

**PROCEEDINGS OF THE DIRECTOR OF SCHOOL EDUCATION,  
ANDHRA PRADESH :: AMARAVATI**

**Present: Sri. Vijay Rama Raju. V, IAS**

**Rc.No: ESEO2/39/2022-SCERT**

**20-07-2025**

|             |   |
|-------------|---|
| <b>Sub:</b> | School Education – SCERT-AP - Comprehensive Academic and Administrative Strengthening from Classes 1 to 10 – Guaranteed FLN and all other activities - Monitoring and supervision responsibilities to all RJDSEs, DEOs, SCERT faculty & DIET Principals, Faculty, Student Teachers and also School Functionaries - Orders – Issued - Reg. |
| <b>Ref:</b> | 1. NEP 2020 – Nipun Bharat<br>2. Academic Calendar 2025-26.<br>3. Guaranteed FLN action plan.   |

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The attention of the Regional Joint Directors of School Education, District Educational Officers and DIET Principals in the State is invited to the references read above and they are informed that the vision of the Government of Andhra Pradesh, the flagship programme and focused approach is being adopted with Academics as the key driving force to enhance the quality and integrity of school education from Class 1 to 10 in the state. This initiative requires collective and coordinated efforts of all stakeholders, including Regional Joint Directors of School Education, District Educational Officers, SCERT Faculty, DIET Principals and Lecturers, DIET Student teachers (where assigned). These bodies are expected to play a proactive and collaborative role in academic monitoring, mentoring, and field-level support, with the overarching goal of ensuring school-level improvements in student learning outcomes.

They are further informed that the academic and pedagogical focus areas include Foundational Literacy and Numeracy (FLN), which must be closely monitored by RJDSEs, DEOs, SCERT Faculty, DIET Faculty, and DIET Student teachers (where assigned). They shall give utmost priority to monitor the implementation of the NIPUN Bharat Mission (2026–27) across all schools, Where as Grades 1 and 2 students achieve the NIPUN Lakshyas by the time they reach Grade 3.

**The primary objectives of the Academic Monitoring Committee for FLN are:**

- To oversee the implementation of the FLN activities for grade 1&2 and foundation schools across the state.
- To identify gaps and challenges in the current monitoring system and suggest improvements.
- To provide regular feedback and recommendations to the educational authorities.

**Monitoring responsibilities are:**

- Ensuring that every child in grade 1&2 is progressing toward the foundational

learning goals defined under the NIPUN Lakshyas, particularly in reading comprehension, Writing skills and basic numeracy;

- Tracking and verifying the conduct of daily FLN activities, such as language games, number games, story-based learning, oral reading practices, and age-appropriate classroom interactions that support joyful and effective learning;
- Ensuring the availability, usage, and classroom integration of FLN Teaching Learning Materials (TLMs) with a strict view that they are actively used and not stored unused.
- Organizing FLN Melas (Fairs) at the school level to showcase student learning outcomes and strategies with the participation of parents and community stakeholders.

**The Expected outcomes are as follows.**

- **Enhance Monitoring Systems:** Strengthen monitoring in the Department of School Education (DoSE).
- **Implement Effective Teaching Methods:** Ensure Early Grade Teachers (EGTs) use effective teaching methods with appropriate Teaching Learning Materials (TLM).
- **Provide Academic Support:** Offer academic support through Trained Key Resource Persons (KRPs) and District Resource Persons (DRPs) to EGTs, SGTs, and Anganwadi Workers
- **Utilize Real-Time Data:** Collect real-time data to identify issues and implement timely interventions.

**The roles and responsibility framework involved are as follows:**

**A. Role of SCERT Faculty (as District -level in-charges):**

One of the SCERT faculties is assigned as district-level in-charge and is expected to oversee the following aspects through field visits and coordination with DIETs and district teams:

1. SCERT faculty shall coordinate with District Educational Officers to ensure the smooth and effective implementation of all educational programmes across the district.
2. SCERT faculty shall actively participate in all educational programmes and related activities organized at the district, mandal, cluster and school levels, including regular school visits.
3. Oversee the distribution and utilization of FLN material, Teacher Handbooks, especially in foundational grades. Track how HPC are being used to monitor student learning and FLN progress, and ensure parents are oriented.
4. Attend review meetings and cluster-level academic meetings conducted

by MEOs and CMRTs to track the progress of syllabus completion as per schedule.

