CHAPTER - 1

Introduction
INTRODUCTION

According to Education Commission 1964 –66, Dr. D.S. Kothari started his report with the statement that, "The destiny of India is now being shaped in her class room". It is true, because the magnitude of any nation depends upon its students, because students are the pillars of the nation. No child is born with skill that enables him to function in his particular roll. Thus school plays an important roll in all round development of the child.

Education is a fundamental means to bring any desired change in society. This can be attained only if schools become real centers of learning. Education not only helps in the development of personality of the child but also determine his future. Recent psychological research has shown that favorable attitude towards life development in the earliest stages of child growth.

The prosperity and progress of a country depends upon the quality of its citizens. The quality education provided to its citizen is the index of the measure of the quality of its citizens. Thus, education is the right key to economic development of the nation. Education is the most important component, which produces greater returns on human resources.

Therefore, Education plays a vital role in the development of human potentialities. Every country develops its system of education to meet the challenges of changing times. In our country, the developing educational system must build upon the gains of the past and the present,
for better future of the people and indeed of humankind. It is possible to reach all the people with the benefits of economic and technological developments, through a well-planned and well-implemented system of education. At this point in the history of India, it is socio politically imperative to take urgent steps in this direction to help them realize their growing aspirations.

1.1 **Historical Landmarks in the Field of Indian Education**

In India education is called 'Vidya', which comes from the root 'Vid' to know. Vidya means knowledge, learning and scholarship. It was considered as the third eye. Person without vidya was described as blind. Vidya was thought of a desirable yielding tree. Education in ancient India, means as Illumination, improvement, and a physical development. The objectives of education were preservation and spread of national heritage and culture, Liberation of the individual, preservation for the discharge of duties, training to perform meritorious deeds of public utility and strengthening moral nature to stand the temptations of life. The ancient Indian society involved a concept of four stages of life which were called Ashrams.

- **Brahmacharya**
- **Grihasta**
- **Vanaprasta**
- **Sanyasa**

An individual on his investiture with the sacred thread, when he put his childhood behind him, he became a Brahmacharin, leading a celibate and austere life as a student at the home of his teacher; next having mastered the Vedas, or part of them. He returned to his parental home and was married, becoming a householder (Grihasta); when, well
advanced in middle age, he had seen his children's children and had thus surely established his line, he left his home for the forest to become a hermit (Vanaprastha); by meditation and penance he freed his soul from material things, until at last, a very old man, he left his hermitage and became a homeless wanderer (Sanyasin) with all his earthly ties broken.

**Main Features of Ancient Indian Education**

Ancient Indian Education was based on Brahmacharya. It was based on individual needs and social aspirations. The agencies of learning were a) Teachers, b) Students, c) Authors, d) Traveling scholars, e) Assemblies and conferences, f) Discourses, g) Asramas and Gurukulas.

Gurukula system was established by the Guru's normally located in forests. Here teacher held high reverence. His income was not fixed and it is by way of presentations and gifts by students as 'Gurudakshina'. In these gurukula's rigid discipline and self discipline were followed. Teacher-pupil relationship was based on spiritual character and it was like father and son. Character building was the most important aspect.

During the period of Buddhism, India could attract and entertain students from many countries for its supremacy in the field of knowledge and education. Varanasi and Taksasila are become renowned for their learned teachers, and achieved a reputation. Later, around the beginning of the Christian era, Kanchi, acquired a similar reputation in the south India. Varanasi, was particularly renowned for its religious teachers, but Taksasila, in the far North-west, laid more emphasis on secular studies.
With Buddhism and Jainism education, centered not on the teacher's home, but on the monastery. Every monastery might give training to postulants, but quite early in the history of these two religious certain establishments acquired a special reputation as centers of learning. In the middle ages some developed into true universities. The most famous of these was the Buddhist monastery of Nalanda in Bihar. Many other Buddhist monasteries all over the country, and jaina monasteries in the west and south, served as centers of learning.

In Mughul India there was nothing like the modern system of education established and maintained by the state. But primary and secondary education of some sort existed. The rulers themselves, as well as many of the nobles, encouraged such education by grants of lands or money to mosques, monasteries and individual saints and scholars. Thus almost every mosque had a maktab attached to it, where the boys and girls, of the neighborhood received elementary education.

