ABSTRACT
Education is intended to develop basic learning skills - reading, writing, arithmetic and life skills, necessary for the children to survive and improve the quality of life. During childhood, developments in the domains of literacy and numeracy take place through acquisition of basic learning competencies (BLC). These competencies represent levels of learning in a particular subject comprising basic knowledge, understanding, abilities, interests, attitudes and values. The competencies are essentially to be acquired by the end of a particular stage or standard of education. As far as the primary stage is concerned it is in fact the foundation stage for the development of basic competencies.

Jammu and Kashmir is bestowed with special status in the Indian union and gets special grants for educational and developmental programmes from national government; yet it has not made headway in different sectors. Education in rural areas is not up to the mark. The problems of quality education, enrolment, wastage, non-utilization of educational facilities, illiteracy, low productivity and non-utilization of developmental programmes are a matter of concern. Such conditions that are prevalent in the state, in spite of special efforts made, pose several questions: When educational expansion is no more a problem, why literacy percentage is low? In spite of free education, what are the reasons for non-utilization of educational facilities? Studying the way education has operated in such a distinct socio-cultural context requires a deep understanding and scrutiny of several factors as they obtain in the environment.
The aim of modern education is all-round development of the child, and his growth and development can be effectively judged and appraised by a process of evaluation. A comprehensive programme of evaluation includes academic subjects; physical, moral, intellectual & social development; interests and aptitudes and skills. Evaluation at primary stage should aim at helping the pupil to improve their achievements in basic skills and to develop the right habits and attitudes with reference to the objectives of primary education and these objectives and their implications should be made clear to the teacher.

In the classroom situation, not only the content but also the achievement of the objectives and learning activities are to be evaluated. Education aims at all-round development of a pupil and not merely at imparting knowledge to him. It is therefore, necessary that teachers and educators should be equipped, not only with subject matter (content) and dynamic methods of teaching but also with objectives and appropriate testing devices which will assess a pupil’s abilities. From an educational point of view, the definition of evaluation may be given in the following words: “Evaluation is any systematic, continuous process of determining the extent to which specified educational objectives, previously identified and defined, are attained & the effectiveness of the learning experiences provided in the classroom”. The modern concept of educational evaluation is to cater the child’s psychological needs, interests, aptitudes, appreciation & to put more stress on learning than teaching.

The objectives of education are derived from the environment, socio-political system, cultural needs, national and constitutional imperatives, economic needs, psychological development, cultural heritage and current stock of human knowledge. Obviously, the objectives should not be confined to academic areas only; rather they should have wide coverage of learning to the total development of the learner both in scholastic and non-scholastic areas. The role of the teacher is to assess how far the teaching-learning process has been effective, to what extent an objective fixed has been fulfilled and how far the learning experiences provided have been appropriate and useful. In order to realise the set of objectives of primary education, learners are to be exposed to the teaching-learning process to attain learning experiences. After that, efforts are made to evaluate the extent to which they have been successful in the objective based when the evaluation procedure is designed to measure the objectives of the subject. It is worth mentioning that evaluation should be objective-based. For this, the teacher should see that objectives should be pin-pointed, specific and concrete; moreover, specification of each objective should be determined.
In short, it is to be noted that if items are constructed keeping objectives in view and test is used for evaluation, the test will be called an objective-based evaluation tool, and such evaluation known as objective-based evaluation. So, the present study was designed to empirically assess and evaluate the objectives of primary education and to study the extent to which these objectives are realized through classroom practices presently in vogue.

The regional meeting of representatives of Asian Member States on Primary Compulsory Education (1959) has formulated the following objectives for Primary education.

1. To acquire mastery over the basic tools of learning;
2. To bring about a harmonious development of the child’s personality by providing for his physical, intellectual, social, educational, aesthetic, moral & spiritual needs.
3. To prepare children for good citizenship. To develop in them a love for their country, its tradition & its culture;
4. To inculcate a scientific temper among the learners;
5. To prepare children for life through work experience & other socially useful & productive works.

