

Status of Education in Greater Visakhapatnam Municipal Corporation

-- An Analysis

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I. Introduction

“Education is the most powerful weapon which you can use to change the world.” -- Nelson Mandela

Education is one of the most important necessities of our life. A man is incomplete without it. Education teaches us how to think, how to work properly, how to make decision; in short it tells us how to lead a successful and meaningful life. With the beam of education one can easily distinguish between correct and incorrect; true and falls and more over between humanity and brutality. Education doesn't mean to have only degrees from university with bookish knowledge; but education means to have practical knowledge with one's own sense of sensibilities. It is only education awakens you from the slumber of ignorant. It gives us that light which makes us capable of seeing the things back the curtain.

The International Commission on Education for Twenty – first Century chaired by Jacques Delors in its report ‘Learning: The Treasure Within’ stated that education throughout life was based on four pillars: 1) Learning to know- acquiring a body of knowledge and learning how to learn so as to benefit from the opportunities education provides throughout life; 2) Learning to do – acquiring not only an occupational skill but also the competence to deal with many situations and work in teams, and a package of skills that enables one to deal with the various challenges of working life; 3) learning to live together – developing an understanding of other people and an appreciation of interdependence in a spirit of respect for the values of pluralism, mutual understanding and peace; and 4) Learning to be – developing one's personality and being able to act with autonomy, judgement and personal responsibility, while ensuring that education does not disregard any areas of the potential of a person: memory, reasoning, aesthetic sense, physical capacities and communication skills. Thus, the students should develop not only cognitive skills, which include ‘foundation skills’, critical thinking and problem solving skills, but also emotional skills, also known as soft skills.

Education in India is primarily managed by state-run public education system, which falls under the command of the government at three levels: Central, state and local. Under various articles of the Indian Constitution and the Right of Children to Free and Compulsory Education Act, 2009, free and compulsory education is provided as a fundamental right to children aged 6 to 14. Up until 1976, education policies and implementation were determined legally by each of India's constitutional states. The 42nd amendment to the constitution in 1976 made education a 'concurrent subject'. From this point on the central and state governments shared formal responsibility for funding and administration of education. Periodically, national policy frameworks are created to guide states in their creation of state-level programs and policies.

State governments and local government bodies manage the majority of primary and upper primary schools

II. Educational Policies:

1. The University Education Committee of 1948: The setting up of the University Education Commission popularly known as the Radhakrishnan Commission in 1948 was a major landmark for enunciating the goals and objectives of higher education in Independent India. Besides other recommendations, the Commission stated that the education must awaken and promote the innate ability of a person and train him/her for development of self and democratic attitudes. According to the Commission the aim of education is to acquaint an individual with his/ her cultural heritage and to impart professional and vocational training. (Education World, August2019)

2. The Mudaliar Committee (1952-53): The Mudaliar Committee recommendations are significant in the development of Secondary and vocational education in the country. The committee also recommended quality education through improved teaching methods, improvement in examination pattern, implementation of three language formula and to inculcate leadership qualities which promote brotherhood among the citizens and develop the nation. (Education World, August2019)

3. National Education Commission (1964-1966): Popularly known as Kothari Commission, the National Education Commission focused on creating a general pattern of education and advised guidelines and policies for the development of education. It helped to formulate the general principles for the development of education from primary to the higher education. It laid special emphasis on teaching and research in the field of agriculture and allied sciences. The Commission asserted that education should be given highest priority in any scheme of national development. The report emphasized that the universities are the dwelling places of ideas and idealism and must be continuously engaged in the pursuit of truth and excellence in all its diversity, a pursuit that needs above all, courage and fearlessness. The Commission emphasized that the Universities must learn to encourage individuality, variety and dissent within a climate of tolerance. Kothari Commission recommended increasing the spending on education to six per cent of the GDP. (Education World, August2019)

