

KEY NOTE ON CONVERGENCE OF TWO SYSTEMS IN SCHOOL EDUCATION

Convergence of School Education system and Intermediate Education system

- ❖ NEP 2020 proposes unification of the school system and intermediate system i.e., 5+3+3+4 system of education.
- ❖ It also proposes 50 % of vocationalization of students enrolled in the 9th to 12th pattern of education.
- ❖ In the case of AP, due to the presidential order, a constitutional obligation with 371 (D) of the constitution governs it.
- ❖ An amendment for the same need to be prepared with the last structure as a separate cadre for 9th to 12th standards to be regulated, monitored and having a administrative control over these classes irrespective of the managements.
- ❖ Where unification is not possible, other means and amendments for the rules may be worked out for the implementation of the proposed structure.
- ❖ Until the amendment is sought, both structures with their respective rules and regulations governing them shall be converged and can become operable.
- ❖ This operationability shall be worked out both at the HOD level, zonal level and the district level.
- ❖ This operationability demands that the control, regulation and monitoring of the system i.e., 0 to 12th standards by two regulatory bodies brought under one control.
- ❖ The commissioner of Higher Secondary School Education would control the following four Directorates of the system.
 - 1) Director of Foundation stage (Nursery, LKG, UKG, 1st & 2nd standards)
 - 2) Director of Primary stage (3rd, 4th and 5th standards)
 - 3) Director of U.P. or Middle School stage (6th, 7th and 8th standards)
 - 4) Director of Higher Secondary stage (9th to 12th standards)
 - (Where both Secondary i.e., 9th & 10th standards and Higher Secondary i.e., 11th & 12th standards can be merged into one as Higher Secondary stage under the control of one Directorate).
- ❖ The two levels of control can become operation with 0-8th being monitored, regulated and controlled by School Education DEO's and RJDIE's as they fall under child management and are to follow child pedagogy.
- ❖ Directorate of Secondary and Higher Secondary Education to be controlled monitored and regulated by the Officers of Intermediate Education as DIEO's and RJDIE's as they are under Adolescent management and Adolescent Pedagogy.

- ❖ The pedagogical differences between these structures are clearly reflected in the NEP 2020 in the stages of pedagogical teaching levels reflected for them as per their classes.
- ❖ With these structured pedagogical levels, convergence can be materialized from the root level itself, first moving with the co-located schools and colleges, and then, physically shifting the 9th and 10th standards to the 11th and 12th standards of the colleges and making the college as a unit.
- ❖ The re-designation of posts and re-designing of the roles need to be structured as per the NEP 2020 for efficacy and transparency of the administration.
- ❖ The Principal shall lead the college from 9th to 12th standards and the school Headmaster shall monitor the school from 8th standard onwards as mentioned in the NEP-2020 (a sort of reverting back to the earlier system of 1992, where school and college operated under the guidance of the principal and school Headmaster).
- ❖ Separate duties and responsibilities for the same should be charted out both academic, administrative, regulatory.
- ❖ PGT role need to be worked out for 9th and 10th standards and 11th and 12th standards like Model Schools, High School+ colleges, KGBV schools and some where the schooling is from 1st to 12th standards.
- ❖ It has been recognized by the Government that there are six (6) different types of schools as detailed below:

- 1) 1st to 12th standards
- 2) 8th to 12th standards
- 3) 6th to 10th standards
- 4) 3rd to 10th standards
- 5) 1st to 5th standards
- 6) 1st to 3rd standards

And 11th & 12th standards separately.

- ❖ Various methods of physical integration of these schools from 0 to 8th and 9th to 12th standards need to be worked out.
- ❖ Procedural framework for the same need to be worked out with a roadmap for the same with implementation in a phased manner, spread over a period of two years.
- ❖ With District re-organization, 13 districts have been re-organized into 26 districts.
- ❖ The Government of Andhra Pradesh has accepted to implement the NEP 2020 in both letter and spirit and already the process is being implemented from 2020 onwards.
- ❖ Apart from this, the Government of Andhra Pradesh has accepted to affiliate all the schools to the CBSE pattern.

