NIPUN BHARAT

MISSION

ANKUR

BLUEPRINT REPORT

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ACKNOWLEDGEMENTS

As we present this blueprint report for Mission Ankur, it is imperative to extend our heartfelt gratitude to those who have contributed significantly to this groundbreaking endeavor in Madhya Pradesh. This mission, centered on foundational literacy and numeracy, is a testament to the collaborative spirit and dedication of various partners and leaders.

First and foremost, we express our deepest appreciation to the Honorable Chief Minister, Mohan Yadav and Education Minister of Madhya Pradesh, Uday Pratap Singh. Their visionary leadership and unwavering support have been pivotal in steering this mission towards success. Their commitment to enhancing the educational landscape in Madhya Pradesh is truly commendable.

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We would also like to acknowledge our partners– Room to Read India, Sol's Arc, and Vikramshila. Each organization has brought its unique strengths and perspectives, contributing to a powerful coalition that has worked in close harmony with the Rajya Shiksha Kendra. Their collective efforts, expertise, and dedication have been integral to the advancements made in foundational literacy and numeracy across Madhya Pradesh.

Lastly, we extend our gratitude to all the educators, administrators, community members, and students who have embraced Mission Ankur. Their enthusiasm and commitment have been the driving force behind the success of this initiative.

This report, authored by The Education Alliance, aims to encapsulate the collective wisdom and learnings from Mission Ankur. It is our hope that this blueprint will serve as a valuable guide for other organizations and education departments across India, striving to enhance foundational literacy and numeracy.

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ACRONYMS

APC	Academic Program Coordinator
BAC	Block Academic Coordinator
BCG	Boston Consulting Group
BPMU	Block Project Management Unit
BRC	Block Resource Coordinator
CAC	Cluster Academic Coordinator
CEO	Cluster Education Officer
CFU	Check for Understanding
CMGGA	Chief Minister's Good Governance Associates
CMIE	Change Makers in Education
CRC	Cluster Resource Coordinator
CSF	Central Square Foundation
D.El.Ed.	Diploma in Elementary Education
DEO	District Education Officer
DIET	District Institute of Education and Training
DIKSHA	Digital Infrastructure for Knowledge Sharing
DPC	District Program Coordinator
DPMU	District Project Management Unit
DRG	District Resource Group
DRSK	Director, Rajya Shiksha Kendra
ECE	Early Childhood Education
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EPES	Ek Parishar Ek Shaala
FAQ	Frequently Asked Question
FI	Field Investigator
FLN	Foundational Literacy and Numeracy
FLS	Foundational Learning Study
GIS	Geographic Information System
GPRS	General Packet Radio Service
HQ	Headquarters
HR	Human Resources
HRMIS	Human Resource Management Information System
IT	Information Technology
KPI	Key Performance Indicators
L1	Lowest Rate Bidder
LO	Learning Outcome
LOF	Learning Outcome Framework
M&E	Monitoring & Evaluation
MIS	Management Information System
MoE	Ministry of Education
MoM	Minutes of Meeting
MoU	Memorandum of Understanding
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NEP	National Education Policy
NGO	Non-Governmental Organisation
NIC	National Informatics Centre
NIPUN	National Initiative for Proficiency in Reading with Understanding & Numeracy
NMMS	National Means-cum-Merit Scholarship Examination
NP	NIPUN Professional
NTSE	National Talent Search Examination
OIC	Officer In-Charge
PAU	Project Assistance Unit
PD	Professional Development
PLC	Programmable Logic Controller
PM	Program Manager
PMRDF	Prime Minister's Rural Development Fellowship
PMU	Project Management Unit
POC	Point of Contact
PRAN	Permanent Retirement Account Number
RfP	Request for Proposals
RSK	Rajya Shiksha Kendra
RTE	Right to Education Act
SATH-E	Sustainable Action for Transformation of Human Capital - Education
SCERT	State Council of Educational Research and Training
SDMC	South Delhi Municipal Corporation
SLO	Student Learning Outcome
SMC	School Management Committee
SME	Subject Matter Expert
SOP	Standard Operating Procedure
SPD	State Project Director
SPMU	State Project Management Unit
SRG	State Resource Group
TBC	Textbook Corporation
TEA	The Education Alliance
TG	Teacher Guide
TISS	Tata Institute of Social Sciences
TLM	Teaching-Learning Material
TPD	Teacher Professional Development
UDL	Universal Design for Learning
5 W & 1 H Questions	5 W and one H questions: what, where, when, who, why, and how?

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ABOUT THE REPORT

This report presents a comprehensive overview of Mission Ankur, a pioneering project in Madhya Pradesh dedicated to enhancing foundational literacy and numeracy (FLN) across the state.

Spearheaded by a coalition of eminent partners including The Education Alliance, Room to Read, Vikramshila, and Central Square Foundation, in partnership with Rajya Shiksha Kendra in Madhya Pradesh, this initiative stands as a testament to collaborative efforts in educational reforms.

The core purpose of this report is to offer a detailed blueprint that can be adapted and utilized by organizations, and education departments from varying Indian states striving to improve FLN in India.

It meticulously documents the various initiatives undertaken under Mission Ankur, providing a holistic view of the strategies and methodologies employed. In line with NIPUN Bharat, these initiatives have been carefully crafted to address the diverse needs of FLN, ensuring that the foundation of education is strong and inclusive.

A significant portion of the report is devoted to codifying the key learnings and reflections garnered from the implementation of these initiatives.

This introspection is crucial, as it provides valuable insights into the challenges faced, strategies deployed, and the overall impact of the project. Such reflections are instrumental in understanding the nuances of executing large-scale educational programs and can serve as a guiding light for similar endeavors.

Furthermore, the report shares the pathways to success identified by the Mission Ankur coalition. These include best practices, innovative approaches, and effective management strategies that have been the precursors to the successful delivery of the project's objectives.

By highlighting these elements, the report aims to equip other organizations, and education departments with the knowledge and tools necessary to replicate and scale similar initiatives, thereby contributing to the broader goal of improving FLN across India.

In essence, this report is not just a narrative of Mission Ankur's journey but also a resourceful guide for future educational interventions, aiming to catalyze a systemic change in the realm of FLN across the nation.

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INTRODUCTION

Foundational literacy and numeracy (FLN), refers to basic skills in reading, writing, and mathematics. By the time a child finishes grade 3, they should be able to effortlessly read a simple story or solve basic math problems. But why is this so crucial? The first eight years of life are the golden window for brain growth. It's when the mind is at its most malleable and receptive. Studies such as the meta-analytical research by Gorey (2001) emphasize the profound and lasting benefits of quality preschool education, particularly for children from less privileged backgrounds. It drastically diminishes the shadows of dropout rates, unemployment, and societal challenges they might otherwise face. Similarly, evaluations of programs like the Early Childhood Education (ECE) scheme in India reveal improved readiness parameters for children with preschool experiences (UNESCO, 2006).

However, India currently struggles with 'learning poverty' as far as ECE is concerned; as of 2019, a staggering 55% of Indian children between 6 to 10 years old couldn't fully grasp a basic text, a finding by the World Bank. Fast forward a bit, and the 2022 Foundational Learning Study unveils similar concern: 60% of India's Grade 3 students trail behind the global benchmarks set for Foundational Literacy and Numeracy (FLN).

Enter the scene :

NIPUN (National Initiative for Proficiency in Reading with Understanding & Numeracy) Bharat Mission, India's bold response to these educational challenges. Birthed from the ambitions of the National Education Policy (NEP) 2020, this mission has its eyes set on a clear horizon - achieving universal FLN across primary schools by 2027. NIPUN isn't just about reading and counting. It's an intricate convergence of language development, cognitive enhancement, and vital curriculum goals. All this, while perfectly aligning with the requirements laid out in NEP 2020 and the National Curriculum Framework 2022.

This report outlines the efforts made under the mandate of NIPUN Bharat in one of India's largest states: Madhya Pradesh (MP). MP has over the decades been at the bottom of many lists as far as its education outcomes and parameters go, and the statistics paint a stark picture of the pressing need for intervention in the realm of FLN education. A striking 59% of its young students fail to meet global benchmarks in Foundational Literacy and Numeracy, as revealed by the 2022 Foundational Learning Study, thus underscoring the critical shortfall in FLN attainment among students in the early grades

In response, to tackle the rampant 'learning poverty', especially in early grades, Madhya Pradesh launched "Mission Ankur," a spirited initiative echoing the national clarion call of the NIPUN Bharat Mission, under the leadership of the honorable Chief Minister Shivraj Singh Chouhan, and honorable Education Minister Inder Singh Parmar. Spearheaded by Rajya Shiksha Kendra, Madhya Pradesh (RSKMP), this mission represents a beacon of hope, an assertive stride towards a brighter educational future for its children.

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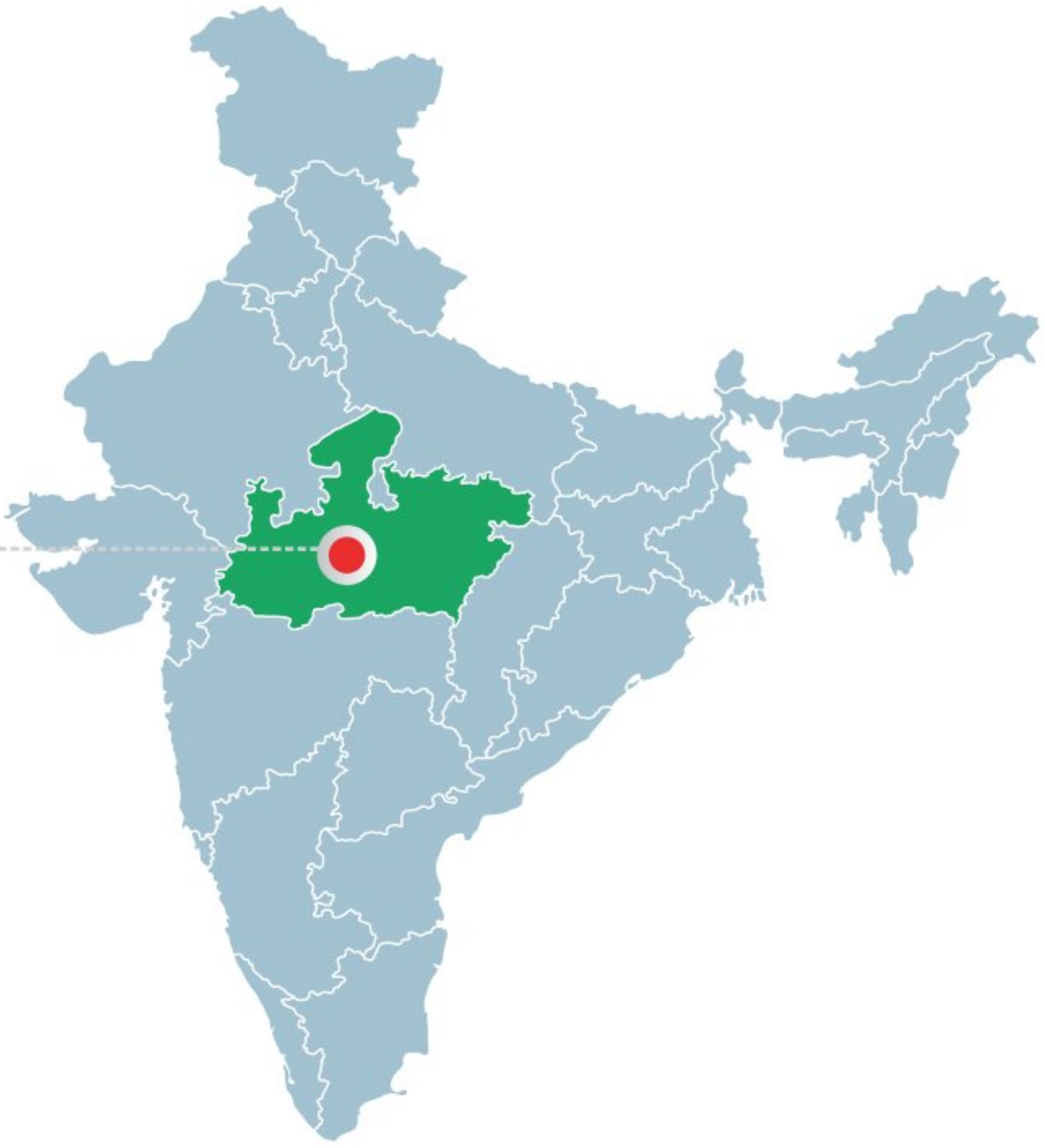
Madhya Pradesh Learning Achievement Snapshot

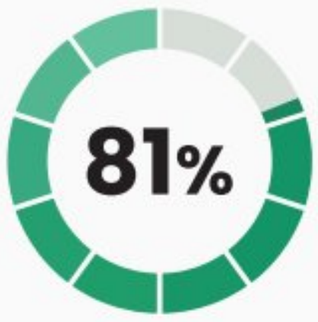


80, 99, 368 students in Pre-primary and Primary Grades

(UDISE Report 2021-22)

Of students in Madhya Pradesh do not meet minimum global proficiency standards in Foundational Literacy & Numeracy

Foundational Learning Study (2022)



Of Vth Grade student in Madhya Pradesh cannot do division

ASER 2022

Of IIIrd grade students in Madhya Pradesh cannot read Std II level text

ASER 2022

'Mission Ankur' was initiated in 2020, well before the national rollout of NIPUN, to address the urgent need for strengthening FLN skills and creating a solid foundation for the state's young learners. This initiative serves as a compelling case study, showcasing the proactive measures taken by states to align with NIPUN's goals.

Peeling back the layers of "Mission Ankur" reveals a determined push towards universal FLN and a transformed primary education landscape in India. Aimed at nurturing FLN proficiency in 15 lac FLN students of Madhya Pradesh by 2026-27, the program sets clear, graded goals. From letter and sound recognition in Balvatika to reading with understanding and managing numbers up to 9999 by Grade 3, Mission Ankur charts a detailed path towards numeracy and literacy mastery.

