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VISION : 2020

**DRAFT APPROACH PAPER ON EDUCATION
- AN AGENDA FOR**

“SWARNANDHRA PRADESH”



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**EDUCATION DEPARTMENT
GOVERNMENT OF ANDHRA PRADESH
December - 1999**

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**“Andariki Vidya- Mana andari badhyata”
(Education for all – responsibility of all)**

VISION : 2020

VISION 2020 OF ANDHRA PRADESH

**DRAFT APPROACH PAPER ON EDUCATION
AN AGENDA FOR “SWARNANDHRA PRADESH”**

**Sri K. Ramchandra Rao,
Minister Higher Education & Chairman
Cabinet Sub-Committee on
Human Resource Development
Government of Andhra Pradesh**

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AGENCY FOR SWANANDRANATHAN

Minister Higher Education & Chairman
Expert Sub-Committee on
Human Resource Development
Government of Andhra Pradesh

December 1977

CHILD'S RIGHT TO EDUCATION - A COMMITMENT OF ALL

Government of Andhra Pradesh reaffirms:-

- that every child has a right to receive education which enables him/ her :
 - to develop > an ability to think, question and judge independently;
 - > a sense of self-respect, dignity and self-confidence;
 - > civic sense, citizenship and values of participatory democracy
 - and to learn > to internalize a sense of moral values and critical judgement
 - > appropriate skills to enhance individual capacity and productivity;
 - > to love and respect fellow human beings and nature;
- that it is the paramount duty of the State Government to guarantee the realisation of this right of the child by mobilising, facilitating and providing the necessary environment and the resources.
- that while the teachers, parents, guardians and citizens have a responsibility to demand and pressurise the state to meet its obligations to facilitate the process of realization of rights by all children, every citizen must contribute his/her mite as partners in this gigantic task.

VISION 2020 OF ANDHRA PRADESH

The document on VISION 2020 to achieve Swaranandhrapradesh states:

Andhra Pradesh will just not be a literate but a knowledge society capable of meeting the challenges posed by the 21st century and will provide avenues to every person to realise his or her full potential through equitable access to educational opportunities.

- The State firmly believes that outlays on education are an investment for our future and not an expenditure.
- To achieve this vision, the primary goal for the State will be to increase overall literacy levels from the current 54% (1998-All India Educational Survey) of the population to over 85 % before 2005.
- With a decentralised, transparent and accountable governance, Andhra Pradesh will move towards participatory management by the stake holders / local communities as partners in improving access, quality of education and overall management of education.
- Andhra Pradesh will be free from Child Labour before 2005.
- The state will provide universal literacy by providing relevant, effective, high quality widespread Elementary Education and Adult literacy with due emphasis on ensuring

functional literacy and continuing education to the non-literates and neo-literates in the age group of 15-35.

- Andhra Pradesh will focus on secondary, intermediate and higher education such that it becomes a dynamic and vibrant sector keeping pace with the changing needs of the State and the global economy.
- In Higher Education, A.P. will provide more restructured and specialised courses to man the higher end job opportunities. In the Intermediate sector of Education, very high emphasis will be on Vocational Education. This will also require a large private sector participation in higher education. Already, in the State of Andhra Pradesh, the higher and technical education in engineering colleges is increasingly being privatised. An effort will also be required to give impetus for more private sector, degree colleges with courses which meet the market demands.
- Andhra Pradesh will therefore, need to transform the current educational system so that it plays a catalytic role in the economy and the society.

CONCERNS

Status of Education (A.P.) – An Overview

i) Schools, Enrolment & Teachers – (1998-99)

Type of School	No. of Schools			Enrolment			Teachers		
	Private	Govt	Total	Private	Govt	Total	Private	Govt	Total
PS	3313	48523	51836	632348	5605387	6237735	15531	120832	136363
UPS	3185	5528	8713	922033	1521146	2443179	32476	30369	62845
HS	2627	6270	8897	1528264	2239494	3767758	49016	66654	115670

ii) Junior Colleges, Degree Colleges + Other Professional/Technical Institutions – (1998-99)

