

## **Educational Reforms to ensure better future for school children in Andhra Pradesh**

**Dr.T. Sharon Raju**  
**Associate Professor & Head; Chairman, BOS in Education (UG)**  
**Head, Department of Education, Andhra University,**  
**Visakhapatnam-530003,**  
**Andhra Pradesh, India**

**Smt.N.R.L.L.Soujanya,**  
**Research Scholar (Part Time),**  
**Department of Education, Andhra University,**  
**Visakhapatnam-530003,**  
**Andhra Pradesh, India**

**Dr.M.V.S.S.Prakasa Rao,**  
**Assistant Professor,**  
**Department of Education, Andhra University,**  
**Visakhapatnam-530003,**  
**Andhra Pradesh, India**

### **Abstract**

Education is a stepping stone of civilization and culture of a country. It is a necessity for human life. Education is as old as human existence and should continue to function as long as the human will exist. It is an essential human virtue. Man becomes human through education. Life is a process of learning through interaction between the individual and his environment. Education may be defined as the progress in the individual as a result of this interaction. A child is born with certain biological inheritance. Biological heredity is not enough to him to develop harmoniously in a social culture. To equip him with necessary skills and information, and to enable him to adjust properly in this environment, society created a separate body that is school. Here in the school, the child can develop all the necessary qualities and abilities required for successful social adjustment. No development in a country can be possible without improving the quality of its human resources. The country's progress depends on the system of education it follows. The education serves a link between the country and its people in channelizing the human resources for the development of the country. Education can help a person to meet any challenge. Education is essential as it enables us to build a new world. It is magical because it helps us to rediscover our selves. Education is an essential social activity planned and shared by the parents and the society.

**Key Words:** adjustment, education, individual, necessity, philosophy, social, society

### **1.1 Introduction**

The word "Education" is very hard to define. Philosophers and thinkers from Socrates to Dewey in the West and yajnavalkya to Gandhi in the east defined education according to their philosophy of life, which led to differences of concepts and definitions of education. The concept of education is similar to a diamond, which appears to be another color if viewed from a different angle. As in the elephant and the blind biologist proverb, priest, philosopher, psychologist, statesman, teacher, shopkeeper, merchant, artisan seem to have his own concept of education influenced by his own worldview about life and his past experience in a limited sphere.

The three systems of education, formal, non-formal, and informal system of education which socializes the individual in an organized way and shapes his personality and aims to achieve a harmonious development of the individual. It is the formal system of education that aims to produce self assured, more protective, more capable and more thinking type of citizens. Basing on the age

levels of the individual, education is provided under different stages i.e., preschool education, primary education, secondary education, intermediate education, undergraduate education and postgraduate education etc., Of all these stages of education, primary stage of education is the most crucial stage in the educational career of the individual. It is the stage which lays the foundation over which the entire structure of education is built in individual's life.

### **1.2 Primary education:**

School education is generally divided into three stages namely, pre-primary, primary or elementary (the two terms are sometimes used synonymously) and secondary. These three stages of education correspond to the three stages in the child's development- infancy, childhood and adolescence. Previously primary education was considered as education meant for the masses and secondary education for the selected few. Primary education was also defined as education through modern Indian languages, while secondary education was regarded as education in English. But these distinctions are no longer valid today.

According to the Education commission (1964-66) primary education should consist of seven or eight years divided into two sub stages, a lower primary stage of four or five years and a higher primary stage of three years. According to our Constitution, provision for free and compulsory education for all children till they attain the age of 14 years. Education from the age of 6 to 14 i.e., for eight years may be considered as primary education. Our five year plans regarded education from the age of 6 to 14 as primary or elementary education. In Andhra Pradesh primary education consists of two stages i.e., primary and upper primary. Primary education comprises of class I to V and upper primary classes VI to VII.

Primary education is compulsory for all children. That is why country is making strenuous efforts to achieve the target of free and compulsory education for all children from the age of 6 to 14. It is minimum education that all children must be provided with.