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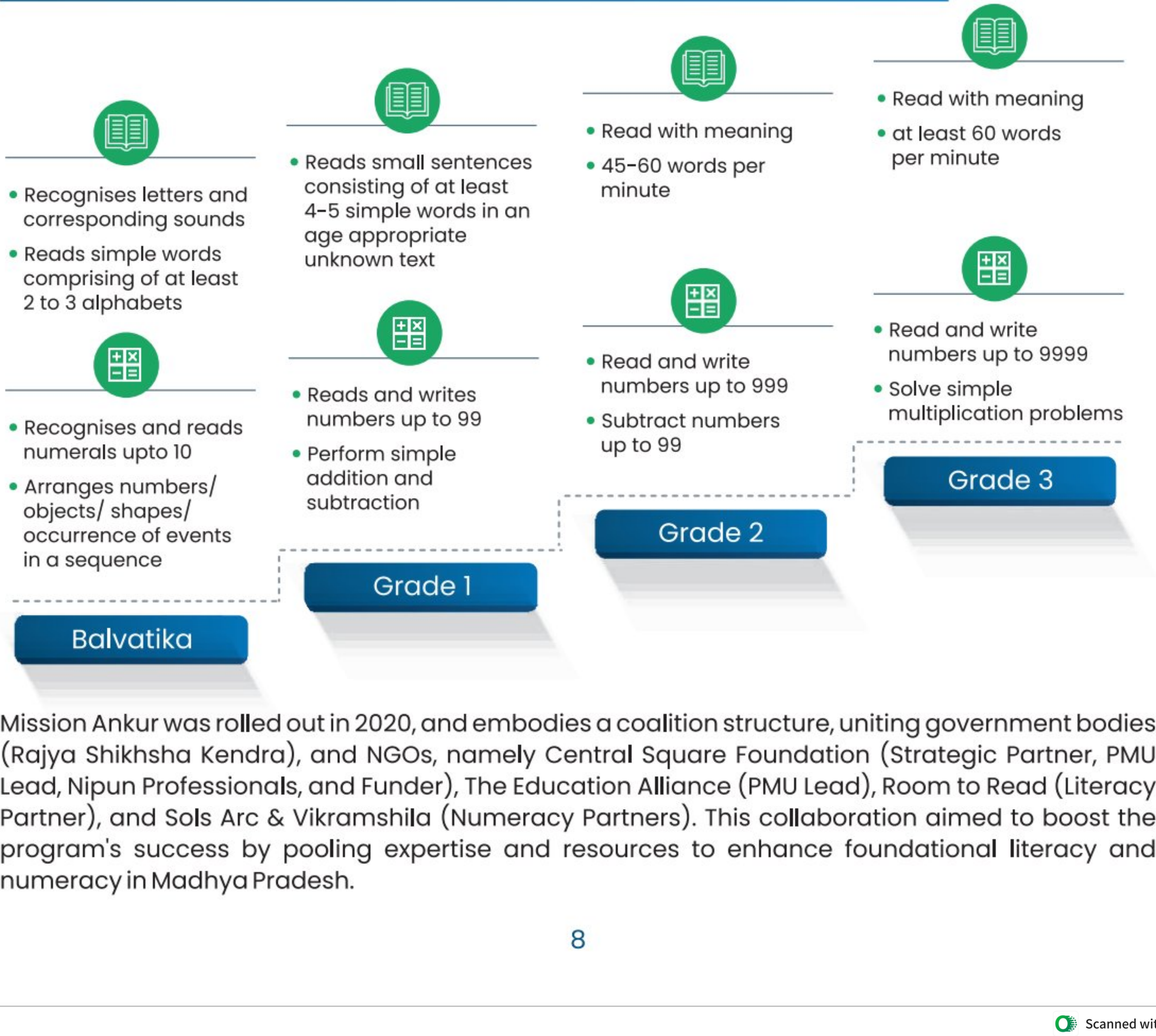
PROJECT OVERVIEW

Madhya Pradesh, covering 3,08,252 sq. km and housing a population of over 7.26 crore, faces challenges in delivering foundational literacy and numeracy. The state's complex geography and demographic diversity lead to uneven educational resources and school accessibility, especially in remote and rural areas. With a below-average literacy rate of 69.3% and a child sex ratio indicating gender disparities, there's an urgent need to address educational shortcomings. For Madhya Pradesh, quality education is vital to break the poverty cycle and promote growth. Tailored educational strategies are needed to ensure inclusive, quality foundational education for all.

Mission Ankur is the state's flagship program under the ambit of NIPUN Bharat with the goal of fostering an environment to facilitate FLN fluency for 15 lac FLN students in the state of MP by 2026-27.

Mission Ankur's goals include mastery in learning numeracy and literacy by 2026- 27; these are broken down at the grade level



Mission Ankur was rolled out in 2020, and embodies a coalition structure, uniting government bodies (Rajya Shikhsha Kendra), and NGOs, namely Central Square Foundation (Strategic Partner, PMU Lead, Nipun Professionals, and Funder), The Education Alliance (PMU Lead), Room to Read (Literacy Partner), and Sols Arc & Vikramshila (Numeracy Partners). This collaboration aimed to boost the program's success by pooling expertise and resources to enhance foundational literacy and numeracy in Madhya Pradesh.

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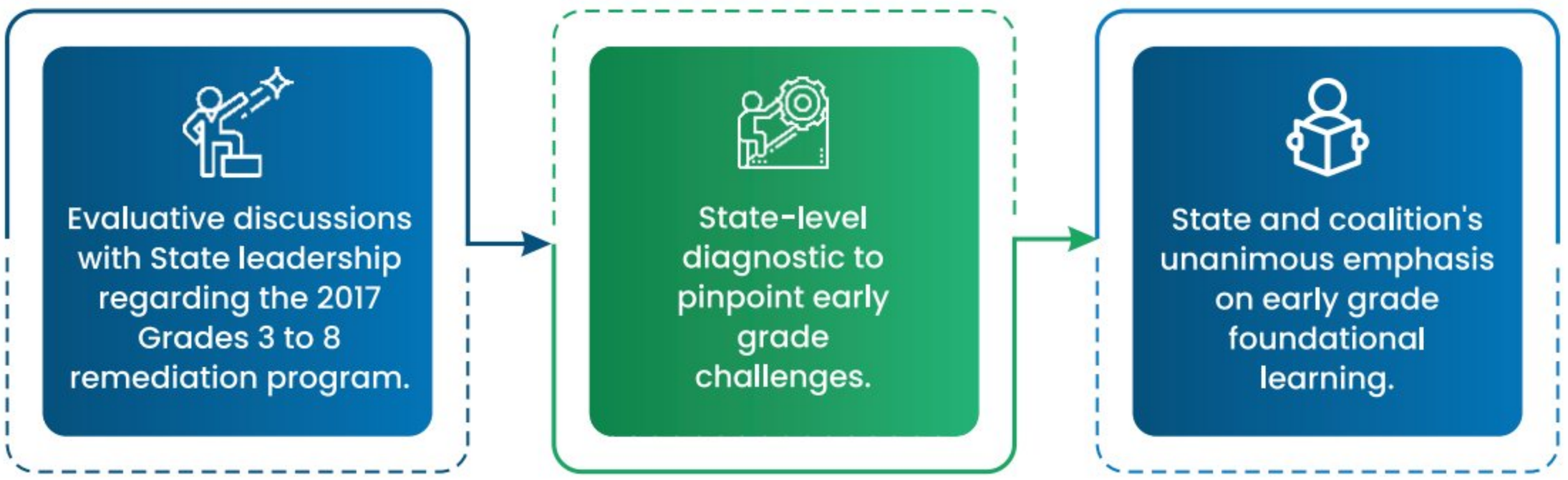
Program Inception - The Birth of Mission Ankur

Mission Ankur's robust initiation with the State stemmed from the State's insights gained from its remedial education program launched in 2017. Despite the meticulous design and execution of the two-year remedial initiative, it became clear that the real challenge lay in the weak foundational learning in early grades. Amplifying the challenge was the School Education Department in MP's practice of starting formal education from Grade 1 at age 6, as per the RTE act. Most of these children began without prior early childhood education experience, making foundational learning more daunting for both teachers and students.

In 2020, the coalition and State aligned on the premise that without a complete overhaul of early grade learning, subsequent state programs would falter. Thus, a Foundational Learning and Numeracy (FLN) program was envisioned, emphasizing both academic and administrative aspects.

Key steps included:



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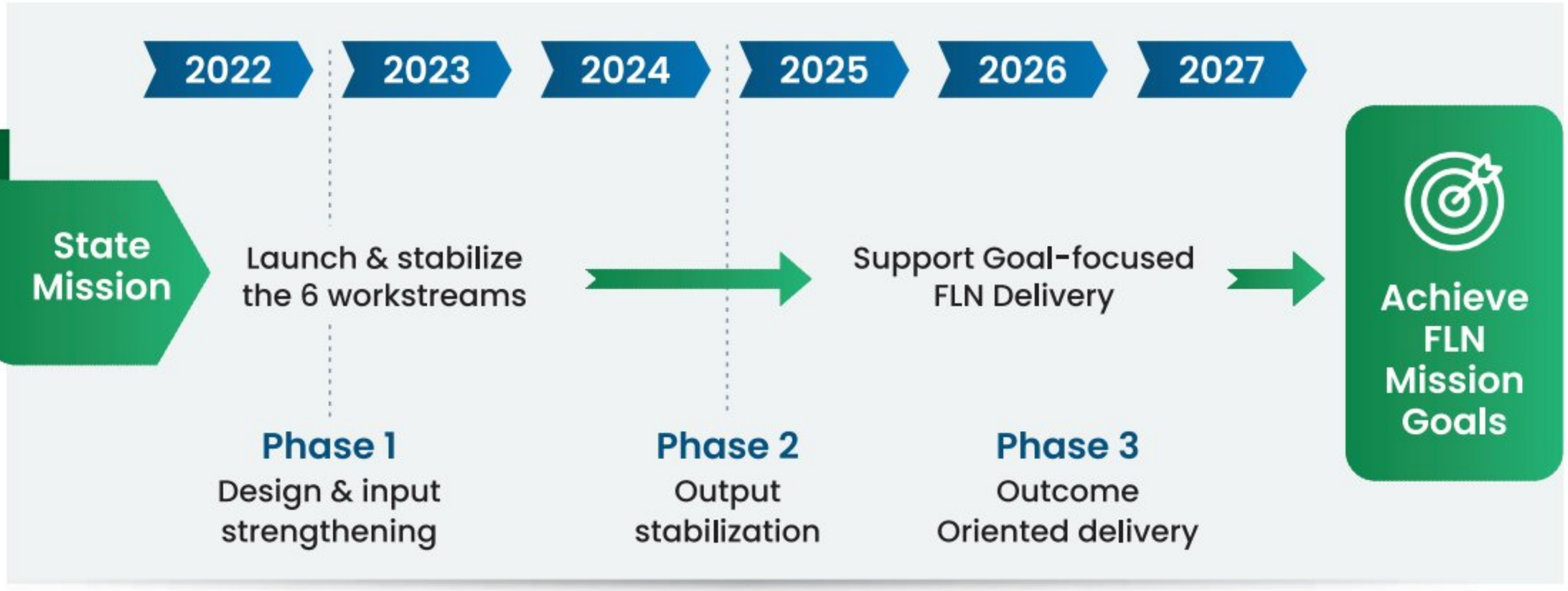
Mission Ankur follows a structured three phase plan across six-years with six specific workstreams:



3 Phase Plan:

Phase 1
Design and Input Strengthening

2021-2023:

- Lay the foundation: Develop academic materials for Grades 1 and 2.
- Core training on pedagogy and mindset change.
- Initiate the monitoring system.

2023-2024:

- Conduct baseline assessments; set mission goals and targets
- Expand the program: Introduce Grade 3 materials.
- Emphasize retraining and mentorship.
- Enhance communication to maintain mission relevance.

Phase 2
Output Stabilization

2024-2025:

- Streamline material delivery and offer tailored trainings.
- Stabilize mentoring and enhance review mechanisms through effective monitoring.
- Ensure implementation fidelity of student assessments, and teacher trainings.
- Augment district capacity towards mission implementation via FLN fellows (MP NIPUN Professionals Program)

Phase 3
Outcome oriented delivery

2025 onwards:

- Improve user adoption for materials.
- Focus on target-driven communication.
- Achieve capacity building and refined governance.

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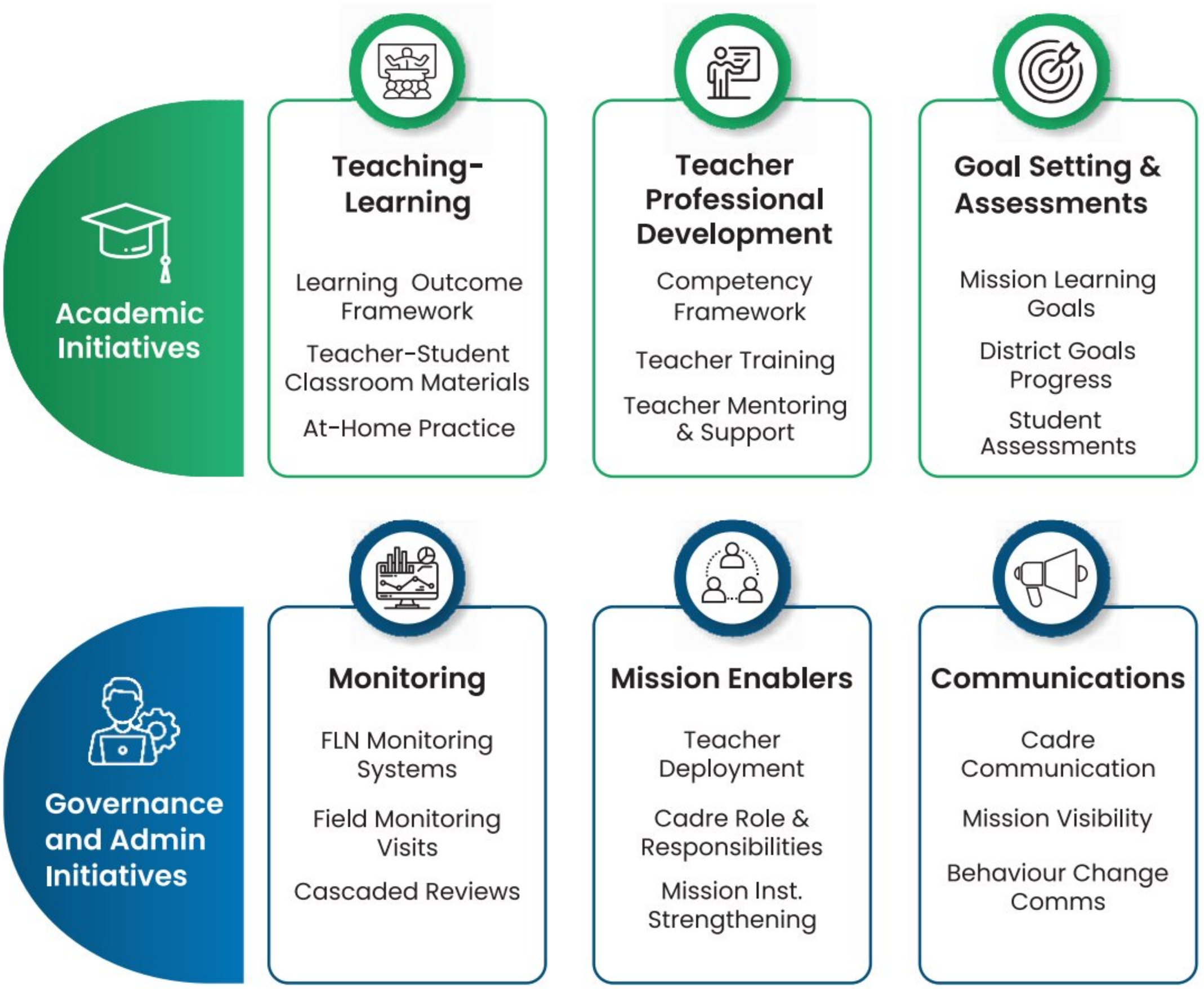
To bring these 3 phases to fruition, Mission Ankur laid out 6 clear workstreams

Mission Ankur's 6 Workstreams:

1. **Teaching-Learning Material:** Create and refine academic content
2. **Teaching Capacity Building:** Empower teachers through training, mentorship, and mindset shift
3. **Goal Setting Assessment:** Set mission goals, targets, and ensure accountability
4. **Monitoring and Governance:** Identify project KPIs, and mechanisms to track them
5. **Mission Enablers:** Support project implementation through NIPUN Professionals
6. **Communication:** Maintain mission clarity and promote behavior change

Mission Ankur framework (as per NIPUN) has 6 workstreams in academic and governance initiatives



In this report we have detailed out the first four workstreams, and clubbed initiatives on Workstream 5: Mission Enablers, and Workstream 6: Communication into a single section for brevity

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MISSION ANKUR COALITION

The Birth of the Coalition

JANUARY 2019

NITI Aayog's Sustainable Action for Transforming Human capital – Education (SATH-E) program Launched

SEPTEMBER 2019

Team created for designing FLN cell consisting of key stakeholders

DECEMBER 2019

- FLN Cell set up, including coalition team onboarded at RSK
- Innovation district roll out in three districts to pilot structured pedagogy

MARCH/MAY 2020

COVID pandemic response

JUNE 2020

MoU signed between NGO partners and Rajya Shiksha Kendra

DECEMBER 2022

Official inauguration of Mission Ankur by honorable Education Minister

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In 2019, The Education Alliance (TEA) partnered with Madhya Pradesh's State education department to enhance NITI Aayog's Sustainable Action for Transforming Human capital – Education (SATH-E) program implementation. Simultaneously, Central Square Foundation (CSF) was delving into structured pedagogy as an evidence-based solution to address primary education learning gaps. Driven by a common purpose, CSF and TEA joined forces to explore collaborative opportunities aimed at enhancing foundational learning in Madhya Pradesh through the implementation of structured pedagogy.

