST enrolment is found in the state of Mizoram (98.6 per cent) followed by Meghalaya (93.1 per cent), Nagaland (91.3 per cent) and Arunachal Pradesh (77.5 per cent) while lowest found in the state of Haryana (0.1 per cent) among states in the year 2010 – 11. Moreover, 16 states (52.14 per cent) reported increase while about 10 states (35.71 per cent) reported decline in the percentage of ST enrolment during 2007 – 08 and 2010 – 11. Regarding Muslim enrolment, maximum percentage of Muslim enrolment is found in the state of Jammu an Kashmir (67.5 per cent) followed by Assam (40.7 per cent), Kerala and West Bengal (31.7 per cent each) while lowest found in the state of Mizoram (0.2 per cent) among states in the year 2010 – 11. In respect of OBC enrolment, the maximum proportion of OBC enrolment is found in the state of Bihar (62.6 per cent) followed by Tamil Nadu (68.7 per cent), Kerala (61.9 per cent), Gujarat (50.2 per cent) and Uttar Pradesh (49.7 per cent) while lowest found in the state of Nagaland (0.2 per cent) among states in the year 2010 – 11. Moreover, 3 regions (42.86 per cent) reported increase while 4 regions (59.14 per cent) reported decline in the percentage of OBC enrolment during 2007–08 and 2010–11.

The percentage SC girls enrolment to total SC enrolment is ranges in between 46.5 to 50.2 per cent among states in the year 2010 – 11. Further, 13 states (46.42 per cent) are reported increase while 13 states (46.42 per cent) reported decrease in the percentage of SC girls enrolment to total SC enrolment during 2007 – 08 and 2010 – 11. In respect of ST girls, the percentage ST girls enrolment to total ST enrolment is ranges in between 45.3 to 50.5 per cent among states in the year 2010 – 11. Further, about 17 states (60.71 per cent) reported increase while 7 states (25.00 per cent) reported decline in the percentage of ST girls enrolment to total ST enrolment during 2007 – 08 and 2010 – 11. Regarding OBC girls, the percentage OBC girls enrolment to total OBC enrolment is ranges in between 43.9 to 50.0 per cent among states in the year 2010 – 11. About 16 states (57.14 per cent) reported increase while 10 states (35.71 per cent) reported decline in the percentage of OBC girls enrolment to total OBC enrolment during 2007 – 08 and 2010 – 11. In the case of Muslim girls enrolment, the percentage
Muslim girls enrolment to total Muslim enrolment is ranges in between 40.9 to 50.4 per cent among states in the year 2010 – 11. Further, about 16 states (57.14 per cent) reported increase while 11 states (39.29 per cent) reported decrease in the percentage of Muslim girls enrolment to total Muslim enrolment during 2007 – 08 and 2010 – 11.

XII. Enrolment Indicators:

The maximum apparent survival ratio is found in the state of Himachal Pradesh (100), followed by Karnataka and Maharashtra (97 each) Haryana and Tripura (95 each) while lowest found in the state of Meghalaya (53) among states in the year 2010–11. Moreover, about 20 states (71.43 per cent) are reported increase while 6 states (21.43 per cent) reported decline in the apparent survival ratio during 2007-08 and 2010-11. The maximum GER is found in the state of Arunachal Pradesh (246.0), followed by Meghalaya (238.7) and Mizoram (213.4) while lowest found in the state of Goa (66.1) among states in the year 2010 – 11. About 19 states (67.86 per cent) reported increase while 6 states (21.43 per cent) reported decline in the GER during 2007–08 and 2010 – 11. Regarding NER, the maximum value found in the state of Karnataka (99.8), followed by Orissa (99.4), Tamil Nadu (98.2) and Jammu and Kashmir (95.3) while lowest found in the state of Goa (58.42) among states in the year 2010 – 11. About 10 states (30.71 per cent) reported increase while 4 states (14.29 per cent) reported decrease in the NER value during 2007 – 08 and 2010 – 11. In the case of retention rate, the maximum rate is found in the state of Uttarakhand (92.73), followed by Maharashtra (88.65), Jammu and Kashmir (86.37) and Andhra Pradesh (82.80) while lowest found in the state of Arunachal Pradesh (44.82) among states in the year 2010 – 11. Moreover, 9 states (32.14 per cent) reported increase while 17 states (60.71 per cent) reported decrease in the value of retention rate during 2007 – 08 and 2010 – 11. In respect of total grossness, the maximum values found in the state of Sikkim (36.2), followed by Meghalaya (28.8), Rajasthan (24.8), West Bengal (2.4) and Gujarat (22.2) while lowest found in the state of Tripura (5.3) among states in the year 2010 – 11. Almost all the states reported higher extent of decline in the values of total grossness during 2007 – 08 and 2010 – 11.
Enrolment in Government Schools:

The maximum proportion is found in the state of Bihar (99.9 per cent), followed by Orissa (94.6), Himachal Pradesh (94.3), Haryana (94.1) and Chhattisgarh (93.7) while lowest found in the state of Kerala (33.3 per cent) among states in the year 2010 – 11. Moreover 20 states (71.43 per cent) reported are decline while about 8 states (28.57 per cent) reported increase in the percentage of enrolment in government schools during 2007 – 08 and 2010 – 11.

Dropout Rates in Primary Schools:

The dropout rates ranges in between 1.2 to 18.7 among the states, 0.4 to 6.3 among union territories in class I to V in the year 2010 – 11. The maximum dropout rate is found in the state of Arunachal Pradesh (18.7), followed by Meghalaya (12.7), Mizoram (12.0), Tripura (11.9) and Uttar Pradesh (11.1) while lowest found in the state of Maharashtra (2.1) among states in the year 2010 – 11. About 18 states (64.29 per cent) reported decline while about 6 states (21.43 per cent) reported increase in dropout during 2007 – 08 and 2010 – 11. Regarding class-wise dropouts rates ranges in between 6.4 to 15.7 for Class – II, 1.0 to 13.4 for Class – III, 1.1 to 13.8 for Class – IV, 1.8 to 35.9 for Class – V among states in the year 2010 – 11.

XIII. Repetition Conditions:

About 21 states (75.00 per cent) reported decline in the repetition rates while 7 states (26.00 per cent) reported increase in the repetition rates in the class I to V during 2007 – 08 and 2010 – 11. Regarding class-wise, the repetition rates ranges in between 0.1 to 21.1 for Class – I, 0.1 to 12.1 for Class – II, 0.1 to 14.0 for Class – III, 0.1 to 12.1 for Class – IV, 0.2 to 11.9 for Class – V among states in the year 2010 – 11.

XIV. Sanction of Grants:

About 17 states (60.71 per cent) reported increase while 11 states (39.24 per cent) reported decline in the percentage of schools received TLM grant during 2007 – 08 and 2010 – 11. About 10 states (35.71 per cent) reported less than 15 per cent of schools received SD grant in the year 2010 – 11. Further about 18 states (64.28 per cent) reported increase while 10 states (35.71 per cent) reported
decrease in the percentage of schools received SD grant during 2007 – 08 and 2010 – 11.

In respect of utilization of TLM grant, almost all the states except Orissa are utilized more than 90 per cent of the grant in the year 2010 – 11. Regarding SD grant, maximum number of about 25 states (89.28 per cent) reported more than 90 per cent of the schools utilized SD grant in the year 2010 – 11.

It is evident from the above analysis that the primary school access as per population is relatively lower in the major states like Bihar, Gujarat, Haryana, Karnataka, Maharashtra, Tamil Nadu, Uttar Pradesh and West Bengal. The similar trend could be found in the case of village access and geographical (area) access. Still more than 75 per cent of the schools are under government sector in majority of states. Further, a marginal decline is reported in the number of private schools in majority of the states during 2007 – 08 and 2010 – 11. Nearly half of the schools having common toilets, girl toilets in majority of states. The kitchen shed facility have less than half of the schools in majority of the states. The building condition is also reflecting similar trend. Relatively higher proportion of schools come under no building category in majority of the states. However, majority of the states reported increase in the amenities during 2007 – 08 and 2010 – 11. Nearly more than half of the schools reported classroom condition are good. Moreover, the classroom condition is improved in almost all the states during 2007 – 08 and 2010 – 11. Still there is a need to increase the conditions further. The pupil teacher ratio and student classroom ratio is near to satisfactory in majority of states. However, they need further improvement in near future to attain better quality. There is a permanent need to improve the conditions of the single classroom schools, single teacher schools in almost all the states. The proportion of schools have pre-primary section is very low in almost all the states. Regarding enrolment aspect, majority of the states reported marginal increase in enrollment in majority of states. Further, a considerable proportion of states reported decline in the enrolment during 2007 – 08 and 2010 – 11. A considerable number of states reported variations in the percentages of enrolment in the SC, ST and Muslim enrolment. Relatively lower proportion of enrolment is reported in the
above motioned categories in a considerable number of states. The similar trend could be noticed in the case of girls enrolment also.

It may concluded that the levels of development of primary education is reached satisfactory levels. However, there is a vide variation and gaps exist in micro-level situations. Hence, there is a paramount need to improve primary education sector still further to attain objectives of the new education policy. Moreover, the systematic and effective planning strategies are required at grassroots level.

**Section – II: Scenario of primary education in Andhra Pradesh**

The primary school accessibility in terms of area, village and population is relatively better position in Andhra Pradesh contrast to the other states and country as a whole. Similarly, the amenities access in the primary schools particularly drinking water, toilets and kitchen sheds are not up to the mark. The building condition of the schools nearly half are in rented and not in pucca buildings. The average classroom per schools and classroom conditions of the primary schools shows satisfactory levels. Similarly, the teacher access to the students is also showing relatively better contrast to the other states. However, the percentage of single classroom teachers is relatively higher. The percentage of the schools conducting pre-primary sections is very low. The enrolment in the primary schools reported a marginal growth during 2007 – 08 and 2010 – 11. The extent of SC and ST enrolment is relatively lower contrast to the figures of the major states. In respect of girls enrolment, almost all the communities reported nearly half to the total enrolment in respective communities. The funds received and utilization of the GER and NER reported satisfactory levels. The dropout rate is also relatively lower contrast to the other states. It may conclude that the improvement of the primary education in the state of Andhra Pradesh said to be slow. There is a paramount need to grow primary education in rapid manner to achieve objectives of the new education policy. Keeping the above aspects under consideration, the primary education scenario can be analyzed district-wise not only to trace out imbalances in the levels of development of primary education but also to develop strategies for the over all improvement of the situation at grassroots level in short and long term perspectives.
X. **Accessibility levels of the Primary Schools:**

The maximum number of schools is reported in the district of Chittor (6368) followed by Visakhapatnam (6515), East Godavari (5292) and Adilabad (4969) while lowest found in the district of Hyderabad (3030) among the districts in the year 2009 – 10. Similarly, the maximum number of villages found in district of Visakhapatnam (2529) followed by Srikakulam (1639), Adilabad (1566) and Vizianagaram (1405) while lowest found in the district of Guntur (716) among districts. Regarding primary schools access to the village, almost all the district are reported increase in the number of institutions per village during 2007 – 08 and 2009 – 10. The maximum population per institutions is found in the district of Hyderabad (1216), followed by Guntur (1028), Krishna (997), Kurnool (970), West Godavari (959) and East Godavari (924) while lowest found in the district of Adilabad (498) among district in the year 2009 – 10. Further, almost all the districts reported increase in the accessibility of the primary school as per population wise during 2007 – 08 and 2009 – 10. Regarding primary school access, the availability of primary school per maximum area is found in the district of Kurnool (4.87 sq km) followed by Prakasam (4.06 sq km), Anantapur (3.94 sq km), Khammam (3.81 sq km) and Mahaboobnagar (3.74 sq km) while lowest found in the district of Hyderabad (0.07 sq km) among districts in the year 2009 – 10. Further, almost all the districts reported decrease in geographical area per institution during 2007 – 08 and 2009 – 10.

XI. **Amenities Access:**

Almost all the districts except Ranga Reddy reported increase in the percentage of schools having common toilets during 2007 – 08 and 2009 – 10. Almost all the districts reported increase in the percentage of schools having girls toilets during 2007 – 08 and 2009 – 10. Moreover about 13 districts (56.52 per cent) are reported increase while 10 districts (43.48 per cent) reported decline in the percentage of schools having drinking water facilities during 2007 – 08 and 2009 – 10.

About 11 districts (47.83 per cent) reported less than 30 per cent of schools having kitchen shed during this period. About 20 districts (86.96 per cent)
reported increase while 3 districts (13.04 per cent) reported decrease in the percentage of schools having kitchen shed during 2007 – 08 and 2009 – 10.

About 17 districts (73.91 per cent) reported that maximum number of the schools have pucca buildings while about 6 districts (21.74 per cent) reported that maximum number of schools have no buildings and 1 district (4.3 per cent) reported maximum number of schools have multiple types of buildings in the year 2009 – 10. In respect of growth, about 16 districts (69.57 per cent) in pucca building category, 16 districts (69.57 per cent) in partly pucca, 11 districts (47.83 per cent) in kutchha, 2 districts (7.14 per cent) in tent, 16 districts (69.57 per cent) in multiple type and 19 districts (82.61 per cent) in no-building category are reported increase in number of schools in respective categories, while about 7 districts (30.43 per cent) in pucca building category, 7 districts (30.43 per cent) in partly pucca, 10 districts (43.48 per cent) in kutchha, 12 districts (42.86 per cent) in tent, 7 districts (30.43 per cent) in multiple type and 5 districts (21.74 per cent) in no-building category are reported decline in number of schools in respective categories during 2007 – 08 and 2009 – 10.