Education during British period

The British government at first took little interest in the development of education. The idea of setting up a network of schools for teaching English was first mooted by Charles Gram, a civil servant of the company. Education under the British rule was from 1813 to 1947, was organized to help the British rulers, serve their purpose of maintaining hold on India.
In the year 1854, Wood's dispatch became a landmark. The most characteristic feature of the new scheme was the creation of a properly coordinated system of education from the lowest to the highest stage.

In 1857, universities were established in the English system.

In the year 1882, Hunter commission introduced diversified instruction at the secondary stage.

In 1902, University commission suggested the recognition of all the secondary schools by the universities.

In 1910, A Department of education was established in the Government of India.

During 1913–14, Gokhale's resolution on primary education was rejected by the imperial council.

In 1917, the Saler commission suggested the study of the Indian Education system from secondary to the University.

In 1929, Hatrog committee report defined the concept of wastage and stagnation in primary education and suggested remedies to stop them.

In 1935, Wardha report on basic education, Gandhiji introduced a new system of education, known as Naivalim and Basic Education.

In 1944, Central advisory board on education suggested the education system and visualized universal, compulsory free-education for Boys and Girls between the age of 6-14 years.
Before independence to our country, there was no appropriate system of education in India. After independence, the government of India has given considerable attention to the development of national system of education. And therefore many committees and commissions have been appointed from time to time for furnishing with recommendations on the national patterns of education, on the general principles, policies, for the development of education at all stages and in all aspects.

Briefly the goals of the following educational commissions were described here under.

**Secondary Education Commission (1954)**

- Development of democratic citizenship
- Development of personality
- Improvement of vocational efficiency
- Equalization of educational opportunities
- Development of the qualities for leadership

**Indian education Commission (1964-66)**

- Increasing productivity by means of providing Science education, work experience, application of science to productive process and vocationalisation
- Achieving social and national integration by means of providing common schooling, social and national servicing, development of an appropriate language policy and promoting the national consciousness.
- Accelerating the process of modernization and cultivating social, moral and spiritual values.
Iswarbai Patel Commission (1977)

➢ Acquisition of skills and habits of self-learning.
➢ Acquisition of broad used general education
➢ Development all the appreciation and creativity
➢ Acquisition of habits of helpful living and participation
➢ Exploring the world of work
➢ Participation and promotion of social activity in school

National Policy of Education (1986)

The New education policy describes education as unique investment in the present and the future. It is the cardinal principle and the ‘key’ to the National Policy on Education (1986). The new education policy gives importance to the equalization of educational opportunities, re-orienting the content and process of education, reorganization of education at different stages with special emphasis on quality improvement, utilization of modern communication technologies, efficiency and effectiveness at all levels, an overhauling of the system of planning and the management of education. To attain these imperatives, the policy regards education as a crucial area of investment of national development and survival.

The need for education continuous to grow is evident from the increasing investment in educational program and corresponding demand for it. Education today is indispensable and is obviously a challenging task. Every country develops its system of education to meet the challenges of changing times. The development of the society and the world therefore depends on the appropriate system of education.
The Socio-economic development of a country is closely linked to human resource development, and education is basically concerned with it. National policy on education (1986) comments that education is essential for all, education can promote the development of human potentials. All persons are different, in their emotions and also different in their actions. The education gives to each person in different ways. Education can promote the goals of socialism, secularism and democracy enriched in our constitution and that education develops manpower for different levels of economy.

In accordance with the National Policy of education (1986), the government of India started Jawahar Navodaya Vidyalaya's during the year 1985-86. It is under the control of Navodaya Vidyalaya Samiti, an autonomous organization under the department of education, Ministry of Human Resource Development. These Institutions are the co-educational residential schools following, Central Board of Secondary Education syllabus, classes containing from 6th to 12th.

