

IMPORTANT/IMMEDIATE

**GOVERNMENT OF ANDHRA PRADESH
SCHOOL EDUCATION DEPARTMENT**

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Sub:School Education - National Education Policy 2020 - Implementation plan for School Education - Universal provisioning of quality ECCE by 2030 - Roll-out of **Early Childhood Care and Education** (ECCE) in a phased manner in Anganwadis and primary and upper primary schools - Transformation from 10+2 academic structure to 5+3+3+4 structure - Certain guidelines - Issued - Regarding.

Ref: National Education Policy 2020

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All the Regional Joint Directors of School Education, District Educational Officers in the State are aware that, the Government of India have approved National Education Policy 2020 on 29th July, 2020. The NEP envisaged the priorities of the Government of India duly aiming to achieve the Sustainable Development Goal (SDG)- 4. The policy envisages the education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge super power.

2. The policy has come up with recommendations for both school education and higher education. In case of school education, the policy has identified eight areas i.e., Early Childhood Care and Education, Foundational Literacy and Numeracy, Curtailing Dropout Rates and Ensuring Universal Access, Curriculum and Pedagogy in Schools, Teachers, Equitable and Inclusive Education: Learning for All, Efficient Resourcing and Effective Governance through School Complexes and Regulation and Accreditation of School Education.

3. Gol has released NEP implementation plan for School Education, named Students' and Teachers' Holistic Achievement through Quality Education (SARTHAQ) on 8th April, 2021. SARTHAQ has been prepared as an evolving and working document and is broadly suggestive/indicative in nature and is updated from time to time based on the inputs/feedback received from the stakeholders. The implementation plan also keeps in mind the concurrent nature of education and adheres to the spirit of

federalism. States and UTs are given the flexibility to adopt this plan with local contextualization and also modify as per their needs and requirements. This implementation plan delineates the roadmap and way forward for implementation of NEP 2020 for the next 10 years, which is very important for its smooth and effective implementation.

4. NEP 2020 envisages that over 85% of a child's cumulative brain development occurs prior to the age of 6 and hence the policy suggested universal provisioning of quality ECCE by 2030 to ensure that all children entering into Grade I are school ready. In order to ensure the same, the policy suggested a fourfold strategy i.e a) Stand-alone Anganwadis b) Anganwadis co-located with primary schools. c) Pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools d) Stand-alone pre- schools. The policy further suggested for providing high quality infrastructure, curriculum in two parts, up gradation of qualifications of Anganwadi workers and also a preparatory first class for the age group of 5+ before they join class I.

5. Various global studies have also revealed longer-term impacts: quality preschool education is strongly correlated with higher incomes and rates of home ownership, and lower rates of unemployment, crime, and arrest. In terms of the growth of the national economy, it has been estimated that the development of a strong ECCE program is among the very best investments that India could make, with an expected return of Rs.10/- or more for every Rs.1/- invested. In summary, it is recognized that investment in ECCE gives the best chance for children to grow up into good, moral, thoughtful, creative, empathetic, and productive human beings. Three vital reasons for making pre-primary education an immediate priority i.e., quality pre-primary education sets a strong foundation for learning, pre-primary education helps make education systems more effective and efficient and equitable pre-primary education is an effective strategy for promoting economic growth.

6. The Government of Andhra Pradesh has already put in a number of dedicated efforts to bring in a radical transformation of school education and a number of activities have already been taken up in line with the recommendations of NEP 2020. Government is implementing flagship programs such as Jagananna Ammavodi, Jagananna Vidya Kaanuka, Jagananna Gorumudda which are indirectly supporting to the students to

ensure class specific learning outcomes. **Now it is time to transform from schooling to learning.** Learning outcome is a clear statement of what a learner is expected to be able to do, know about and/or value at the completion of a unit of study, and how well they should be expected to achieve those outcomes. **Currently there is a learning crisis. Children in the primary schools have not attained the age appropriate learning outcomes** as has been pointed out by various studies.

7. In view of the above the Hon'ble Chief Minister of Andhra Pradesh has convened a convergence meeting with School Education Department and Women Development & Child Welfare Department and discussed the modalities to be exercised. He further requested the departments concerned to come up with an executable and ideal plan of action so as to implement the NEP 2020 recommendations for strengthening the existing primary schools as foundational schools with effective ECCE and also for developing the high schools into effective school complexes and as centers of excellence.

8. In compliance to the directions of Hon'ble Chief Minister, the Principal Secretary to Govt., School Education department has convened a virtual meeting with all stakeholders on 28.05.2021 and disseminated the ideology of NEP 2020 as well as the line of thinking of the government of Andhra Pradesh and requested all the stakeholders to be a part of thought process in this regard.

9. As all the regional level, district level, mandal level and institutional level functionaries are aware of the existing pattern of academics as well the status of educational institutions in the state, the following guidelines are issued to exercise the possibilities and to propose the best mapping of existing schools to transform to the new structure of 5+3+3+4 duly focusing on Early Childhood Care and Education and Foundational Learning.