In respect of classrooms per institution, the maximum number of classrooms per institution is reported in the district of Hyderabad (3.82) followed by Ranga Reddy (2.94), Kurnool (2.21), Medak (2.13) and Warangal (2.10) while lowest found in the district of Srikakulam (1.29) among districts in the year 2009 – 10. Almost all the districts reported increase in the number of classrooms per institution during 2007 – 08 and 2009 – 10.

Almost all the districts reported decline in the percentage of single classroom schools during 2007 – 08 and 2009 – 10. Almost all the districts reported increase in the percentage of single teacher schools during 2007 – 08 and 2009 – 10.

Regarding pre-primary section, almost all the districts except Hyderabad and Nizamabad reported only less than 10 per cent of the school having pre-primary sections in 2009 – 10. Further, almost all the districts reported decrease in the percentage of schools having pre-primary sections during 2007 – 08 and 2009.
Almost all the schools in the districts are having black boards in the year 2009 – 10.

XII. Enrolment Conditions:

The maximum percentage of increase in total enrolment is reported in the district of Mahaboobnagar (14.39 per cent), followed by Kurnool (9.70 per cent), East Godavari (8.23 per cent) and Srikakulam (8.22 per cent) while lowest found in the district of Anantapur (0.003 per cent) among districts in the year 2009 – 10. About 4 districts (17.39 per cent) for total enrolment 5 districts (21.74 per cent) for enrolment in government schools, 3 districts (13.04 per cent) for enrolment in private schools reported decrease during 2007 – 08 and 2009 – 10.

About 8 districts (34.78 per cent) are reported increase while 12 districts (52.17 per cent) reported decrease in the percentage of OBC enrolment during 2007 – 08 and 2009 – 10. Further, almost all the districts except Visakhapatnam and Prakasam reported decrease in the percentage of Muslim enrolment during 2007 – 08 and 2009 – 10. Regarding Scheduled Caste (SC) enrolment, about 7 districts (30.43 per cent) are reported increase while 12 districts (52.17 per cent) are reported decrease in the percentage of SC enrolment during 2007 – 08 and 2009 – 10. Further, about 13 districts (56.52 per cent) reported increase while about 6 districts (26.09 per cent) reported decrease in the percentage of ST enrolment during 2007 – 08 and 2009 – 10.

About 15 districts (65.22 per cent) are reported increase while 7 districts (30.43 per cent) reported decrease in the percentage of girls enrolment during 2007 – 08 and 2009 – 10. Similarly, about 10 districts (43.48 per cent) are reported increase while 8 districts (34.78 per cent) reported decrease in the percentage of OBC girls enrolment to the total enrolment during 2007 – 08 and 2009 – 10. Regarding Muslim girls enrolment, about 14 districts (60.87 per cent) reported more than 50 per cent of the Muslim girls enrolment to the total Muslim enrolment in the year 2009 – 10. About 11 districts (47.82 per cent) are reported increase while 9 districts (39.13 per cent) reported decrease in the percentage of Muslim girls enrolment to the total Muslim enrolment during 2007 – 08 and 2009 – 10. Regarding SC girls enrolment, about 12 districts (52.17 per cent) reported
increase while 9 districts (39.17 per cent) reported decrease in the percentage of SC girls to total SC enrolment during 2007 – 08 and 2009 – 10. About 16 districts (69.59 per cent) reported increase while 4 districts (17.38 per cent) reported decrease in the percentage of ST girls enrolment to the total ST enrolment during 2007 – 08 and 2009 – 10.

About 19 districts (82.60 per cent) and 4 districts (17.39 per cent) for Class V reported maximum enrolment among district in the year 2009 – 10. About 13 districts (56.52 per cent) for Class – I, 19 districts (82.61 per cent) for Class – II, 18 districts (78.26 per cent) for Class – III, 5 districts (21.74 per cent) for Class – IV and 6 districts (26.09 per cent) for Class – V reported decrease.

XIII. Performance Indicators of Primary School:

About 16 districts (69.57 per cent) are reported increase while 6 districts (26.08 per cent) reported decrease in the percentage of schools with less than 50 students during 2007 – 08 and 2009 – 10. Similarly, about 18 districts (78.26 per cent) are reported increase while 4 districts (17.39 per cent) reported decrease in the value of percentage of schools with PTR > 100 during 2007 – 08 and 2009 – 10. About 14 districts (60.87 per cent) are reported increase while 1 district (4.34 per cent) reported decrease and 8 districts (34.78 per cent) reported no change in the values of PJR during 2007 – 08 and 2009 – 10.

XIV. Enrolment Indicators:

Almost all the districts except Hyderabad and Ranga Reddy are reported decrease in the percentage of schools with SCR > 60 during 2007 – 08 and 2009 – 10. Further, about 12 districts (52.17 per cent) are reported more than 70 per cent of enrolment in government schools during this period. About 12 districts (52.17 per cent) are reported increase while 11 districts (47.83 per cent) reported decrease in the percentage of total grossness during 2007 – 08 and 2009 – 10. About 13 districts (56.52 per cent) are reported increase while 8 districts (34.78 per cent) reported decrease in the values of retention rate during 2007 – 08 and 2009 – 10. Similarly, about 8 districts (34.78 per cent) are reported increase while 8 districts (34.78 per cent) reported decrease in the values of GPA during 2007 – 08 and 2009 – 10. Almost all the districts reported decline in the value of RR
during 2007 – 08 and 2009 – 10. Similarly, almost all the districts except Karim Nagar and Hyderabad reported increase in PR values during 2007 – 08 and 2009 – 10. About 17 districts (75.91 per cent) are reported increase while about 5 districts (21.70 per cent) reported decrease in the values of GER during 2007 – 08 and 2009 – 10. Similarly, about 17 districts (73.91 per cent) are reported increase while 6 districts (26.09 per cent) reported decrease in the value of NER during 2007 – 08 and 2009 – 10.

XV. Flow rates as per Class-wise:

About 20 districts (86.96 per cent) for Class – I, 19 districts each (82.61 per cent) for Class – II and III, 10 districts (43.48 per cent) for Class – IV, 21 districts (91.30 per cent) for Class – V are reported increase in the value of PR during 2007 – 08 and 2009 – 10. Similarly, about 20 districts (86.96 per cent) for Class – I, 23 districts each (100.00 per cent) for Class – II, III, IV and V are reported decrease in the value of RR during 2007 – 08 and 2009 – 10. Further, about 17 districts (73.92 per cent) for Class – I, 19 districts (82.61 per cent) for Class – II, 19 districts (82.61 per cent) for Class – III, 14 districts (60.87 per cent) for Class – IV and 18 districts (78.27 per cent) for Class – V are reported decrease in the value of DOR during 2007 – 08 and 2009 – 10.

XVI. Dropout Conditions:

Further, about 12 districts (52.17 per cent) are reported increase while about 10 districts (43.48 per cent) reported decrease in dropout rates during 2007 – 08 and 2009 – 10. Regarding class-wise, about 7 districts (30.43 per cent) for Class – II, 14 districts (60.87 per cent) for Class – III, 1 district (4.35 per cent) for Class – IV and 1 district (4.35 per cent) for Class – V reported maximum number of dropouts among districts during this period.

XVII. Examination Results of the Primary Schools:

Further, about 19 districts (82.61 per cent) for boys and 16 districts (69.57 per cent) for girls are reported more than 99 per cent passed during this period. Further, about 20 districts (86.96 per cent) for boys and 18 districts (78.76 per cent) for girls are reported increase in the percentage of pass during 2007 – 08 and 2009 – 10.
XVIII. Benefits and Grants received from the Government:

About 18 districts (78.26 per cent) are reported more than 70 per cent of the schools received development grant during this period. About 7 districts (30.43 per cent) reported are increase while 16 districts (69.57 per cent) reported decrease in the percentage of schools received grant during 2007–08 and 2009–10. During, about 6 districts (26.09 per cent) are reported increase while 17 districts (73.91 per cent) reported decrease in the percentage of schools received TCM grant during 2007 – 08 and 2009 – 10. Almost all the districts are reported decrease in the book received for boys during 2007 – 08 and 2009 – 10. Further, almost all the districts reported decline in the books received by girls during 2007 – 08 and 2009 – 10. Almost all the districts are reported decline in the number of boys received uniforms during 2007 – 08 and 2009 – 10. Regarding girls, about 12 districts (52.17 per cent) reported more than 2000 girls received uniforms during this period. About 16 districts (69.57 per cent) reported increase while 6 districts (26.08 per cent) reported decrease in number of girls received uniforms during 2007 – 08 and 2009 – 10.

It is evident from the above analysis that the access of primary school is relatively lower particularly in Vizianagaram, Srikakulam districts. Amenities such as common toilets, girls toilets, drinking water facility and kitchen shed availability is also relatively lower in the above mentioned districts. Relatively higher proportion of schools come under no building category. Similarly, the proportion of classroom having major and minor repairs is also higher in these two districts. The proportion of single classroom schools and single teacher schools are also very high in the districts of Srikakulam, Vizianagaram. Besides this the schools conducting pre-primary sections are also said to be low in almost all the districts, particularly in Srikakulam and Vizianagaram districts. Moreover, the growth of enrolment in both government and private schools is also lower and it is further lower in the districts of Vizianagaram. Relatively lower enrolment is reported in the SC and ST and Muslim categories in Vizianagaram and Srikakulam districts. A similar trend could be noticed in the case of girls enrolment in respective categories. The performance indictors such as PJR, SCR, PTR > 100, Retention rate, GPA and percentage of total grossness etc is also showing lower status in the primary schools of Srikakulam and Vizianagaram.
districts. A considerable higher proportion of dropouts is also reported in the above mentioned districts. However, the proportion of passed out and passed with more than 60 per cent is also reported at satisfactory levels.

It may conclude that the levels of the development of primary education is relatively lower particularly in Vizianagaram and Srikakulam districts contrast to the other districts. Keeping the above aspects under consideration, the Vizianagaram district is selected for the detailed study. The details are presented in the succeeding chapters.

Chapter – IV: PROFILE OF STUDY AREA

An attempt is made in this chapter to analyse the physical and socio-economic characteristics of the study area.

Site and Situation:

Vizianagaram district was formed as 23rd district in the state of Andhra Pradesh. Vizianagaram was the district head quarters. The district constitutes the portions of both Srikakulam and Visakhapatnam districts. The district is a part of the north coastal plains of Andhra Pradesh and lies between 17°15’ to 19°15’ north latitude and 83° to 83°45 of the eastern longitude.

Historical Background:

Vizianagaram district is the part of the Kalinga is one of the political divisions of ancient India. The Kalinga empire spread from Cuttack in Orissa to Pithapuram in East Godavari district. The Nandas ruled the area between 467 BC to 336 BC. After the Nandas, the Mauryas, the Cholas, the Satavahanas, the Pitribhaktas, the Matharas, the Vasisthas, the Vishnukudins, the Early Eastern Gangas, the Eastern Chalukyas of Vangi, the Late Eastern Gangas, the Reddis of Rajahmundry and the Velanati Cholas and the Kakatiyas upto 1210 AD. The unforgettable historical event in the history of the district which occurred the war between the Rajas of Vizianagaram and Bobbili. Popularly knows as ‘Bobbili Yudham’. The bravery and valour of the soldiers of Bobbili displayed in this war as is still remembered by the people of the area. Another important event in the history of the district is the war between the French and the English fought at
Chandurthi in 1758 in which the French were defeated and the Northern Circars were made over to the British under a firmana from the Mughal Emperor Shah Alam in 1765 which were placed under the existing chief and council of Vizianagaram. After the abolition of the Zamindars in 1948, Visakhapatnam district was found to be unwieldy for administrative purposes. Consequently, Srikakulam district was carved out in 1950 bifurcating it from Visakhapatnam district. In 1979, the talukas of Parvathipuram, Kurupam, Salur, Bobbili, Badangi and Cheepurupalli from Srikakulam district and some taluks of Visakhapatnam transferring and forms Vizianagaram district.

**Physical characteristics of Vizianagaram district:**

The district can be divided into two distinct natural physical divisions i.e. plains and hilly regions. The hilly region is mostly covered with densely wooded forests and comes under agency tract of the district. The plain portion of the district is a well cultivated tract.