JUSTIFICATION FOR THE PRESENT STUDY

Dave P.A. (1997) while reviewing studies on primary education has observed that the number of studies carried out in the area of primary education is 54 – that amounts to around 3% of the total research conducted during 1988-92. Being a priority area in the Indian educational system, it looks quite small in terms of number. There is no denying the fact that this priority sector of education has not received the attention that it should have, particularly when the Country has not been able to achieve the goal of Universalization of Elementary Education or Education for All. One cannot help recognizing the fact that the number of studies is small, & large number of studies come from Orissa, the question arises as to why there is no study from other states, especially from the less educationally developed states like Jammu & Kashmir and others.
Birdi, B. (1992) studied the growth and development of primary education in Punjab from 1947-1987. The major conclusion was that while there was a considerable growth of primary education, it still lagged behind the all-India indicators. Rawther, S.H.Y. (1989) made a comparative study of the aims of education at the primary and secondary levels as perceived by different sections of the society in Kerala. According to him, there was a consensus on philosophical, sociological, psychological & physical aims of primary education.

Dave P.A. (1997), while admitting the fact that “not much research is available in the area of learning achievements of pupils at primary level” two opposing trends have emerged: one, a few small studies show that the pupil achievement is not satisfactory, although concrete data is not available; two, the three all India level studies on pupil achievement (Bhattacharya, S., 1991; Dave, P.N. et al., 1988 & Shukla, S.L. et al., 1992) demonstrate that it is not so unsatisfactory. The results of the study by Dave, P.N. et al., set in motion the attempts for defining the Minimum Levels of Learning at the primary stage at NCERT. The question has been tied with what MLL should be prescribed at the end of the primary stage since the claim for attaining Universalization of Primary Education has to demonstrate that in addition to unusual enrolment and retention, a defined level of achievement i.e., MLL’s have also been achieved by the pupils. The author considers this “a welcome sign and an excellent opportunity to pursue a rigorous research to settle the issue”. No area of education provides a better scope for precise quantification of pupil behaviour than the area of achievement testing. Fortunately India has a pool of highly competent scholars in this field who can unquestionably deliver the goods.

Balasubramaniyan, P. S. (1997) while reviewing studies on Correlates of Achievement has observed, “Academic Achievement is cumulative and, as such, attention at the primary level becomes imperative. With the strong achievement foundation at the primary stage, achievement at higher stages would become manageable. More studies on achievement in primary education, and more policy and change oriented studies are required”. According to him, achievement is the end product of all educational endeavours. The main concern of all educational efforts is to see that the learner achieves. Buch, M.B. & Sudame, G.R. (1990) in their study of achievements of urban primary schools children, reported that, whether continuous or casual, drop-out was the maximum in class I and decreased from classes I to IV. A similar trend was evident in the rate of wastage and stagnation, i.e., from 61% in class I to 54% in class IV. Raina, B.L. (1988)
who studied the education in village of Jammu and Kashmir reported that the girls’s enrolment was only 12%.

Hasan, A. (1992) reported that physical facilities in schools, especially in rural schools were inadequate in four districts of Bihar. Govinda, R. & Varhagese, N. V. (1991) derived the conclusion that the level of infrastructure facilities provided in the schools played an important role in improving the teaching learning environment and consequently, the learning achievement level as well as overall school quantity. Sarma, H.N. et al. (1991) concluded that the lack of physical facilities at school was a major problem.

Both policy makers and academicians are shying away from using the research and information-based decision approach to solving educational problems. Answers to questions such as the following in quantitative terms would be needed. Has every child achieved a definite Minimum Levels of Learning? Are all children in the age-group of 6-11 years enrolled in primary schools in every habitation or village? The only way to obtain answers to these questions is through systematic research. Surely, it will be wishful thinking if anybody hopes or believes that this could happen without the top policy-makers and academician of the country making a concrete plan for Education for All (EFA).

Research particularly in the area of primary education never attracted the attention of Education Planners, Administrators and Teacher Educators. As a result, it was the neglected component of universalization of primary education. In fact, it is the researcher who strives to be objective and logical, applying every possible test to validate the strategies employed, data collected and the conclusions reached. Indeed, educational research outcomes are quite useful for the policy planners, educational implementers, academicians and researchers. However, Research in Primary Education is a neglected subject in the country.

An overview of the survey of Literature reveals that so far no serious effort has been undertaken to objectively analyze the primary education. In consideration of the research trends and gaps discussed above, the present study was proposed to secure a sound background knowledge about the functioning of the Institutions engaged in this important national building process. The extent to which these Institutions have been able to come up to the expectations as envisaged in the basic objectives of primary education have also been studied.
Conclusively, the objective of the present endeavour was be an objective based evaluation of the primary education in Kashmir valley since not a single objective based research has yet been carried out in this very important field and as such there was a great need for research in the area of primary education.

