CRISP MoU with Govt. of AP

Date: 27th Oct 2022

Focus: School Education

Main Projects in the MoU

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To develop definitive and robust strategies for transition to **CBSE for 1000 schools.**

To develop strategies for effective operationalization of **Foundational Schools**.

To recommend the best package of practices in **operationalising digital education**.

Project 1: CBSE transition of 1000 schools

**To stand as the best at the National level**

2022–2023

To bring more rigour and standardisation in the learning ecosystem of the 1000 high schools that have been affiliated to CBSE during academic year 2022 – 23.

To design a definitive strategy and robust operational plans to help the students make the grade and come out successful in the board examination 2024 – 25.

2024–2025

Current Scenario of CBSE Schools

S. No.	Management Category	CBSE Affiliated Schools in 2022-23
1.	KGBVs	335
2.	APMS	154
3.	APREIS	38
4.	ZPHS	215
5.	APTWREIS	49
6.	Municipal	28
7.	APSWREIS	157
8.	MJPAPBCWRIS	24
	TOTAL	**1,000**
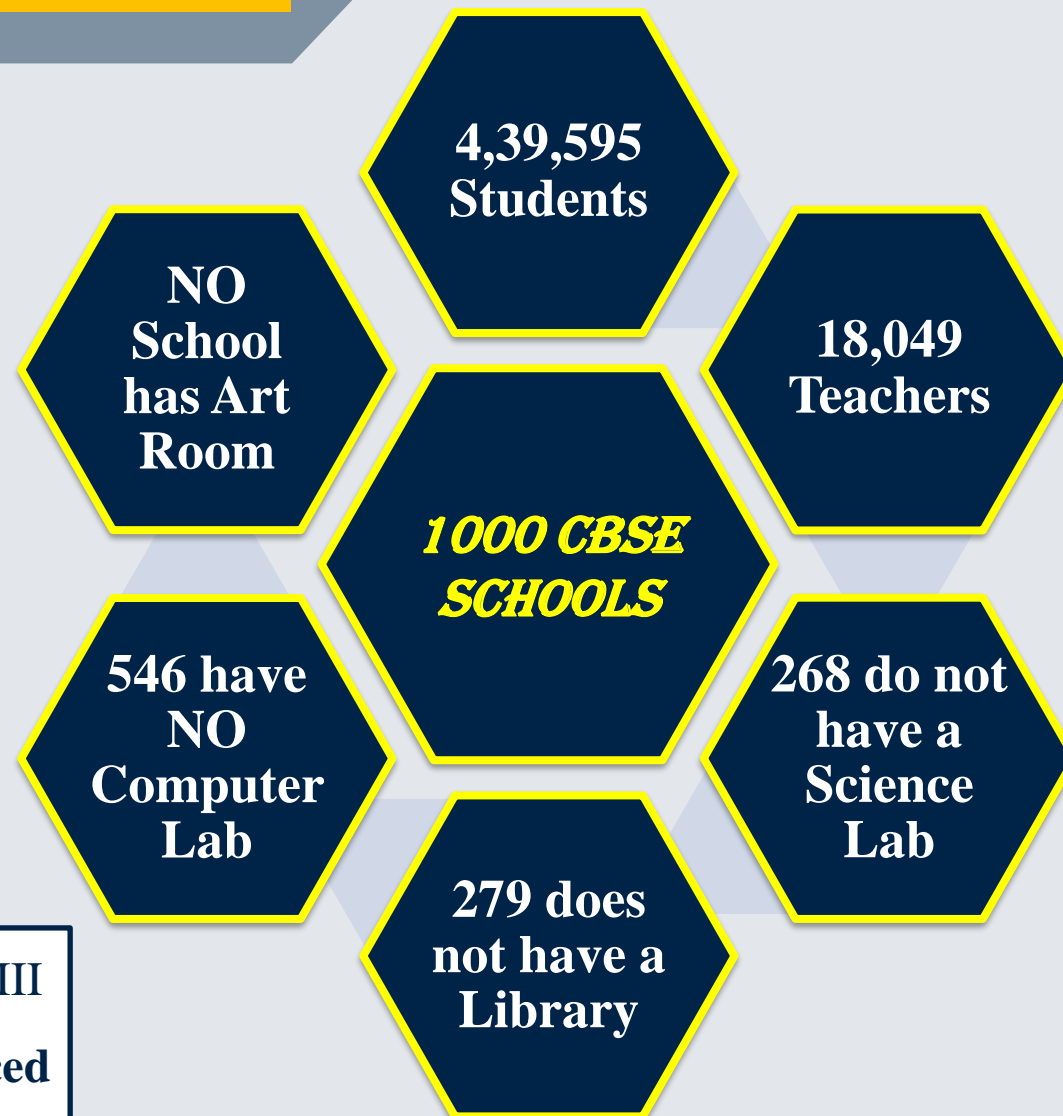
- **Additional Class Rooms** under construction - **Nadu-Nedu** PII & PIII
- Teachers with PG 13,685; Without PG 4365 – **25% to be replaced** with Qualified Teachers in CBSE affiliated schools (**UDISE 2022-23**)

4,39,595 Students

NO School has Art Room

18,049 Teachers

1000 CBSE SCHOOLS

546 have NO Computer Lab

268 do not have a Science Lab

279 does not have a Library

4-Fold Interventions

ADMINISTRATION **1**	ACADEMICS **2**	TEACHER **3**	STUDENT **4**
i. Affiliation Requirements ii. Convergent ways of working iii. School Twinning iv. State CBSE Portal and School Websites	i. Annual Planners [Instructional material - Bridge Course, Teacher Guides] ii. Structured Pedagogy	i. Teacher Deployment ii. Trainings for Head Teacher and Subject Teacher iii. Mentoring of Teachers	i. Student Mentoring ii. Counselling Sessions for Students