“Well begun is half done” is a well known maxim. The entire structure of the educational set up is a motion which rests upon primary education. It is on the start that the entire growth, development, and enrichment of mental as well as physical potentialities of the child depend. If the child is well looked at the primary stage, the secondary education automatically gets a fill-up. Success is a natural consequence of a good foundation. In these days of knowledge explosion, nobody can afford to be illiterate and ignorant. An illiterate person cannot lead a complete life. It is because of this that Education up to the primary stage is an essential requirement for everybody. Primary education entitles a person to learn good habits of health and hygiene. It takes him out of the world of notions. It makes an individual a better worker than an illiterate person. Such is the importance of primary education. At this stage of education, the following objectives are need to be realized in case of every child.

- 1) Acquisition of teaching aids, namely literacy, numeracy and hand skills;
- 2) Acquisition of knowledge through observation, study, and experimentation in areas of social and natural sciences;
- 3) The development of physical strength and team spirit through games and sports.
- 4) Acquisition of skills for planning and executing socially useful productive work with a view to making education work based.
- 5) Acquisition of skills of purposeful observation.
- 6) Acquisition of practices of co-operative behavior within the family, school and community.
- 7) Elaborate the aesthetic perception and creativity through participation in artistic activities and observation of nature.
- 8) Development of social responsibility by inculcating habits (individually as well as collectively) such as appreciation of the culture and life styles of persons other religions, regions and countries; and readiness to serve the weaker and the deprived.
- 9) Development of the desire, to participate in productive and other processes of community life, to serve the community.

These objectives of primary education are to be realized only through quality education.

### **1.3. Primary Education in Andhra Pradesh:**

It is generally perceived that instruction adds to financial development and social change. Interest in training is considered as the most profitable of all ventures that yields exceptional yields to both the people and the general public. The positive externalities related with instruction make training incompletely an open decent and, in this manner, it should be provided by the state as business sectors will most likely be unable to give it to the coveted social ideal. The human improvement worldview likewise perceives the part of training in extension of decisions to have an average existence. Accordingly, Right to Education (RTE) is perceived as one of the Fundamental human rights and the drive towards all-inclusive primary education is to guarantee it. Andhra Pradesh state is a quickly developing economy and this development is to a great extent in view of the knowledge base of the society. The development is wonderful in the secondary and tertiary divisions, where requirement for center level abilities is generally critical.

#### **1.3.1. Andhra Pradesh Primary Education Project (APPEP)**

The growth of primary education in developing countries is essential for the development of society. However, the priority given to assistance for primary education is low. One of the reasons lies in difficulties inherent in primary education assistance. The purpose of this study is to consider the effectiveness of primary education assistance through an analysis of APPEP (Andhra Pradesh Primary Education Project). Before discussing APPEP, they examine the conditions related to primary education in Andhra Pradesh, A.P. is relatively backward in primary education, and the dropout rate in primary school is quite high (55.68% in 1993-94), even though the number of schools is not very small (1 school/5.59 km<sup>2</sup>). This suggests that the reason children leave school or don't go to school is not that they don't have a school to which they can commute, but that they don't feel it is necessary to go to school. We can point out two factors responsible for this. First, the quality of education is low. Second, children are an important source of labor in society. APPEP is supported by ODA from the U.K., both technically and financially. Phase 1 was carried out in 1984-87, a bridging program was carried out in 1987-89, and Phase 2 started in 1989 and will be completed in 1996.

This paper discusses mainly Phase 1 of this project. The objectives of APPEP are: (1) improving human resources by enhancing the quality of the work of teachers and supervisors, and (2) providing new primary school classrooms of improved quality. Programs based on each purpose are called the Human Resource Development Programme (HRDP) and the School Building Construction Programme (SBCP). HRDP offered training programs to teacher educators, inspecting officers, and primary school teachers. HRDP was carried out through 6 kinds of training course or 219 meetings. There are six principles in HRDP: (1) providing learning activities, (2) promoting learning by doing, (3) developing individual, group and class work, (4) recognizing individual differences, (5) using the local environment, and (6) creating an interesting classroom. SBCP offered 155 classrooms in 68 schools. The classrooms scheduled for construction were bigger than normal in order to do group work. The result of Phase 1 shows there were substantial changes in school practice. The number of dropouts decreased in the schools which were provided classrooms through SBCP. At the time the research was done however there seemed to be less evidence that HRDP had an effect on decreasing dropouts. The significance of APPEP is: (1) the idea and constitution of HRDP provides a model for regional based local primary education projects, (2) it shows a multiangled approach to qualitative improvement of primary schools, and (3) it is a project based on a long term view and implemented step by step.