5. Monitor the progress of student admissions across schools in the district, ensuring that enrolment targets are met, enrolment data is accurate
6. Support districts in identifying specific FLN gaps and share findings with SCERT for academic planning.
7. Submit fortnightly reports focused on FLN assurance and syllabus coverage.
8. In cluster level meetings, the teachers have to ensure about FLN activities and all academic activities for all classes.
9. To achieve the goals and learning outcomes, the Guaranteed FLN Action Plan, NIPUN Andhra, and Vidya Pravesh documents are enclosed herewith for ready reference.

The SCERT faculty drafted as district-level in-charges across the state are shown in the **Annexure-1**

**B. Role of DIET Principals and Faculty** (as District/Mandals Monitoring Team):

1. DIET Principals should monitor the faculty members, and Student teachers in their jurisdiction for effective implementation of FLN and other programmes. DIET teams must play a proactive role in school-level monitoring with a focus on FLN, classroom transactions and academics.
2. Two schools are to be visited each week by the principal and the faculty.
3. FLN progress (oral language, decoding, writing, number sense) to be monitored.
4. Assess the use of FLN materials and Teacher handbooks.
5. Verify attendance records and bogus entries, if any
6. Observe the student writings and academic engagement
7. Facilitate cluster-level academic review meetings involving identified SGTs and SAs.
8. Ensure teachers are using and discussing on summary videos.
9. In cluster-level meetings, teachers must ensure the implementation of FLN activities and all academic activities for all classes.
10. To ensure the properly utilized the Jaadui Pitara (magic box) kit, FLN

Learning kit, Print-rich materials and Handmade materials where as available in schools.

11. The DIET principles should review the faculty members and student teachers every weekend, get the feedback and submit the reports to DEO's.
12. To achieve the goals and learning outcomes, the Guaranteed FLN Action Plan, NIPUN Andhra, and Vidya Pravesh documents are enclosed herewith for ready reference.

### **C. Role of DIET Student Teachers (D.El.Ed Trainees):**

1. School Attachment & Practical Learning:
2. Adopt primary schools during internship periods to support FLN activities under the supervision of lecturers and visit those schools weekly once.
3. Observe and assist in classroom teaching and remedial sessions.
4. Support in Learning Activities.
5. Documentation & Reflection: Maintain FLN observation logs, reflect on student progress, and prepare brief case studies on their contributions.

The list of adaptation of mandals of DIET Lecturers and DIET student teachers is attached in the **Annexure-2**.

To achieve the goals and learning outcomes, the Guaranteed FLN Action Plan, NIPUN Andhra, and Vidya Pravesh documents are enclosed herewith for ready reference.

The **role of KRPs and DRPs at the cluster level in FLN activities** along with their **roles and responsibilities**:

### **D: Role of KRPs and DRPs at Cluster Level in FLN activities.**

As part of the FLN (Foundational Literacy and Numeracy) initiative, Key Resource Persons (KRPs) and District Resource Persons (DRPs) primarily selected from experienced SGTs (Secondary Grade Teachers) will be assigned one resource person per cluster complex. Their role is to effectively monitor, mentor, and support the implementation of FLN activities at the cluster level.

#### **Roles and Responsibilities of KRPs/DRPs:**

##### Leadership & Coordination

- Lead the FLN committee at the cluster level and ensure its smooth functioning.
- o

- Represent the committee in discussions with education departments and authorities.
  - Coordinate all FLN-related activities within the cluster complex.
- Monitoring & Field Engagement
  - Conduct regular school visits (at least once or twice a week) to observe classroom practices and FLN implementation.
  - Monitor and support teachers in executing the FLN pedagogy effectively.
  - Conduct frequent review meetings to review project progress in the meeting / cluster.
- Data & Reporting
  - Collect and analyse data related to FLN progress, challenges, and student outcomes.
  - Ensure timely submission of progress reports and documentation to the concerned authorities.
- Problem-Solving & Decision-Making
  - Identify issues at the field level and provide practical, actionable solutions.
  - Collaborate with committee members and recommend decisions to the chairperson for approval.
- Operational Oversight
  - Manage day-to-day FLN activities at the cluster level.
  - Facilitate communication and coordination among schools, teachers, and the education department.
  - Engage the community in improving student learning standards by actively involving mothers through monthly meetings and quarterly workshops.
  - Monitor the mother groups formations in each class.
  - To ensure the FLN gamification process is conducted at the cluster level to declare NIPUN-achieved schools after the SA1 exams or at the end of the academic year.
  - To monitor the number of schools that received badges upon being declared as NIPUN Achieved Schools.

#### **E. Cluster Complex Headmasters**

- Visit the schools at the cluster level and observe the learning outcomes of Grade 1 and 2 students as part of guaranteed FLN.
- Identify the gaps at the cluster level if any, and redress the issue with the support of MEO, Dy.EO and D.Eos.
- Ensure the FLN action plan, syllabus coverage,



learning outcomes, attendance, etc., in the Cluster Complexes are properly managed.