STATEMENT OF THE RESEARCH TOPIC

The topic selected for the present investigation was formulated as under:

"An Objective-Based Evaluation of Primary Education in Kashmir Valley"

OBJECTIVES OF THE PRESENT STUDY

In order to carryout the evaluative study meaningfully the following objectives were formulated for the present study:

1. To study the extent to which the objectives of primary education are realized;

2. To construct a battery of tests, to test the objectives of primary education in the following scholastic & non-scholastic area of learner’s personality:

   2.1. Scholastic Areas:
   i) Mastery over the basic tools of learning;
   ii) Intellectual development of the learners.

   2.2. Non-Scholastic Areas:
   i) All round development with specific reference to physical, moral and social aspects;
   ii) Scientific temper;
   iii) Good citizenship;
   iv) Availability of facilities for Physical Exercise, Work Experience and Socially Useful Productive Work (SUPW).

3. To suggest the changes to be brought about in functioning of primary schools in terms of content, methodology, interaction, evaluation etc.
OPERATIONAL DEFINITION OF VARIABLES

The variables have been operationally defined as under:

Objective-based Evaluation: For the present study, an objective-based evaluation means to assess & evaluate the objectives laid down by primary education empirically.

Primary Education: Primary stage covers eight classes from 1st to 8th of the age group 6 to 14 years. It refers the combination of two stages of education; primary stage consisting of classes 1st to 5th (Age group 6–11) & the middle stage also called upper primary consisting of classes 6th to 8th (age group 11–14). The classes 5th & 8th were chosen as a sample for present study, representing the topmost classes of Lower Primary & Upper Primary Stages.

METHOD & DESIGN

The details about sample, tools & statistical analysis are reported as under:

A. Sample:

1440 primary school students constituted the sample for the present study. The sample schools were identified on the basis of random sampling from the list of Govt. Middle Schools, obtained from the Directorate of School Education, Kashmir (DSEK). From the six districts of Kashmir Valley, 89 Educational Zones were identified from which 50% of the Educational Zones were selected randomly i.e., 45 Educational Zones. From each zone, two classes, viz., 8th & 5th were chosen and from each class 16 students were selected randomly taking the total of 1440 students, out of which 720 were from 5th grade and 720 students from 8th grade.

B. Tools Used:

The following research tools were employed for data collection:

i) Self-constructed & standardized Comprehensive Achievement Tests (CAT) was administered to measure student’s academic achievement in English, Maths, Urdu & Science in order to assess basic tools of learning viz., Reading, Writing, Arithmetic & Science.
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ii) Self-constructed & Standardized Scientific Temper Potentiality Scale (STPS) was used in order to measure the student's scientific temper.

iii) Checklist - I was administered to measure the physical growth of the children.

iv) Checklist - II was used to survey the availability of facilities for Physical exercise, Sports & Games, Work Experience and Socially Useful Productive Work (SUPW) in Schools.

v) Interview Schedule - I was prepared & administered to assess the social development of students with reference to its different dimensions viz., Citizenship, General Awareness, Heritage, Patriotism and Tradition.

vi) Interview Schedule - II was framed & administered to measure moral development of students in terms of Behaviour, Honesty, Morality, Sincerity and Spirituality.

vii) Non-Verbal Test of Intelligence by Dr. P. N. Mehrotra was administered to assess the intelligence of the students.

C. Statistical Analysis:

In order to accomplish the objectives of the present study, the data collected during the academic session 2005-06, was subjected to suitable statistical analysis using Percentage, Mean, S.D., t-test and Correlation Statistics.

The present study has lead to the formulation of very important and interesting findings which are concluded as under:

A. Mastery over Basic Tools of Learning

1. Maximum students in the sample government schools did not qualify the Comprehensive Achievement Test (CAT) which was used for the first time as a tool for external evaluation as against the routine-teacher made tests. The overall pass percentage in 5th & 8th grade students were 16.28% & 14.06% respectively. Moreover, the extent of failure was somewhat same in rural, urban & semi-urban sample schools.
2. The subject-wise analysis has revealed that maximum fail percentage of 5th grade students was found in Arithmetic (96.22), followed by Science (90.89), Writing (81.11) and Reading (66.67) respectively. However, in 8th grade, 95.33% students failed in Arithmetic followed by Science (72.67), Writing (84.67) and Reading (91.11) respectively.