#### **1.3.2. District Institutes of Education and Training:**

While all the inputs listed in the preceding paragraph are crucial, the last two are especially so. About teachers, the Education Commission (1964-66) had observed, "of all the factors that influence the quality of education... the quality, competence and character of teachers are undoubtedly the most significant". But these in turn depend substantially on the quality of training and other support provided to them. The importance of the last input mentioned in the preceding para viz. academic and resource support-can therefore hardly be over-emphasized. Until the adoption of the NPE, this

support in the area of elementary education was being provided largely at the national and State levels only by institutions like NCERT, NIEPA and SCERTs. Likewise in the area of adult education, this support was being provided by the Central Directorate of Adult Education at the national level, and by State Resource Centres (SRCs) at the State level. Below the State level, there were elementary teacher education institutions but their activities were confined mostly to pre-service teacher education. The physical, human and academic resources of most of the institutions were inadequate even for this limited role. They also tended to adopt teaching practices, which were not in consonance with the ones they prescribed to prospective teachers. There were certain larger problems as well e.g. courses of study being out-dated.

### **1.3.3. Operation Black Board**

The scheme of Operation Blackboard was launched in 1987 in pursuance of NPE-POA, to provide minimum essential facilities to all primary schools in the country. External evaluation of the scheme has indicated that lack of training of teachers in using the teaching material, specification of a large number of uniform facilities to be provided without modification according to local needs and lack of provision for breakage of equipment have been some of the draws of implementation of the scheme. In order to operationalise the Revised Policy Formulations, the modified OB will contain the following three sub schemes: i) Continuation of ongoing OB to cover all the remaining primary schools especially those in SC/ST areas; ii) Expanding the scope of OB to provide three teachers and three rooms to primary schools wherever enrolment warrants them; and iii) Expanding OB to upper primary schools to provide (a) at least one room for each class/section (b) a Headmaster-cum-office room, (c) separate toilet facilities for girls and boys, (d) essential teaching learning equipment including a library, (e) at least one teacher for each class/section and (f) a contingency grant for replenishment of items, consumable and minor repairs, etc. The following measures will be taken to improve the quality of implementation of OB: 1) Teachers will be trained in using the OB teaching materials under a specially designed teacher training programme. 2) State Governments will make provision for breakage and replacement of equipment. 3) Enough flexibility will be provided for purchase of teaching learning materials relevant to the curriculum and the local needs. 4) At least 50 per cent of the teachers appointed will be women. This will have a positive impact on girls' enrolment and retention. 5) Wherever Micro-planning projects are taken up OB will form an integral part of Micro planning and 6) As far as possible low cost and locally available designs relevant to the local conditions will be adopted for school buildings. Nirmithi Kendras (Building Centres) and local technical institutes will be associated in this endeavor.

As in the past, Central Government will provide funds for equipment and teachers' salary for the plan period. The State governments will mobilize resources under JRY and other schemes for construction of school buildings, including Headmaster-cum-office room and toilet facilities. The State Governments will also provide contingency and replacement funds for equipment. Ongoing OB will cover all schools by 1993-94. Other two sub-schemes will be started in the second half of the 8th Plan. About 30 per cent of the eligible schools will be provided three rooms and three teachers under the expanded OB by the end of 8th Plan and the remaining schools will be covered by the year A.D. 2000. Under the expanded OB a limited number of upper primary schools will be covered during the 8th Plan. Depending on the availability of funds, all upper primary schools will be covered by the year A.D. 2000.

