CHAPTER VII
SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

This chapter attempts to recapitulate the main findings arrived at in the course of the study.

Methodology in Brief

The study is based on both Primary and Secondary data. The Primary data is collected from Government, Aided and Private Schools in Erode District, Tamilnadu. A sample of 120 students from I<sup>st</sup> to V<sup>th</sup> standards are selected for the study. Convenient Sampling Method is followed. The distribution of the sample is shown as below. The data is collected through a well structured questionnaire method. The data is cross checked with the parents of the students.

Table No. 7.1
Sample Selection

<table>
<thead>
<tr>
<th>S. No</th>
<th>Type of School</th>
<th>No. of Students (Sample)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government School</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Aided School</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Private School</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

In order to know the views of the school management, the researcher has selected six schools of different categories and the same is listed in the following table.
Table No. 7.2
Category of Schools

<table>
<thead>
<tr>
<th>S. No</th>
<th>Name of the School</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oorachi Ondriya Nadunilai Palli, K.C.Palayam, Erode (Panchayat Union Elementary School)</td>
<td>Government</td>
</tr>
<tr>
<td>2</td>
<td>Oorachi Ondriya Aaramba Palli, Komaiyan Valasu, Erode. (Panchayat Union Primary School)</td>
<td>Government</td>
</tr>
<tr>
<td>3</td>
<td>EKM Abdul Gani Madrasa Islamia Primary School, Erode</td>
<td>Aided</td>
</tr>
<tr>
<td>4</td>
<td>Arulneri Thiruppani Manram Aaramba Palli, Erode</td>
<td>Aided</td>
</tr>
<tr>
<td>5</td>
<td>The Kalinga Nursery and Primary School, Erode</td>
<td>Private</td>
</tr>
<tr>
<td>6</td>
<td>Arulneri Thiruppani Manram Primary School, Erode</td>
<td>Private</td>
</tr>
</tbody>
</table>

The above schools are selected mainly due to easy accessibility, availability of data and better cooperation with the researcher.

The data is collected through a well structured questionnaire method. The secondary data is collected from the published sources and analysed with appropriate statistical tools, for all India, Tamilnadu and Erode District levels.

**OBJECTIVES OF THE STUDY**

1) To study the trends in growth of primary education at All India (National), Tamilnadu (Statewide) and Erode District (District) levels.
2) To analyse the growth trends of primary education by selected variables.
3) To analyse the expenditure pattern in primary education.
4) To examine the government policy measures
5) To Study the socio-economic background of the respondents
6) To study the problems in primary education and
7) To suggest policy measures for improvement.
SCOPE OF THE STUDY

The study has been taken up to highlight the problems and prospects of primary education in India, Tamilnadu and Erode district. The study would help to examine the trends in growth of primary education as an exclusive aspect, which forms the foundation for the future of our nation. This study would enable planners, administrators, academicians, school managements, parents and entrepreneurial experts to get an insight and provide information of the various problems and issues. It also enables us to get a feedback from students and parents about the present primary education scenario. The management has also contributed their experience and ideas which are very useful in the present study.

LIMITATIONS OF THE STUDY

1) Personal bias of the respondents has to be coped with.
2) Due to time and resource constraints the sample is restricted to 120.
3) The responses collected from the respondents have to be taken at their face-value and cannot be cross checked for correctness. However, much care has been taken to cross check the data of the students with their parents.
4) Data is limited to those available registers maintained by the Department of Elementary Education and the District Collectorate’s statistical department, Erode.
5) Few data are not accessible. The school managements are reluctant to provide the data such as fees collected, infrastructural facilities and salary provided to teachers.
MAJOR FINDINGS OF SECONDARY DATA: ALL INDIA LEVEL

The Mean Value for Gross Enrolment Ratio based on the entire study period, showed 97.28 per cent. The Coefficient of Variation Value showed 10.81 per cent of the total. The Correlation Coefficient Value showed a positive value at 0.92.

This shows that the enrolment ratio for boys and girls has increased during the study period. The Compound Growth Rate (CGR) worked out for the entire study period is 1.848 per cent for both boys and girls in total. Regarding boys, the grow rate is 1.16 percentage and for girls it showed 2.68 percentage per annum. It is clear that girl’s enrolment ratio is more compared to boys. This is probably due to higher awareness levels and government policy measures.

