



**BOARD for COMMUNITY DEVELOPMENT through EDUCATION  
GOVERNMENT OF ANDHRA PRADESH**

#C-202, Prime Hill Crest, Adj to DGP Office, Vaddeswaram, Tadepalli (M),  
Guntur Dt. A.P. - 522 503,

E-Mail: [bcde.ap.gov.in@gmail.com](mailto:bcde.ap.gov.in@gmail.com); Website: [www.bcde.online](http://www.bcde.online) Cell: 9440285609

**Learning Improvement Program (LIP) – Handholding School Children by  
Students of HEIs  
FIELD VISIT REPORT**

A note on two day field study to visakhapatnam and Vizianagaram  
(28-29 August, 2023)

A five member team visited and interacted with BCDE (Board for Community Development through Education) college coordinators of Andhra University, Visakhapatnam and Jawaharlal Nehru Technological University Gurajada Vizianagaram (JNTUGV), Vizianagaram District to understand the implementation challenges of Learning Improvement Programme (LIP) at field level. The details of the team members are as follows:

| Sl. No. | Name of the person             | Designation            | Name of the Organization       |
|---------|--------------------------------|------------------------|--------------------------------|
| 1.      | Mr. Seshagiri Madhusudhana Rao | Education Specialist   | Hyderabad Field Office, UNICEF |
| 2.      | Ms. Kalpana                    | Nodal officer, LIP     | SAMO, Samagra Shiksha          |
| 3.      | Mr. Sudarshan                  | Consultant - Education | UNICEF, Samagra Shiksha        |
| 4.      | Ms. Swathi Dev                 | Consultant - Education | UNICEF, Samagra Shiksha        |
| 5.      | Mr. Apparao                    | Operations Manager     | Shikshana Foundation           |

Day - 1: Interaction with the College BCDE Coordinators, Andhra University, Visakhapatnam District on 28-08-2023 (Monday)

Prof. N.A.D. Pal, University BCDE coordinator, Andhra University convened this meeting. About 20 BCDE coordinators were participated from various colleges affiliated to the Andhra University in this meeting. The Community Service Project (CSP) supposed to be completed by the end of the August month as per the schedule shared by the BCDE state office. However, the CSP was not started due to some unavoidable circumstances such as examination schedule and some other administrative reasons. Hence, the way forward was discussed with the college BCDE coordinators. The points that were emerged out of the discussion are as follows:

1. Proposed to implement the LIP Program from the beginning of 2<sup>nd</sup> Semester, i.e., from December month onwards
2. Proposed to conduct an orientation session for BCDE - College Coordinators in the month of November -2023 regarding implementation of LIP and Preranamitra app
3. Proposed to identify the college students who are passionate to work with the students of primary schools through the LIP program
4. Proposed to give an orientation to the selected students regarding LIP and Preranamitra app
5. Proposed to map the nearest schools with colleges
6. Proposed to organise a meeting with selected school HMs and MEOs along with BCDE College Coordinators involving UNICEF representatives

Mr. Sheshagiri  
Madhusudhan Rao,  
Education Specialist,  
UNICEF addressing the  
BCDE college coordinators  
at Andhra University



The college coordinators were suggested the following points for consideration.

1. To identify a particular period to implement the LIP in the schools
2. To allow the students to visit the schools during college hours and marking attendance. The student shall visit the school at least twice in a week

Day - 2: Interaction with the college BCDE coordinators, Jawaharlal Nehru Technological University Gurajada Vizianagaram (JNTUGV), Vizianagaram District on 29-08-2023, (Tuesday)

The meeting was organized by Ms. Jaya Suma, Registrar and University BCDE coordinator, JNTUGV. Forty-Five (45) students were participated in this meeting. The students of HEI were completed their Community Service Project (June-July) and shared their experiences with the team.



Interacting with Ms.  
Jaya Suma, Registrar  
and University BCDE  
coordinator, JNTUGV

The students of HEI were interacted with the primary students 3-4 times per week during school hours. Preranamitras (HEI students) had spent 1-2 hrs with primary school students per visit. The Headmaster/Headmistress and teachers were cooperative and welcomed the Preranamitras to help their students to acquire the FLN (Foundational Literacy and Numeracy) skills.

