

**PROCEEDINGS OF THE STATE PROJECT DIRECTOR,  
SAMAGRA SHIKSHA,ANDHRA PRADESH  
Present:-Sri B.Srinivasa Rao.,IAS**

RC.NO.SS-15022/5/2024-SAMO-SSA

Dated:18/09/2024

**Sub:-** Samagra Shiksha,AP-SALT -Roll out of TPD Maths Blended Learning Course for Primary teachers -Orders Issued-Reg.

**Ref:-** 1.AP-SALT Project,Andhra Pradesh [G.O.Ms.No.4,School Education (Prog.II),30th January,2022.]  
2.Mail from LFE on 12/9/2024  
3.Minutes of Meeting on LFE -TPD Maths Course on 11/9/2024.  
4.R.C.No.ESE02/572/2023-SCERT,Dated:07/09/2023

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The attention of the Regional Joint Directors of School Education and District Educational Officers and Additional Project Coordinator's of Samagra shiksha in the state is drawp to the reference cited regarding the SALT project. As part of this initiative,a bleoded Teacher Training Course for primary school teachers,specifically for Mathematics,has been developed by the SALT Technical Support Agency in collabapation with SCERT-AP,based on the Teacher Need Analysis (TNA)Survey conductedg 2023.A total of 40,754 teachers opted for TPD(Mathematics)course through theTNA.

By adopting the need-based approach,the course is designed to address the identified needs directly,ensuring the content is relevant,practical,and tailored to the teachers'specific context.

The Dept of School Education is rolling out the Teacher Professional Development (TPD)course on "Understanding and Fluency with Bigger Numbers for Primary Teachers"across all government schools in Andhra Pradesh for the academic year 2024-25,starting from 26th September 2024.The aim of this course is to improve learning outcomes and enhance the quality of teaching practices in the state of Andhra Pradesh.

The schedule for TPD(Mathematics)roll out is as follows:

**SCHEDULE**

| Activities as part of Course Engagement   | Start date | End date  | Mode of Engagement |
|---|------------|-----------|--------------------|
| Orientation on Mathematics Course to KRPs &KRP On-boarding Process by District Coordinators +Pre-Test Completion + Module -1 Completion | 20/09/2024 | 1/10/2024 | Online,MRC         |

|   |            |            |                                       |
|---|------------|------------|---------------------------------------|
| Orientation on Mathematics Course to enrolled Teachers & On-boarding Process by KRPs +Pre-Test Completion+Module-1 Completion | 26/09/2024 | 15/10/2024 | Online, Module Consumption-Self-Paced |
| PLC-1 for KRPs by ICs & Dry Run   | 14/10/2024 | 15/10/2024 | Online                                |
| PLC-1 to Primary Mathematics Teachers in Complex Meetings   | 16/10/2024 | 17/10/2024 | person in complex meetings            |
| KRP Module -2 Completion  | 18/10/2024 | 30/10/2024 | Online                                |
| Teacher Module-2 Completion   | 18/10/2024 | 8/11/2024  | Online, Self-Paced                    |
| PLC-2 for KRPs by ICs and Dry Run   | 4/11/2024  | 8/11/2024  | Online                                |
| PLC-2 to Primary Mathematics Teachers in Complex Meetings   | 16/11/2024 | 18/11/2024 | In-person, complex meetings           |
| KRPs Post-Test Completion   | 04/11/2024 | 08/11/2024 | Online                                |
| Teachers Post-Test Completion   | 19/11/2024 | 23/11/2024 | Online                                |

**The Details of the Course is as follows:**

a) **Course Outlook:** The course will be offered to the primary grade teachers of Grades 3 to 5 who choose to enhance their subject-specific expertise in foundational mathematics. Primary teachers who selected "Friendship with Numbers" in the TNA survey (2023-24) will be automatically enrolled in this course and will be required to complete it mandatorily.

b) This course will follow a blended learning model and be followed by two Peer Learning Circles (PLCs) in the school complex meeting. The online component includes conceptual videos, classroom demonstration videos, reading materials, and quizzes as course content, along with a pre-test and post-test and offline engagement through Peer Learning Circles (PLCs). PLCs consist of group activities, reflections, and sharing of best practices & challenges, and experiences from the course, which leads to a better understanding & application of concepts.

c) The online course content for this program will be delivered through a teacher training Learning Management System (LMS) called 'FIRKI.' This will be complemented by offline engagement through Peer Learning Circles (PLCs) during monthly school-complex meetings.

D)To provide continuous support during the course,Key Resource Persons (KRPs)(primary teachers)nominated based on selection criteria at the complex level-will assist enrolled teachers for doing the TDP mathematics course.The each KRP will be mapped to 20-25 teachers in their School complex.KRPs will orient teachers on the course,guide them through on boarding and course navigation,address technical and content-related challenges,and facilitate PLCs. Their detailed roles and responsibilities are attached to this file.

E)Since PLC-1 and PLC-2 are conducted as part of the primary complex meetings,teachers who did not enroll in this course will also participate in the group/peer learning space,providing opportunities for all teachers to share and learn from each other.

