MISSION SALIENCE AND COMMUNICATION

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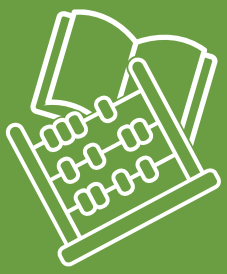
ASSESSMENT OF LEARNING OUTCOMES AND TARGET SETTING

PILLAR 02

TEACHING LEARNING MATERIAL (TLM) AND RESOURCES FOR STUDENTS



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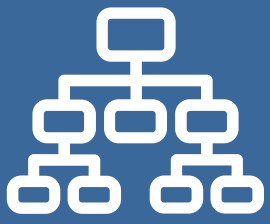

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ABOUT THIS COMPENDIUM

The NIPUN Bharat Mission articulates a singular national commitment: that every child attains foundational literacy and numeracy skills by the end of Grade 3. The realisation of this commitment rests with States and Union Territories, whose responsibility it is to translate a national framework into classroom practice. In discharging this responsibility, States and UTs have demonstrated considerable pedagogical and administrative ingenuity, designing and adapting interventions to suit their particular contexts, capacities, and populations of learners.

This Compendium documents that accumulated experience. It assembles field-tested practices in foundational literacy and numeracy implementation from across States and Union Territories, presented not as isolated accounts of success but as a structured body of evidence from which other systems may learn and build.

To make the practices easy to comprehend, they are organised under 10 pillars, each representing a core area of mission delivery. These domains encompass the articulation of the mission, the assessment of learning, the provision of resources to children and teachers, the systems of teacher training, academic mentoring, and governance, and the enabling contributions of early childhood education, decentralised institutions, and the wider community. Taken together, the pillars describe the complete delivery chain of foundational learning, from policy intent to learning outcomes.

All states and UTs are following the guidelines of the NIPUN Bharat Mission. This compendium curates a few highlights from the states where CSF is present. All statistics on schools, teachers, and students are taken from information available in the public domain, such as UDISE, State Websites, and information provided by State Project Management Unit teams at CSF.

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Encompasses the strategy and instruments through which the State builds visibility, shared understanding, and collective commitment around the FLN goal. It covers the articulation and branding of the State mission, structured communication to officials and frontline functionaries, and outreach to teachers, parents, and the public through mass media, digital platforms, school-level signage, and campaigns. The pillar establishes the awareness and motivation base on which all subsequent FLN interventions depend.

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Uttar Pradesh: Making FLN a System Priority

Building political and administrative will for FLN in UP

State/UT	Uttar Pradesh
Schools with FLN Grades	~1,11,430
Primary Grade Teachers	~4,56,358
Students in FLN Grades	~74,47,244

Issue:

Despite strong momentum under the NIPUN Bharat Mission, sustaining a consistent system-wide focus on foundational literacy and numeracy (FLN) remained a key challenge. The system faced gaps in classroom-level visibility, structured academic reviews, timely use of learning data, and alignment of field support toward learning outcomes.

Adoption Model:

- Uttar Pradesh adopted a **leadership-driven, system-embedded approach**, with sustained engagement from the Hon'ble Chief Minister, Additional Chief Secretary (Elementary Education), and DGSE helping maintain salience around FLN and enabling faster policy and implementation decisions.

- **Structured review mechanisms spanning state, district, and block levels** including a regular review cadence with the ACS, Elementary Education- integrated FLN into governance forums, using data dashboards, assessment insights, and mentoring feedback to strengthen accountability and unblock scale-up of material tracking, teacher support, assessment systems, and digital learning.

- Mission communication was reinforced through **state directives, training, digital platforms, and recognition mechanisms like NIPUN Vidyalaya felicitation, with field insights from DPMUs continuously escalated** to senior leadership for joint problem-solving and course correction.

- Uttar Pradesh advocated for a **"NIPUN 2.0" framework** at the **Chief Secretaries' Conference, 2025**, contributing to national salience around extending NIPUN priorities and **expanding mission scope up to Grade 5**.

- To institutionalise FLN beyond a time-bound mission, **foundational learning, ECCE, and EdTech priorities were embedded within "Viksit Uttar Pradesh 2047"**, with CSF co-hosting stakeholder consultations to position FLN as a core pillar of the state's long-term human capital agenda.

Impact:

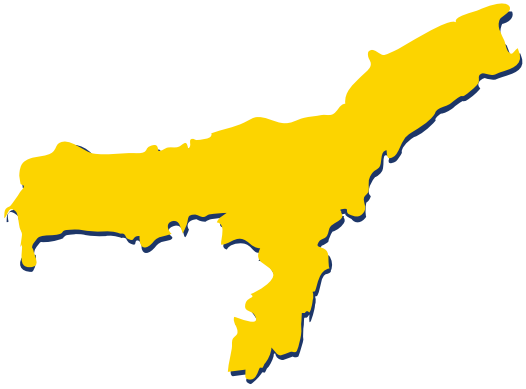
FLN institutionalised as a long-term state reform priority. Regular engagement with Hon'ble CM, CS, ACS, and district leadership on FLN priorities. Structured review mechanisms strengthened accountability and ownership of implementation. Faster turnaround time through continuous reviews and escalation mechanisms. UP emerged as a leading advocate for NIPUN 2.0 and mission extension. DPMU insights and assessment data regularly informed leadership decision-making. Key initiatives and budgets, including State DPMU setup (AY25–26), were operationalised. FLN is integrated into the Viksit Uttar Pradesh 2047 vision.

Central Square Foundation, participated in panel discussions on shaping the Vision 2047 roadmap for the Uttar Pradesh Basic Education Department

The Central Square Foundation leadership team shared the CSF Annual Report with Partha Sarthi Sen Sharma, Additional Chief Secretary, Basic and Secondary Education, Government of Uttar Pradesh.

Assam: NIPUN Salience & Communication Model

Political ownership, administrative urgency, and community engagement gave impetus to foundational learning



State/UT	Assam
Schools with FLN Grades	~38,000
Primary Grade Teachers	~1,24,000
Students in FLN Grades	~22,04,903

Issue:

When early-grade learning gaps are invisible to leadership, administration, and communities, they remain hidden within the school system and compound over time. Without deliberate communication across levels - from the Chief Minister's (CM) office to the school community - foundational learning risked remaining a technical agenda managed within the education department, rather than a mission understood and owned across the system.

Adoption Model:

- Assam addressed the risk of foundational learning remaining a technical, department-owned agenda by building **mission salience across four mutually reinforcing levels under NIPUN Axom** - political, administrative, teacher, and community.

- At the **political leadership** level, the **Chief Minister's public launch** made foundational learning a state priority rather than a departmental scheme, with the **Education Minister sustaining visibility** through reviews, public platforms, and social media to prevent post-launch drift.

- **Administrative prioritisation** was driven by **weekly implementation reviews by the Mission Director**, District Education Officers oriented toward learning gaps and corrective action, and a **CM directive for every District Magistrate to adopt one NIPUN Block** as a lighthouse for demonstration and scale.

- **Teacher mobilisation** positioned teachers as central actors - reached through training, certification, TLM-use videos, posters, and the NIPUN Axom booklet - with TLM Mela competitions converting mission goals into next-day classroom action.

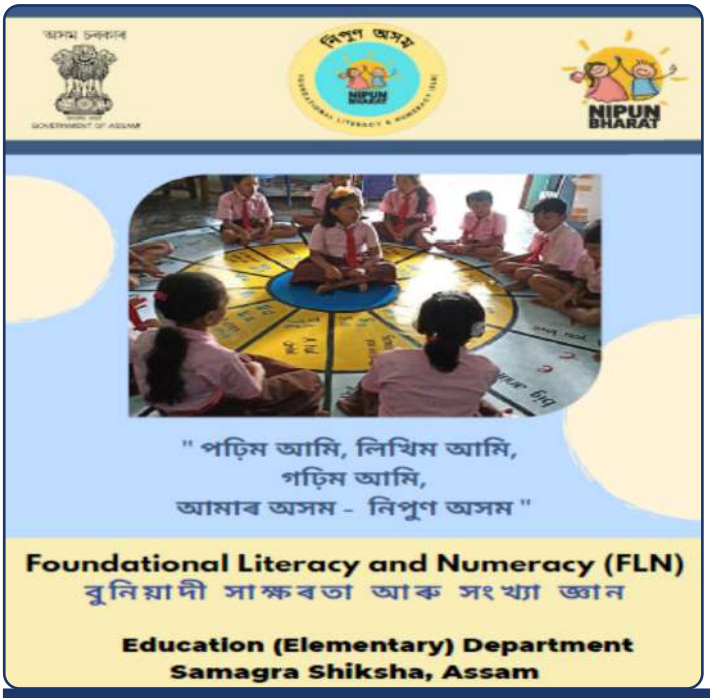
- **Community engagement** was built through **NIPUN Axom Day** and school-level activities that drew parents and SMCs into early-grade learning conversations, with **community-led TLM preparation** embedding foundational learning as a shared responsibility.

- **Implementation followed layered accountability**: the CM's Office and Education Minister's Office anchored political ownership; Samagra Shiksha Assam drove weekly reviews and ground-level follow-through; SCERT Assam led pedagogy and capacity building; DIETs delivered district-level orientation and mentoring; and CSF and other partners supported communication, capacity building, and assessment interpretation.

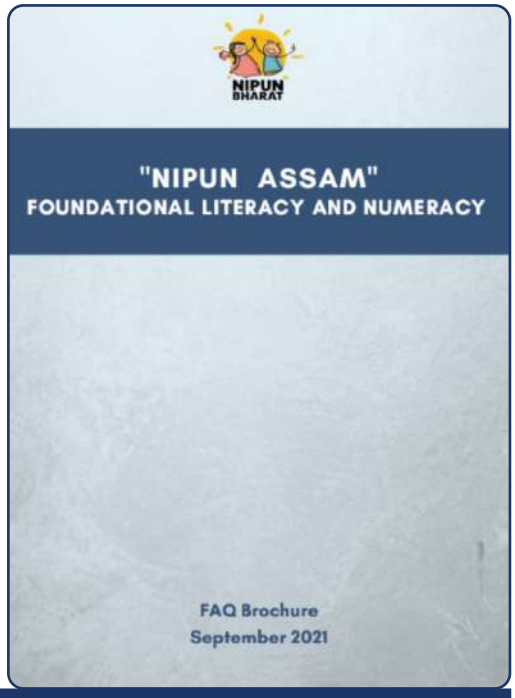
Launch of NIPUN Axom by Himanta Biswa Sarma, Hon'ble Chief Minister, Assam

Impact:

FLN became a named state priority, visible to political leadership, administrators, teachers, and communities. Learning poverty is openly recognised as a critical challenge; raised in CM-level reviews and public platforms. Reviews shifted to learning outcomes, assessment data, classroom practice, and corrective action. Teachers reached through training, videos, posters, TLM demonstrations, certification, and peer learning. SMCs and parents engaged through NIPUN Axom Day, low-cost TLM preparation, and school-level activities. Communication became mission-linked: one consistent message reinforced across leadership, administration, schools, and communities.



NIPUN Axom FAQ Booklet



NIPUN Axom FAQ Brochure

Haryana: Robust NIPUN Outreach

Campaigns, Competitions, and Events to build salience for NIPUN

State/UT	Haryana
Schools with FLN Grades	~8,654
Primary Grade Teachers	~32,000
Students in FLN Grades	~3,97,000

Issue:

NIPUN Haryana needed to become more than a government programme. It had to become a shared priority for everyone connected with children's learning — from the Education Minister and senior officials to district and block teams, teachers, mentors, parents, SMC members, and community representatives. The main challenge was to ensure everyone understood the NIPUN Lakshyas, their role in achieving them, and the importance of helping children meet clear grade-wise learning goals. The mission also needed a strong communication system to regularly share updates, best practices, classroom videos, parent messages, event information, and progress across the state in a simple and engaging way.

Adoption Model:

- NIPUN Haryana built a **multi-channel communication and outreach strategy, using YouTube, WhatsApp Channel, Instagram, Facebook, Twitter, LinkedIn, and print media** to share updates, success stories, classroom videos, Balgeets, and messages on children's learning goals.

- The **WhatsApp Channel was established as the central platform** for reaching teachers, parents, and officials with important information, supported by a dedicated graphic designer and AI tools that produced simple videos, posters, and visuals for easy understanding.

- Campaigns like **#MaiBhiNIPUN** mobilised ministers, officials, teachers, mentors, and parents to **publicly commit to making every child NIPUN**, turning the mission into a shared, visible movement.

- Branding was reinforced on the ground through **#MaiBhiNIPUN standees, NIPUN Lakshya posters, annual calendars, and standard training materials** (banners, posters, badges, certificates) across district and block offices and schools.

- Implementation drew on layered roles: the Education Minister and senior officials drove visibility through campaigns and public messaging; teachers and mentors contributed classroom stories and best practices; district and block teams led local dissemination and social media engagement; and print/digital media and national forums showcased the mission's achievements beyond the state.

Impact:

The communication strategy has significantly widened understanding and ownership of foundational learning goals across Haryana. NIPUN Haryana has built a combined social media following of ~71,900, growing 52% in the last 12 months, alongside regular print media coverage. Parent engagement has deepened through 6 play-based PTMs since March 2025, reaching over 4 lakh parents, while flagship events - NIPUN Ramleela, NIPUN Reporter, Print-Rich Classroom Competition, NIPUN Raftaar, and the SAUS Kit Video Competition - have embedded learning goals into culture, classroom design, literacy outcomes, and children's confidence and communication skills. Together, these efforts have shifted foundational learning from a department-led initiative into a visible, shared mission actively engaging teachers, parents, officials, and communities alike.

A shift towards SLOs: through strong IEC campaigns, competitions, and events

PILLAR 02

ASSESSMENT OF LEARNING OUTCOMES AND TARGET SETTING

Comprises the framework through which the State defines learning goals aligned to the NIPUN Lakshyas, sets measurable and time-bound targets across administrative tiers, and assesses children's attainment against them. It includes classroom-based formative assessment, periodic and annual assessments, and the institutional arrangements for goal-setting at the State, district, block, and school levels. The pillar provides the evidentiary basis for planning, review, and accountability.