3. In all areas, the maximum failure percentage in 5th grade was in ‘arithmetic’ i.e., rural (93.93), urban (98.33) and semi-urban (96.43); while as in 8th grade, the failure percentage was 90.24, 96.67 & 96.87 in rural, urban and semi-urban schools respectively. However, the maximum failure in 5th & 8th grades were observed from the urban area.

4. In terms of performance standards, a very small percentage (1.11) secured ‘distinction’ in reading component; while none of the students could secure ‘distinction’ in any of the subjects viz., writing, arithmetic and science. A small percentage obtained 3rd division and a large majority of students failed in basic tools of learning. In rural, urban and semi-urban areas; none of the students secured ‘distinction’ in writing, arithmetic and Science. Area-wise performance standard analysis showed that the 5th grade students of semi-urban area were ahead in ‘reading’ and ‘science’; urban students had good ‘writing’ skills while rural students showed good results on ‘Arithmetic’. The semi-urban students of 8th grade were relatively ahead on ‘reading’ and ‘writing’; while rural students comparatively had shown good command over ‘science’ and ‘arithmetic’ subjects.

5. The significance of mean difference between rural and urban students in 5th grade showed that urban students had good ‘writing’ skills than rural students (t=3.87, p<.01); semi-urban students had good knowledge in ‘science’ subject than rural students (t=2.41, p<.05) and urban students were ahead in ‘writing’ & ‘arithmetic’ components than semi-urban students (t=3.21, p<.01; t=1.96, p<.05). While as in 8th grade, it was found that rural students have good command in ‘science’ than urban students (t=3.24, p<.01) and semi-urban students have shown better performance in ‘reading’, ‘writing’ and ‘science’ components than urban students (t=2.33, p<.05; t=2.53, p<.05; t=3.30, p<.01) respectively.

6. The 5th grade boys in comparison to 5th grade girls achieved relatively higher mean score in ‘Arithmetic’ (t=3.24, p<.01); however, no significant difference was found in the mean achievement score of boys and girls in ‘reading’, ‘writing’
and 'science' components. The mean difference of 8th grade boys in comparison to 8th grade girls was found to be higher on 'Arithmetic' (t=2.32, p<.05) and 'Science' (t=2.02, p<.05) components; moreover, no significant difference was found in the mean scores of 'reading' and 'writing' components.

7. The area-wise gender difference of 5th & 8th grade students revealed that there was no difference in the mean scores of rural and urban boys & girls on reading, writing, arithmetic & science respectively. In case of semi-urban students, the mean of boys was higher on 'arithmetic' component than girls; however no difference was found in the mean scores of boys and girls on 'reading', 'writing' and 'science' components.

B. Intellectual Development of Learners

1. The analysis on intellectual development in terms of I.Q. distribution of students enrolled in Govt. Schools has shown that only 0.67% students had 'Very Superior' intelligence; 0.33% were 'Superior'; 14.11% were having 'Bright Average'; a good number of students (49.78%) possessed 'Average' intelligence; 23.78% had 'Dull Average' intelligence and only 5.33% were 'Inferior' in terms of intelligence.

2. The area-wise percentage analysis of primary school students has shown that rural students possessed more intelligence in comparison to urban & semi-urban students; since 11.15% rural students were 'Superior' while as only 4.17% & 4.23% of urban & semi-urban were recorded in the 'Superior' category with respect to I.Q. scores.

3. The gender-wise analysis of students enrolled in Government Schools shows that boys possessed more intelligence than girls in terms of I.Q. distribution; as 16.44% boys possessed 'Bright Average' intelligence contrary to 11.78% girls on this category.

4. On area-wise gender difference, it was found that rural boys and girls have obtained good score on I.Q. Scores.
5. The area-wise mean difference showed that rural students were more intelligent than urban students \((t=2.07, p<.05)\) and rural students possessed more intelligence than semi-urban students \((t=3.57, p<.01)\); however, no difference was found in the mean scores of urban & semi-urban students.

6. The area-wise gender difference revealed that no significant difference was found in the mean scores of boys and girls of rural and urban areas; however, semi-urban boys possessed more intelligence than girls \((t=2.42, p<.05)\).

C. Scientific Temper of Learners

1. The study has revealed that maximum Government school students (51.22%) possessed 'Average' scientific temper; 44.11% possessed high scientific temper and only 4.55% possessed a low level scientific temper.

2. The area-wise analysis of primary school students has shown that the semi-urban students had better scientific temper as only few students (3.85%) from urban area possessed 'Below Average' scientific temper.