Notably, while CSF was engaging with academic entities for expert content on structured pedagogy, Room to Read India, running a pilot in Madhya Pradesh (Barwani District), became a vital ally. Sols' Arc, known for its inclusive pedagogy, was brought in as the numeracy expert. This shared commitment to an evidence-based, innovative approach for foundational learning united The Education Alliance, Central Square Foundation, Room to Read India, and Sol's Arc into a powerful coalition working closely with the Rajya Shiksha Kendra.

Subsequently, in December 2019, the coalition established a team at Rajya Shiksha Kendra, designing an FLN cell with senior officials, civil society representatives, and academicians to bolster foundational learning. They also proposed two 'Innovation Districts' to trial and refine initiatives before statewide implementation. Both these ideas took off in 2019.

However, 2020 brought unforeseen challenges due to the pandemic. Responding swiftly, the coalition collaborated with the State to provide support materials and blended learning opportunities amidst school lockdowns. A significant game-changer was the 2020 National Education Policy (NEP), emphasizing early-grade learning and comprehensive approaches, which invigorated the coalition's vision.

In June 2020, the State officially embraced the initiative as "Project Ankur", signing an MOU with the coalition. Later, with the launch of NIPUN Bharat, it morphed into the state's FLN mission, "Mission Ankur", inaugurated by the Honorable EM in December 2020.

Coalition Partners

CENTRAL SQUARE FOUNDATION

THE EDUCATION ALLIANCE

Room to Read®

Sol's ARC
EVERY CHILD LEARNS, EVERY ADULT EARNS

Vikramshila

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Definitive Roles and Responsibilities

As part of the Mission Ankur initiative, clear roles and responsibilities were established among participating organizations from the outset to ensure transparency and accountability.

Rajya Shiksha Kendra

- Lead jointly in the strategic development of FLN intervention.
- Ensure active engagement and support across all educational levels for effective intervention delivery.
- Designate specialized teams to enhance capacity for initiative implementation and co-creation.
- Secure sufficient funding for educational materials and the professional development of teachers and officials.
- Set regular review and decision-making meetings to maintain program momentum.
- Issue necessary permissions and directives promptly for smooth program operation.
- Ensure the financial resourcing of the project is robust and consistent.

Central Square Foundation (Strategic Partner, PMU Lead, Nipun Professionals, and Funder)

- Provide frameworks for each identified workstream, including support to technical partners in implementation at scale.
- Collaborate in thought leadership for the design, execution, and monitoring of the project.
- Conduct reviews with coalition partners for cohesive management and alignment.
- Facilitate, and lead advisory discussions with government officials at the Chief Minister/Executive Member level.
- Lead the project management unit for the FLN fellowship (Nipun Professionals).
- Partner with a Monitoring and Evaluation (M&E) agency, offering support for a comprehensive evaluation of the initiative.

The Education Alliance (Project Management Unit)

- Establish a Project Management Unit (PMU) for daily operational oversight.
- Structure the PMU to synchronize partner activities, employ state teams, and oversee project execution and outcomes.
- Collaborate with technical partners for contributions to program design and implementation.
- Provide project coordination and operational assistance, including staffing and establishing district and block level teams.
- Maintain pivotal government relationships and spearhead sustainability efforts.

Room to Read, Sols Arc (2019-2022), Vikramshila (2022 onwards) (Academic / Technical Partners)

- Develop pedagogical approach and content for literacy and numeracy and contextualize it to State for instructional design and delivery
- Design trainings and related support material / tools needed for effective delivery of the program by State
- Conduct training of core district level teams of Project Ankur to support teacher capacity building
- Lead project management and delivery in the implementation districts (Led by 'Room to Read').

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Initial alignment on principles of working for program delivery

When the coalition partners first collaborated on the program design, significant time was invested in internal workshops to ensure alignment on core principles. **It was unanimously agreed that building political and bureaucratic support was essential to uphold these design principles throughout the program's execution.**

Mission Ankur Design and Delivery

is underpinned by the following set of principles

State-owned and State-led supported by technical experts and knowledge partners (Dedicated FLN team of 25 Department officials and external PMU with strong alignment and regular cadence)

Action on both pedagogical innovations and systemic alterations to improve FLN delivery (Comprehensive approach towards pedagogy - LOF, materials, teacher capacity building and department support)

Well-monitored, rigorously evaluated and continuously iterated upon by the State (Dedicated IT PMU set-up for development of integrated MIS)

Interventions suited for scale across the State (Institutional initiatives in the form of fellowship being launched to support districts)

Use of technology and other such enablers to be evaluated for delivery, reach and effectiveness

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Operational Structures for effective delivery by the coalition

The coalition's operational structure evolved over time to ensure efficient and effective collaboration among teams based in different locations. Effective communication management, decision making, and conflict resolution have been critical to coalition's success.

1. Communication management

Various platforms and forums were created to manage smooth communication and ensure alignment with coalition members especially given the teams were all based from different locations. Three key aspects of communication management were institutionalized.

Activity Tracking: A shared tracker was established for monitoring activities, responsibilities, and timelines, allowing team members to identify and address potential issues. This practice remains ongoing.

Leadership Coordination: Initially, senior leaders held weekly calls to tackle critical issues. Over time, the frequency of these calls has been adjusted to once every month, reflecting the maturation of the program.

Team Alignment: In the early stages of the program, weekly calls involving all team members were held every Friday. These sessions were crucial for maintaining day-to-day operational alignment and communication among the teams. This practice remains ongoing as well.

2. Decision-Making

A crucial practice adopted by the coalition from the beginning was the delegation of decision making to multiple stakeholders working together from the various organizations.

Decision making matrix

Types of Decision making	Decision making level	Composition	Types of Decisions
Strategic (long term)	Steering Committee	Principal Secretary, Director (RSK), CEO / Organization head of all coalition organization	• Program design • Budgets • Long term goals • Political and bureaucratic leadership alignment
Tactical (short to medium term)	Project Heads	Director (RSK), Organization senior leadership (Central HQ based)	• Program implementation plan • Staffing • Approval / review cadence with department
Operational (Day to day)	State Leads	Deputy Directors and Department Heads, FLN Coordinator, Organization State leadership (MP based)	• Operationalize plans and review • Scheduling and short-term planning

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3. Conflict Resolution

The Mission Ankur coalition, aimed at implementing large-scale public system reforms in education, faced several challenges in conflict resolution and consensus-building that the leadership needed to solve for. These challenges were intricately linked to the complexities of blending public and private sector approaches. The key areas of focus included:

Role Clarity: Establishing well-defined roles and responsibilities for each partner to prevent overlap and confusion.

Dependency Management: Identifying and aligning work dependencies among partners to ensure smooth collaboration.

Cultural Calibration: Harmonizing organizational cultures and working styles, including pace, review mechanisms, and team dynamics.

Balancing Priorities: Aligning individual organizational priorities with those of the coalition, ensuring that both sets of objectives are met.

Government Coordination: Managing responsibilities related to alignment with state and department officials, crucial for the program's success.

The private sector's involvement brought agility and evidence-based design to the planning and execution phases, but adapting to environmental changes remained a challenge. Achieving educational reforms required activating multiple levers simultaneously and synchronously. Thus, private partners had to develop diverse capabilities, both academic and administrative, to support the public sector effectively.

Mission Ankur's success hinged on the belief that collective effort was essential for creating a comprehensive, effective, and sustainable solution to improve student learning outcomes. The coalition model allowed partners to leverage their expertise and build upon each other's strengths, aligning individual goals with the coalition's overarching objectives. This alignment served as the guiding star, shaping the coalition's design and enhancing the individual capabilities of each organization.

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STRUCTURED PEDAGOGY, AND MISSION ANKUR THEORY OF CHANGE

What is Structured Pedagogy

Structured pedagogy is defined as a package of teacher training; ongoing teacher support, resources, or materials; and classroom learning materials for students. It is a scientific, evidence-based, learner-centered approach to teaching that equips every teacher with clearly defined objectives, proven methods, well-structured tools, and practical training.

Structured Pedagogy encompasses a comprehensive toolkit to enable effective teaching and learning. **The structured pedagogy approach has been at the heart of Mission Ankur as highlighted in the figure below.**

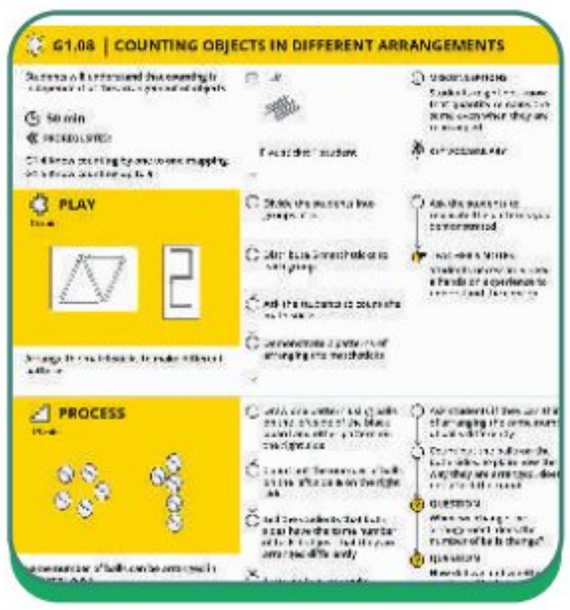
Elements of Structured Pedagogy deployed under Mission Ankur

All the resources to be stitched to the finalised LO matrix

Learning Outcomes (LO)

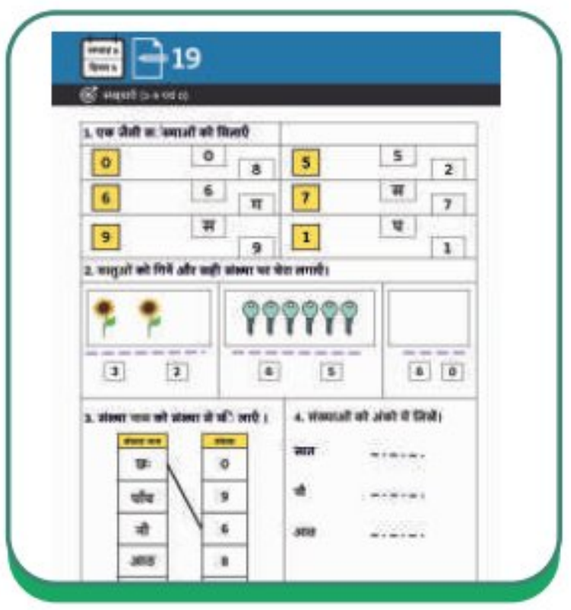
A sharply defined "Scope and Sequence" framework detailed into **"Micro Level Learning Competencies"** mapped to national and international standards

Structured Lesson Plans with Practice Worksheets



Detailed **Lesson Plans, TLMs** and Worksheets embedding **Science of Learning & Structured Pedagogy**

Assessments for Practice and Remediation



Easy to Use, Valid & Reliable Assessments for diagnostic, progress tracking, practice and remediation

Training and Mentoring aligned to Instructional Design, TLMs

Teacher Professional Development

Holistic teacher training package to **focus on professional, technical and mindset development** of teachers

Teacher Mentoring Support

A dedicated cadre of coaches to support the continuous professional development of teachers and help translate knowledge into practice.

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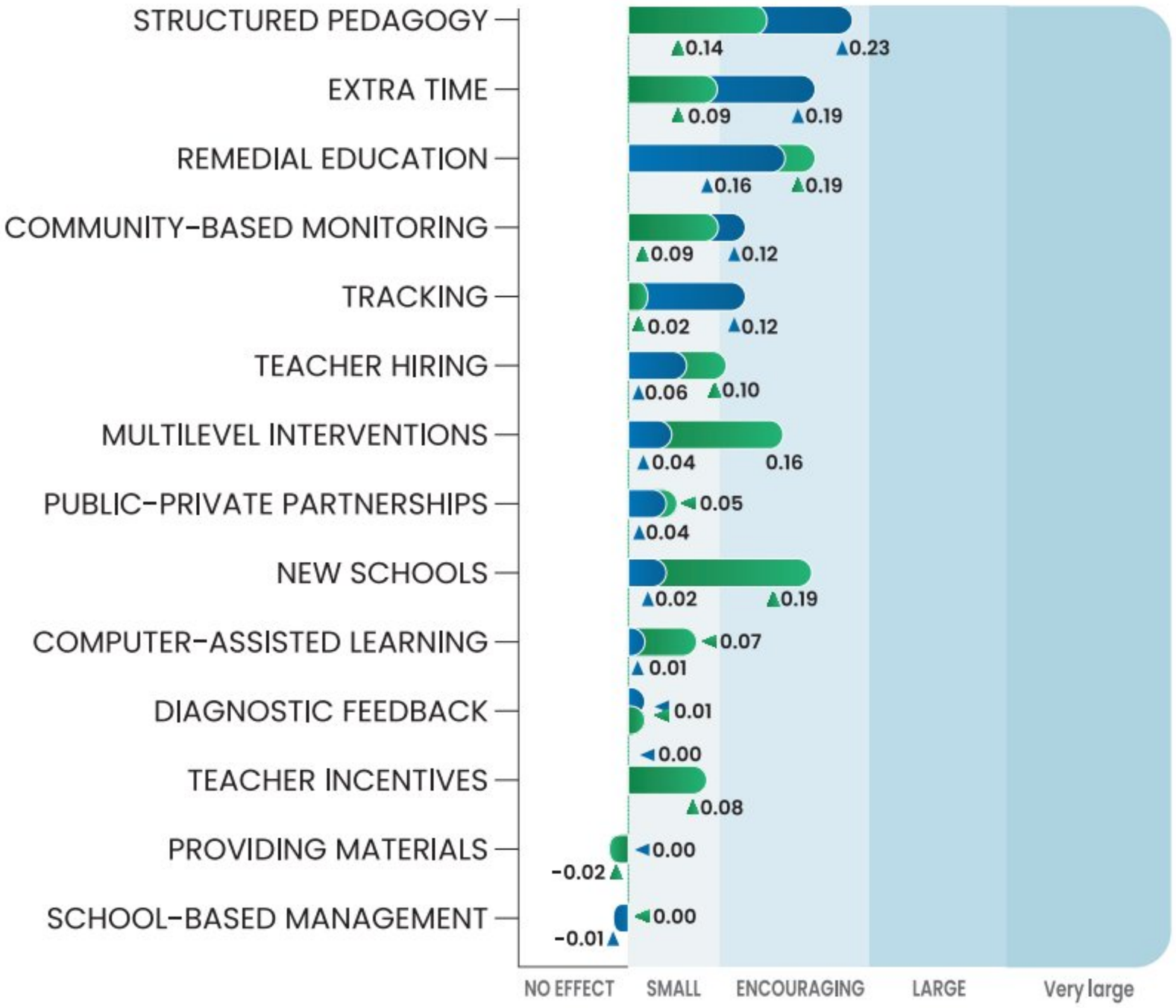
Why Structured Pedagogy

School improvement programs using the structured pedagogy approach have demonstrated a measurable and significant impact on student learning, especially in middle- and low-income countries. This has been reiterated by findings from Papua New Guinea's randomized Reading Booster Programme and Tusome Early Grade Reading program in Kenya.