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SYSTEM ASSESSMENT/ ANNUAL SURVEY

Telangana Annual State FLN Assessment

An independent annual survey of foundational learning in Grade 2, designed to guide district planning and action

Issue:

In 2022, Telangana had no reliable, independently verified way to track whether young children were learning basic reading and mathematics. School-reported data were not externally checked, learning gaps at the district level were invisible, and the **State lacked a regular system to set targets, guide teacher training, or allocate support** where it was needed most.

State/UT	Telangana
Schools with FLN Grades	~19,644
Primary Grade Teachers	~48,400
Students in FLN Grades	~8,53,611

Adoption Model:

- Every year since 2022–23, **SCERT has conducted** the **assessment** in all **33 districts, covering ~8,500 Grade 2 children across 1,750+ primary schools**. Children are assessed in **Telugu**, **Urdu**, **English**, and **Mathematics** through a carefully selected sample, not a census.
- In **literacy**, children are **tested** on **letter identification**, word reading, sentence reading, passage reading, and comprehension. In **numeracy**, on **number identification**, **comparison**, **addition**, **subtraction**, and **simple word problems**.
- Trained DIET students to conduct the assessments, improving the neutrality and reliability of results.
- **State-level Master Trainers** train **DIET students** district by district before each round. **Test tools are reviewed** and refined annually based on experience from prior years.
- **SCERT** leads **planning**, **tool design**, and **dissemination**; Central Square Foundation provides technical support for design, data analysis, and reporting; District Education Offices use results to set annual district-level targets.
- **Results feed** directly into **teacher training priorities**, **school support decisions**, and district improvement plans - assessment outputs drive action.

Impact:

Telangana now has a reliable, government-owned system for tracking early-grade learning, one that runs annually, reaches every district, and connects data to decisions. Across AY 2024–25 to AY 2025–26, measurable gains were recorded at the State level:

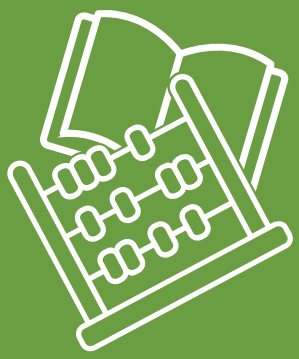
Telugu sentence reading	English sentence reading	Addition (with carry)	Subtraction (with borrow)
+6 pp	**+9 pp**	**+8 pp**	**+6 pp**
29% → 35%	20% → 29%	35% → 43%	24% → 30%

Narayanpet showed the strongest district gains: Telugu word reading rose by 19 pp (54% → 73%), English sentence reading by 29 pp (27% → 56%), and numeracy subtraction by 28 pp (24% → 52%). The assessment is now part of Telangana's standard academic calendar, making it a durable, state-owned capability rather than an externally driven exercise.

Field Investigators (DIET Students) conducting assessments:

Master Trainers trained at the State level

Field Investigators (DIET Students) trained at the district level



PILLAR 03

TEACHING LEARNING MATERIAL (TLM) AND RESOURCES FOR STUDENTS

Covers the learner-facing materials and resources developed, procured, and distributed by the State to enable activity-based foundational learning. It includes workbooks and practice material, graded and levelled reading resources, mathematics kits and manipulatives, print-rich and classroom environments. The pillar addresses both the quality and age-appropriateness of such resources and the systems ensuring their timely availability to every child.

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Bihar: FLN Kits & TLM Mela

Strengthening Foundational Learning through Activity-Based and Experiential Pedagogy

State/UT	Bihar
Schools with FLN Grades	~66,890
Primary Grade Teachers	~3,33,716
Students in FLN Grades	~67,89,197

Issue:

Foundational classrooms in Bihar largely relied on textbook-driven and rote-based teaching practices, limiting opportunities for experiential and hands-on learning among early-grade children. Teachers often lacked structured classroom resources and pedagogical support to explain abstract concepts in language and mathematics in engaging and child-friendly ways. There was also limited availability of standardised classroom teaching aids aligned with foundational literacy and numeracy (FLN) competencies envisioned under NEP 2020 and Mission NIPUN Bharat.

Adoption Model:

- The **School Education Department, Government of Bihar,** introduced **Teaching Learning Material (TLM) Kits for all Grade 1 and Grade 2** classrooms during 2022–23 under Mission NIPUN Bihar to strengthen foundational literacy and numeracy through activity-based learning.

- **Distribution of standardised FLN TLM Kits** across government schools for **Grades 1 and 2**, development of **subject-aligned and competency-based teaching aids for Hindi and Mathematics**. It also included the integration of manipulatives, games, visual demonstrations, and hands-on materials for classroom usage. Orientation and demonstration support for teachers through instructional videos and academic guidance was also provided.

- **Promotion of activity-based and experiential classroom pedagogy** aligned with NEP 2020 was also promoted.

- **SCERT Bihar led academic design**, TLM conceptualisation, and development of instructional support materials. **Bihar Education Project Council (BEPC)** supported implementation and statewide distribution. District and Block Education officials coordinated rollout and monitoring.

- **TLM Kits reached all Grade 1–2 classrooms** in every district during 2022–23, with TLM Melas institutionalised from cluster to district level and SOPs disseminated across 2024, 2025 and 2026.

Impact:

Textbook-dominated teaching gave way to an activity-based environment, structured FLN TLM Kits are available in classrooms, and abstract concepts are now taught through hands-on materials. Standardised TLM support has strengthened uniformity in FLN-focused classroom transactions across schools. The integration of pedagogy support, along with material distribution, improved actual classroom usage of TLMs rather than limiting them to storage and display. Teacher confidence has grown, demonstration videos are available, and isolated innovations have become institutionalised, teacher-led Melas. The initiative supported a shift from rote-based teaching towards competency-based and experiential pedagogy envisioned under NEP 2020.

Display of TLMs

Display of TLMs

Display of TLMs

Uttar Pradesh: Grade-wise TLM ecosystem

Building a grade-wise, hands-on learning ecosystem, from WonderBoxes in Balvatika to print-rich classrooms in Grades 1-3.

State/UT	Uttar Pradesh
Schools with FLN Grades	~1,11,430
Primary Grade Teachers	~4,56,358
Students in FLN Grades	~74,47,244

Issue:

Classrooms for Grades 1–3 lacked appropriate, structured Teaching-Learning Materials (TLM) to support Foundational Literacy and Numeracy (FLN) outcomes. The absence of grade-appropriate, hands-on, and print-rich materials meant that children, especially in Balvatika and early primary grades, had limited opportunities for experiential, play-based, and structured learning. Teachers relied on textbooks alone, with no supplementary tools to differentiate instruction or address diverse learning needs within the classroom.

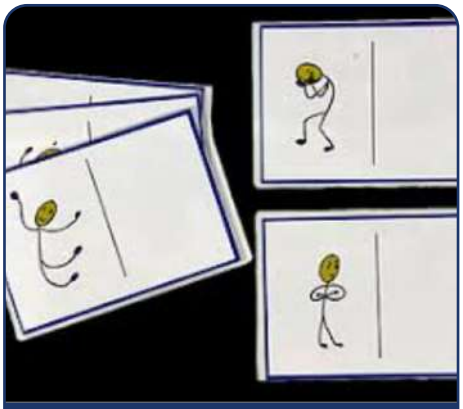
Adoption Model:

- Uttar Pradesh developed a comprehensive, pedagogy-based **TLM ecosystem for Grades 1–3**, covering literacy and numeracy, with per-child workbooks and print-rich material for primary grades and the **WonderBox Kit** - a play-based learning kit - for Balvatika, aligned with school readiness and NEP 2020.
- Materials were structured to support **120 minutes of daily literacy instruction over a 150-day instructional year,** following a six-day weekly cycle — 4 days of lesson-based teaching, 1 day of weekly assessment, and 1 day of remediation.
- TLMs were distributed at scale across government primary schools statewide, with WonderBox Kits reaching **approximately 52,000 Balvatika classrooms**, ensuring uniform access to classroom-aligned resources.
- Scale-up was reinforced through teacher training, district orientations, Sankul meetings, and mentoring visits, with **teachers oriented not just on material availability but on grade-appropriate pedagogy and integration with NIPUN Lakshyas**.
- Mentors, ARPs, SRGs, and DIET teams reinforced TLM usage during school visits and academic reviews, with continuous adoption supported through teacher handbooks, NIPUN Soochi, and digital teacher support platforms.
- **SCERT UP led the academic design framework** and instructional progression across grades, while IIT Gandhinagar contributed the WonderBox Kit, adapted for Balvatika under the NIPUN Bharat framework.

Impact:

A textbook-only teaching framework was replaced by a multi-modal TLM ecosystem. This includes workbooks, manipulatives, posters, and play kits. There are separate, structured materials for Grades 1, 2, and 3 with progressive complexity. Child-facing workbooks and a print-rich environment enable active, independent engagement. Maths Kits provide concrete, hands-on tools for number concepts and operations.

Wonderbox



Emotion cards in wonderbox

Number coins in wonderbox

Print rich materials like big books, poem posters, picture story cards, etc.

Assam: From Delay to Delivery Rebuilding TLM ecosystem

Outcome-mapped TLMs in eight languages, on time, in every classroom.

State/UT	Assam
Schools with FLN Grades	~38,000
Primary Grade Teachers	~1,24,000
Students in FLN Grades	~22,04,903

Issue:

Before NIPUN Axom (launched November 2021), foundational classrooms in Assam had few outcome-mapped TLMs and lacked a print-rich environment. A broken supply chain meant materials arrived, on average, seven months into the academic session - too late for structured classroom use.

Adoption Model:

- Assam addressed a broken TLM supply chain and absent print-rich environment under **NIPUN Axom** through a **three-pronged approach**: building an outcome-linked material ecosystem, fixing the supply chain, and anchoring teacher ownership through low-cost innovation.

- The state designed **146 TLMs (86 literacy, 60 numeracy) across 8 language mediums** - Assamese, Bodo, Bengali, Hindi, Manipuri, Garo, Hmar, and English - each mapped to specific FLN outcomes, alongside teacher academic planners, student workbooks, and Holistic Progress Cards for Grades 1–2, aligned with NCF-FS.

- Procurement shifted from reactive to **early ordering via the GeM portal**, with delay penalties, vendor reviews, and school-wise receipt tracking through Google Forms, addressing the earlier average 7-month delivery delay.

- A **Learning Outcome-based Visual Guide** empowered teachers to create low-cost, localized TLMs, with standout innovations celebrated at TLM Melas, while **written teacher assurances on student accessibility** closed the last-mile gap between material availability and actual classroom use.

- **Mother's Groups and students participated in school-level TLM design**, embedding community voices directly into material development.

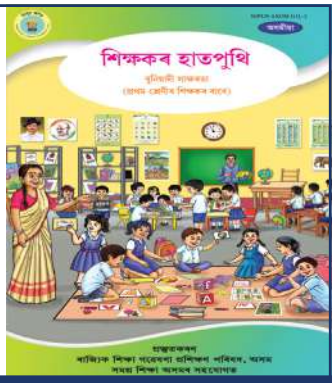
- **Samagra Shiksha Assam anchored the supply chain redesign** and co-developed materials with SCERT and technical partners, while State Resource Groups (SRGs) led the design of 35 FLN and ECCE TLMs and 54 classroom videos, with insights shared during annual KRP training.

Impact:

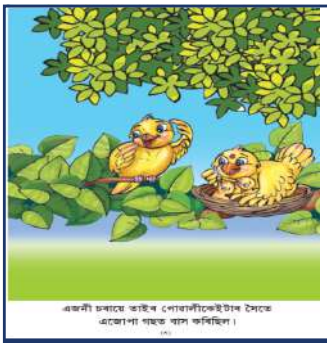
Assam's shift from fragmented, delayed provisioning to an outcome-linked, teacher-owned TLM ecosystem is now visible across classrooms, clusters, and data. Where materials once arrived an average of seven months into the academic session, 82% of TLMs were delivered at least one month before the AY 2025–26 session, enabling structured use across the full academic calendar. Every school now holds a Numeracy Kit (16 TLMs), with each Grade 1–2 student receiving an individual Numeracy Kit (12 TLMs), reaching 38,000 schools across 35 districts. An investment of ~INR 8 crores has moved materials out of cupboards and into daily classroom use, with TLM Melas across all 4,609 clusters institutionalising teacher ownership — teachers now consciously connect each TLM to a specific learning outcome, a pedagogical shift sustained through two consecutive years of early, reliable material availability.

Reading Book

Student Workbook

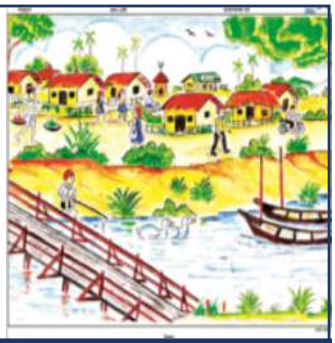


Teacher Guide



Big Books

Sentence Cards



Conversation Charts

Odisha: Ganitha Kalika Andolana

Hands-on maths kits replacing abstract teaching across every primary classroom in Odisha.

State/UT	**Odisha**
Schools with FLN Grades	**~44,885**
Primary Grade Teachers	**~86,000**
Students in FLN Grades	**~17,08,000**

Issue:

Mathematics was identified as a challenging subject for many children in Odisha, particularly in Classes 1-5, due to limited experiential and activity-based learning opportunities. Foundational math concepts such as number sense, place value, operations, measurement, and geometry were often taught abstractly, resulting in low conceptual understanding among children. Government primary schools in Odisha had limited access to structured, curriculum-aligned Mathematics TLMs and classroom-ready activity resources. Classroom realities such as multi-grade settings, limited instructional time, and exam-oriented practices restricted teachers from conducting regular hands-on math activities. Before Odisha's FLN reforms, state learning data showed that nearly two-thirds of Grade 3 children were unable to perform basic mathematical operations.