1.i. Affiliation Requirements

A simple survey was prepared for Head Teachers of 1000 schools related to Basic Affiliation Requirements of CBSE.
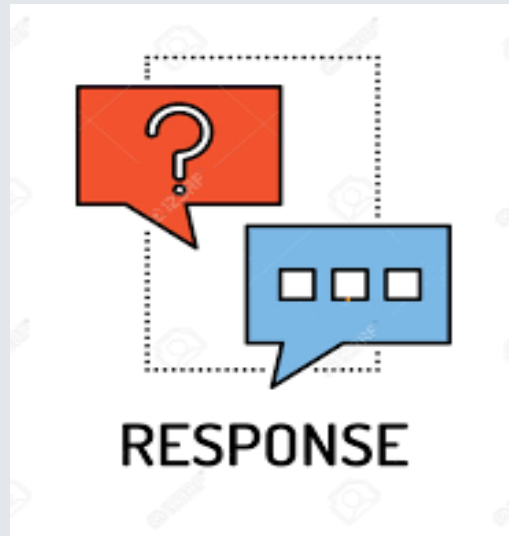
Survey deadline is end of April.
870 responses received.
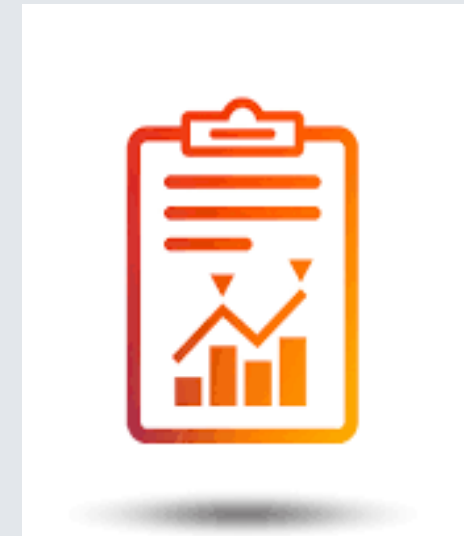
Based on the responses, CRISP will submit a report with budget friendly suggestions to meet the basic affiliation requirements.

1.ii. Convergent Approach

1000 Schools

8 Different Managements
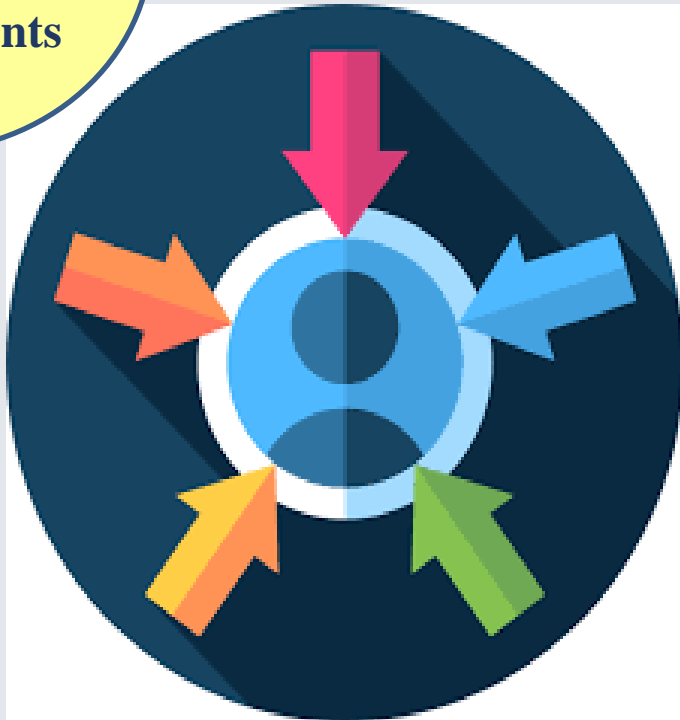
- ❖ **Standard Operating Procedures for Convergent ways of working**
- ❖ **Lead Team directly under Commissioner of School Education**
- ❖ **Special CBSE Cell under each management**
- ❖ **Fortnightly meetings for monitoring progress**
- ❖ **WhatsApp Groups for Information sharing, tracking progress**

1.iii. School Twinning

❖ The 1000 affiliated schools are new to the CBSE pattern and curriculum.

❖ Best practices sharing, hand-holding through this transition process.

PEDAGOGY:

Approx. 350 + other CBSE schools	**Categorize 1000 schools in 4 categories based on their performance.**	**Twin 4 schools from each category with the master schools.**
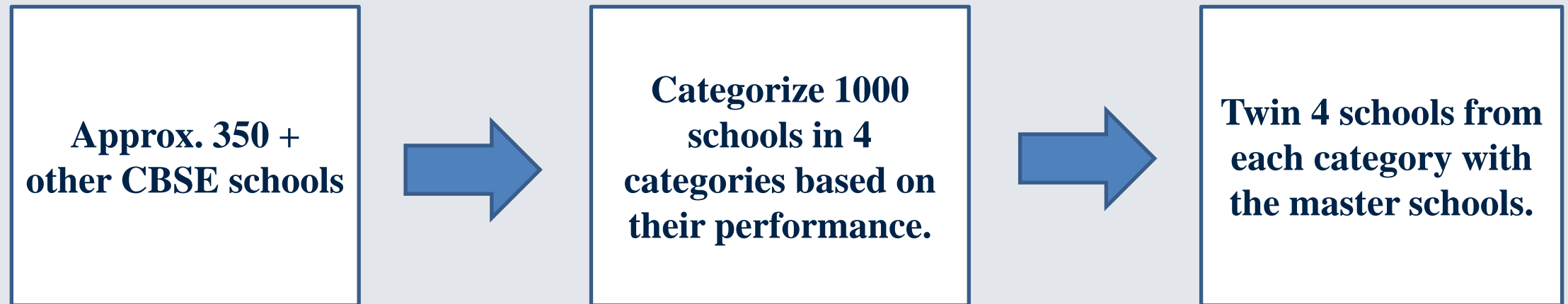
❖ CRISP will prepare a report after categorization of 1000 schools, the prospective 'Twin Schools'. The report will observe the nature of schools (residential), location, etc.