The Mean Value of Net Enrolment Ratio at all India Level for the study period showed 90.28 per cent for both sexes. The Coefficient of Variation Value for both sexes showed 5.96 per cent. The Correlation Value of the Net Enrolment Ratio was found to be positive at 0.87. It shows the Net Enrolment Ratio for both boys and girls, in an increasing trend. The Compound Growth Rate value for both the sexes during the study period showed 1.46 per cent per annum.

The Mean Value of number of girls enrolled per 100 boys in primary school at all India level was 80.81 per cent. The Coefficient of Variation Value was 7.72 per cent. The girl’s enrolment ratio ranged between 72 and 91. The Annual growth rate value was found to be highest at 8.54 per cent in the year 2006-07.

The Mean Value for the Growth of Recognized Educational Institutions at all India level for the entire study period was 6,34,569.23. The Coefficient of Variation Value was 8.89 per cent. The Range Value was between 5,70,455 to 7,67,520. The Calculated Compound Growth Rate for the entire study period was 2.29 per cent per annum.
The Mean Value for Total teachers was 1848.2. As regarding the male teachers it was 1203.46 and for female teachers it was 644.76. The female teacher’s value was less compared to male teachers in different type of schools. The Compound Growth Rate (CGR) value for the total teachers during the study period was 2.09 per cent per annum.

The Mean Value of Pupil Teacher Ratio for Primary Schools in India for the study period was 1: 43.56. The Calculated Compound Growth Rate value for the entire study period was 0.55 per cent per annum. The Pupil Teacher Ratio in primary schools at all India level was approximately 45 but it varied from state to state and also depended on the type of schools.

The Mean Value of the percentage of Girl’s Enrolment to Total Enrolment at the primary level in India was 44.08 per cent. The Calculated Compound Growth Rate value was 0.709 per cent per annum.

The Percentage of Gross Dropout in the Primary Level in India showed the Mean Value in the total was 36.19, for males it was 36.10 per cent and for females it was 36.42 per cent. The Coefficient of Variation value was found to be high for female at 22.61 per cent as compared to male at 15.75 per cent. The Correlation Coefficient value between the gross drop out for male and female showed 0.92 and it showed a positive value. It implies that the male and female gross dropout rate moved in the same direction.

Number of Female Teacher's per 100 Male teachers at Primary School level of education in India showed that for every 100 male teachers during the study period 56.68 female teachers were employed. The Calculated Compound Growth Rate (CGR) value for the entire period was 3.66 per cent per annum.

The Mean value of The Ratio of Female Students to Total Number of Students at Primary Level of Education in India was 44.63 per cent. The Compound Growth Rate value computed for the study period was 0.787 per cent per annum.
The literacy level in India increased from 5.35 per cent in 1901 census to the level of 74.04 per cent in 2011 census.

This could be attributed mainly due to government policy measures, and increased awareness among the people about the advantages of literacy. Regarding Male Literacy level it was 9.83 per cent in 1901 census and it increased to 82.14 per cent in 2011 census. The Female Literacy level was 0.6 per cent in the 1901 census year and it significantly increased to the level of 65.54 per cent in 2011 census. The Compound Growth Rate (CGR) for the entire study period for male and female was 19.35 per cent and 47.84 per cent respectively. For both the sexes, it was 24.47 per cent.

TAMILNADU

The literacy level in Tamil Nadu increased from 10.04 per cent in the census year 1921 to 80.33 per cent in 2011 census. The literacy level of Tamil Nadu was more compared to that of the All India level. The Compound Growth Rate (CGR) value for Tamil Nadu was 22.68 per cent per annum.

The Mean Value for the number of Institutions during the study period was 31240.8 lakhs. The Mean Value of total number of boys for the study period was 21.75 lakhs and for girls it was 20.46 lakhs. The Total Mean Value for the study period was 42.21 lakhs. The enrolment ratio for both boys and girls showed an increasing trend.

The Mean Value of the number of students for general education in Tamil Nadu for the study period was 60.86 lakhs. For boys and girls, it was 31.36 and 29.50 lakhs respectively.

