Evaluating the Role of National Commission for Human Development and Primary Education in Khyber Pakhtunkhwa, Pakistan

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ABSTRACT

The purpose and aim of the National Commission for Human Development (NCHD) are to develop the opportunity of struggles through the government of Pakistan in safeguarding the operative delivery of communal services. The main purpose of this article is to evaluate the role of NCHD in the advancement of the primary level of education in Khyber Pakhtunkhwa, Pakistan. The survey type descriptive research methodology was used to attain the objectives of the study. All Government boys' primary school teachers and NCHD staff members set up the population of this study. The study's sample was taken from the four randomly chosen districts i.e., Bannu, Lakk Marwat, Karak and Dera Ismail Khan of Khyber Pakhtunkhwa province. The data was collected from 200 teachers and 100 staff members from NCHD staff from the particular districts through a questionnaire using a simple random sampling technique. Data were examined using Mean, Standard Deviation and t-test was used to examine the data. It is inferred that the NCHD was playing its active role in increasing enrollment and in reducing the dropout in the schools at the primary level. It was also concluded that advanced plans of NCHD are meaningfully promoting primary education in Khyber Pakhtunkhwa. This study recommends that NCHD should organize extra training workshops and talks for teachers at primary level concerning the student's assessment for better education and to make them updated and skilled.

1. Introduction

The literacy rate in a country is usually regarded as the index of progress. Without education, a country cannot make passable development in any field. Literacy can lead society out of the darkness of ignorance and into the path of consciousness. Pakistan needs mass education for its development. Literacy plays an enormous role in the growth and development of a country. It reinforces the youth with knowledge of up-to-date technology and makes room for new creations and novelties. In Pakistan, the literacy rate is low as compared to its neighboring countries because of the high dropout rate at the primary level.

"The conditions of primary education within Pakistan are awfully anguished as there are nearly 18 million primary school-aged children, in which round about 8 million primary school-aged children are not going to primary schools. With an estimate, the gross enrollment rate in our school is 74%. On the other hand, more or less than 54% of children get dropout from school before the completion of class five. Only half of the 50% school-aged children pass the primary education. At the beginning of the new millennium Poverty, illiteracy, lack of healthcare facilities and a continuously increasing population are the great challenges for Pakistan." (Iqbal, 2001)

To faces these challenges, NCHD was established by the Pakistani Government under the Ordinance No. XXIX of July 2002. The directive of President General Pervez Musharraf established a task force on human development in June 2001, to contribute new insights and means to developmental discourse in Pakistan. This task force recommended the building capacities of all the stakeholders involved in the progression of social service delivery. "To ensure effective implementation of these recommendations the President under his patronage laid the foundation for a national level development agency i.e. NCHD. Dr Nasim Ashraf was its first chairman and the minister of state. NCHD aims at enlarging the scale and scope of the efforts made by the government in ensuring the effective provision of social services. It perceives human development as a process of enlarging choices, building capacities and encouraging participation of communities at the grassroots. To ensure this, NCHD is directed towards

supporting government line department, civil society organization and the local communities in the sectors of education, basic health care and income generation activities at the grassroots" (Ullah, 2004).

"NCHD promote human development by supporting government line departments, non-governmental organizations and elected officials at the district level in primary education, literacy, income-generating activities and basic health care service." (NCHD, 2010).

The UPE (Universal Primary Education) programs of NCHD has smoothed the progress of education system by creating important society connection to attain sustainability and constant enhancement, which made the government capable to achieve by educating quality primary education to every child of the state. It intends to support the government to achieve 100% enrollment at primary schools and to release school in those remote areas where no government primary school is present. The educational programs of NCHD target three age group;

1) The recipients of the universal primary education will be the children of age group5-7 year.

2) The recipients of the basic literacy and non-formal community based primary project will be the children of the age group 8-14 year.

3) The recipients of the adult literacy project followed by skill training project will be the individuals of age group 15-39 years (Ullah, 2004).

At the moment in Pakistan 64 million people are illiterate. NCHD is working to increase the literacy rate in the country to 90% by 2025.