4. National Policy on Education (1968): Based on the recommendation of the Kothari Commission (1964–1966), the then prime minister Indira Gandhi announced the first National Policy on Education in 1968. The policy called radical restructuring and equalising educational opportunities in order to achieve greater economic development. It called for fulfilling compulsory education for all children up to the age of 14. Emphasis was also put on the learning of regional languages(Education World, August2019)

5. National Policy on Education (1986): Former Prime Minister Rajiv Gandhi introduced the National Policy on Education in May 1986 which placed special emphasis on equal educational opportunities especially for women and reserved communities. From expanding scholarships to recruiting more teachers from the reserved categories and incentives for poor families to send their children to school regularly, the 1986 NPE helped improve primary education

nationwide. It also extended the Open University system with the inauguration of Indira Gandhi National Open University in 1985. (Education World, August2019)

6. The New National Education Policy (2020): The new National Education Policy 2020 (NEP 2020) introduced by the central government is expected to bring profound changes to education in India. The new policy replaces the 1986 National Policy on Education. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. As per NEP2020, the "10 + 2" structure is replaced with "5+3+3+4" model. 5+3+3+4 refers to 5 foundational years, whether in an anganwadi, pre-school or balvatika. This is followed by 3 years of preparatory learning from classes 3 to 5. This is followed by a middle stage that is of 3 years in length and finally a 4 year secondary stage till class 12 or 18 years of age. Instead of exams being held every academic year, school students attend three exams, in classes 3, 5 and 8. Board exams are held for classes 10 and 12 Standards. NEP's higher education policy proposes a 4-year multi-disciplinary bachelor's degree in an undergraduate programme with multiple exit options. These will include professional and vocational areas and will be implemented: 1) A certificate after completing 1 year of study (vocational), 2) A diploma after completing 2 years of study (vocational), 3) A Bachelor's degree after completion of a 3-year program (professional), 4) A 4-year multidisciplinary Bachelor's degree (the preferred option) (professional). (Education World, August2019)

3. Greater Visakhapatnam Municipal Corporation: Visakhapatnam is a port city on the southeast coast of India and often called "The Jewel of the East Coast". With a population of 20,91,811 as per 2011 census and occupying 681.96 sq.km, it is the largest city in the state of Andhra Pradesh and the third largest city in India on the basis of area. The city is home to several state-owned heavy industries and a steel plant; it is one of India's largest seaports and has the country's oldest shipyard. Visakhapatnam has the only natural harbour on the east coast of India. Visakhapatnam is the administrative headquarters of Visakhapatnam district and headquarters of the Eastern Naval Command of the Indian Navy. It is nestled among the hills of the Eastern Ghats and faces the Bay of Bengal on the east.

Visakhapatnam is one of the earliest municipalities in the region. It was setup as a municipality in 1858 later upgraded as corporation in 1979. On 21 November 2005 Government of Andhra Pradesh has released a GO to create a Greater Visakhapatnam Municipal Corporation and it was first Greater Municipal Corporation in the state of Andhra Pradesh. The Anakapalli and the Bheemili municipalities were incorporated in it. The Visakhapatnam Municipal Corporation has received few awards; such as Best Municipal Corporation Award by Government of Andhra Pradesh, Basic Services for Urban Poor, 3rd Cleanest City of India by Swachha Survekshan 2017, 5th Cleanest City of India, 1st place in Andhra Pradesh Green Awards from the state and central governments. (Wikipedia, the free encyclopaedia)

GVMC has more than 200,000 households in slums in its ambit, home to almost 1 million people. The number of slums has grown drastically and inorganically. GVMC limits had about 450 slums until 2005. With the inclusion of 32 gram Panchayath and the Gajuwaka municipality in that year and then two satellite towns, Anakapalle and Bheemili, this number

increased by 75 per cent to 793 by 2013 (Table 1). As Per the data available with the UCD wing, GVMC has 711 slums in Vizag City, 30 in Anakapalle and 52 in Bheemili.