### **1.3.4. District Primary Education Programme:**

The National Policy of Education, 1986 (as updated in 1992) and the Programme of Action, 1992 (POA) reaffirm the national commitment to Universalisation of Elementary Education (UEE). NPE resolves that free and compulsory education of satisfactory quality should be provided to all children upto 14 years of age before we enter the 21st century. The NPE also specifies in UEE has three aspects: (i) universal access and enrolment; (ii) universal retention of children upto 14 years of age; and (iii) a substantial improvement in quality of education to enable all children to achieve essential levels of learning. Right from independence India has persevered with the goal of UEE; even though substantial progress has been achieved, the goal still remains elusive. The additional participation in

elementary education has to come from social strata and regions which are more difficult to reach. Therefore, the path that lies ahead in the march to UEE is more arduous; the journey ahead is a marathon calling for a higher intensity of effort and more systematic planning and implementation. National experience with the pursuit of UEE had established the following: (i) UEE is contextual.

The contextuality varies widely across the country. Even in States like Kerala where participation is near-universal much requires to be done in respect of quality and achievement. In such States the pursuit of UEE would be mainly in the areas of quality, facilities and achievement. In other States participation and demand aspects need more attention. (ii) Contextuality entails local area-planning with disaggregated targets and decentralised planning and management. Planning for UEE had hitherto been mainly at the national and state-level. Barring some States and Union Territories, these entities are too large and heterogeneous for effective planning; they cannot provide contextuality. Ideally the planning should be from below, right from the village upwards but given the objective conditions, a beginning has to be made with district as the unit of planning. The district plans are to be prepared through an intensive process of interaction with the local bodies, teachers and NGOs so that it is “owned” by all who are to be associated in implementation and it reflects the ground-level realities. (iii) Resources are an important but not sufficient condition for achieving UEE. A host of measures both financial and nonfinancial, both on the supply side and on the demand side, need to complement higher allocation of resources. (iv) The strategies for UEE have hitherto emphasised, mainly access in terms of construction of class rooms and appointment of teachers. This has been inadequate and needs to be augmented by: (a) a holistic planning and management approach which goes beyond implementation of a disjointed set of individual schemes, perceives the task of UEE in its totality, integrates all the measures needed to achieving UEE in the specific context of the district; (b) this holistic planning should incorporate a gender perspective in all aspects of the planning and implementation process and be an integral part of all measures needed to achieve UEE. (c) addressing the more difficult aspects of access, particularly access to girls, disadvantaged groups and out of school children; (d) improving school effectiveness; (e) strengthening the alternatives to schooling, particularly the non-formal education system; (f) stressing the participative processes whereby the local community facilitates participation, achievement and school effectiveness; (g) toning up teacher competence, training and motivation; (h) stressing learning competence and achievement; (i) stressing need for improved teaching/learning materials; (j) streamlining of planning and management in respect of both routine and innovative areas; and (k) Convergence between elementary education and related services like ECCE and school health.

The District Primary Education Programme is based on the above national experience of the POA, 1992 which reads as follows: “Further efforts would be made to develop district specific projects, with specific activities, clearly defined responsibilities, definite time-schedule and specific targets. Each district project will be prepared within the major strategy framework and will be tailored to the specific needs and possibilities in the district. Apart from effective UEE, the goals of each project will include the reduction of existing disparities in educational access, the provision of alternative systems of comparable standards to the disadvantaged groups, a substantial improvement in the quality of schooling facilities, obtaining a genuine community involvement in the running of schools, and building up local level capacity to ensure effective decentralization of educational planning. That is to say, the overall goal of the project would be reconstruction of primary education as a whole in selected districts instead of a piecemeal implementation of schemes. An integrated approach is more likely to achieve synergies among different programme components.”