Type of Institution	No. of Institutions			Enrolment			Teachers		
	Private	Govt	Total	Private	Govt	Total	Private	Govt	Total
Junior Colleges	1697	478	2175	2,05,647	94,952	3,10,639	5610	10,716	16,316
Degree Colleges	778	179	957	3,56,857	1,14,216	4,71,073	16,283	3886	20,169
Polytechnics	33	70	103	6,450	11,795	18,245	-	1978	1,978
Engineering Colleges	91	11	102	22,470	2003	24,473	2,898	967	3,865
Medical Colleges									
Other Professional Institutions	209	25	234	7,180	1,290	8,470	-	-	

iii) **Plan/Non-Plan outlays (1999-2000)**

(Rupees in Lakhs)

Sl.No	Department	Plan (Budget Estimate)	Non-Plan (Budget Estimate)	Total
1	School Education	30975.97	192857.01	223832.98
2	Higher Education	322.34	46190.12	46512.46
	Total	31298.31	239047.13	270345.44

iv) **Literacy rates (1991 Census)**
(Andhra Pradesh stands a dismal 27th
rank among the literate states in the
country)

v) **Dropout rates at primary stage
(1998-1999)**

	Male	Female	Total
All	55	32	44
SC	42	21	32
ST	25	9	17

	Boys	Girls	Total
All	42.69	44.70	43.63
SC	48.67	54.66	51.48
ST	68.91	75.59	71.74

vi) **Access**

Primary, Upper Primary & Secondary Stages

Type & distance	No of habitations with	% of coverage	No of habitations not covered by
Primary school/ section within 1 KM.	55716	88.58	7189
Upper Primary School/ Section upto 3 KMs	41143	65.41	21762
Secondary School/ Section upto 5 KMs	41796	66.4	21109

Areas of concern

- Access
- Socio-economic factors including poverty, gender discrimination.
- Wide-spread prevalence of child labour
- High dropout rate
- Inadequate infrastructure
- Quality of education
- Disadvantaged groups including girl child, SCs, STs, certain BCs, Minorities, children with special needs.
- Ineffective and inefficient administrative mechanisms & procedures.
- Inadequacies in teaching-learning environment including shortage of teachers, teacher competency; lack of adequate motivation among some teachers, curriculum updation, training of teachers etc.
- To Achieve the goal of total literacy by 2005, all possible resources will need to be mobilised for manpower and infrastructure provisioning, apart from a detailed training strategy. For achieving only total literacy by 2005 an estimated amount of about Rs. _____ would need to be mobilised. The concerns that would arise thereafter i.e., demand for access to upper primary and relevant and quality secondary and higher education will need to be addressed in due course.

AGENDA FOR EDUCATION

Government-mandate:-

- The State will mobilise and provide all possible resources to effectively address the concerns and meet the challenges
- The radical reform pioneered by Govt. of A.P. in enacting the A.P. (School Education) Community Participation Act 1998 empowering the School Education Committees, comprising of the parents, the students and the teachers – to plan, manage and monitor the development of their respective schools, mobilise resources with the guidance and support of the Panchayat, the Mandal Education Committees and other local communities, will be further consolidate and strengthened.
- With a view to improve standards and quality of teachers education and to ensure a transparent fair and just selection, the selection of teachers has been revised since 1999. The teachers selection is made purely on the basis of performance by giving weightage to marks obtained in 10th class, intermediate/graduation, professional qualification i.e., Dip in Ed./B.Ed., and the district selection exam, apart from nominal weightage for seniority in employment exchange etc. Marks for interview has been totally dispensed with.
- The State will provide an efficient, effective, transparent and accountable education system by finalising the following initiatives already taken:-