Importance of Secondary Education

Secondary Education plays very important role in the children's education. The standards of college and Universities depend upon the Secondary education, because it prepares the students for higher achievement and personality development. It is not possible to have progressive and strong universities without efficient secondary schools. It is really the nation building education and the maintenance of good quality of tremendous importance. Secondary education has to be so structured that students can be sufficiently equipped both in knowledge and skills to join any part of economic life. Secondary education is of decisive importance in the economy of a developing country.
The major challenge before educational researchers, educational planners, administrators, teachers and managers of education is to devise and organize a system of secondary education, which would both widen access to it and simultaneously ensure relevant and quality education. Making quality of education available to all the students at the secondary stage is the only way to develop their full potential either for pursuing higher studies or seeking gainful employment.

To day, there are different types of schools, which provide strengthening Secondary education to the children’s. Mainly we can classify in two categories.

- Day schools (or) Non - Residential schools that are organized by Government and some private organizations.

- Residential schools (or) Public schools, which are organized by the Government and Private Institutions.

A brief discussion is given below:

1.2 Day schools/Non-Residential Schools

In the day schools children attend the school for six to eight hours normally in daytime, remaining time they will go to their homes. It is therefore natural that the opportunities available to non-residential school students to associate themselves and work together would be least. It is obvious that non-residential schools emphasis is given only formal instructions and they will gain bookish knowledge. But the entire socializing process, which is a must for a child, is eventually left out.
Andhra Pradesh Education Act, 1982

One of the important responsibilities of state government is to foster a healthy system of education that can take care of the educational needs of all the sections of the people and also ensure quality and uniformity as envisaged in the National policy on Education. As per the Andhra Pradesh Education rules is the responsibility of the government of Andhra Pradesh for the purpose of implementing the provision of act, to provide adequate facilities for imparting general education, important education and teacher education in the state by,

- Establishing and maintaining institutions by itself or,
- By permitting any private body or local authorities to establish and maintain schools by prescribing certain specifications.

The goals of education are achieved if and only proper arrangements are made for imparting education at different levels. While the establishment of educational institutions is the obligation on the part of the government, which lays down the policies, the economic conditions of the government might not allow it to fulfill the obligation fully. Hence the need for participation of other agencies in the fulfillment of the obligation. This is why we come across different types of schools run by different managements. This is why we come across there are different types of schools run by different managements in the state of Andhra Pradesh. These educational institutions can be broadly categorized as,

- Schools managed by Government.
- Schools managed by Local bodies.
- Schools managed by private agencies.
Schools Run by State Government of Andhra Pradesh

The schools exclusively run by state government are under the direct control of the Director of School Education. These include government schools established for both boys and girls and also exclusively for girls only. In all these schools education is offered free and in some institutions textbooks are also supplied free of cost to the students. The expenditure involved in running the schools is totally borne by the government of Andhra Pradesh. All the government schools are affiliated to the state board of secondary education and the commissioner of government examinations.

Schools run by Central Government in Andhra Pradesh

The central schools are established by central government for the benefit of the children of the employees of the central government and army personnel. These schools are administered by the central government through the central board of secondary education. The central board of secondary education prescribes the syllabus, textbooks and also conducts examinations.

Schools managed by local bodies

As a part of decentralization of educational administration, as envisaged by Balwant Rai Mehta Committee, Local bodies are entrusted with the responsibility of educational administration in the districts. As a part of it, local bodies are to establish and secure funds for the educational institutions.

Zilla parishads, Panchayat samithis, Municipal corporations are the local bodies under the decentralized system of administration, which are responsible for offering educational services to the local community. Under the panchayat raj act primary education is entrusted to the
panchayat samithi / mandal praja parishad and education up to the secondary level to the Zilla praja parishads and Municipalities. In almost all the states, we observe decentralization of educational administration. However, there is no uniformity in the role being played by local bodies. Generally municipalities have been associated with education in the urban areas and zilla parishad schools associated with rural areas in the state of Andhra Pradesh. However, all these schools are affiliated to the secondary school board of education, Hyderabad and also follow the syllabus and textbooks prescribed by the secondary board of education. In respect of grant-in-aid, generally the funds raised by the local bodies are distributed for different subjects and education gets its share from these funds. In the state of Andhra Pradesh mandal praja parishad system has been in vogue since 1986, under this system, Zilla parishads at district level and mandal praja parishad at mandal level are functioning