1.iv. State CBSE Portal and School Websites

ADMINISTRATIVE

- ❖ Government Orders
- ❖ Guidelines for Teachers
- ❖ Trainings Colander
- ❖ Dashboards & Statistics
- ❖ Infrastructure, etc.

ACADEMIC

- ❖ Annual Planner
- ❖ Structured Pedagogy content
- ❖ Special Courses
- ❖ Supplementary Material
- ❖ Teacher – Pupil Ratio, etc.

STUDENTS RELATED

- ❖ Enrolment Statistics
- ❖ Progress Reports
- ❖ Activities done
- ❖ Achievements
- ❖ Admission Details, etc.
- ❖ Examination Registration

2.i. Annual Planner (Instructional, Bridge Courses)

❖ CBSE focus on "Guided Teaching" - Annual Planner is a necessity.

❖ Better Learning Outcomes

❖ <u>CRISP</u> will facilitate workshops for Annual Planner development.

- ✓ **JNV Model** - Residential Schools

- ✓ **KV Model** - Regular Schools

Commencement of Academic Session "1st April to 31st March"	*Daily Working Hours.*	*Daily Lesson Plans*
Blend of curricular, co – curricular and extra – curricular activities	*Instructional Material Development (English)*	*Teacher Training Duration*
Bridge Course Preparation and Duration	*Regular Review Meetings by HMs.*	*Regular Parent-Teacher Meetings*
List of Holidays	*Time Tables*	*Examination, etc.*

2.ii. Structured Pedagogy

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TECHNIQUES

TOOLS

TRAININGS

❖ **Work with SCERT**

❖ **Select Team of Teachers**

❖ **Orientation on preparation of Structured Pedagogy for Subject Teachers."**

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3.i. **Teacher Deployment:** As per CBSE Qualification, Pupil Teacher Ratio, Staffing Pattern, etc.

3.ii. **Teacher Training** (18,049) – For both Head Teachers and Subject Teachers based on their requirements.

HEAD TEACHERS

- ❖ Academic
- ❖ Affiliation,
- ❖ Management,
- ❖ IT, etc.

MENTORING

Incentives to perform better: exposure Trips, 100 Teachers fellowship

SUBJECT TEACHERS

- ❑ **NEP Mandated:** Continuous Professional Development
- ❑ **Online Trainings:** On CBSE Portal
- ❑ **Specific Training:** centre of Excellence

Classroom Based Assessments (*by Education Initiative*) Data Analysis and Categorization of Students.

Based on the data analysis, Targeted Remediation would be done, "One-on-One Mentoring".
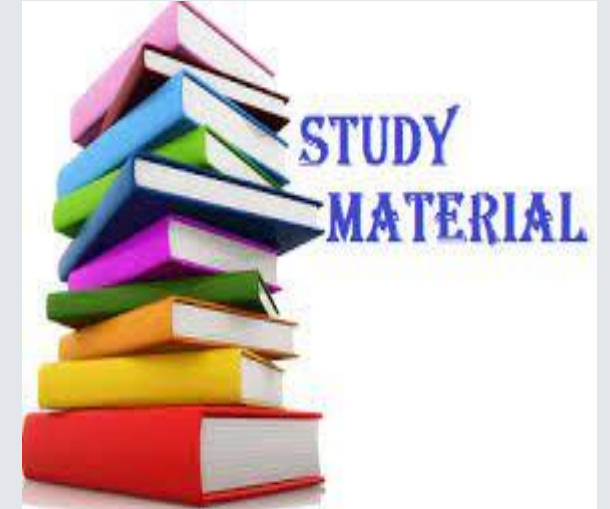
Further, supplementary material would be provided to the students in need.

4.ii. Counselling Sessions

"More than the difficulty of examination it is the fear of the CBSE Board Examination."