Table1 Slums in GVMC

| Area | Number |
|--------------------|--------|
| Visakhapatnam City | 711 |
| Anakapalle | 30 |
| Bheemunipatnam | 52 |
| Total | 793 |

Source: Rapid Assessment of Water Supply: City of Visakhapatnam, USAID, www.safewaternetwork.org, November 2015

4. Methodology: The present paper analyses the status of education in Greater Visakhapatnam Municipal Corporation Limits. The focus of the paper is on GVMC schools as the GVMC manages education only up to high school stage. For this, the paper depends basically on secondary information collected from GVMC and District census, 2016; besides interacting with few teachers and students of various schools. Information is collected from various reports published by the Government, News Papers, and voluntary organisations. Here an attempt is made to answer the questions like how much percentage of children in the age group 6-14 years is enrolled in schools, what percentage of schools are under private management, what is the teacher student ratio, what infrastructural facilities are available in the schools, how the students are performing, how the policies are impacting education system in the GVMC limits etc. to analyse the status of education in GVMC limits and to recommend few suggestions.

5. Status of Education: The city is home to some reputed Central and State educational institutions of the state, including Andhra University (AU), Andhra Medical College (AMC), Indian Institute of Management (IIM), Indian Institute of Petroleum and Energy (IPE), Damodaram Sanjivayya National Law University (DSNLU), Indian Maritime University (IMU), and the National Institute of Oceanography among others. Besides, there are 4 medical colleges (1 Government + 3 private), 14 Engineering Colleges (2 Government + 12 Private), 11 Degree Colleges (2 Government + 9 Private), 11 Poly Technique Colleges (5 Government + 6 Private) and 315 schools (163 Government + 152 Private) in the Greater Visakhapatnam Municipal Corporation. In addition to these institutions, institutions providing Hotel Management course, Nursing Training, Lab Technician courses, Industrial Training Institutes, Computer Courses are functioning in the City. These variegated institutions catering to the educational and training needs of the population in the age group 6-24 years.

More than 50 per cent of the educational institutions are in the private sector in the city. Indian Institute of Management (IIM), Indian Institute of Petroleum and Energy (IPE), Damodaram Sanjivayya National Law University (DSNLU), Indian Maritime University (IMU), and the National Institute of Oceanography are established as part of the state bifurcation agreement. They are yet to be established as full-fledged institutes. No new medical college or engineering college is established in the government sector. All the newly established medical and engineering colleges were in private sector. So is the case with the degree colleges, poly technique institutes and schools (Table2).

The Table 2 makes us understand that the higher education in the city is privatised in accordance with the education policy of the government. More number of new courses is introduced in private institutions rather than in the government institutions. Similarly availability of seats is more in private colleges than in the government colleges.

Table 2 Education Institutions in GVMC

| CATEGORY | Number | | |
|-----------------------------------|------------|---------|-------|
| | Government | private | Total |
| University and Central Institutes | 7 | 1 | 8 |
| Medical Colleges | 1 | 3 | 4 |
| Engineering Colleges | 2 | 12 | 14 |
| Degree Colleges | 2 | 9 | 11 |
| Poly Technique Colleges | 5 | 6 | 11 |
| Schools | 163 | 152 | 315 |
| Total | 180 | 183 | 363 |

Source: Wikipedia, the free encyclopaedia, Hand Book of Statistics Visakhapatnam District, 2016

Table 3 Schools in GVMC under various Managements

| Management | Number | Per cent |
|-----------------------|--------|----------|
| Central Government | 02 | 0.62 |
| State Government | 05 | 1.57 |
| Municipal Corporation | 148 | 46.98 |
| Zillaparishad Schools | 08 | 2.53 |
| Private Aided | 25 | 7.93 |
| Private Unaided | 127 | 40.37 |
| Total | 315 | 100.00 |

Source: Hand Book of Statistics Visakhapatnam District, 2016

Table3 depicts the management of schools in GVMC. 52 per cent of the schools are in government sector and 48 per cent of the schools are in private management. Municipal Corporation schools outnumber the rest of the schools in the city.46.98 per cent of the schools are managed by the Municipal Corporation. Next to Municipal Corporation schools are the Private unaided schools. 40.37 per cent of the schools are private unaided schools (Table3).