The areas selected for this study are very underdeveloped. The primary education ratio in these areas is very low and the dropout ratio is very high due to poverty. NCHD program was launched in 2000 and this is unique research about the elevation of performance of NCHD on the dropout rate at the primary level and the initiatives taken by NCHD in these areas. This study was conducted with the objectives to identify the role of "National Commission for Human Development" in increasing the enrolment, controlling the dropout and to compare the opinions of teachers and NCHD staff in Khyber Pakhtunkhwa

Echoing the explanation above and the current phenomenon, the present study in its pre observation manage to see the conditions in many rural and urban location including in Khyber Pakhtunkhwa were stiil ;
1) Lack of capability and administrative competencies within Line sectors.
2) Lack of sector delivery arrangement in civil society administrations.
3) Lack of communal sharing.

4) Gaps of supply, excellence, funding and exposure of the government program.
Therefore, This present study was guided by the following research questions.
1) What kind of part NCHD is performing in the advancement of primary education?

2) What is the role of NCHD in raising the enrollment at primary level in Khyber Pakhtunkhwa?

3) What kind of support NCHD is providing at primary level in controlling the drop out in KPK?

4) What is the dissimilarity between the opinions of teachers and NCHD staff concerning the role of "NCHD" in the elevation of the primary education in KPK, Pakistan?

2. Method

All government boy's primary school teachers (PST's) and NCHD staff members of the four districts out of 26 districts of KPK i.e., Bannu, Lakki, Karak and Dera Ismail Khan of KPK, because these districts are the NCHD's target areas with high dropout rate at primary level and its area is very huge as compared to its population. Furthermore, due to meager resources to conduct the research in all the districts of KPK, the researchers take these districts of KPK for the population of the study. The data was collected from the teachers and the NCHD staff for the period of 2 years. The Sample for the study included 200 government boys primary school teachers and 100 NCHD staff members of the above-selected districts i.e. selecting 50 PST's and 25 NCHD staff members using the simple random technique from each district. The researchers developed a comprehensive questionnaire for data collection based on 26 avowals for both target clusters i.e. NCHD staff members and government boy's primary school teachers. The questionnaire was also pilot tested through 20 Government Primary school teachers and 10 NCHD staff members by providing photocopies of the questioners to them. After it, the scholar made changes identified in questions, design and phraseology of questions. The information was collected personally by one of the researchers. The collected records were entered in SPSS 16, tabulated and examined according to the aims and objectives of the study by using descriptive statistics, like mean, standard deviation and inferential statistics t-test.

3. Results

The data were evaluated using descriptive values Mean, Standard Deviation and inferential statistics t-test. The results according to the statements are as under;

3.1. NCHD Role in the advancement of primary education.

The responders found to agree with the following statements;

1) "Innovative strategies of NCHD are promoting primary education in Khyber Pakhtunkhwa"
2) "Supports in creating community-based feeder schools in remote areas"
3) "Establishing the Parent-Teacher Association for the regular assessment of educational affairs"
4) "Provides accessible schools to children at their doorstep with the help of education department"

The responders found to disagree with the following statements;
1) "Revamps the PTC (Parent Teacher Council) to utilize the local resources for the promotion of Primary education"

2) "Grants monthly stipend to the feeder teachers with the help of education deportment"

The responders found undecided with the following statements;
1) "NCHD supports the education department in system re-engineering at primary level"
2) "NCHD supports education departments in training feeder teachers, to be deployed in primary schools."
3) "NCHD provide training to primary school teachers regarding the assessment of students for improving the education quality at primary level"

The overall result shows that the respondents found unclear with the statements.
(See table 1)

Table No. 1 General Role of NCHD in the Advancement of Primary Education

Statements	SDA	DA	UD	A	SA	Mean	SD
Innovative strategies of NCHD are promoting primary education.	44	50	42	68	96	3.41	1.45
NCHD supports education department in System re-engineering	40	51	58	73	78	3.32	1.37
Trains feeder teachers to be deployed in primary schools.	38	38	68	102	54	3.32	1.26
Grants stipend to feeder teachers with the help of education department.	45	83	60	69	43	2.94	1.29
Training to teachers regarding the assessment of students.	33	39	64	108	56	3.38	1.23
Supports in establishing community based feeder schools in remote areas.	22	41	61	89	87	3.59	1.24
Provides accessible schools to children at their door step.	30	37	55	94	84	3.55	1.28
Establishing the Parent Teacher Association for the assessment of educational affairs.	24	28	54	116	78	3.65	1.19
To allow the PTC (Parent Teacher Council) to use the local resources.	44	111	50	55	40	2.58	1.27
Overall	320	478	512	774	616	3.32	1.28