**F. DCEBs (District Common Examination Boards)**

- Develop and align assessment tools for tracking NIPUN Lakshyas.
- Support APCs and AMOs in conducting all FAs and SA's.
- Analyse student learning data and provide insights for improvement.
- Ensure schools have access to grade-level assessment materials.
- Provide support in data consolidation and sharing with DEOs.
- Ensure that the assessments are aligned with the curriculum.
- Ensure that all data related to assessments is submitted to the CSE site on time.

**G. AMO (Academic Monitoring Officer) – Cluster/Mandal Level Execution**

- Monitor and support FLN activities in all primary schools under their cluster.
- Conduct regular school visits as per job chart.
- Ensure effective use of academic materials (FLN kits, TLMs, etc.).
- Guide teachers in implementing play-based, child-centric approaches.
- Track student learning through assessment and classroom observation.
- Promote mother engagement activities and community participation.
- Identify schools for “NIPUN Achieved” certification.
- Conduct regular academic reviews with MEOs, KRPs, DRPs, and submit reports to APC and DEO's

**H. DyEO (Deputy Educational Officer) – Divisional Monitoring**

- Monitor FLN activities at the division/mandal level.
- Visit schools to observe foundational teaching and material usage.
- Review teacher training and implementation of FLN pedagogy.
- Track student learning outcomes.
- Coordinate with MEOs and CRPs for field-level follow-up.
- Submit monthly reports to the DEO.

**I. APC (Additional Project Co-ordinator) – District Academic Support**

- Plan, monitor, and ensure district-level FLN implementation.
- Coordinate FLN training, workshops, and follow-up support for teachers.
- Track learning outcomes and NIPUN Lakshya achievement using

assessments.

- Monitor use of FLN kits and materials in schools.
- Conduct academic visits and provide feedback to teachers.
- Promote parental engagement and gamification activities.
- Facilitate collaboration with NGOs, DRPs, CRPs, and MEOs.
- Conduct monthly reviews with DIETs and submit reports to DEO.

#### **J. DEO (District Educational Officer) – District Leadership**

- Oversee implementation of FLN and NIPUN Bharat in all primary schools.
- Conduct review meetings with APCs, AMOs, and MEOs.
- Ensure timely availability and utilization of FLN kits, TLMs, workbooks, etc.
- Monitor achievement of NIPUN Lakshyas using assessment data.
- Promote quality teacher training and academic follow-up.
- Visit schools to assess teaching-learning practices.
- Coordinate with RJD, SCERT for guidance and reporting.
- Submit regular updates to the RJDs and Commissioner of School Education.
- Map one SRP/DRP each from the provided list by SCERT/ Samagra Shiksha with one cluster each.

#### **K. RJD (Regional Joint Director) – Zonal Level Oversight**

- Ensure FLN and NIPUN Bharat guidelines are followed across all districts.
- Conduct reviews with DEOs, APCs, and AMOs on FLN progress and learning outcomes.
- Visit schools to monitor foundational classroom practices.
- Track district-wise data and provide strategic direction.
- Guide and support district teams in overcoming implementation challenges.
- Ensure quality and frequency of teacher trainings.
- Encourage declaration of “NIPUN Achieved Schools.”
- Submit reports to the Commissioner of School Education.

#### **Review by the committee (timelines)**

| <b>Committee</b> | <b>Members</b>   | <b>Meeting frequency</b> |
|------------------|--|--------------------------|
| State level      | 1. Director of School Education<br>2. SPD, Samagra Shiksha<br>3. Director, SCERT<br>4. JD SAMO | Once in a month          |
| District level   | RJD's, DEO's, SCERT faculty, APCs, DIETs principles, DyEOs, AMO's and DCEBs                    | Once in 15days           |
| Mandal level     | DIETs, MEOs, CMRTs and Subject experts (5 SGTs)  | Once in a week           |
| Cluster          | KRPS, DRPs and Cluster complex HM's.   | Once in a                |

|       |  |      |
|-------|--|------|
| level |  | week |
|-------|--|------|

### **Key Focus Areas and Accountability Guidelines:**

The Teams should focus and ensure the following :