Adoption Model:

- Odisha devised **Ganitha Kalika Andolana (GKA)** as an **activity-based maths learning programme for Grades 1–5**, combining a structured Maths Kit, teacher training, and manuals to address foundational maths learning gaps.
- The **GKA Maths Kit contains 20+ grade-appropriate TLMs** - including Abacus, Base Ten Blocks, Place Value Mat and Strips, Fraction Shapes, Geo Board, Tangram, and Weighing Balance - accompanied by a **Teacher's Handbook and 10 Maths Concept Cards** offering lesson-wise guidance, stories, and activities in the local language.
- The pedagogy follows an **"understanding by doing"** approach rooted in constructivism, where children manipulate concrete materials, discuss in pairs or groups, and then connect these experiences to symbols, textbook problems, and assessments.
- GKA was designed and incubated by Akshara Foundation as a support programme for government school systems, with the Government of Odisha implementing it in partnership through SCERT, DIETs, and BRC/CRC structures responsible for teacher training, academic support, and monitoring.

- The state funds scale-up - kits, training, and system integration, while Akshara Foundation provides kit design, teacher manuals, concept cards, and technical support, combining state ownership with specialised pedagogical expertise.

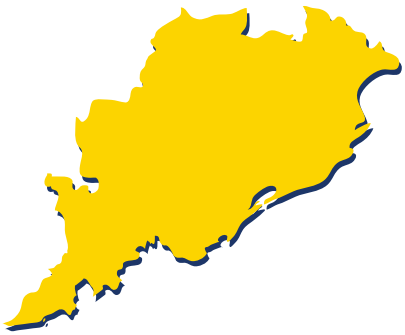
Impact:

Since 2017, GKA has scaled to all government primary schools in Odisha, reaching approximately 28 lakh children across 44,000 schools and supporting more than 96,000 teachers in delivering activity-based maths instruction for Grades 1–5. GKA Kit use in classrooms shows improved performance in core numeracy domains such as place value, operations, fractions and measurement compared to non-GKA schools. Classroom observations and qualitative studies report increased student engagement and participation, more use of manipulatives, and a shift towards discussion-based and activity-based teaching.

A student using number beads for counting activities & students engaged in hands-on learning activities on shapes using square counters.

Odisha: Jaadu Pedi - Making Foundational Learning Joyful and Hands-On

Structured play, stories and manipulatives are bridging the gap between textbooks and foundational learning in Odisha's classrooms.



State/UT	Odisha
Schools with FLN Grades	~44,885
Primary Grade Teachers	~86,000
Students in FLN Grades	~17,08,000

Issue:

In many government primary schools, especially in rural and multigrade settings, teachers had limited access to ready-to-use Learning-Teaching Materials (LTMs) aligned to foundational learning goals. Classroom teaching was often textbook-heavy, with fewer opportunities for children to learn through play, exploration, storytelling, and hands-on activities. Teachers also faced difficulty in engaging children of different learning levels simultaneously.

Adoption Model:

- Odisha introduced **Jaadu Pedi, a classroom-ready FLN learning kit for Sishu Vatika to Grade 5**, designed to make foundational classrooms joyful, activity-based, and competency-oriented.
- Each kit combines **play and activity-based materials for literacy and numeracy,** storytelling and language development resources, and **games and manipulatives for number sense**, aligned with Odisha's classroom routines and learning outcomes, along with a **Teacher Handbook** linking activities to specific outcomes.
- The kit was built for **daily classroom use**, integrated into classroom transactions, Monthly Academic Plans, MCM discussions, and teacher mentoring/observation processes rather than functioning as a standalone resource.
- Teachers were encouraged to use materials across varied classroom formats — **group activities, remedial support, learning corners, and peer/independent child engagement** — embedding the kit into everyday pedagogy rather than one-off lessons.
- SCERT Odisha led academic design and contextualisation of Jaadu Pedi materials, with district and block academic teams supporting orientation and rollout.

Impact:

Jaadu Pedi has been introduced across foundational classrooms under the NIPUN Odisha Mission to support competency-based learning in Sishu Vatika to Grade 5. The Jaadu Pedi has promoted activity-based learning and child-engaged learning. Children now voluntarily participate in learning activities. Teachers reported improved student attention and participation during classroom activities. There is better engagement of early learners, especially in numeracy activities, and increased classroom interaction among children. Teachers say now there is easier facilitation of multilevel classrooms using group activities and LTM rotation. Mentors and monitoring teams observed more classroom discussions and peer learning. Increased use of learning corners and manipulatives, and better classroom readiness in foundational grades.

Students engaging with the Jaadu Pedi LTMs

Teachers using the LTMs to facilitate learning

The Jaadu Pedi Materials are displayed in state offices

Haryana: Shikshan Adhigam Upkaran Sangrah (SAUS)

Built through blocks, shapes, and patterns, Haryana's SAUS kits reached every school

State/UT	Haryana
Schools with FLN Grades	~8,654
Primary Grade Teachers	~32,000
Students in FLN Grades	~3,97,000

Issue:

Early grade classrooms in Haryana needed more than textbooks to build strong basic math skills. Textbooks give structure, but children learn better when they use hands-on, visual, and activity-based Teaching Learning Materials (TLMs). These materials make learning fun, active, and easy to understand, as children can see, touch, and use objects to learn concepts. Good Maths TLMs improve understanding, increase student interest, encourage participation, and help children remember concepts for longer. However, many schools in Haryana did not have standard and locally relevant Maths TLMs. Teachers also need practical tools and examples to effectively teach competency-based learning as per the objectives of the NIPUN Mission.

Adoption Model:

- Haryana introduced **SAUS (Shikshan Adhigam Upkaran Sangrah)**, a set of Maths and foundational learning TLM kits for **Grades 1–3 and Grades 4–5**, designed to build number sense, addition/subtraction, shapes, measurement, patterns, and logical thinking through hands-on activity rather than rote learning.

- A **State Resource Group (SRG)** - comprising experienced teachers, mentors, DIET faculty, and academic partners like **Central Square Foundation, LLF, and Sampark Foundation** - researched and shortlisted TLMs based on **pedagogical relevance, child safety, durability, inclusivity, and classroom usability**, aligned with NIPUN learning outcomes.

- Procurement followed a **transparent process** with technical checks, bidding, sample testing, and quality checks, backed by a budget demand of **INR 500 per student**; distribution was rolled out in phases using a **hub-and-spoke system** to reach all schools across districts.

- **Capacity building was integrated into bi-annual teacher training**, with dedicated sessions on Maths TLM usage, activity-based pedagogy, classroom integration, and competency mapping to embed effective facilitation of experiential learning.

- Haryana organised **SAUS Competitions and TLM Exhibitions**, where teachers showcased innovative classroom practices, enabling **peer learning, cross-district sharing, and recognition** of teacher innovation in FLN pedagogy.

Impact:

The SAUS initiative achieved statewide scale with 100% school coverage across Haryana in a phased manner over AY 2024–25 and AY 2025–26. Approximately 75% of schools were covered during the first phase, with the remaining schools covered in the subsequent year. Overall distribution included: 13,914 SAUS Kits for Grades 1–3 and 10,968 SAUS Kits for Grades 4–5. The initiative supported a shift from rote memorisation towards activity-based Mathematics learning in classrooms. Teachers increasingly adopted hands-on pedagogical practices using manipulatives and structured TLMs to improve conceptual clarity and student engagement. The SAUS Video Competition and TLM Exhibitions promoted teacher-led innovation and strengthened uptake by showcasing practical classroom implementation models and peer-driven best practices.

TLM and Resources for Students

SLO focussed competitions/ events

PILLAR 04

RESOURCES AND SUPPORT MATERIALS FOR TEACHERS

Comprises the instructional resources provided to teachers to plan and deliver FLN instruction effectively, distinct from learner materials. It includes teacher handbooks and pedagogical guides, structured lesson and activity plans, model demonstrations, and reference repositories that operationalise the FLN approach into classroom practice. The pillar equips teachers with ready, standardised resources that translate policy intent into daily instruction.

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Madhya Pradesh: Multigrade Literacy Teacher Guide

Synced lesson plans, teaching two grades at once - the norm across 80,000+ MP schools

Issue:

In Madhya Pradesh, nearly 80% of primary schools have only 2–3 teachers managing Classes 1–5, making multigrade teaching a daily reality. Teachers often struggle to engage students across different grades simultaneously, resulting in lost instructional time, classroom disruptions, and difficulty managing separate lesson plans during the same teaching period.

State/UT	Madhya Pradesh
Schools with FLN Grades	~78,444
Primary Grade Teachers	~1,78,146
Students in FLN Grades	~18,15,791

Adoption Model:

- Madhya Pradesh developed the **Multigrade Literacy Teacher Guide** to address classrooms where one teacher manages multiple grades, integrating **Grade 1 and Grade 2 lesson plans on a single page** within a shared daily flow.
- The guide uses **synchronized 10–15 minute instructional blocks**, enabling simultaneous teaching-learning through a structured **"I Do – We Do – You Do"** approach - combining teacher-led instruction for one grade with independent or guided practice for the other.
- Continuous engagement for both grades was ensured through built-in **independent reading, revision, and workbook activities**, supporting smoother classroom transitions and minimising instructional time loss.
- **Ready-to-use teacher prompts and classroom activity instructions** reduced planning burden and improved manageability, while scaffolded practices encouraged active participation and gradual student independence.
- The guide was **co-developed by the Government of Madhya Pradesh, Central Square Foundation, and Room to Read**, combining state ownership with academic and pedagogical expertise.
- It was aligned with **Madhya Pradesh state textbooks and classroom context**, designed as a practical, ready-to-use solution supporting the goals of the **NIPUN Bharat Mission** in multigrade settings.

Impact:

Integrated Grade 1 and Grade 2 lesson plans in Madhya Pradesh now enable structured simultaneous instruction within a daily flow. Independent reading, revision, workbook, and guided practice activities ensured continuous, simultaneous engagement for both grades. Synchronised 10–15 minute instructional blocks enabled smoother transitions and better time management. The "I Do – We Do – You Do" scaffolded approach promoted active participation and gradual student independence. Grade 1 and 2 Multigrade Teacher Guides and workbooks are now used across 80,000+ primary schools in Madhya Pradesh.

Multigrade literacy teacher guide for Grade 1 & 2 with daily lesson plans, periodic assessment, & tracker

Integrated daily lesson plans for Grade 1 and 2 with synchronized teaching blocks for simultaneous multigrade instruction

Uttar Pradesh: Multi-Layered Approach for Teacher Resources

Blending TLMs, digital platforms and mentoring into one continuous teacher support system across UP.

State/UT	Uttar Pradesh
Schools with FLN Grades	~1,11,430
Primary Grade Teachers	~4,56,358
Students in FLN Grades	~74,47,244

Issue:

Teachers often lacked structured, competency-aligned, classroom-ready resources to implement FLN pedagogy, with the availability of TLMs, digital resources, and professional development varying widely across schools. Support was largely training-centric, with limited ongoing classroom-linked reinforcement.

Adoption Model:

- Uttar Pradesh adopted a **multi-layered teacher support approach** combining physical academic resources, digital platforms, mentoring systems, and continuous professional development mechanisms.
- Development and dissemination of **competency-aligned TLMs, teacher guides, NIPUN Soochi, classroom support materials**, and teacher handbooks across grades. Teacher handbooks are designed as simplified reference resources to help teachers understand key pedagogical concepts, classroom strategies, and FLN expectations, and are distributed during training sessions to reinforce learning and support classroom implementation.
- Rollout of the **NIPUN Teacher App**, which integrated **DIKSHA-based courses, videos, quizzes, and classroom-aligned digital resources** within teacher workflows, to support self-paced teacher learning and continuous academic engagement.
- Strengthening of mentor support through **ARPs, SRGs, DIET mentors, Sankul meetings, and school visits**. Use of classroom observations, assessment insights, and mentoring feedback to guide teacher support and remediation planning.
- Introduction of **Recognition & Rewards (R&R) mechanisms and peer-learning structures** to sustain teacher engagement and adoption.

Impact:

Teacher support resources and professional development mechanisms were scaled across all 75 districts. Continuous professional development and classroom-linked support mechanisms were established. Teachers across the state were provided with NIPUN Soochi, TLMs, teacher handbooks, digital resources, and classroom-aligned academic support. Teacher handbooks provided ongoing classroom reference and reinforcement of training concepts. The integration of the NIPUN Teacher App and DIKSHA ensured continuous self-paced learning. Structured mentor visits and Sankul-based academic support strengthened teacher guidance. Assessment insights and mentoring feedback increasingly informed remediation and instructional support. Recognition & Rewards and peer-learning mechanisms improved participation and adoption.

Teacher training at DIET Sitapur

District level Master Trainer training at State Institute of Health and Family Welfare, Lucknow

PILLAR 05

TEACHER TRAINING AND TEACHER PROFESSIONAL DEVELOPMENT

Covers the State's structured capacity-building for foundational learning, including induction and in-service training, training under NISHTHA-FLN, development of master trainers, and continuous professional development in line with the Ministry's 50 Hours CPD guidelines. It addresses the design, delivery model, coverage, and quality of formal training. The pillar builds and sustains the teaching ability that is the single most important factor in learning outcomes.

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Assam: Restructured Training Cascade & NIPUN Sarathi

From a one-time annual training to continuous, school-based peer support

State/UT	Assam
Schools with FLN Grades	~38,000
Primary Grade Teachers	~1,24,000
Students in FLN Grades	~22,04,903

Issue:

Teacher training in Assam was infrequent and generic, and ran through a **four-tier cascade that diluted the content before it reached the classroom**. COVID-19 made the gaps worse. Training moved online with no reliable way to judge quality or readiness, and the same structural problems returned once in-person training resumed.

