

A Fresh Boost for Schools in Andhra Pradesh



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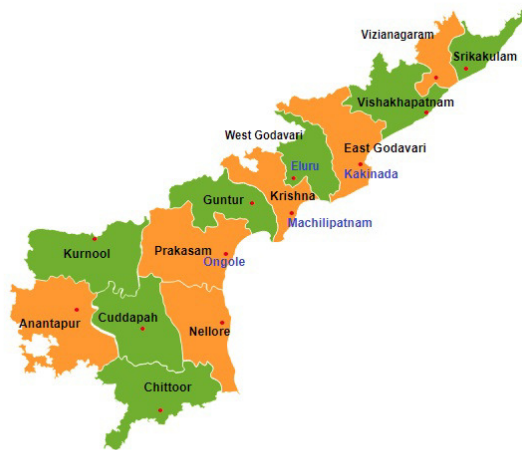
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Andhra Pradesh

Andhra Pradesh, located on the south-eastern coast of India, is one of the 28 states in India.

The capital city of Andhra Pradesh is Amaravati. It was selected to be the new capital after the state's bifurcation in 2014, with the city officially becoming the capital in 2017. Prior to this, Hyderabad served as the joint capital of both Andhra Pradesh and Telangana until Telangana was formed as a separate state.



Andhra Pradesh is known for its diverse geography, ranging from coastal plains to the Eastern Ghats and fertile river valleys. The state is bordered by Telangana to the northwest, Chhattisgarh to the north, Odisha to the northeast, Tamil Nadu to the south, Karnataka to the west, and the Bay of Bengal to the east. Historically, agriculture has been the backbone of Andhra Pradesh's economy.

The state is a major producer of rice, tobacco, cotton, and other crops. In recent years, there has been significant industrialization, particularly in sectors like information technology, pharmaceuticals, and manufacturing.

Andhra Pradesh boasts a rich cultural heritage, with influences from various dynasties and civilizations that have ruled the region over the centuries. The state is renowned for its classical dance forms like Kuchipudi and Vilasini Natyam, as well as its vibrant festivals, such as Ugadi (the Telugu New Year), Sankranti, and Bonalu.

Telugu is the official language of Andhra Pradesh and is widely spoken across the state. It is one of the oldest classical languages in India and has a rich literary tradition.

Andhra Pradesh is home to several tourist attractions, including the historic city of Visakhapatnam (Vizag) with its pristine beaches, the ancient Buddhist site of Amaravati, the Tirupati Balaji Temple (one of the wealthiest and most visited Hindu temples in the world), and the picturesque Araku Valley.

The state follows a parliamentary system of government, with a Governor appointed by the President of India as the ceremonial head and a Chief Minister who is the head of the elected government. Andhra Pradesh has a unicameral legislature and is divided into 26 administrative districts.



School Education in Andhra Pradesh

In Andhra Pradesh, the education system comprises both government-run and private schools, catering to the diverse needs of students across the state. Here's a breakdown of the education system in Andhra Pradesh, focusing on both government and private schools:



Government Schools

Government schools in Andhra Pradesh vary in terms of infrastructure and facilities, with some having basic amenities while others may lack sufficient resources. Generally, the medium of instruction in government schools is either Telugu or English, depending on the region and availability of resources. Government schools

follow the state syllabus prescribed by the Andhra Pradesh Board of Secondary Education (APBSE) for primary and secondary education. The curriculum is periodically updated to align with educational standards and requirements.

Government schools are typically more affordable or even free for students, as they are funded by the state government. This makes them accessible to students from economically disadvantaged backgrounds. Teachers in government schools are recruited through various state-level examinations. However, there have been occasional issues regarding the shortage of qualified teachers and delays in recruitment processes.

Private Schools

Private schools in Andhra Pradesh often boast better infrastructure and facilities compared to government schools. They may have well-equipped classrooms, libraries, laboratories, and sports facilities. Private schools in Andhra Pradesh offer



instruction in various mediums, including English, Telugu, and sometimes other languages. Some private schools also follow international curricula such as the Cambridge International Examinations or the International Baccalaureate (IB). Private schools may follow state syllabi or international curricula, depending on the school's affiliation and educational philosophy. They often have more flexibility in curriculum design and implementation.

Private schools charge tuition fees, which can vary widely depending on factors such as location, reputation, facilities, and curriculum. While some private schools may offer scholarships or fee waivers, they are generally more expensive than government schools. Private schools typically have their own recruitment processes for hiring teachers. They may prioritize qualifications and experience, and some schools may also hire foreign faculty for specialized subjects or language instruction.

Overall, both government and private schools play significant roles in the education system of Andhra Pradesh, catering to the diverse needs and preferences of students and parents. While government schools focus on providing affordable education with basic facilities, private schools offer a wider range of options with better infrastructure and varied curricula, albeit at a higher cost.



Need for Transformation in Education

The responsibility of the state government in transforming education in Andhra Pradesh is paramount, as it directly impacts the socio-economic development of the region. Here's a breakdown of key areas where the state government can focus to strengthen the school education system:

1) Infrastructure Development

Adequate infrastructure is the backbone of any educational institution. The state government should invest in building and maintaining schools with modern facilities conducive to learning. This includes classrooms equipped with technology, libraries, laboratories, and playgrounds.

2) Teacher Training and Recruitment

Teachers play a pivotal role in shaping young minds. The government should ensure rigorous training programs for teachers to enhance their pedagogical skills and keep them updated with modern teaching methodologies. Additionally, recruiting qualified and motivated teachers is essential to maintain the quality of education.

3) Curriculum Enhancement

Regular review and updating of the curriculum to meet the needs of a rapidly changing world are crucial. Introducing subjects like digital literacy, critical thinking, and life skills alongside the core curriculum can better prepare students for the challenges of the future.

4) Equitable Access to Education

Ensuring that every child, irrespective of their socio-economic background or geographic location, has access to quality education is vital. The government should focus on bridging the urban-rural divide by establishing schools in remote areas and providing transportation facilities where necessary.

5) Technological Integration

Embracing technology can revolutionize education delivery. The state government should invest in digital infrastructure and provide access to computers and the internet in schools. E-learning platforms and educational apps can supplement classroom teaching and make learning more interactive and engaging.

6) Parent and Community Engagement

Collaboration between schools, parents, and the community can significantly enhance the effectiveness of education. The government should encourage parental involvement through regular meetings and workshops. Community partnerships can provide additional resources and support to schools.