The climate of the district is characterized by high humidity all the year round with oppressive summer and found seasonal rainfall. The summer season is from March to the middle of June. This is followed by the south-west monsoon season, which lasts up to about second week of October. The period from mid October to the end of November constitutes the post monsoon or retreating monsoon season. December to February is the season of generally fine weather. From the middle of the February, the temperature rises rapidly till May which is the hottest month with mean daily maximum temperature at about 35°C and the mean minimum at about 27°C. December and January are the coolest months with mean daily maximum temperature about 28°C and the mean daily minimum temperature at about 18°C. The normal annual rainfall for the district is 1131 mm. the district mostly gets rainfall during both the monsoon season of South-West and North-East. June (380 mm) and September (321 mm) are the heavy rainfall months in the year. The main soils in the district area red soils, sandy loams and sandy clay and they constitute 96 % of the total area. The total geographical area of the district is about 653900 hectares of which maximum extent is found in the category of net area sown (273928 hectares), followed by forests (119303 hectares), land put to non-agricultural uses (77320 hectares), barn and un-
cultivatable land (73621 hectares), other fallow lands (65055 hectares), current follow lands (24724 hectares), land under miscellaneous tree crops and grooves not include in the net area sown (11155 hectares), permanent pastures and other grazing lands (4899 hectares) while lowest found in the category of cultivable waste (3826 hectares) respectively.

The district is drained by the rivers of Nagavali, Gosthani, Suvarnamukhi, Champavathi, Vegavathi and Gomukhi which pass through plains and hilly regions.

Section – II: Socio-Economic and Demographic Characteristics of the Study Area

The total population of the district is about 2249254 of which 1119541 are males and rest 1129713 females. The population increase is 6.55 for the district as against 14.6 per cent for the state. Out of the total, the scheduled caste population is 23802 and scheduled tribe population is 214839 which comes to 10.58 and 9.55 per cent respectively. The Vizianagaram district extends over an area of 6539 sq km covering 1851 villages (1554 rural villages + 27 villages included in 12 towns) of which 69 are uninhabited.

The total literates in the district are 9.97 lakhs of which male literates are 62.37 per cent and 39.97 per cent are female literates. The percentage of total literacy is 44.3 per cent and it is lower than to the state (60.47 per cent). Similarly, the male literacy is about 54.00 per cent in the district and it is also relatively lower contrast to the state figures (70.32 per cent) while female literacy is about 34.7 per cent and it is also lower when compared to the figures of the state (50.43 per cent).

The working population of the district is 1174164 of which 71.70 per cent are main workers and 22.30 per cent are marginal workers. The population of the non-workers are 1075090 which is 47.79 per cent of the total population. Of the total workers, cultivators are 331882 (28 %), agricultural labourers are 471281 (40 per cent), house hold industry workers are 43405 (4 %) and other workers are 327496 (28 per cent).
The total extent of gross cropped area in the district is 3.73 lakh hectares of which net cropped area is about 2.74 laksh hectares. The district constitute 2.97 per cent of the gross cropped area and 2.71 per cent of the net cropped area of the state. The maximum extent of the area about 1.08 lakh hectares is under rice, followed by ground nut (0.24 lakh hectares), green gram (0.169 lakh hectares), black gram (0.18 lakh hectares), maize (0.17 lakh hectares), and cotton (0.9 lakh hectares) in the year 2009 – 10. The maximum production about 2.39 lakh tones is found in the category of rice, followed by maize (0.63 lakh tones), ground nut (0.33 lakh tones), cotton lint (0.45 lakh tones), black gram (0.08 lakh tone) produced in the year 2009 – 10.

The total farmers in the district is about 429239 of which maximum number about 324099 (75.5 per cent) are marginal farmers followed by small farmers 68272 (15.91 per cent) and rest 36868 (8.5 per cent) are other farmers. Similarly, the total extent of land size holdings in the district is about 858797 acres of which maximum extent 321359 (37.41 per cent) is under other farmers, followed by marginal farmers extent of 302183 acres (35.19 per cent) while lowest found in small farmers extent of 235255 acres (27.39 per cent). The average land size holdings about 0.93 acres for marginal farmers, 3.44 acres for small farmers, 8.71 acres for other farmers and 2.00 acres for farmer as a whole respectively.

The total grass cropped area in the district is 3.73 lakhs hectares of which 1.53 lakh hectares (41.02 per cent) has irrigation facility. The major and medium irrigation sources in the study area are Thotapally regulator, Denkada, Tatipudi reservoir, Vegavathi Anicut, Pedda Arikalamma Anicut, Vattigedda, Vengalaraya Sagaram, Andra, Pedda Gedda reservoir and other minor irrigation schemes.

**Live stock resources / Fisheries:**

There are about 491674 cattle, 259804 buffaloes, 388152 sheep, 204680 goats, 25962 pigs and 1965212 poultry is found in the study area. The total quantum of inland fish production is about 1544.09 tonnes. The total value of the fish production is about Rs. 221.76 lakhs. The major varieties of the inland fish are barbus, carps, prawn, murrells, etc. In respect of marine fish, the total quantum
of production is about 8611.00 tones. The major species of the marine fish are mackerel and shrimp, etc.

The total forest area in the district is about 119303 hectares. The forest areas predominantly found in the mandals of Gummalaxmipuram, Kurupam, Pachipenta, Salur, Mentada, etc.

**Industries:**

There are about 23 large and medium scale industries found in the study area. The total capital investment of these units is about Rs. 1475.07 lakhs and it provides employment to 24717 persons. The total value of the product is about Rs. 183385.53 lakhs. Regarding small scale industries, there are about 3621 units found in the district. The total investment of these units is about Rs. 24980 lakhs. It provides employment for about 36768 workers. In respect of cottage industries, the total number of units in the district are about 98 and provide employment for 685 persons. The total investment is about Rs. 583.28 lakhs. The major categories of cottage industries are tent house, and clay bricks (20 units each).

The total minerals production in the study area is about 8.76 lakh tones of which maximum production is found in the category of road metal and building stone (4.71 lakh tones), followed by manganese ore (2.43 lakh tones), gravel (0.68 lakh tones) and quartzite (0.65 lakh tones). The total value of the minerals production is about Rs. 7667.3 lakhs.

**Facilities:**

There are about 2431 primary schools, 428 upper primary schools, 382 high schools, 95 junior colleges, 39 degree colleges, 12 BEd Colleges, 11 ITIs, 8 polytechnic colleges, 8 engineering colleges, 3 pharmacy colleges, 1 medical college, 1 post graduate centre providing educational facilities in the study area. There are about 11 hospitals, 60 PHCs, 4 Government hospitals, 10 other dispensaries, 184 doctors and 1086 beds are available in the district.
The total length of railway track in the district is about 260.44 km. The entire track is broad-gauge. The total number of railway stations in the study area is about 31. The total road length in the study area is about 5310 KM. The study area has 200 km of national highways, 122.41 km of state highways, 695.87 km of major district roads, 947.66 km of other district roads (come under Road and Buildings), 215.61 km of Zilla Parishad roads and 3128.25 km of village roads respectively.

In respect of bus service, the total number of buses operated by APSRTC is 385 and carried about 57.00 lakhs passengers. The total earnings of the service is about Rs. 9041.76 lakhs. The vehicle strength in the district is about 156008 of which maximum number 2-wheelers (134061) followed by auto-rickshaws (9890), cars (7992), tractors and trailers (6440), goods vehicles (5405) and busses (436) respectively.

Regarding communication, there are about 3 head post offices, 66 sub post offices, 554 branch post offices, 4403 PCOs and 73 mobiles towers.

There are about 95 primary agricultural societies and 15 cooperative banks are providing credit services in the study area. The average served population is about 24661 for society and 156191 for cooperative bank. About 93 rural live stock units, 18 assistant directors, 53 veterinary assistant surgeons, 30 junior veterinary officers, 64 live stock assistants, 11 veterinary hospitals and 50 dispensaries are providing the veterinary services in the study area.

The important religious, historical and tourist places in the study area are Pydithalli Ammavri temple, Tripurantakia Swamy temple, Jaganadha Swamy temple, Sunichi Temple, Kanyaka Parameswari temple, Vizianagaram Fort, Ganta Stambham, Moti Mahal, Dudh Khanna, Alakananda Palace, Korukonda Palace, Perla Lane, Bobbili Fort, Rajamahal, Bobbili Guest House, Ramathertham, Govindapuram, Thotapalli, Gosthani Sarovar Vihar, Puniyagiri, Dharmavaram and Samvara are important places located in and around Vizianagaram.
It is evident from the above discussions that, the Vizianagaram district has historical importance since ancient periods to modern periods. The socio-economic and cultural characteristics are unique and different to the other areas. The district has good natural resources particularly for the development of agriculture, dairying, live stock, mining and forest sectors. However, the existing levels of the development of the above mentioned sectors are not upto the mark. Still, the lower levels of literacy reported in the entire district. The discussions in the earlier chapter is also indicated that the functional status of the primary education is also not upto the mark. Keeping the above aspects under consideration, an attempt is made to analyse the primary education scenario in the district at grassroot levels.

Chapter – V: ASSESSMENT OF THE SCENARIO OF PRIMARY EDUCATION IN THE STUDY AREA:

An attempt is made in this chapter not only to assess the levels of the development of the primary education in the study area but also determined the status of the levels of the development of primary education in the study area relating to the north coastal Andhra, coastal Andhra and Andhra Pradesh as a whole. Further the study also analyzed the levels of the development of primary educations as per the mandal-wise in the study area to determined imbalances and gaps exist in the levels of the development of primary education among mandals. For this purpose, the study collected the information at mandal levels and district levels from the Department of Education and relating organizations.

Section – I: Assessment of the levels of the development of primary education in the study area relating to north coastal Andhra, coastal Andhra and Andhra Pradesh

Primary Schools as per Management-wise:

The total primary schools in the study area is 2517 in the year 2011-12. Of the total, maximum number about 1743 (69.25 per cent) are Mandal Praja Parishad / Zilla Praja Parishad schools followed by state government schools (17.24 per cent) and private unaided (6.48 per cent) while lowest is found in the private aided category (2.94 per cent). The average served population per
institution is 5398 per state government school, 1344 for MPP / ZPL, 22,746 for MPL and 931 per institution in the study area as a whole. It is relatively lower when compared to the figures of the north coastal Andhra, Coastal Andhra and Andhra Pradesh.

**Teachers access in primary schools:**

The total number of teachers in the primary school in the study area is 6305. Of which maximum number of teachers about 4131 (65.52 per cent) is found in the MPP / ZPP schools, followed by private aided schools (17.49 per cent) and state government schools (9.39 per cent) while lowest found in private aided schools (2.27 per cent) in the year 2011-12. Regarding teachers per institutions, the teacher per institute in the study area is about 2.51 in the year 2011 – 12. The maximum number of teacher per institute is found in the schools of private unaided (6.76) followed by MPL (3.26) and MPP / ZPP (2.37) while lowest found in the state Government schools (1.93) among schools in the study area. The teachers per institute in the study area is relatively higher contrast to the figures of the north coastal Andhra while it is relatively lower when compared to the figures of the coastal Andhra and Andhra Pradesh. In respect of teacher per student, the teacher per student in the primary schools in the study area is 23.23 and it is relatively lower when compared to the figures of the north coastal Andhra, coastal Andhra and Andhra Pradesh in the year 2011-12. The maximum number of student per teacher about 44.00 is found in the private aided schools, followed by private unaided (30.44) and MPP / ZPP (21.51) while lowest found in the state government schools (18.65) among schools in the year 2011-12.

**Vidya volunteer access in primary schools:**

The Vidya volunteer is found in the state government, MPP / ZPP and municipal schools only. The total Vidya volunteers is found in the study area is about 548 of which the maximum number about 414 (75.54 per cent) is found in the MPP / ZPP schools followed by state government schools (23.18 per cent) while lowest found in municipal schools (1.28 per cent) in the year 2011-12. The proportion of Vidya volunteers in the state government schools and MPP / ZPP is relatively higher when compared to the figures of the coastal Andhra and Andhra Pradesh. The number of Vidya volunteers per institute in the study areas is 4.59
and it is relatively higher when compared to the figures of the north coastal Andhra, coastal Andhra and Andhra Pradesh. The Vidya volunteers per student in the study area is 267.29 and it is relatively higher when compared to the figures of the north coastal Andhra, coastal Andhra and Andhra Pradesh in the year 2011-12.

**Enrolment:**

The total enrolment in the primary schools in the study area is 1,46,474 of which maximum enrolment about 88,876 (60.68 per cent) is found in the MPP / ZPP schools, followed by private unaided schools (22.92 per cent) and state government (7.54 per cent) while lowest found in private aided schools (4.30 per cent) in the year 2011-12. The proportion of enrolment in MPP / ZPP schools is relatively higher in the study area contrast to the figures of the north coastal Andhra, coastal Andhra and Andhra Pradesh. The total enrolment per primary schools in the study areas is about 58 in the study areas as a whole and it is relatively lower when compared to the figures of the north coastal Andhra, coastal Andhra and Andhra Pradesh.

**Extent of out of school children:**

The total number of out of school children is about 14,604 of which maximum number about 9223 (63.15 per cent) are girls and rest (36.85 per cent) are boys in the study area as a whole in the year 2011-12. The similar trend could be noticed in the case of north coastal Andhra, coastal Andhra and Andhra Pradesh. Regarding community-wise, the maximum percentage of out of school children 86.52 per cent for boys 92.23 per cent, for girls and 90.12 per cent for all is found in other community. The proportion of out of school children in the study area is about 5.18 per cent for boys, 8.95 per cent for girls and 7.05 per cent for all. The proportion of out of school children is relatively higher in the study area when compared to the figures of north coastal Andhra and Andhra Pradesh while it is lower contrast to the figures of the coastal Andhra.