3. The gender-wise percentage analysis of students enrolled in Government schools has shown that both boys and girls exhibited similar scientific temper as 44.67% boys & 43.56% of girls possessed 'Average' scientific temper.

4. The area-wise mean difference has shown that no significant difference was found in the mean scores of rural & urban; rural & semi-urban and urban & semi-urban students on scientific temper scores.

5. The gender-wise mean difference showed that both boys and girls were similar in terms of mean scores on scientific temper.

6. The area-wise gender difference analysis has shown that no difference was found in the mean scores of boys and girls from rural, urban and semi-urban areas.
D. **All round development**

D.1. **Physical Development**

1. The results showed that in 87.27% of facilities in Govt. primary schools were available for Mass Drill, where as only in 6% schools, facilities were available for Indoor Games which indicates that least attention is being given to physical activities in Government schools.

2. During area-wise analysis, it was found that the semi-urban students were having relatively good facilities with regard to physical activities followed by rural students while as urban students were having minimum facilities in their schools.

3. The Anthropometric Measurement Analysis (AMA) of primary school students depicted that the height, weight, chest circumference of boys & girls of the age 10+ & 13+ years was found to be lower than the AIIMS Norms. For boys (10+ years), the mean values for height, weight & chest circumference were 128.75, 25.75 & 60.06 as against AIIMS norms of 134.00, 27.50 & 62.00 respectively. In case of girls (10+ years), mean values obtained for height, weight & chest circumference were 130.26, 25.58 & 59.47 as against AIIMS norms of 135.30, 27.50 & 60.70 respectively. For the age-group 13+ years, it was found that the mean scores of boys for height, weight & chest circumference were 147.09, 34.36 & 66.73 as against AIIMS norms of 153.00, 41.50 & 70.50 respectively. For girls (13+years) the mean values obtained for height, weight & chest circumference were 145.31, 34.42 & 67.08 as against AIIMS Norms of 152.80, 42.50 & 68.70 respectively. The above readings clearly show that the boys and girls enrolled in Government Schools do not satisfy the prescribed criteria of physical fitness.

D.2. **Social Development**

1. The overall analysis of students enrolled in Government Schools regarding social development revealed that maximum students (57.672%) possessed 'Average' awareness. The area-wise percentage analysis has shown that semi-urban students have better awareness regarding the social development. The gender-wise analysis has shown that boys were more aware than girls on various dimensions of social development. The area-wise gender difference revealed that semi-urban boys and urban girls showed more awareness with respect to various aspects of social development.
2. The analysis has revealed that a majority of primary school students (54.33%) lacked general awareness regarding their country, nation & motherland; 40% of students had average awareness & only 5.67% of students possessed such awareness. The urban students possessed good knowledge regarding general awareness of social development. Boys were found more aware than girls on gender-wise difference for general awareness. The area-wise gender difference showed that semi-urban boys and urban girls were more aware with respect to the general awareness regarding social development.

3. The analysis regarding 'patriotism' dimension of social development has shown that a good number of students (53.56%) lacked awareness regarding patriotism; (43.33%) had 'Average' awareness and only 3.11% possessed 'Above Average' awareness. On area-wise analysis, it was observed that urban students were more aware regarding patriotism. The gender-wise difference has revealed that girls were more aware than boys on patriotism. The area-wise gender difference showed that awareness regarding patriotism was mostly known to the rural boys and urban girls.

4. The analysis regarding 'heritage' dimension of social development has shown that 57.67% of students had 'Average' awareness; 7.56% were having 'Above Average' awareness and 34.78% lacked awareness regarding their culture, traditions, languages and historical knowledge. On area-wise analysis, it was found that semi-urban students possessed good knowledge regarding the heritage. On gender-wise difference regarding heritage, boys possessed more awareness than girls. The area-wise gender difference showed that rural boys and urban girls possessed more awareness regarding social heritage.

5. The analysis regarding 'citizenship' dimension of social development has shown that a good number of students (70.89%) had 'Average' awareness; 9.22% possessed 'Above Average' awareness and 19.89% lacked such awareness regarding the rights, duties, socialism and responsibilities of social development. Rural students were more aware regarding citizenship on comparison with urban
& semi-urban students. The gender-wise difference has shown that girls possessed good awareness than boys on citizenship. The area-wise gender difference showed that semi-urban boys and rural girls possessed good knowledge regarding citizenship dimension.