7) Monitoring and Evaluation

Implementing robust monitoring and evaluation mechanisms is essential to assess the effectiveness of education policies and programs. The state government should regularly conduct assessments to identify areas of improvement and allocate resources accordingly.

8) Promotion of Innovation and Research:

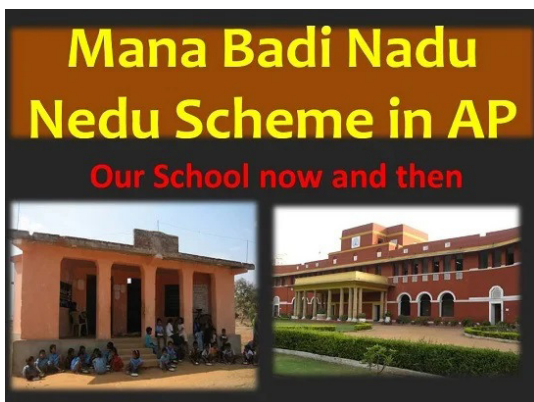
Encouraging innovation and research in education can lead to the development of best practices and innovative teaching methodologies. Establishing research institutes and providing grants for educational research can foster a culture of continuous improvement in the education system.

By focusing on these key areas, the state government of Andhra Pradesh can bring about a transformative change in the school education system, ultimately empowering its citizens with the knowledge and skills needed to thrive in the 21st century.



Educational Transformation in Andhra Pradesh Government Schools - A Holistic View

Andhra Pradesh has embarked on a transformative journey in its educational landscape, particularly in its government schools. Through a meticulous blend of policy reforms, innovative strategies, and community engagement, the state has endeavoured to uplift the standard of education and ensure equitable access for all students. This comprehensive analysis delves into the multifaceted approach taken by the government, drawing insights from official documents, press releases, media analysis, and the perspectives of stakeholders, including parents, students, and educators.



The foundation of educational transformation in Andhra Pradesh rests on robust policy reforms aimed at enhancing quality, accessibility, and inclusivity in government schools. The state government has introduced several flagship programmes such as 'Mana Badi Nadu-Nedu' (Our School, Our Place) and 'Amma Vodi' (Mother's

Lap), which focus on infrastructure development, teacher training, and incentivizing attendance, respectively. These initiatives have been meticulously crafted based on extensive research and consultations with education experts and stakeholders.

Under the 'Mana Badi Nadu-Nedu' initiative, significant strides have been made in revamping the infrastructure of government schools across the state. Dilapidated buildings have been renovated, classrooms have been equipped with modern amenities, including digital learning resources, and facilities such as clean drinking water and sanitation have been prioritized. This concerted effort has not only created a conducive learning environment but has also instilled a sense of pride and ownership among students and teachers.

Recognizing the pivotal role of teachers in shaping the future of students, Andhra Pradesh has placed a strong emphasis on teacher empowerment.

Extensive training programs, workshops, and professional development opportunities have been organized to upgrade the pedagogical skills and subject expertise of educators. Furthermore, the government has implemented merit-based recruitment policies and performance evaluation mechanisms to ensure accountability and excellence in teaching standards. The success of educational transformation hinges on active participation and collaboration from the community. In this regard, the government has fostered partnerships with parents, local leaders, NGOs, and other stakeholders to garner support for educational initiatives and address grassroots concerns. Platforms such as parent-teacher associations (PTAs) and school management committees (SMCs) have been revitalized to facilitate dialogue, feedback, and collective decision-making, thereby fostering a sense of ownership and accountability at the grassroots level.

Achievements



The concerted efforts of the Andhra Pradesh government in revitalizing government schools have yielded tangible outcomes and garnered widespread acclaim. Improved infrastructure has led to a significant increase in student enrollment and retention rates, particularly among marginalized communities. Academic

performance indicators have shown an upward trajectory, with government school students outperforming their counterparts in standardized tests and competitive examinations. Moreover, initiatives like 'Amma Vodi' have not only incentivized regular attendance but have also alleviated financial burdens on economically disadvantaged families, thus promoting social equity and inclusivity.

The educational transformation underway in Andhra Pradesh government schools stands as a testament to the power of visionary leadership, evidence-based policymaking, and community-driven initiatives. By prioritizing quality, accessibility, and inclusivity, the state has laid the groundwork for a brighter future, where every child has the opportunity to thrive and realize their full potential. As the journey continues, sustained commitment, innovation, and collaboration will be crucial in ensuring that the gains achieved thus far translate into enduring impact and prosperity for generations to come.



A Fresh Boost for Schools in Andhra Pradesh

Topic 1

First state to implement digital classrooms in Government Schools in Andhra Pradesh



Andhra Pradesh became the first state in the country to launch digital classrooms in government schools. The teaching is done through Interactive Flat Panels (IFP) in government schools in about 10,000 classrooms. While another 20,000 classrooms are switched to digital mode, all 50,000 classrooms get IFPs. June, 12,

2023 is remembered as a golden day in the era of teaching and learning through digital technology as AP became the first state globally (out of 3,800 states in the world) where every classroom in government high schools is done through an Interactive Flat Panel.

In addition to a white board and stylus that allow the instructor to create automatic 3D drawings, the Interactive Flat Panel has a hard drive that stores the greatest audiovisual materials.

In order to fully utilize the IFPs, teachers must get more inventive and abandon the standard textbook method of instruction. The chief minister, aimed to bring all government schools up to the standard of corporate institutions. One of the main initiatives by the government to improve education quality is the transition to IFP classrooms. All 45,000 of Nadu-Nedu's schools have been completely renovated with state-of-the-art infrastructure. Nearly ¹ 16,000 crore was invested by the state government to modernize the Nadu-Nedu educational system.

The once-drab, run-down schools have been transformed into vibrant learning environments. Nearly all schools in the state of Nadu-Nedu have been equipped with study desks, fans, lights, RO (Reverse Osmosis) drinking water, and restrooms with running water. Approximately 30,000 schools in Andhra Pradesh have Interactive Flat Panels (IFPs) installed.



Topic 2

Reforms in Government schools in Andhra Pradesh Undergo Renovations

Facilities provided

The school has a computer lab, a music room, and a library that is well-stocked. The school has luxurious facilities, which contrast greatly with the run-down reputation that government schools typically have.



Prepared to fight

The government's flagship Mana Badi-Nadu-Nedu programme, which upgraded both infrastructure and curriculum, many Andhra Pradesh government schools are now on par with highly regarded corporate institutions.