The District Primary Education Programme has been approved as a Centrally Sponsored Scheme of the Government of India for primary education development. As of now the process of planning has been completed for 42 districts in the states of Madhya Pradesh, Assam, Haryana, Maharashtra, Karnataka, Tamil Nadu and Kerala. Ten districts in West Bengal and Andhra Pradesh have initiated the project planning process recently. The pace of expansion would depend upon the availability of resources and in states where the Programme is now being started on the pace and quality of implementation in the districts now chosen. The attempt would be to start the Programme in

at least 110 districts in the Eighth Five Year Plan with an estimated outlay of Rs. 1950 crores of which Rs. 1720 crores are proposed to be drawn from external sources. The Programme would develop and implement in the districts selected a replicable, sustainable and cost-effective programme: (i) to reduce differences in enrolment, dropout and learning achievement among gender and social groups to less than five per cent (ii) to reduce overall primary dropout rates for all students to less than 10 per cent. (iii) to raise average achievement levels by at least 25 per cent over measured baseline levels and ensuring achievement of basic literacy and numeracy competencies and a minimum of 40 per cent achievement levels in other competencies, by all primary school children. (iv) to provide, according to national norms, access for all children, to primary education classes (I-V), i.e. primary schooling wherever possible, or its equivalent non-formal education.

The programme would also strengthen the capacity of national, state and district institutions and organisations for the planning, management and evaluation of primary education. The Programme would be implemented in a mission mode through registered state level autonomous societies. Each society would have two organs : (i) a General Council with Chief Minister as ex-officio president; and (ii) Executive Committee under the chairmanship of Chief Secretary/Education Secretary of the State. The executive responsibility will vest with the State Programme Director being the Member-Secretary of the Executive Committee and the Council. Government of India would be represented in the General Council and the Executive Committee. The plans would be formulated and implemented with the active association of the community, NGOs, teachers and educationists. Therefore, all these groups would have to be provided adequate representation and voice in the management of the project at all levels; state, district, block and village. The Memorandum of Association and bye-laws of Association of UP would serve as a model; however, district and sub-district structures would have to be developed by states to suit their administrative patterns and ethos. The district plans would be rigorously appraised and their implementation systematically monitored. Funds would be released from the Government of India to the State-level societies.

### **1.3.5 National Programme for Nutritional Support (Mid-day Meal):**

The Government of India initiated the National Programme of Nutritional Support to Primary Education (NP-NSPE) on 15th August 1995 as a Centrally Sponsored Scheme. During 1997-1998, the scheme was universalized across all blocks of the country covering children from 1st standard to 5th standard. During October 2007, the scheme was extended to upper primary classes of 6th standard to 8th standard and the name was changed from 'National Programme for Nutritional Support to Primary Education' to 'National Programme of Mid Day Meal in Schools'. The Government of India provides fund for implementing the scheme with 60:40 sharing pattern between the Centre and State Governments. However, the cost of food grains, its transportation and Monitoring, Management and Evaluation (MME) component is fully borne by Government of India. Government of India has fixed the nutritional norm for primary children as 450 kcal and 12 gms of protein and for upper primary as 700 kcal and 20 gms of protein. Considering the best interest of the children the State Government provides 553.30 kcal and 18.12 gms of protein for primary children and 733.86 kcal and 21.64 gms of protein for upper primary children. Government of India provides rice at the rate of `3,000 per MT to children from 1st standard to 8th standard. In addition, a sum of `750 per Metric tonne is provided as transportation cost. Government of India provides cooking cost (excluding the labour and administrative charges) @ `4.13 for primary and `6.18 for upper primary children. However, the State Government provides more than the mandatory share of 40% so as to provide nutritious food to children.

### **1.3.6. Sarva Shiksha Abhiyan (2000):**

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to the poorest children, through provision of community-owned quality education in a mission mode. The prime features of the SSA programme are:

### **Aims of Sarva Shiksha Abhiyan**

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2000. There is also another goal to bridge social and gender gaps, with the active participation of the community in the management of schools. Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each others' well being rather than to per it mere selfish pursuits.

### **Objectives of Sarva Shiksha Abhiyan**

- 1 All children in school, Education Guarantee Centre, Alternate School, “-to-School camp by 2003;
- 2 All children complete five years of primary schooling by 2007.
- 3 All children complete eight years of elementary schooling by 2010.
- 4 Focus on elementary education of satisfactory quality with emphasis on education for life.
- 5 Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- 6 Universal retention by 2010.