Notably, a review of 216 education programmes/initiatives targeted at improving learning outcomes indicates that Structured Pedagogy is known to have largest and most consistent impact on student learning.

Note: The figure below shows conventional cutoff points for determining the degree to which an intervention makes a difference: effect sizes of less than 0.1 standard deviation are considered "small," from 0.1 to 0.25 are considered "encouraging," and over 0.25 are "large."

Average Effectiveness of Interventions to Boost Learning in Low- and Middle-Income Countries



How will Structured Pedagogy come to life via Mission Ankur

Through its definitive 6 workstreams, 3 focused on academic initiatives, and 3 on administrative and governance initiatives, Mission Ankur planned to champion 'Structured Pedagogy' in the state of Madhya Pradesh with a singular vision of nurturing FLN proficiency in 15 lac FLN students by 2026-27. The envisioned impact pathways across these 6 workstreams towards the larger vision are evident in the high-level Mission Ankur Theory of Change seen below.

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High – Level Mission Ankur Theory of Change

Workstream

	TLM	TPD	Goal Setting and Assessment	Monitoring	Mission Enablers & Communications
Activities	• Develop integarted learning outcomes framework • Develop enhanced material for FLN grades	• Align on teacher competency framework • Develop teacher training content and resources (in-person, and digital training) • Develop alternative opportunities for professional learning (peer learning, communities of practice etc.) • Provide access to teacher development resources	• Clearly formulate FLN mission goals, including timelines • Conduct formative, and summative student assessments • Facilitate goal setting and benchmarking for all districts	• Identify KPIs to be tracked, including data to be collected towards these KPIs • Establish data collection mechanisms • Data analytics • Clarify and communicate the review process	• Identify and align on cadre roles and responsibilities • Set up the FLN fellowship to augment district capacity for Mission Ankur implementation • Plan awareness raising activities, and key events to promote Mission Ankur • Develop train the trainer program • Develop structured support resources/collaterals
Outputs	• Teaching Learning Materials (TLM), including TGs and Workbooks that are engaging and contextualized • At-home pratice material	• Teacher competency framework contextualized to MP • Face to Face training program for all FLN teachers • FLN Digital course series on DIKSHA • Teacher communities of practice institutionalized • Teacher Mentoring through classroom observations (distinct touch points between teacher mentor and teacher established)	• Formative periodic student assessments at the school level • Summative student annual assessments, followed by assessment report • Workshop for target setting and benchmark dissemination	• Data dashboards summarizing progress data • Institutionalization of review structures (state, district, and block level)	• MP NIPUN Professionals Program • Mission Ankur engagement plan (Mission Ankur Launch, TLM Mela, G20 Summit, Newspaper article etc.) • Face to Face/Digital training for all cluster academic coordiantors • NIPUN Handbook for Mission Ankur
Short Term Outcome	Access to relevant and high quality TLM linked to goals to aid teaching	Teachers' capacity building for effective use of material/tools towards improved instructional practices in classroom	• Regular student performance tracking to enable course corrections • Clear, measurable and realistic learning targets set, widely shared, & reinforced	Use of high quality data to track progress on outcomes and classroom practices	Effective nudges, and on-ground support to ensure implementation fidelity of program initaitives

Medium Term Outcome

- Improved teaching quality across all FLN grades in MP
- Clarity of goals for FLN initiatives, and respective roles and responsibilities at all levels of administrtaion
- Robust support mechanisms in practice for ongoing support to schools and teachers
- FLN learning gains for all FLN grade students in MP

Impact

- Proficiency in foundational literacy and numeracy skills for 15 lac FLN students in MP by 2026-27
- A self sustaining system where all stakeholders have the opportunity, motivation, and ability to continue to improve FLN learning outcomes for all children

The subsequent sections explore these impact pathways via deep dives into each workstream. Each section documents key reform initiatives ,outputs delivered, and the journey towards outcomes, with the aim of codifying the learnings that followed.

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WORKSTREAM 1: TEACHING LEARNING MATERIALS

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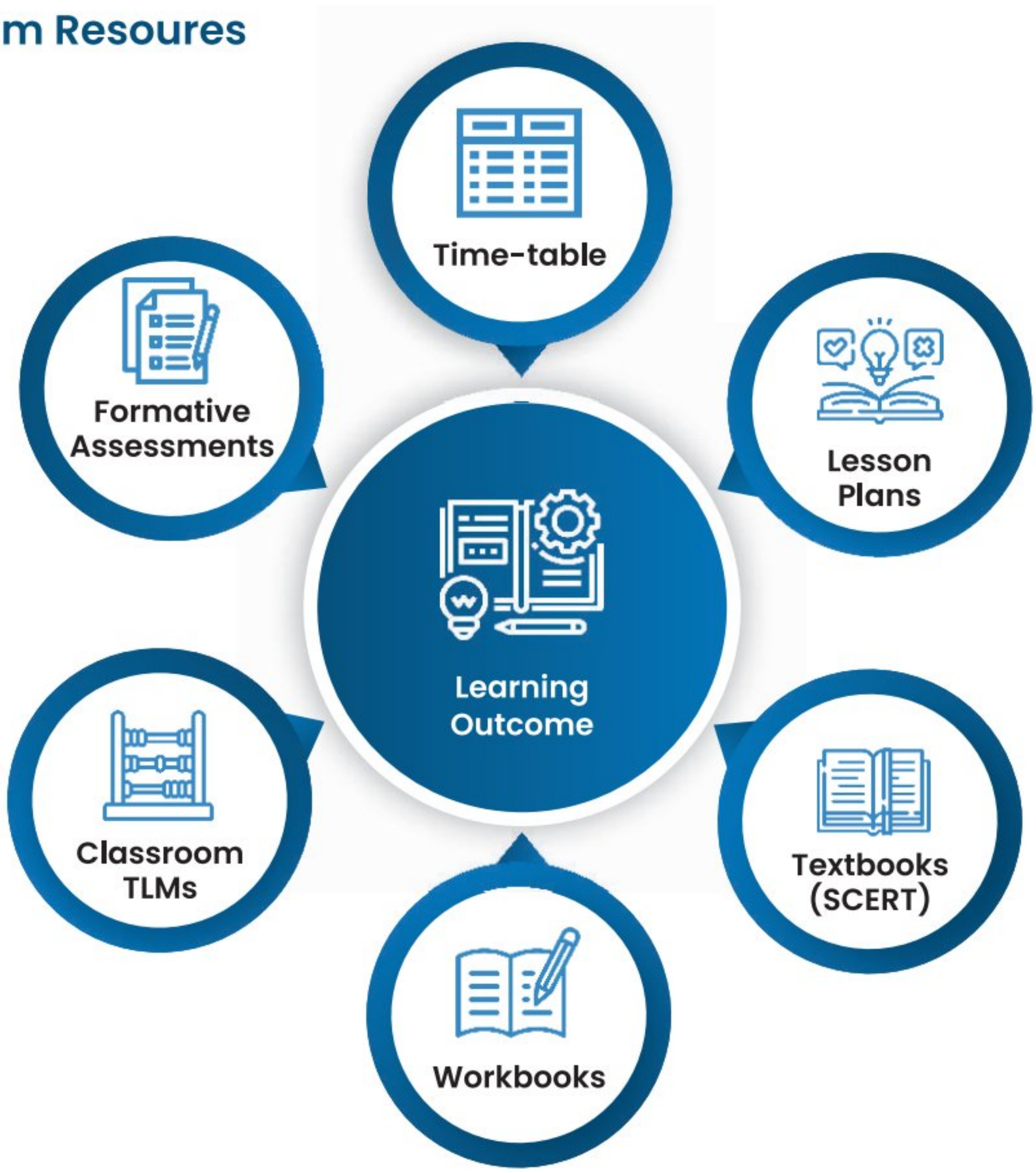
At the center of structured pedagogy lies a crucial component:

Teaching Learning Materials (TLMs). Mission Ankur's commitment to FLN is evident through its strategic development of TLMs. TLM commonly refers to a host of tools:

Classroom Resoures



Through an Integrated Teacher Guide, a teacher knows exactly what to teach, how to teach and how to assess whether students have mastered the concept

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Under the ambit of Mission Ankur, the team worked on a series of inputs (in sequence):

Learning Outcomes Framework: The cornerstone of TLMs, the LO Framework, is a meticulously crafted 'Scope and Sequence' system. It delineates 'Micro Level Learning Competencies', aligning with national educational standards.

Teacher Guides and Student Workbooks: These resources are rich with detailed lesson plans and worksheets, all embedded with the Science of Learning and the principles of Structured Pedagogy.

Integrated Assessments: The Teacher Guides are further augmented with formative assessments. These tools are not only user-friendly but also boast validity and reliability, serving multiple functions from diagnostics to progress tracking.

The following section encapsulates the journey of Mission Ankur on TLMs, delineating its phased approach and the subsequent key learnings that followed. Mission Ankur's TLM journey is underscored by four key guiding factors.

1. **Design Excellence:** The approach towards designing TLMs was both innovative and methodical. By integrating educational research and pedagogical insights, Room to Read (Literacy Partner), Sols Arc and Vikramshila (Numeracy Partner) developed resources that resonate with contemporary teaching needs.

2. **Rigorous Vetting and Approval:** Each TLM underwent a stringent vetting process, ensuring they meet high standards of quality and efficacy. This phase involved department reviews and alignment with educational benchmarks.

3. **Effective Dissemination:** The dissemination strategy was multi-faceted, ensuring that resources reach every teacher and student in a timely manner.

4. **Sustained Adoption and Evolution:** Driving TLM adoption has been critical to project success. Further, the team has been committed to its continuous evolution, informed by feedback and emerging educational trends.

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1 Design Excellence

The development of the learning material package began with establishing a framework of learning outcomes. These outcomes not only align with NIPUN's objectives but also address the learning gaps caused by COVID-19. They are further integrated with existing textbooks and Mission Ankur's structured pedagogy approach. The initial phase involved extensive consultations with subject matter experts and state leadership to ensure coherence in the scope, sequence, and design principles of the materials, as well as in setting realistic timelines for development.

Subsequently, the team focused on the simultaneous creation of workbooks and a teacher guide, adhering to the agreed-upon principles. Additionally, to enrich the core learning package and FLN pedagogy, various teaching and learning materials (TLMs) from multiple sources for both subjects were incorporated.

The TLM (Teaching and Learning Material) package development was guided by key design principles to ensure a cohesive learning experience:

Seamless Alignment: The package components, including workbooks, teacher guides, and additional TLMs, were harmoniously aligned in content and design. They complement the existing state textbooks, providing a streamlined classroom experience for teachers.

NIPUN Framework and Learning Loss Strategy: The scope and sequence of the materials were tailored to align with NIPUN's Learning Outcomes, particularly for Grades 1 and 2 across a 32-week instructional period. The 2021-22 materials specifically looked at addressing COVID-induced learning losses, incorporating strategies for bridging these gaps. This included 'Prayas' - home-based, self-paced materials.

School Readiness Inclusion: Adhering to the Vidhyapravesh guidelines by MoE, the package also features a 12-week module in Grade 1 workbooks and teacher guides. This module focuses on emergent literacy and numeracy skills, catering to children without preschool education.

Integrated School-Based Assessments: The package incorporated scientifically designed assessment tools for early learners. These were included in teacher guides and workbooks, along with tracker sheets. These tools enabled teachers to leverage learning data for identifying individual needs of students, and course correcting in a time-bound manner.

User-centric Design: Every aspect of the TG was tailored considering the teacher's time constraints and ease of use, and the workbooks were designed keeping in focus the learning needs of children in early grades. This was facilitated via:

- Embracing UDL (Universal Design for Learning): UDL principles were central to TLM design, ensuring the materials are accessible and engaging for all learners.
- Optimizing Visual and Textual Balance: A harmonious blend of visual cues and text was achieved through the use of icons, pictures, flowcharts, and a thoughtful color palette.
- Color-Coding for Clarity: To cater to two grades per lesson plan, distinct color codes were employed. These not only differentiate grades but also enhance retention and usability in both TGs and workbooks.

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In hindsight, several key learnings emerged via engaging in the design process:

Need for Unified Style Sheet:

The necessity of a comprehensive style sheet emerged, outlining preferences in word usage, grammar, and design. This needs co-creation with state authorities for language alignment across all FLN documents and materials.

1

Design Thinking as a Guiding Force:

Material creation should be guided by design thinking, emphasizing synchronization across different subjects and teams. Uniformity in design and approach is crucial, as the end users—students and teachers—perceive these materials as a unified entity.

2

3

Integrated Design and Academic Teams:

Housing the design team alongside the academic team proved essential for efficient design-content alignment, proofreading, and incorporating multiple rounds of revisions. On average, any book typically takes at least 5-6 iterations.

4

Content Creation in Local Language:

Creating content directly in the state's language is preferable over translation. This approach preserves local context and nuances, which are often lost in translation.

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2 Rigorous Vetting and Approval

The vetting process of TLMs was intricately woven into the creation phase, occurring concurrently to ensure quality at every step. **This process was segmented into four distinct stages:**

STAGE 1

Internal Vetting: Conducted by the coalition's technical experts and the Project Management Unit (PMU), this initial level focused on a preliminary review of the materials as they were developed by the academic teams.

STAGE 2

SME Review of First Drafts: Subject Matter Experts (SMEs) at RSK assessed the first drafts to ensure they adhered to the established design principles and the Learning Outcome Framework (LOF).

STAGE 3

Final Draft Review: Before creating print-ready files, a thorough review of the final drafts was undertaken. This step ensured that the materials were refined and ready for official submission to the Textbook Corporation (TBC).

STAGE 4

Review of First Printed Copy: The first printed copies, provided by the printer, underwent a final check. This review focused on printing dimensions, color schemes, and overall quality, ensuring the printed materials matched the envisioned final output.

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Below, we have called out key learnings and reflections as effective precursors for success when engaging in such material vetting and approval processes:

STAGE 1 Internal Vetting

- Establish Early Alignment: It's crucial to establish a unified structure and design for all materials across various subjects at the start of the process. This ensures consistency and clarity, avoiding any potential track backs by the department in subsequent stages.
- Create Detailed Work Plans: Creating comprehensive work plans that outline the entire process, including key milestones, activities, and responsibilities, is essential for efficient work distribution. This clarity aids in managing a process that could extend up to six months, providing visibility to all stakeholders involved.

STAGE 2 SME Review of First Drafts

- Institutionalize Review Processes: Establishing a structured review process, including review cadence between partners and departments is key. This helps align expectations around timelines, SME reviewing styles, and mitigates potential delays.
- Ensure Cultural and Language Appropriateness: Ensuring the socio-cultural and linguistic relevance of the content to the state's requirements is vital. Developing materials directly in the state's language can avoid translation errors.
- Ensure Textbook Alignment: Aligning the materials with the textbook structure is important to prevent confusion among teachers, as modifying textbooks to fit supplementary materials is not feasible.

STAGE 3 Final Draft Review

- Facilitate External Proofreading: Having an external reviewer for proofreading is important to maintain uniformity and high quality in the language, which might be challenging in earlier stages due to the involvement of various stakeholders.
- Finalize With PMU Check: A final examination by the PMU for both design and content ensures that the end product is error-free and meets the expectations of both the coalition and the department.