**Schools run by Zilla Praja Parishads**

Zilla praja parishads are responsible for imparting education up to secondary level in each district. The Secretary, Zilla praja parishad in the district, establishes Zilla praja parishad secondary schools. The fund allocations are taken care by the Chairpersons of Zilla Parishad. Parishad Educational Officer in each district will assist the Zilla parishad chairman in the administration of education. The Parishad educational officer also supervises the functioning of Zilla Praja Parishad schools. The District educational officer, as the chief administrative authority of the particular district acts as a liaison officer in maintaining, uniformity in standards in these institutions, besides he acts as the academic adviser and supervisor of these schools in the capacity of the custodian of all educational institutions in the district.
Schools managed by Municipalities and municipal corporations

Primary and Secondary schools under the limits of concerned municipalities are managed by the municipalities and municipal corporations. These schools also following the board of secondary education syllabus and examinations. These schools are monitored and supervise by the concern municipal chairman and commissioners.

Private schools

The demand for education is ever increasing in the state of Andhra Pradesh. Whatever be the effect, the government is patronizing where the financial capacity of the private agency is not commensurate with the demand. Hence the private agencies come forward to extend support to the gigantic task of providing educational opportunities to one and all. While permitting the private agencies, the government prescribed certain conditions for healthy maintenance of the educational institutions on non-profitable bases and also for maintaining uniformity in standards of education.

The private schools can be categorized as

- Private institutions recognized and receiving grant-in-aid,
- Private institutions recognized but not receiving any aid,
- Private institutions registered,
- Institutions established by trusts, missionaries, etc.,

The institutional freedom enjoyed by the private institutions permit them to impart qualitative education and also gives them freedom to raise funds to provide better facilities and maintenance. These schools are run by the individuals and the committee. They appoint the teachers at their discretion. As the private schools are affiliated to the board of secondary
education, Hyderabad, the Director of school education keeps a check on the academic programme. There are nearly 5,096 private unaided High schools in the state of Andhra Pradesh. Even middle class and lower middle class parents are sending their children to the private schools, which are maintaining consistent high standards with the help of competent and qualified teachers.

There are following number of non-residential high schools in the state of Andhra Pradesh.

1. State Government High Schools - 1482
2. Zilla Parishad High Schools - 7707
3. Municipal High Schools - 293
4. Aided High Schools - 830
5. Central Government High Schools - 29
6. Private Unaided High Schools - 5096

Total High Schools 15,437

Advantages for the students studying in Day Schools

- The students will not miss the parental affection, which is essential for every child in their childhood days.
- There would be no spoon-feeding in education like residential school system. Therefore the students in day schools are explored to develop creative abilities.
- The students are independent to study any subject at any time. So there will be less force acting on the students for damaging his interest.
- More opportunities for social developments.
RESULTS

Andhra Pradesh State results in the S.S.C. Public Examinations is given below,

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>73.16 %</td>
</tr>
<tr>
<td>2004-2005</td>
<td>72.41%</td>
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<tr>
<td>2003-2004</td>
<td>80.41%</td>
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<tr>
<td>2002-2003</td>
<td>75.00%</td>
</tr>
<tr>
<td>2001-2002</td>
<td>67.89%</td>
</tr>
</tbody>
</table>

1.3 Residential Schools

Residential schools provide opportunities to the students for all-round development of the individual. It provides formal instruction as well as extra curricular activities to the students. The students studying in residential schools will get more time of opportunity with pupils to associate themselves and work together. So the students in residential schools prominence formal instruction knowledge and also socializing process, which is, must for every student.

Some of the advantages for the students in Residential Schools are as follows:

- Good Relation ship between teacher and student
- Possibility of more individual attention to the students by the teacher
- Association with pupils from different places, gives enriched social experience
- It is the source of development of good habits, personality and values and attitudes
For developing feeling of unity and integrity in the minds of the students
It improves sacrificing nature, Self-help, servicing to others and improves democratic leadership qualities.

House master/loco parent system
Provides homely atmosphere and nutritious food
Peer group discussion and exchange of ideas.
Develops Democratic leadership qualities
Provides good infrastructure, Labs, Computer facilities
Provides constant supervision by the medical officer.