**Enrolment rates:**

The enrolment rates in the study areas is 94.82 for boys, 91.05 for girls and 92.92 for all in the year 2011-12. The enrolment rates in the study area is
relatively lower for boys, girls and all when compared to the figures of the north coastal Andhra and Andhra Pradesh while it is relatively higher contrast to the figures of the coastal Andhra. Regarding community, relatively higher proportion of enrolment rates is about 151.97 for boys, 136.28 for girls and 144.05 for all reported in the scheduled tribes, followed by scheduled castes while lowest found in the other community for all categories.

The total enrolment in the study areas is about 1,97,151 of which maximum proportion of students is found in class – III (20.49 per cent), followed by class – II (19.83 per cent) class – IV (19.44 per cent) and class – V (19.37 per cent) while lowest found in pre-primary classes (2.45 per cent) in the year 2011-12. The proportion of enrolment in preprimary and class-I is relatively lower in the study area when compared to the figures of the north coastal Andhra, coastal Andhra and Andhra Pradesh. The average enrolment per institution is 78 in the study area and it relatively lower when compared to the figures of the north coastal Andhra, coastal Andhra and Andhra Pradesh. Further, the average students per institution in all classes is relatively lower in the study area contrast to the figures of the north coastal Andhra, coastal Andhra and Andhra Pradesh.

**Drop-out rates:**

The total dropout rates in the study area is 14.03 for boys and 10.41 for girls and 12.26 for all in the year 2011-12. The dropout rates of boys, girls and for all is relatively higher in the study area when compared to the figures of the north coastal Andhra, coastal Andhra and Andhra Pradesh. Further, the drop out rates of girls is relatively lower in almost all regions when compared to the figures of the boys.

Regarding community, the drop out rates of Scheduled castes is 11.61 for boys, 13.60 for girls and 12.57 for all in the study area and it is relatively higher contrast to the figures of the north coastal Andhra and coastal Andhra while it is relatively lower when compared to the figures of the Andhra Pradesh. The proportion of drop out rates of girls of Scheduled caste is relatively higher when compared to the figures of boys in the study area and it is relatively lower in north coastal Andhra, coastal Andhra and Andhra Pradesh. Similarly, the dropout rates
of the Scheduled tribes in the study area is totally absent for boys, 9.36 for girls and 3.62 per cent for all in the study area. Further, the drop out rates in the study area is relatively lower contrast to the figures of the north coastal Andhra, coastal Andhra and Andhra Pradesh. Further the dropout rates of girls is relatively lower in the study area when compared to the figures of the north coastal Andhra and coastal Andhra while it is relatively higher in Andhra Pradesh when compared to the figures of the boys. In respect of other castes the drop out rates of other castes in the study area is 11.82 for boys 10.62 for girls and 11.23 for all in the year 2011-12. The drop out rates of girls is relatively lower when compared to the figures of boys in the study area and also in other regions.

Section – II: Assessment of the scenario of primary education as per mandal-wise in the study area

Distribution and access levels of primary schools in the study area:

The total number of primary schools in the study area is 2431 of which maximum number of primary schools about 162 is found in Salur mandal followed by Kurupam mandal (159) Vizianagaram (128) Komarada (111) and Rambhadrapuram (110) while lowest found in the Badangi mandal (4) among mandals in the study area. The average served villages per institution in the study area is 1.64 villages. Further, about 16 mandals (47.05 per cent) has reported relatively higher served village per institution when compared to the figures of the study area as a whole.

The total population in the study area is 22,49,254 of which maximum population about 2,42,839 is found in Vizianagaram mandal, followed by Bobbili mandal (1,16,213) Parvathipuram mandal (1,08,289) and Salur (1,01,316) while lowest found in Pachipenta mandal (43,975) among mandals in the study area. Regarding served population per institution, the served population per institution in the study area is 936. Moreover, about 22 mandals (64.71 per cent) has reported relatively higher served population per institution when compared to the figures of the study area as a whole.
The total geographical area of the study area is about 6,639 sq. km. The maximum extent of geographical area is found in the Kurupam mandal (442 sq. km.) followed by Gummalaxmipuram (401 sq. km.) Salur mandal (396 sq. km.) and Pachipenta mandal (309 sq. km) while lowest found in Gajapatinagaram (121 sq. km.) among mandals in the study area as a whole. In respect of average served area per primary school, the average served area per primary school in the study area is 2.73 sq. km. Moreover about 19 mandals (55.88 per cent) in the study area has relatively higher served area per primary school when compared to the figures of the study area as a whole.

About 1409 villages (94.95 per cent) having primary schools in the study area. The number of villages not having primary schools in the study area is about 75 (5.05 per cent). Further, about 11 mandals (32.35 per cent) has reported relatively higher proportion of villages not having primary schools when compared to the figures of the study area as a whole.

**Enrolment as per Mandal-wise in the study area:**

The total enrolment in the study area is about 1,94,873 of which maximum number about 1,20,012 (51.39 per cent) are boys and about 1,13,530 (48.61 per cent) are girls in the year 2010-11. About 20 mandals (58.82 per cent) for boys and 14 mandals (41.18 per cent) for girls has reported decline in the proportion when compared to the figures of 2008-09. About 20 mandals (58.82 per cent) for boys, 18 mandals (52.94 per cent) for girls and 21 mandals (61.76 per cent) for total enrolment has reported relatively higher extent of decline when compared to the figures of the study area as a whole during this period.

Regarding community wise, of the total, maximum number of students about 1,43,401 (73.59 per cent) are other castes followed by scheduled tribes (15.79 per cent) and scheduled castes (10.23 per cent) while lowest found in minorities (0.39 per cent) in the study area as a whole in the year 2010-11. Regarding change, the proportion of other case students shows decline from 74.40 to 73.59 per cent, 10.79 to 10.28 per cent for scheduled castes while the proportion of scheduled tribes increase from 14.22 to 15.79 per cent and equal for minorities during 2008-09 and 2010-11 in the study area as a whole. Further,
about 18 mandals (52.94 per cent) for other caste students, 27 mandals (79.4 per cent) for scheduled caste students 9 mandals (26.47 per cent) for scheduled tribes and 10 mandals (29.41 per cent) for minorities has reported decline in the proportion of students enrolled when compared to the figures of the year 2008-09 in the study area as a whole.

The total number of girls student in the study area is about 95,250 of which maximum number of girl students above 11,030 is found in the mandal of Vizianagaram, followed by Bobbili (5515) Salur (5126) and Parvathipuram (4934) while lowest found in the mandal of Vepada (1528) among mandals in the year 2010-11. Further, about 16 mandals (47.06 per cent) for other castes, 24 mandals (70.59 per cent) for scheduled castes, 11 mandals (32.35 per cent) for scheduled tribes and 9 mandals (26.47 per cent) for minorities are reported decline in the percentages of the girl students in the year 2010-11 when compared to the figures of the 2008-09.

The proportion of girls students in other castes has reported decline about -16.70 per cent, -17.15 per cent for other castes, -20.26 per cent for scheduled castes and -7.79 per cent for scheduled tribes and -16.10 per cent for all communities, while the proportion of students in minorities reported increase in about 7.86 per cent during 2008-09 and 2010-11 in the study area as a whole. Further the proportion of girl students in about 17 mandals (50.10 per cent) for other castes 13 mandals (38.24 per cent) for Scheduled castes 19 mandals (55.88 per cent) for scheduled tribes and 16 mandals (47.06 per cent) for all communities and 8 mandals for minorities are reported higher decline when compared to the figures of the study area as a whole during 2008-09 and 2010-11.

**Primary education indicators as per mandal-wise in the study area:**

The total number of students in the study area is about 1,94,873 in the year 2011-12. The total number of teachers in the study area is 5,778. The number of students per primary school in the study area is 80.16 in the year 2011-12. Further, about 14 mandals (41.18 per cent) has relatively higher number of students per primary school when compared to the figures of the study area as a whole. Similarly, the total number of teacher per primary school in the study area is 2.38.
Further, about 17 mandals (50.00 per cent) has relatively higher number of teachers per primary school when compared to the figures of the study area as a whole. The number of students per teacher in the study area is 33.72. Further about 15 mandals (44.12 per cent) has relatively higher number of students per teacher when compared to the figures of the study area as a whole.

**Out of school children as per Sex and Mandal wise in the study area:**

The total out of school children in the study area is about 1364 of which maximum number about 700 (51.32 per cent) are boys and about 664 (48.68 per cent) are girls in the year 2010-11. Further, the out of school children is totally absent in 9 mandals (26.47 per cent) for boys, 6 mandals (17.65 per cent) for girls, 5 mandals (14.71 per cent) for all children in the year 2010-11. The proportion of out of school children is relatively higher in about 17 mandals (50.00 per cent) for boys and 12 mandals (35.29 per cent) for girls when compared to the figures of the 2008-09. In respect of growth, the total number of out of school children has been showing decline from 2786 to 1364 (-51.04 per cent) for all, from 1328 to 700 for boys (-47.29 per cent) and from 1458 to 664 for girls (-54.46 per cent) in the study area during 2008-09 and 2010-11. Moreover, about 5 mandals (14.71 per cent) for boys, 8 mandals (23.53 per cent) for girls and 6 mandals (17.65 per cent) out of school children has reported relatively lower when compared to the figures of the study during 2008-09 and 2010-11.

The total out of school children in the study area is about 1364 in the year 2010-11. Further about 8 mandals (23.53 per cent) for other castes 17 mandals each (50.00 per cent) for Scheduled castes and Scheduled tribes reported totally absent out of school children in respective mandals in the study area. However, the proportion of out of school children reported increase in about 9 mandals (26.47 per cent) for other castes, 13 mandals (38.24 per cent) for Scheduled castes and 14 mandals (41.18 per cent) for scheduled tribes when compared to the figures of 2008-09. Regarding change, the percentage of out of school children is reported decrease about -64.32 per cent for other castes, -44.01 per cent for Scheduled castes and -51.04 per cent for all communities while the proportion of out of school children in Scheduled tribes has shown increase about 108.72 per cent during 2008-09 and 2010-11. Further about 4 mandals each (11.76 per cent)
for other castes, scheduled castes and all communities are reported lower rate of decline in out of school children when compared to the figures of the study area, while about 8 mandals (23.53 per cent) reported increase in out of school children for Scheduled tribes when compared to the figures of the study area as a whole.

The total number of girls out of school in the study area is 664. Moreover about 8 mandals (23.53 per cent) for other castes, 10 mandals (29.41 per cent) for Scheduled castes and 13 mandals (38.24 per cent) for Scheduled tribes has reported increase in the proportion of girls out of school in the year 2010-11 when compared to the figures of the 2008-09. The proportion of decline in the girls out of school for other castes is -66.35 per cent, -42.68 per cent for Scheduled castes and -54.46 per cent for all communities while the proportion of girls out of school children has been increase about 86.27 per cent of Scheduled tribes in the study area during 2008-09 and 2010-11.

Gaps and imbalances exist in the levels of the development of primary education among mandals and in the study area as a whole should be eliminated at grassroots level to achieve the objectives of the Universal Primary Education and Sarva Siksha Abhiyan programme in short and long term perspectives.

Chapter – VI: MEASUREMENT OF THE ATTITUDES OF THE RESPONDENTS ON FUNCTIONAL STATUS OF PRIMARY SCHOOLS IN THE STUDY AREA

In this chapter, the study conducted field surveys among different segments such as institution, students, parents, teachers and village representatives with specific schedule. The entire study area is divided into four zones such as Tribal, uplands, plains and urban areas based on the physical socio-economic and cultural condition of the area.

Section – I: Institutional Status

Operational length of the institutions:

About 33.33 per cent of the primary schools in tribal, 30.40 per cent in upland, 100-00 per cent in plain, 66.67 per cent in urban and 62.50 per cent in the study areas as a whole functioning more than 26 years.
Facilities exist in the primary schools:

That maximum proportion of the schools about 66.67 per cent in tribal, 83.33 per cent each in uplands and plains, 66.67 per cent in urban and 75.00 per cent in the study area as a whole has own buildings. In respect of rooms, maximum proportion of schools about 50.00 per cent each in tribal and uplands and 41.67 per cent in the study area as a whole has 1 room, while maximum proportion of schools about 50.00 per cent in plain has 2 rooms.

That maximum proportions of the schools about 83.33 per cent each in tribal and urban, 100 per cent each in upland and plain and 91.67 per cent in the study area as a whole are electrified. Similarly, almost all the schools having black boards except in plain and urban region. About 83.33 per cent of the schools in tribal, 50.00 per cent each in upland and plain, 66.67 per cent in urban and 62.50 per cent in the study area as a whole has toilet facility. Relatively higher proportions of respondents about 83.33 per cent each in tribal and urban, 50.00 per cent each in upland and plain, and 66.67 per cent in the study area as a whole has cooking room.

About 50.00 per cent of the primary schools 33.33 per cent each in uplands, and urban, 83.33 per cent in plain and 50.00 per cent in the study area as a whole has more than 2 teachers.