**Note:**

- 1.Complexes with 1 teacher interested in the course will be directly selected as KRP and they will have to facilitate the PLC during the complex meeting for other teachers.
- 2.In complexes with zero number of teachers who have selected this course, one of the teachers will be nominated as KRP by MEO-2 to ensure learning can be provided to all the primary teachers.

Best performing teachers &KRPs\based on the course consumption rate and active participation will be appreciated at the Mandal &district level by DEO.

**Monitoring and Support:**

Monitoring and Support Team at the State/&District Level to ensure effective implementation of course consumption is as follows:

- 1.TPD PoC,SALT,SCERT
- 2.Mathematics Committee from SCERT
- 3.TPD PoC,SALT,from Samagra Shiksha
- 4.DEOs
- 5.DIETs of Primary Mathematics,District Level
- 6.AMO,District Level
- 7.MEOs at Mandal Level
- 8.District Coordinators,Leadership For Equity

Further the detailed guidelines regarding course and Roles & Responsibilities of the KRPs and all monitoring &supporting team is placed in the annexure.

In this regard,the Regional Joint Directors of School Education,and all the District Educational Officers(ex-officio Project Coordinators Samagra Shiksha) and Additional Project Coordinator's of the Samagra Shiksha in the State in the state are instructed to issue the necessary orders to all the Academic Monitoring officers(AMO),Assistant AMOs,Mandal Education Officers(MEO-II),school complex HMs and HMs to take up the responsibilities mentioned in the annexure

for the successful completion of courses for teachers.

Encl:Annexure

**B Srinivasa Rao I AS**  
**State Project Director**  
**Samagra Shiksha**

To  
The Regional Joint Directors of School Education,Andhra Pradesh  
The District Educational Officers &Ex-officio Project Coordinators Samagra  
Shiksha in the state.  
The Additional Project Coordinator's of the Samagra Shiksha in the State.  
The Manager,LFE,SALT Building

Copy to

The Director SCERT,Andhra Pradesh  
Copy submitted to the Director of School Education f/o information  
Copy Submitted to the Secretary to Govt,Department of School Education,  
Andhra Pradesh f/o of informafion.

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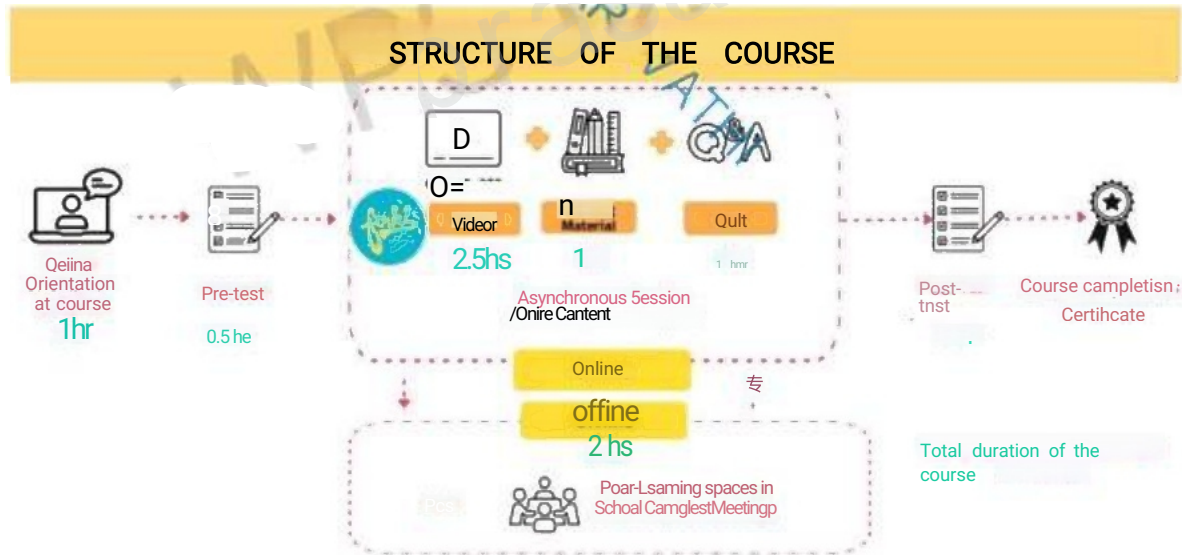
SAMAGRA SHIKSHA  
ANDHRA PRADESH

## ANNEXURE

### DETAILED COURSE INSTRUCTIONS FOR ENROLLED TEACHERS: & ROLES AND RESPONSIBILITIES OF MONITORING & SUPPORTING TEAM

All teachers who are enrolled in this course must download the FIRKI app from the Play Store. Using the login credentials provided by the state (**Username: Registered mobile number; Password: tpd@2024**), enrolled teachers should register on the FIRKI platform.

The FIRKI app can be downloaded on the mobile from the App Store. Alternatively, it can be accessed through any web browser on- <https://firki.co>.



#### Pre-test:

All enrolled teachers must complete the pre-test on the FIRKI platform before accessing Module 1 content.