The schools in the government sector were established long ago. No new school was established in the government sector in the recent past nor is effort made to increase the seats or sections in the schools. Except few private aided schools, the rest of the private schools, particularly private unaided schools were established in late eighties or early nineties. It makes clear that private sector emerged in the arena of schools to meet increased demand for education and particularly for English education.

Total number of students enrolled in GVMC schools is 27769 in the year 2021-22. It includes primary, upper primary and high school students. 46 per cent of the students are in the primary classes. Only 4 per cent of the students are in the upper primary classes and 50 per cent of the students are in the high school (Table 4).

How can we understand this significant drop-out in the secondary stage and again an increase in the enrolment at high school stage? I think this is because; those students who are not able to cope with the curriculum were dropping out from the schools at the secondary stage. The need to support the family financially may be forcing them to drop-out from the school. The desire to earn pocket money to meet their whims and fancies may be the reason for the children to discontinue studies at this stage. Similarly those parents who think their wards can manage themselves to go to a school at a distance place providing better quality of education are sending them to those schools. Parents who admitted their wards in private schools at primary and secondary stage may be withdrawing them from those schools because of unaffordable fee structure and admitting back into the Municipal Schools.

Table 4 GVMC Schools Number, Student strength and Teachers

| Location | Types of Schools | | | | Total Strength | | | | Teachers | | | |
|----------------|------------------|----|------|-------|----------------|--------------|----------------|-------|----------|----|------|-------|
| | primary | UP | High | Total | Primary | UP | High | Total | Primary | UP | High | Total |
| Anakapalle | 20 | 0 | 06 | 26 | 1565 | 0 | 2719 | 4284 | 46 | 0 | 111 | 157 |
| Bheemunipatnam | 18 | 02 | 04 | 24 | 978 | 179 | 910 | 2067 | 45 | 05 | 35 | 85 |
| Visakhapatnam | 78 | 03 | 17 | 98 | 10219 | 884 | 10315 | 21418 | 362 | 11 | 336 | 709 |
| Total | 116 | 05 | 27 | 148 | 12762 (46%) | 1063 (4%) | 13944 (50%) | 27769 | 453 | 16 | 482 | 951 |

Source: Greater Visakhapatnam Municipal Corporation Enrolment in Municipal Schools for the A.Y 2021-22

6. Discussion: There are 330071 children in the age group 5-14 in the urban area of the Visakhapatnam District, much of which comes under the Greater Visakha Municipal Corporation Limits. It is to be found that only 27769 students of 330071 children are in the Municipal schools. The rest of the children are either in schools managed by other than Municipal Corporation or left the portals of the schools. Thus Municipal Corporation Schools are catering to the 8.4 per cent of the children in the age group 5-14. Most often children from low income households attend to the Municipal Corporation schools and they live in 793 slums in the city. The student enrolment in GVMC schools indicates that they could not cater to the educational needs of the children in the age group 5-14 years belonging to lower income households.

It is mentioned by the school principal that the enrolment in the schools of GVMC has increased since couple of years and particularly after the pandemic. As many households lost their income during pandemic; being unable to pay the tuition fee of the private unaided schools, they admitted their wards in Municipal Schools and hence the increase in the enrolment (<https://timesofindia.indiatimes.com/city/visakhapatnam/municipal-schools-see-huge-spurt-in-enrolment-this-academic-year/articleshow/70504939.cms>)