To motivate and prepare students mentally to actively engage with learning & examination; both "Career" and "Mental Health" counselling is needed.
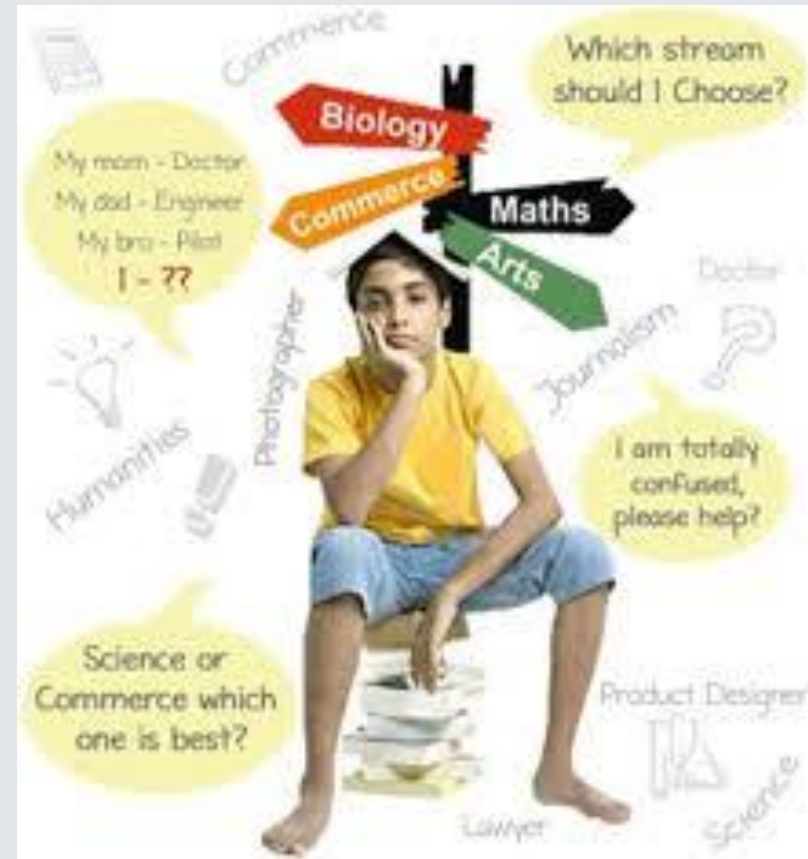
Expected Timeline

	Apr	May	June	July	August	Sept	Oct	Nov	Dec
Convergence					■	■			
Annual Planner	■	■	■	■					
Teacher Trainings	■	■	■	■					
Mentoring of Teachers							■	■	■
Remediation					■	■	■	■	■
Counselling Sessions				■	■				
Structured Pedagogy/ School Twinning	PROSPECTIVE PROJECTS								

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Project 2: Foundational schools

Objective: Universalize access to quality ECE

OBJECTIVES

STRATEGY FOR **UNIVERSALISING ACCESS TO PRE-SCHOOL EDUCATION**

SUGGEST WAYS TO HAVE **TRAINED TEACHERS FOR PRE-PRIMARY EDUCATION**

CONVERGENCE OF ICDS AND SCHOOL EDUCATION FOR DELIVERING QUALITY PRE-PRIMARY EDUCATION

EXPLORE THE SCOPE OF **TECHNOLOGY-BASED INTERVENTIONS** FOR EARLY CHILDHOOD CARE AND EDUCATION

ROADMAP FOR THE REGULATION OF PRE-SCHOOL EDUCATION IN THE STATE

STRATEGIES FOR INTERVENTION

1. POLICY INTERVENTIONS -

1.1	1.2	1.3	1.4	1.5	1.6
Ensure dedicated preschool teachers in the Foundational Schools	Creating a cadre of preschool teachers	Streamline enrolment age across AWCs and schools	Comprehensive regulation of ECE/ preschool education delivery	Building PSE Teacher Training capacity in the State	Plan for Infrastructure provision

STRATEGIES FOR INTERVENTION

2. PROGRAMMATIC INTERVENTIONS -

2.1	2.2	2.3	2.4
Build salience for quality ECE, strengthen caregivers' role and improve community involvement in ECE	Technological ECE Interventions – Comprehensive Online ECE Portal	Strengthen classroom inputs in-line with global best practices and provide more and better support to teachers	Establishing a robust system of monitoring and evaluation

1. Ensure dedicated pre-school teachers (PST)

Identify, train and post select AWW as PSTs
(relaxations in age)

Mandatory Internship for students of D El Ed

Redeploy
willing SGTs as PSTs

Optimise the existing PSTs through rationalisation

Intensive mentorship support to the PST

Relaxation of age criteria up to 35 years to enable experienced AWWs to become PSTs

1.3. Streamline enrolment age across AWCs and schools

Streamlining entry age for PP1, PP2, Preparatory Grade 1 and Grade 2 as per NEP guidelines -