The programme intends to upgrade the facilities at government schools by constructing new structures with contemporary restrooms and enhanced educational and recreational opportunities.

Despite the Covid-19 pandemic, government school enrolment has increased over the past two years from 37 lakh to 43 lakh, and many schools in Andhra Pradesh have had 100% of new students admitted during the past two academic years. 15,719 of the 44,732 government schools have undergone upgrades as a result of the programme, and work is presently being done on the other schools.

The State has made education a top priority, and six welfare programmes are currently in place. These programmes range from paying for students' school fees to giving them free school supplies like books and backpacks.



Topic 3

Need for Realisation

According to the Union government's most recent data on Andhra Pradesh's state-run schools, the institutions require significant attention when it comes to basic infrastructure.

In Districts with Aspirations

Additionally, the future of education in the state's Aspirational Districts doesn't appear promising. Of the 4,110 State government schools in the Visakhapatnam district, 386 do not have restrooms, 2,097 do not have tap water, and 18 do not have access to any form of drinking water.



Similarly, 39 of the 3,235 state-run schools lack bathrooms, and 590 lack tap water. Positively, the district's schools are all equipped with drinking water systems.

In the meantime, 77 of the 2,764 state-run schools in the Vizianagaram district lack toilets, 1,481 do not have tap water, and one does not have a drinking water facility.

The information also showed that there are restrooms at least 44,318 schools in the State, with 36,821 schools having restrooms for boys and 43,254 schools for girls. In the State, the proportion of restrooms for females to boys is expected to be 1.45.

Put another way, the Rajya Sabha's statistics indicates that, as part of the current massive Nadu-Nedu in schools, the state government should concentrate on supplying the necessities like drinking water, tap water, and toilets.



Topic 4

The Story of Educational Strides in Andhra Pradesh

The government spent ¹ 66,722 crore on roughly ten education-related programmes. The most recent data from the Performance Grading Index (PGI) of the Indian Ministry of Education has placed Andhra Pradesh in the 'Atti Uttam' (Highest ranking) category of States that offer better access to education with infrastructure.

The 73 indicators that make up the PGI structure have a combined weight of 1,000 points and are divided into two categories: results and governance & management. Given the success of numerous projects the State government has undertaken over the last four years, they are actually optimistic about receiving an even higher rating in the upcoming review, which is expected to occur later that year.

The State's efforts to advance education encompass all facets of the field, including encouraging parents to enrol their kids in school by providing incentives through the Vidya Kanuka scheme. In order to compete with private schools, the government ensures digital and high-quality instruction while providing 'top-class' infrastructure.

Compared to the national average of 99.21, Andhra Pradesh's Gross Enrolment Ratio (GER) for primary education in 2018–19 was 84.48. According to official figures, the GER increased from 84.48 to 100 over the last four years.

The government spent ¹ 66,722 crore on around ten education-related projects, such as Jaganna Amma vodi, Jaganna Vidya Kanuka, Jaganna Goru Muddha, and Nadu-Nedu, according to estimates from the State Budget.

Amma vodi



The Amma vodi scheme provides needy and impoverished mums who send their children to school with ¹ 15,000 in cash help annually.

Many government schools now feature computer labs, music rooms, and well-stocked libraries thanks to the Nadu-Nedu plan. Government schools have undergone significant change and now offer luxurious amenities.

Infrastructure has a significant impact on enrolment as well. Students' enthusiasm in attending class on a regular basis has grown as a result of the variety of learning opportunities offered.

With ¹ 11,669 crore invested, the first phase of the Nadu-Nedu scheme's infrastructure upgrades has been finished in 15,715 and 22,344 schools, respectively. In addition, free tablets are being given to teachers and pupils in class 8 to promote digital education.



Topic 5

Growth Benchmarks in A.P. Government School



Under the second phase, modern facilities are being added to about 1,079 government schools at a cost of Rs 367.33 crore. The government's second phase of the Mana Badi Nadu-Nedu works, which renovated government schools with contemporary amenities

like western toilets and sparked a positive interest among students in the Tirupati district, is now being thanked by the schools that lacked basic amenities like doors to bathrooms.

Under the second phase of the Mana Badi Nadu Nedu plan, almost 1,079 government schools are being upgraded with contemporary facilities at a cost of Rs 367.33 crore. In the meantime, the district administration has already spent Rs 156.97 crore, transforming 862 schools, of which 96% have been completed.

Prior to the construction of the Rajanagaram (Pichatur) MPP School, the school complex housed a scientific lab devoid of supplies for doing science experiments, a playground with shrubs, and damaged classroom benches, windows, and doors. It also had a cracked roof that leaked during rainy seasons.

With attractive and pleasant murals on the school building—both inside and outside—and classrooms welcoming students with brand-new benches, green chalkboards, mineral water machines, and toilets, the dilapidated school has been transformed after the Nadu-Nedu works to the level of a corporate school.

The students' parents expressed their joy at the government school's modernization of the facilities. The school had previously lacked basic amenities, but now there are separate restrooms for boys and girls as well as new study tables, lights, and fans.

The fiscal limitations of low-income families and the dearth of facilities in schools prevented many pupils from pursuing an education. However, the district's school dropout rate was lowered thanks to the introduction of Nadu-Nedu.



Topic 6

Plan to Develop 57,000 Government Schools with Rs 16,000 Crore

Chief Minister emphasized that investing in education is an investment in a better future, saying that it helps develop the next generation of people into capable and self-assured young adults who are ready to launch their careers.

The chief minister stated that significant improvements are being made in the medical and health sectors at the same time to guarantee that the poor can access quality Medicare.

The government is building 57,000 government schools at a cost of Rs 16,000 crore. The government has spent Rs 17,000 crore on the Amma Vodi, a special welfare programme, to help 84 lakh students during the last three years.



In an attempt to help corporate schools, the previous government had attempted to eradicate government schools. They have clearly defined their priorities, and they wanted to see a significant improvement in the Gross Enrollment Ratio (GER) through both incentive programmes and school reform under Nadu-Nedu. They have pressed the education authorities to implement 12 clear improvements in government schools.

Clean drinking water, restrooms, teacher and student furnishings, fans and tube lights, painting, English lab, compound wall, cooking shed, extra rooms, and interactive digital panels were among them.

In addition to government schools, Nadu Nedu is also building hostels, Anganwadi's, and pre-primary foundation schools. At a cost of Rs 3,700 crore, 15,715 schools underwent renovations in the first phase.