There are following types of Residential schools in the state of Andhra Pradesh

Andhra Pradesh Residential educational institutions society
Andhra Pradesh Social welfare Residential educational institutions society
Jawahar Navodaya Vidyalaya Samiti
Andhra Pradesh Tribal Welfare Residential Educational Institutions Society
Private Residential Schools.

1.3.1 Andhra Pradesh Residential Educational Institutions Society

In the year 1981 the government of Andhra Pradesh established Andhra Pradesh residential schools for providing good education to the talented, rural, economically backward children. The government issued G.O.Ms.No.352 in the year 1982 for forming the society for the supervision and maintenance of the above institutes.
Structure of the APREI Society

APREI society is the autonomous body. The chairman and other Board of governors monitor the overall functioning of the society.

- Chairman-Honorable Minister for school education
- Vice chairman-secretary to the government for school education
- Member- secretary to government finance (IF) department
- Member-Commissioner & Director of school education
- Member-Commissioner of collegiate education
- Member-Commissioner of intermediate education
- Member-Commissioner of Tribal welfare department
- Member-Commissioner of Backward class welfare department
- Member-Director of S.C.E.R.T & others.
- Member-Secretary of Andhra Pradesh Residential educational Institutions society

Objectives of the A.P.R.E.I. Society

- Providing good education with free boarding and lodging facilities to the talented economically weaker students, who are studying in the rural areas
- To develop self-confidence and removing inferiority complex.
- To encourage for self learning
- To develop creative abilities in the students.
- To improve well adjusted personality.
At present, as per records available, there are following number of institutions working under A.P.R.E.I. Society.

1. General Residential schools -- 66
2. Backward class welfare residential schools -- 31
3. Urdu medium residential schools -- 12
4. Residential Junior colleges -- 09
5. Urdu medium junior colleges -- 04
6. Residential degree colleges -- 01
7. Kasturiba Gandhi Balika Vidyalayas -- 94

Total institutions 217

Admissions

Admissions were be made in the V class and VIII class for the school section and I year Intermediate for intermediate course. Generally admissions will be completed in the month of June every year. The students have to write entrance test for admissions into these schools/junior college

Results

Andhra Pradesh Residential institutions are getting good results in the S.S.C.Public Examinations.

2006-2007 - 98.2 %
2005-2006 - 98.4 %
2004-2005 - 98.1 %
2003-2004 - 98.4 %
2002-2003 - 98.1 %
Kasturba Gandhi Balika Vidyalaya

The Government of India has approved a new scheme called Kasturba Gandhi Balika Vidyalaya for setting up to 750 residential schools with boarding facilities at elementary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. There are 94 Kasturba Gandhi Balika Vidyalayas in the state of Andhra Pradesh. These schools are presently under the control of Andhra Pradesh Residential Educational Institutions Society, Hyderabad. The scheme will be coordinated with the existing schemes of Department of Elementary Education & Literacy viz. Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL) and Mahila Samakhya (MS).

Scope of the scheme

The scheme would be applicable only in those identified Educationally Backward Blocks where, as per census data of 2001, the rural female literacy is below the national average and gender gap in literacy is more than the national average. Among these blocks, schools may be set up in areas with:

- Concentration of tribal population, with low female literacy and/or a large number of girls out of school;
- Concentration of SC, OBC and minority populations, with low female literacy and/or a large number of girls out of school;
- areas with low female literacy; or
- areas with a large number of small, scattered habitations that do not qualify for a school.
Objective

The objective of Kasturba Gandhi Balika Vidyalaya is to ensure access and quality education to the girls of disadvantaged groups of society by setting up residential schools with boarding facilities at elementary level.

Such residential schools will be set up only in those backward blocks that do not have residential schools for elementary education of girls under any other scheme of Ministry of Social Justice & Empowerment and Ministry of Tribal Affairs. This shall be ensured by the district level authority of SSA at the time of actual district level planning of KGBV initiatives by co-ordinating with the other Departments/Ministries. A list of educational complex being run by Ministry of Tribal Affairs is enclosed for facilitating selection of KGBV.