3.2. NCHD Role in increasing the enrollment at primary level

The responders found to agree with the following statements;
1) "NCHD is increasing the enrolment at primary level through the awareness campaign"

2) "Motivate the parents through village influential to increase enrolment"
3) "Volunteer visits the houses of all enroll able children"
4) "Arranges meetings with the official regarding community mobilization"

5) "NCHD strives to achieve enrolment of all enroll able children at primary level"

The responders found to disagree with the statement, "NCHD provide extra teachers to overcrowded primary schools"

The responders found undecided with the following statements;

1) "NCHD staff regularly sees the UPE registers for increasing the enrolment"

2) "Motivate and aware the parents from the importance of education"

3) "Providing teachers to Ghost / closed schools."

The overall mean score 2.63, and SD is 0.63 shows that the responders found undecided with the statements. (See table 2).

Table No.2. NCHD Role in Increasing the Enrollment at Primary Level

Statements	SDA	DA	UD	A	SA	Mean	SD
Raising the enrolment at the primary level through the electronic and print media by an awareness campaign.	11	27	68	97	97	3.80	1.09
NCHD staff frequently sees the UPE records for increasing the Enrolment.	42	80	45	53	80	3.16	1.43
Motivate the parents through village influential to increase enrolment.	20	34	35	96	115	3.84	1.23
Volunteer visit the houses of enroll able children	15	30	62	134	59	3.64	1.06
Strives to attain enrolment of all enroll able children at primary level.	21	36	70	75	98	3.64	1.24
Encourages and cognizant the parents from the significance of education.	32	41	72	91	64	3.38	1.25
Providing teachers to ghost / closed schools.	39	91	73	48	49	2.92	1.27
Providing extra teachers to the overcrowded primary schools.	45	97	69	50	39	2.59	1.26
Arranges meetings with the official regarding community mobilization.	20	42	48	100	90	3.66	1.22
Overall	245	478	542	744	691	3.41	1.23

2.3. NCHD Role in Decreasing the Dropout at Primary Level

The responders found to agree with the following statements;

1) "NCHD trains school administration in bringing back children to schools"
2) "Volunteer services at school level controls the dropout"
3) "Supports the education department in minimizing the dropout at primary level"
4) "Inclusion of active volunteer controls the dropout at the primary level"

The responders found to disagree with the statement on ''Establishing a system of the monthly parent-teacher meeting (P T M) for controlling the high dropout''

The responders found undecided with the following statements;

1) "NCHD staff regularly checks the dropout rates in primary schools"
2) "Staff meeting with youths for controlling the dropout"

The overall mean score 2.63, and SD is 0.63 which shows that the responders are undecided with the statements. (See table 3)

Table No. 3. NCHD Role in Decreasing the Dropout at Primary Level

Statements	SDA	DA	UD	A	SA	Mean	SD
Train's school administration in bringing back children to schools.	17	21	42	106	114	3.93	1.14
NCHD staff regularly checks the dropout rates in primary schools.	50	86	70	55	37	2.78	1.19
Volunteer services at school level control the dropout.	13	28	54	113	92	3.81	1.10
Supports in minimizing the dropout at primary level.	26	29	53	98	94	3.68	1.24
Meeting with youth for controlling the dropout.	55	81	67	59	38	2.81	1.29
Presence of active volunteer to control the dropout at the primary level.	28	43	53	106	70	3.49	1.25
Forming a scheme of monthly P T M for controlling the high dropout.	48	109	52	51	40	2.55	1.28
Carrying back the absconder children to schools to control the dropout.	21	24	63	104	88	3.71	1.17
Overall	258	421	454	692	575	3.34	1.20

3.4. Comparison of Teachers and NCHD Staff Opinions on General Role of NCHD in the Advancement of Primary Education

No important difference was found between the opinions of teachers and NCHD staff about the following statements;

1) "NCHD supports education departments in System re-engineering"
2) "Trains feeder teachers to be deployed in primary schools"
3) "Trains teachers regarding the assessment of the students"
4) "Supports in establishing community-based feeder schools in remote areas"
5) "Provides accessible schools to children at their doorstep"
6) "Establishing the Parents Teachers forum for the assessment of educational affairs"