Adoption Model:

- Assam treated this as a systems fix, not a one-off training event, and **rebuilt its model in two phases**. 2024-25 fixed the quality and architecture of formal training; 2025-26 converted that foundation into ongoing teacher support.
- **Cutting the four tiers to three (Key Resource Person → Resource Person → Teacher)** meant the content passed through fewer handoffs before reaching teachers. With one less layer to travel through, less of the original detail was lost, so teachers received a more accurate and more complete version of the training.
- 150 Key Resource Persons trained 2,984 Resource Persons, who reached 1,02,877 teachers through 5-day sessions and 70,851 through 3-day follow-ups - covering FLN teaching methods, teaching-learning materials, classroom practice and assessment.
- A significant design decision was the pre-mapping of training venues before rollout. **Block-level sites had to meet minimum conditions**: a smart classroom or LED facility, functional toilets, drinking water and hygienic spaces, textbooks and TLMs on hand, and no more than 40 trainees per room. This shifted training from an administrative checkbox to a functional professional learning experience.
- **For building ongoing peer support**, 136 Key Resource Persons trained 5,009 cluster-level mentors (NIPUN Sarathis) who run monthly cluster meetings and offer online help, guided by a monthly learning calendar on the Samagra Shiksha Assam portal. Content was shaped around real needs through a Training Needs Analysis drawing on feedback from 39,050 teachers.

- Samagra Shiksha Assam led planning, approvals and budgets; SCERT led academic content and trainer preparation; DIETs grounded it in district realities; CSF supported needs analysis, module and assessment design and mentor preparation; DPMU strengthened data and digital access; and NIPUN Sarathi mentors served as local, accessible support within clusters.

Impact:

Teacher development shifted from a training calendar to a continuous support cycle close to the school, with need-based modules replacing generic content and a shorter chain reducing content loss. Through NIPUN Sarathi, 18,436 cluster meetings reached about 1.03 lakh teachers across 38,000 schools. The approach is now permanent with eight cluster meetings built into the 2026–27 PAB plan, making cluster-based support part of the state's professional development calendar.

Cluster Meeting – NIPUN Sarathi

Teacher Training

Teachers Training (2024-25)

Cluster Meeting - NIPUN Sarathi

Madhya Pradesh: Two-Tier Training Cascade & Shaikshik Samvad

Resolving transmission loss with need-based content and monthly peer learning

State/UT	Madhya Pradesh
Schools with FLN Grades	~78,444
Primary Grade Teachers	~1,78,146
Students in FLN Grades	~18,15,791

Issue:

MP's three-tier training cascade (State → District → Block) was diluting academic content before it reached teachers, and training was generic rather than need-based, disconnected from actual classroom gaps. There was no reliable large-scale way to identify teacher learning needs, and sessions lacked structured materials to support trainers and teachers during training and classroom implementation.

Adoption Model:

- MP treated this as a quality-and-fidelity fix, **redesigning its annual face-to-face training model** to reduce transmission loss and bring support closer to classroom needs, reaching about 78,000 FLN teachers across 52 districts and 322 blocks.
- By moving district-level training up to the state level, the three tiers were cut to two (State → Block). With **one fewer layer to pass through**, the training remained more consistent and retained more of its academic content by the time it reached the classroom.
- State Resource Group members, block-level subject master trainers and NGO partners jointly ran the training - Central Square Foundation (Numeracy), Vikramshila (Numeracy) and Room to Read (Hindi Literacy).
- Content was redesigned using a **tech-enabled Teacher Needs Analysis and state FLN survey data**, and was backed by standardised facilitation guides, presentations, and participant handouts, with demonstration lessons and rehearsal built into sessions.
- **Ongoing peer support** continued beyond the event through **monthly Shaikshik Samvad platforms** focused on peer learning and academic discussion.
- SCERT Madhya Pradesh led the initiative and academic planning; SRG members led state-level training; block-level subject master trainers delivered teacher training; and NGO academic partners supported content development and state-level delivery.

Impact:

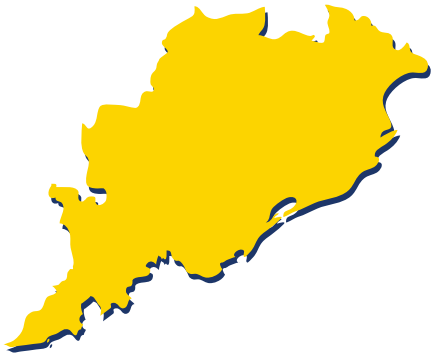
Training shifted from a generic one-time event to data-informed, need-based content backed by standardised resources and practice-based pedagogy. In AY 2025–26, average post-test scores for both District Resource Groups and teachers remained 8 or above out of 12, indicating improved conceptual understanding. 74.15% of state-level participants and 67.12% of block-level participants scored higher in post-tests than pre-tests, and monthly Shaikshik Samvad platforms turned annual training into continuous academic support across the state.

Block level training for teachers

State level training at Bhubaneswar

Odisha: Monthly Cluster Meetings (MCM)

Turning routine cluster meetings into hands-on professional learning communities



State/UT	Odisha
Schools with FLN Grades	~44,885
Primary Grade Teachers	~86,000
Students in FLN Grades	~17,08,000

Issue:

Teachers lacked regular, contextualised academic inputs to address FLN gaps. Additionally, classroom transactions in foundational literacy and numeracy were inconsistent, with limited space for peer learning or practice between training cycles.

Adoption Model:

- Odisha treated this as a cluster-level academic-support fix. It **redesigned Monthly Cluster Meetings (MCMs) from compliance forums**, where teachers mainly signed in and sat through an agenda, into working groups where teachers actually learn and practice together.
- Each **meeting is built around a single monthly theme designed by SCERT** and follows a fixed sequence of activities instead of just working through a checklist of agenda items.
- A session opened with the **Monthly Academic Plan and the Multigrade Lesson Plan**. A facilitator then demonstrates a **teaching method, after which teachers rehearse it themselves and practice with their peers**. The group then **reviews real data on how students are learning**, and the session closes with teachers planning their next steps based on that data and naming specific things they commit to trying in their own classrooms.
- The **commitments teachers make in an MCM are followed up on the next week in school-level Monday Staff Meetings**, which are led by Headmasters. 99.68% of respondents confirmed these follow-ups happen, so each MCM turns into concrete classroom action rather than ending at the meeting.
- **Paper reporting was replaced with live monitoring from three sources at once:** monitoring officers (7,799 visits in AY 2025-26), submissions from Cluster Resource Centre Coordinators (23,567), and feedback from Headmasters and teachers (1,62,201). Headmaster attendance ran at 92.6% and teacher attendance at 92.9%.

- SCERT designs monthly themes and capsule resources; CRCCs facilitate MCMs across every cluster (88.5% of sessions in AY 2025–26), oriented by DIETs; monitoring officers track quality of meetings; and Headmasters lead Monday Staff Meeting follow-ups in each school.

State level training at Bhubaneswar

Impact:

MCMs shifted from administrative forums to genuine professional learning communities, with 99.88% of teachers reporting direct application of MCM learning in their classrooms. Grade 1 literacy rose from 38.6% to 48.2% and Grade 1 numeracy from 38.1% to 50.6% between October 2025 and February 2026, while paragraph reading more than doubled statewide - from 20.3% to 42.7% - with notable gains in Ganjam (10.8% to 52%), Nayagarh (24.3% to 53.7%) and Jagatsinghpur (45.3% to 54.3%).

Monthly Custer Level Meeting

Monthly Custer Level Meeting

Uttar Pradesh: Dual-Track Teacher Professional Development System

Large-scale FLN training paired with continuous, self-paced app learning

Issue:

Existing teacher professional development platforms, particularly DIKSHA, were not enabling continuous learning due to low engagement and user-experience challenges, leaving teachers with limited access to simple, relevant, self-paced opportunities aligned to classroom needs. At the same time, UP needed large-scale, ongoing capacity building on FLN pedagogy to strengthen day-to-day classroom practice and instructional quality.

State/UT	Uttar Pradesh
Schools with FLN Grades	~1,11,430
Primary Grade Teachers	~4,56,358
Students in FLN Grades	~74,47,244

Adoption Model:

- UP adopted a dual approach combining **large-scale in-person FLN training** with continuous **digital professional development**, shifting teacher development from one-time cascade training to a continuous blended model.
- A 5-day FLN programme covered about 4.56 lakh teachers from April onwards with ~95% attendance, using standardised modules, facilitator guides and structured delivery to reduce cascade loss.
- Content was shaped by a **Training Needs Analysis** (using SPOT and NVA assessment observations and teacher feedback), with practical, classroom-focused pedagogy and implementation strategies built into sessions.
- **Real-time monitoring through the Gyan Samiksha App was conducted.** The app digitally recorded attendance and ran pre- and post-assessments, giving live visibility of participation and performance trends across districts and batches.
- A dedicated **NIPUN Teacher App app supported self-paced learning** - onboarding 2.19 lakh teachers with 1.33 lakh installations and 87,253 active users - offering DIKSHA courses, competency videos and quizzes, with app orientation embedded in FLN training and Recognition & Rewards to sustain engagement.

- The Department of Basic Education led with technical support from CSF; SCERT developed modules and pedagogy frameworks; DIETs and district/block teams delivered training and onboarding; and state leadership enabled the technology-based monitoring systems.

Impact:

The transition to a continuous blended model yielded a 23.68% improvement in teacher learning outcomes through pre–post assessments. Sustained engagement showed in 1.70 lakh course completions and 1.34 lakh quiz attempts on the NIPUN Teacher App, while integrated pre– and post–assessments strengthened evidence-based monitoring of training quality across the state.

Snapshot of NIPUN Teacher App

PILLAR 06

ACADEMIC MENTORING AND ON-SITE SUPPORT

Comprises the continuous, school-based academic support extended to teachers by mentors, principally block and cluster resource persons. It includes structured school visits, classroom observation and feedback, demonstration teaching, mentor-teacher engagement, and peer learning mechanisms, supported by defined protocols and tools. The pillar reinforces training inputs at the point of instruction and institutionalises on-going academic handholding.

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Uttar Pradesh: Rebuilding the Mentor Backbone of NIPUN

Structured recruitment and data informed induction for revamping mentor cadre

State/UT	Uttar Pradesh
Schools with FLN Grades	~1,11,430
Primary Grade Teachers	~4,56,358
Students in FLN Grades	~74,47,244

Issue

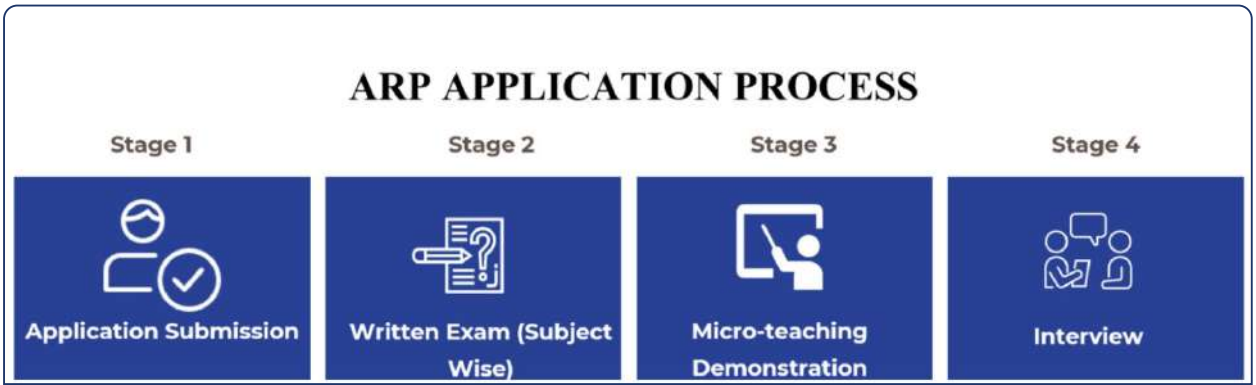
About 3,800 Academic Resource Persons (ARPs - the mentors who give teachers in-class support) completed their tenure in March 2025, leaving large vacancies. With inconsistent field-level support and uneven mentoring quality, the state urgently needed large-scale recruitment to sustain foundational-learning reforms across districts and blocks.

Adoption Model:

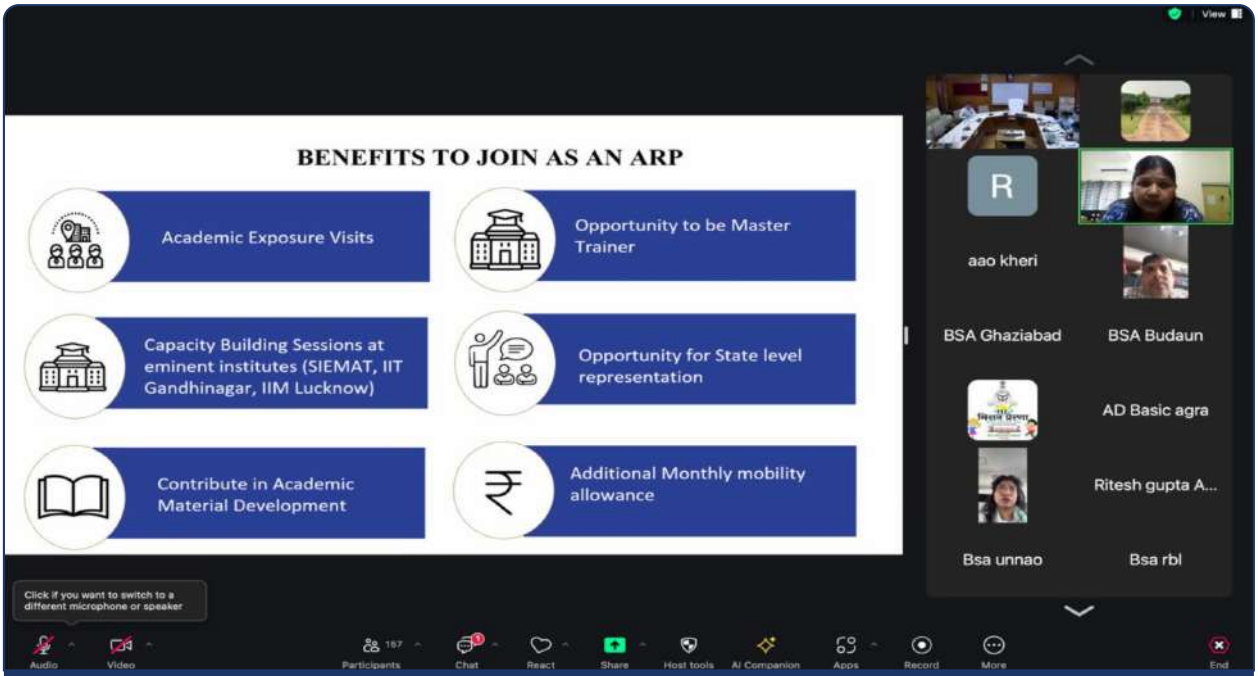
- UP undertook a comprehensive revamp of its mentoring architecture through **structured recruitment, induction and support systems for ARPs**, implemented across all 75 districts and 880 blocks.
- A clear recruitment roadmap was mapped with defined timelines, with applications targeted at three times the number of vacancies, and weekly reviews at the DGSE/ASPD level that kept hiring on track.
- **Block-level and district-level education officers-led outreach** across 75 districts and 880 blocks, coupled with the resolution of legal and administrative bottlenecks, restarted stalled recruitment.
- **Travel allowance was raised** from ₹2,500 to ₹4,500, and a **₹500 teaching-materials allowance** was **introduced**, while a real-time dashboard improved recruitment tracking and oversight.
- New **mentors were inducted on classroom observation tools**, feedback frameworks and data-informed academic support, reinforced by State↔District and District↔Block review and escalation mechanisms.
- The Department of Basic Education led with CSF support (SPMU/DPMU); DGSE and ASPD offices drove weekly accountability reviews; BSAs led district-level hiring; SCERT, DIETs, SRGs and DIET mentors supported training; and eight DPMUs handled application mobilisation, screening and validation against the 3x strategy.