STAGE 4 Review of the First Printed Copy

- Align on Printing Requirements: Aligning on printing specifications such as page size and color palettes during the development phase minimizes changes at later stages.
- Design Print-Ready Files: Designing files in the format required by printers (e.g., .cdr in Madhya Pradesh) is crucial, as converting files into print-ready formats can be a time-consuming and resource-intensive process

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3 Effective Dissemination

The process of material printing and last-mile delivery for educational material in Madhya Pradesh can be broken down into a streamlined sequence of steps:

1. **Initial Discussion and Work Order:** The process begins with the discussion of the items needed for printing. A detailed work order is compiled and shared with the Textbook Committee (TBC).
2. **Submission of Print-Ready Files:** Print-ready files or CDs are prepared and handed over to the TBC according to the agreed-upon timelines.
3. **Tender Bidding Process:** The TBC then releases bidding tenders for the printing work, based on the refined work order.
4. **Printer Selection and MoU Signing:** The TBC selects the lowest rate bidder (L1) printer and signs a Memorandum of Understanding (MoU) with them.
5. **Vetting of Materials:** As part of the MoU, the selected printer vets the CD or digital files for printing.
6. **Proof-Reading Samples:** The printer provides sample copies of each material for proof-reading to ensure accuracy and quality.
7. **Final Approval by RSK:** Once reviewed and approved, the final copies are signed off by the Rajya Shiksha Kendra (RSK).
8. **Printing and Distribution to Depots:** The approved materials are printed and delivered to eight designated depots across Madhya Pradesh.
9. **Transport to Blocks or Districts:** The materials are then transported from the TBC depots to various blocks, or sometimes at the district level if the volume of material is low, as per RSK's order. For Foundational Literacy and Numeracy (FLN) material, the distribution is specifically planned at the block level.
10. **Coordination to Schools:** From the blocks, the RSK coordinates the movement of materials to schools through the Block Resource Coordinator (BRC), under the supervision of the District Program Coordinator (DPC). The BRC or Cluster Resource Coordinator (CRC) ensures the delivery of materials to the schools.
11. **Last-Mile Delivery:** Once received, the school head master is tasked with updating information on number of books received, and ensuring book distribution to the students.

To augment the delivery and dissemination of material, the PMU conducted a diagnostic study of the existing processes (highlighted above) to understand potential breakdowns. The study focused on identifying administrative, logistical and policy breaks that could potentially lead to delays in the entire process that has traditionally taken up to four months.

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The diagnostic study encompassed a comprehensive analysis in three primary areas:

Analysis of Key Processes:

This involved a thorough examination of the core processes established by the Textbook Committee (TBC), which is in charge of printing, and the Rajya Shiksha Kendra (RSK), responsible for delivery. The focus was on gaining an in-depth understanding of these processes and identifying any gaps or disruptions.

Evaluation of Monitoring and Communication Mechanisms:

The study aimed to assess the effectiveness and efficiency of existing systems in tracking and communicating about material distribution.

Assessment of Governance Measures:

Here, the emphasis was on evaluating the governance measures in place to ensure the effective and timely delivery of educational materials. This part of the study aimed to identify how governance practices impact the overall process and where improvements could be made

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Following issues across these three primary areas were identified:

Process-Related Challenges

- The transportation of educational materials to various blocks is hindered by delays due to insufficient bundles for transport, as mandated by TBC guidelines. Depot managers often wait until the minimum bundle requirements are met before dispatching. Additionally, materials of the same grade but different subjects are delivered at separate times. For instance, Grade 1 Hindi and English materials might arrive together, with math following in a later delivery. This discrepancy forces BRCs to issue multiple dispatch orders, complicating and delaying the distribution process, particularly to remote schools.
- Some blocks face challenges due to the lack of adequate space for storage. Typically, educational materials for all grades are delivered during the summer break, starting in April. Schools often serve as storage facilities, but when space is insufficient, BRCs may need to rent additional space to accommodate the materials.

Monitoring and Communication Issues

- The presence of multiple tracking systems, depending on the program, creates confusion. The TBC has its tracking system, the SATH program uses Google Forms for tracking, while other state textbooks are tracked via an app or WhatsApp groups, leading to inconsistencies. Thus, lack of a focused tool is making the tracking process ad-hoc.
- The state's "Textbook Vitran tracking app," managed by the state MIS cell, faces several issues. It is not designed for efficient tracking of non-textbook materials, such as workbooks and teaching guides, and has technical problems like outdated databases and non-functional GIS functionality.
- Information asymmetry among districts regarding distribution numbers, timelines, and communication of shortages or oversupply, along with multiple escalation channels, causes confusion, delays, and complacency in resolution.

Governance Shortcomings

- The accountability mechanisms at the block, and school level for delayed deliveries are weak. Even when stock is available, several factors contribute to delivery disruptions, as previously mentioned. Additionally, there's an absence of rigorous enforcement at the state level to ensure deliveries are made in a timely manner.

In summary, the study highlighted the need for streamlined processes, unified tracking systems, and stronger governance and accountability measures to address these challenges in the printing and delivery of educational materials.

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Following the insights from the diagnostic study, the Project Management Unit (PMU) suggested several enhancements to improve efficiency and accountability in the material delivery process.

App Revamp:

Enhanced Features and Design: The PMU advised RSK to overhaul the existing app, integrating new features and redesigning the user interface. The goal was to streamline tracking for all FLN (Foundational Literacy and Numeracy) materials, thereby facilitating more effective and regular state reviews of material delivery.

Suggested improvements (Illustrative, not exhaustive)

	Current State	Desired State	Recommendations
1	Delay in textbook/ material delivery	On time delivery of textbook in all schools	Improving monitoring of delivery done via textbook tracking app including publication to depot
2	Poor Quality of material delivered to schools i.e damaged, misprinted, poor paper quality	Quality material to be delivered with high paper quality and with no damage and misprinting	Creating a mechanism within the app to report and address the issues of poor quality material in a timely manner
3	Schools receiving short supply of material & some case receiving higher supply	Schools receive material as per the need and enrollment; teachers are aware of the units per person for each material	The app captures short supply, and surplus of material delivered; there is a need to make this status update as a permanent tab on the app, so the information is available throughout the year

Streamlined Communication:

- **Initial and Final Coordination Meetings:** Establish meetings with TBC coordinators, RSK, and the FLN cell at both the inception and conclusion of the material design process. This is to ensure a clear understanding and alignment of printing expectations.
- **Developing a Printing Calendar:** Collaborate with the FLN cell to create a provisional printing schedule for FLN materials. Sharing this timeline with the TBC allows for advanced tendering planning and proactive communication of any potential issues.

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Regular Reviews and Swift Resolution:

- **Daily Delivery Reports:** Distribute a district-wise daily delivery status report to the State Project Director (SPD), and to district and block officials, to maintain a constant flow of information.
- **Weekly Review Sessions:** Conduct weekly reviews led by the SPD to assess the progress of material delivery and distribution, focusing on achieving at least 80% completion.
- **Prompt Issue Addressal:** Implement a system for immediate issue escalation and resolution, targeting problem-solving within a week before the next review. Provide extra assistance to districts falling behind, aiding in faster resolution of challenges.

4 Sustained Adoption and Evolution:

To ensure successful uptake of the TLMs, one of the key reforms the state aligned on was that of locking the same material to be send year on year to ensure business continuity for teachers, whilst signaling their deep commitment to the mission.

Further, after the face-to-face training sessions and the arrival of materials in schools, the Project Management Unit (PMU) laid out a comprehensive plan to encourage material adoption. This plan included:

- **Communications Campaign:** Released educational collaterals detailing the uses and benefits of different materials, alongside classroom success stories, to educate and inspire teachers.
- **Feedback Mechanisms:** Implemented diverse feedback channels including field visit interactions, dipstick surveys, and phone calls, to assess material usage and gather teacher insights.
- **Refresher Training:** One of the core objectives of the 3-day refresher courses for teachers focused on feedback collection and reinforcing the importance of using the new materials effectively in teaching.

All these efforts ensured regular guidance from State Officials, Master Trainers, and District Resource Groups (DRGs) on the ground, leading to satisfactory usage of Workbooks, and Teaching Guides (TG) in the first year.

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TLM Evolution

In the second and third years of Mission Ankur (MA), the Teaching and Learning Materials (TLM) design continued to evolve. Building on the success and positive reception in the first year, TLM development expanded to Grade 3 in 2022-23 and further to Grade 4 in 2023-24, employing the same design principles and approach established by the Mission Ankur coalition. The extension of TLMs through Grade 4 ensures continuity in the program until the end of primary school. Further, the uniform training approach for all primary school teachers, set to be completed by the following year, has fostered a high degree of acceptability of said TLMs within the teaching community.

In the 2023-24 period, a dedicated effort is underway to refine the materials further, enhancing their internal consistency whilst incorporating feedback from users and stakeholders. These strategic steps in TLM design and implementation reflect a commitment to continuous improvement, ensuring the materials remain effective and relevant for primary education.

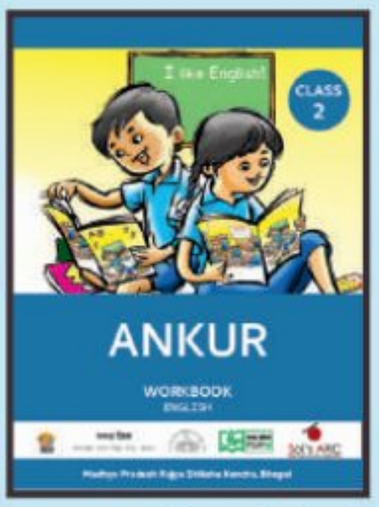
विद्यार्थी सामग्री

कक्षा-2

राज्य में मिशन अंकुर की सामग्री

अभ्यास-पुस्तिका (हिंदी)

अभ्यास-पुस्तिका (गणित)



अभ्यास-पुस्तिका (अंग्रेज़ी)

लर्निंग किट

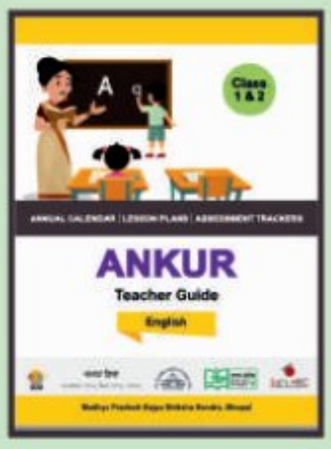
- रीडिंग कार्ड
- पोस्टर/वार्तालाप चार्ट
- मुखौटे, फ्लैश कार्ड एवं अन्य हिंदी की सामग्री
- गणित की सामग्री
- फ्लैश कार्डस

शिक्षक सामग्री

शिक्षक-संदर्शिका (हिंदी)

शिक्षक-संदर्शिका (हिंदी और गणित)
(परिवर्तित एवं नए सप्ताह हेतु संक्षिप्त पाठ योजना)

शिक्षक-संदर्शिका (गणित)



शिक्षक-संदर्शिका (अंग्रेज़ी)

हमारी कहानियाँ (हिंदी)

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WORKSTREAM 2: TEACHER PROFESSIONAL DEVELOPMENT

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The Mission Ankur approach to curriculum and classroom instruction is based on the principles of structured pedagogy which includes a meticulously created toolkit. The toolkit consists of instructional design, and teaching-learning materials, to guide program implementation. **Consequently, structured pedagogy also calls for training and mentoring of teachers to effectively deploy this toolkit in the classroom setting.**

This approach geared towards teacher capacity building is in line with NEP 2020 which aspires to place the teacher at the center of the fundamental reforms in the education system. The new education policy aims to do everything to empower teachers and help them to do their job as effectively as possible. The various facets of the policy touch upon teacher capacity building in the following broad areas:

PRE-SERVICE TEACHER EDUCATION

Curriculum framework for teacher education to guide pre-service teacher education

TEACHER RECRUITMENT AND EMPLOYMENT

Qualification through teacher eligibility tests, sharing teachers across campuses esp for art, craft, music and dance

TEACHER CAREER & PROFESSIONALISM

Professional standards for teachers to determine career management; prescribed number of hours for continuous professional development

ENCULTURATION OF TEACHER EMPOWERMENT

Teacher autonomy to empower and motivate them; recognize and document important practices; built vibrant teaching communities

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Supplementing NEP 2020, NIPUN Bharat too emphasizes the need for an FLN focused TPD program

Teacher capacity plays a central role in the attainment of foundational skills. However, professional development program focusing on Foundational Literacy and Numeracy is yet not systematic.

Lack of dedicated focus on FLN

"Many training programmes cover topics for all primary classes and are not focused on early primary classes."

Poor delivery making trainings ineffective

"Training sessions are often delivered in lecture mode, with little discussion and activities."

Inadequate time, lack of refreshers and follow-ups

"Lesser time allocated to focussed training, with no follow ups or further refresher workshops."

Lack of support mechanisms and classroom level feedback

"Mentor support is limited and on site observation and feedback is very limited."

States are recommended to plan & execute multi year high quality teacher professional development programs

To that end, under the ambit of Mission Ankur, the coalition has focused on 'Teacher Career and Professionalism', and 'Enculturation of Teacher Empowerment'.

A large part of the discussion below is centered around 'Teacher Career and Professionalism' where significant strides have been made in the past 2 years. Now, in year 3 of Mission Ankur, efforts are also being channelized towards creating a culture of teacher empowerment through multiple levers such as initiating a recognition and rewards mechanism.

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Teacher Career and Professional Development in Mission Ankur has been centered around 2 core components:

1 Teacher Training:

In Person Teacher Training (Face to Face), and Digital Teacher Training

- Focused on building/improving skills and competencies on FLN
- Includes introduction to program orientation on material, tools, and resources

2 Mentoring:

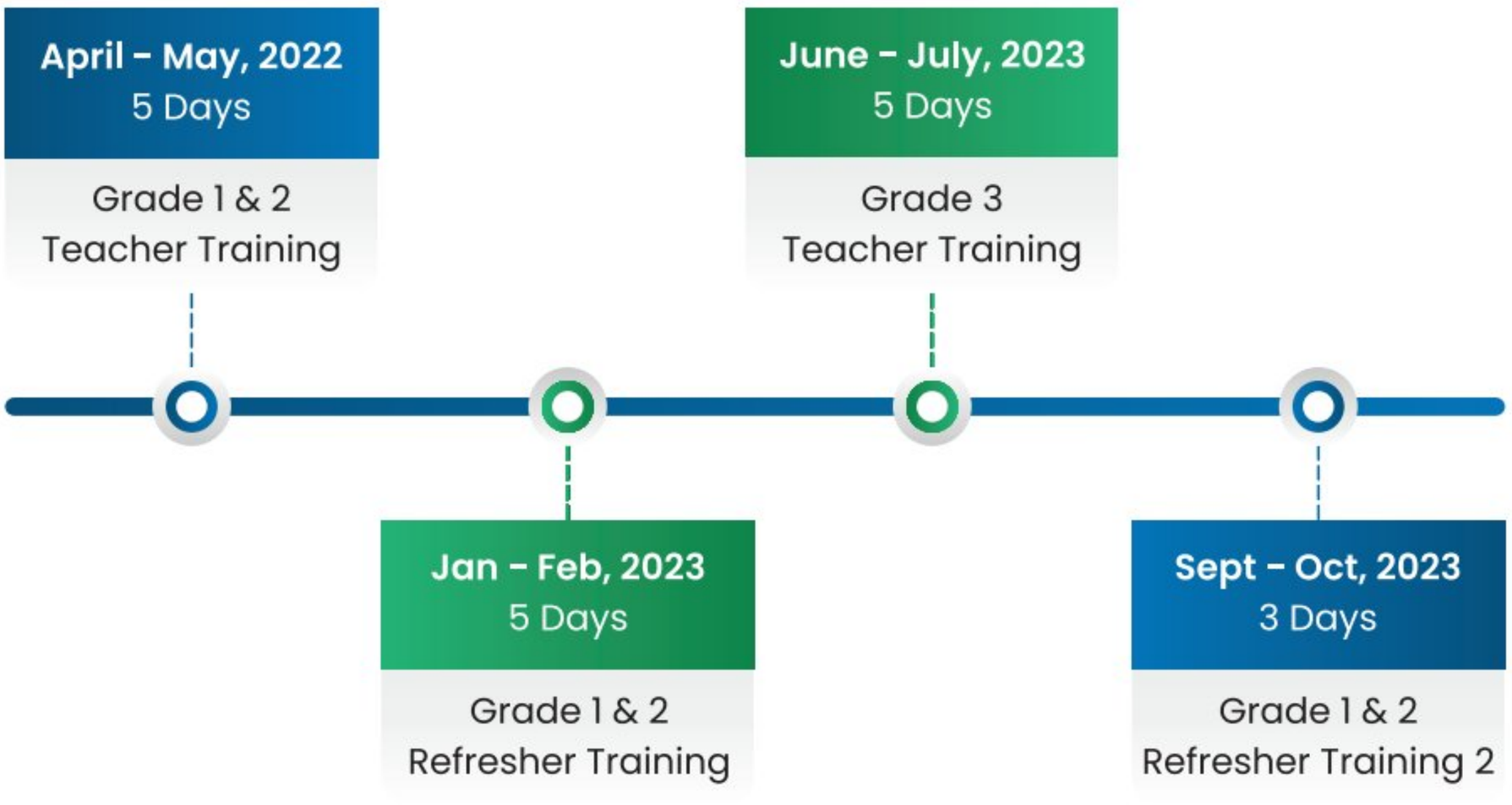
In-School 1:1 mentoring

- Involves observing a teacher teaching in a classroom
- Spot assessments to understand classroom learning levels
- Providing continuous feedback & support for teachers to improve teaching and learning processes in a classroom