- Review and streamline various ongoing programmes/structures under N.F.E., Adult Education, Open Schools and Libraries; Teacher training programmes; restructuring of intermediate and degree and university education including technical education.
 - Review and simplify procedures and practices by amending enactments concerned, Government rules and orders, apart from undertaking comprehensive decentralisation, delegation, level jumping, coupled with strengthening of critical levels like Head Masters, Mandal level administration etc., wherever necessary.
 - Provide for preparation and monitoring of habitation education development plan by the stake holders and local community with the assistance of Education Department.
 - The examination reform for secondary education, intermediate education and university level already initiated will be consolidated to equip the students from Andhra Pradesh to compete at the national and at the global levels.
 - Introduction of computerised Education Monitoring Information System has been initiated, apart from job charts for every category, performance appraisal system, institutions action plans and citizens charters which will be consolidated shortly
 - Text books are being reviewed and refined in consultation with teachers concerned.
- State will take decisive action on all fronts – legislative, administrative, economic and social, to put a complete halt to the exploitative process of child labour within a definite time frame of 3-4 years.
 - With the launch of “Maa badi scheme” (“our school”) in 1999, by providing assistance to school committees (to cover 15,000 habitations with an outlay of Rs. 14.30 Crores), State will ensure access to primary education in all habitations with even 10 children (6-9 years). State will now strive to address facilitating a similar access to upper primary and secondary education.
 - The reforms in education administration introduced with transfers of teachers by counselling in 1998, will be further extended to other categories, to provide a fair and objective administrative environment, free of bureaucratic and political interference, thereby enabling the teachers to give their best to the students.
 - The state will strive to put an end to the growing commodification of education by commercialised private schools.
 - In keeping pace with the changing needs, A.P. is the first state to have made computer education a compulsory component of Diploma in Education and B.Ed. The state will strive to spread computer education in schools while giving priority to schools in backward areas.
 - To ensure access particularly to women, minorities, socially disadvantage groups and children with special needs, government will provide appropriate focussed strategies to address their needs.
 - To promote hygiene, health and fitness and concern for society and environment among students right from the tender age, the Government has launched “Clean and Green” programme which, in the long run would contribute for a happier and healthier life for all. Government will continue its endeavours in this direction.

Mandate for Teachers:

- Each teacher as a friend, philosopher and guide of the local community will motivate and encourage the parents of "out of school children", to send their children to schools and take step to see that children are enthused to participate in education
- Teachers will take all necessary steps to make the teaching learning process interesting, child centered, activity based and joyful such that children enroll and attend school regularly with enthusiasm.
- Teacher will take special efforts to transform the so called 'slow learners' to 'achievers', and to address the special needs of the socially disadvantaged groups, girl child, child labourers and children with special needs, such that they are able to face the challenges with confidence.
- Each teacher depending on his interest and talent will take up and promote atleast one or two extra- or co-curricular activities which will help develop the talent and self-confidence among the students.
- Teachers will in partnership with the Government provide an efficient, responsive and accountable education system to the students, their parents and the community.

Mandate For Parents:

- Respecting the right of every child to receive quality education and recreation, all the parents must invariably send their children to the School.
- Parents must maintain a good rapport with the teachers and the school and extend support.
- Parents must continuously monitor their children's performance and give a feed back on any deficiency to the teacher/school as a constructive suggestion for improvement.
- The parents must render necessary assistance in improving the infrastructure and other facilities in the school.
- Parents must also help the school and the Government in achieving total enrolment, retention and attainment.

Mandate For School Committees/Gram Panchayat/Local Community:

- The goal and objectives envisaged for "Swarna Andhra Pradesh" cannot be fulfilled unless the School Committee with support of the local Community / Gram Panchayat prepares a perspective 5- year habitation education development plan.

- The children who are out of school including child labour, school drop outs and non-starters adult illiterates must be enumerated under the Habitation Development Plan.
- Depending on the local conditions, strategies to achieve specific targets of enrolment and to achieve adult literacy must be included and monitored periodically.
- School Committee in cooperation with the teachers must promote and improve the infrastructure and other facilities in the School by mobilising local resources.
- School Committees must up measures, to provide a proper climate in the institution for congenial educational development.
- The School Committee should actively involve themselves in academic and all constructive activities of the institution including promotion of extra-curricular and co-curricular activities.

Mandate for Students/Colleges/Universities:

- College Students of various Colleges/Institutions/universities must adopt habitations for taking up literacy campaigns and micro-planning for preparation of habitation development plans. The achievement of the annual targets pertaining to enrollment, retention and adult literacy incorporated in the plan must be monitored by the students and Educational institutions concerned. The students will be awarded marks/grades as an incentive for the community work.

Mandate For All Citizens:

(All talented/gifted and educated persons including students, retired teachers, Headmasters and other officials; Youth, elder citizens, house-wives; Philanthropists; industries, NGOs: non-officials etc.)

