Education is an integral part of human life. It is the basic condition and vital instrument for the development of man and society. Primary education acts like a framework over which entire building of education is erected. The primary stage of education is the ideal time for laying foundation of a beautiful mansion of life. Therefore, qualitative improvement of school education has been an overwhelming concern globally. It was the recognition that the world community adopted the six goals of the Dakar Framework in 2000, settling the global agenda for Education for All (EFA).

The acknowledgement of education as a fundamental right for all children in age group of six to fourteen years is a potential revolution, if its implications are addressed earnestly. Education is one of the most important inputs in all round development of the country. Keeping all these things in mind, Government of India has started a National campaign of Sarva Shiksha Abhiyan (SSA) with the assistance of the United Nations. This initiative aimed to provide useful and relevant universal elementary education with satisfactory quality to all, bridging of social and gender gaps with active participation of community by 2010 A.D.

The elementary school system in India has grown in size consistently. This obviously poses a major challenge not only for efficient management but also for mobilising resources needed to maintain even a reasonable level of quality. Quality is a major thrust of all EFA projects including the Sarva Shiksha Abhiyan. As 'quality' of
education is a multidimensional approach, there are different views among educators about what constitute a 'good quality' basic education.

Recently, UNESCO's Global Monitoring Report (2005), express two principles that characterise most attempts to define quality in education: the first identifies learner's cognitive development as the major explicit objective of all education system. Second emphasizes education's role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development. Now people in all countries expect schooling to help children to develop creatively and emotionally and acquire the skills, values and attitudes necessary for them to lead productive lives and become responsible citizens. Thus the need of the hour is, to strengthen our educational system in such a way that could yield quality education to every child in 6-14 age group of our country at an affordable cost.

While one should appreciate the strides made in provision of primary education in quantitative terms, our understanding of the quality parameters of primary schooling has remained poor. In this scenario, the researcher has tried to find out quality of primary schools of Varanasi district on various parameters and ultimately, the achievement of students of these schools.

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