3 to 4 Years – Anganwadi / PP1

4 to 5 Years – Anganwadi / PP2

5 to 6 Years – Balavatika

6 to 7 years – Grade 1

7 to 8 years – Grade 2
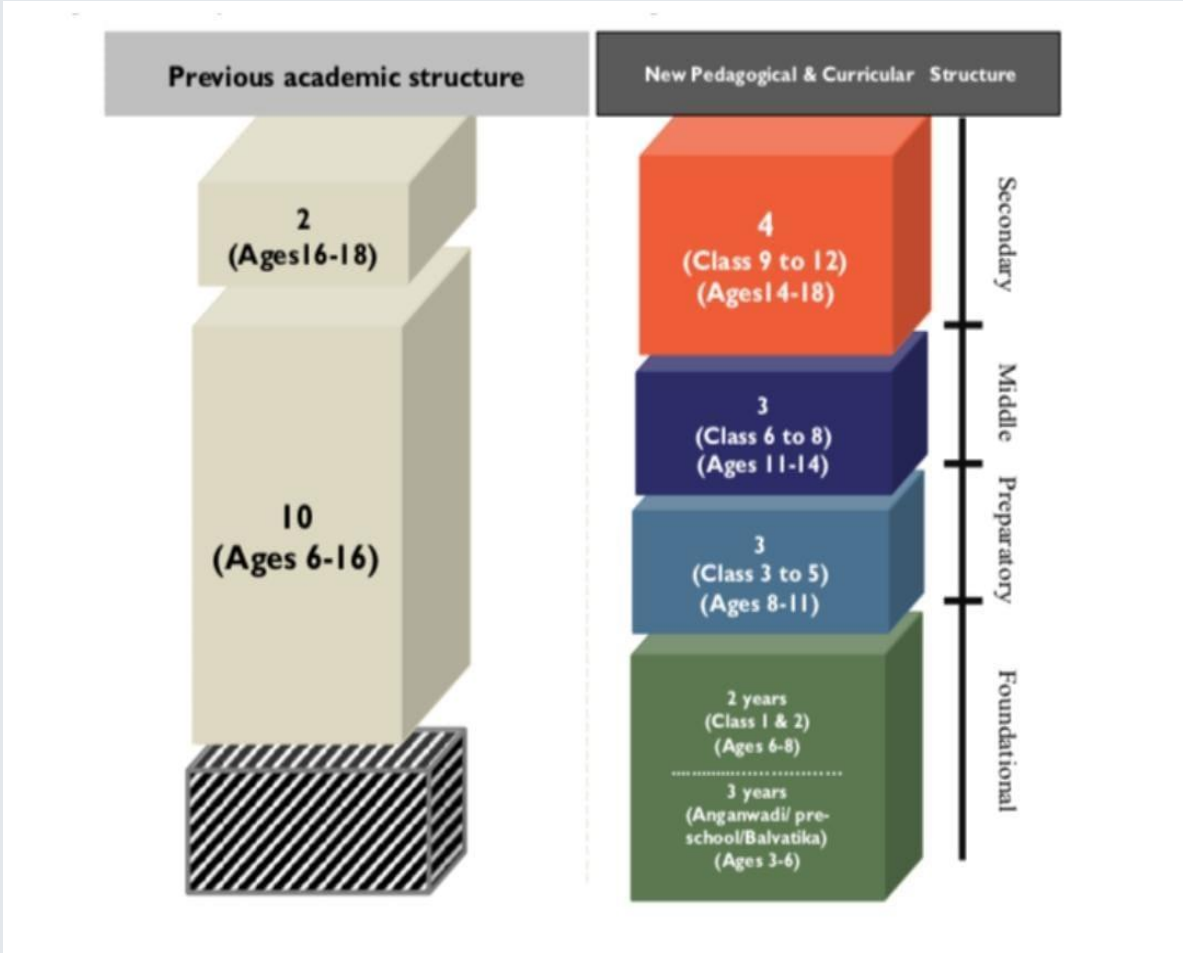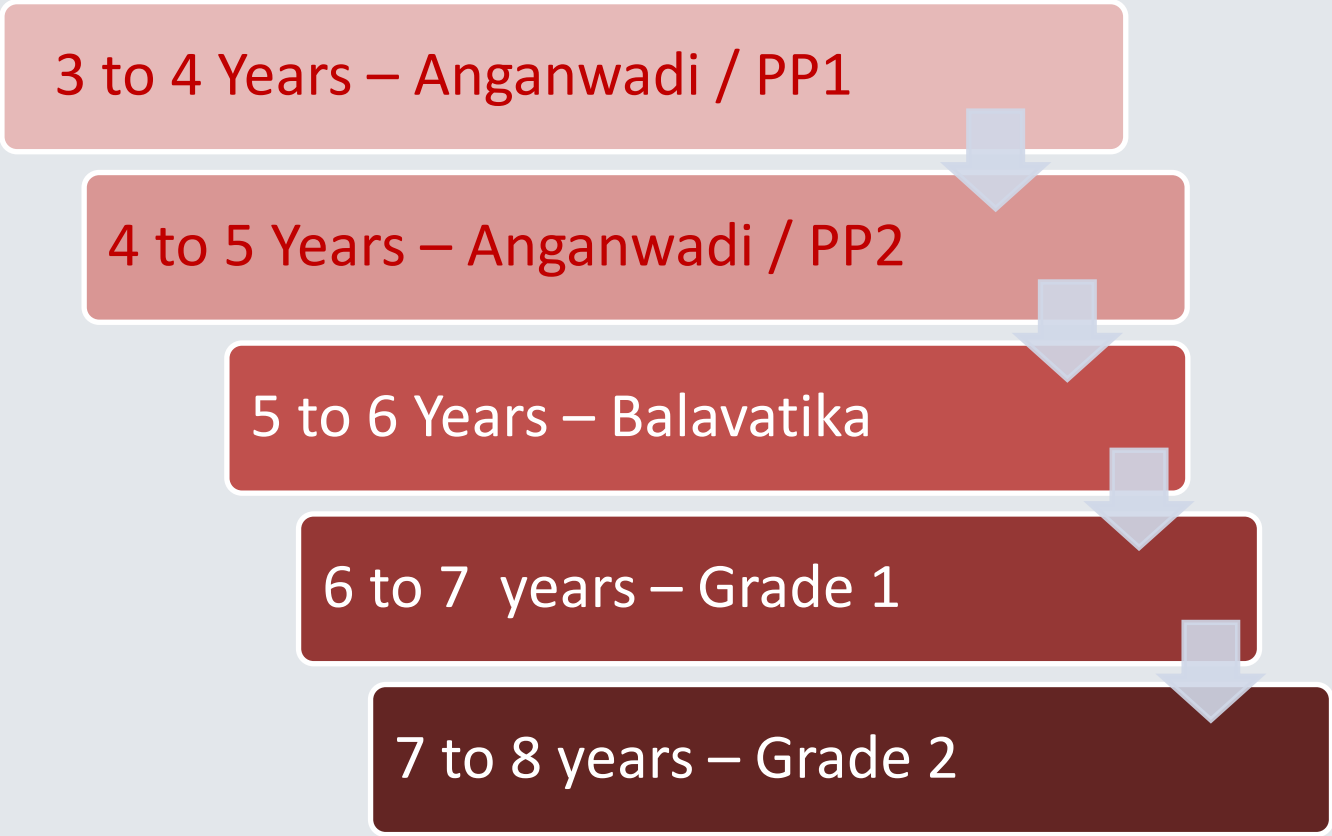
1.4. Comprehensive regulation of ECE/ preschool education delivery

i	ii	iii
A **State Steering Committee** and a **State Academic Committee** as the highest policy making body	A **Foundation Schools Board** to be set up under the Department of School Education	A **dedicated, Mandal-level post** of Supervisor or Assistant-In-Charge of Pre School Education

1.5. Building Pre-School Teacher Training capacity in the State

Strengthening the DIETs -

- Study the scope for and introduce credit based courses in Diploma in Pre School Education.