Enrolment:

The total enrollment in the total sample as a whole is 1893 of which maximum number 1032 (54.52 per cent) are girls and rest 861 (45.48 per cent) are boys. In respect of class-wise, maximum number of students for boys (217), girls (239) and all (426) found in class – III while lowest number is found in class – I for boys (134), girls (170) and all (304) among classes. Further, almost all classes reported more number of girls when compared to the boys. In respect of averages, the average student per institute in the sample as a whole is about 35.88 for boys, 43.00 for girls and 78.89 for total students as a whole.
Dropouts:

Almost all the schools in the sample reported nil dropouts. However, only one school in Chinabantupalli village in upland is reported 9 dropouts (5 boys + 4 girls).

Grants Status:

About 66.67 per cent of the schools each in tribal and uplands, 83.33 per cent in plain, 50.00 per cent urban and 66.67 per cent in the study area as a whole reported to receive grants under Sarva Shiksha Abhiyan programmes, while about 50.00 per cent of the schools each in tribal, uplands, and urban 83.33 per cent in plain and 45.83 per cent in the study area as a whole received grants under district primary education programmes. Similarly, about 50.00 per cent of the schools in tribal, 16.67 per cent in uplands, 33.33 per cent in plain, 87.33 per cent in urban and 45.83 per cent in the study area as a whole received grants under Mahila Samakya programmes while about 50.00 per cent of the schools each in tribal and urban, 66.67 per cent in uplands, 83.33 per cent in plain and 62.50 per cent in the study area as a whole received grants from mid-day meal scheme.

Problems exist in the schools:

That maximum proportion of schools about 66.67 per cent in tribal 100.00 per cent each in upland, and urban 83.33 per cent in plain and 87.50 per cent in the study area as a whole reported problem in enrolment, while about 50.00 per cent of school each in tribal and urban, 66.67 per cent each in upland and plains and 58.33 per cent in the study area as a whole reported problem exist in dropouts. Almost all the schools (100.00 per cent each) in tribal and plains, 66.67 per cent in uplands, 50.00 per cent in urban and 79.17 per cent in the study area as a whole reported problem exist in facilities access, while 100.00 per cent of the schools each in the tribal and plains, 83.33 in uplands, 66.67 per cent in urban and 91.67 per cent in the study area as a whole reported problems exist in receiving grants. Regarding programme implementation, about 83.33 per cent of schools each in tribal, plain and urban, 100.00 per cent in uplands and 87.50 per cent in the study area as a whole reported problems exist in programme implementations.
Section – II: Attitudes of the students on functional status of primary schools

Socio-Economic Characteristics of the Respondents:

That maximum proportion of the students about 93.33 per cent in tribal region 86.67 per cent in uplands, 70 per cent in plains, 93.33 per cent in urban and 85.83 per cent in the study areas as a whole reported the age of the respondents is 10 years and above. In respect of education, maximum proportion of the respondents about 60 per cent in tribal, 53.33 per cent in uplands, 63.33 per cent in plains and 56.67 per cent in urban and 58.33 per cent in the study area as a whole are studying V class. Regarding caste, maximum proportion of respondents about 66.67 per cent are scheduled tribes in tribal zone, while maximum proportion of backward castes respondents are found in the uplands, (73.33 per cent), plains and urban (83.34 per cent each) and study area as a whole (62.58 per cent)

Attitudes on the status of the facilities:

Relatively lower properties of respondents about 10.00 per cent each in tribal and uplands, 16.66 per cent in plains 20.00 per cent in urban and 14.17 per cent in the study area as a whole expressed the status of drinking water facility is bad. Similarly, about 13.33 per cent of respondents in uplands, 20.00 per cent in urban and 8.33 per cent in the study area as a whole expressed that the building condition is bad. Relatively lower proportion of the respondents about 13.33 per cent in uplands, 10.00 per cent in urban and 5.83 per cent in the study area as a whole is expressed the classroom condition is bad. The remaining respondents in almost all the regions expressed the classroom condition is satisfactory.

In respect of toilets, maximum proportion of respondents about 40.00 per cent in tribal, 76.67 per cent in uplands, 83.34 per cent in plains, 58.33 per cent in the study area as a whole expressed the toilets condition of the school is good. Regarding playground, maximum proportion of respondents about 40.00 per cent in tribal, 60.00 per cent in uplands, 90.00 per cent in plain, 43.33 per cent in urban and 58.33 per cent in the study area as a whole expressed the playground condition is good.
Attitudes of the respondents on status of implementation of primary education programmes:

Relatively lower proportion of respondents about 16.67 per cent in uplands and 20.00 per cent in urban area and 9.19 per cent in the study area as a whole is expressed the status of implementation of Sarva Shiksha Abhiyan is bad. Maximum proportion of respondents about 53.33 per cent each in tribal and plains, 40.00 per cent in uplands, 80.00 per cent in urban and 56.67 per cent in the study area as a whole is expressed the status of the programme is satisfactory. In respect of Mahila Samakya, maximum proportion of respondents about 53.33 per cent in tribal, 56.67 per cent in uplands, 76.66 per cent in plains, 50.00 per cent in urban and 66.67 per cent in the study area as a whole reported that the status of the programme is satisfactory. Regarding mid day meal scheme, maximum proportion of respondents about 83.33 per cent in tribal 66.67 per cent in plain, and 55.83 per cent in the study area as a whole reported that the status of programme implementation is good. However, relatively lower proportion of respondents about 13.33 per cent in uplands, 6.67 per cent in plain 3.14 per cent in urban and 5.84 per cent in the study area as a whole is expressed the status of the programme is bad.

Attitudes of the Respondents on status of the indicators of primary education:

That maximum proportion of respondent about 63.33 per cent in tribal, 73.33 per cent in uplands, 96.67 per cent in plain 66.67 per cent in urban and 75.00 per cent in the study area as a whole is reported that the teaching quality is good. Regarding supporting staff service, maximum proportion of respondents about 53.33 per cent in plain, 60.00 per cent in urban and 63.33 per cent in the study area as a whole is expressed the status of the service is good. In respect of financial status, maximum proportion of respondents about 60.00 per cent in uplands, 70.00 per cent in plains and 48.33 per cent in the study area as a whole expressed the status is good. Regarding enrolment status, maximum proportion of respondent about 96.66 per cent in plain expressed the enrolment is higher while maximum proportion of respondents about 80.00 per cent in tribal, 60.00 per cent in uplands, 56.66 per cent in urban and 50.00 per cent in the study area as a whole is reported the enrolment is moderate.
In respect of dropout, maximum proportion of respondents about 76.66 per cent in tribal, 60.00 per cent in uplands, and 53.33 per cent in the study area as a whole expressed is moderate. Regarding overall functional status, maximum proportion of respondents about 63.33 per cent in tribal 53.34 per cent in uplands, 93.33 per cent in plain, 80.00 per cent in urban and 72.50 per cent in the study area as a whole expressed the over all functional status of the primary school is satisfactory.

Attitudes of the respondents on problems exist in the schools:

About 46.67 per cent of respondents in tribal, 20.00 per cent each is uplands and plains, 56.67 per cent in urban and 35.83 per cent in the study area as a whole expressed the enrolment in the schools reported declining trend while about 30.00 per cent each of the respondents in tribal and uplands, 16.67 per cent in uplands, 23.33 per cent in plains and 25.00 per cent in the study area as a whole is reported the dropout rate is increasing. Similarly, 33.33 per cent of the respondent in tribal, 20.00 per cent in uplands, 43.33 per cent in plains, 30.00 per cent in the urban and 31.66 per cent in the study area as a whole is expressed the teaching quality is poor. Regarding grants aspects, about 30.00 per cent of the respondents in tribal, 43.33 per cent in uplands, 63.33 per cent in plans, 40.00 per cent in urban and 44.17 per cent in the study area as a whole is expressed the delay in grants received, while about 56.67 per cent of respondents in tribal, 40.00 per cent in uplands, 53.33 per cent in plain, 63.33 per cent in urban and 53.33 per cent in the study area as a whole is expressed the lower level utilization of the funds, similarly, about 16.67 per cent of respondents in tribal, 26.67 per cent in uplands, 30.00 per cent in plains, 40.00 per cent in the urban and 28.33 per cent in the study area as a whole reported misappropriation of grants in respective regions. In respect of facilities, about 73.33 per cent of respondents in tribal 93.33 per cent in uplands 86.67 per cent in plain 63.33 per cent in urban and 53.33 per cent in the study area as a whole expressed there is no ladies toilets while about 36.67 per cent of respondents in tribal, 60.00 per cent of uplands 50.00 per cent in plains 30.00 per cent in urban and 44.17 per cent in the study area as a whole expressed there is no toilets. Further, about 66.67 per cent of respondents in tribal, 60.00 per cent in uplands, 73.33 per cent in plains, 50.00 per cent in urban and
62.50 per cent in the study area as a whole is expressed poor maintenance of the toilets.

Regarding programme implementation, about 60.00 per cent of the respondents in tribal, 53.33 per cent in uplands, 63.33 per cent in plain, 70.00 per cent in urban and 61.67 per cent in the study area as a whole is expressed the lack of co-ordination is the problem in programme implementations while about 63.33 per cent of respondents in tribal, 40.00 per cent in uplands, 33.33 per cent in plains 56.67 per cent in urban and 48.33 per cent in the study area as a whole is expressed lack of proper planning in implementation of the programmes. Similarly, about 76.67 per cent of respondents in tribal, 86.67 per cent in uplands 73.33 per cent in plain, 83.33 per cent in the urban and 80.00 per cent in the study area as a whole is expressed the lack of proper monitoring in the implementation of the programme is the problem.

Suggestions of the respondents for the development of the schools:

About 60.00 per cent of the respondents in tribal, 36.67 per cent in uplands, 56.67 per cent in plain, 66.67 per cent in urban and 55.00 per cent in the study area as a whole suggested to conduct pre primary classes in every school while about 43.33 per cent of the respondent in tribal, 53.33 per cent in uplands, 63.33 per cent in plain, 70.00 per cent in urban and 57.50 per cent in the study area as a whole suggested to use the services of Anganwadi workers and Vidya volunteers to get more enrolment. Similarly, about 30.00 per cent of the respondents in tribal, 40.00 per cent in uplands, 53.33 per cent in plain, 63.33 per cent in urban and 46.67 per cent in the study as a whole is suggested to conduct enrolment campaigns for door to door by Vidya volunteer and Anganwadi workers.

Regarding dropouts, about 23.33 per cent of respondents in tribal, 43.33 per cent in uplands, 63.33 per cent in plain 66.67 per cent in urban and 49.17 per cent in the study area as a whole suggested to convince parents by Vidya volunteers and Anganwadi workers to continue schooling, while about 50.00 per cent of the respondents in tribal, 63.33 per cent in uplands, 70.00 per cent in plain, 80.00 per cent in urban and 65.83 per cent in the study area as a whole suggested
to provide financial assistance to poor children. Similarly, about 56.67 per cent of respondents in tribal, 63.33 per cent in upland, 73.33 per cent in plain, 70.00 per cent in urban and 65.83 per cent in the study area as a whole suggested to improve teaching quality further.

In respect of facilities, about 63.33 per cent of respondents in tribal, 43.33 per cent in uplands, 56.67 per cent in plain, 73.33 per cent in urban and 59.17 per cent in the study area as a whole, suggested to provide protected water facility. Similarly, about 43.33 per cent of the respondents in tribal, 63.33 per cent in upland, 60.00 per cent in plains, 70.00 per cent in urban and 59.17 per cent in the study area as a whole suggested to improve the maintenance of toilets while about 73.3 per cent of respondents in tribal, 70.00 per cent in uplands, 80.00 per cent in plains, 93.33 per cent in urban and 79.66 per cent in the study area as a whole suggested to provide ladies toilets separately.

Regarding grants, about 20.00 per cent of the respondents in tribal, 23.22 per cent in uplands, 36.67 per cent in plain, 43.33 per cent in urban and 30.83 per cent in the study area as a whole suggested to utilize grants properly. Similarly, about 40.00 per cent of respondents in tribal, 50.00 per cent in uplands, 60.00 per cent in plains, 66.67 per cent in urban and 54.17 per cent in the study area as a whole suggested to monitor properly in the utilization of grants while about 63.33 per cent of respondents in tribal, 43.33 per cent in uplands, 50.00 per cent in plains and 70.00 per cent in urban and 56.67 per cent in the study area as a whole to release the grants on right time.

In respect of programme implementation, about 60.00 per cent of the respondents in tribal, 70.00 per cent in uplands, 76.67 per cent in plains, 83.33 per cent in urban and 72.50 per cent in the study area as a whole suggested to improve the quality of food further, in mid-day meal programme while about 63.33 per cent of respondents in tribal, 76.67 per cent in uplands, 70.00 per cent in plains, 80.00 per cent in urban and 72.50 per cent in the study area as a whole is suggested to provide school uniform and the books with free of cost in right time. Similarly, about 26.67 per cent of respondent in tribal, 30.00 per cent in uplands,
43.33 per cent in plains, 60.00 per cent in urban and 40.00 per cent in the study area as a whole suggested to improve infrastructure facilities further.