- ❖ At present the 8th standard is being run on CBSE pattern.
- ❖ By 2025-26, Intermediate 1st year i.e., 11th standard would come into CBSE affiliation and examinations are to be conducted by the hand holding of CBSE.
- ❖ Board of Intermediate Education is contemplating to introduce CBSE for 11th standard from 2025-26 onwards and 12th standard from 2026-27 onwards.
- ❖ Expert Committee, Academic Standing Committee and the Subject Committees along with other experts in the field are to decide upon the mode of examination to be conducted to the students with CBSE syllabus.
- ❖ It is proposed to form an amendment to the Presidential order, suggesting the implementation of another cadre between School Education and Higher Education, encompassing 9th to 12th classes with backward linkages to School Education and forward linkages with Higher Education for all practical purposes. NEP 2020 suggests a continuous streaming of learning inputs and outputs on a credit structure from foundation stage to Higher Education. These linkages with School Education and Higher Education need to be strengthened for the effective implementation of the same.
- ❖ NEP 2020 also suggests that assessment of the student/learner should take place not only from the foundation stage, but also during the drop out period and assessment of his learning to be made on a systematic basis.
- ❖ Implementation of NEP 2020 should make a beginning from the school level by trying to implement it in co-located schools, colleges, and schools being upgraded up to 12th standard.
- ❖ In the second phase, the other classes i.e., 9th and 10th standards shall be brought into its purview and by the third phase there shall be total convergence of School Education and Intermediate Education.
- ❖ Various circulars, memos, G.Os and other service rules guarding the same need to be suspended, amended or new one to be brought about for effective implementation of the NEP 2020.
- ❖ Duties and responsibilities of the officers need to be carefully and cautiously chalked out.
- ❖ The School Education and the Intermediate Education have re-organized their districts as per the state policy into 26 districts and appointed officers for the same.
- ❖ Clear cut duties and responsibilities for the same are to be charted out by the School Education and Intermediate Education in cognisance of convergence model proposed to be implemented.
- ❖ Zonal level integration of the same need to be made with the verticals assigned at the HOD level down to college level.
- ❖ G.O. No.'s 134, 164 have been issued by the Government of AP to work out modalities for the convergence of the two systems of education i.e., School Education and Intermediate Education, with a view to be unified later with the amendment to be proposed to the Union Government for the article 371(D) of the Constitution for effective implementation of the NEP 2020.

- ❖ Synchronous methodology for the integration of all the verticals of the system need to be worked out, i.e., Samagra Shiksha or (to be initiated - State Branch of National Council of Vocational Education), State Institute of Vocational Education of Intermediate Education, SCERT and proposed Gurukul (and integrated wing consisting of Accreditation, Assessment, Curriculum Development, Training and Recruitment - a converged Educational Research Training Wing), Accounts and Audit, General Administration, BIE-Examinations, IT wing and Legal cell.
- ❖ It is proposed to appoint Academic Co-ordinators for each district and each zone who would co-ordinate with the proposed Gurukul for effective implementation of all the policies and decision taken for improvisation of the students learning methodology at Intermediate level.
- ❖ Similarly, Vocational Nodal Officers are proposed at District level, Zonal level and to colleges where the no. of courses is more than 7 in number to look after the OJT for coordinating with industries, other agencies, entrepreneurship and placements of the vocational students at Intermediate level.
- ❖ It is proposed to convert the vocational courses as electives and to be offered to the students to select one of their choices for each year and each elective to be broken into two, one for each year or four depending upon the examination pattern to be held.
- ❖ Flexibility of the choice of subjects, reduce the load of the students, stress free education, joyful education, holistic assessment of the student, vocationalization of education for at least 50% of the enrolled students is some of the key factors of NEP 2020 for being implemented.
- ❖ Term text books in bilingual mode may be explored from 9th class onwards for an onward method of semester system to be implemented which facilitates downloading the syllabus, reduction of load, stress free education and giving scope for other electives proposed to be followed in the colleges and schools.
- ❖ Decision needs to be taken regarding implementation of the CBSE syllabus for 11th standard onwards from 2025-26 and 12th standard from 2026-27 onwards.
- ❖ It recommends semesterization of the examinations to reduce work load on the students stress because of three board examinations.
- ❖ Council of Educational Technology has proposed digitalization of educational services and would give a hand holding for the same.
- ❖ In view of the stress, students are facing with Board examinations; NEP 2020 has done away with 10th Board altogether and Inter Board or 12th Board, stays, doing away with 11th Board examination.
- ❖ 10th and 11th classes are to conduct formative examinations and have an assessment of the student's performance.
- ❖ It has proposed that there shall be no Board examinations for 10th, 11th standards and Board examinations only for 12th standard.