Majority of the students had expressed that the primary classes are noisy and it was difficult for them to handle these classes as student's span of attention is considerably low. Hence, it was a challenge for Preranamitras for obtaining the attentiveness of primary grade students to do any kind of activity as they were unable to follow the instructions. One of them, suggested to design the modules for middle or secondary school students as it will be easy to handle the older students when compared to the students from primary grades.

However, a few students shared that they were able to grab the attention of the students by making different paper crafts such as a flower/boat/fish/dog mask etc. Some of the students expressed that by showing pictures, drawings, charts and discussing about it was helped them to get children's observations. Another student shared that she used to tell a story whenever children were losing their concentration on doing some educational activity.

In addition to the above, one of them expressed that it was delighted to see the preparation of 5<sup>th</sup> class students for the Navodaya entrance examination on their own. Also, he said that the young kids were so attached and they do greet him whenever he met them at the village. He would like to re-visit the school, whenever he finds time in future. Further, he shared that the 2<sup>nd</sup> and 3<sup>rd</sup> class students were able to recognize the letters and numbers. Preranamitras also shared that they have given answers in the check list after completion of each module.

One of the students shared that there was a technical problem with Preranamitra app i.e Preranamitra can change the user ID and Password one time only.

Mr. Bhaskar Babu, Aditya Institute of Technology expressed that there is a need to train the students online and handhold the HEI students by taking them through a few modules in order to understand and implement the same at field level without any difficulty. Also, requested to send the proceedings at district level without any delay. Further, he has suggested to ensure to keep the principal coordinator signature on the CSP certificate.

Dr. R. Venkateswara Rao, SSP suggested to felicitate and give an additional certificate to the students who have done excellent work as a Preranamitra. It will help to improve the quality of CSP further.



Preranmitras and  
BCDE coordinators  
of JNTUGV,  
Vizianagaram

## School Visit

As part of the field visit the team visited two schools in Vallapuram Village, Gurla Mandal, Vizianagarma District. Vallapuram Village is 18 Kms away from Vizianagaram town. The following schools were visited at Vallapuram village.

1. Mandal Parishad Primary School (MPPS)
2. Zilla Parishad High School (ZPHS)

### MPP School -

The Vallapuram village is selected because one of the Preranamitras was chosen MPP School for her CSP work. However, we came to know that she has completed her CSP at MPUP school, Damarisingi village, Garla mandal. She opt for MPP school, Vallapuram village on Preranamitra app by mistake.

The MPP School is a Mana Badi Nadu-Nedu School. It has a co-located Anganwadi and classes 1 and 2. Classes 3-5 were merged with the high school as per the Government orders.

On the day of the visit there were 16 students that were attended the school. The HM and two teachers were present at the time of our visit. Eight students were able to read fluently in Telugu. Other students need some additional support to read. The school students were in uniform and have text books and notebooks with them. The class room and school premises is neat and clean.

One of the teacher got training under TaRL (Teaching at Right Level). TaRL is a programme run by State Government in association with Pratham for classes 3-5 to strengthen the basic competencies of the students. Another teacher shared that she has not received any training till now.

There were three pre-primary kids at Anganwadi centre at the time of the visit and the AWW shared that she has not received any training on ECCE.

### 2. Zilla Parishad High School (ZPHS) -

The ZPHS, Vallapuram has students from classes 3-10. The school was celebrating "*Matrubasha Dinotsavam*" on the account of Sri Gidugu Ramurthi Pantulu's birth anniversary and National Sports day when the team visited.

Centre for Innovations in Public Systems (CIPS) in association with other partners such as UNICEF and Save the children has designed a module based upon the field observations of State teams in the month of February, 2023. The file was circulated and requested the DEOs to indicate the number of hard copies that are required in their respective district in order to print the number of modules per district for the benefit of teachers. The proceedings (File No. SS - 15021/46/2023-SAMO-SSA) was issued by the State Project Director on 15<sup>th</sup> August 2023 to continue the Learning Improvement Programme across ten (10) selected districts of AP.

All the subject teachers were conducted the base line test for all classes as per the proceedings issued by the District Educational Officer (DEO) to know the capacities of each child in the class.