#### Module1 Consumption:

Teachers are required to complete all topics in Module 1 within the given timeline. They should apply the strategies in their classrooms and note any challenges or difficulties for discussion with their KRP or during PLC-1.

### **PLC-1**

### **Participation:**

Before attending PLC-1, teachers must complete Module 1. During PLC-1 at school complex meetings, teachers will discuss course concepts, collaborate on a group assignment, and submit their individual assignments for Module 1. Non-enrolled teachers will also participate in these discussions. Teachers can share challenges or best practices and seek peer support.

### **Module**

2

### **Consumption:** Teachers must

complete all topics in Module 2 within the designated timeline and apply the strategies in their classrooms. Challenges or difficulties can be discussed with their KRP or during PLC-2.

### **PLC-2**

### **Participation:**

Before attending PLC-2, teachers must complete Module 2. During PLC-2, teachers will discuss course concepts, prepare a group assignment, and submit their individual assignments. Non-enrolled teachers will also take part. Teachers can continue to share challenges and best practices for classroom application.

### **Post-test:**

All teachers must complete the post-test at the end of the course. A completion certificate will be awarded based on participation and performance.

### **Course**

### **Timeline:**

The course will be rolled out over two months, with one module released each month. All course components, including PLCs, must be completed between September 27 and October 3 to receive credit. Completion requires full participation in both modules and PLCs.

## **The roles and responsibilities of enrolled teachers will be as follows:**

- Attempting the pre-test to start off the mathematics course on Understanding and Fluency with Bigger Numbers.

- Complete the consumption of conceptual videos, demonstration videos, quizzes, reading material etc, which are necessary to complete the course.
- Coordinate with the KRPs for any doubt clarifications.
- Attempt the teaching strategies provided in the course in the classroom and journal the learnings and challenges.
- Attending and actively taking part in the PLC 1 and PLC 2 discussions doing the group assignments and uploading them on the Firki platform. Provide feedback on PLCs.
- Attempting the post-test after the course consumption to ensure course completion. Provide the overall feedback on the course.
- Download the certificate after completing the

## **The roles and responsibilities of KRPs will be as follows:**

### **Pre-course consumption of the teachers:**

- Consume the Mathematics Course **Understanding and Fluency with Bigger Numbers** before teachers start the course consumption
- Teacher orientation to all enrolled teachers on the log-in creation process and onboarding
- Coordinate with the MEO -2 to ensure 100% of teachers can access the course of Firki. MEO -2 can be nominated by DEO to enable focussed attention in these efforts.

### **During the course consumption:**

- Ensure that all the teachers have completed the course components pre-test, module 1 and 2 as per the timelines provided.
- Provide continuous support to the teachers in terms of any challenges they face regarding course content and also provide support for any technical issues faced by the teachers
- Provide continuous support to the teachers in navigating the Firki platform and help them consume the course effectively.
- Daily monitoring of the course consumption status of the teachers and follow-up with the teachers to expedite the consumption process
- Provide regular updates on the status of the mathematics course consumption to MEO -2 -
- Conduct online/offline review meetings with teachers to address any

- key challenges faced by them on a need basis
- Appreciating the teachers on a regular basis who are completing the course and sharing their learnings during review meetings
  - Facilitating the PLC discussions (at the school complex meeting) and creating a learning and discussion space for all the teachers
  - Ensure that all the teachers have completed the post-test after consuming both the modules of the course.

### **Post-course consumption:**

- Help the teachers navigate the platform while filing the feedback form and downloading the course completion certificate.
- Celebrate and acknowledge the teachers and their efforts and engagement as per set expectations.
- Do classroom observations for a selected sample size of teachers on their application and further support the teachers.

### **The roles and responsibilities of the Mandal Education Officers will be as follows:**

- Every week, the MEO-2 needs to review the course consumption rate by the teachers at the Mandal Level and take necessary actions based on the consumption rate and completion status of the pre-test, 2 modules, PLC attendance, and post-test.
- Facilitating review meetings with KRPs to monitor the progress of teacher's consumption of the course. Acknowledging and appreciating the KRPs' efforts in fulfilling their responsibilities and addressing any challenges from teachers.
- Prepare weekly reports on the course consumption by the teachers, prepare action plans for the KRPs accordingly, and submit them to the DEO -every week.
- Supporting the district representative from the SALT technical agency (Leadership For Equity) for the effective consumption of courses by teachers
- Monitoring the effectiveness of conducting PLCs in complex meetings and filling out the monitoring form



## **The roles and responsibilities of the DEOs & Academic Monitoring Officer will be as follows:**

- Review the course consumption rate by the teachers at the district level monthly. Take necessary actions based on the consumption rate and completion status of the pre-test, 2 modules, PLC attendance, and post-test.
- Prepare monthly reports on the course consumption by the teachers, prepare action plans for the districts accordingly, and submit them to the state every month.
- Assisting the district representative of SALT from the SALT technical agency (Leadership For Equity) with any type of data request.
- Monitoring complex level meetings in the district and giving inputs.
- DIET faculty for Primary grades, specializing in Mathematics, can act as subject experts to guide teachers in their district on the course content throughout the entire duration of the course.