People will wonder how the current government is strengthening government schools and why these schools were left without development for decades. They raised the



Gross Enrolment Ration (GER) in primary schools with programmes like Amma Vodi, Goru Muddha, Vidya Deevena, and Vasathi Devena

because it was extremely low in 2015–16. The number of pupils enrolled in government schools rose from 37.20 lakh in 2018–19 to 44.29 lakh in 2021–2022.

Amma Vodi is a unique scheme under which mothers are incentivized to send their children to school. With a rider of 75% attendance, each mother receives Rs 15,000 per annum, and each mother is asked to contribute Rs 1,000 towards the 'toilets and school maintenance fund' for the upkeep of schools.



The initiative has been used to spend Rs 19, 617 crores during the last three years.

Under Gorumuddha, the state has been spending Rs 1,800 crore for the aim of providing wholesome meals with a daily rotating menu; under the previous government, this amount was just Rs 450 crore annually.



Speaking about the Vidya Kanuka kits, the children receive a school bag, bilingual textbooks, workbooks, notepads, three pairs of uniforms, shoes, two pairs of socks, a dictionary, and other items on the day of the official school reopening. Roughly Rs 886 crore was spent.

5.18 lakh tabs were distributed to teachers and pupils in the eighth-grade last week in November last year. Preloaded Byju content is available on the tabs, acting as a kind of at-home instruction. The Byju's content is provided without charge, saving approximately Rs 24,000 in total.

In addition to Vasathi Devena, which covers the costs of the mess and hostel, Vidya Deevena is the second incentive that offers full refund of expenses. The entire cost comes to 11,717 crore rupees.

About the past three years, the Andhra Pradesh government has spent about Rs 52,000 crore on various projects aimed at enhancing learning outcomes and modernizing government school infrastructure.

The Andhra Pradesh government has invested about Rs 52,000 crore in different initiatives aimed at enhancing the facilities and academic achievements in state-run public schools. With the long-term objective of training Andhra Pradesh students to become global citizens with bright futures, all of these concentrated efforts are intended to bring about a fundamental change in school education.

The state government has added a QR code reflecting the e-content to the textbooks as part of its ongoing efforts. Teachers and students use the DIKSHA platform to access digital information. A total of 10,961 Foundational Schools received Smart TVs. Additionally, the government and Byju's inked a deal for the government to distribute free web content.

Transforming education in government schools to make students globally competitive is the motto of the Andhra Pradesh government. Blended learning is suggested as a solution to close the learning gap and guarantee that students achieve the proper, class-specific learning goals.

Many initiatives like Jagananna Ammavodi, Jaganna Vidhya Kanuka, Jagananna Gorumudda, Mana Badi Nadu Nedu, and curriculum reforms are taken in this direction.



Topic 7

Implementation of National Education Policy 2020 in Andhra Pradesh



Recommendations were made by the New Economic policy (NEP) 2020 for both higher education and classroom instruction. In terms of education, the Andhra Pradesh government has already made a

number of committed attempts to drastically alter the way that education is taught in schools, and it has already implemented a number of initiatives that follow the recommendations of NEP 2020.

Implementing Pre-Primary 1 (PP1) and Pre-Primary 2 (PP2) in every Anganwadi Center and creating a curriculum based on National Council of Educational Research and Training (NCERT) guidelines address early childhood care and education. The reorganization of schools into six categories-Satellite Foundational School (PP1, PP2), Foundational Schools (PP1, PP2, Classes 1 and 2), Foundational Plus (PP1, PP2, Classes 1 to 5), Pre-High School (Classes 3 to 7/8), High Schools (Classes 3 to 10), and High School Plus—ensures foundational literacy and numeracy. Curriculum and pedagogy are being improved to include 21st-century skills.

The TPR is being followed in the placement of teachers. By appropriately addressing the educational requirements of the underprivileged, learning for everyone is ensured, and school complexes are reinforced for efficient resource allocation and effective governance.

In order to maintain educational continuity throughout the COVID-19 pandemic's first and second waves, state administrations implemented creative strategies.

What experience does Andhra Pradesh have with this?

Global reports of a significant learning loss due to the COVID-19 epidemic have been corroborated by surveys like ASER and NAS. Through radio classes on All India Radio, Doordarshan Television, and video courses, the Andhra Pradesh government has provided support to students in the tenth grade. Students find it challenging to participate

in virtual classes even though they are offered since digital equipment and networks are not readily available. The state government is implementing digital learning in schools as a result of this experience. Digital apps such as Tabs, Byju's, and Digital Classrooms are accessed.



To make pupils globally competitive, the mission of the Andhra Pradesh government is to change education in government institutions. Blended learning is suggested as a solution to close the learning gap and guarantee that students achieve the proper, class-specific learning objectives. The Chief Minister's objective is to give every kid in government schools the finest possible education. This is the direction of a number of efforts, including Mana Badi Nadu Nedu, Jagananna Ammavodi, Jagananna Vidya Kanuka, Jagananna Gorumudda, and curricular revisions.

How are you going about adopting technology?

The textbooks now have a QR code that links to the e-content, provided by the Andhra Pradesh government. Teachers and students are using the DIKSHA platform to access the e-content. 10,961 Foundational schools received Smart TVs, and the government and Byju's signed an agreement for Byju's free online programming. Every high school classroom will include digital infrastructure, including an interactive panel, to access both the department's e-material and the content supplied by Byju's. All of the remaining Foundational Schools are being offered Smart TVs.

The goal of Personalized Adaptive Learning (PAL) for students is to meet their unique learning needs in terms of learning style, speed, and diversity. High schools are also considering the use of interactive flat panels with digital information.

Could you enumerate your major concerns?

Their primary goals in education are to give students the greatest education possible, to make sure that schools have the necessary infrastructure, to develop teacher capacity, to feed students a healthy diet, and to continuously assess students' academic progress through child tracking. Jagananna Ammavodi is in charge of making sure that all

students attend. Jagananna Vidya Kanuka is the supplier of instructional materials. Jagananna Gorumudda is provided with a wholesome midday meal. Infrastructure for schools is protected by Mana Badi Nadu Nedu.

The government has invested more than Rs 52,000 crore over the past three years in a number of projects aimed at enhancing learning results and school infrastructure. The long-term goal of all this hard work is to prepare Andhra Pradesh's kids to be global citizens with promising futures by implementing a dramatic change of schooling.