1.3.2 Andhra Pradesh Social Welfare Residential Educational Institutions Society

In the year 1984, The Government of Andhra Pradesh started Social welfare residential schools for promoting good education to the scheduled caste students.

Andhra Pradesh Social welfare residential institutions society was formulated and registered as per G.O.Ms.No.1 of social welfare (Q1) Department, government of Andhra Pradesh dated 2nd January, 1987 under Andhra Pradesh (Telangana area) public societies registration act, 1350 f of (Act No.1 of 1350 f) 2453 of 1986 to start residential schools and colleges for scheduled castes under social welfare department. Its main function is to impart quality education to the poor children, most of whom belong to S.C. community (75% seats are reserved for SC’s and 12% for S.C. converted Christians.
Aims and objectives of A.P.S.W.R.E.I. Society

- To establish, maintain, control and manage social welfare residential schools and colleges for the talented and meritorious children belonging to the scheduled castes and others residing within the state of Andhra Pradesh and to do all acts and things necessary for or conduct to promotion of such schools and colleges.

- To affiliate and accord recognition to similar social welfare residential schools and colleges established and run by any society and private persons in the state.

- To prepare, introduce, supervise and modify from time to time the curriculum, syllabi and other programmers and conduct of examinations for the pupils in the social welfare residential schools and colleges established by or affiliated to or recognized by the society.

- To organize and conduct study courses, conferences, lectures, seminars, workshops, study tours and the like for the benefit to the staff and students of the social welfare residential schools and junior colleges.

Structure of A.P.S.W.R.E.I. Society

APSWREI society is the autonomous body. The chairman and other Board of governors monitor the overall functioning of the society.

- Chairman-Honorable Minister for Social welfare
- Vice chairman-Principle secretary to the government of Social welfare department
- Member-Secretary to the government education department
- Member-secretary to government finance department
- Member- Director of school education
- Member-Director of Higher education
- Member-Chief Engineer, Tribal welfare department
- Member-The Principal, Hyderabad Public school, Hyderabad.
- Member-Director of Social welfare department
- Member-Director of S.C.E.R.T
- Member-Secretary of Andhra Pradesh Residential educational Institutions society
- Member/Convener - The Secretary Andhra Pradesh social welfare residential educational institutions society.

At present there are following number of institutions under A.P.S.W.R.E.I. Society.

| 1.     | Residential schools | -- 43 |
| 2.     | Upgraded Residential schools | -- 131 |
| 3.     | Independent Junior colleges | -- 06 |
| 4.     | Residential Polytechnics | -- 03 |
| 5.     | Residential I.T.I.'s | -- 04 |
| 6.     | Residential Vocational colleges | -- 05 |
| 7.     | Upgraded D.P.I.P. Residential schools | -- 24 |
| 8.     | Residential L.T.B.C.R. School | -- 17 |
| 9.     | Velugu (RPRP-II) schools | -- 64 |
| 10.    | Centre of excellence | -- 03 |
| 11.    | Residential I.I.T. Coaching center | -- 01 |

Total institutions 301
Admissions

Admissions are made into these residential schools at 6th class level. The children have to write entrance test and based on the marks secured in the entrance test, the admissions will be taken up in the concerned district only. Separate schools are running for boys and girls.

For admission into Intermediate course the marks secured in S.S.C. Examination will be taken into consideration.

Amenities providing to the students

The school provides the following amenities to the admitted students at class VI, VIII and Intermediate first year.

- Free education up to intermediate
- Free boarding and lodging
- Two pairs of uniform
- One pair of P.T. dress
- Textbooks
- Notebooks
- Bedding facilities
- Cosmetic charges
- Trunk box, plate and glass
- Health care
- Dhobi, barber services.
Other Improvement in A.P.S.W.R.E.I. Society

- 46 English medium schools are running one for boys and one for girls in each district.

- To provide meaningful content of education and also gainful employment to these Girl Child Labour Dropouts turned students in 24 DPIP Schools, vocational courses have been designed right from 8th class onwards.

- The Society has introduced computer literacy programme in 58 schools for 6th to 10th class students in addition to their regular syllabus.

- EAMCET coaching is started in 12 institutions since 1998, one for boys and one for boys in each zone. At present there are 46 institutions running EAMCET classes.