1 Teacher Training

A blended mode of in-person and digital training has been deployed

In Person Teacher Training (Face to Face)



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Below, we will cover key design principles that have been the guiding force behind the success of all in-person trainings:

Training Design:

Multiple modalities, including cascade levels, training days, training cadre selection, and overall run time for the training were considered. To that end, most importantly, a 1-level cascade structure was adopted to enhance the effectiveness of the training program and reduce information loss. Selected master trainers, representing various blocks, were centrally trained and then tasked with directly training teachers in their respective blocks. This approach minimized the layers of communication, ensuring a more precise and efficient knowledge transfer whilst significantly reducing the risk of transmission losses common in multi-tiered training systems.

Training Cascade Structure

60	4693	1,82,488
State Govenent and coalition partner trainers	**Block** Master Trainers	**Teachers**
	2 master trainers per subject per block across 322 blocks nominated along with DIET in-charge and academic coordinators from each district	

Training Materials and Resources:

To bolster the training programs, both master trainers and teachers were equipped with comprehensive materials and resources. Each participant, including the master trainers, received a meticulously curated training kit. This kit encompassed:

- A structured, well-defined agenda to guide the overall training process.
- A detailed session plan, serving as a reference for conducting block-level training.
- A literacy and numeracy facilitation manual, specifically designed for trainers.
- Handouts for teachers, providing them with essential information and insights.
- A set of Frequently Asked Questions (FAQs) on facilitation techniques, tailored for trainers.

These resources were crafted to ensure effective and efficient training sessions, facilitating a seamless transfer of knowledge and skills.

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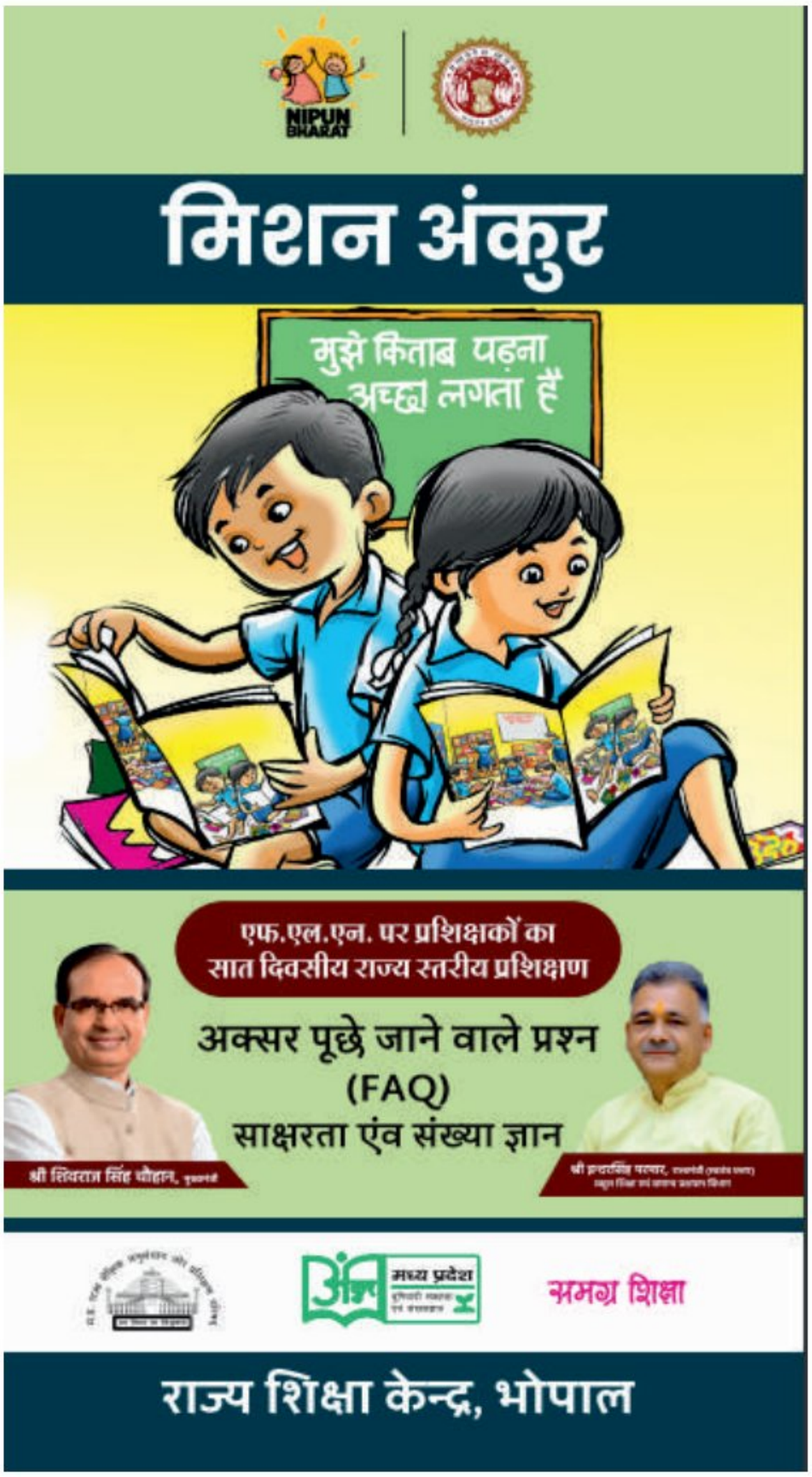

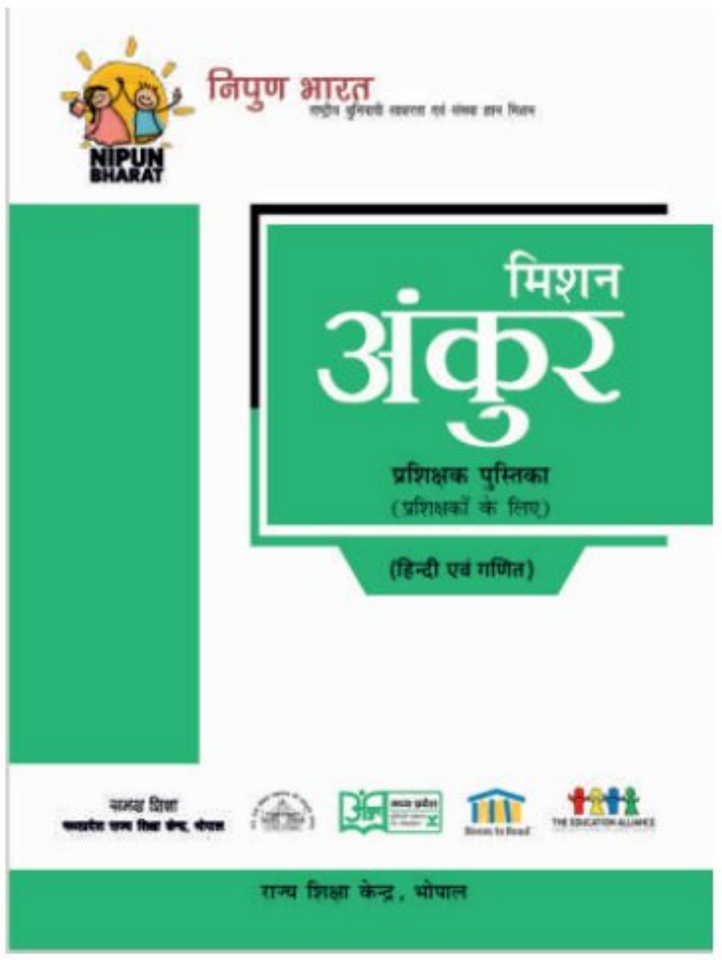

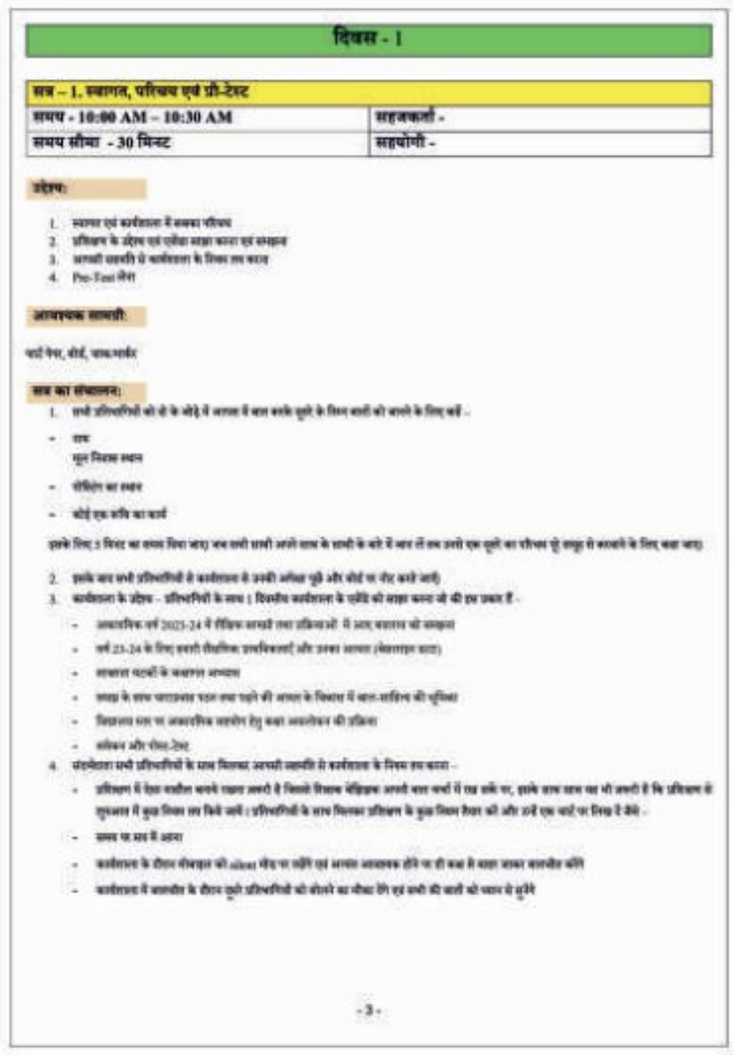

दिवस - 1

सत्र – 1. स्वागत, परिचय एवं प्री-टेस्ट	
समय - 10:00 AM – 10:30 AM	सहजकर्ता -
समय सीमा - 30 मिनट	सहयोगी -

उद्देश्य:

1. स्वागत एवं कार्यशाला में सबका परिचय
2. प्रशिक्षण के उद्देश्य एवं एजेंडा साझा करना एवं समझना
3. आपकी उपस्थिति से कार्यशाला के निकाय तय करना
4. Pre-Test लेना

आवश्यक सामग्री:

चार्ट पेपर, मार्कर, पाम-मार्कर

सत्र का संचालन:

1. सभी प्रतिभागियों को दो के जोड़े में आपस में अच्छे मित्र बनाने जैसी बातों को बताने के लिए कहें -
   - दोस्त
     मुख्य विशेष स्थान
   - पेंसिल का स्वाद
   - कोई एक कमी का कार्य

इसके लिए 5 मिनट का समय दिया जाए। अब सभी साथी अपने साथ के साथी के बारे में जान लें तब उनसे एक मुद्दे का परिचय दूसरे समूह से कराने के लिए कहा जाए।

2. इसके बाद सभी प्रतिभागियों से कार्यशाला से उनकी अपेक्षा पूछे और नोट कर लेवें जाएं।
3. कार्यशाला के उद्देश्य - प्रतिभागियों के साथ। दिवसीय कार्यशाला के एजेंडे को साझा करना जो की इस प्रकार हैं -
   - आधारशिला वर्ष 2023-24 में शैक्षिक सत्रवार तथा प्रक्रियाओं में आए बदलाव को समझना
   - वर्ष 23-24 के लिए हमारी शैक्षणिक प्राथमिकताएँ और उनका आगमन (बेसलाइन डाटा)
   - साक्षरता पहलों के बदलाव आगमन
   - समझ के साथ पाठ्यक्रम पठन तथा पढ़ने की आदत के विकास में आत्म-सक्षिप्त की भूमिका
   - विद्यालय स्तर पर अकादमिक सहयोग हेतु बच्चा अवलोकन की प्रक्रिया
   - ओवरव और पीयर टेचर
4. संदर्भनेटा सभी प्रतिभागियों के साथ विस्तार अपनी सहमति से कार्यशाला के नियम तय करना -
   - प्रशिक्षण में ऐसा माहौल बनाने पहल अपनी है जिससे सिखाने सीखिएगा अपनी बात खुलें में रख सकें एवं, इसके साथ साथ यह भी अपनी है कि प्रशिक्षण से सुधारना में कुछ नियम तय किये जायें। प्रतिभागियों के साथ मिलकर प्रशिक्षण के कुछ नियम नीचे दी और उन्हें एक चार्ट पर लिख दें जैसे -
   - समय पर शुरू में आना
   - कार्यशाला के दौरान मोबाइल को silent मोड पर रखेंगे एवं आपात आवश्यक होने पर ही कक्ष से बाहर जाकर बातचीत करेंगे
   - कार्यशाला में सहभागिता के दौरान दूसरे प्रतिभागियों को सीखने का मौका देंगे एवं अपनी ही बातों को ध्यान से सुनेंगे

- 3 -

Operations and IT System:

In January 2023, a dedicated teacher training module was launched on the Shiksha MP portal, streamlining the processes of registration, attendance, and assessments through a digital platform. Notably, the registration and attendance were managed in a hybrid model, incorporating both physical documentation and the Shiksha MP portal for enhanced accessibility. Further, a pre and post-test system was integrated into the training module, thus, ensuring a comprehensive evaluation of the training's effectiveness. This digital integration significantly enhanced the training's operational efficiency and effectiveness in skill assessment.