Topic 8

Computer Lab Facilities in A.P. Secondary Schools



Less than 1% of secondary schools in Andhra Pradesh have computer labs. Only ten states and union territories in the nation have computer labs in more than 50% of their secondary schools, according to a report released by

NITI Aayog. In Kerala, just 45 percent of schools offer their pupils access to computer labs.

The NITI Aayog School Education Quality Index (SEQI) report shows that just 0.8% of secondary schools in Andhra Pradesh, one of the nation's largest states, offer computer laboratories to its students. The report also states that there are no computer labs in any of Sikkim's secondary schools.

Only 10 states and union territories in the nation have been able to establish computer labs in more than 50% of their secondary schools, according to the study that was made public on September 30.

Of the larger states, 59.8%, 65.7%, and 67% of secondary schools are equipped with computer laboratories in Haryana, Punjab, and Tamil Nadu, respectively.

The highest percentage of schools with computer lab facilities is found in Lakshadweep (84.6%) and Dadra & Nagar Haveli (81%).

Under its Sarva Shiksha Abhiyan (SSA) programme, the government has created and implemented computer-assisted learning; nevertheless, it appears that the pupils have not yet had access to this technology. The government's SSA programme attempts to use computers as a teaching tool in classrooms.

Bihar, one of the biggest states in the union, with only 2.5% of its schools using computer-assisted instruction. Less than 5% of schools in seven states—Tripura,

Jharkhand, Meghalaya, Jammu & Kashmir, Chhattisgarh, Andhra Pradesh, and Madhya Pradesh—offer computer-assisted instruction to its students.

In Kerala, just 45% of schools offer computer labs to their pupils, and less than 50% of schools have implemented computer-aided learning. Kerala is the state with the highest ranking in the NITI Aayog school education sector.



Topic 9

Massive Plan to Renovate State-Run Schools in Andhra Pradesh



It was a well-informed decision to make English the primary language of instruction in schools. This was a conscious decision taken after due consideration and visualizing what our future generation requires in the new age of Artificial Intelligence (AI) and Robotics where driverless cars would be coming into vogue.

The government introduced 'Amma Vodi'. The government will provide incentives for moms to enroll their children in school and Intermediate (10+2) under this programme.



Topic 10

Nadu-Nedu Increases Enrolment in Andhra Pradesh Government Schools

Across the 26 districts, the government schools reported 44.30 lakh students enrolled, down from 37.21 lakh students the year before.

An increasing number of parents are choosing to send their kids to state schools as a result of the modernization of Nadu-Nedu's government schools and the financial struggles the public faced after COVID-19. These schools now provide high-quality instruction at no expense.

Across the 26 districts, the government schools reported 44.30 lakh students enrolled, up from 37.21 lakh students the year before. Parents are encouraged to choose government schools because of the English-medium curriculum, availability of free textbooks and other educational materials, improved facilities, etc.



The education department reports that 72.33 lakh students were enrolled in all state schools for the 2014–15 school year. By 2018–19, this has decreased to 69 lakhs. By 2021–2022, the enrollment had increased to 73.68 lakh.

The number of students enrolled in government schools increased from 37.21 lakh in 2018–19 to 44.30 lakh in 2021–2022. The number of new pupils enrolled in AP's government schools approached seven lakh.

The addition of drinking water, toilets with tap water, major and minor repairs, electrification with tube lights and fans, furniture, green chalkboards, painting the entire school, English Lab, kitchen, and compound wall were the main areas of focus for the Nadu-Nedu government school makeover.

The state's experience with government education was altered by the Rs 3,699 crore first phase of Nadu Nedu-Mana Badi, which modernized 15,715 government schools.

Government schools would receive a significant makeover in three stages under Nadu-Nedu (then and now), at an estimated cost of Rs 16,025 crore.

Currently, 25,000 government schools are undergoing renovations at a cost of Rs 11,267 crore as part of the scheme's second phase.

The Annual Status of Education Report (ASER) indicates that enrollment in government AP schools rose significantly in 2021, accounting for 70.6% of admissions. Of these, girls made up 77.2% and boys made up the remaining 63.7%.



In terms of student enrollment, AP is ahead of Telangana State. About 60% of students were enrolled in TS government schools, with 62.9% of them being girls and the remaining 4% being boys. This compares to 70.6% of students enrolled in AP schools.

The free education programme, which includes free bilingual textbooks in Telugu and English, workbooks, school supplies, belts, socks, and shoes, is encouraging parents to enroll their kids in AP classes at government schools.

Parents benefited from the free, high-quality education provided by government schools.

In terms of basic amenities, government schools have been modernized to a level comparable to private and corporate schools. The absence of adequate restrooms used to cause problems for female students.

According to education officials, parents are choosing state institutions since digital education has been introduced in basic classes.

The government is building schools under the Nadu-Nadu umbrella. The New Education Policy prohibits the closure of any government school. As a result, parents and children shouldn't be concerned about the fate of state schools.



Topic 11

Nadu-Nedu – Rearrangement of the School Boundaries.



Government schools used to be seen as run-down structures with cracked walls, broken desks, and rooms where all of the kids were forced to sit in a corner when it rained. The atmosphere in the schools was filthy. For the students, at least, the absence of restrooms is seriously problematic. Studying in government schools meant dealing with challenging circumstances and inadequate resources. Public schools now have a business-like appearance. AP The people were made aware of the distinction between the way schools looked under the previous government and how they look now.

15,715 schools in the first phase with a corporate appearance

AP Chief Minister started the development of 15,715 schools in the first phase of the Nadu-Nedu programme, which aims to transform the state's 44,512 government schools. The corporate structure of these colleges has changed. Government school buildings have been transformed into corporate schools with state-of-the-art facilities. A total of Rs 3,585 crore has been allocated towards the development of 15,715 schools. In addition to being fixed, the school buildings have been updated and made to seem better in order to better serve the needs of the kids.



CM has a well-thought-out approach to raise academic standards.

In order to provide a comfortable environment for the children, the schools have been refurbished with a variety of lovely features, including classrooms, blackboards, computer laboratories, gardens, playgrounds, and restrooms. As a result, the buildings

are now devoid of air and light. Numerous government schools, which have produced numerous notable individuals and ministers for the nation, are in terrible shape and show no signs of improvement. But thanks to CM's determination, even these schools were saved. Every school is becoming more and more lovely.

The AP government is moving in the right direction by placing a strong emphasis on education in order to provide kids the best possible future. The people's delegates in charge of each district gave the schools in that district extra consideration, oversaw the construction, and finished it day and night. Six lakh students from private corporate schools are enrolling in government schools this academic year, against the backdrop of financial security for the parents of students, who are already prioritising their children's education through the Ammavodi scheme. It seems to have connected.