- The students are providing diet charges at Rs.338/- per month for the student's 6th and 7th classes, and Rs.412/- per month for the 8th to intermediate classes.

Results

The Andhra Pradesh Social welfare residential educational institutions are getting the S.S.C. results in the following

- 2006-2007 - 89.84%
- 2005-2006 - 93.54%
- 2004-2005 - 91.52%
- 2003-2004 - 95.25%
- 2002-2003 - 93.50%
1.3.3 Jawahar Navodaya Vidyalaya’s Samiti

In accordance with the National Policy of Education (1986), the Government of India started Jawahar Navodaya Vidyalas during the year 1985-86. It is managed by the Navodaya Vidyalaya samithi, an autonomous organization under the department of Education, Ministry of Human Resource Development.

Navodaya Vidyalayas are located all over the country except the state Tamil Nadu. There are 551 Jawahar Navodaya Vidyalayas across India as of now. There are 22 Navodaya Vidyalayas in the state of Andhra Pradesh. These are co-educational residential schools, containing classes from VI to XII. These schools are fully financed and administered by Government of India. They offer free education to all students who get selected through the admission process, which includes an all India Entrance Examination, held at district level.

Objectives

➢ To Promote National Integration among students through a policy of migration
➢ To encourage and promote talent predominantly from rural areas and weaker sections
➢ To provide quality CBSE education for all round development of the students
➢ To function as pace setter institutions in the district and to be resource centre for promotion of excellence.
Jawahar Navodaya Vidyalayas are Indian schools for talented children. They form a part of system of gifted education. The objectives of the scheme were to provide good quality modern education to the talented children predominantly from the rural areas, without regard to their family's Socio-economic condition.

Management

Navodaya vidyalaya Samiti is an autonomous organization of the Ministry of Human Resource Development, Department of Secondary Education and Higher education. The Samiti functions through an Executive Committee under the Chairmanship of the Union Minister of Human Resource Development. Union minister of state for education is the Vice-Chairman of the samiti. The Executive committee is assisted by Finance Committee, and Academic Advisory Committee in its functions.

The Samiti has eight regional offices for administration of Vidyalayas under their respective regions. These offices are located at places in different states. For each Vidyalaya, there is a Vidyalaya Advisory Committee and a Vidyalaya Management Committee for the general supervision of the Vidyalaya. District Magistrate of the concerned district is the Chairman of the Vidyalaya level committees with local educationists, public representatives and officials from the District as members. Navodaya Vidyalaya Samiti headquarters is presently located in New Delhi.

Admission Procedure

Talented students from each district are selected through an All India Level Entrance Examination conducted each year by CBSE and are given admissions to 6th class in the Jawahar Navodaya Vidyalayas of respective districts. The test is largely non-verbal and objective in nature and is designed to prevent any disadvantage to children from rural areas.
Eligibility

Since the Vidyalayas have an objective of providing opportunity and education to the underprivileged children of rural areas, the entrance examination has a list of eligibility criteria. They require the student to be

- A student of 5th class by a government recognized school
- In the age group of 9-13 years.
- A student of the classes 3, 4 and 5th in a Government recognized school in a rural area, to apply for a rural quota.
- A first time appeared in the entrance examination.

Results of the selection test

The results of the Jawahar Navodaya Vidyalaya Samiti Test of every year are expected to be announced by end of May of the year of admission. The results will be displayed in the offices of the concerned

- Jawahar Navodaya Vidyalaya
- District Education Officer
- District Magistrate
- Deputy commissioner, Navodaya Vidyalaya Samiti of the region

The selected candidates will also be informed through Registered post by the principal, Jawahar Navodaya Vidyalaya concerned. The results will also be displayed on website of the Navodaya Vidyalaya Samiti at the address

http://www.navodaya.nic.in.
Medium

The medium of instruction in Jawahar Navodaya Vidyalaya samiti is mother tongue or Regional languages up to 8th class and English thereafter for mathematics, science and Hindi for social studies.