- Every person in the State should contribute to achieving total literacy by 2005 and in realizing "SwarnAndhra Pradesh" where our children will get the best and are able to do well, bringing pride to us and our country. Citizens can contribute/share their knowledge "Vidya Danamu"/time/ /talent and other resources – human, material and financial support for the students in the schools.
- School Libraries and Laboratories in schools could be equipped by individuals and organisations.
- Industrialists, Philanthropists and NGOs could adopt a) students who require financial support for pursuing education, or b) a school or c) a village for its development including improvement of infrastructural facilities, organising health camps, promoting extra-curricular and co-curricular activities etc.
- Local educated persons including college students, educated house-wives, retired personnel and other educated people could adopt student/slow-learner and other children who need special attention for achieving improvement in academic performance.

- Local talented persons including house-wives could adopt a nearby school and contribute a few hours of their time in a week, to share their talent and train the students of the school in that particular art/field or to promote socially useful productive work.
- All citizens must show a sensitivity to social concerns by appreciating and extending a helping hand to the socially disadvantage groups, girl child, minorities and children with special needs. They must also sensitize the children –students as a peer group to provide all possible encouragement to such children-students.
- All citizens, right from children to elder citizens, must participate in the Clean and Green programme of the Government to ultimately promote hygiene, health and fitness for a happier, healthier society and a pollution free environment for our future generation.

GOVERNMENT APPEAL TO ALL CITIZENS

Each one enroll one – an appeal primarily to college students/akshara senas/NGOs

Each one teach one – an appeal to all educated citizens (including students, teachers, retired persons, educated youth, women, elder citizens etc.)

Each one adopt one – an appeal to philanthropists, industry, Voluntary agencies, educational institutions etc. to adopt either a student for funding his/her education or a school or a village for its overall development.

And to each parent of “out of school children” a special appeal “enroll your child/children”.

AS CITIZENS OF THE STATE LET US SHARE THESE CONCERNS, RISE, UNITE AND MOBILISE ALL RESOURCES AND MEET THIS CHALLENGE OF ACHIEVING 85% LITERACY BEFORE 2005 AND REALISE FOR OURSELVES A “SWARNANDHRA PRADESH”.

The consensus, strategies and mandate for Government, teachers, parents, school committees and other citizens is consensus of the people of the state as emerged in course of our continuous dialogue with them during the seminars on “Education For All” conducted during March’99 – April’99 at State, district and mandal levels. Therefore the government of Andhra Pradesh places before the people, this draft approach paper on Education for a public hearing, and invites suggestions from all, for realising our objectives and goals, for a Swarna Andhra Pradesh. Hence citizens and readers are requested to send their valuable suggestions to the following addresses:

AREA OF CONCERN

1. Access(Elementary & Secondary):

Issues for consideration : Pre school Education facility, schooling at child's door step , education of special groups-Girl child, children with disability, Socially disadvantaged groups, backward regions up gradation of Primary schools and Upper Primary schools, subject wise teachers, vocational education.

Expected specific interventions at different levels:

Government	Teachers	School Community/Gram Panchayat / Local Community, Members of SEC.	(Others) College students, NGOs, House wives, Youth, Elder citizens, Retired Officers, Philanthropists, Industrialists	
<ul style="list-style-type: none"> • Providing quality education to all the school going children at child's door step by adopting appropriate strategies. • Provision of necessary material and human resources needed for organising pre-primary, primary and secondary educational activities. • Undertaking an exercise on school mapping for up gradation of primary schools into upper primary schools and high schools. 	<ul style="list-style-type: none"> • Owning the school • Preparing Institutional plan. • Deciding the catchment area 	<ul style="list-style-type: none"> • Provide land and other resources to the extent possible. • Improving infrastructural facility. • Deciding the catchment area • Owning the school • Raising corpus fund. 	<ul style="list-style-type: none"> • Sharing experiences in preparation of institutional plan. 	