A major dissimilarity was found between the opinions of teachers and NCHD staff about "The innovative strategies of NCHD are promoting primary education in Khyber Pakhtunkhwa"

An important difference was found between the opinions of teachers for the following statements;

1) "NCHD Grants stipend to feeder teachers with the help of education department"
2) "Revamps the PTC (Parent Teacher Council) to utilize the local resources"

The overall results of the statements shows, an important difference between the opinions of teachers (Mean = 2.83 and SD = .56) and NCHD staff (Mean = 2.65 and SD = .55) with (t = -2.57 and P =. 01) as the value of P is less than 0.05 the significance's level. (See table 4)

Table No.4. Comparison of Teachers and NCHD Staff Opinions on General Role of NCHD in the Advancement of Primary Education

Statements	Respondent	Mean	S.D	t	p
Innovative strategies of NCHD are promoting Primary Education.	Teachers	3.25	1.49	-2.43	.01*
	NCHD staff	3.67	1.34		
NCHD supports education department in System re-engineering	Teachers	3.28	1.43	-.873	.38
	NCHD staff	3.42	1.24		
Trains feeder teachers to be deployed in primary schools.	Teachers	3.26	1.28	-1.18	.23
	NCHD staff	3.44	1.22		
Grants stipend to feeder teachers with the help of education department.	Teachers	2.78	1.29	-2.99	.00*
	NCHD staff	3.25	1.25		
Training to teachers regarding the assessment of students.	Teachers	3.39	1.25	.133	.89
	NCHD staff	3.37	1.21		
Supports in establishing community based feeder schools in remote areas.	Teachers	3.65	1.20	1.08	.27
	NCHD staff	3.48	1.31		
Provides accessible schools to children at their door step.	Teachers	3.49	1.27	-1.13	.25
	NCHD staff	3.67	1.30		
Establishing the P T forum for the assessment of educational affairs.	Teachers	3.60	1.16	-1.07	.28
	NCHD staff	3.76	1.23		
Revamps the PTC (Parent Teacher Council) to utilize the local resources.	Teachers	2.62	1.23	-3.18	.00*
	NCHD staff	3.12	1.30		
Overall	Teachers	2.8	.566	2.57	.01*
	NCHD staff	2.65	.552		

5. Comparison of Teachers and NCHD Staff Opinions on the Role of NCHD in Increasing the Enrollment at Primary Level.

No important difference was found between the opinions of teachers about the following statements as the P-value is greater than the significance's level in these statements.

1) "NCHD is increasing the enrolment at primary level through the awareness campaign in Khyber Pakhtunkhwa"
2) "Providing teachers to Ghost / closed schools"
3) "Volunteer visit the houses of enroll able children"
4) "Motivate the parents through village influential to the increased enrolment in primary schools"
5) "Arranges meetings with the official regarding community mobilization"

An important difference was found between the opinions of teachers) and NCHD staff about the following statements as the P-value is greater than the significance's level in these statements.

1) "NCHD staff regularly see the UPE registers for increasing the enrolment"
2) "Achieve enrolment of all enroll able children at primary level".
3) "Motivates and aware the parents from the importance of education"
4) "Providing extra teachers to the overcrowded primary schools"

If we see the overall b results it shows that an important difference was found between the opinions of teachers (Mean = 2.70 and SD =. 51) and NCHD staff (Mean = 2.51 and SD =. 534) with (t = 2.81 and P =. 00) as the P-value is less than 0.05 the significance's level. (See table 5)

Table No.5 Comparison of Teachers and NCHD Staff Opinions on the Role of NCHD in Increasing the Enrollment at Primary Level.