- Two year Pre-primary Teacher Education Course to be started in DIETs.

- One year Diploma and 6 months

1.6. Plan for Infrastructure provision

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A Detailed Project Report which includes -
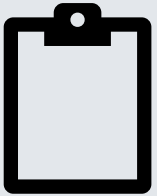
Survey to identify infrastructural gaps

Strategies to ensure provision of befitting infrastructural facilities

Monitoring mechanism to ensure proper utilisation of TLM provided

2.1. Build salience for quality ECE and strengthen caregivers' role

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I. EDUCATE

State wide communications outreach for awareness building among parents

Strategies -

Creating a short video/film that can be showcased in movie theatres.

II. CONNECT

Involve parents in early learning through targeted outreach.

Strategies –
Learning month along with Poshan Maah

Mega ECE PTMs
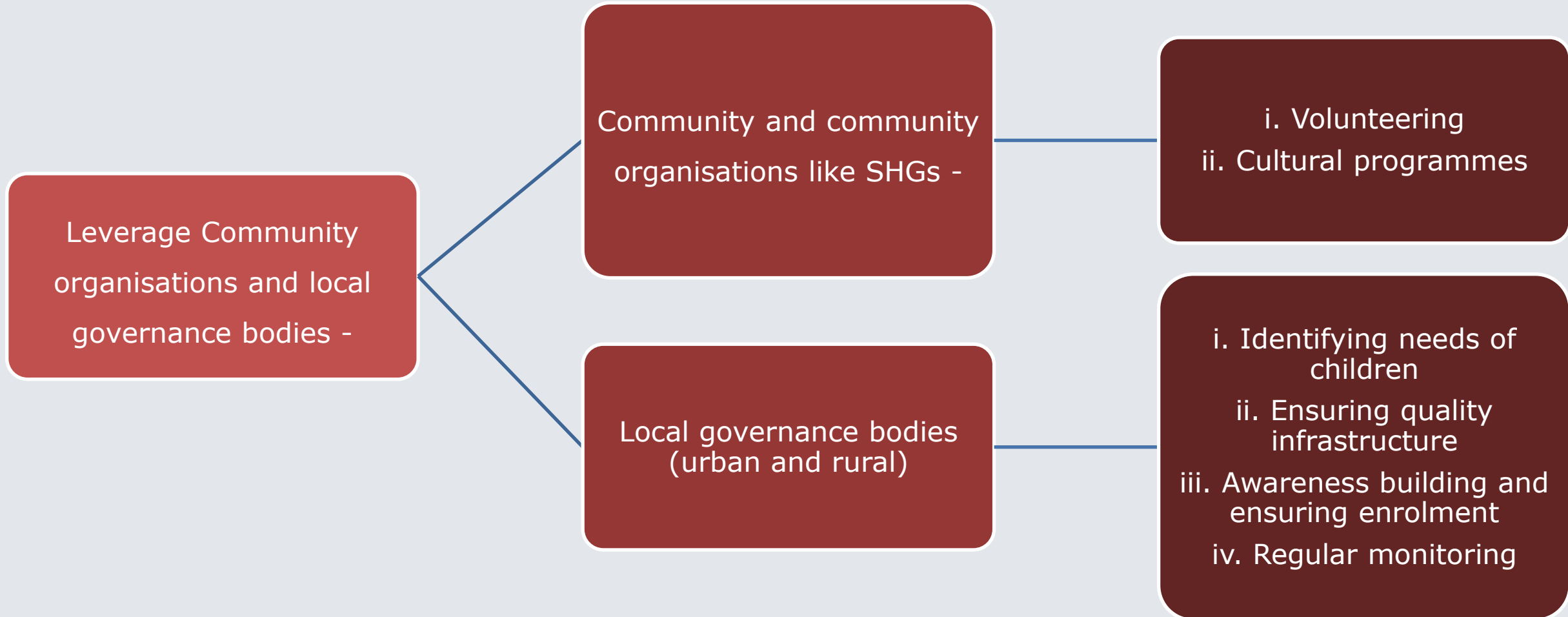
Establishment of a Comprehensive Online ECE Portal

PARENTS AND STUDENTS

Tracking student learning outcomes

Parental communications

SCHOOL ADMINSTRATORS AND OWNERS

Rules and guidelines

Registration modules

PRE-SCHOOL TEACHERS AND ANGANWADI WORKERS

Lesson plans

Teaching Learning Material

Training modules

Testing & Certification Module

2.3. Strengthen classroom inputs in-line with global best practices and provide better support to teachers

i. Structured Pedagogy

ii. Ensuring Continuous Professional Development of PSTs

iii. Dedicated mentor cadre

iv. Convergence workshops between PSTs and Primary School Teachers for knowledge sharing

v. Monthly observation

vi. Spot assessments

vii. Transition to Grade 1 - Designing modalities for introducing Preparatory Class 1/ Balavatika based on the NIPUN Bharat Guidelines

2.4. Monitoring and Evaluation Framework for ECE

- Collaborate with PRATHAM & other partners
- Review M & E parameters and methodologies
- Establish a framework for monitoring and review of critical indicators