- Efforts are made at each school level to improve Learning Outcomes across all classes.
- The Guaranteed FLN programme is implemented effectively in all primary schools.
- Steps have been initiated to enhance the learning competencies of students in Grades 1 and 2, in line with NIPUN Bharat goals of 4-5 sentence reading, writing, number recognition, addition and subtraction.
- The Cluster FLN team will monitor the materials supplied to school, such as the academic calendar, textbooks, workbooks, teacher handbooks, library kits, TLM kits, posters, etc. They will verify whether the materials have been received by the schools and ensure their proper utilisation in classroom.
- Bridge Courses are implemented efficiently in identified grades as per the guidelines (Vidya Pravesh for Grade 1&2, Readiness for Grade 3&5 and Readiness materials for 6<sup>th</sup> Grade).
- All schools are strictly adhering to the Academic Calendar components without deviation.
- On No Bag Days, observe whether DIET Student Teachers are conducting appropriate activities for students.
- For students with three or more consecutive days of absence, check whether house visits are being conducted. Confirm whether counsellors are also visiting the homes of such students.
- In high schools with low academic performance, subject-wise reviews are conducted regularly, and concerned teachers are reviewed multiple times to address performance gaps.
- Schools conduct internal academic reviews twice a week to monitor teaching effectiveness.
- Focus is placed on strengthening foundational skills in Grades 1 and 2, in primary schools.
- Teachers are making efforts to enhance students reading, writing and number sense.

The expenditure towards Travel Allowance for teams for SCERT, DIETs, KRPs and DRPs will be met from the funds released by Samagra Siksha, A.P as per APTA norms.

All the RJDSEs, DEOs, DIET Principals, SCERT Faculty, and DIET Student teachers shall take ownership of regular field visits, monitoring and documentation



of all activities should be meticulously recorded. Constructive feedback must be provided to schools, gaps and good practices shall be identified and findings shall be submitted to the concerned authorities. Engagement with communities and parents through positive reinforcement and transparent communication is to be encouraged.

However, the RJDSEs and DEOs are requested to instruct all the officers concerned and School Heads & Teachers across all managements to extend full cooperation and take ownership of the success of these initiatives. They must proactively engage with monitoring teams and treat their visits as opportunities for growth and improvement. It should not be treated as a routine exercise, but as a mission to revive the spirit of learning, responsibility, and excellence in the schools. All concerned must remain attentive, sincere, and committed to this academic transformation.

Therefore, all the Regional Joint Directors of School Education, District Educational Officers, Additional Project Coordinators (APCs) and DIET Principals are requested to take necessary action accordingly and submit the reports to the undersigned promptly without fail.

This item of works shall be given **Top Priority**.

- Encl:1. Annexure-1 (District in-charges from SCERT)  
2. Annexure-2 (Mandal in-charges from DIETs)  
3. Annexure -3 (List of FLN KRPs & DRPs)  
4. Guaranteed FLN Action Plan  
5. Nipun Andhra (Primary)  
6. Readiness (Vidya Pravesh)  
7. Observation Checklist for school visit.

**VIJAY RAMA RAJU V**  
**DIRECTOR OF SCHOOL EDUCATION**

To

All the Regional Joint Directors of School Education in the State  
All the District Educational Officers in the State  
All the Additional Project Coordinators, SS in the state  
All the Principals of DIETs in the State  
All the Deputy Educational Officers in the state  
All the Academic Monitoring Officers, SS in the state through APCs concerned  
All the DCEB Secretaries in the State through DEOs concerned  
All the Mandal Educational Officers in the state through DEOs concerned  
All the Cluster complex Headmasters in the state through DEOs concerned  
Copy to the Director, WD&CW, Andhra Pradesh, Amaravati for kind information.  
Copy to the State Project Director, Samagra Siksha, Andhra Pradesh, Amaravati for kind information.  
Copy submitted to the Secretary to Government, School Education, AP, Amaravathi, for the favour of kind information.