Statements	Respondent	Mean	S.D	t	p
Increasing the enrolment at primary level through the awareness campaign	Teachers	3.85	1.11	.98	.32
	NCHD staff	3.72	1.06		
NCHD staff regularly sees the UPE registers for increasing the Enrolment.	Teachers	2.81	1.39	-6.68	.00*
	NCHD staff	3.87	1.24		
Motivate the parents through village influential to the increase enrolment.	Teachers	3.82	1.25	-.39	.69
	NCHD staff	3.88	1.21		
Volunteer visit the houses of enroll able children.	Teachers	3.68	1.06	1.04	.29
	NCHD staff	3.55	1.04		
Strives to achieve enrolment of all enroll able children at primary level.	Teachers	3.74	1.24	2.02	.04*
	NCHD staff	3.44	1.22		
Motivates and aware the parents from the importance of education.	Teachers	2.76	1.19	-3.02	.00*
	NCHD staff	3.25	1.38		
Providing teachers to ghost / closed schools.	Teachers	3.37	1.18	-.18	.85
	NCHD staff	3.40	1.39		
Providing extra teachers to the overcrowded primary schools.	Teachers	2.62	1.22	-4.61	.00*
	NCHD staff	3.31	1.22		
Arranges meetings with the official regarding community mobilization.	Teachers	3.76	1.16	1.91	.05
	NCHD staff	3.46	1.32		
Overall	Teachers	2.70	.517	2.81	.00*
	NCHD staff	2.51	.53		

6. Comparison of Teachers and NCHD Staff Opinions on Role of NCHD in Decreasing the Dropout at Primary Level.

No important difference was found between the opinions of teachers about the following statements as the P-value is greater than the significance's level in these statements.

1) "NCHD staff regularly check the dropout rates in primary schools"
2) "Volunteer services at school level control the dropout"
3) "Supports the education department in minimizing the dropout at primary level"
4) "Inclusion of active volunteer controls the dropout at primary level"
5) "Bringing back the fugitive children to schools to control the dropout"

An important difference was found between the opinions of teachers) and NCHD staff about the following statements as the P-value is greater than the significance's level in these statements.

1) "Trains school administration in bringing back children to primary school in Khyber Pakhtunkhwa"
2) "Meeting with youth for controlling the dropout"
3) "Establishing a system of monthly P T M (Parent-Teacher Meeting) for controlling the high dropout"

If we see the overall results it shows that an important difference was found between the opinions of teachers (Mean = 2.69 and SD =.64) and NCHD staff (Mean = 2.41 and SD = .503) with (t = 2.46 and P = .01) as the P-value is less than 0.05 the significance's level. (See table 6)

Table No.6 Comparison of Teachers and NCHD Staff Opinions on Role of NCHD in Decreasing the Dropout at Primary Level

Statements	Respondent	Mean	S.D	t	p
Trains school administration in bringing back children to schools.	Teachers	4.16	1.97	2.07	.03*
	NCHD staff	3.88	1.15		
NCHD staff regularly checks dropout rates in primary schools.	Teachers	3.98	1.16	1.20	.23
	NCHD staff	3.82	1.09		
Volunteer services at school level control the dropout.	Teachers	3.84	1.01	.62	.53
	NCHD staff	3.75	1.25		
Supports the education department in minimizing the dropout at primary level.	Teachers	3.72	1.2	.70	.48
	NCHD staff	3.61	1.30		
Meeting with youth for controlling the dropout.	Teachers	2.52	1.16	-5.55	.00*
	NCHD staff	3.40	1.35		
Inclusion of active volunteer for contorting the dropout at primary level.	Teachers	3.52	1.19	.56	.57
	NCHD staff	3.4	1.35		
Forming a scheme of monthly P T M for controlling the high dropout.	Teachers	2.50	1.20	-4.78	.00*
	NCHD staff	3.25	1.30		
Bringing back the fugitive children to schools to control the dropout.	Teachers	3.78	1.06	1.28	.20
	NCHD staff	3.58	1.36		
Overall	Teachers	2.69	.6471	2.46	.01*
	NCHD staff	2.51	.6021		

*P<.05

4. Discussion

"Education is the systematic process of instruction for the development of character or mental powers. Primary education which marks the start of formal education in a child's life begins when a child turns to around 5 years of age. First, five years of school are referred to as primary. The primary stage of education is of prime importance for the edifice of career. Reliability and tidiness of this stage enable a child to raise a standard of his personality. Unfortunately, the importance of this stage is overlooked to a large scope in our country. The disadvantages are multifarious in nature and require considerations on the part of the responsible." (Kamal, 2002)

Acquiring an education is obligatory for all. "It is educations that increases one's knowledge, broaden one's outlook and sharpens one's intellect. The present age is the age of education. Man has conquered Space and we are living in the modern era. Education plays a vital role in building and moulding the character of an individual. Therefore primary education is also considered much urgent and necessary for the developing countries of the world. It is the key sector or phase of the entire education system. It provides a literate workforce for the country and on the other hand, it acts as a feeder for the next coming secondary education." (Beaten, 1999)