The number of Upper Primary Schools is few compared to Primary and High schools. This may be because under rationalisation and merger of schools UP schools might have been merged with high schools or closed because of lack of adequate strength. 78 per cent of the GVMC schools are Primary schools and UP and high schools are respectively 4 and 18 per

cent. The student strength in Primary schools is 46 per cent of the total strength in GVMC schools and in high schools it is 50 per cent. The student strength is also very nominal in UP schools. It is only 4 per cent of the total students enrolled in GVMC schools. It may be either because the parents are withdrawing their wards from GVMC schools to send them to private schools or the children being unable to cope up with the school curriculum leaving the schools. Similarly the surge in enrolment in high schools may be because those parents who could not pay the tuition fees of the private schools shifted their wards to GVMC high schools. (Table 4)

Though the number of Municipal Schools outnumbers the private schools, the total strength of the students in GVMC schools is less compared to the private schools in the city. Thus, the lesser enrolment may be because the GVMC schools have not expanded according to the demand and also because of the poor infrastructure maintenance of the schools.

The budget allocation of GVMC on education is found to be less than 1 per cent in five of the seven years in the period 2015-2022. The budget allocation for education exceeded 1 per cent in 2018 and 2020. It was 1.17 per cent of the budgeted expenditure in 2018 and 1.12 per cent in 2020. So the amount allocated is barely adequate to meet the revenue expenditure and hence creating and renovating the school infrastructure is a moot question. (See Table 5 in the Appendix)

In last few years about 95 Municipal schools were renovated and new infrastructure was provided in phased manner under its social inclusion through modernising public school as smart campus programme. 5 schools were renovated under Smart City Programme. 50 schools were renovated in 'Mana Badi-Nadu Nedu' programme first phase and 40 schools renovated CITIIS programme (City Investment to Innovate, Integrate and sustain) challenge*. Thus far 64 per cent of the GVMC schools were renovated.

The provision of infrastructure in 95 schools took place when the GVMC secured one time grant/ funds from the government or a foreign agency. The effective use of the infrastructure created is possible only when regular funds are provided for the maintenance of the infrastructure. A glance at the budget allocations for education by GVMC shows that it is not the case. Hence, how far the infrastructure provided will be effectively used remains a million dollar question. When the other schools will be renovated is also unanswered question. Many of the schools have very limited play area, no laboratories and no library.

GVMC has merged 12 primary schools and Anganwadi centres were merged with Upper Primary/ High Schools. The Anganwadi workers are not adequately trained or infrastructure in the centre is adequate enough to develop cognitive skills of the children in the pre-school age group. The parents of the children attending pre -school are not well educated nor have understanding of the requirements of the pre-school learning. The schools have meagre area for play. Besides, The Greater Visakhapatnam Municipal Corporation (GVMC) authorities have partially demolished and seized a no-profit school being run for special children in MVP Colony of Visakhapatnam city.

The ratio of student to teacher in primary school is 28.17, 66.43 in UP school and 28.92 in high school. The performance of the students is not up to the mark. It is found that the students of

class 5th and 8th could not solve simple division. The learning achievement survey observed that the performance of students in language decreased from 63.50 per cent to 49.0 per cent from class VIII to class IX and in mathematics from 69.55 per cent to 39.30 per cent.

“There is a clear lack of focus on classes 1 and 2 that is leading to a learning deficit. The learning deficit continues throughout the career of the child”, a government paper noted.

The GVMC in its council meeting on May 26th 2022 adopted a resolution to affiliate 10 of its high schools to central Board of secondary Education (CBSE) from this academic year. The GVMC identified ten high schools that are spread on more than half acre each to affiliate to CBSE. These ten schools have a combined strength of 7307 pupils. GVMC intends to start CBSE syllabus to 8th class students in these 10 schools from this academic year i.e. 2022-23 and these students appear 10th CBSE examination in 2024-25. It becomes difficult for the students to cope with the syllabus and also to the teachers to adjust themselves to teaching CBSE syllabus. This may lead to increase in drop-out rate in the schools because these students neither afford to have private tuitions or their parents have capability to guide them*. It is reported that 91.0 per cent of children enrolled in Government schools have parents whose education qualification is low(<VStd).