Enrolment & Retention:

Issues for consideration : Under aged children from primary school to be shifted to pre-primary ., addressing over aged children, addressing retention of children of disadvantaged groups - Girl Child, Children of Socially disadvantaged groups, backward pockets, ensuring all school age population in schools., addressing child labour., teacher pupil ratio., shift from multi grade to mono grade.,

Government	Teachers	School Community/Gram Panchayat / Local Community, Members of SEC	(Others) College students, NGOs, House wives, Youth, Elder citizens, Retired Officers, Philanthropists, Industrialists
<ul style="list-style-type: none"> • Opening Pre-school centres and creches. • Synchronising the timings of primary schools and pre-school centres. • Engaging teachers and pre school instructors. • Abolishing child labour through local specific interventions and evolving procedures for effective monitoring. • Opening of summer camps for unenrolled children (Back to School programme) • Transitional schools for over aged children. 	<ul style="list-style-type: none"> • Providing congenial and interesting learning environment to attract and ensure regular attendance of children. • Proposing strategies to motivate and pursue the parents of out of school children. • Monitoring the enrolment of child labour, children of socially disadvantaged groups. • Updating census register. • Preparation updating and monitoring habitation education plans. • Admitting out of school children in summer schools. 	<ul style="list-style-type: none"> • Undertaking campaigns and ensuring 100% enrolment and retention. • Identification of children with moderate disability and motivate them to attend. • Proposing strategies to motivate and pursue the parents of out of school children. • Motivating teachers and students and monitoring enrolment of child labour, children of socially disadvantaged groups. • Updating census register. • Updating and monitoring habitation education 	<ul style="list-style-type: none"> • Educated persons adopt slow learners to achieve desirable competencies.

<ul style="list-style-type: none"> • Evaluating the Government schemes on incentives and addressing the gaps. • Provision of integrated education/ special schools. • Providing physical facilities like toilets for Girl Schools on priority. 	<ul style="list-style-type: none"> • Ways and means to overcome multigrade situation with the existing staff. • Identifying the dropouts, approaching the parents to bring the drop out children back to school. • Adoption of wards/houses • Any other local initiative. 	<p>plans.</p> <ul style="list-style-type: none"> • Effective monitoring of the incentives. • Identifying the dropouts, approaching the parents to bring the drop out children back to school. • Adoption of wards/houses • Continuous liaison with school teachers/parents to monitor attendance. • Admitting out of school children in summer schools 		
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<p>Space for comments :</p>				
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Quality Education & Achievement:

Issues for consideration : Institutional interventions., teacher competency and commitment., teacher accountability to students, parents and community., effective supervision and monitoring., effective assessment procedures., subject wise teachers at secondary level., evolving procedures for reforming vocational education, examination reforms, A.V. & Computer education.

Government	Teachers	School Community/Gram Panchayat / Local Community, Members of SEC	(Others) College students, NGOs, House wives, Youth, Elder citizens, Retired Officers, Philanthropists, Industrialists
<ul style="list-style-type: none"> • Redesigning the curriculum to suit to the present requirement. • Supply of TLM as per the need. • Providing quality pre-service and in-service teacher training • Evolving suitable procedures for monitoring. • Deciding the roles and responsibilities at different stages. • Attending reforms in vocational education. • Evolving procedures for improving results and raising the achievement levels. • Improving condition of work by way of institutional intervention. 	<ul style="list-style-type: none"> • Providing effective environment conducive to learning. • Exploring possibilities for providing support to the under achievers • Optimum utilisation of material resources available(TLM, OBB, ETV etc) duly overcoming lacuna in A.V.Education schemes. • Ensuring regularity and stay in the village. • Examining the present curriculum, identifying the gaps and suggesting ways and means to bridge the gaps making classroom transaction more interesting. • Remedial coaching by teachers. • Special attention to slow learners 	<ul style="list-style-type: none"> • Ensuring parental co-operation in the progress of their wards. • Providing effective environment conducive to learning. • Establishing harmonious relations with teachers/school. • Encourage students and teachers. • Providing support and resources to improve school infrastructure and facilities. 	<ul style="list-style-type: none"> • Exploring possibilities for providing support to the slow learners. • Adoption of slow learners. • Examining the present curriculum, identifying the gaps and suggesting ways and means to bridge the gaps making classroom transaction more interesting. • Encourage bright students and committed teachers. • Rendering expertise in the field of vocational education and ensuring material support.

Space for comments:

Adult Education :

Issues for consideration : "Total Adult literacy before 2005" – Habitation Education Plan - Enumeration of Adult illiterates – Fixing Annual Targets – Focus on continuing education - Skill, Knowledge and Technology upgradation for enhancement of quality of life – Different strategies to address different people region wise.