- ❖ Formative and summative examinations are to be conducted with marks for internal examinations.
- ❖ There should be a grid of marks to clearly and transparently assess the students on his extra-curricular, co-curricular and other talents of the students including sports, regular attendance and his attitudinal behavioural aspects in the college.
- ❖ Board should design a 360° holistic progress card to be implanted, and already it is under preparation by the NCERT.
- ❖ Even the co-curricular and other aspects like Physical Education and the student's talents may be evaluated by an assessment and shall be put up on a matrix to be scientifically assessed.
- ❖ Continuous and comprehensive evaluation may be carried out in all the fields and the assessment may be made on a 360° degree progress card designed especially for this purpose.
- ❖ Convergence of the School Education and Intermediate Education shall take place in three phases.
- ❖ Conversion on an autonomous body of Board of Intermediate Education into a Government Body for the conduct of the examinations.
- ❖ The posts of Joint Secretaries and Deputy Secretaries should be replaced with Joint Director, Deputy Director and assistant Director in the Government body of the Board to be newly constituted.
- ❖ There shall be an Additional Director for Academics, an Additional Director for Administration, an Additional Director for Gurukulam with Joint Directors for Accounts and Audit, Director or Controller of Examinations for examinations, Professor for State Institute of Vocational Examinations, Director for Accreditation, Director for Assessment, Director for Curriculum Studies, Director for Training, Director for Recruitment, Director for Administration, Joint Director for Academic and Joint Director for Administration.
- ❖ The integrated roles, duties and responsibilities of these officers need to be carefully designed to be made accountable and transparent manner.
- ❖ This phase also includes the district re-organization of the district officers and appointment of the same, conduct of the examinations in the specified DIEOs for the 26 districts have been appointed by re-designing their roles and integrating the powers of RIOs with that of DIEOs in the district.
- ❖ Assignment of the duties and responsibilities of RIOs and their staff to the district DIEOs is also to be made.
 - Duties and responsibilities of DIEOs need to be clearly framed out and chalked out with their work flow, duties & responsibilities.
 - Creation of new posts to be vertical with that of the School Education has been created and designated as District Academic Co-ordinator and Deputy Controller of Examinations for each district to assist the DIEOs in examination duties, conduct of examinations and conduct of

spot valuation to be an Academic regulator of all types of colleges under the control of DCEO and regular monitor and assess the progress of the colleges, students and teachers performance in the district.

- As a District Academic Co-ordinator, he would see to the base line testing, measures for the baseline testing, assessment of the colleges, co-ordinate with the assessment team, co-ordinate with the Accreditation team for grading the colleges, schools, implementation of the curriculum & capacity building measures as instructed from time to time by the curriculum & development wing and to conduct the training programmes, or online training programmes as suggested from time to time, inform the no. of vacancies for recruitment from time to time.
- Zonal Academic Co-ordinator and the District & Zonal Vocational Nodal Officers shall work in co-ordination for implementation of the training programmes and other such activities initiated from time to time by the BIE or on the instruction of the NCERT.
- Duties, responsibilities, roles and rules are to be framed for the same.
- Academic Co-ordinator and Deputy Controller of Examinations is a deputation post for a period of two years from the cadre of Junior Lecturer.
- In places, where the vocational centres are placed, Vocational Junior Lecturer shall be placed as his assistant till the completion of the examinations.
- In the zonal set up also, similar exercise need to be done regarding the integration of the examination system into the zonal office for continuous valuation and comprehensive evaluation.
- The office staff need to be integrated with administration, general control like assessment, performance, academic audit of the colleges, students, Junior Lecturers, Principals and financial audit of colleges of the zone in a periodical manner, with specific training for the same and examination control being assigned to one superintendent. This should align with the verticals of the entire HoD.

NOTE

This is the structure which has been viewed to be made in future merger with the School Education.

Grievances, suggestions, improvisation and other subject matters related to services regarding this may be invited from Recognized and Registered Associations of Intermediate Education and School Education Departments to the following e-mail addresses.

- 1) For Intermediate Education: ie.grievance@gmail.com
- 2) For School Education: cse.grievance1@gmail.com