The Mean Value of the total enrolment and percentage of students enrolled to total estimated school age population in Tamil Nadu, was 121.19 lakhs for total and the figures respectively for boys and girls, were 63.50 and 57.69 lakhs. The Compound Growth Rate value during the study period showed 0.20 per cent per annum. Regarding boys it was -0.39 per cent and for
girls it was 0.86 per cent per annum. The Compound Growth Rate value for male, female and total teachers respectively was -0.59, 0.74 and 0.05 per cent.

The Mean Value for the Primary School Teachers strength in Tamilnadu for the study period showed 118339.62 for total, 62104.85 for male and 56234.77 for female.

The Teacher Pupil Ratio for the study period showed 1:36.33. The Coefficient of Variation Value showed 6.67 per cent. The Minimum Range for Teacher Pupil Ratio was 33 and Maximum was 40. The Annual Growth Rate value was found to be highest at 8.33 during 2001-02.

The share of School education in Total education in Tamilnadu during the study period was 3162.16 crore rupees. Out of the total education expenditure, the Mean Value of the share of elementary education was 1393.80 crore rupees. The range of total education expenses during the study period was between 1569.96 and 5859.28 crore rupees. For elementary education it varied between 731.98 and 2205.5 crore rupees. The Annual growth rate value was found to be highest for elementary and school education at 26.22 per cent and 26.910 per cent respectively, during 1998-99.

The Dropout Rate for Tamil Nadu during the study period was 15.41 per cent for total, 14.15 per cent for boys and 16.78 per cent for girls at primary school level. Dropout rate for girls is high compared to boys. This may be due to the fact that girl children are forced to look after their siblings and it is a notion that the expenses on girl’s education are needless as they would move away to their in-laws after marriage. The dropout rate showed declining trend mainly due to government policy measures such as scholarship, free text books, free bus pass, free uniform and midday meals.
ERODE DISTRICT

The mean value of the number of institutions in the district was 1929.75. The total student strength was 407556. Boys represented 205482.417, the mean value for girl’s strength was 188939.75, and the teachers mean value for the study period was 12188.41.

The correlation value for the Erode District Elementary Education, Student Strength of boys and girls was found to be positive at 0.992. The Compound Growth Rate values were -0.105, 7.869, 4.295, 5.444 and 4.645 per cent per annum respectively for institutions, total students, boys, girls, Total and Teachers respectively.

PUBLIC EXPENDITURE: ALL INDIA LEVEL

The Mean value for Public Expenditure on Education in India for the entire study period was 64271.46 for total expenditure on education. The Calculated Compound growth rate during the study period was 11.38 and -0.52 respectively for total expenditure and percentage of education expenditure to GDP.

The Mean value at Current and Constant level for the Budgetary Expenditure on Elementary Education in India was 26181.78 and 15138.71 crore rupees respectively. The Compound Growth Rate for per student Current and Constant Budgetary Expenditure was 10.58 and 4.69 respectively.

The Mean value of Budgetary Expenditure for Social services in India for total budgetary expenses was 15828.69 crore, of this expenses for education was 3000.56 crores. The percentage of social service was 37.72. The Correlation coefficient variance between expenses on education and total budgetary expenses showed a positive value of 0.99. The Calculated
Compound growth rate for total budgetary expenses was 10.64 per cent per annum, while for education expenses it was 11.32 per cent per annum.

The Mean Value for the Sector wise Plan and Non Plan Budget Expenditure in India for Elementary Education was 30331. The Coefficient of Variation was 32.87 and 35.83 for total and elementary education respectively. The Compound Growth Rate value for elementary education was 11.612, and for total it was 10.68.

The Central Expenditure on various schemes in elementary education in India shows the expenditure on Operation Black Board (OBB) scheme was initially high at 62.0 per cent in 1992-93, 45.9 per cent in 1993-94 and later on it declined. The Sarva Sikaha Abhiyan expenditure increased tremendously from 36.8 per cent in the year 2002-03 to 63.8 per cent in the year 2005–06. There was a tremendous increase in the total expenditure from 283 crore rupees in 1992–93 to 11217 in the year 2005–06.

The Mean value of plan expenditure and non plan expenditure represented 19.5 per cent and 80.5 per cent respectively. The share of state and central governments was nearly fifty –fifty per cent. The Annual Growth Rate (AGR) value for plan expenditure was found to be high at 22.22 per cent in the year 1995–96 and for centre it was 29.54 per cent during the same year.