6. Regarding the analysis of tradition, it was found that 65.44% of students had 'Average' awareness; 10.22% had 'Above Average' awareness while as 24.33% lacked awareness regarding the 'tradition' dimension of social development. The area-wise analysis has indicated that semi-urban students possessed good knowledge regarding the tradition. The gender-wise difference revealed that girls were more aware than boys on social traditions. The area-wise gender difference showed that semi-urban boys and girls had good knowledge regarding social traditions.

D.3. Moral Development

1. The analysis of students enrolled in Government Schools revealed that maximum students (76.22%) possessed 'good' moral development; 17.11% showed 'excellent' moral development while very few students (6.67%) showed 'poor' moral development. On area-wise analysis, urban students have good sense of attitude towards moral development. Similarly the gender-wise analysis shows that boys have shown better attitude towards moral development than girls. During area-wise gender difference students from urban area acquired positive attitude towards moral development.

2. It was found that towards 'honesty' dimension of moral development, 50.22% of students showed 'good' attitude; 40.89% possessed 'excellent' attitude and only 8.89% students have shown 'poor' attitude towards truthfulness, openness, etc. On area-wise analysis, urban students have shown positive attitude towards honesty. Gender-wise analysis shows that boys have shown good attitude than girls with regard to honesty. It was found that urban boys and girls possessed good attitude towards honesty.
3. The study has revealed that maximum students (80.78%) showed 'good' attitude towards religious understanding, obedience, worship, devotion, etc.; 10.78% possessed 'excellent' attitude and only 8.44% students were having 'poor' feelings towards 'spirituality' dimension of moral development. On area-wise analysis, the semi-urban students possessed desirable attitude towards spirituality. The boys possess good attitude than girls on spirituality. Further, area-wise gender difference has shown that semi-urban boys and girls possessed good attitude towards spirituality.

4. Towards 'sincerity' dimension of moral development, the analysis has shown that 72.89% of students showed 'good' attitude; 20.56% possessed 'excellent' attitude and only 6.56% students were having poor feelings regarding genuineness, faithfulness, etc. On area-wise analysis, urban students have shown positive attitude towards sincerity. Girls have shown positive attitude towards sincerity than boys on gender-wise analysis. During area-wise gender difference, urban boys and girls have shown good attitude towards sincerity.

5. Regarding the helpful and positive behaviour, maximum students (82%) showed 'good' attitude while only 4.67% possessed 'excellent' attitude and 13.33% students were having 'poor' feelings towards discipline, kindness, punctuality, obedience, politeness, patience and desirable behaviour of moral development. On area-wise analysis, the semi-urban students possessed desirable attitude towards helpful behaviour. The gender-wise analysis has shown that boys have shown good attitude than girls with regard to helpful behaviour. On area-wise gender difference semi-urban, boys and girls possessed good attitude towards desirable behaviour.

6. It was found that towards 'morality', 77.22% of students showed 'good' attitude; 18.56% possessed 'excellent' attitude and only 4.22% students have shown 'poor' attitude towards morality. On area-wise analysis, the semi-urban students possessed desirable attitude towards morality. The gender-wise analysis of students has shown that boys have shown good attitude than girls with regard to morality; semi-urban boys and girls possessed good attitude towards morality, spirituality and desirable behaviour.
Abstract

To sum up the findings of the present study on Govt. primary schools, it is revealed that primary school children have shown poor performance in basic tools of learning. It is clear from the findings that the students have not attained the minimum levels of expected achievement. The students - rural, urban & semi-urban areas, have shown lowest achievement in their scholastic areas. Education is intended to develop basic learning skills - reading, writing, arithmetic and life skills, necessary for the children to survive and improve the quality of life. Poor level of achievement is a big demotivating factor resulting in repetition and drop out from the schools. Though there are a number of factors which determine the quality of education, the most vital one that attracts the attention of one and all is the level of achievement. These levels of achievement for any nation are so important that they need to be known periodically to keep a tab on the general health of the educational system. Such a requirement warrants the conduct of periodical achievement surveys at different stages of school education in order to initiate remedial measures to improve the quality of learning. The present study has revealed that no serious efforts have been undertaken for non-scholastic aspects of learner i.e., physical, social, moral & intellectual development. Strong attention has to be paid towards all-round development of learner's personality. So, it becomes crystal clear that special attention is needed in order to realize and fulfill the objectives of primary education in scholastic and non-scholastic areas of learner's personality.

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