1.3.4 Andhra Pradesh Tribal welfare Residential Educational Institutions Society / Gurukulam

In the year 1999, Tribal welfare residential schools are separated from the Andhra Pradesh Residential Educational Institutions Society and formed a separate society in the name of Andhra Pradesh Tribal welfare Residential Educational Institutions Society, situated the Head quarters at Hyderabad. The Society shall be responsible for the effective management and running of the educational institutions entrusted to it from time to time. It was registered as a Society under A.P. (Telangana Area) public societies Registration Act 1350 F (Act I of 1350 F). The Government now names it as Gurukulam. The Society started functioning effectively from 1-6-99 after bifurcation from A.P.R.E.I. Society.

At present there are 504 Ashram schools in the state of Andhra Pradesh. There are 163 Ashram Primary schools. 202 Ashram Upper Primary Schools and 139 Ashram High schools. In the Ashram Primary schools children shall study 3rd to 5th classes, In Ashram Upper Primary schools, 3rd to 7th classes and in Ashram High schools, the children shall study from 3rd to 10th class. In the Tribal areas Ashram Schools have been centers of awareness, social renaissance and qualitative academic performance.
Objectives of the A.P.T.W.R.E.I. Society

➢ To provide quality education for tribal students

➢ To encourage and promote talented scheduled tribe students

➢ For promoting all-round development of schedule tribe students.

1.3.5. Private Residential Schools

In addition to the above government residential schools, more number of private residential schools/public schools is established in Andhra Pradesh.

In the present days, due to the busy schedule of the parents, they are unable to concentrate on their children. Taking advantage of this, Private Residential, schools, Junior colleges, EAMCET coaching has been established and they are successfully running in the state of Andhra Pradesh.

1.3.6 Rural Residential Public Schools

The Government of Andhra Pradesh, Department of School Education announced on 22nd September 2007, the establishment of rural residential public schools throughout the state according to the following guidelines.

Objectives

➢ To provide best quality education to academically brilliant children belonging to rural and semi-urban areas in the state.

➢ To establish one school per Assembly constituency proposed in the first phase of the program.
Salient features of rural residential public schools

- Fully residential
- English medium
- Following Central Board of Secondary Education Syllabus
- Starting from 5\textsuperscript{th} of 6\textsuperscript{th} classes to 12\textsuperscript{th} class.
- Strength about 1200 per school at 40 students per section and 4 sections per class
- Full-pledged Library, Laboratory, sports, co-curricular activities and Hostel facilities.

Public-Private partnership

- Proposed under public private partnership
- Industry/business groups, Non-government organizations, Educational groups, etc., invited for establishing these schools.
- Private, partners to bear the non-recurring cost.
- Government to share 50\% of recurring costs. Balance recurring cost rose through fees of management quota seats.
- 25\% management share in admissions, balance through state level admission test and District level merit list.

Location factors

- Private partner's preference
- Availability of government land
- Donations of land to be also considered
- Spatial equity in the distribution of the schools
- Rural or Semi-urban locations only.
- Getting good teachers and their location preferences
- Availability of minimum medical facilities preferable
Admission Procedure

- Admissions restricted to rural and Semi-urban children
- 25% of admissions at management’s discretion
- 50% of Seats should be given to the reservations
- Balance 25% is left for open competition

From the above description on the different types of schools, it is concluded that there are mainly two types of schools, which impart education to the students in the state of Andhra Pradesh. They are residential and non-residential schools. While looking at the S.S.C. Public examination results for the last five years, Andhra Pradesh Residential Educational Institutions Society getting consistently good results around 98% of results. Where as, Andhra Pradesh Social Welfare Residential schools also getting good results varies from 89% to 95% of pass percentage. In other schools the state average varies from 67% to 80% of pass percentage. There are so many factors for getting the differences in the achievement of the students. Some of them are,

- In residential schools the students have to stay in the school campus, so the opportunities for learning process are more in comparison with non-residential school students.

- In residential schools, government is appointing postgraduate training teachers to teach the high school students; whereas in non-residential schools it is sufficient to appoint trained graduate teachers. So the quality of teaching differs a lot.

- In residential schools apart from teaching hours, they will conduct supervised and self-studies, which is important aspect for learning side of the students.

There are limited studies conducted on Residential school students in the state of Andhra Pradesh. Therefore the researcher selected to conduct the study on Residential school students.