Impact:

The reform significantly strengthened the state's mentoring cadre, with 3,346 ARPs recruited - nearly three-fourths of the 4,550 sanctioned positions - and 2,755 mentors trained across 74 districts. Capacity building extended beyond ARPs to 170 state resource-group members and 468 DIET mentors. Induction saw 92% participation, with a 16.1-point gain in pre-to-post assessment scores and 6–12-point gains in specific mentoring and supervision skills, shifting the system from high vacancies and weak accountability to dashboard-tracked recruitment and structured, data-informed classroom support.



ARP Hiring Process, as mandated by the Government Order dated 22 October 2019



DG & Ad. SPD, Ekta Singh co-leading a virtual review meeting across 75 districts

Maharashtra: Classroom Observations using the Teach Tool

Structured classroom observation with in-school teacher support

Issue:

Limited visibility into classroom teaching-learning processes constrained state officials' ability to monitor instructional quality and make evidence-based decisions. At the same time, teachers lacked access to sustained, in-person academic support within classrooms, reducing opportunities for continuous feedback, mentoring and improvement in practice.

State/UT	Maharashtra
Schools with FLN Grades	~13,960
Primary Grade Teachers	~41,779
Students in FLN Grades	~8,84,430

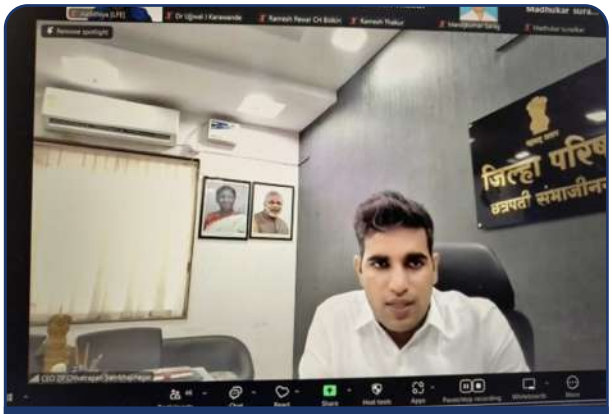
Adoption Model:

- Maharashtra introduced a **structured classroom observation and feedback system under the leadership of CEOs of Zila Parishads**, implemented across eight districts in AY 2024–25 and six districts in AY 2025–26.
- 540 observers across eight districts were trained by SCERT and DIETs, with refresher training to reinforce key practices.
- Observers used the **Teach Tool for Primary Grades on the SurveyCTO platform to assess classroom culture, instruction and socio-emotional support**, with roughly 30–35 minutes observing and 20–25 minutes coding each session.
- After each observation, **teachers received structured feedback** on what went well, what could improve and a suggested action plan.
- **Observation data was consolidated into dashboards (linked through the Vidya Samiksha Kendra)**, and District and Block Quality Circle meetings led by CEOs of Zila Parishads and BEOs institutionalised the use of these insights for planning and support.
- SCERT led roll-out with support from Leadership for Equity (LFE); CEOs of Zila Parishads owned implementation and reviews at the district level; SCERT, DIETs and LFE built observer capacity; and the VSK handled the data dashboard.

Impact:

The model enabled over 10,000 classroom observations, reaching more than 4,000 teachers, and is now institutionalised as a monthly classroom observation process across six districts. It contributed to a 23% improvement in teacher performance during the 2024–25 cycle. Shadow visits also indicated a marked increase in teacher acceptance and ownership of the process, with teachers increasingly recognising its value as a supportive mechanism for strengthening classroom practice through regular feedback and on-site academic support.

Training of 50 observers appointed by Aurangabad district on Teach Tool



Aurangabad CEO addressing field officers for adoption of Teach Tool

Madhya Pradesh: Structured Academic Mentoring via the SHIKSHA MP App

Tech-enabled mentoring with school visits, observations, spot assessments and feedback-based support

Issue:

Madhya Pradesh identified inconsistent classroom teaching practices, limited academic support for FLN teachers, low use of teaching-learning materials and a lack of regular classroom feedback as key challenges affecting foundational learning. Existing monitoring focused more on administrative compliance than on improving teaching, and mentors had no structured tools or clear guidelines for observing classrooms and supporting teachers.

State/UT	Madhya Pradesh
Schools with FLN Grades	~78,444
Primary Grade Teachers	~1,78,146
Students in FLN Grades	~18,15,791

Adoption Model:

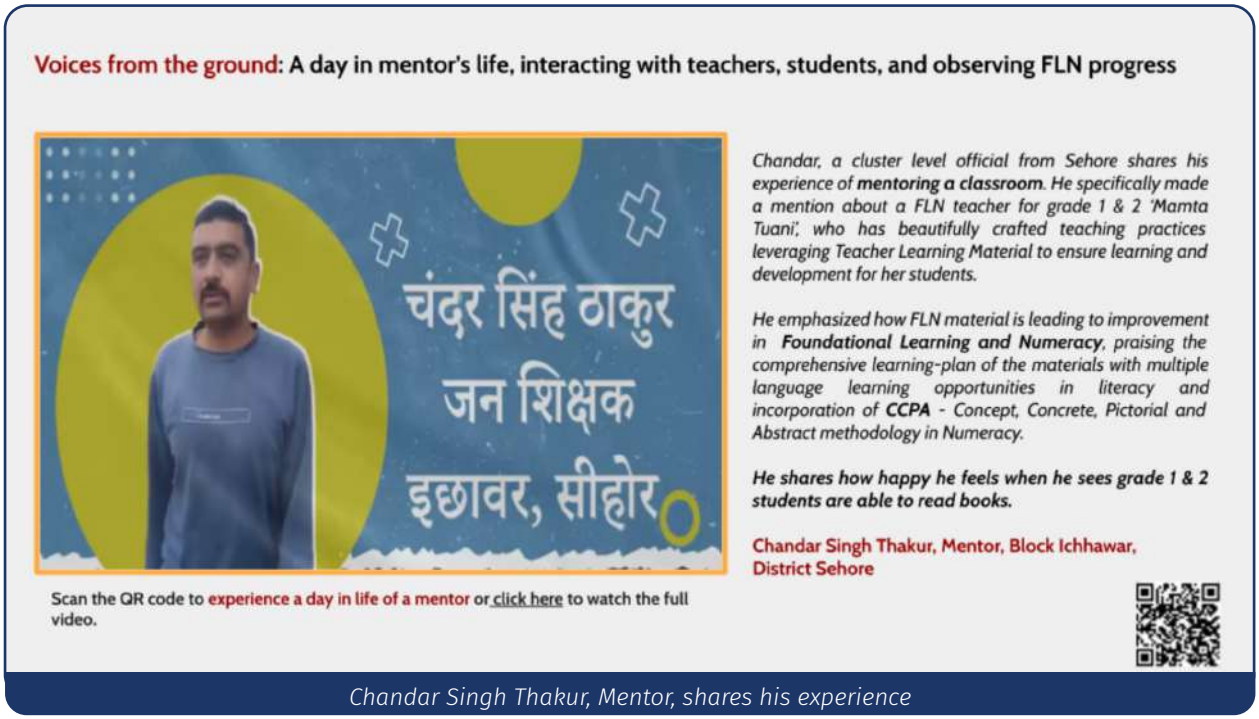
- MP operationalised **SHIKSHA MP, a tech-enabled mentoring system** integrating school visits, classroom observations, competency-based spot assessments, teacher coaching and data-driven reviews - piloted with 60 mentors in 2023 and then scaled statewide.
- FLN teachers receive **at least one mentoring touchpoint every two months** through school visits, plus monthly **Cluster-level Shaikshik Samvaads - decentralised, peer-to-peer teacher training and collaboration initiative**, with mentors planning and recording visits against monthly targets in the app.
- Block and cluster mentors (BRCs, BACs, CACs) focus on teaching practices, child participation and subject-specific pedagogy, while district officials (DIET, DPC, APC) review FLN implementation, processes and TLM availability.
- The app **randomly selects three students for competency-based spot assessments** to surface learning gaps and reduce selection bias, then generates automated reports that drive teacher feedback and jointly identified follow-up actions.
- Dashboard data is routinely used in district and block reviews to track mentoring compliance, identify low-performing geographies and target academic support.

- State leadership (Rajya Shiksha Kendra) provided direction; a PMU led by CSF - with The Education Alliance, Room to Read and Vikramshila - supported tools, training, dashboards and analytics; DIET/DPC/APC/BRC/BAC/CAC functionaries served as the mentor cadre with defined monthly targets; and capacity was built through cascade training (master trainers → mentors).

Classroom Observation

Impact:

The SHIKSHA MP system now supports nearly 7,000 mentors across approximately 85,000 primary schools, enabling over 70,000 classroom observations and around 2,50,000 monthly spot assessments. Mentoring visit compliance rose from 55.78% in AY 2024–25 to 66.31% in AY 2025–26, and unique school coverage rebounded to 62.33% in the final quarter of AY 2025–26 after the state made mentoring a standing agenda in reviews. The initiative shifted Madhya Pradesh from compliance-oriented monitoring to structured, evidence-based academic mentoring embedded in routine state, district and block governance.



Chandar Singh Thakur, Mentor, shares his experience

PILLAR 07

MONITORING AND REVIEW

Covers the systems and institutional mechanisms through which the State tracks FLN progress and converts evidence into corrective action. It includes management information systems and dashboards, defined performance indicators, structured review at each administrative tier, and data-led identification of lagging areas and mid-course correction. The pillar constitutes the steering and accountability machinery of the mission at the State and district levels.

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Haryana: Real Time FLN Stack

Apps, dashboards and data loops keep 8,600+ schools accountable for learning.

State/UT	Haryana
Schools with FLN Grades	~8,654
Primary Grade Teachers	~32,000
Students in FLN Grades	~3,97,000

Issue:

Haryana needed a reliable way to track whether FLN work was actually reaching classrooms across 8,600+ government primary schools. Earlier, paper-based assessments and manual monitoring created delays, limited visibility of child-level learning gaps, and made it difficult to verify classroom-level progress. The state needed real-time data that could show what was happening in classrooms, where children were struggling, which schools needed support, and what action was required at the cluster, block, district, and state levels.

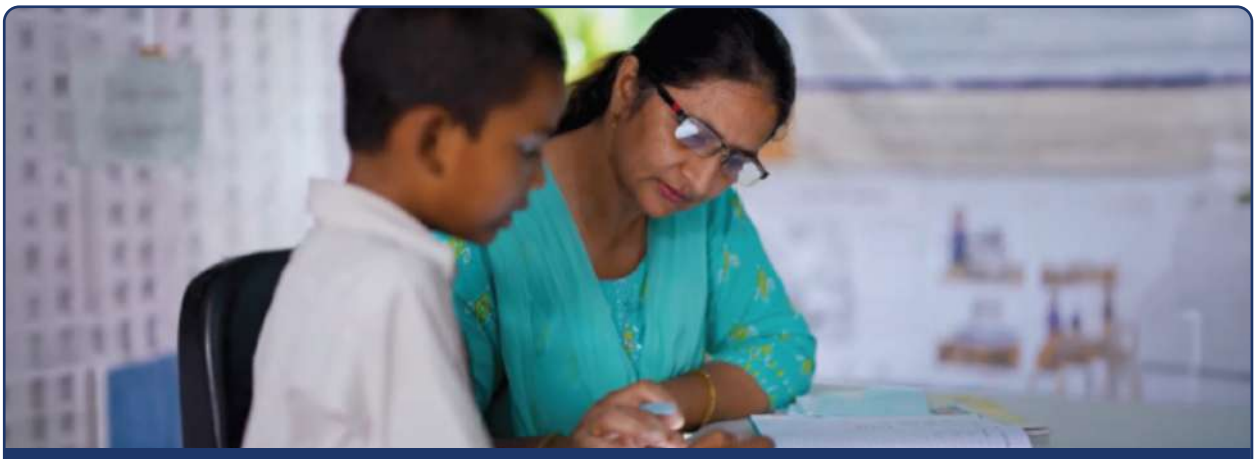
Adoption Model:

- Haryana built **a digital governance system under NIPUN Haryana**, comprising the **Teacher App, Mentor/Monitor App**, **Parent App, and NIPUN Dashboard**, to enable continuous data flow from classrooms to state-level decision-making.
- Data originates in classrooms through the **Teacher App**, where teachers record **assessments, attendance, report cards, weekly progress, and classroom transactions**.
- Mentors and monitoring officials layer on field-level data using the **Mentor/Monitor App**, **capturing classroom observations**, **SPOT assessments, and feedback visits**.
- This data feeds into the **NIPUN Dashboard**, where it is organised **school-wise**, **cluster-wise**, **block-wise**, **district-wise**, and **state-wise** to surface gaps for review.
- Dashboard insights inform **review meetings**, where **actionables are assigned** to the concerned level and routed back to teachers, mentors, school heads, BEOs, DEEOs, and FLN Coordinators for follow-up. This creates a **continuous loop of data collection, review**, **action**, **feedback**, **and validation**, sustained across classroom, mentoring, and governance levels.
- The Department of School Education, Haryana owns and leads the system, supported by a state-appointed technology vendor, with defined roles for teachers, mentors, monitoring officials (DEEOs, BEOs, DIET faculty, CRC Heads, FLN Coordinators), and district/block/cluster teams who use the dashboard to review progress, identify gaps, and decide corrective actions.