There has been no attempt to raise educational quality or fix government institutions. Then, with Arakora facilities, the schools of the past witnessed the challenges that the pupils encountered at every turn. The locals were made aware of who was in charge by displaying pictures of the run-down schools from the past next to the corporator-style schools that have evolved into a new form of art.

It appears that CM's first Nadu-Nedu chapter, which aimed to depict a drastic change in the educational system through schools, was a success. Telugu Desam Party leaders, who have been vocal in their criticism of the government's policies in the state, have said nothing about the issue as of yet. In this sense, they are unable to take aim at the AP government.



Topic 12

Nadu-Nedu – The Second Phase



Chief Minister gave officials instructions to finish the Nadu Nedu second phase construction in schools on time while putting special emphasis on maintaining the schools, which underwent a facelift as part of the first phase.

All schools had their IFP installations finished, and a broadband internet connection is available. He emphasized that before schools reopen for the upcoming academic year, steps should be taken to provide Vidya Kanuka kits to kids.

Students in class 8 will start receiving tabs loaded with all the required apps. Using tabs has begun to produce positive outcomes. The tabs are used by teachers and pupils for 77 and 67 minutes a day, respectively. They said that some 7,000 tabs had been fixed and repurposed.

The officials mentioned the efforts made to lower the school dropout rate and stated that volunteers are a major factor in the 1,49,515 failing students—including class 10 students—who have been enrolled in schools. They noted that Nandyal district had attained 100% school enrollment.



Attempts should be made to get the remaining pupils to follow suit after the officials informed that 87% of students in classes 3 through 9 are taking their unit tests in English. Compared to the national average of 37.03%, the average percentage of students in the State taking exams in English was 84.11.

They went on to say that authorities have attended working group meetings on the introduction of the International Baccalaureate curriculum in schools and that students receive one hour of TOEFL training every day.

Pupils in classes 9 and 10 will have the option of learning French, Spanish, German, or Japanese language instruction in addition to receiving future skills training from faculty members of engineering institutions.

The deadline for finishing Nadu Nedu Phase-II construction was June 12, 2023. With the exception of furniture, compound walls, extra classrooms, and green chalk boards, all other components started by April 10 and finished by June 12, 2023. All repairs, big and small, finished by May 15th.

The Andhra school system's digital classroom revolution was scheduled to begin in 2023. There are 58,950 schools in the state of Andhra Pradesh. Of those, 44,617 are run by the government, 13,249 are private unaided schools (including Madarasas), and 1084 are private aided management schools.

The State's educational system underwent a significant overhaul in 2023 as a result of the government's long-term goal of preparing the pupils to be successful global citizens.

In mission mode, the School Education Department started a number of initiatives as part of the government's reforms. Under the 'Mana Badi Nadu-Nedu' programme, 44,671 State-run schools received physical infrastructure upgrades in addition to significant acceleration of the digital transformation of traditional classrooms.



Comprehensive academic and administrative reforms, together with the implementation of programmes like Vidya Kanuka, Jagananna Amma Vodi, and Gorumudda, were implemented to improve the learning results of children enrolled in government schools.

There are 58,950 schools in the state of Andhra Pradesh, of which 44,617 are in the public sector, 13,249 are private unaided schools (including Madarasas), and 1084 are private aided management schools. 72,20,633 pupils are enrolled in all of these educational institutions combined, and 2,96,274 teachers are responsible for guiding them through their classroom curriculum. 1,85,023 of them are employed by government schools.

As educators became aware of the need to provide students with the most up-to-date technology-based learning resources, tabs and Interactive Flat Panels (IFPs) were introduced into the classroom. In the academic year 2022–2023, the government gave 5,18,740 tabs to Grade 8 students and instructors, believing that the digital transition will empower young learners. The department made sure that the use of these gadgets was constantly monitored in order to prevent any potential misuse, and these tabs were integrated with Byju's e-content. The project cost the State exchequer ¹ 686 crore, but the learning outcomes of students of Class 8 saw a substantial improvement through utilisation of tabs.



The government claims to have spent ¹ 427.6 crores on phase-I of Nadu-Nedu, which included installing 30,213 IFPs in every classroom from Classes 6 to 10, as well as 10,038 Smart TVs in Foundational Schools.

In order to implement the newest teaching methods in classrooms, the government signed a number of Memoranda of Understandings with different firms, drawing criticism from the opposition parties and teacher unions.

The State plans to implement the International Baccalaureate (IB) curriculum in Government schools, starting at the foundation level and eventually moving up to upper courses, as part of its partnership with the IB. The goal of the effort was to prepare State-run schoolchildren for the global economy.

Through training for the Test of English as a Foreign Language (TOEFL), students will be able to enhance their communication abilities starting at the foundational level thanks to a cooperation with the US-based Educational Testing Service (ETS).

The department worked with an AI-generated 'Doubt Clearance' software to assist kids in resolving their academic issues during study sessions.

The creation of 'Future Skills' and a partnership with Duolingo for the instruction of foreign languages (French and Japanese) in state-run schools are recent initiatives. A high-level working group of industry partners has been established by the department

to define and implement a roadmap for the creation of a curriculum by a committee dedicated to developing the 'Future Digital Skills Unique Certification Committee.'

The teachers have been equipped with a comprehensive training on leveraging digital devices to enhance the pedagogical methods. To further facilitate training, 4,000 school complexes and 394 engineering institutions throughout the state have been mapped. As part of their internship, engineering college students would instruct these schools' teachers and pupils on how to use technology in the classroom.



Topic 13

School Development Plan 2024 - Habitation Plan 2024

Plan for School Development, 2023–2024 Habitation Plan 2023–24:

The school development plan and the habitat plans for 2023–2024 have been announced by the department of school education. For the academic year 2023–2024, all schools must complete the SDP, AWP, and UDISE+ Data Capture Format.



PPI – 12 Classes – School Habitation Education Plan for FY 2024–2025

Department of School Education, Andhra Pradesh, SAMAGRA SHIKSHA (MICRO PLAN)

The term 'habitation plan' refers to a complete education development plan that is produced for the education of the habitation and for the education development of all school-age children living there.

In order to provide free and compulsory education to all children between the ages of 6 and 14 till they have completed their primary education, the Indian government adopted the Right of Children to Free and Compulsory Education (RTE) law. On April 10, 2010, the Andhra Pradesh government formulated RTE Rules, putting the RTE Act into effect in the state.