TAMILNADU:

The Share of Expenditure under various Heads of Social Service in Tamilnadu shows that the share of education has come down from 46.2 per cent in 2005-06, to 43 per cent in 2008-09.

The Budgetary expenditure in Tamilnadu shows that the percentage share of expenditure on social service in the total budgetary expenditure was high in the year 2005-06 at 37.82 per cent, and then it declined to 36.08 per cent in the year 2008-09.
The share of school Education in total education of Tamilnadu shows the mean value of total expenditure at 15288.73 Crores. The elementary education share is 1393.75. The total school education expenditure mean value was 2482.31 crore rupees. The Calculated Compound growth rate value for the study period was 11.96, 11.66 and 12.15 per cent per annum respectively for total, elementary and school education expenditure.

PRIMARY DATA:

THE SOCIO- ECONOMIC BACKGROUND OF THE RESPONDENTS

On the basis of the total sample respondents 55 per cent of them are female and 45 per cent are male.

64.2 per cent of the respondents are from Hindu Religion, 32.5 per cent of the respondents are Muslims and remaining 3.3 per cent are Christians.

41.7 per cent of the respondents are from Backward Classes (BC), 28.3 per cent of the respondents are Backward Class Muslims, 9.2 per cent of the respondents are from Most Backward Class (MBC), 17.5 per cent of the respondents belong to Other Castes (OC) category and 3.3 per cent of the respondents belong to the Schedule Caste (SC).

60 per cent of the respondents spoke Tamil as Mother Tongue. Regarding the mother's occupation, a majority, i.e. 90.8 per cent of the respondent’s mothers were housewives.

As for the father’s occupation 50 per cent of them are self employed and 37.5 per cent are employed on daily wages.

40.8 per cent of the respondents fathers earn above Rs.10,000 as monthly income
## RESULTS OF CHI-SQUARE ANALYSIS

<table>
<thead>
<tr>
<th>Statement</th>
<th>Calculated $\chi^2$ value</th>
<th>Table Value</th>
<th>Null Hypothesis</th>
<th>Level of Significant</th>
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<tbody>
<tr>
<td>Religion and Level of Satisfaction with Facility Provided by the Government School</td>
<td>7.368</td>
<td>5.991</td>
<td>Rejected</td>
<td>Significant at 5%</td>
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<td>Mother Tongue and Level of Satisfaction with Quality of Teaching in Government School</td>
<td>12.593</td>
<td>5.991</td>
<td>Rejected</td>
<td>Significant at 5%</td>
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<td>Fathers Occupation and Level of Satisfaction with Government Policy Measures in Government School</td>
<td>10.588</td>
<td>5.991</td>
<td>Rejected</td>
<td>Significant at 5%</td>
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<td>Religion and Level of Satisfaction with Facility Provided by the Aided School</td>
<td>10.138</td>
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<td>Mother Tongue and Level of Satisfaction with Quality of Teaching in Aided School</td>
<td>23.113</td>
<td>12.592</td>
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<td>Fathers Occupation and Level of Satisfaction with Government Policy Measures in Aided School</td>
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<td>Significant at 5%</td>
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<td>Religion and Level of Satisfaction with Facility Provided by the Private School</td>
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<td>5.991</td>
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<td>Significant at 5%</td>
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<td>Mother Tongue and Level of Satisfaction with Quality of Teaching in Private School</td>
<td>11.339</td>
<td>9.488</td>
<td>Rejected</td>
<td>Significant at 5%</td>
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<td>Fathers Occupation and Level of Satisfaction with Government Policy Measures in Private School</td>
<td>6.841</td>
<td>12.592</td>
<td>Rejected</td>
<td>Significant at 5%</td>
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ANOVA

<table>
<thead>
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<th>Statement</th>
<th>Calculated F Ratio</th>
<th>Table Value</th>
<th>Null Hypothesis</th>
<th>Level of Significant</th>
</tr>
</thead>
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<tr>
<td>Father's Occupation and Satisfaction Level with Quality of Teaching</td>
<td>7.58</td>
<td>3.86</td>
<td>Rejected</td>
<td>Significant at 5%</td>
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<tr>
<td>Mother Tongue and Satisfaction Level with Equatorial Education System</td>
<td>7.32</td>
<td>6.94</td>
<td>Rejected</td>
<td>Significant at 5%</td>
</tr>
<tr>
<td>Community and Satisfaction Level with Government Policy Measures</td>
<td>10.90</td>
<td>4.46</td>
<td>Rejected</td>
<td>Significant at 5%</td>
</tr>
</tbody>
</table>

OPINION SCORE

It is clear from the analysis that the majority of the respondents (80.67%) were highly satisfied about the performance of their school. 13.62% of the respondents was satisfied and the remaining gave low score.