Impact:

The tech stack is being used across all 22 districts, 119 blocks, 1,415 clusters, and 8,600+ government primary schools. The system has improved visibility of classroom processes, learning gaps, remediation practices, and school-level implementation quality. Assessment time for teachers has reduced by nearly 50%, from 60–90 minutes to 10–20 minutes per cycle. Paper assessment costs have also decreased, saving around ₹43.2 lakh per cycle in printing. Mentor compliance improved by more than 20 percentage points, with 75.55% adherence to mentoring protocol in AY 2025–26. Data triangulation helped identify reporting gaps, with mentors flagged for more than 30% variance between mentor-reported and validated data. Around 200 mentors with significant deviations were reviewed by DEEOs and provided targeted training.

Data driven review meeting at state Level



Monitoring, Review and Governance, NIPUN Haryana App

Tamil Nadu: Palli Paarvai digitising classrooms

Digitising school observation to connect classroom reality with district-level decision-making

State/UT	Tamil Nadu
Schools with FLN Grades	~35,062
Primary Grade Teachers	~53,500
Students in FLN Grades	~17,00,000

Issue:

Education officials and headmasters faced severe data overload, logging observations across dozens of unlinked physical teacher registers. Monitoring was compliance-driven, focusing on paperwork completion rather than on what was actually happening in classrooms. There was no mechanism to link observation data to teacher support or student learning outcomes in real time.

Adoption Model:

- **Palli Paarvai**, a mobile app developed by the Tamil Nadu School Education Department with Madhi Foundation, **digitises classroom observation** through standardised forms, offline functionality, a bilingual interface and EMIS integration auto-generating reports for five levels of officials and feeding real-time dashboards.

- Observations are built on **standardised forms** covering **teaching-learning processes, student learning levels, teacher support needs, and infrastructure/compliance**, with **randomised selection of classrooms, teachers, and students** to ensure objectivity.

- The app works **offline**, allowing stakeholders to **download school data before visits and sync once connected**, and is integrated with **EMIS**, pre-loading attendance and school data for corroboration during visits.

- District officials and headmasters are the primary users, downloading the app via TNSED Administrators on Google Play and logging in with official credentials, **supported by a bilingual Tamil-English interface**.

- Every visit generates **auto-customised reports for 5 levels of officials**, feeding into interactive dashboards that enable real-time data visualisation across district, block, and state levels.

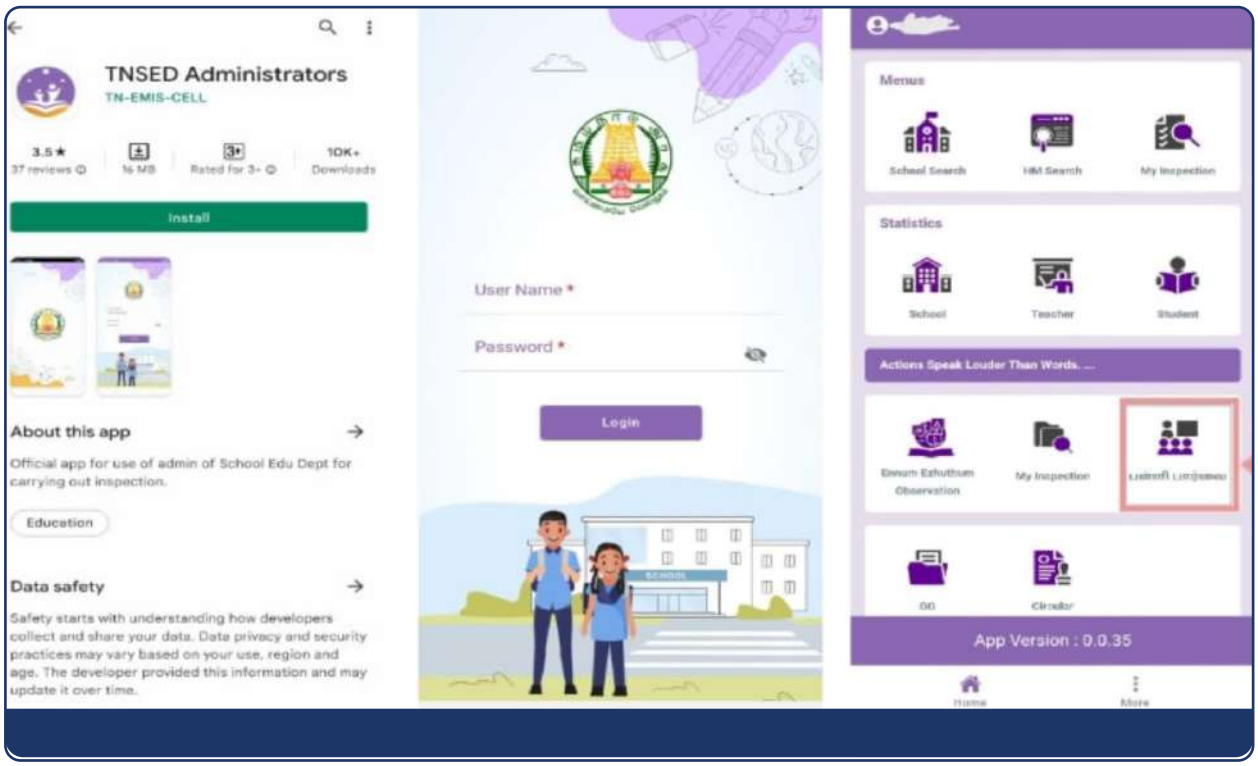
- **Review committees at all 5 administrative levels convene quarterly data review meetings** to analyse findings and translate them into follow-up action.

- Madhi Foundation led implementation, while Cisco and Shakti co-designed the app and monitoring protocols, providing technical and academic partnership.

Impact:

The initiative changed school monitoring from compliance to growth—observation focus moved from paperwork completion to tracking how students are actually learning. Real-time data access enabled district officials to identify gaps and make decisions that enabled targeted teacher training. Reduced data overload: dozens of physical registers replaced by a single, structured digital tool. The initiative also enhanced community transparency; the app works in sync with the TNSED Parents app, making school-level data visible to communities. Five levels of auto-generated reports enable differentiated action at each tier, from classroom to state.

Collector Deepak Jacob launching Palli Paarvai app in Krishnagiri



Telangana: Interconnected Monitoring, Review, and Governance

One connected system linking every school visit, review meeting, and learning outcome across Telangana.

State/UT	Telangana
Schools with FLN Grades	~19,644
Primary Grade Teachers	~48,400
Students in FLN Grades	~8,53,611

Issue:

In 2022, Telangana's school governance was too inconsistent to drive improvements in learning. School visits were check-box exercises with no tracking of materials or teaching; review meetings shared administrative instructions without discussing learning; and disconnected data systems offered no real-time view of schools.

Adoption Model:

Area 1: School Visits by Officials

- Officials at **Cluster, Block/Mandal, and District levels act as Mentors**, using a **common observation tool** to visit classrooms and record teaching-learning processes, entering observations into the **Telangana School Education Application, instantly visible to District and State officials**.
- Every week, the **Directorate of School Education shares a visit-count report with all District Education Officers**, showing how many classroom visits their officials have completed, backed by a **real-time dashboard accessible at all levels**.
- Based on this reporting, **officials who have not conducted any visits are flagged and directly contacted by the Vidya Sameeksha Kendra**, the State's real-time monitoring centre, closing the loop between tracking and follow-up action.

Area 2: Review Meetings at Every Level

- Review meetings at State, District, Block/Mandal, and **Cluster levels were made compulsory**, written into official guidelines, with each meeting following a fixed monthly date and standard agenda, from the Secretary-chaired State meeting down to Cluster Headmaster-led teacher discussions.
- Meetings at each level review a defined set of indicators - **student learning, visit data, classroom processes, and teaching material delivery**, ensuring the same data trail runs from Cluster up to State.
- Every meeting is **recorded on the Telangana School Education Application**, capturing attendance, decisions, and action points, with **status of earlier action points tracked at the next meeting**, creating accountability across cycles.

Area 3: Data Systems and Technology

- The State connected **five technology tools to give a single, real-time view of visits, learning levels, teacher attendance, and material delivery.**

- **ISMS Portal** (main data portal for staff, enrolment, PTMs, learning levels, materials, reports); **Telangana School Education App** (platform for teachers, officials, and Mentors to log assessments, visits, meetings, and material tracking); **Teaching and Learning Material Tracking System** (tracks material delivery from order to receipt for cutting delivery time); **Training Management System** (tracks training attendance, pre/post performance, feedback, and certification); and **Vidya Sameeksha Kendra** (State control room with real-time dashboards and staff making direct follow-up calls on pending visits, meetings, and data gaps).

Impact:

School visits are standardised, data-based, and tracked at the school and official level; 98% of schools have been visited at least once every quarter. Review meetings have become compulsory, held every month, focused on learning with a fixed agenda; records and action points are entered into the application after every meeting. Tracking of all the processes digitally to make systems more transparent, reliable, and accountable. Teaching material delivery is tracked in real time from the point of ordering to the point of student receipt; materials now reach schools in the first month of the academic year. Early grade learning is now a visible State priority with dedicated systems, meetings, and accountability.

School Visits (Classroom Observations) done by Officials

Complex Level meetings at Cluster level

Review Meeting done at the district level (Suryapet and Jagtial)

Gujarat: Vidya Samiksha Kendra

VSK's AI-enabled education command centre turns 500 crore data points into real-time, classroom-level action.

State/UT	**Gujarat**
Schools with FLN Grades	**~31,682**
Primary Grade Teachers	**~1,79,191**
Students in FLN Grades	**~17,04,765**

Issue:

School education monitoring systems often relied on fragmented, delayed and paper-based reporting, making it difficult for state and district leadership to track enrolment, attendance, learning outcomes and school performance in real time. Academic support and governance reviews were often reactive, with limited visibility into field-level implementation of FLN priorities.

Adoption Model:

- Gujarat established the **Vidya Samiksha Kendra (VSK) in 2019** as India's first real-time, AI-enabled, integrated school education monitoring and governance centre. VSK brings together multiple education datasets into one unified platform for continuous monitoring, review and action.

- VSK runs real-time dashboards from **State → District → Block → Cluster → School → Student** level, powered by AI/ML-based analytics on nearly **500 crore annual data points**, integrating inputs from UDISE, Civil Registration System, TeCHO+, attendance, assessment and accreditation platforms.

- The ecosystem is reinforced by an **AI-enabled Early Warning System (EWS)** to flag potential dropouts, Learning Outcome-based assessments for Grades 3–8, and a **School Monitoring App (SMA)** for field visits and classroom observation — alongside digital learning platforms like DIKSHA, G-Shala, and QR-coded textbooks (Grades 3–12).

- Gujarat deepened decentralisation with **VSK 2.0 in 2024**, setting up district-level VSK units across all DIETs, giving district and block teams localised dashboards on attendance, PAT and SAT data for evidence-based planning and mentoring.

- A dedicated VSK caller team conducts remote FLN monitoring of CRCCs, with **~23 callers** each connecting with **5–7 CRCCs daily** (~125 calls/day), filling a short 5–6 question FLN-focused form per call to anchor discussions in classroom practice and flag bottlenecks early.

- The **Education Department** leads overall governance, with **GCERT** driving state-level academic action planning, **DIETs** using district dashboards for teacher support, and BRCs/CRCs using block and cluster dashboards for school-level monitoring and mentoring.

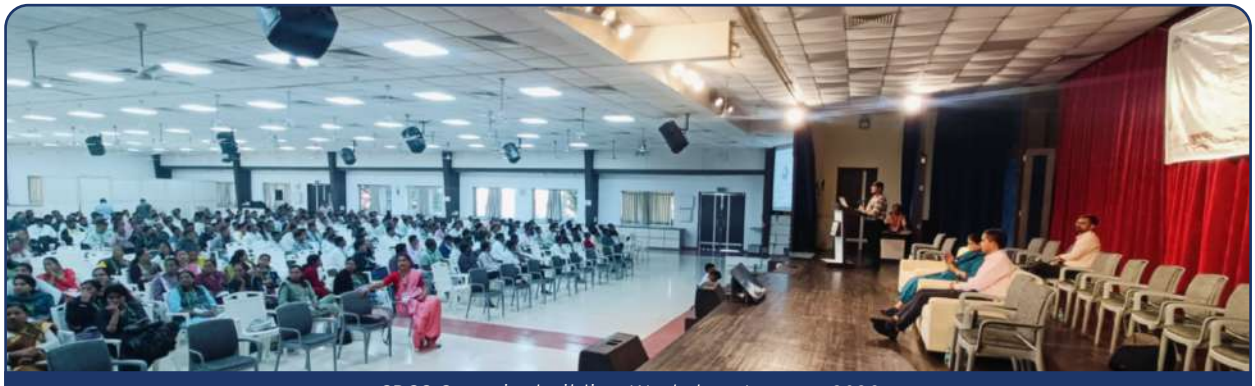
Impact:

The VSK has transformed education governance in Gujarat from a fragmented, paper-based system into a unified, real-time monitoring architecture spanning all 33 districts, 254 blocks, 3,247 clusters and over 53,500 schools, tracking nearly 1.15 crore students and 3.9 lakh teachers. Daily online attendance monitoring, operational since 2019, has brought over 14 lakh additional students into regular attendance, while more than 55 crore Learning Outcome-based report cards have been generated, making Gujarat the first state to provide such report cards for every student from Grades 3–12.