Who is capable of creating the habitat plan?

- * The parent and school management committees will assist the head master of the Habitation School in creating the Habitation Education Plan.
- * The Mandal Educational Officer will select one Head Master to prepare the habitation education plan if the habitation contains more than one school.
- * Evaluate the 'Education Status at Habitation Level' first.
- * Habitation level education status, school development plans, and resolutions from grama sabhas on the plan of habitat.

- * School development plans must be created by each school in the habitation.
- * School Development can get ready by talking to the headmaster of the school.

The annexure contains the instructions and recommendations for the Habitation Education plan.

Specifics of the Housing Scheme Three chapters make up the Habitation Education plan, which was assembled from all of the habitation's school development plans.

- 1) Individual Habitation Education Plans must be created for every habitation, including those without schools.
- 2) The Mandal Education Officer (MEO) must receive the education plan submitted by each habitation. After that, the Mandal Education Plan will be assembled by the MEO.



The MEO will deliver the completed habitation education plans back to the appropriate habitation. The School Management/Parent Committee will examine the plan's implementation on a monthly basis.

- 3) The MEO will designate one Head Master from the schools to create the Habitation Education Plan in habitations with more than two schools.
- 4) Head Masters must gather information from various schools in the catchment area about all children, including those who are not enrolled in school, between the ages of 6 and 19, in order to prepare Habitation plans.
- 5) All school headmasters and teachers are required to attend the Grama Sabha and report the learning levels of their students. They ought to discuss how the RTE Act is being implemented in their schools as well.
- 6) As directed by MEO, the Head Master and Grama Sarpanch shall sign Chapter 3 of the plan in accordance with resolutions passed by the Grama Sabha.

General Information in Chapter 1 General data on population, literacy, and educational facilities are included in Chapter 1. Details about the children should be entered into Tables 1 through 11.

Chapter 2: Accommodations for Education Information regarding habitation education facilities can be found in Chapter 2. Information about children needing Transport Allowance, school-age children, enrolled students, out-of-school children, names of out-of-school CWSN children, student progress, and previous year's activities should be entered into Tables 2.1 to 2.12.

Children of CWSN: Children living in the village who are unable to attend school without assistance are given an escort stipend of Rs. 300 per month.

Chapter-3: Grama Sabha Discussion Points Discussion issues for the Grama Sabha are included in Chapter 3. The Grama Sabha will be presented with the combined data for an in-depth discussion. Issue-by-issue resolutions will be documented.

First Topic: Talk about the stages involved in creating a new school to offer educational facilities to communities without schools. Alternatives including transport allowance, residential schools, and KGBV shall be debated in the Grama Sabha and resolutions will be documented if a habitation is not feasible for a new school.

Second Item: Methods for Recruiting Children Who Are Not in School

1. Direct enrollment in the school or neighborhood residential school for kids ages 6 to 19.

2. If a habitation has more than ten out-of-school children, propose NRST; if fewer than ten out-of-school children reside there, propose RSTC. This applies to children aged 9 to 15.

3. For minors between the ages of 16 and 19: Send ideas to APOS/NIOS if a habitation has long dropout rates or has never enrolled.



PLAN FOR SCHOOL DEVELOPMENT (Levels 1–12) 2024–2025 2009 RTE Act: Every Indian child between the ages of six and fourteen is entitled to free, obligatory schooling.

SAMAGRA SHIKSHA: In line with the Sustainable Development Goal (SDG) for Education, the Scheme aims to guarantee inclusive, equitable, high-quality education from early childhood to senior secondary school.

NEP 2020: By 2030, the goal is to raise the GER to 100% at the preschool through secondary levels.



‘Ensure inclusive & equitable quality education & promote lifelong learning opportunities for all’ is the objective statement for SDG: objective 4, which is the education goal.

Creating the 2024 School Development PlanA straightforward and workable plan to fulfill the school catchment area’s educational requirements while accomplishing the goals of the Samagra Shiksha Scheme, RTE Act 2009, National Education Policy (NEP) 2020, and the Sustainable Development Goals (SDG):

Involve Stakeholders:

- Commence participatory planning with the community and all other relevant stakeholders.
- Schedule monthly reviews conducted by the Parent Committee, the School Management and Development Committee, and the School Management Committee (SMC).

Establish Specific Goals:

- Establish and track goals in line with NEP 2020, RTE Act 2009, SDGs, and Samagra Shiksha Scheme.
- Make sure deadlines are established for accomplishing these goals. Creating both short- and long-term plans is important. While long-term plans deal with ongoing improvements, short-term plans should concentrate on short-term objectives.

Planning using resources:

- Incorporate financial, physical, human, and educational resources.

- Determine the areas that require improvement and the efforts related to school culture.

Teacher Development:

- Make sure that the overall strategy include teacher development programmes.
- Offer chances for ongoing professional development Plan for School

Development (SDP):

- Principals, educators, and the School Management Committee work together to design SDPs.
- Align SDPs with the more general policies and objectives in education.

Sharing and Documentation:

- Record successful projects and best practices.
- Distribute this paperwork to other organizations and the school community.

Use the School Report Card:

- Make use of the UDISE+'s School Report Card (UDISE 2022-23).
- Use the facts and statistics to inform the School Plan Document so that planning and decision-making are more effective.

Ongoing Monitoring and Assessment:

Establish a strong monitoring and assessment framework to monitor advancements.

- Review and modify the plan on a regular basis in light of input and results.

Community Involvement:

- Promote the community's active involvement in decision-making procedures.
- Encourage a feeling of accountability and ownership for reaching learning objectives.



Topic 14

SANKALP -Implemented by the Andhra Pradesh School Education Department

The initiative, which is intended to instruct kids in grades six through eight, places a strong emphasis on a variety of activity-based life skill education components, such as cooperation, self-awareness, self-management, problem-solving, decision-making, communication, and negotiation.



In its first phase, the initiative was implemented in 1,011 schools spread throughout 26 districts. 289 additional schools were added to the list recently. In the following two years, the education department wants to extend this programme to all government

schools, eventually reaching out to 13 lakh teenagers.

The Magic Bus India Foundation and the State Council of Educational Research and Training (SCERT) had inked a memorandum of agreement for the project back in February 2023.

Through the activity-based life skills project, this cooperation seeks to promote complete development among adolescent students at AP government schools. In order to guarantee a seamless deployment, Magic Bus trained 130 master trainers, including district-level educators and faculty from District Institution of Education and Training DIET and SCERT. The state resource group was founded by these expert trainers.