"The education department was made responsible to achieve the goals of Universal Primary Education (UPE) and the literacy Dep't; was made responsible to provide literacy skills to individuals in the age group 8-39 who were either never enrolled in school or drop out from school before acquiring literacy skill." (Nauman, 2002)

The present study showed that NCHD does not arrange additional teachers to the congested schools. The cause may be a dearth of monetary resources if additional teachers should be made available to the congested primary schools it will make the teaching-learning process operational. Adequate visits were not arranged by NCHD officers to see the UPE register. If where they visit, the UPE register were not present in many primary schools. So there should be regularity in visits to see UPE registers. The results of the current study exposed that NCHD is not appropriately supporting the education department in establishing a system of monthly parent's teacher meetings for controlling the high drop out. If there will systematic and reliable check and balance examining body on parent-teacher meetings be present in nearly all schools of the province than regular parent-teacher meetings would be conducted. It was exposed in the study that NCHD does not provide pieces of training to primary school teachers regarding the assessment of students for improving the quality of education. To improve the quality of education teaching methodologies must be reorganized and revised, curriculum and content materials must carefully be addressed, examination and assessment system must be given serious consideration and physical infrastructure issue necessarily be upgraded. Moreover, NCHD should arrange more training workshops and seminars for teachers to make them updated and skilled.

5. Conclusions

The result of this research shows that advanced plans of NCHD are promoting primary education. If we examine the study as a whole then we will come to identify that NCHD supports in establishing community-based feeder schools in remote areas. The conclusions are drawn from the analysis of data also revealed that NCHD were not so active for organizing the monthly parent-teacher meeting. The study revealed that the majority of responders were not satisfied with NCHD as it does not provide teachers to overcrowded primary schools. The 100% enrollment strategy totally depends on, to arrange regular visits to see the UPE registers but NCHD staffs were not so active. To develop a successful strategy for the advancement of education at primary level, it is important to see the current position of PTC (Parent Teacher Council) but it was not fully independent in the utilization of local resources. A huge number of responders opined that the parents were not motivated and aware of the importance of education so that they may enroll their children in primary school.

An important difference was found between the opinions of teachers and NCHD staff regarding that advanced strategies of NCHD is promoting primary education in Khyber Pakhtunkhwa. Moreover, an important difference was found between the opinions of teachers and NCHD staff regarding that NCHD grants monthly salaries to the feeder teachers with the help of education deportment. In like manner, an important difference was found between the opinions of teachers and NCHD staff regarding that revamps the PTC (Parent Teacher Council) to utilize the local resources for the promotion of primary education. Furthermore, an important difference was found between the opinions of teachers and NCHD staff regarding that facilitation visits of NCHD staff are arranged regularly to see the UPE registers for increasing the Enrolment. And an important difference was found between the opinions of teachers and NCHD staff that NCHD is increasing the enrolment at the primary level through the awareness campaign. Moreover, an important difference was found between the opinions of teachers and NCHD staff regarding that NCHD motivates and aware the parents from the importance of education through Banners & Posters to enroll their children. In like manner, an important difference was found between the opinions of teachers and NCHD staff regarding that NCHD trains school administration in bringing back children to schools at the primary level. Furthermore, an important difference was found between the opinions of teachers and NCHD staff regarding that NCHD arranges volunteer support meeting with youth for controlling the dropout. And an important difference was found between the opinions of teachers and NCHD staff regarding that it supports education deportment in establishing a system of monthly Parent Teacher Meeting (PTM) for controlling the high dropout.

6. Recommendations

Following recommendations were made in the light of conclusions of the study.

1. Additional teachers should be provided to the overcrowded schools.

2. Regular visits should be made to see the UPE registers.

3. Regular parent-teacher meetings should be conducted.

4. Allocation of the budget should be increased for NCHD to meet the targets in time.

5. Additional training workshops and seminars should be arranged by NCHD for teachers, to make them updated and skilled in the said area.

6. NCHD staff was important in the favour that advanced strategies while teachers were not. To diminish these difference proper facilities should be managed for teacher concerning this area

7. Visits should be made on monthly basis to assess the progress.

8. Proper media awareness campaigns should be started for parents to admit their children in primary schools.

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