### **1.4 Quality Education:**

The right to education is about not only receiving education, but also the right to receive education of good quality. Good quality should be the basis of education. It influences what students learn, how they learn, and what benefits they draw from their education. Quality education enables people to develop all attributes and skills to fulfill their potential as human beings and as members of society. According to the Delors Commission (UNESCO, 1996), "education is the heart of personal and community development. His mission is to enable each of us, without exception, to fully develop all of our talents and realize our creativity, including responsibility for their lives and the achievement of our personal goals. Quality education is a human right and a public good. The government and other public authorities should ensure free access to quality education for all citizens from early childhood to adulthood. Quality education is one of the public urges. It not only illuminates, but also provides an opportunity for the social and economic development of their communities.

### **1.5 Quality Indicators in Primary Education:**

The National Curriculum, Frame Work, 2005 has strongly articulated the need for a substantial improvement in the quality of primary education. Sarva shiksh Abhiyan also emphasizes the importance of quality education and offers various parameters for solving state and regional plans to achieve the desired goal. In general, the qualitative aspects of primary education were defined.

### **Quality dimensions of elementary education**

1. Basic infrastructure and other facilities.
2. Management and community support.
3. School and classroom environment.
4. Curriculum and teaching learning material.
5. Teacher and teacher preparation.
6. Opportunity time (Teaching – Learning Time)
7. Classroom practices and processes.
8. Learner's Assessment, monitoring and supervision.

In order to be continuously informed about the parameters and issues related to quality elementary education both at the classroom level as well as at the systematic functioning level a strong need was felt for periodic and regular feedback at elementary level's within and outside the classrooms. The SSA emphasises a holistic and comprehensive approach and suggest community participation system and also encourages developing partnerships between communities and research institutions for quality. The main indicators of the quality of elementary education can be visualized in terms of preparation, classroom processes and learner's achievements.

### **1.6 Quality initiatives in elementary education:**

In accordance with the constitutional obligation to provide free and compulsory education for all children up to the age of 14 years, provision of Universal primary education has been a characteristic feature of National Policy on education (NPE), and the programme of action (POA) 1992. It launched a number of schemes and programmes for the development of quality in primary education. These programmes include 1) MLL 2) SCHOOL COMPLEX.3) CLIP.4) CLAPS.

### **1.7. Jagananna Educational Programmes:**

#### **Jagananna Vidya Deevena Scheme:**

The newly appointed Hon'ble Chief Minister of Andhra Pradesh YSR Jagan Mohan Reddy launching so many schemes for the people of Andhra Pradesh and focusing on those who are financially not so strong and adding on to this the CM of Andhra Pradesh has launched the new scheme on 27th of November 2019 known as 'Vidya Deevena Scheme 2020' earlier known as 'Fee reimbursement'. It is a student education sponsorship program. This YSR Jagananna Vidya scheme will help financially to the poor family whose children are pursuing or going to pursue their college studies. To implement this scheme CM allocates 4,900 crores for the upcoming session which is 2020-2021.

CM YSR Jagan Mohan Reddy will launch the Jagananna Vasathi Deevena (JVD) & Vasathi Deevena on 24th February 2020 in Vizianagaram (We will give live update here). Candidates applied can check the Status & Final Eligible list of Jagananna Vidya Deevena Scheme here NOW. Check the step to check the scheme list below.

This YSR Jagananna Vidya scheme will benefit those students who are socially and economically backward including Kapsus. Students who are pursuing courses post-matric like ITI to Ph.D. except intermediate will be given a scholarship and a complete fee reimbursement under the Jagananna Vidya Deevena Scheme which is the part of Navaratnalu promises.