The commissioner went on to say that one of the main goals is to enable the enrolled teenagers to use their newly acquired life skills in addition to their literacy to overcome poverty and vulnerability. Resource groups and qualified teachers will play a major role in training the students accordingly.

The resource persons at the state and district levels had already finished their training. In order to improve the initiative's execution, Magic Bus also sent out coordinators at

the district and regional levels. The programme's first year curriculum is broken up into multiple sessions with an emphasis on application, reflection, activity-based learning, and rapport building. The sessions start with creating group contracts and educating participants on child safety policy in order to establish rapport.

During the application-based workshops, students will have the chance to put their newly developed life skills to use through a group project or activity.

They will present and discuss their work completed in magic sheets (from activity sessions) in reflection-based sessions. Activity sessions are carried out using specific inputs that are in line with skills. One magic sheet each activity-based life skills session.

Additionally, we recently released the following articles.

There are not enough special educators in state schools.



The Supreme Court verdict has not prevented the Telangana government from appointing special instructors. Although the state approved 1,523 positions for special educators, no hiring is scheduled to occur. Children with special needs are being served by Bhavitha centers under the Samagra Shiksha Abhiyaan programme, however there are 250 openings. For children with

exceptional needs, the cost of private therapy and schooling might range from Rs70,000 to Rs1,00,000. Schools that are inclusive are essential to addressing the needs of these kids. The Pratibha Center employees should be integrated into the school education wing and special educators should be hired by the government.

Mela cops trained in behavioural skills

The annual Magh Mela in Prayagraj is ready to begin, and police officers assigned to mela responsibilities are receiving training in behaviour and language skills. They are told to interact with pilgrims and guests in a courteous and polite manner. Additionally, the police have received communication training so they may welcome guests and serve as pilgrims' guides. Police officers from other areas are also receiving training in

crowd management, body language, and speech. There are about 5,000 police officers stationed at the Magh Mela site, along with paramilitary soldiers.

The distribution of EWS seats is determined by private schools based on general student admittance.

Due to fewer admissions in the general category, Delhi's private schools have observed a drop in the number of pupils from the Economically Weaker Sections (EWS) category. Data from the Directorate of Education (DoE) has shown a decline in the number of admissions and EWS seats. The government ordered private schools to reserve spots for EWS pupils, but post-pandemic enrolment numbers have not been encouraging. EWS children must enroll at private budget schools, both approved and unlicensed, but the number of EWS seats has decreased substantially. Private schools are not allowed to refuse admission to EWS pupils, according to a Delhi High Court ruling.

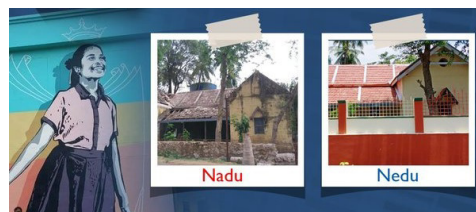


Topic 15

A Glimpse of Initiatives

The Andhra Pradesh government in India has undertaken many measures aimed at enhancing the state's educational infrastructure. Here are a few noteworthy projects:

1. Nadu-Nedu Programme: Introduced in 2019, the Nadu-Nedu ('Then and Now') programme seeks to improve government schools through an emphasis on infrastructure development. This includes remodelling



classrooms, building gender-specific restrooms, offering clean drinking water, and improving the general infrastructure of the school. The initiative also places a strong emphasis on the acquisition of digital classrooms, premium furniture, and other amenities that are necessary to set up a favourable learning environment.



2. Amma Vodi Scheme: Launched in 2020, the Amma Vodi Scheme is a financial aid programme that offers monetary support to mothers or guardians of children enrolled in government schools. The initiative attempts to lower dropout rates and encourage increased attendance by providing qualified recipients with ¹ 15,000 in cash help each year.

3. The Jaganna Amma Vodi Programme: An expansion of the Amma Vodi Scheme, it was introduced in 2021. Its main objective is to offer moms or guardians of school-age children enrolled in both public and private institutions financial support. The programme seeks to guarantee that all children have access to high-quality education and to financial support for families.

4. Mana Badi Nadu-Nedu: This effort, which is a part of the Nadu-Nedu programme, attempts to upgrade government school facilities at the local level. In order to ensure community ownership and involvement in the development process, teachers, parents, and local communities actively participate in defining and prioritizing the infrastructure needs of schools.

5. ICT Integration: Andhra Pradesh's government has placed a strong emphasis on integrating information and communication technology (ICT) into classroom instruction. It seeks to improve teaching and learning by offering digital infrastructure, such as

computer laboratories, internet access, and digital learning materials. The main goals are to give students access to technology-enabled education and to digital literacy.



6. Teacher Training and Capacity

Building: The government has given priority to teacher training and capacity building initiatives in an effort to raise the standard of education. To give teachers

chances for professional development, a number of initiatives are being implemented. These include workshops, training programmes, and the use of technology-enabled platforms for resource sharing and teacher support.

These are a few of the steps the Andhra Pradesh government has made to enhance the state's infrastructure for education. To guarantee that everyone has access to high-quality education and to a supportive learning environment, these programmes concentrate on teacher preparation, infrastructure improvement, financial aid, community involvement, and technology integration.

What significant changes to the education system has the Andhra Pradesh government announced?

Since the government was able to neutralize government schools by paying for both private and public education, many parents choose to send their children to private schools because of the Amravoti Scheme.

During the COVID-19 pandemic, a large number of private instructors were suspended by their employers for a year. The government failed to address the concerns of the private teachers' union, and as a result, many teachers chose to leave teaching in order to live.

Every year, a large number of instructors retire, yet no recruitment has taken place in the previous four years.

Government instructors have more work than they used to since they now have to teach two subjects instead of just one.

For the first time in Andhra Pradesh's history, large government schools have merged.

Lack of employment opportunities for educated individuals in the state has partially demonstrated indifference in teaching children.

At last, we get at the improvements that do not originate at the grassroots level. Government teaching staffing levels have decreased, and private educational institutions that charge higher tuition than the government mandates have made education costly for the poor and middle class. This is a violation of the law protecting our fundamental right to an education. Children have the essential right to school renovations, food, technological equipment like laptops, textbooks, uniforms, and other supplies.

Rather of having business-savvy politicians, the state desperately needs competent leaders to advance. If this doesn't happen soon, the repercussions will be unpredictably dire.