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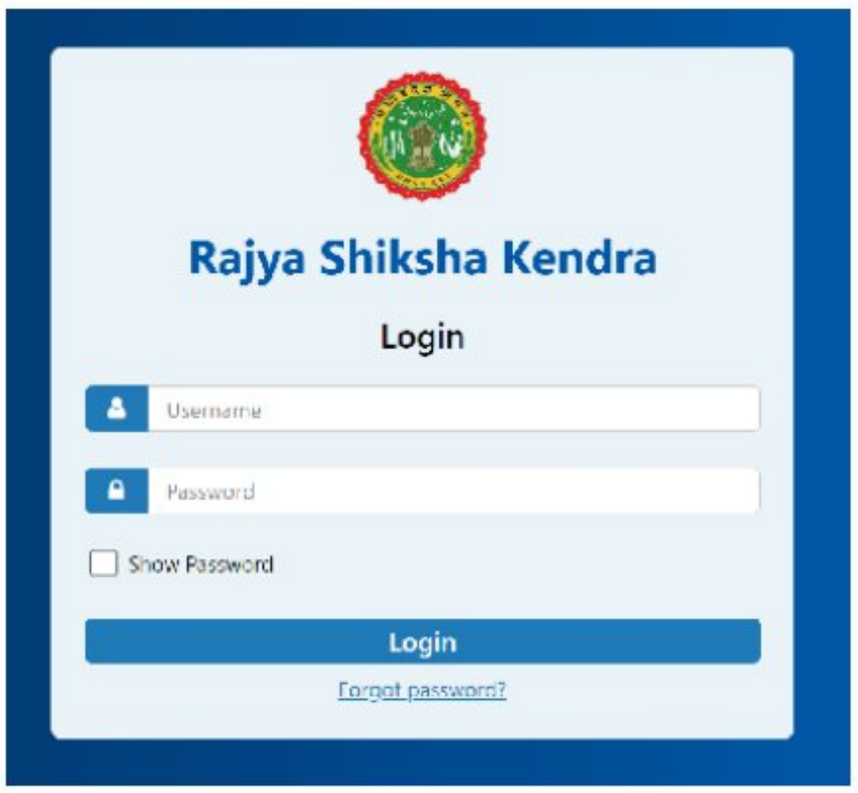

MP Shiksha Portal

The training was managed by the Shiksha portal developed by the Rajya Shiksha Kendra. Shiksha portal take cares of registration, attendance, pre & post-test and analysis. Further district and block reports were generated through this portal.

Communications and Best Practices:

To enhance operational efficiency in communication and delivery of best practices, the following strategies were implemented:

- **Specialized Communication Groups:** District and subject-wise training groups were established, managed by the state and Mission Ankur team, facilitating targeted communication with District Resource Groups (DRGs).
- **Clear Venue Management:** Implementation of well-defined venue management protocols ensured streamlined and organized training sessions.
- **Insightful Assessments:** Pre and post-tests were integrated into the training to measure effectiveness.
- **Effective Feedback Loops:** A responsive feedback mechanism from the state to districts was established, driving attendance and ensuring immediate action for any non-compliance.
- **Robust Supervision:** Rajya Shiksha Kendra (RSK) officials provided strong supervision, complemented by frequent leadership visits, to maintain high standards of training.
- **Continuous Improvement Process:** Daily training debriefs with master trainers were conducted to consistently enhance the quality of delivery.
- **Resource Sharing and Query Resolution:** Batch-wise WhatsApp groups were created, serving as platforms for sharing resources and resolving queries promptly.

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Digital Teacher Training

The "Mission Ankur Digital Course Series" launched under Mission Ankur, was aimed at enhancing basic literacy and numeracy skills among teachers through digital learning. Hosted on the Digital Infrastructure for Knowledge Sharing (DIKSHA) platform, this initiative looked to address the ongoing educational needs of teachers, ensuring continuous strengthening of foundational concepts.

Course Launch and Review Process:

- Subject experts, selected by the State Education Department, review the Foundational Literacy and Numeracy (FLN) courses in Hindi and mathematics.
- A state-level review committee conducts subject-wise workshops to refine the courses based on expert feedback.
- Final approval and uploading of the courses on the DIKSHA portal occur after a thorough review process

Course Structure:

Each course, aligned with the Rise Teacher Professional Upgradation Program, comprised of:

- A standard introductory video.
- A pre-test to gauge initial understanding.
- Interactive course sessions.
- A post-test to assess learning outcomes.
- Post-course work for further reinforcement

Impact Assessment and Recognition:

- The effectiveness of these courses is measured through pre- and post-test assessments.
- Teachers completing the courses are awarded certificates, signifying their achievement.

Target Audience:

- Primary teachers, particularly those teaching classes 1 to 3, and DIET faculty.
- APC-Academic, BRC, BAC, and FLN teachers.
- SRG, DRG, and CAC members.
- Teachers of other grades are also encouraged to participate, as the courses cover fundamental concepts beneficial across educational levels.

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In the 2022-23 academic year, four courses were successfully introduced on the DIKSHA portal, including two in Hindi and two in mathematics. This initiative represents a significant step in leveraging digital platforms for teacher professional development and enhancing the quality of foundational education.

2 Teacher Mentoring

The Mission Ankur team recognized that besides a well-structured and meticulously executed teacher training program, **teachers also need ongoing academic support through the academic year.**

To achieve this objective, the team has developed various initiatives to engage teachers effectively. These initiatives reinforce training concepts, encourage behavioral changes, and provide a reflective platform for teachers to assimilate and apply their learnings. This strategy promotes continuous professional growth and practical application of new skills.

In-school 1:1 Mentoring

A 1:1 Mentoring system between cluster, and block level officials and teachers has been conceptualized for providing targeted feedback to teachers following classroom observations. The observation format is tailored to evaluate the effective use of materials and resources, classroom management, and academic practices.

These observations are structured to offer 6-8 distinct mentoring opportunities annually, ensuring objective evaluations. Additionally, cluster and block level officials, assigned to various schools, are equipped with tech-based platforms. These platforms facilitate efficient data recording and provide easy access to information on teaching practices, classroom environments, and student learning outcomes, streamlining the feedback and improvement process.

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1:1 teacher mentoring system was initiated based on sharing constructive feedback post classroom observations and spot tests. See teacher mentor visit schedule below.

1 General school information

Part 1- General information

- **5 minutes**
- General components for school specific information

2 Classroom teaching

Part 2- Classroom observation

- **50-60 minutes**
- Subject-specific pedagogy questions
- Classroom management
- Material availability

3 Learning level assessment

Part 3- Spot assessments

- **60 minutes**
- Spot assessment to assess the learning level of 3 students for each subject (Literacy and Numeracy)

4 Interaction with school stakeholders

Part 4- Feedback to school leader and teachers

- **5-10 minutes**
- Constructive feedback to teachers on class observation and spot assessment
- Discussion/ demonstration of best practices

In the initial phase of implementation, a digital classroom observation form has been introduced for use by cluster and block officials. This form, as designed and deployed, aims to realign the attention of these officials towards key classroom management strategies. Its primary objective is to lay the groundwork for effectively mentoring educators and offering them consistent academic assistance. Subsequently, in the upcoming stage, the team will introduce a teacher feedback form. This form will provide teachers with practical, actionable insights and compile concise summary observations to further enhance their teaching methods

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WORKSTREAM 3: ASSESSMENTS AND GOAL SETTING

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Assessments play a crucial role as a key lever of structured pedagogy, especially in the context of NIPUN Bharat. Assessments are vital to track children's progress in a continuous and comprehensive manner, and under NIPUN Bharat, assessments are envisioned to be diverse, focusing on various aspects of a child's learning journey. They can be bifurcated into two clear categories with distinct use cases:

1. **School Based Assessments, and**
2. **System Based Assessments**

FLN Assessment Architecture as envisioned in NIPUN

		Scale	Purpose/Data use	Frequency	Scope	Reporting and data aggregation (Ideal)
School Based Assessment	Formative Assessments	Census for Gr 1,2	Assessment for student learning: Frequent assessments of student progress. Feedback used for guiding teaching and learning	Daily-in lesson and Weekly	Micro-competencies (Daily within lesson CFUs and end of lesson worksheets) Assessment milestones using Worksheets/ Item banks	Student level reports in the classrooms. Data not aggregated upwards
	Summative/ Periodic Assessment	Census for Gr 1,2	Assessment of student learning: Assessment at the end of a unit to measure student achievement against curricular objectives	2 to 3 times a year	Assessment milestones- akin to NIPUN Lakshya	Student level reports in the classrooms Data not aggregated upwards
System Based Assessments	Program Assessment	Sample (For Gr 1. and 2)	Set targets and measure progress for a program: Use the Data to guide the State & District level program planning. Identify priority areas for intervention, and inform design of TLMs, and TPD programs	Once a year at the end of the year	Assessment milestones- akin to NIPUN Lakshyas	Reported at the district level, used to set state and district targets and monitor progress of state FLN mission
	FLN Dipsticks	Sample for grades 1-3 (can range from 3-5 students in a visit)	High frequency monitoring of implementation of FLN mission at a school level	Every mentor visit (ideally)	Key competencies (NIPUN Goals) + pre-req competencies	Reported at the school/black level granularity through an observation app; used in all review meetings

Assessment Architecture under Mission Ankur

Under Mission Ankur, across school, and system-based assessments, three key types of assessments have been prioritized, with focus on digitizing periodic assessment data entry and executing annual baseline-endline for the academic year 23-24.

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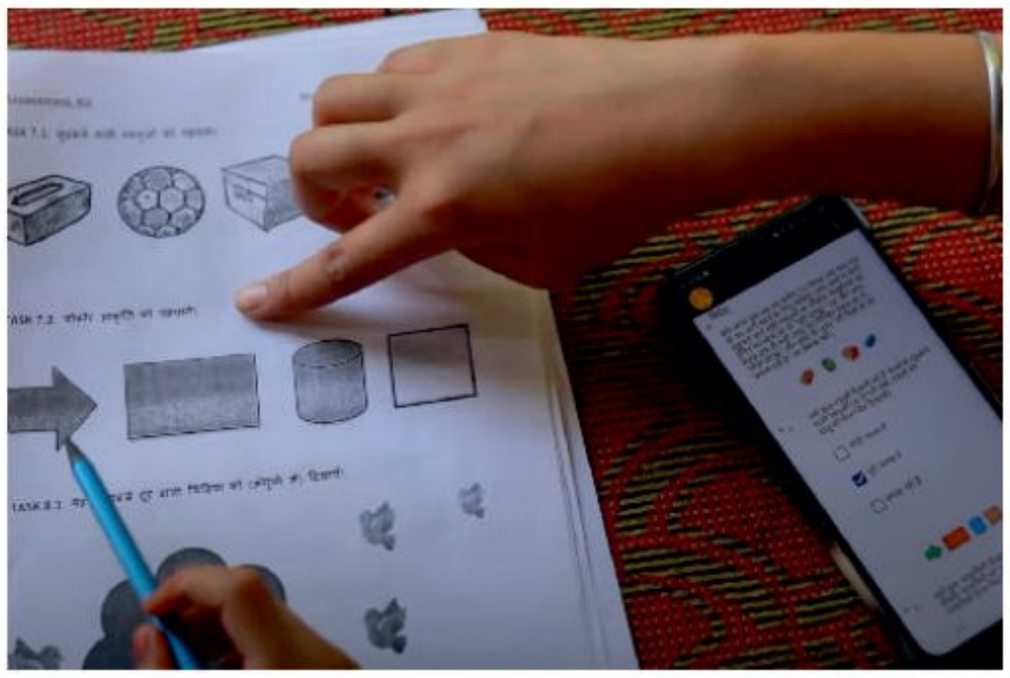
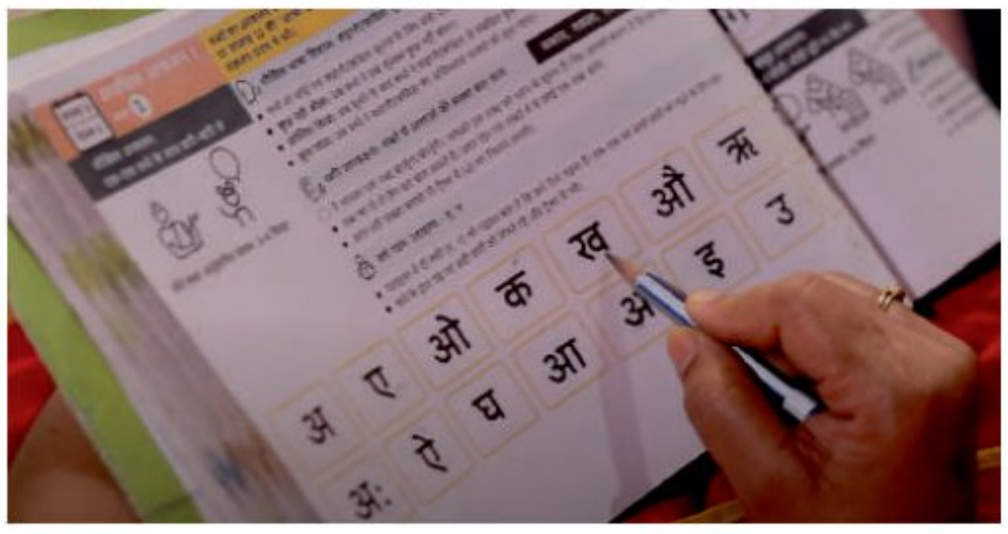
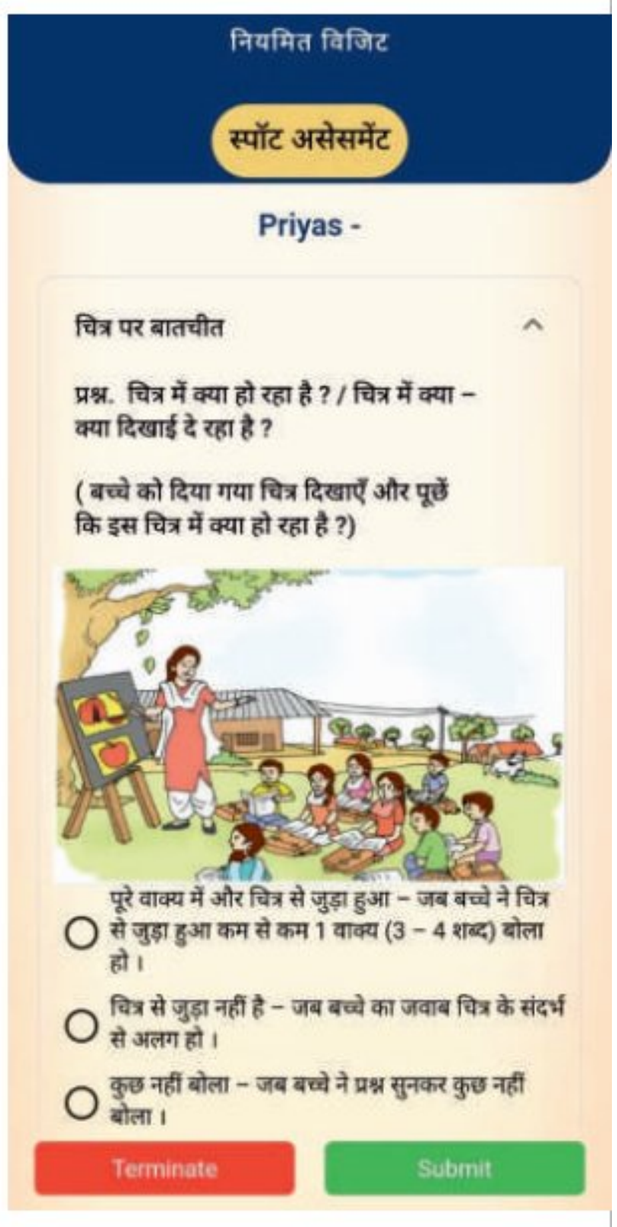
	1 School Based Assessments	2 System Based Assessments	
	Periodic Assessments	Spot Assessments	Annual Assessments
About	Administered by the teacher every 10 weeks as term end assessment	Administered by mentors (State-level officials) as a part of their classroom observation throughout the year	Annual test (baseline/ endline) to determine NIPUN achievement against targets
Sample	Census	Sample (Monthly)	District level sampling
Purpose	Teacher level course correction	Health of the system to track whether mission is on track to achieve NIPUN goals	Health of the system on achievement of NIPUN goals (Student Learning Outcomes)







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1 School Based Assessments

Periodic Assessments

School-based assessments (also called periodic assessment in Mission Ankur) are integral to Mission Ankur. They are tailor-made by teachers to discern each child's unique strengths and areas for development. Unlike traditional one-time exams, these assessments are more child-centric, involving students actively in the evaluation process. They employ various techniques such as teacher observations, individual child portfolios to track progress, peer assessments, and self-evaluations. These methods are seamlessly integrated into workbooks and teacher guides, accompanied by trackers to regularly update progress and pinpoint areas needing remediation. As part of this assessment process, teachers will identify corrective plans for their students three times a year. Thus, these assessments enable teachers to adapt their teaching strategies effectively, ensuring a more personalized and responsive educational experience for every child.