**Section – III: Attitudes of the parents on functional status of primary schools**

**Socio-Economic characteristics of the Respondents:**

That maximum proportion of respondents about 80.00 per cent in tribal, 60.00 per cent in urban, 73.34 per cent in plains, 76.67 per cent in urban and 72.50 per cent in the study area as a whole age is in between 31 to 40 years. Regarding community, maximum proportion of respondents about 66.67 per cent in tribal area are scheduled tribes while maximum proportion of respondent about 73.33 per cent in uplands, 83.33 per cent each in plain and urban and 62.20 per cent in the study area as a whole are backward castes.

**Attitudes of the respondents on status of facilities in the primary schools:**

That maximum proportion of respondents about 76.67 per cent in tribal, 70.00 per cent in uplands, 86.66 per cent in plain, 53.33 per cent in urban and 71.67 per cent in the study area as a whole expressed the building conditions of the school is good. Regarding classroom condition, maximum proportion of respondents about 60.00 per cent in tribal 70.00 per cent in uplands 76.67 per cent in plain, 53.33 per cent in urban and 65.00 per cent in the sample as a whole expressed the classroom condition is good. In respect of playground, maximum proportion of respondents about 53.33 per cent in tribal 80.00 per cent in uplands 63.33 per cent in plains 60.00 per cent in urban and 66.00 per cent in the study area as a whole expressed the playground of the school is good. Regarding toilets, maximum proportions of respondents 50.00 per cent in tribal, 70.00 per cent in uplands, 96.67 per cent in plain, 53.34 per cent in urban and 55.00 per cent in the study area as a whole expressed the toilets condition is good.

**Attitudes of the respondents on status of indicators of primary education:**

That maximum proportion of the respondent about 80.00 per cent in tribal, 70.00 per cent in uplands, 90.00 per cent in plain, 66.66 per cent in urban and 76.67 per cent in the study area as a whole expressed the quality of teaching is good. Regarding enrolment, maximum proportion of respondents about 73.33 per
cent in tribal, 56.67 per cent in uplands, 46.67 per cent in urban and 52.50 per cent in the study area as a whole expressed the enrolment in the primary school is high. In respect of financial status, maximum proportion of respondents about 66.67 per cent in tribal, 70.00 per cent in uplands, 63.33 per cent in plain, 70.00 per cent in urban and 67.50 per cent in the study area as a whole expressed the financial status of the primary school is good.

Attitudes of the Respondents on implementation of primary education programmes:

That maximum proportion of respondents about 43.33 per cent in tribal, 60.00 per cent in uplands, 90.00 per cent in plain and 54.17 per cent in the sample as a whole expressed good implementation of Sarva Shiksha Abhiyan is good. Regarding, district primary education programme, relatively higher proportion of respondent about 53.33 per cent in tribal, 50.00 per cent in upland, 46.67 per cent in plain expressed the status of the programme is good. In respect of Mahila Samakhya, relatively higher proportion of respondents about 53.33 per cent in tribal, 50.00 per cent each in upland and plain; 56.67 per cent in urban and 52.58 per cent in the study area as a whole expressed the status of the programme is good.

Regarding mid-day scheme, relatively higher proportion of respondents about 50.00 per cent in tribal, 63.33 per cent in plain expressed the status of the programme is good. Further, about 13.34 per cent of the respondents in plain, 10.00 per cent in the urban and 5.83 per cent in the study area as a whole expressed the status of the programme is bad.

Attitudes of the respondents on problems exist in the primary schools:

About 40.00 per cent of the respondent in tribal, 30.00 per cent in uplands, 23.33 per cent in plain 36.63 per cent in urban and 32.50 per cent in the study area as a whole are reported decline in enrolment. Similarly, about 20.00 per cent of respondents in tribal, 40.00 per cent each in uplands and urban 66.67 per cent in plain and 41.67 per cent in the study area as a whole are reported increase in dropouts. About 26.67 per cent of respondents in tribal, 36.67 per cent in uplands, 53.33 in plain, 20.00 per cent in urban and 30.83 per cent in the study area as a
whole expressed the teaching quality is poor. Similarly, about 40.00 per cent of respondents in tribal, 36.67 per cent in uplands, 53.33 per cent in plain 20.00 per cent in urban and 37.50 per cent in the study area as a whole expressed delay in grants distribution, while about 26.67 per cent of respondents in tribal, 43.33 per cent in uplands, 33.33 per cent in plain, 50.00 per cent in urban and 38.33 per cent in the study area as a whole expressed grants are not utilized properly.

Regarding facilities, about 53.33 per cent of respondent in tribal, 56.67 per cent in uplands, 70.00 per cent in plain, 60.00 per cent each in urban and study area as a whole express there is no ladies toilets, while about 36.67 per cent of respondents in tribal, 30.00 per cent in uplands, 33.33 per cent each in plain, urban and in the study area as a whole expressed there is no toilets. About 50.00 per cent of respondents in tribal, 70.00 per cent in uplands, 80.00 per cent in plain, 86.67 per cent in urban and 71.67 per cent in the study area as a whole expressed poor maintenance of the toilets. In respect of programmes implementation, about 43.33 per cent of respondents in tribal, 36.67 per cent in uplands, 16.67 per cent in plain, 40.00 per cent in urban and 34.17 per cent in the study area as a whole expressed lack of coordination become a problem in implementation of programmes, while about 60.00 per cent of respondents in tribal, 53.33 per cent in uplands, 63.33 per cent in plain, 70.00 per cent in urban and 61.67 per cent in the study area as a whole expressed implementing the programmes with out proper planning and about 60.00 per cent of the respondents in tribal, 66.67 per cent in uplands, 70.00 per cent in plain, 80.00 per cent in urban and 69.17 per cent in the study area as a whole expressed lack of proper monitoring in implementation of the programmes.

**Suggestions for the Development of functional status of the primary schools:**

About 66.67 per cent of respondents in tribal, 73.33 per cent in uplands, 63.33 per cent in plains, 76.67 per cent in urban and 70.00 per cent in the study area as a whole suggested to conduct pre primary classed in every primary school. While about 60.00 per cent of the respondents in tribal, 53.33 per cent in uplands, 56.67 per cent in plains, 70.00 per cent in urban and 60.00 per cent in the study area as a whole expressed to use services of Anganwadi and Vidya volunteer to increase enrolment. Similarly, about 30.00 per cent of respondents in tribal, 43.33 per cent in uplands, 63.33 per cent in plains, 60.00 per cent in urban and 49.17 per
cent in the study area as a whole suggested to conduct enrolment campaigns door
to door by Vidya volunteers and Anganwadi Workers.

In respect of dropouts, about 60.00 per cent of respondents in tribal, 66.67
per cent in uplands, 70.00 per cent in plains, 76.67 per cent in urban and 68.33 per
cent in the study area as a whole suggested to convince parents by Vidya
volunteers and Anganwadi workers for continuation of schooling of the children
while about 76.67 per cent of respondents in tribal, 63.33 per cent in uplands,
66.67 per cent in plains, 53.33 per cent in urban and 65.00 per cent in the study area
as a whole suggested to provide financial assistance to poor children. Similarly,
about 63.33 per cent of respondents in tribal, 73.33 per cent in uplands, 66.67 per
cent in plains, 86.69 per cent in urban and 73.3 per cent in the study area as a
whole suggested to improve the teaching quality further.

Regarding facilities, about 43.33 per cent of respondents in tribal, 53.33 per
cent in uplands, 56.67 per cent in plains, 63.33 per cent in urban and 54.17 per cent
in the study area as a whole suggested to provide protected water facility in every
school. Similarly, about 46.67 per cent of respondents in tribal, 56.67 per cent in
uplands, 63.33 per cent in plains, 80.00 per cent in urban and 61.65 per cent in the
study area as a whole suggested to improve the maintenance of toilets, while about
30.00 per cent of respondents in tribal, 80.00 per cent in uplands, 76.67 per cent in
plains, 83.33 per cent in urban and 77.50 per cent in the study area as a whole
suggested to provide toilet in every school.

In respect of grants, about 63.33 per cent of respondents in tribal, 53.33 per
cent in uplands, 43.33 per cent in plains, 63.33 per cent in urban and 55.83 per
cent in the study area as a whole suggested to utilize grants properly while about
26.67 per cent of respondents in tribal, 43.33 per cent in uplands, 53.33 per cent in
plains, 66.67 per cent in urban and 47.50 per cent in the study area as a whole
suggested to monitor effectively in the utilization of grants. Similarly, about 63.33
per cent of respondents in tribal, 70.00 per cent in uplands, 66.67 per cent in
plains, 73.33 per cent in urban and 68.33 per cent in the study area as a whole
suggested to release grants in time. Regarding programme implementation, about
63.33 per cent of respondents in tribal, 66.67 per cent in uplands, 70.00 per cent in
plains, 83.33 per cent in urban and 70.83 per cent in the study area as a whole suggested to improve the quality of the mid-day meal, while about 53.33 per cent of respondents in tribal, 60.00 per cent in uplands, 50.00 per cent in plains, 70.00 per cent in urban and 58.33 per cent in the study area as a whole suggested to provide school uniforms and text books. Similarly, about 26.67 per cent of respondents in tribal, 36.67 per cent in uplands, 43.33 per cent in plains, 56.67 per cent in urban and 40.83 per cent in the study area as a whole suggested to improve the infrastructural facilities.

Section – IV: Attitudes of the teachers on functional status of the primary schools

Capabilities of the respondents:
That maximum proportions of teachers about 72.22 per cent in tribal, 83.33 per cent in uplands, 88.89 per cent in plain 94.44 per cent in urban and 84.72 per cent in the sample as a whole are post graduate. Regarding teaching experience, maximum proportion of respondents about 44.44 per cent in plains, 38.84 per cent in urban has more than 10 years experience.

Attitudes of the respondents on status of the indicators of primary education in the primary schools:
That maximum proportion of respondents about 72.22 per cent in tribal and 66.67 per cent in uplands expressed that the building condition of the school is satisfactory. Regarding teaching facility, maximum proportion of respondents about 50.00 per cent in tribal, 72.22 per cent in uplands, 66.67 per cent in plain 77.78 per cent in urban and 66.67 per cent in the study area as a whole expressed the teaching quality is good. Regarding services of the supporting staff, maximum proportion of respondents about 50.00 per cent in uplands 66.66 per cent in urban and 47.22 per cent in the study area as a whole expressed the services of supporting staff is good. In respect of financial status, maximum proportion of respondent about 61.11 per cent in tribal, 66.66 per cent in plain, 77.76 per cent in urban and 55.56 per cent in the study area as a whole expressed the status is good. Regarding enrolment, maximum proportion of respondent about 66.66 per cent
each in tribal and plains, 55.55 per cent in uplands, 71.78 in urban and 66.67 per cent in the study area as a whole expressed the enrolment is relatively higher.

Attitudes of respondents on the status of implementation of primary education development programmes:

That maximum proportion of respondents about 72.22 per cent in plain and 61.11 per cent in urban expressed the programme of Sarva Shiksha Abhiyan programme implementation status is good. Regarding distinct primary education programme, maximum proportion of respondent about 50.00 per cent in tribal, 61.11 per cent in plains, 55.55 per cent in urban and 47.22 per cent in the study area as a whole expressed the programme status is good. In respect of Mahila Samakhya, maximum proportion of respondents about 94.44 per cent in uplands, 50.00 per cent in plains, 55.53 per cent in urban and 59.72 per cent in the study area as a whole expressed the programme status is satisfactory. In respect of mid day meal, maximum proportion of respondents about 44.45 per cent each in uplands and urban 55.55 per cent in plain 43.06 per cent in the study area as a whole expressed the status of the programme is good. Relatively lower proportion of respondents about 56.67 per cent each in tribal, plain and urban, 22.22 per cent in uplands and 18.05 per cent in the study area as a whole expressed the status of the programme is bad.

Attitudes of the respondents on problems exist in primary schools:

About 27.78 per cent of respondents in tribal, 38.88 per cent in uplands, 53.55 per cent in plains,66.67 per cent in urban and 47.22 per cent in the study area as a whole expressed there is a decline in the enrolment, while about 27.78 per cent in tribal, 33.33 per cent each in uplands and plains, 55.55 per cent in urban and 37.50 per cent in the study area as a whole expressed increase in dropouts. Similarly about 22.22 per cent of respondents in tribal, 55.55 per cent in uplands, 50.00 per cent in plains, 83.33 per cent in urban and 52.76 per cent in the study area as a whole expressed quality of teaching is poor. In respect of grants, about 33.33 per cent of the respondents each in tribal, and uplands,44.44 per cent in plains 88.88 per cent in urban and 50.00 per cent in the study area as a whole expressed delay in the release of grants.
Regarding facilities about 50.00 per cent of the respondents in tribal, 61.11 per cent in uplands, 72.22 per cent in plains, 66.67 per cent in urban and 62.50 per cent in the study area as a whole expressed there is no ladies toilets while about 22.22 per cent of respondents in tribal 27.78 per cent in uplands, 38.33 per cent in urban and 30.56 per cent in the study area as a whole expressed there is no toilets in the schools. Similarly about 44.44 per cent of the respondents in tribal, 33.33 per cent each in upland and plains 22.22 per cent in urban and 33.33 per cent in the study area as a whole expressed maintenance of toilets is poor.