New set up of schools

- a. There will be three types of institutions i.e Pre Primary Schools (PP1 and PP2), Foundational Schools (PP1, PP2, Preparatory Class I, Classes 1 and 2) and Secondary Schools (Classes 3 to 10/12) under government sector.

YSR Pre primary schools and Foundational Schools

- b. All the existing Anganwadi Centers will function as YSR Pre Primary Schools with PP1 and PP2.
- c. The existing primary schools will have Preparatory 1st class, Class I and Class II and will be called Foundational Schools.
- d. As far as possible, the Anganwadi centers will be colocated in the schools. The colocation may be a) within the school building, b) within the school premises, c) adjacent to the school, d) within 1 KM from the location of the school building. In all such cases, the PP1 and PP2 of AWC (YSR Pre Primary School) and the Preparatory 1st class, Class I and II of the Primary School will be the combined unit of a foundational school.
- e. In each foundational school there will be one SGT and he will look after class I and II and in case the preparatory 1st class is introduced in the school, the manpower deployment will be separate.

High Schools

- f. The children now studying Class III to V in the existing primary schools will now move to the nearest UP school or High School. For this purpose, the nearest UP/High School within 3 KM radius of the existing primary school be identified.
- g. An exercise should be done to find out the existing capacity of the UP School/ high school to accommodate such an additional intake from the primary schools. If the existing accommodation is not sufficient, how many additional class rooms are required to accommodate such additional intake (of class III to V) to be worked out. Such additional class rooms will be considered to be sanctioned under Manabadi: Nadu Nedu.
- h. After taking into such an additional intake, and if the strength is going to be more than 150 in case of a UP school, such UP school shall be upgraded in to High School.
- i. If secondary schools is functioning with parallel media with in vicinity of 5 KMs, may be proposed for exclusively English Medium/ Telugu Medium based on the enrolment in the particular medium.
- j. All the SGTs teaching Class III to V in the primary school will now be reapportioned to the high school, where the children from Class III to V are going to be shifted.

Junior Colleges

- k. With respect to the secondary schools, schools with high enrolment

and adequate infrastructure may be proposed to upgrade as secondary schools with 12th standard (@ one or two per mandal) and such potential schools to be identified.

School Complexes

- i. All schools which are constituted as Pre Primary, Foundational and Secondary schools should be mapped with a school complex (existing or newly proposed).

Parameters to be followed

- m. Every pre primary school will be at the doorstep, the foundational school within a radius of 1 km and the secondary school within a radius of 3 KM from the habitation.
- n. The student pupil ratio shall be as far as possible 1:30 in case of primary, 1:35 in case of middle level and 1:40 in case of secondary level.

Non negotiables

- o. In this process, no school shall be closed and no anganwadi center be closed.
 - p. No student shall have to move beyond 3 KM in case he or she has to move to an existing upper primary or high school.
10. In view of the above proposed restructuring, the District Education Officers are requested to undertake the following detailed school mapping exercise:
- a. Already the anganwadi centers have been mapped with the schools by the Mandal Education Officers and the Project Officers of ICDS. Based on the data, please identify, how many AWCs can be located in the school premises or adjacent or within 0.5 KM and if site is available (minimum 0.02 Acs), how many buildings can be taken up.
 - b. Map the primary schools with the existing UP schools and High Schools and identify how many students of class III to V can be shifted to the existing accommodation in the UP schools and high schools during 2021-22 (current academic year) and how many additional class rooms are required for shifting the remaining students in a period of two years (2022-23 and 2023-24).
 - c. If the existing school complexes to be reorganized duly selecting the high school as the central school, the details of those schools.
 - d. If Class XI and XII to be introduced in the secondary schools @ 2 per

mandal the details of those schools. For this purpose, those secondary schools where additional class rooms sanctioned under NABARD assistance under MBNN Phase I to be selected in the first instance.

- e. Identify a Cluster Level Team consisting of CRP, Supervisor of ICDS and 2 or 3 strong teachers within the cluster to guide, mentor the Anganwadi teachers for handling PP sections effectively.

11. A google link/online services is being created separately for furnishing the details of the above exercise. The same may be furnished by 2-6-2021.

Chinaveerabhadru Vadrevu
Director, School Education

To

All the Regional Joint Directors of School Education,
All the District Educational Officers in the State,
All the Additional Project Coordinators of Samagra Shiksha in the State,
Copy submitted to:

Principal Secretary, School Education, AP, Amaravathi
Principal Secretary, Women Welfare and Child Development Department,
Amaravathi
Secretary to Hon'ble Chief Minister, AP, Amaravathi.

Copy to:

Director, Women Welfare and Child Development Department, Guntur
The State Project Director, Samagra Shiksha, AP, Vijayawada
The Director, SCERT, AP, Ibrahimpatnam
Additional PS to Hon'ble Minister for Education, AP, Amaravathi
The Principal Office Bearers of all recognized/un-recognized teachers associations.

To Planning/IT section of the O/o DSE with a request to create the google link/online services immediately.