Education bestows knowledge, and it is predominant right to the every student to obtain such knowledge through education. In the past Vedic period the students are admitted in gurukula’s and by serving the teachers they earned knowledge. As in the course of time the gurukulas system transformed as school education. Especially the developing countries encouraged the primary education system in their respective countries.

Even one among the highly developed countries, India also established a good number of primary schools and encouraged the primary education. India also made a law that every child who attained 14 years of age has to compulsory obtains knowledge by going to school. In order to implement this rule in rural areas the government introduced the afternoon meal project to attract boys and girls of rural areas.

But to tell the fact there are inadequate facilities to the students in government schools as well as lack of requisite teachers to foster the needs of education. Even till now the lessons are thought to the students by using the old traditional black boards and chalk pieces where as private schools imparting the education by using the new technology which is lacking in government schools just as finding an mirage in deserts.

In spite of the technical facilities provided by the certain social service organizations to the government schools but as there is no proper utilization and lack of knowledge among teachers working in such schools. Whatever it may be the responsibility of teachers is to instruct the students and accordingly following the old traditional method of teaching even till now. This scenario inadvertently affecting the health of teachers.

Due to lack of proper amenities, poor environmental conditions and other job tasks like supervising, paper corrections and also difficulties in learning the modern education system,
teachers are unable to concentrate in teaching and the government is failing to rectify it. Heavy competition from private schools which are using advanced methods of teaching with good infrastructure to attract the children and the frustration among the government teachers with overwork load in both schools as well as the additional works like surveys, census etc, the teachers are facing both physical and mental stress which resulting in occupational health hazards.

Occupational health hazards are never discriminate with teaching and there is no sufficient research work took place. At present in India there are 395237 of primary schools and 40584 secondary schools. In Andhra Pradesh there are 5074 primary schools and 1758 secondary schools & the teachers employed are 166790 for primary schools and 142544 in secondary schools as per the Census of the year 2005-06(http://mhrd.gov.in/statist).

The city of Visakhapatnam is fastly developing city and which provided a prominent position in education in North Coastal Andhra Pradesh. The renowned Andhra University which is one of the best universities gave source of inspiration for the establishment of many universities in Visakhapatnam. In Visakhapatnam there are about 3080 primary schools and 648 high schools with 6385 primary school teachers and 3460 high school teachers as per the Census of the year 2005-06(http://mhrd.gov.in/statist).

Till today many schools are practicing the conventional method of black board teaching. Teachers are using the local made chalks for writing purpose. Chalk dust emanating during chalk use may be harmful to teacher’s health. Prolonged hours of voice use, standing for lengthy hours and under employment are causing occupational health hazards in teachers.
1. To collect the data of occupational health hazards of teachers with reference to chalk dust from selected schools.

2. To carry out the trace element characterization of chalk (both dusted and dustless) and chalk dust (suspended and settled) and to evaluate their health impacts on teachers.

3. A case study to suggest safety measures those can protect teaching community from occupational health hazards.