In respect of programmes implementation, about 55.55 per cent of respondents in tribal, 33.33 per cent in upland, 22.22 per cent in plains, 50.00 per cent in urban and 40.28 per cent in the study area as a whole expressed lack of coordination is exist in the implementation of programmes, while about 27.78 per cent of respondents in tribal, 44.44 per cent in uplands, 55.55 per cent in plains, 72.22 per cent in urban and 50.00 per cent in the study area as a whole expressed there is no proper planning in implementation of the programmes. Similarly, about 33.33 per cent of respondents in tribal, 44.44 per cent in uplands, 55.55 per cent in plains, 94.44 per cent in urban and 56.94 per cent in the study area as a whole expressed lack of proper monitoring in implementation of programmes.

**Suggestions of the respondents for the development of functional status of primary schools:**

About 55.55 per cent of respondents in tribal, 66.67 per cent in uplands, 83.33 per cent in plain, 77.78 per cent in urban and 70.83 per cent in the study area as a whole suggested to conduct pre primary classes in every school. About 22.22 per cent of respondents in tribal, 38.89 per cent in uplands, 33.33 per cent in plain, 38.89 per cent in urban and 33.33 per cent in the study area as a whole expressed use services of Anganwadi workers and Vidya volunteers for the improvement of the enrolment in the school, while about 44.44 per cent of respondents in tribal, 61.11 per cent in uplands, 83.33 per cent in plain, 94.44 per cent in urban and 70.83 per cent in the study area as a whole suggested to conduct enrolment campaigns to door to door by Vidya volunteers and Anganwadi workers.
Regarding dropout aspects, about 27.78 per cent of respondents in tribal, 11.11 per cent in uplands, 50.00 per cent in plains, 12.22 per cent in urban and 40.28 per cent in the study area as a whole suggested convince parents with the help of Vidya volunteers and Anganwadi workers to continue schooling of the children, while about 77.78 per cent of respondents in tribal, 72.22 per cent in upland, 66.67 per cent in plain, 83.33 per cent in urban and 75.00 per cent in the study area as a whole suggested to provide financial assistance to poor children to avoid dropouts. Similarly, about 55.5 per cent of respondents in tribal, 50.00 each per cent in uplands and urban 38.89 per cent in plain and 48.61 per cent in the study as a whole suggested the quality of teaching is further improved.

In respect of facilities, 50.00 per cent of the respondents in tribal, 66.67 per cent in uplands, 72.22 per cent in plain, 77.78 per cent in urban and 66.67 per cent in the study area as a whole suggested to provide protected water facility in every school, while about 44.44 per cent of the respondents in tribal, 33.33 per cent each in uplands, plain and in the study area as a whole, 22.22 per cent in urban suggested improve the maintenance of toilets. Further, about 72.22 per cent respondents in tribal, 66.67 per cent in uplands, 77.78 per cent in plain, 83.33 per cent in urban and 75.00 per cent in the study area as a whole suggested to provide ladies toilets.

Regarding grants utilization, 61.11 per cent of the respondents in tribal, 72.22 per cent in uplands, 77.78 per cent in plains, 66.67 per cent in urban and 69.4 per cent in the study area as a whole are expressed not able to utilize grants properly, while about 44.49 per cent of respondents in tribal, 61.11 per cent each in uplands and urban, 72.22 per cent in plain and 59.72 per cent in the study area as a whole are suggested effective monitoring is essential in the utilization of grants. Similarly, 38.89 per cent of the respondents in tribal, 55.55 per cent in uplands, 66.67 per cent each in plain and urban, and 56.94 per cent in the study area as a whole suggested to release the grant on time.

In respect of programme implementation, 83.33 per cent of respondents in tribal, 88.89 per cent in uplands, 83.33 per cent in plain, 94.44 per cent in urban and 87.00 per cent in the study area as a whole suggested to improve the quality of
the food further in mid-day meal programme. About 50.00 per cent of the respondents in tribal, 60.67 per cent in uplands, 61.11 per cent in plain, 72.22 per cent in urban and 62.50 per cent in the study area as a whole expressed to provide school uniform and text books while about 27.78 per cent of the respondents in tribal 16.67 per cent in uplands, 55.55 per cent in plain and 61.11 per cent in urban and 40.28 per cent in the study area as a whole suggested to improve infrastructural facilities further.

Section – V: Attitudes of the village representatives on functional status of the primary schools

Socio-Economic characteristics of the respondents:
That maximum proportion of respondents 100.00 per cent each in uplands, plain, urban and 83.33 per cent in the study area as a whole has more than 30 years age. Regarding caste, maximum proportion of respondents about 30.00 per cent are scheduled tribes 50.00 per cent in uplands, while maximum proportion of respondents about 66.68 per cent in plains, 50.00 per cent in urban and 41.66 per cent in the study area as a whole are backward castes

Attitudes of the respondents on status of facilities in primary schools:
That maximum proportion of respondents about 66.67 per cent in plains 100.00 per cent in urban and 58.33 per cent in the study areas as a whole expressed the building conditions of the school is good. Similarly, maximum proportion of respondents about 6.67 per cent each in plains and urban and 54.17 per cent in the study areas as a whole expressed the classroom condition is good. Regarding toilets, maximum proportion of respondents about 50.00 per cent in uplands 83.33 per cent in urban and 45.83 per cent in the study area as a whole expressed the toilets condition is good. Similarly, maximum proportion of respondents about 50.00 per cent each in tribal and uplands, 83.33 per cent in urban and 50.00 per cent in the study area as a whole expressed the condition of play ground is good. Regarding teaching facility, maximum proportion of respondents about 100.00 per cent in tribal, 83.33 per cent each in uplands and urban and 70.83 per cent in the study area as a whole expressed the teaching facility is good.
Attitudes of the respondents on the status of primary education indicators of the primary schools:

That maximum proportion of respondents about 66.67 per cent each in uplands and urban expressed the enrolment is high, while maximum proportion of respondents about 66.67 per cent in tribal and 83.33 per cent in plains express the enrolment is moderate.

In respect of financial status, maximum proportion of respondents about 83.33 per cent each in tribal and urban and 62.50 per cent in the study area as a whole expressed the financial status is good. Regarding functional status, maximum proportion of respondents about 50.00 per cent in uplands, 66.67 per cent each in plains and in the study area as a whole expressed the functional status of the schools is satisfactory.

Attitudes of the respondents on status of primary education programmes implemented in primary schools:

That about 66.67 per cent of respondents in tribal 33.33 per cent in uplands 50.00 per cent each in plain urban and in the study area as a whole expressed the status of Sarva Shiksha Abhiyan is good. Similarly, maximum proportion of respondents about 83.33 per cent in tribal expressed the status of district primary education programme is good, while maximum proportion of respondents about 83.33 per cent each in uplands and urban, 66.67 per cent in plain and 58.33 per cent in the study area as a whole expressed the status of the programme is satisfactory. Regarding Mahila Samakhya, about 100.00 per cent of respondents in tribal, 50.00 per cent in plain 16.67 per cent in urban and 41.67 per cent in the study area as a whole reported the status of the programme is good. Similarly, about 100.00 per cent each of respondents in tribal, 50.00 per cent in plain, 16.6 per cent in urban and 41.67 per cent in the study area as a whole expressed the status of the mid-day meal programme is good.

Attitudes of the respondents on problems exist in primary schools:

About 66.67 per cent each in tribals and uplands, 16.67 per cent in plains, 33.33 per cent in urban and 45.83 per cent in the study area as a whole expresses decline in enrolment, while about 33.33 per cent of respondents in tribal, 53.33
per cent in uplands, 50.00 per cent in plains, 33.33 per cent in urbans and 37.50 per cent in the study area as a whole are expressed increase in dropouts. About 33.33 per cent of respondents each in tribal and urban and study area as a whole, 16.67 per cent in uplands, 50.00 per cent in plains expressed the teaching quality is poor, while about 33.33 per cent of respondents each in tribal, uplands and urban, 66.67 per cent in plains and 37.50 per cent in the study area as a whole expressed delay in grants release.

About 50.00 per cent of the respondents each in tribal, uplands and urban, 66.67 per cent in plains and 54.17 per cent in the study area as a whole reported there is no lady toilets, while about 16.67 per cent of the respondents in tribal, 33.33 per cent each in uplands, plain and urban and 29.16 per cent in the study area a whole expressed the maintenance of the toilets is poor. About 16.67 per cent of the respondents each in tribal, uplands, plains an urban and in the study area as a while reported there is no toilets in the schools. Regarding programme implementation, about 50.00 per cent of respondents each in tribal, plain and urban, 33.33 per cent in uplands and 45.83 per cent in the study area as a whole expressed lack of coordination exist in the programme implementation, while about 16.67 per cent of respondents each in tribal and plains, 33.33 per cent in uplands and plains and 25.00 pe cent in the study area as a whole expressed improper planning is exist in the implementation of programme. Further, about 33.33 per cent of the respondents each in tribal, uplands and plains, expressed the lack of effective monitoring in the programme implementation.

**Suggestions of the respondents for the implementation of the functional status of primary schools:**

About 66.67 per cent of respondents in tribal and plains, 50.00 per cent in uplands, 83.33 per cent in urban and 66.67 per cent in the study area as a whole suggested to conduct pre-primary classes to the increase enrolment while about 33.33 per cent of respondents in tribal, 66.67 per cent each in uplands and urban, 50.00 per cent in plain and 54.17 per cent in the study area as a whole suggested to use services of Anganwadi / Vidya volunteers for the improvement of enrolment, while about 50.00 per cent of the respondents each in tribal and uplands, and in the study area as a whole, 33.33 per cent in the plains and 66.67
per cent in the urban suggested to conduct enrolment campaigns door to door by Vidya volunteers / Anganwadi workers. About 83.33 per cent of respondents each in tribal and urban, 66.67 per cent in uplands, 50.00 per cent in plains and 66.67 per cent in the study area as a whole suggested to convene parents to continue schooling of their children with the help of Vidya volunteers and Anganwadi workers while about 66.67 per cent of the respondents each in tribal, uplands, and in the study area as a whole suggested to provide financial assistance to poor children. Similarly, about 50.00 per cent of respondents each in tribal, plain and urban, 66.67 per cent in the study area as a whole suggested to improve the teaching quality further.

Regarding facilities, about 66.67 per cent of the respondents, each in tribal, uplands and in the study area as a whole, 50.00 per cent in plains and 83.33 per cent in the study as a whole suggested to provide protected water facility in every school, while about 33.33 per cent of respondents each in tribal and plains, 50.00 per cent each in upland and urban and 41.67 per cent in the study as a whole suggested to improve the maintenance of the toilets. About 50.00 per cent of the respondents each in tribal, plains and 66.67 per cent each in uplands and urban and 58.33 per cent in the study area as a whole suggested to provide ladies toilets in every school. In respect of grants, about 65.67 per cent of the respondents each in tribal, plains and in the study area as a whole, 83.33 per cent in uplands, and 50.00 per cent in urban suggested to utilize grants properly while about 33.33 per cent of the respondents each in tribal, uplands and plains, 50.00 per cent in urban and 37.50 per cent in the study area as a whole suggested to introduce effective monitoring methods and approaches in the utilization of grants. About 66.67 per cent of the respondents each in tribal, uplands, plains and urban and in the study area as a whole suggested to release grants on time.

In respect of programme implementation, about 83.33 per cent of respondents in tribal, 66.67 per cent in uplands, plain and urban, 83.33 per cent in tribals and 70.83 per cent in the study area as a whole suggested to improve the quality of midday meal while about 50.00 per cent of the respondents each in tribal and urban, 66.67 per cent each in uplands and plains, and 58.33 per cent in the study area as a whole provide school uniform and text books. Further, about
33.33 per cent of the respondents each in tribal and plains, 50.00 per cent of the respondents each in uplands and urban and 41.67 per cent in the study area as a whole suggested to improve the infrastructural facilities in every school.

Section – VI: Application of statistical methods to test the attitudes of the respondents on functional status of primary schools

An attempt is made in this section to test the attitudes of the respondents in different segments among different region applying suitable statistical methods. For this purpose, the study selected two basic tests namely $x^2$ test and the F test or the variance ratio test.

Results of the $X^2$ test:

The attitudes of the students in almost all the indicators except Mahila Samakya has shown significant. The indicators such as class room conditions, play ground, toilets, under school environment, financial status, enrolment, dropouts under primary education indicators, and Sarva Siksha Abhiyan, district primary education programme and mid day meal programme shows significance at 1 % level. Similarly, the indicators of building conditions in school environment, overall functional status in the group of status of primary education indicators and Mahila Samakhya under programmes group shows significant at 5 % level.