Learning Outcomes

Student enrolment and attendance

FLN Basics

Teacher performance

Student learning

Teacher Preparation

Centre Performance

Registration and Administration
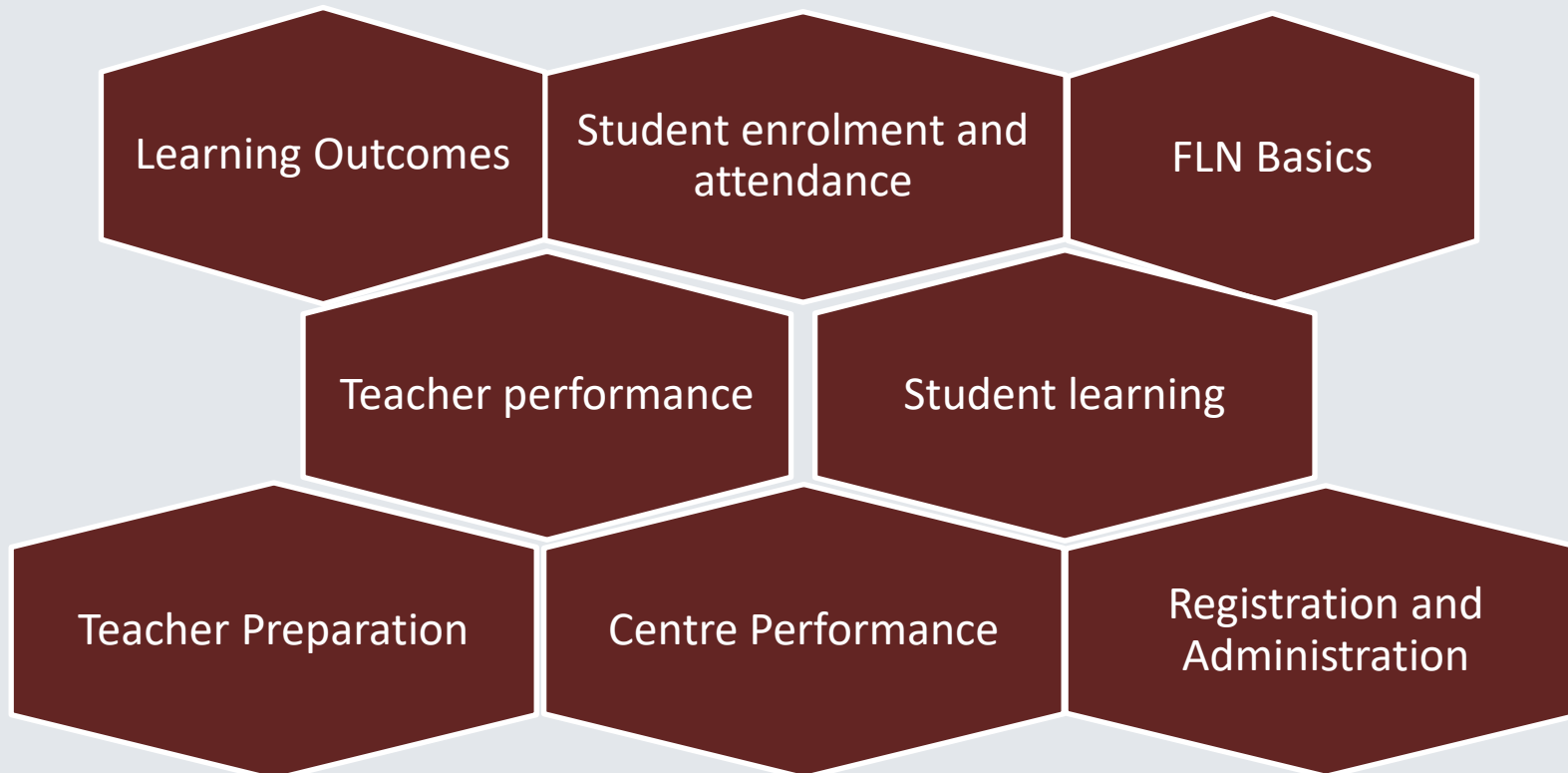
EXPECTED OUTCOMES

School Readiness

Smooth transition to FLN

Closer convergence between DoSE and WCD

Quality ECE delivery in the State

EXPECTED TIMELINES
(to be confirmed after discussion with GoAP)

SUB-PROJECTS	MONTH								
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Policy Note for ensuring designated PSTs	■	■	■						
Policy Note recommending creation of PST cadre	■	■	■						
Streamlining enrolment age	■	■	■						
Mandatory Internship guidelines for D El.Ed students	■	■	■						
Formation of a Foundational School Board within the DoSE		■	■						
Infrastructure Provisioning			■	■	■				
Building Pre-School Teacher Training Capacity in the State						■	■	■	
Monitoring and Evaluation Framework								■	■
Online ECE Portal								■	■
Build salience for quality ECE and strengthen caregivers' role	PROSPECTIVE PROJECT - 2024								
Build salience for quality ECE and improve community involvement	PROSPECTIVE PROJECT - 2024								
Strengthening classroom inputs	PROSPECTIVE PROJECT - 2024								

Redefining Scope

How to effectively implement digital learning innovations?

How effective were the digital learning solutions in improving student learning outcomes?

How to further improve these innovations to achieve the desired outcomes?

OBJECTIVES

To assess the efficacy and effectiveness of the recent **digital initiatives** undertaken in the State.

To suggest digital interventions for **ECE** and effective delivery of preschool education in AP State.

To motivate teachers to **effectively utilise EdTech resources** and adopt technology in their pedagogy.