PROBLEMS

The main problem in the schools such as Government, Aided and Private are the method of teaching with the mean score of 50.10, Lack of adequate Infrastructure is ranked second with the mean score of 42.80 and Government Policy Measures not being implemented effectively is ranked third with the mean score of 42.23.

EFFICIENCY OF TEACHING

Out of 20 respondents from the government schools, majority of the respondents (7) said that memorizing is the best method to test the efficiency, 5 of them revealed silent reading method.
Among the aided school, Majority of them (18) mentioned silent reading, 6 each for memorizing and problem solving.

As regards private school 10 respondents mentioned Computer Knowledge as the best method of testing efficiency, 8 each mentioned silent reading and intelligence Test. It is interesting to note that the private school respondents do not prefer writing as their effective method of teaching.

**PRIMARY DATA - MANAGEMENT / INSTITUTIONS VIEW**

**Student Enrolment Details**

It is clear that maximum numbers of students are enrolled in the Government Schools at 41.46 per cent in the year 2010-2011, in the Aided Schools at 43.79 per cent in the year 2008-2009 and in the Private Schools at 73.79 per cent in the year 2012-2013.

**Class Strength Details in year 2012-2013**

It is found that in the Government Schools 2nd and 5th standard students strength is high at 22.45 per cent, in the aided school 5th standard students strength is high at 22.62 per cent and in private schools 1st standard students strength is high at 31.65 per cent.

**Dropout Rate**

It is revealed that in the Government Schools the maximum dropout rate is 47.37 per cent in 2nd Standard, in Aided Schools 25.88 per cent dropped out in 2nd Standard and in Private Schools the maximum dropout rate is 27.54 per cent in 4th Standard.
SUGGESTIONS

The following suggestions are made for further improvement. The suggestions are study based as well as general in nature.

❖ **Alleviation of Poverty**: While implementing the poverty alleviation programmes provided by the government, care must be taken to minimise pilferage of the funds before reaching the target people.

❖ **Out of pocket cost on education**: Provisions made by some of the state governments for other out of pocket costs incurred during schooling, such as those on transport, text books, note books, record notebooks, stationary such as geometry box, schoolbags, uniform and footwear have still not reached many school going children. Non affordability of these costs is one of the main reasons for non enrolments and dropouts of children from poor families, in schools.

❖ **More Anganwadis** (Day Care Centers) with hygienic environment and trained staff needs to be created to disengage the elder children from babysitting their younger siblings and allow them the opportunity to go to school.

❖ **Infrastructural facilities**: Adequate buildings, with electrification, well ventilated- clean class rooms, comfortable furniture, appropriate teaching and learning aids, hygienic usable toilets separated by gender, play grounds with proper play equipments will facilitate children to enjoy their childhood in school and reduce dropout rates and increase enrollments.

❖ **Building as Learning Aid** (BaLA): It is a way to holistically plan, design and use the school infrastructure interestingly, for teaching and learning purposes. It incorporates the ideas of activity based learning, child friendliness and inclusive education for Children With Special Needs (CWSN). Quick implementation of BaLA in every school will better motivate school going and learning.
- **Improving the Pupil Teacher Ratio (PTR):** Lower Pupil Teacher Ratio will help better the teaching quality and help in establishing a more cordial relationship between the students and the teachers.

- **Inclusive Education** for Children With Special Needs (CWSN): Disabled children should be given special attention. Special educators should be trained to handle students in all the schools thereby providing inclusive education to Children With Special Needs (CWSN).

- **More transparent and rational rules and regulations** for private schools will encourage more people to come forward to open schools. Which in turn, will provide for a wide spread availability of quality education and level the unequal fee structures.

- **Strict implementation of level schooling** opportunities irrespective of their religion, caste, creed, language or sex in areas where communal disparities still prevail, will go a long way in improving the standards of the under privileged.

- **Providing proper connectivity** such as good roads, public transport to tribal and remote areas with electrification will go a long way to help children from these areas to go to school.

