India has a very long and rememberable history of organized education. The ‘Aashram’ or ‘Gurukul’ system of education is one of the oldest on the earth and was dedicated to the highest ideals of all round human development: physical, mental literary and spiritual. ‘Gurukuls’ were traditional Hindu residential and boarding schools of learning; typically the teacher’s house or monastery.

The system of education currently prevailing in the country, with its western style and contents, was introduced and funded by the British in 20th century. Lord Macaulay designed it on the basis of recommendation. The principal objective of this system of education was to groom Indians, during the British rule, to assist them in performing petty services in administration. The traditional system of education did not satisfy their need and was thus not recognized and discarded by them and thus has declined since then. Gandhiji, the father of nation, is said to have described the traditional educational system as a beautiful tree that was destroyed during the British rule.

After independence, several commissions and committees have been set up to recommend ways and means to bring about qualitative improvement in education. Exhaustive efforts have been made to device better techniques of teachings and methods of assessing student’s achievements. But all of these exercises will be futile and
the objective will continue to remain unachieved unless the pivot of educational system, the primary school teachers were not satisfied.

Inadequate salary, substandard, sometimes in human working conditions, non-redressal of their grievances, non participation in day to day functioning and decision making, unwarranted burden of nonteaching works like census, participation in school health camps, ration card renewal, updating of electoral rolls etc., absence of an effective system of incentives and disincentives for good and bad performances, are some crucial issues which are yawning before the primary school teachers.

The role of teacher in building the nation is very well recognized. Keeping in view the vast illiterate population in our country the role assume all the more significance and has hearing on all the advances in educational technology. Hence for planning a realistic education it is imperative, rather mandatory, that adequate attention be paid to understand the profile of teachers working under different conditions so as to enable the concerned agencies to take appropriate steps to address the anomalies.

This study titled “The Status–Role & Problems of Primary School Teachers” has much faceted social significance. During the course of this study attempts were made to examine the type of roles, a primary school teacher is performing. Is he / she performing roles expected by his superiors or his or her self perceived role apart from the specified role of a teacher. This study is important because it is highlighted in this context.
This work not only comprehensively discusses the problems of primary school teachers but also investigates the causes and suggests remedies for the same.

Several issues related to varied aspects of primary education have also been dealt with in this research work.

So far as the objectives of the study are concerned, they may be enlisted as follows:-

1- To study the socio-economic and demographic characteristics of primary school teachers.
2- To identify and assess the status of primary school teachers.
3- To study the ‘Role’ of the primary school teachers in development of society through development of Primary Education
4- To evaluate the knowledge, attitude, and practices of primary school teachers as regards the primary education.
5- To investigate the various ‘Issues’ effecting the primary education.
6- To enumerate the external and inherent ‘Problems’ of the primary school teachers.
7- To analyse the ‘Job and Responsibilities’ of primary school teachers.
8- To review the status of school health programme observed by primary school teachers.

The contents of this research study is divided into ten chapters which are systematically arranged as follows:-
1- The first chapter deals with the Introduction and Objectives of the study together with the Government’s efforts as per national policies for primary education.

2- Second chapter comprises of Research Methodology that has been adopted.

3- Third chapter reviews the pertinent studies relevant to the topic that has been undertaken in and outside India, which have got learning on the present study.

4- Fourth chapter extensively discusses the socio-economic and demographic characteristics of the respondents.

5- Fifth chapter identifies and elaborate role, social status and problems of primary school teachers.

6- Sixth chapter will throw sharp light on the knowledge, attitude and practices of primary school teachers about primary education.

7- Chapter seven investigates various issues related to primary education.

8- Chapter eight provides the details of job analysis and job satisfaction of the respondents.

9- In chapter nine school health programmes has been discuss.

10- The concluding chapter tenth will provide conclusions, results and suggestions concerned with study.