AI-enabled tools, including Oral Reading Fluency assessments by 50,000 teachers and a predictive Early Warning System, now support early identification and targeted intervention, replacing reactive field visits with continuous oversight. This is reinforced by the VSK's remote monitoring system, ensuring regular touchpoints rather than sporadic reviews. Together, these shifts have moved governance from periodic, reactive reviews to continuous, data-driven decision-making across state, district and school levels - a transformation recognised with the Prime Minister's Award for Excellence in Public Administration in 2022.

Story Revamping workshop at Karjan in the month of August

Story Revamping workshop at Karjan in the month of August



CRCC Capacity building Workshop January 2026

PILLAR 08

EARLY CHILDHOOD EDUCATION (ECE)

Comprises the State's interventions at the pre-primary stage that establish school readiness as the foundation for early literacy and numeracy. It includes the Balvatika preparatory year, school-readiness programmes such as Vidya Pravesh, strengthening of Anganwadi and pre-school provision, and convergence between the School Education and ICDS/Women and Child Development systems. The pillar ensures developmentally appropriate, play-based early learning and a continuous transition into the foundational grades.

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Uttar Pradesh: Anganwadi to Balvatika: Reimagining Early Learning

Co-locating Anganwadi Centres as Balvatikas for fostering Early Childhood Education (ECE).

State/UT	Uttar Pradesh
Schools with FLN Grades	~1,11,430
Primary Grade Teachers	~4,56,358
Students in FLN Grades	~74,47,244

Issue:

A barrier to strengthening Early Childhood Education (ECE) in Uttar Pradesh are the excessive responsibilities placed on Anganwadi Workers (AWWs). They manage 29 distinct responsibilities across nutrition, health, and administration. Consequently, data reveal that AWWs dedicate an average of only 30 minutes per day to instructional learning. This constraint is compounded by AWWs on average in Uttar Pradesh only having completed 12th-grade, often lacking the specialised pedagogical training required for early childhood development. These time and capacity constraints result in highly inconsistent learning experiences for 3–6-year-olds, particularly the critical 5–6 age cohort, leaving them underprepared for a successful transition to Grade 1.

Adoption Model:

- Government of Uttar Pradesh **declared all co-located Anganwadi Centres (AWCs) as Balvatikas in 2024**, strengthening the education component of ECCE and repositioning school readiness as a core state priority.
- Dedicated **ECCE Educators were deployed** to lead classroom processes and early learning delivery, easing the instructional burden on Anganwadi Workers (AWWs) while they continued nutrition, care and community engagement functions.
- The model sharpened focus on the **3–6 age group**, with **school readiness prioritised for the 5–6 cohort transitioning into Grade 1**, anchoring structured early learning and foundational skill development within Balvatika classrooms.
- **Department of Basic Education and ICDS jointly operationalised** the reform — DBE anchoring educator deployment and classroom alignment, ICDS sustaining AWW-led care functions — with Central Square Foundation (CSF) providing advocacy and implementation support.

Impact:

Phase 1 deployment was of 5,183 ECCE Educators deployed in 46 districts out of 10,864 sanctioned positions. Phase 2 deployment of 8,800 ECCE Educators is currently underway. The declaration of all co-located AWCs as Balvatikas formally embedded pre-primary education within the state education system, while the deployment of dedicated ECCE Educators enabled clearer role differentiation and a sharper focus on school readiness for the 5–6 age cohort — strengthening convergence between ECCE and foundational learning reforms under NEP 2020. Now there is increased system-level prioritisation of pre-primary education. There is also reduced instructional burden on Anganwadi Workers, enabling clearer role differentiation. Balvatika's are now established as a formal component of the state education system.

ECCE Educator offer letter distribution at GB Nagar

ECCE Educators teaching in Balvatika

ECCE Educator getting trained at District-BANDA

Punjab: Joyful Balvatika Ecosystem

Bal Melas, Mother Workshops and Khed Pitara kits, Punjab, turned Balvatika into a joyful, play-based ecosystem.

State/UT	Punjab
Schools with FLN Grades	~12,802
Primary Grade Teachers	~49,164
Students in FLN Grades	~9,15,284

Issue:

Pre-primary classrooms in Punjab's government schools lacked structured, developmentally appropriate curriculum, play- based teaching practices, and adequate teacher preparation for early childhood pedagogy. There was a clear need to shift pre-primary education toward a joyful, learning-rich ecosystem aligned with the National Curriculum Framework for Foundation Stage (NCF-FS) 2022.

Adoption Model:

- Punjab designed Balvatika as an **integrated early learning ecosystem**, weaving together curriculum reform, teacher capacity building, classroom resources, joyful learning events and parent engagement rather than running them as standalone activities.
- Punjab **revised and developed a pre-primary curriculum** aligned with **NCF-FS 2022 and Aadharshila 2024**, along with supporting teaching-learning materials; curriculum and content kits were **distributed statewide, reaching approximately 3.5 lakh children.**
- **SCERT Punjab led curriculum design, implementation planning and statewide capacity building**, while the **Department of School Education ensured printing and distribution** of curriculum and learning kits.
- Teacher capacity was built through a **cascade training model, with DIETs and District Resource Coordinators (DRCs)** facilitating training and academic support that reached around **29,000 teachers** on play-based pedagogy and ECE approaches.
- Learning environments were strengthened with **Khed Pitara kits and curriculum-linked TLMs** provided to government schools to support experiential and activity-based learning.
- Punjab institutionalised **Bal Melas, Mother Workshops and Graduation Ceremonies** to strengthen joyful learning, parental engagement and smoother transition into Grade 1, with **School Management Committees strengthened through statewide SMC trainings across all 23 districts**.

- Pratham Foundation provided technical support in strengthening early learning approaches, with the ecosystem implemented through existing government structures, reinforcing ownership at every level of the system.

Impact:

Pre-primary classrooms became more joyful, activity-oriented and child-friendly. Teachers demonstrated greater use of play-based and experiential pedagogies in classrooms. Increased parent participation and stronger home-school partnerships were observed through Mother Workshops, Mega PTMs and Bal Melas. Bal Melas supported community mobilisation and pre-primary enrolment drives through engaging school-based experiences. Availability of curriculum-linked TLMs and Khed Pitara improved classroom engagement and activity-based learning opportunities. The system increasingly recognised Balvatika as a foundational stage critical to long-term FLN outcomes. Punjab's approach helped shift early learning from a peripheral activity to a structured and system-supported academic priority.

Students using revised textbooks cum workbooks

Graduation Ceremony

Student engaging with khed pitara materials

Bal Melas

Telangana: Establishing Pre-Primary Education

Building grade 1 competencies through pre-primary education.

State/UT	Telangana
Schools with FLN Grades	~19,644
Primary Grade Teachers	~48,400
Students in FLN Grades	~8,53,611

Issue:

For many years, government schools in Telangana did not have a formal learning programme before Grade 1. As a result, more parents chose private schools, with nearly 70 children in private schools for every 30 in government schools. Many children entering Grade 1 also lacked exposure to basic early learning activities such as stories, letters, numbers, and classroom routines, making the transition to school difficult, especially for first-generation learners.

Adoption Model:

- **Pre-primary classes were introduced in 1,362 government schools across all 33 districts of Telangana**. Each school was given one dedicated Pre-Primary Instructor and a helper to support the classroom and engage children. Each pre-primary classroom was equipped with teaching and learning materials such as letter cards, number materials, story cards, and counting objects. The classes were also supplied with outdoor play materials, tables and chairs, and basic classroom supplies, painting and art materials.

- Each instructor was given a **Teacher Handbook with detailed, day-by-day lesson plans, Student Workbooks for literacy and numeracy practice, and short video clips** showing sample classroom activities to help instructors visualise how lessons should look.

- **Lesson Plans were designed around play and activity**. They follow a simple three-step approach: The teacher does the activity first to show children how it is done. The teacher and children do the activity together. Children try the activity on their own.

- The **Teacher Handbook and the Student Workbook are designed to work together**, so what children practice in the workbook matches exactly what the teacher has covered in class.

- Instructors were trained through a **step-by-step training model**. Trainers at the State level were first trained in a five-day programme. These State-level trainers then trained District-level trainers across all 33 districts. District-level trainers then trained the Pre-Primary Instructors in their respective districts.

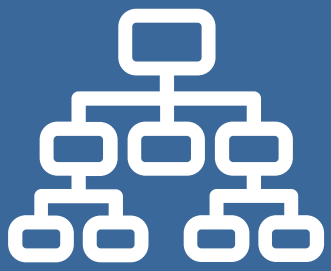
- The School Education Department of Telangana (Administrative state education body), through the State Council of Educational Research and Training (Academic state education body) and Samagra Shiksha (Programmes design and implementation state body), led the development of all teaching materials, recruited instructors, trained them, and managed programme implementation across all 33 districts.

Impact:

The clearest change has been in how instructors teach and how children engage in the classroom. Instructors are now confidently using the teacher handbook, teaching materials, and daily classroom routines during every lesson. Classrooms look more consistent across schools — children are more engaged because instructors have a clear plan for each day, know which activities to use, and know how to use classroom materials. Parents have responded positively. They are engaging more actively with the programme and with school activities. Enrolment in pre-primary classes grew significantly — from nearly 6,500 children in October 2025 to around 16,000 children by March 2026. 96% of State-level trainers completed the five-day training programme.

Teacher training workshop

Children learning from play based TLM



PILLAR 09

DECENTRALISED PLANNING AND OWNERSHIP

Covers the devolution of FLN planning, decision-making, and ownership to the block, cluster, panchayat, and school levels, as distinct from State-level oversight. It includes local and school-level FLN planning, empowerment of block and cluster academic teams, ownership of targets by field functionaries, and the role of community-level institutions in delivery. The pillar enables contextualised implementation and accountability closest to the classroom.

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COMMUNITY ENGAGEMENT AND PARENTAL PARTICIPATION

Madhya Pradesh: NIPUN Professionals Programme (MPNP)

A district-embedded fellowship that turned monitoring and mentoring into routine practice

Issue:

The NIPUN Bharat five-tier structure reached the state level, but district and block functionaries lacked the capacity, monitoring systems, and academic support needed to drive classroom-level change. FLN implementation was compliance-driven, reviews were weak on data, and teachers received limited ongoing support. The gap between state directives and what happened in classrooms remained wide.

State/UT	Madhya Pradesh
Schools with FLN Grades	~78,444
Primary Grade Teachers	~1,78,146
Students in FLN Grades	~18,15,791

Adoption Model:

- **52 NIPUN Professionals** were **institutionalised** as a **two-year fellowship** by Rajya Shiksha Kendra from 2023, placing one dedicated FLN implementation professional in each of MP's 52 districts to work alongside district and block officials.
- **MPNPs supported district** and **block review meetings** with structured agendas, data analysis, and action planning, shifting reviews from compliance reporting to evidence-based decision-making.
- **MPNPs conducted joint school visits with the mentor cadre**, improving the quality of classroom observations and coaching provided to teachers. **Over 3,600 school visits and 1,443 shadow visits were conducted across the two-year period**.
- **MPNPs facilitated teacher training, learning material distribution, student assessments, FLN Melas, and community engagement** initiatives, providing continuity and follow-through that field officials could not sustain alone.
- MPNPs **gathered ground-level insights to improve programme design** at the state level, creating a two-way channel between implementation realities and state planning.
- RSK led and funded the initiative; TISS served as academic partner; CSF provided programme management support from within RSK; district and block officials, mentor cadres, panchayat representatives, SHGs, and parents participated actively.

Impact:

Dedicated district-level presence shifted FLN from administrative compliance to motivated, structured implementation with measurable gains in monitoring, teacher support, and classroom resource availability.

Mentor visit compliance	District review meetings held	Classrooms with workbooks in use
24% → 75%	**83%**	**>85%**
Aug–Oct 2023 to Oct 2024–Mar 2025	Since July 2023	AY 2024–25

Training quality improved for 86,000 Grade 1–2 teachers and 72,000 Grade 3 teachers, with stronger implementation across 84,000+ schools. Over 3,200 one-on-one interactions with mentors and block officials strengthened the academic support chain from district to classroom.

Block level teacher trainings being facilitated at Thikri block of Barwani district.

Hon'ble Education Minister, Shri Uday Pratap Singh launching the FLN annual assessment report

MPNP's contribution to districts recognised by state leadership

Odisha: District NIPUN Cell (DNC)

A formally constituted district coordination unit to translate NIPUN Mission goals into structured, accountable classroom-level implementation.

State/UT	Odisha
Schools with FLN Grades	~44,885
Primary Grade Teachers	~86,000
Students in FLN Grades	~17,08,000

Issue:

Districts lacked a dedicated mechanism to drive FLN implementation at the school level. Academic planning, monitoring, and data use were fragmented, monitoring was compliance-driven rather than learning-focused, and field functionaries had limited role clarity or structured accountability for learning outcomes.

Adoption Model:

- Each **DNC is constituted under the Chairpersonship of the DEO-cum-DPC** with **District Collector approval**, bringing together DIET, BEOs, CRCCs, and academic experts under defined roles. This is not a parallel body — it uses existing government personnel with assigned responsibilities.

- There are **three core functions** of the DNC, this includes **Academics** (FLN teaching practices, TLMs, teacher development); **Monitoring & Data Use** (COT, Annual Assessment, Sikhyana Sopana Register); and **Community Connect** (parent and Mothers' group engagement through events like NIPUN Melas and Pravesh Utsav).

- **DNC findings feed** into **Collector-chaired DRMs, DPMUs, and Block Review Meetings**, ensuring FLN progress is reviewed at the highest district governance level, not in a separate silo.

- Assessment findings from COT and Sikhyana Sopana are triangulated and verified, not accepted at face value and directly drive classroom interventions and school-level dashboards.

- **Pilot districts developed local adaptations, Angul** integrated **Storytelling** for Learning pedagogy; **Nabarangpur** piloted a **digital monitoring app**; **Rayagada built school-level dashboards**; **Sundargarh** conducted a **census assessment** of 2,000+ Grade 2 students.

- OSEPA issues formal guidelines and monitors scale-up; SCERT designs academic frameworks; DEO chairs the DNC; DIET Principal leads academically; BEOs and CRCCs manage block and cluster monitoring; 10–15 academic experts (DRGs) provide pedagogy and content support.