| Observation Form for "Grades 1 & 2:" AY 2025-26  |             |                   |  |  |                     |  |
|--|-------------|-------------------|--|--|---------------------|--|
| Observer's   | Name        |                   | UDISE code   |  | School Name         |  |
|  | Designation |                   | Mandal Name  |  | School Address      |  |
| Day & Date of  |             |                   | District Name  |  | Observation Timings |  |
| Time Spent   |             | <30 min, 30 to 60 |  |  |                     |  |
| <b>Basic Details</b>   |             |                   |  |  |                     |  |
| 1. What is the type of school?   |             |                   | 1. Model Foundation School (MFS)      2. Non-MFS   |  |                     |  |
| 2. Enrollment in each grade  |             |                   | Grade 1:      Grade 2:   |  |                     |  |
| 3. Attendance in each grade (Head-count)   |             |                   | Grade 1:      Grade 2:   |  |                     |  |
| 4. Are there separate classrooms available for each grade 1 and 2?   |             |                   | 1. Yes      2. No  |  |                     |  |
| 5. Are there separate teachers available for each grade 1 and 2?   |             |                   | 1. Yes      2. No  |  |                     |  |
| 6. If there is only 1 teacher for grades 1 & 2, are the 2 classes sitting together?                            |             |                   | 1. Yes      2. No  |  |                     |  |
| <b>Availability of Teaching-Learning Material</b>  |             |                   |  |  |                     |  |
| 1. What types of TLMs are available in class? (Multiple Options can be selected)                               |             |                   | 1. Play    2. Print    3. Handmade    4. Digital    5. None  |  |                     |  |
| 2. What types of gadgets are available in class? (Multiple Options can be selected)                            |             |                   | 1. TV    2. Speaker    3. Tablet    4. Computer    5. None   |  |                     |  |
| 3. If MFS, select the available resources (Multiple Options can be selected)                                   |             |                   | 1. Outdoor Play Material      2. Thematic Paintings  |  |                     |  |
| <b>Training Details</b>  |             |                   |  |  |                     |  |
| Teacher Name:  |             |                   | 1. Yes      2. No  |  |                     |  |
| Phone No.:   |             |                   |  |  |                     |  |
| 1. Has the teacher received any training in last one year?   |             |                   | 1. Yes      2. No  |  |                     |  |
| <b>Classroom Teaching Observation</b>  |             |                   |  |  |                     |  |
| Observed Classroom:  |             |                   | 1. One    2. Two    3. Both  |  |                     |  |
| 1. Which subject did you observe? (Multiple Options can be selected)   |             |                   | 1. Telugu    2. Math    3. English   |  |                     |  |
| 2.1 If you observed Telugu, which of the following activities were conducted by the teacher?                   |             |                   | 1. Kaburlu    2. Rhymes    3. Story related activity<br>4. Games    5. Writing    6. Textbook Related    7. Worksheet    9. No activity    10. Other                               |  |                     |  |
| 2.2 If you observed Math, which of the following activities were conducted by the teacher?                     |             |                   | 1. Pre-math (Shapes, Sizes, Colors, Classification etc.)    2. Number chart<br>3. Operations (+, -)    4. Textbook Related    8. Worksheet    9. No activity    10. Other          |  |                     |  |
| 2.3 If you observed English, which of the following activities were conducted by the teacher?                  |             |                   | 1. Vocabulary using relevant TLM    2. Alphabet Knowledge    3. Reading & Comprehension    4. Textbook Related    5. Worksheet    6. No activity    7. Other                       |  |                     |  |
| <b>Please answer questions numbered from 3 to 7 only for the subject-related activities that you observed.</b> |             |                   |  |  |                     |  |
| 3. Was the lesson plan created by the teacher?   |             |                   | 1. Yes      2. No  |  |                     |  |
| 4. Was the teacher using appropriate TLM during the activity?  |             |                   | 1. Yes      2. No  |  |                     |  |
| 5. Was the activity being handled by the teacher according to set of instructions?                             |             |                   | 1. Yes      2. No  |  |                     |  |
| 6. Was the teacher giving instructions clearly to the children?  |             |                   | 1. Yes      2. No  |  |                     |  |
| 7. If both classes were combined together, was the teacher changing the complexity of the activity as          |             |                   | 1. Yes      2. No  |  |                     |  |
| <b>Overall Classroom Observation</b>   |             |                   |  |  |                     |  |
| 1. Was the teacher forming different seating arrangements of children in class while teaching?                 |             |                   | 1. Yes      2. No  |  |                     |  |
| 2. Was the teacher following the class time-table?   |             |                   | 1. Yes      2. No  |  |                     |  |
| 3. During your visit teacher was :   |             |                   | 1. Speaking for maximum time in class with children in big group (big group -lecture based method)<br>2. children were doing worksheets for most of the time (individual activity) |  |                     |  |
| 4. Did majority children appear engaged in the classroom activity?   |             |                   | 1. Yes      2. No  |  |                     |  |
| 5.1 Did you observe four corners in class?   |             |                   | 1. Yes      2. No  |  |                     |  |
| 5.2 If yes, did you see free play activities taking place?   |             |                   | 1. Yes      2. No  |  |                     |  |
| 6. Was there an attendance chart maintained in class by children?  |             |                   | 1. Yes      2. No  |  |                     |  |
| 7. Did teacher do any opening/welcome activity with children before beginning the teaching-learning            |             |                   | 1. Yes      2. No      3. Could not Observe  |  |                     |  |
| Any qualitative feedback shared with the teacher?  |             |                   |  |  |                     |  |