Earlier, the Jagananna Vidya Deevena scheme was known as fee reimbursement (also called post-matric scholarship scheme) this scheme was in the manifesto of Jagan Mohan Reddy

They mentioned in their manifesto if their party elected and came into the power of the 2019 election then they will implement this scheme to the students of poor families. This scheme was the vision of late chief minister of Andhra Pradesh Dr. YS Rajasekhara Reddy's

#### **YSR Jagananna Vidya Kanuka Scheme:**

Andhra Pradesh Chief Minister YS Jagan Mohan Reddy introduced a new scheme YSR Jagananna Vidya Kanuka to help the poor students. Government schools, however, failed to distribute bags and uniforms to the poor children therefore this scheme will help the schools in the distribution of bags and uniforms. Above all, the government is providing a lot of benefits to the poor students who are not going to school for the sake of not having proper resources like bags, books, uniforms, and basic necessities to go to school. The students will get Educational Kits like bags, books, and uniforms from the government which is necessary to go to school.

#### **Objectives of Jagananna Vidya Kanuka Scheme:**

Firstly, Andhra Pradesh's government improving to build proficiency rate and Gross Enrolment Ratio (GER) in schools with these schemes. Secondly, Nearly 12365 school restoration work started in the first Naadu Nedu scheme period. The government recognized 9 segments most importantly fans, drinking water, furniture, fix works, English labs, compound dividers, and washrooms.

From 1st to 6th class English Medium Educational Program introduced with slim and youngster agreeable books. Certainly, under Mana Badi Naadu Nedu conspire, around 45000 schools, universities and inns secured.



### **Benefits of YSR Jagananna Vidya Kanuka:**

The state government will give instruction packs to the schools under this plan. The administration will dispatch the kits to the government schools without much stretch and spotlight on the school's investigation. Moreover, under the Vidya Kanuka scheme, the government is providing the educational kits in which three sets of garbs, a couple of shoes, journals, and course readings, two sets of socks, belts, and a school sack for the students from class 1st to 10th standards of government schools. Estimated that nearly 43 Lakh students of Andhra Pradesh State benefited from this scheme. The government is spending Rs 648.09 Crore under this scheme and planned to dispatch Educational Kits on 8th October 2020

### **SR Vidya Kanuka Scheme Launch:**

YS Jagan Mohan Reddy launched the Jagananna Vidya Kanuka scheme at Punadipadu ZP High School, Kanikapadu Mandal on October 8th, 2020. Guests invited are Area Collector A.Md. Imtiaz, MLA K.Parthasarathi, program facilitator T. Raghuram, Police Commissioner B.Srinivasulu, etc. visited and assessed game plans. CM Jagan Mohan Reddy arrived at 10:20 AM on 8th October 2020 to distribute the government school students.

### **Jagananna Vidya Kanuka Kit**

In conclusion to the scheme, the government provides Educational Kits to the government school students from 1st to 10th class. The cost of each kit is Rs 1350.

1. Three pairs of school uniform
2. Two pairs of socks
3. One pair of school shoes
4. Textbooks and Notebooks
5. One school belt, and
6. Schoolbag

### **Jagananna Gorumudda (MDM) Scheme:**

Jagananna Gorumudda (MDM) Scheme was launched by the Government of India which helps poor pupils from rural and urban areas and resolves issues of lack of nutrition, food security and access to education. With the help of this programme free lunch is provided on school working days for children in Primary and Upper Primary Classes in Government, Government Aided, Local Body STC, Madaras and Maqtabas i.e supported under Sarva Shiksha Abhiyan (SSA). The Scheme was launched in January, 2003 for the children studying in Primary Schools (Classes I to V) and in October 2008, the same was extended to the children studying in Upper Primary Schools (Classes VI to VIII) and to the children studying in High Schools (Classes IX & X) with 100% state funds. This was further extended to the children studying in Special Schools under NCLP from the academic year of 2010-11.

### **Jagananna Amma Vodi :**

The Hon'ble Chief Minister, Government of Andhra Pradesh has announced a flagship programme "AMMA VODI" as a part of "NAVARATNALU" for providing financial assistance to each mother or recognized guardian in the absence of mother, who is below poverty line household, irrespective of caste, creed, religion and region to enable her to educate her child/children from Class I to XII (Intermediate Education) in all recognized Government, Private Aided and Private Unaided schools/Jr. Colleges including Residential Schools/Colleges in the State from the Academic year 2020-2021.

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