Impact:

Piloted across 10 districts in AY 2025–26, DNC-supported schools consistently outperformed district and state averages on literacy outcomes, and OSEPA has since issued formal guidelines to extend the model to all remaining Odisha districts.

Literacy gain, NIPUN Vidyalayas	Districts above state literacy avg.	Scale-up
+10.3%	**9 / 9**	**All 30**
vs. 8.5% district average	By February 2026	Districts, per May 2026 order

Top performing DNC districts - Bhadrak (57.5%), Ganjam (57.0%), Angul (50.5%), Rayagada (49.8%), all exceeded the state literacy average of 38.8%. In 8 out of 9 districts, NIPUN Vidyalayas outperformed district averages on paragraph reading before the Reading Campaign. The model requires no new infrastructure or budget lines and is fully transferable within Odisha's existing government architecture.

District NIPUN Cell Review

District NIPUN Cell Workshop

Assam: NIPUN Axom: Dedicated District PMUs for FLN

Full-time literacy, numeracy, and data experts in every district to drive classroom action

State/UT	Assam
Schools with FLN Grades	~38,000
Primary Grade Teachers	~1,24,000
Students in FLN Grades	~22,04,903

Issue:

FLN implementation cannot improve through occasional reviews or tasks added to already-stretched district officers. Assam identified the core gap: districts lacked a dedicated engine to translate state priorities into school-level action through sustained planning, monitoring, academic support, and course correction. Without this, the NIPUN mission risked stalling at the district level.

Adoption Model:

- Each **DPMU was structured around three dedicated roles- a literacy expert, a numeracy expert, and a data analyst.** This moved district support beyond administrative follow-up to genuine academic handholding: teacher orientation, TLM use, lesson planning, classroom observation, and evidence-based course correction.

- **DPMUs were established in all 35 districts simultaneously**, each with the same **three-role structure**, creating a uniform implementation architecture for NIPUN Bharat while allowing districts to respond to local needs.

- Samagra Shiksha Assam treated DPMU selection as a critical systems decision. CSF supported process design; SCERT and DIETs contributed academic and field expertise; technical organisations assessed data analyst candidates, ensuring professionals matched the technical and field demands of FLN implementation.

- **The data analyst role ensured district reviews moved from routine progress reporting to specific, evidence-backed decisions** with nearly 70% of meetings using assessment and visit data to identify gaps and prioritise corrective action.

- **DPMUs operate** within **Samagra Shiksha's implementation architecture**, linked to annual work plans, district reviews, and SCERT/DIET mentoring, making them system-owned rather than project-dependent.

- **Samagra Shiksha Assam** leads and **funds** the **model**; CSF supports design; SCERT and DIETs contribute academic expertise for recruitment and mentoring; literacy and numeracy experts support teachers and block officials; data analysts convert field data into district-level decisions.

Impact:

Dedicated district teams shifted FLN from an additional administrative charge to a focused district mission with clearer ownership, stronger follow-up, and a measurable improvement in how evidence is used in reviews.

Reviews using data to decide	Classroom observations (2025–26)	Students assessed by DPMU
~70% of district meetings	**1,342** Across 35 districts	**6,710** In AY 2025–26

Teachers received more focused support on pedagogy, TLM use, and classroom practice. Follow-up with blocks and schools became more regular and academically oriented. Field-level bottlenecks surfaced and escalated faster. The model is transferable to any state willing to establish lean, role-clear district teams within Samagra Shiksha's existing planning and review cycles.

DPMU in action (Classroom observation)

DPMU in action (Spot test)

PILLAR 10

COMMUNITY ENGAGEMENT AND PARENTAL PARTICIPATION

Comprises the State's mechanisms for mobilising parents, families, and the wider community in support of children's foundational learning. It includes parental awareness and orientation, home-based learning support, reading and library campaigns, engagement of School Management Committees and local bodies, and public recognition of progress. The pillar extends the foundational learning effort beyond the school and embeds it within the home and community.

PILLAR 01

MISSION SALIENCE AND COMMUNICATION

PILLAR 02

ASSESSMENT OF LEARNING OUTCOMES AND TARGET

PILLAR 03

TEACHING LEARNING MATERIAL (TLM) AND RESOURCES FOR STUDENTS

PILLAR 04

RESOURCES AND SUPPORT MATERIALS FOR TEACHERS

PILLAR 05

TEACHER TRAINING AND CONTINUOUS PROFESSIONAL DEVELOPMENT

PILLAR 06

ACADEMIC MENTORING AND ON-SITE SUPPORT

PILLAR 07

MONITORING AND REVIEW

PILLAR 08

EARLY CHILDHOOD EDUCATION (ECE)

PILLAR 09

DECENTRALISED PLANNING AND OWNERSHIP

Odisha: Pravesh Utsav & Khadi Chhuan

A celebratory, community-rooted enrolment event to bring every eligible child into school on time and with joy

State/UT	Odisha
Schools with FLN Grades	~44,885
Primary Grade Teachers	~86,000
Students in FLN Grades	~17,08,000

Issue:

Many children aged 5–7 in Odisha did not transition from Anganwadi Centres to formal schooling at the right age. Enrolment was ad-hoc and school-specific, with no statewide coordination, no welcoming ritual, and limited community awareness of age-appropriate entry or NIPUN Odisha goals. Parents, especially in rural and tribal areas, were rarely engaged, and the shift from pre-primary to Grade 1 was abrupt and often anxiety-inducing for children and families alike.

Adoption Model:

- **Every April at the start of the academic year, all primary schools across all 30 districts run the same 4-day Pravesh Utsav programme**, simultaneously creating a shared, visible moment of celebration rather than scattered school-level events.

- **Pravesh Utsav is the enrolment festival** - festive ceremonies, cultural programmes, and school kit are distributed. **Khadi Chhuan is the ceremonial first-writing ritual rooted in Odisha's Vidyarambha tradition**, where a child traces their first letters or numbers on a slate guided by a dignitary or parent, marking a formal beginning to learning.

- **Day 1 - Khadi Chhuan** ceremony and formal enrolment; **Day 2 - literacy station activities**; **Day 3 - numeracy station activities**; **Day 4 - creative, art, and cultural activities**. Each day is designed to ease children into foundational learning from the very first week.

- **~5 lakh personalised Nimantran Patra** (invitation letters) are distributed to eligible families through district officials, school heads, and panchayat representatives. Shiksha Sachetanata Rathas, decorated awareness vehicles, are deployed across all 30 districts to reach rural and tribal communities with information on Sishu Vatika enrolment and NIPUN Odisha.

- **Anganwadi workers identify and refer eligible children aged 5–7** from their centres, making the pre-primary to primary transition systematic rather than incidental.

- School & Mass Education Department leads statewide design and coordination; SCERT and DIETs provide the academic framework for activity stations; District Collectors and DEOs lead district-level events; Block Education Officers and CRCCs support school-level delivery; parents, SMC members, and local dignitaries participate as active partners in the ceremony.

- The **Chief Minister personally inaugurated the state-level event and conducted the Khadi Chhuan ritual with children**, with simultaneous district-level events led by Collectors, embedding the programme in the highest levels of the governance system from day one.

Impact:

In its first year of full statewide implementation, Pravesh Utsav shifted enrolment from a school-level administrative task to a community-owned celebration, delivering measurable reach and a visible change in how families relate to their child's entry into school.

Beyond numbers, the programme created a culture shift. Families now anticipate and prepare for the first day of school as a significant occasion. The AWC-to-Grade 1 pipeline is more systematic, the home-school bond is established from day one, and the 4-day activity structure means children begin foundational literacy and numeracy routines in their very first week. Pravesh Utsav is now the largest coordinated school enrolment celebration in Odisha's history, and is built into the annual academic calendar as a permanent state-owned event.

Children enrolled in AY 2026–27	Invitation letters distributed	Districts covered
~3 lakh	**~5 lakh**	**30**
Sishu Vatika & Grade 1	Across all 30 districts	All blocks & primary schools

Engagement of CM, Government officials and Mothers with Children

Gujarat: School Readiness & Enrolment Drive (Shala Praveshotsav & NIPUN Pakhwada)

A year-round, data-driven system to identify, enrol, and retain every child from doorstep to classroom.

State/UT	Gujarat
Schools with FLN Grades	~31,682
Primary Grade Teachers	~1,79,191
Students in FLN Grades	~17,04,765

Issue:

Gujarat's enrolment drives were short-term events with no robust follow-up and no system to track individual children across the year. Children, particularly from migrant and disadvantaged families, fell through the gaps between Anganwadi and formal schooling, or between grade transitions. After COVID-19, dropout risk rose sharply. The state had aggregate enrolment numbers but no child-level visibility, making sustained intervention impossible.

Adoption Model:

- **Shala Praveshotsav** began **15 years ago** as a **3-day enrolment drive with senior officials, including the Chief Minister, visiting villages** each June. In 2019, it was redesigned as **Shala Praveshotsav 2.0 - a technology-enabled, year-round effort covering Balvatika** through Grade 12, with continuous follow-up replacing the one-time push.

- **Birth registration** and **immunisation data** from the Health Department **are triangulated to identify every school-age child**, including migrant children. Since 2019, birth data drives Grade 1 admissions; from 2023–24, it also covers Balvatika. Schools receive child-wise lists with parent contact details so teachers can reach families directly.

- Schools use **CTS data to survey unenrolled children and conduct family visits. Children not enrolled after the main drive are tracked through follow-up rounds**. Grade 8–9 and Grade 10–11 transitions are mapped and supported by head teachers and CRC coordinators to reduce secondary-level dropout.

- Newly **enrolled Balvatika and Grade 1 children participate in a 15-day programme using games, stories, songs, and play-based activities to ease the transition** into school and introduce early literacy and numeracy, connecting enrolment directly to foundational learning from day one.

- An **online daily attendance system tracks students and teachers** across schools, flagging prolonged absences so schools can intervene before children drop out. The TeCHO+ platform from the Health Department also supports child-level tracking across all 33 districts.

- **VSK consolidates data from schools, ICDS, and multiple departments into a single monitoring and analytics hub**, enabling near-universal coverage of children aged 3–18 and supporting regular follow-up across the system.

- Education Department and Samagra Shiksha lead planning; Health Department supplies birth and immunisation data; VSK handles data monitoring; AWC workers, ASHA workers, SMCs, and panchayat leaders drive community mobilisation; head teachers and CRCs manage school-level enrolment and transition support.

Impact:

The shift from aggregate targets to child-wise tracking transformed how Gujarat manages enrolment, enabling timely follow-up, stronger retention, and a measurable recovery in enrolment rates after COVID-19.

Adjusted Net Enrolment Rate	Districts with TeCHO+ tracking	Age group tracked
74.97 → 95.36	**33 / 33**	**3–18 yrs**
2018–19 to 2022–23	Full state coverage	Balvatika to Grade 12

Daily attendance monitoring reduced prolonged absenteeism and enabled timely intervention for at-risk children. Integrated transition mapping for Grades 8–9 and 10–11 strengthened retention into secondary education. NIPUN Pakhwada connected new enrollees to foundational learning from their first fortnight. The model is now embedded across all 33 districts as a permanent, data-driven government system - not a campaign.

Shala Praveshotsav

Shala Praveshotsav

Bihar: Parent Teacher Meetings as Monthly Conversations About Learning

Shifting parent-teacher contact from complaints and exams to child-specific engagements.

Issue:

In Bihar, parent-school interaction was largely confined to admissions, exams, or grievances, with almost no structured engagement around how a child was actually learning. Schools had no regular mechanism to discuss learning levels, attendance, or home support with parents, and teachers had little opportunity to guide families on foundational literacy and numeracy. This disconnect was especially damaging in early grades, where consistent home reinforcement is critical to FLN outcomes.

State/UT	**Bihar**
Schools with FLN Grades	**~66,890**
Primary Grade Teachers	**~3,33,716**
Students in FLN Grades	**~67,89,197**

Adoption Model:

- **Bihar institutionalised monthly PTMs across all government schools** from October 2022 under Mission NIPUN Bihar. Large PTM "Melas" were replaced with class-wise sessions where teachers discuss each individual child's progress, learning gaps, attendance, and support needs directly with their parents.

- The state issues a **PTM calendar each academic year with predefined themes** and discussion points. Themes span home-based learning ("Har Ghar Ek Pathshala"), student health and nutrition, socio-emotional development, examination readiness, and values-based citizenship, ensuring **each PTM has a clear focus beyond generic progress updates**.

- **Teachers use Holistic Progress Cards (HPCs)** to share child-specific strengths, learning levels, FLN competencies, and grade-level expectations with parents. Discussions also cover workbook and TLM kit usage, reading habits, and how parents can create a learning environment at home.

- An ACS guidance letter issued in May 2025 further strengthened the initiative, directing schools to discuss workbook usage, reading corners at home, holiday learning, attendance, and child-wise progress, embedding PTMs as a formal accountability mechanism, not just a school-level activity.

- **Schools document PTMs with photographs and evidence**; parental participation is tracked monthly; and state-level reviews assess implementation. CRCCs and district officials monitor during school visits.

- Education Department and SCERT Bihar lead policy design and thematic planning; headmasters and class teachers lead school-level delivery; CRCCs and district officials monitor; SMCs and parents are active participants; development partners have supported awareness and community engagement processes.

Impact:

Monthly PTMs shifted parent-school interaction from an occasional, administrative exchange to a regular, child-centred conversation with measurable gains in participation and a stronger home-school connection around learning.

Parental participation	PTM calendars issued	In place since
44% → 71%	**3 years**	**Oct 2022**
May 2025 to March 2026	2023–24, 24–25, 25–26	All government schools

Parents gained awareness of FLN competencies and grade-level expectations. Home learning discussions promoted reading habits, workbook use, and supportive home environments. PTMs evolved into a governance mechanism, strengthening accountability, attendance monitoring, and community ownership of schools under Mission NIPUN Bihar. The model is low-cost, uses existing school infrastructure and teacher structures, and is now embedded in the annual academic calendar as a permanent feature of Bihar's school system.

Parent-Teacher Meeting

Abhibhavak Baithak

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