The team met the Mr. B. Lingeswara Reddy, District Educational Officer (DEO) & Project Officer, Samagra Shiksha and shared our field observations.

Case study of a Preranamitra -

Ms. P. Balamani, B.Tech student from Padmavathi University was chosen MPUPS, Damarasingi village, Gurla mandal, Vizianagaram District to work as a Preranamitra for a month as part of their Community Service Project. The college authorities issued an authorization letter wherein it was requested HM and other teachers to extend their cooperation to her during the project period. The MPUP School has students from classes 1 to 8.

On the day one, she visited the school and gave the university authorization letter to HM and explained about LIP. HM requested for a copy of the authorization letter and suggested to take a class for students who need additional support between 10 AM to 11 AM. Later, as requested by HM she started taking the class from 3 PM to 4 PM as students were missing their regular classes. She used to go to school regularly. Also, she used to take class on Sundays from 9 AM to 12 PM for the students who requires additional support.

Initially, she requested the HM to allot the students who do not have basics such as poor skills in reading, writing and numeracy. At the beginning, only 20 -25 students used to attend the class. Most of them were from class 5. Three to four students were from classes 2 - 4. On an average 25 students used to come to the class. Two (2) students from class 7 and another two (2) students from class 8 were also used to attend due to their poor basic competencies. At times, 40 students were attended her class.

On the second day at school she requested all the students to sit in a little distance away from each other and to write letters and *gunintalu* (combination of a primary symbol of a consonant with secondary symbol of a vowel to form a graphic syllable) in languages (Telugu, Hindi and English) and numbers. Also, given simple additions, subtractions, multiplications and divisions to test their math abilities. Then, she made them sit in groups based upon their FLN skills.

Students did not pay attention and did not even look at her while interacting. She started art and craft and games to grab the attention of the students. She has searched in youtube and google for more interesting paper crafts and creative games apart from the crafts and games given in the modules.

For example, to explain a simple addition  $2+2 = 4$ ; she requested two children to come forward when she calls out number two; then another two children to come forward when she calls out number two again. Then, she asked the remaining children to count how many children have come forward?

Also, tried in another way i.e she drew  $2+2=4$  on floor and requested the students to sit on it in order to feel the shape of the number and familiarize with addition symbol (+).

She stated that at the end of one month 20-25 student's basic skills were improved out of 30-35 students. She was able to complete 7-8 modules during one month CSP period.

Challenges -

According to her, the modules that were uploaded onto the app were in advanced stage. There shall be minimum 1-2 modules on basics such as on letter recognition in languages and number recognition in mathematics. She said that preranamitra's have to put an additional effort for recognizing the letters and numbers by the students that needs additional skills.

Further, she shared that the 30 day data was not synchronized though she tried to logout and login again in the app. However, she has observed that there is a record of her class timings in the app.

Lessons learnt -

She said that her communication skills were improved. She does not know much about the community and how to interact with them as she stayed in hostel for pursuing education.

Further, she stated that she got an opportunity to understand and train the primary school students on different aspects such as grabbing their attention, train them to follow instructions etc. She has expressed that if she goes to school neatly and spoke with children in a good manner then the next day onwards the children started being nice to her and responded cordially. She states that "children are good imitators".

Initially, she thought that students of primary grades do not know anything. However, she saw a change in them as she worked with them for a month consistently. She stated that "if I don't know something, I can take the help from someone to learn it or I can even keep on trying invariably on my own to learn difficult things and one day I will be able to crack it." One can learn the difficult things with consistent efforts, she exclaimed.

Further, she added that - at the beginning, she thought that why should she visit a school and teach primary students? What will she get out of that? However, she said that during the process, she understood that she can spend money on an internship. But, these govt. students from poor economic background cannot afford money to go for tuition. In a friendly manner, if students like her can extend their help to improve school children's basic skills, it will help them to progress in their future which also gives higher levels of satisfaction to HEI students.

She also expressed that this opportunity taught her to connect with people. She said that she felt as if she travelled though golden days. In addition to that she opined that she does not know whether she will settle down as a software engineer or something else. Now she is even thinking to opt for teacher profession as a career.

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