The higher educational institutions established in the city post 1990s were in mostly in private sector. They introduced advanced programmes which have demand in the market. As part of the promise made during bifurcation of the state some centrally funded universities and institutes were established but they have neither required infrastructure nor the equipment to function efficiently. These institutions cater to the needs of students all over India. Students in the city have to compete and get through all India competitive examinations to get admission in these institutions. The Andhra University, a prestigious university in the state grapples with innumerable problems; unfilled vacancies in teaching and non-teaching posts, much of the teaching takes place by the contract and guest faculty, no regular faculty to guide scholars in some of the departments. It is to be observed that the number of magazines subscribed and books purchased by the university library has declined in the recent past. The maintenance of the library and equipment in various departments is in pathetic state.

NEP2020 stressed the importance of Early Childhood Care and Education and intends to implement it through Anganwadi centres by training Anganwadi workers for duration of six months. It also proposes to merge class one and Two with Anganwadi centres and classes 3, 4 and 5 with Upper Primary or High Schools. The ECCE requires well trained teachers, well-designed gadgets and equipment and adequate space to play. Thus it is specialised and costly.

The Anganwadi workers being already burdened with various government programmes in addition to the nutrition programme, for which the centres have been established, cannot handle the ECCE in an efficient manner. The Anganwadi workers cannot be expected to get that specialised skill with few months of training. It becomes more difficult to undertake the job along with the existing responsibilities. Most of the schools do not have space to impart play based learning. The very objective of ECCE will be defeated. It leads to unhealthy competition

among commercial kindergartens, economic burden on poor and even middle class families and stress on children.

ECCE is mooted in the World Bank sponsored STARS (Strengthening Teaching-Learning and Results for States Programme) project as a critical agenda in educational reforms. It was assessed that ECCE can generate a return of US\$25 for every US\$1 invested on it. It leads to increasing privatisation and reaps profits to the corporate sector.

NEP says classes 3, 4 and 5 will be play based with introduction of some light text books. It means students up to class 5 will learn without text books or with very light ones. But in Middle stage the curriculum needs consist of basic knowledge in subjects like 1) language and literature in Mother tongue and English, 2) History, 3) geography (with special emphasis on physical geography), 4) general Sciences (Historical developments in science and brief life sketches of great scientists), 5) mathematics (with special emphasis on arithmetic and geometry). How is it possible to study all these subjects by students who passing out schooling without text books? The middle stage is supposed to lay ground for the student for secondary and higher secondary education so that they can easily switch over to diversification at succeeding stages. Is it not comical?

NEP suggests introducing 40 optional subjects along with 24 subjects after class 8. This will put severe mental stress on students and teachers. Besides, is it possible to teach 40 optional subjects with no additional teachers and class rooms? It is too much to expect students in the age group 14-15 years of age to have mental maturity to make a choice.

All India Save Education Committee questions the conduct of examinations at the end of classes 3, 5 and 8 instead of having continuous evaluation system at the end of every class. It expresses its concern on increase in drop – out rate because of the new evaluation pattern.

Similarly, All India Save education Committee expresses its concern on the changes in the syllabus of History and Civics, introduction of Sanskrit, introduction of vocational courses from class 6 etc. There is a threat of exposing our children to these concerns as our state government is very much eager to introduce ‘CBSE’ syllabus initially in 1092 schools state wide in the first phase and later to extend to all the state government schools in the state. The changes to be brought in the social sciences curriculum deny an opportunity to know about democracy, secularism, brotherhood; the core values of our constitution. The introduction of ‘Sanskrit’ at all levels of school and higher education as an important and enriching option and removal of certain chapters and concepts from social science text books is nothing but an attempt to Safrfranzation of education. It affects the fabric of our nation in future. The introduction of vocational courses from class 6 onwards and certificate and diploma courses at graduation level is nothing but an attempt to supply cheap labour to the global market.