- **Implementation of a holistic education system** which is not directed towards rote learning and exams will help in implementation of this object as per the CCE (Continuous and Comprehensive Evaluation) system will prevent the high dropout levels.

- **Monitoring of all schools** including Government, Aided and Private Schools to be managed by a professional body with less interference by the government will help rationalise and improve the educational standards in the institutions.

- **The Right to Education (RTE) Act of 2009 specification** for a 25% reservation of seats in private schools, for children from families with less than an annual income of rupees two lakhs, is misplaced, because they can
well afford to pay fees. The threshold could have been limited to ‘Below The Poverty Line (BPL)’ families where their annual income is much lower.

❖ **Incentives alone do not help**: The Tamilnadu government is spending a lot of money in providing free of cost laptops to children studying in government schools, but there is a lot of pilferage and many of the laptops are being sold off for a paltry sum of Rs.1500 to Rs.6000. Though the idea is to bring technology to schools, the curriculum is not in place to put the laptops to proper use and the students have no actual purpose for them. Therefore they tend to dispose them by selling the same for a very small value.

❖ **Training**: Proper training of teachers at par with the international standards has to be provided to all teachers.

❖ **Monitoring and fixing responsibility**: The government should implement a well oiled monitoring mechanism in schools and the responsibility fixed on the teachers with respect to the quality of teaching delivered.

❖ **Accountability**: The government must be made directly accountable for huge budget spent on education from tax payer’s pocket, with respect to the output and quality of learning outcomes amongst the government school children.

The fact that the children of most government officers are studying in private schools, is sufficient proof that private schools offer better quality of education than the government run schools. Considering the fact that the average per capita expenditure per child, in most private schools, is less than that expended by the government.

On the basis of the present study the Government schools provide free education, scholarships, free meals and other incentives. It caters to people
from the economically weaker section. Those who can afford payment of fees and expect quality education admit their wards in private schools. The infrastructural facilities in government schools are very poor, teacher pupil ratio is high, and therefore people prefer private schools.

Aided schools are slightly better than the government schools.

Regarding pay structure, government school teachers are paid maximum salaries compared to private school teachers. Yet the quality of teaching is low, absenteeism is prevalent, lack of responsibility is reported by the respondents in the government schools.

Private schools pay less to the teachers and extract more work, so they are migratory in character.

The government and aided school teachers are better organized compared to private schools. Private schools provide good infrastructural facilities, smart classes, and introduce latest technology, so they collect more fees.

The expenditure pattern per student of government school is more, yet lots of problems prevail. Enrolment, particularly of the economically weaker section is high in the government schools mainly due to the welfare measures. Majority of the respondents parents revealed that they are willing to pay more fees provided their wards get quality education.
CONCLUSION

In conclusion both the secondary and primary data have helped to identify the general trends of primary school education in the All India, Tamil Nadu and Erode District levels. An analysis of secondary data, helped to identify the importance of various variables like Gross Enrolment Ratio, Net Enrolment Ratio, Pupil Teacher Ratio, Drop out Ratio, Literacy level, etc.

The primary data, of the selected district revealed the growth trend problems, government policy measures and expenditure pattern of Tamil Nadu government towards primary education.

From the above analysis, it is also clear that parents, children and teachers have many obstacles to overcome in primary school education in Tamil Nadu. Issues such as poverty of parents, social discrimination and exploitation, lack of awareness, faulty educational system, and negative approach in handling educational programmes are noticed by the researcher at the time of interviewing the respondents in government, aided and private schools. Therefore, the onus lies with the government to take appropriate steps to remove the above bottle necks in order to improve the status of primary school education.

The number of institutions is showing an upward trend during the study period, the government has introduced various policy measures for the improvement of primary school education. The government of Tamil Nadu is one of the states which spend more on primary education. The Gross enrolment ratio, net enrolment ratio and other important variables showed an upward trend, yet there are many problems in the primary school education in Tamil Nadu as well as in the selected district Erode.
SCOPE FOR FURTHER RESEARCH

The present study is only a microscopic view of the primary school education in Erode District as well as Tamil Nadu. Detailed investigation may bring out more information about the problems of primary level education in Erode District as well as Tamil Nadu. Due to time and resource constraint, the researcher has studied only a few selected variables. An in-depth study may be useful for planners and administrators.