Regarding parent attitudes, the attitudes on the indicators of building condition, in school environment group; teaching quality, supporting staff service, financial status, enrolment and overall functional status of the school in status of primary education indicators group and Sarva Shiksha Abhiyan, district primary education programme and mid-day meal, in status of programme implementations group has shown significant at 1 % level, while the attitudes of the indicators such as dropouts show significant at 5% level. The attitudes of remaining indicators such as class room conditions, play ground, toilets under school environment group and Mahila Samakhya programme has shows insignificant.
Results of the F – test or the variance ratio:

F test or the variance ratio of attitudes of students on status of school conditions:

In respect of Anova values, the F value of total school environment (7.321) is significance at 1 % level, while the total value of status of primary education indicators (3.588) and status of the implementation of primary education programmes (3.112) significant at 5% level. Further, the F values of class room condition (4.477), play ground condition (12.746) and toilet conditions (6.576) in school environment; enrolment (17.616), dropouts (4.924); drop outs (4.924) and overall functional status (5.177) under status of indicators for primary education and mid day meal (6.662) under status of implementation of primary education programme shows significant at 1 % level in the sample as a whole. Similarly, the F values of building condition (2.366), under school environment, teaching (3.242) under status of the indicators of primary education, district primary education programme (3.671) under implementation of primary education programmes shows significance at 5% level in the sample as a whole. However, the F values of supporting staff (1.500) under status of indicators of primary education and Sarva Siksha Abhiyan (1.816) and Mahila Samakhya (0.035) under status of the implementation of primary education programme shows insignificant.

F test or the variance ratio of attitudes of parents on status of school conditions:

In respect of Anova values, the F value of the total indicators of primary education programme implementation in the sample as a whole (4.709) is significant at 1 % level, while the F value of school environment (1.302) status of primary education indicators (1.812) are insignificant. Further, the F values of overall functions status of the primary school (5.593), under status of primary education indicators and Sarva Shiksha Abhiyan (9.710) are significant at 1 % level while the F value of play ground condition (2.401) under school environment group, support staff service quality (3.243), financial status (2.183), and enrolment (3.831) under status of indicators of primary education in primary schools, district primary education programme (2.003) and mid day meal (2.351) under programme implementation group are significant at 5% level. The rest of the indicators of building conditions (1.753), class room condition (0.637), toilet
conditions (0.938), total school environment (1.302), teacher quality (1.575),
dropouts (1.476), total status of the indicators of primary education in primary
schools (1.812), Mahila Samakhya (0.271), under implementation of primary
education programmes are insignificant.

**F test or the variance ratio of the attitudes of the teacher on status of school
conditions:**

In respect of Anova values of F test, the values of status of the primary
education indicators of the primary school (4.343) is significant at 1 % level,
while the F value of status of programme implementation group is significant at
5% level (2.315) and the F value of indicators of school environment (0.692) are
insignificant. Regarding indicator wise, the F value of Sarva Shiksha Abhiyan
(5.104) under implementation of primary education programme is significant at 1
% level while the F value of financial status (2.429) is significant at 5 % level.
The F values of the remaining indicators as for building condition (0.966), class
room condition (0.568), playground conditions (0.338) and toilet conditions
(0.386) under school environment group, supporting staff service quality (0.799),
enrolment (0.823), dropouts and overall functional status (1.293 each) under status
of primary education indictors and district primary education programme (2.040),
Mahila Samakhya (0.391) and mid day meal (0.422) under implementation of
primary education programmes are insignificant.

**F test or the variance ratio of the attitudes of the village representatives on
status of the school conditions:**

In respect of Anova values, the F value of the status of the implementation
of primary education programme as a whole is significant at 1 % level while the
total F value of status of the indicators of primary education in primary schools
(2.138) and status of school environment of the total as a whole (0.954) is
insignificant. Regarding indicators, the F value for teacher quality (6.556) under
school environment group, Mahila Samakhya and mid day meal programme
(10.00 each) is significant at 1% level, while the F value of building condition is
(2.980) and play ground condition (3.210) under school environment group,
dropouts (4.713) under indicators of primary education in primary school are
significant at 5 % level. Similarly, the F value of classroom condition (0.556),

510
toilet condition (1.623) and supporting staff (1.111) under school environment group, financial status (1.667) and enrolment (1.542) under indicators of primary education in primary schools, Sarva Shiksha Abhiyan (0.736) and district primary education programme (1.053) under primary education programme are insignificant.

It is evident that the results of $X^2$ test shows that about 9 indicators (64.29 per cent) for students attitudes, 8 indicators (57.14 per cent) for parent attitudes, 4 indicators (28.67 per cent) for teacher attitudes and almost absent for village representatives attitudes are reported significant at 1 % level, while about 3 indicators (21.43 per cent) for student attitudes, 2 indicators (14.29 per cent) for parent attitudes and indicators (7.14 per cent) for teacher attitudes and 3 indicators (21.43 per cent) for village representatives are significant at 5 % level. Hence it may conclude that the attitudes of the students has strong quantitative base, followed by parents, and teacher attitudes while lowest quantitative base is reported for village representative attitudes.

Regarding F test or the variance ratio results reported that about 8 indicators (47.05 per cent) for students attitudes, 4 indicators (23.53 per cent) for parent attitudes, 2 indicators (11.76 per cent) for teacher attitudes, 4 indicators (23.52 per cent) for village representative attitudes are significant at 1 % level while about 5 indicators (29.41 per cent) for students attitudes, 6 indicators (35.29 per cent) for parent attitudes, 1 indicator (5.88 per cent) for teacher attitudes, 3 indicators (17.64 per cent) for village representative attitudes are significant at 5 % level. Hence it may conclude that the attitudes of student has relatively higher extent of statistically base, followed by parents, teachers and village representatives.

The study conclude that the attitudes of the students given higher value followed by parent, teacher and village representative attitudes in the preparation of rectified measures as well as in the development programmes in respective regions at grassroot levels. Further, the study considered the attitudes expressed by different segment groups in different socio-economic regions for the formulation
of strategies for the improvement of the functional status of the primary schools in short and long term perspectives.

Chapter – VII: STRATEGIES FOR THE DEVELOPMENT OF PRIMARY EDUCATION IN THE STUDY AREA

There is a wide gaps and imbalances exist in the study area as a whole as well as among mandals particularly in respect of levels of development of infrastructural facilities, teaching quality, enrolment, dropouts and programme execution in primary schools in different socio-economic and empirical conditions exist in tribal, uplands, plains and urban regions. Besides this, the variations, imbalances and gaps exist in sex-wise and social and community-wise in the above mentioned aspects among regions. Further, the attitudinal studies are also shows not only the similar phenomena but also indicate several problems exist in the above mentioned aspects at grass roots level. Moreover, the respondents in the surveys reported several suggestions to improve the over all situation oat grass roots level. After the integration of the results of secondary and primary data among regions, the study suggested several strategies not only to improve the levels of the development of primary education but also to meet the objectives of the 12th plan and new education policy pertaining to primary education at grass roots levels.

Strategies for the improvement of access and coverage primary schools:

- The study strongly recommended to give priority for the mandals identified to develop new primary schools as per village wise in the short and long term perspective.
- The study recommended to give priority to develop new primary schools in the identified mandals as per area.
- The study recommended to give priority to develop new schools in the identified mandals as per population.
- The study recommended to give priority for the development of new school in identified mandals and inturn it improves the accessibility level of the primary school as per distance at grass root levels.
**Strategies for the improvement of School Environment in Primary Schools:**

- The study strongly recommended that the strength of single class room school limit to less than 25. Further, the study suggested to provide one class room for every 25 students. Moreover the study recommended to provide rooms based on the above mentioned norm. Another important aspect is that, some of the schools are running in damaged building or low quality building. This phenomena is adversely affected safety of the children. At this juncture, the study recommended that schools operating in damaged a low quality building should be shifted to the quality buildings immediately to improve the safety of the children.

- The study strongly recommended to provide quality drinking water in every primary school.

- The study strongly recommended that the class room walls and floor shall be neatly painted and kept clean and create more hygienic condition. Further, the class room is decorated with charts of various themes to improve the knowledge of the children.

- The study strongly recommended that to provide separate toilets for boys and girls in every school. Further, the study suggested to maintain the toilets cleanly in every primary school.

- The study strongly recommends to provide separate space to the children to play games in every school. The size of the space should be depend upon the size of the school.

- The study suggested to trace out health problem of the children as well as to provide preliminary treatment in every school. Apart from this, the study recommended to give training in yoga and physical exercises to the children in every school.

**Strategies for effective utilisation of manpower:**

- The study identified the mandals to improve teacher access. The study provide more number of teachers in identified mandals of the study.

- The study provide Vidya volunteers in every school as per the norms prescribed by the Central and State governments.
Strategies for the improvement of Enrolment.

- The study recommended to give priority for the identified mandals to implement enrolment programmes to improve enrolment.
- The study recommended to give priority for the identified mandals for the implementation of programmes for girls enrolment.
- The study recommended to give priority for the identified mandals to implement programmes for improvement of enrolment of Scheduled caste children.
- The study recommended to give priority for the identified mandals for the implementation of programmes to improve enrolment of scheduled tribe children.
- The study recommended to give priority for the identified mandals in the implementation of programmes for the improvement in enrolment of other caste children.
- The study suggested recommended to give priority to implement programmes of enrolment as per school-wise and village-wise in the study area.
- The study strongly recommends that to conduct pre-primary classes in every school for the improvement of enrolment.
- The study strongly recommend to conduct enrolment campaigns by door to door in every village with the help of Anganwadi workers and Vidya volunteers.

Strategies for the enrolment of out of school children in study area:

- The study recommended to give priorities in identified mandals to implement programmes to enrol the out of school children.
- The study recommended to give priority in identified mandals for the implementation of the programmes to enrol the girls out of school.
- The study recommended to give priority in identified mandals for the implementation of the programmes to enrol scheduled caste out of school children.
• The study recommended to give priority in identified mandals for the implementation of the programmes to enrol scheduled tribe out of school children.

• The study recommended to give priority in identified mandals for the implementation of the programmes to enrol other castes out of school children.

• The study suggested to identify out of school children as per village-wise in the study area with the help of the education departments of mandals, Sarva Shiksha Abhiyan and Vidya volunteers Based on this, the study formulated amicable feasible and viable programmes for the implementation in every village to enrol out of school children at grass roots level in the study area.

**Strategies for the Mitigation of Dropouts:**

- The study strongly recommends that to identify the household of the drop out children in every school with the help of Vidya volunteers and Anganwadi workers in every village. Further, the study recommended that counseling camps are conducted to parents of the child and convince to continue schooling of the child.

- The study suggested to provide financial assistance to poor children particularly comes under dropouts in every primary school.

- The study strongly recommended to give text books and uniforms free of cost in appropriate time in every primary school particularly in the schools located in villages.

**Strategies for the improvement of the educational standards in primary schools:**

- The study recommended the teacher should provide more practice to the students as per chapter-wise. Further, every teacher should prepare allocate sufficient time schedule as per chapter–wise. Moreover, the study suggested to evaluate the feedback of the students as per chapter – wise.
• The study strongly recommends that to introduce new techniques such as charts, slides models used in the teaching aspects. Further, the study suggested to involve students effectively for the preparation of materials. The suggested measures will be significantly helpful to create interest and update the knowledge of the students further.

• The study strongly recommends that to provide training programmes to teachers to create acquaintance in the modern methods of the teaching.

• The study strongly recommends that to conduct special classes for the students by the NGO organisation such as Ramakrishna Mission, ISKON and Satya Sai Seva Samithi. Further, the study recommended that to prepare a time schedule for the involvement of the above mentioned organisations in every school.

• The study recommended to prepare a inspection and prepare a detailed inspectors schedule to cover in every primary school in their jurisdiction.

• The study strongly recommends that to provide sponsorship to every school with the help of NRIs and other delegataries to upgrade the standards of the every primary schools. The funds available under sponsorship programme will be used to develop modern teaching aids (computers material), play ground, yoga and physical exercise equipment, basic amenities (toilets, drinking water, playground, games), etc.

 Strategies for the effective implementation of primary education programmes:

• The study strongly recommends to improve the quality of food as well as to improve nutritional values substantially as recommended by the norms of the state and central government under mid day meal programme.

• The study strongly recommends that to identify gaps and imbalances exist in this programme as well as to implement rectification measures for the effective implementation of the programmes of Sarva Shiksha Abhiyan.
• The study suggested to identify deficiencies exist in the implementation of the district primary education programme in disbursement of funds, benefits achieved, coverage of the programme, operational difficulties and inconveniences along with rectification measures for the effective implementation of the programme.

• The study suggested to prepare a action plan for the effective implementation of the primary education programme before beginning of the academic year in every school.

**Strategies for the effective utilisation of grants:**

• The study strongly recommends that to introduce effective monitoring system in the utilisation of funds in every school.

• The study strongly recommends that to release funds on right time for effective implementation of the programmes.

The above mentioned strategies recommended by the study is not only to eradicate the imbalances, inadequacies, and gaps but also improve the quality exist in the indicators of the primary education in primary schools such as access and coverage of the primary schools, infrastructural facilities, enrolment, dropouts, student health, school environment, standards of the students, implementation of primary education programme, teaching quality, etc in every primary school at grass roots level. Further, the study hoped that these strategies, methodologies and approaches useful in the study area as well as other areas of the improvement of the functional status of the primary schools in short and long term perspectives. Further, this framework is substantially helpful to achieve the targets of the 12\(^{th}\) five year plan and new education policy particularly in the primary education aspects.