Government	Teachers	School Community/Gram Panchayat / Local Community, Members of SEC	(Others) College students, NGOs, House wives, Youth, Elder citizens, Retired Officers, Philanthropists, Industrialists
<ul style="list-style-type: none"> • Providing a minimum package of learning both for non-literates and neo-literates. • Continuous support to continuing education centres • Providing scope for extending support to TLC PLC by pre-service trainees and students duly redesigning the course components and awarding marks. • Evolving procedures for effective monitoring • Mobilising human and material resources 	<ul style="list-style-type: none"> • Extending support to the programmes of Adult literacy by – 1. Adopting illiterates 2. Participating in the campaigns 3. Developing and improving TLM 4. Sending students to villages to take up campaigns, literating adults etc., 	<ul style="list-style-type: none"> • Undertaking campaigns and motivating the clientele. • Involving a large number of people • Identifying committed educated youth in every habitation and forming "Akshara Senas" • Providing continuous support to the "Akshara Senas" in order to ensure sustainability of motivation. • Addressing the needs of volunteers (students and trainees campaigning in the village) • Maintaining continuing education centres. • Adoption of wards and monitoring duly fixing 	<ul style="list-style-type: none"> • Undertaking campaigns and motivating the clientele. • Evolving procedures for effective monitoring. • Contributing generously to provide TLM for the centres. • Undertaking evaluation of the programmes. • Adoption of certain areas on experimental basis and sending feed back. • Mobilising human and material resources

Teacher Education :

Issues for consideration : Teacher empowerment – Reforming and strengthening teacher education institutions – Evolving procedures to select competent personnel duly avoiding subjectivity. follow up on teacher training.

Government	Teachers	School Community/Gram Panchayat / Local Community. Members of SEC	(Others) College students, NGOs, House wives, Youth, Elder citizens, Retired Officers, Philanthropists, Industrialists	
<ul style="list-style-type: none"> • Evolving procedures to select competent personnel duly avoiding subjectivity. • Evolving procedures for effective monitoring of teacher education institutions. • Strengthening of teacher education institutions. • Distance Education. • Provide scope to innovate and supplement human and material resources for providing quality education. • Continuous academic support by in-service training. 	<ul style="list-style-type: none"> • Concern for professional growth – ways and means. • The general feeling is that teachers are not practicing the strategies as advocated during training both pre-service and in-service ways and means to address this issue. • Procedures to ensure convergence of services. Ways and means to establish effective and feasible linkages. • Functional freedom needed to the teacher to operationalise the strategies planned by him/her, and also fixing up accountability. What sort of autonomy vis-à-vis accountability. 	<ul style="list-style-type: none"> • Teachers feel that community is not extending co-operation to them. Identify strategies to motivate teachers. • Ensuring facility for stay for teachers in the village. 	<ul style="list-style-type: none"> • On the job support to the teachers 	

Hygiene, Fitness & Health , Sports & Games; concern for society and environment :

Issues for consideration:

Evaluating the status of Fitness and Hygiene, Sports and Games in school curriculum :

Monitoring Procedures :

Redesigning the curriculum – related curricular activities, Internalising Health & Hygiene components in the curriculum – Yoga and meditation as compulsory activities in school curriculum.

Expected specific interventions at different levels:

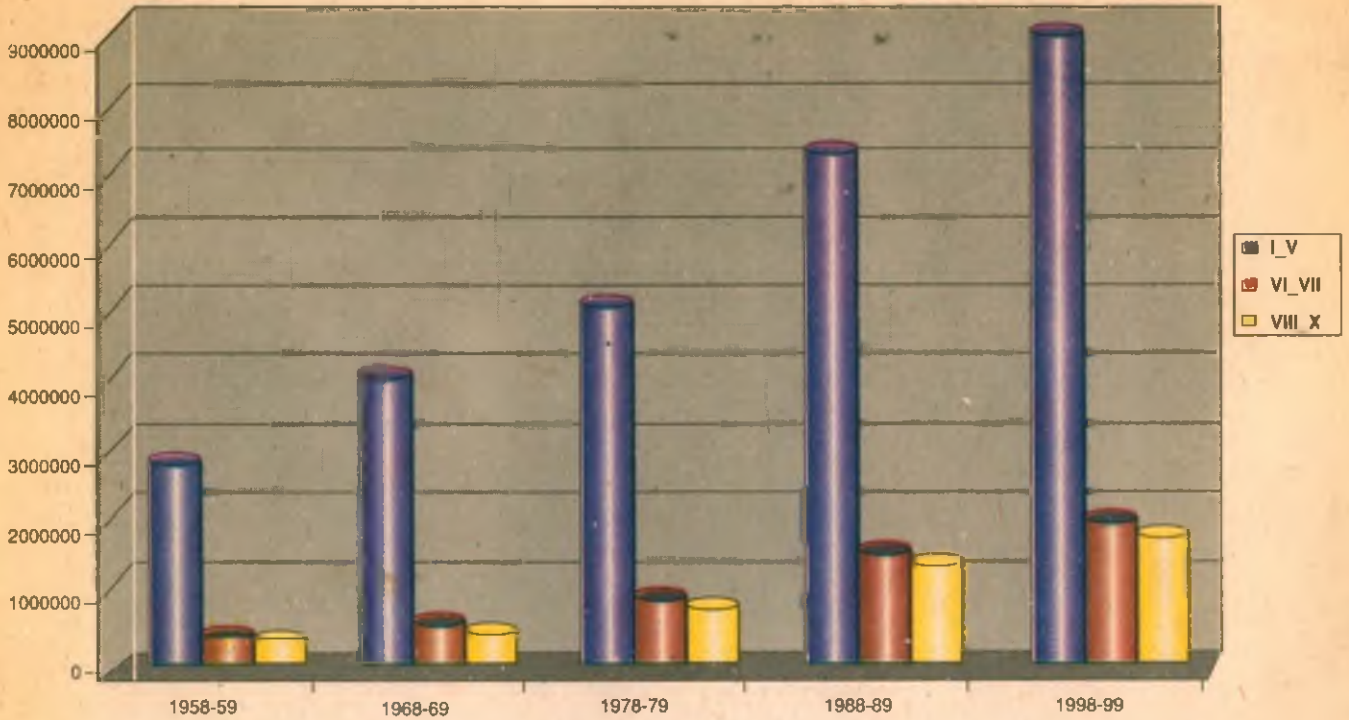
Government	Teachers	School Community/Gram Panchayat / Local Community, Members of SEC	(Others) College students, NGOs, House wives, Youth, Elder citizens, Retired Officers, Philanthropists, Industrialists
<ul style="list-style-type: none"> • Undertaking evaluation of present text books in order to ensure inculcation of these component. • Evolving the appropriate strategies to monitor the programmes at school level. • Establishing linkages with the department of health and medical, department of forests, pollution control board. • Ensuring basic amenities in schools to promote fitness & hygiene like drinking water and toilets and providing basic material and human resources for organising games, sports and 	<p>Evolving strategies to organise activities on fitness and hygiene, physical education and conserve environment and also to develop concern for society and environment.</p> <p>Providing an ideal role model.</p> <p>Ensuring child's participation in personal hygiene, environmental cleanliness and educating parents.</p> <p>Promoting or inculcating dignity of labour.</p> <p>Evolving strategies for internalisation of social values.</p> <p>Voluntary participation in educating the community.</p>	<p>Giving a helping hand to improve basic amenities in schools.</p> <p>Ways and means to improve community participation in the programme of clean and green in schools, shramadhanam and afforestation.</p> <p>Sponsoring and contributing generously for encouraging physical education.</p> <p>Rendering expertise for organising fitness activities.</p> <p>Suggesting school interventions in community developmental activities.</p>	<p>Suggesting procedures to internalise the societal values reflecting health and hygiene, sports, games & fitness, environmental conservation.</p> <p>Deciding the role of mass-media in promoting the activities and working out strategies.</p> <p>Undertaking campaigns and motivating the clientele regarding physical education and environmental protection.</p>

SCANNED

<p>fitness activities.</p> <p>Including Yoga and meditation as compulsory components.</p> <p>Orientation to teachers on Yoga and Environmental Education.</p>			
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 for Educational Research
 and Training
 New Delhi 110016
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 Date ...

ENROLMENT BY STAGES/CLASSES (1958-59 TO 1998-99)



SCANNED
15-1-14

TYPE - WISE TEACHERS (1958-59 TO 1998-99)