NEP 2020 recommends hiring and deployment of teachers to school complex but not to a particular school. It means teachers will have to work or even be recruited anywhere in schools merged in a single school complex. Promotion, salary rise and tenure of employment depend on ‘merit’ assessed on ‘multiple parameters’. Tenure refers to confirmation for permanent employment, after due assessment of performance and contribution, while tenure track refers

to the period of probation preceding tenure. All these indicate introduction of hire and fire rule as in industries. NEP advocates sharing of teachers in the school complexes and thereby relieves the government from the responsibility of funding, recruiting adequate teachers. This will hasten the process of closer of schools. This is happening in different forms in Andhra Pradesh, Madhya Pradesh and Odisha.

7. Conclusion: The implementation of education reforms is taking place at micro level in GVMC schools. Mergers, rationalisation, introduction of CBSE syllabus are some of the changes that took place in these schools. It is part of the policy of uniform education across the country is being implemented. Thus the reforms instead of creating holistic individuals with curiosity to know and create new knowledge which enables society and economy of the country to develop produces skilled labour to meet the global demand for labour. It leads to commercialisation of education. Education is like any other commodity will be purchased in the market. Disparity between rich and poor will widen further. Education once considered as instrument to reduce disparities and empower people; has become a tool to widen the inequalities in the society.

Though the state government is implementing the programmes like Amma vodi, mid-day meal programme, Jagananna Vidya Kanuka, Mana Badi- Nadu, Nedu to strengthen and improve the quality they provide only short term relief but do not solve the problems lingering the government schools since long. A drastic long lasting change is needed to revamp government schools to provide quality education to the children of weaker sections. That could be achieved by implementing Delhi model of education in schools rather than implementing NEP 2020.

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Appendix

Table 5 GVMC Budget 2015-2022(Crores)

| Year | Budget Expenditure | Education expenditure | Percentage |
|------|--------------------|-----------------------|------------|
| 2015 | 1936.63 | 10.54 | 0.54% |
| 2016 | 2103.60 | 13.93 | 0.66% |
| 2017 | 2846.79 | 13.52 | 0.47% |
| 2018 | 3,143.97 | 37.0 | 1.17% |
| 2019 | 3292.96 | 31.92 | 0.96% |
| 2020 | 3,740.65 | 42 | 1.12% |
| 2021 | 4,054 | 23 | 0.56% |

Source: Times of India, Hans India and Deccan chronicle, The Hindu

*The French Development Agency (AFD), under the name City Investment to innovate and Sustain (CITIS), has provided Rs52 crore to provide the necessary infrastructure to 44 corporate schools in the Greater Visakhapatnam region. The CITIS team has already met with students, their parents and GVMC officials on what development work should be undertaken with these funds and received suggestions from them. Visakhapatnam city administration is moving ahead with various projects to develop the city as a smart city. It is also making its mark in providing quality education to the students. A total of 26 projects were selected for 15 cities in a competition held a year ago under the name CITIS Challenge, in which the Corporation won the GVMC Project Award for Modernisation of Schools. The project attracted the French Government. The French Development Agency (AFD), a French government subsidiary, has stepped in to develop more schools.

*Notes: Some major initiatives taken by the Delhi Government:
Delhi Government under took various programmes to improve education standards in various schools under its management. They focused on students, teachers and HoS besides creating or renovating the infrastructure of the schools. It allotted 25% of the budget to education. Some of the programmes undertaken are:

For students:

1. Improving pass percentage in 9th standard
2. Reading Campaign
3. Providing supplementary reading material for better understanding of the concepts
4. Summer camps
5. Happiness curriculum
6. Spoken English classes
7. Schools of Excellence
8. EVGs

HoS

1. Training
2. Estate Managers
3. International Exposer

MENTOR TEACHER PROGRAM

To help teachers in developing content

Teachers:

1. Training
2. International Exposer

SMC

Strengthening School Management Committees

Regulating the Private Schools