To deepen the use of EdTech tools to enhance student learning outcomes **in the 1000 CBSE schools.**

To provide additional suggestions

Concurrent evaluation of digital education initiatives

Undertake a survey of randomly selected **5000 schools** where TABs are distributed to understand the functionality, quality of content, usage, efficacy and gaps in the delivery of the initiative.

- **Study how the various EdTech initiatives** are being implemented at the school level
- **Identify areas for strengthening**
- **Recommend modalities to further strengthen** and support GoAP to review and redesign appropriate policies/schemes.

Robust research methodology for selection of schools and stakeholders

Stratified/random sampling techniques

Qualified and experienced Research Assistants/Associates to administer the questionnaire, conduct Focus Group Discussions (FGDs), Key Interviews and to conduct the survey

Development of a comprehensive Questionnaire

TIMELINE
(to be confirmed after discussion with GoAP)

	Stages	Month										
		Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Concurrent evaluation of TABs and content	Design of Survey					■	■					
	Conduction of the Survey							■	■			
	Data analysis								■	■		
	Preparation of Report								■	■		

Development of comprehensive EdTech support system for Foundational Schools

- App based daily lesson plans

> Preschool education teacher guides, Structured pedagogy for delivery of activities

- Comprehensive **Portal** for Foundational Schools that facilitates all ECE related matters

> Monitoring dashboards, tracking student learning outcomes, teacher lesson planning, lesson plans and schedules, guidance for parents, parental communication

- Development of appropriate Learning Management System (LMS)

- Work with LFE and Pratham for appropriate modification of the TEACH Tool to suit quality ECE delivery

- Recognition and rewards system to motivate pre-school teachers to effectively utilise digital education tools

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TIMELINE
(to be confirmed after discussion with GoAP)

	Stages	Month											
		Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Ed-Tech in Foundational Schools	Discussions with the Tech team and Pratham				■							
	Begin design of the portal/ Explore funding options/ Development and deployment					■	■	■				
	Portal completion and launch										■	■
	Discussions with the Tech team and Pratham on TEACH tool				■							
	Work on modification of TEACH tool					■	■					
	TEACH tool Pilot							■	■			

Experience sharing and appreciation sessions for teachers

- To identify highly motivated teachers as master trainers for every subject

> To encourage peer learning among teachers and improve quality of teaching-learning processes in the schools.

- Experience sharing and appreciation sessions

- Fun get-together and unwinding sessions with relevant games and leisure activities

> - To make them comfortable with the use of technology
> - fun experience
> - organised at the block level.

- Recognition and Rewards system including Teacher Fellowship for 100 Teachers

TIMELINE
(to be confirmed after discussion with GoAP)

	Stages	Month										
		Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Informal Teacher Motivation Session / experience sharing session	Design of sessions			■	■							
	Mapping of Master Volunteers				■	■						
	Talks with Master Volunteers and BEOs for planning of sessions						■					
	Redesigning the Sessions based on inputs and suggestions						■					
	Teacher Motivation Session / experience sharing session – 1 (as it is the start of the academic year, a pilot can be first conducted in one district).							■				
	Session - 2								■			
	session - 3									■		
	Evaluation of the effectiveness of the sessions										■	

Deepen the use of EdTech tools to enhance student learning outcomes in the 1000 CBSE schools

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Implementation of Personalised Adaptive Learning (PAL) application

CBSE Portal

Active access of LMS and dashboards

Student IT clubs

Fine tune Teach Tool

Pilot for introducing new skills like coding and computer programming

Recognition and rewards system to motivate teachers to effectively utilise digital education tools

State CBSE Portal, School Website aligned with
OASIS – Online Affiliated School Information System
SARAS - School Affiliation Re-Engineered Automation System, etc.

ADMINISTRATIVE

- ❖ Government Orders
- ❖ Guidelines for Teachers
- ❖ Trainings Colander
- ❖ Dahsboards & Statistics
- ❖ Infrastructure, etc.

ACADEMIC

- ❖ Annual Planner
- ❖ Structured Pedagogy content
- ❖ Special Courses
- ❖ Supplementary Material
- ❖ Teacher – Pupil Ratio, etc.

STUDENTS RELATED

- ❖ Enrolment Statistics
- ❖ Progress Reports
- ❖ Activities done
- ❖ Achievements
- ❖ Admission Details, etc.
- ❖ Examination Registration

EXPECTED OUTCOMES

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1

Evidence based policy design, implementation and mid-course correction of the digital education initiatives

2

Enhance teacher usage of EdTech resources and data systems to make instruction more effective

3

Easy access to information, improve communication, increase engagement and leverage technology to **improve efficiency and operations**.

4

Motivation through appreciation, improving pedagogy and classroom transaction, increased confidence to adopt existing and new technologies.

5

Improved quality of teaching–learning and student learning outcomes in1000 CBSE schools

MONITORING AND EVALUATION

Re-evaluation of the Ed-tech initiatives in the year 2024-2025 to check progress and improvement.

Monthly meetings on Digital education adoption and utilisation at the Headmaster, BEO and DEO levels.

Monitoring by Vidya Samiksha Kendra (Command and Control Centre)

Quarterly reviews with the Commissioner

OTHER SUGGESTIONS FOR CONSIDERATION

EdTech for Extracurricular activities to enable holistic development of children

- Interactive sessions can be held across topics such as linguistics, arts and crafts, health and fitness.
- Live classes, short certificate courses in synchronous/asynchronous format, etc. can be explored.

Extra support/ mentorship for students by volunteers

- This can be done by connecting passionate individuals as volunteer teachers from across the State with the Govt elementary schools by leveraging technology. Live interactive classes can be delivered in the local medium by these volunteers who sign up for a fixed period.
- *https://www.evidyaloka.org/*