A couple of key initiatives have been instrumental towards the success of School Based Assessments

Augmenting Teacher's Capacity with Digital Tracker (AY 2023-24):

- In the initial phase, teachers were required to fill out a tracker for each subject per assessment, along with a separate Holistic Progress Card. This card, while aligned with competencies, had a distinct structure from the trackers.
- The design of the original trackers facilitated easy identification of students mastering competencies and those needing additional support. However, this process was time and effort intensive for teachers.
- Observing this, in AY 2023-24, a digital tracker which could generate an automated Holistic Progress Card is being worked upon. The idea is to minimize data entry effort and automate insight generation as much as possible.

Harmonizing Assessment Week Structure Across Subjects (2023-24):

- Initially, while the number and scheduling of periodic assessments during the weekly progression of the year were kept similar to maintain instructional design consistency, there were variations in how the assessment week was structured. This structure included days for revision, assessment, and remediation.
- Recognizing the need for uniformity, especially since the same teacher often teaches all subjects in the foundational learning grades, the weekly structure has been standardized across all subjects from 2023-24. This change ensures better process retention and uniformity, facilitating a more cohesive educational experience

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2 System Based Assessments

Spot Assessments

The introduction of school-based periodic assessments provided teachers with valuable insights into student performance, but it was also crucial to relay student learning outcome (SLO) data to higher administrative levels. This data was essential to assess the overall health of the educational mission at any given time and to track progress towards long-term goals. To enhance this process, the state launched a system of spot assessments in classrooms, serving as a regular source of SLO data across the state.

This spot assessment system was operationalized through the classroom observation process. Mentors conducting classroom observations would randomly select a sample of students and test them on competencies expected to be covered according to the current week's curriculum. **This initiative necessitated two critical inputs:**

1. **Development of a Competency-Based Item Bank:** Academic partners crafted a diverse array of questions, each linked to specific competencies. These questions were designed to test students' understanding of the material covered in their existing curriculum.
2. **Introduction of a Technologically Advanced Observation Tool:** Integrated into the classroom observation process, this tool enables mentors to conduct spot assessments seamlessly. By selecting a specific class, subject, and week range, mentors can access relevant questions from the item bank. This process involves randomly testing a sample of students on their comprehension of the competencies due for that period. Following the assessment, the app generates a detailed report on student performance across various competencies, providing valuable feedback for teachers.

Since its launch in August 2023, the spot assessment system has managed an average of 1.5 lac spot tests per month, providing the state with a rich source of SLO data at various administrative levels. The state is now focusing on establishing a method for sharing this data back to the field in a non-high-stakes manner, to prevent intentional data inflation or manipulation.

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Four critical factors contributed to the creation, and deployment of a highly effective and reliable tech-based spot assessment system:

Targeted Item Bank with Rigorous Framework: Establishment of a comprehensive item bank with each question meticulously tagged to specific learning outcomes guaranteed a thorough evaluation of each competency.

Advanced Tech Tool with Randomization Feature: Deployment of a robust technological platform that hosts the item bank and employs a randomization algorithm. This ensured each student is assessed with unique questions, enhancing the assessment's fairness and validity.

In-Depth Training for Assessors: Thorough training for the personnel conducting the assessments. This ensured they are proficient in using the tech tool and have a deep understanding of the assessment process.

Efficient Reporting and Analytics System: Development of a system that generates detailed reports and dashboards with a single-click, facilitating quick access to diverse data analyses. This helped eliminate manual data processing, leading to more efficient and accurate evaluations.

These streamlined factors have been pivotal in creating a highly effective and reliable spot assessment system, offering valuable insights into student learning outcomes.

Baseline Assessment 2022-23

As a critical step towards strengthening efforts for Foundational Literacy and Numeracy, MoE in collaboration with NCERT, conducted a nationwide large-scale study called Foundational learning study (FLS). The study was conducted in 20 languages, and aimed to assess learning outcomes and set benchmarks for foundational learning skills.

In order to set state targets in line with the benchmarks set by FLS, and to assess the current learning levels of students under Mission Ankur, a state-wide baseline study for grade 2 students was conducted by Madhya Pradesh's Education Department - Rajya Shiksha Kendra - wherein a sample of Grade 2 students were assessed across all the blocks and districts on a set of prioritized FLN competencies in October 2022.

Study Objectives

- **Assess FLN Learning Levels:** Evaluate current foundational literacy and numeracy skills of students (baseline level) enrolled in government schools in grade 2.
- **Set district-wise benchmarks and targets for 2023-24:** Collect reliable student learning data to create state-wise and district-wise targets for foundational learning skills.
- **Support data-based decision-making:** Inform the design and implementation of academic and administrative interventions for primary schools based on the evidence (data) of the performance of students on literacy and numeracy skills.

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Baseline Study: Sampling Methodology

The baseline study aimed to assess a representative sample of Grade 2 students across all districts in Madhya Pradesh.

Sample Distribution in the State

Districts	52	All
Blocks	319	All
Total Schools	Numeracy - 3428 Literacy - 2882	10 schools per block
Sample size (total students to be tested)- Grade 2	Numeracy - 28127 Literacy - 28,026	10 students per school
Total Field Investigators (FIs)	5,869	10-20 per block

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Baseline Study: Key Activities Undertaken

1

26 Jul 2022

Tool development and contextualisation

Early Grade Reading Assessment (EGRA) and 1 Early Grade Mathematics Assessment (EGMA) tools were contextualized as per the state equirements based on a competency map that was developed under the the guidance of of the Subject Matter Experts (SMEs)

2

10 Aug 2022

Data collection tool configuration

A moble application called Tangerine was configured with the tool to and real-time data collection

3

26 Aug 2022

Pilot testing and tool revision

To test the reliability tool and field testing standard operating procedures, a pilot test was conducted on 180 students across three districts. Based on the item analysis, further refinements to the tool and the standard operating procedures were done.

4

26 Sep 2022

Identification of FIs and tool dissemination

Identification of Field Investigators(s) and printing of taolis was taken up by the DIET FUN nodal officer and Assistant Project Coordinator (APC-Academic)

5

29 Sep 2022

District Nodal Officer Orientation at RSK

A 2 day face-to-face state level orientation of the District Master Trainers Le DIET (District institute of Education and Training) assessment nodal officer and APC (Academic) was conducted by state master trainers.

6

9-10 Oct 2022

FI training at DIET

The master trainers trained at state level conducted 2 day face-to-face training for Fts at the DIET's. Pre and post assessments of Fis were taken to gauge their level of preparedness and need-based support was provided to districts through workshops additional resources, etc

7

11 Oct 2022

Dry-run

Aftar the 2 day training, a 1-day dry run was conducted to provide additional practice to the Fis and build familiarity with Tangerine app before the main test.

8

13-15 Oct 2022

Data Collection and Monitoring

The main test was conducted in all the blocks in the state in 10 schools (10 students per schoo per block. Cluster and block level officiats along per with the district nodal officers provided support and oversight to the entire process

9

20 Nov 2022

Data analysis and reporting

The data from the Tangerine app was analyzed by the state team and subject specific dashboards were built for reporting the performance at state and district levels.

10

22-24 Jan 2023

Re-testing in select districts

A re-testing exercise was conducted in 10 districts wherever discrepancies in data collection were identified.

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Baseline Study: Quality Control Measures

A set of quality control measures were put in place before assessment, and on the day of assessment to ensure that the assessments were conducted fairly. These measures ascertained that standard operating procedures were followed on the day of assessment, and that the execution of the tool was correctly done by the FIs.

Before Assessment	On the day of Assessment
The integrity of the assessment tools was maintained, ensuring no public exposure	Block and cluster-level officials visited the schools in the capacity of supervisors and provided important oversight for assessors and the data collection process.
A detailed Standard Operating Procedure (SOP) document was provided in print for the FIs as well as the supervisors to refer to during the test conduction.	Supervisors provided support to the FIs in managing the relationships with the school staff and in procuring the requisite information about the students and sampling process.
Each district was assigned a point of contact (POC) from the state team who was responsible for the resolution of queries regarding the standard procedures, providing feedback, and conducting virtual spot checks.	A team of observers comprising of state officials, FLN cell members, DIETS and APC (academic) visited the schools to monitor rigorous compliance of the entire process.
The training of FIs was closely monitored virtually by the state teams to ensure minimum cascade loss in the delivery of the subject matter.	FIs submitted the tools and the student worksheets to their respective DIETs after the successful completion of the assessment

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In hindsight, few critical factors paved the way for an effective baseline study.

Robust Tool Development:

- The foundation of an effective tool lies in a strong competency framework, anchored in research and aligned with NIPUN Bharat's goals.
- The EGRA-EGMA frameworks served as the base document.
- To ensure reliability, a pilot test and item analysis were conducted.

Scientific Sample Selection:

- The sample was statistically significant at the district level and representative of various factors such as gender, demographics, and school type.
- Schools were shortlisted based on enrollment and attendance data for a balanced representation.

Field Investigator (FI) Selection:

- FIs were chosen to have minimal stakes in the annual assessment outcome. Teachers and district, block, or cluster officials were excluded.
- Selection criteria included time availability, curiosity, quick learning ability, and comfort with technology.
- DIET students were selected as FIs, considering these factors.

Training and Dry Run for FIs:

- FIs, potentially unfamiliar with large-scale assessments, underwent training focused on academic aspects of the tools and their execution, along with clear Standard Operating Procedures (SOPs) on the entire process.
- Given the tool's online (data collection) and offline (student interaction) components, hands-on practice was essential.
- A dry run of the assessment was scheduled for 1-2 days between the training and the actual assessment day.

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3 Goal Setting

State-wide Workshop for Disseminating Baseline Study Findings and Goal Setting

A two-day state-wide workshop was organized to effectively disseminate the findings of the baseline study. This workshop brought together district and block academic and administrative officials, marking a unique collaborative effort. The primary objectives were:

- Discussing state and district level findings to understand current learning scenarios
- Setting realistic, localized targets for educational improvement
- Collaboratively creating action plans to enhance foundational learning outcomes

Notably, the first day of the workshop focused on building the participants' understanding of Mission Ankur approach and pedagogy, the skills assessed in the baseline assessments, and interpreting report cards from the baseline study.

Target Setting in the Workshop

- To streamline the tracking of NIPUN lakshyas, benchmarks for literacy and numeracy were defined, setting clear criteria for a 'NIPUN child' based on grade-level competencies.
- Utilizing these benchmarks, the baseline assessment data was analyzed to identify the proportion of students in each district achieving these standards.
- This analysis informed the establishment of district-wise targets, communicated as percentages of students required to meet the NIPUN criteria.
- Supporting this initiative, the state introduced the 'Har Bachcha NIPUN' program, aimed at mobilizing district and block officials towards reaching their set targets.
- In alignment with these efforts, the subsequent assessment for AY 2023-24 is planned for the year's end, providing a critical measure of progress towards these educational goals.

As part of baseline assessments, criteria for a NIPUN child was applied and targets were set for districts accordingly

In order for a child to be considered 'NIPUN', they were required to meet the following criteria:

विषय	दक्षता	प्रवीणता स्तर / बेंचमार्क
साक्षरता (हिंदी)	धारा प्रवाह पठन - गद्यांश	35 या अधिक शब्द प्रति मिनट
संख्या ज्ञान	(I) संख्या पहचान (ii) घटाव	75% से अधिक सही उत्तर

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District-wise % of students achieving NIPUN targets was then calculated; see below:

Districts	% Students
Shivpuri	30%
Sheopur	26%
Bhopal	20%
Morena	19%
Bhind	19%
Rewa	19%
Singrauli	17%
Agar Malwa	16%
Niwari	14%
Burhanpur	11%
Chhatarpur	11%
Gwalior	10%
Ashoknagar	10%

Districts	% Students
Tikamgarh	10%
Panna	9%
Guna	8%
Alirajpur	8%
Indore	8%
Balaghat	8%
Neemuch	8%
Shahdol	7%
Mandsaur	7%
Ratlam	7%
Rajgarh	6%
Datia	6%
Damoh	6%

Districts	% Students
Dewas	6%
Vidisha	5%
Khandwa	5%
Katni	5%
Sidhi	5%
Sagar	5%
Shajapur	5%
Ujjain	5%
Raisen	4%
Dhar	4%
Jhabua	4%
Jabalpur	4%
Narsinghpur	4%

Districts	% Students
Betul	4%
Satna	4%
Khargone	3%
Chhindwara	3%
Dindori	3%
Harda	3%
Umaria	3%
Sehore	2%
Barwani	2%
Mandla	2%
Seoni	2%
Narmadapuram	2%
Anuppur	1%

Taking off from the baseline results, targets were set for each district for the following academic year using the following rubric

District Current Status (% of students achieving NIPUN targets)	District Targets for 2023-24 (% of students achieving NIPUN targets)
<10% Students	>25% Students
11%-25% Students	>50% Students
26%-40% Students	>60% Students
41%-54% Students	>70% Students
55%-79% Students	>80% Students

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See District wise targets below:

Districts	% Students
Shivpuri	>60%
Sheopur	>60%
Bhopal	>50%
Morena	>50%
Bhind	>50%
Rewa	>50%
Singrauli	>50%
Agar Malwa	>50%
Niwari	>50%
Burhanpur	>50%
Chhatarpur	>50%
Gwalior	>25%
Ashoknagar	>25%

Districts	% Students
Tikamgarh	>25%
Panna	>25%
Guna	>25%
Alirajpur	>25%
Indore	>25%
Balaghat	>25%
Neemuch	>25%
Shahdol	>25%
Mandsaur	>25%
Ratlam	>25%
Rajgarh	>25%
Datia	>25%
Damoh	>25%

Districts	% Students
Dewas	>25%
Vidisha	>25%
Khandwa	>25%
Katni	>25%
Sidhi	>25%
Sagar	>25%
Shajapur	>25%
Ujjain	>25%
Raisen	>25%
Dhar	>25%
Jhabua	>25%
Jabalpur	>25%
Narsinghpur	>25%

Districts	% Students
Betul	>25%
Satna	>25%
Khargone	>25%
Chhindwara	>25%
Dindori	>25%
Harda	>25%
Umaria	>25%
Sehore	>25%
Barwani	>25%
Mandla	>25%
Seoni	>25%
Narmadapuram	>25%
Anuppur	>25%

These targets have been tested via the mid-line assessments conducted in February, 2024

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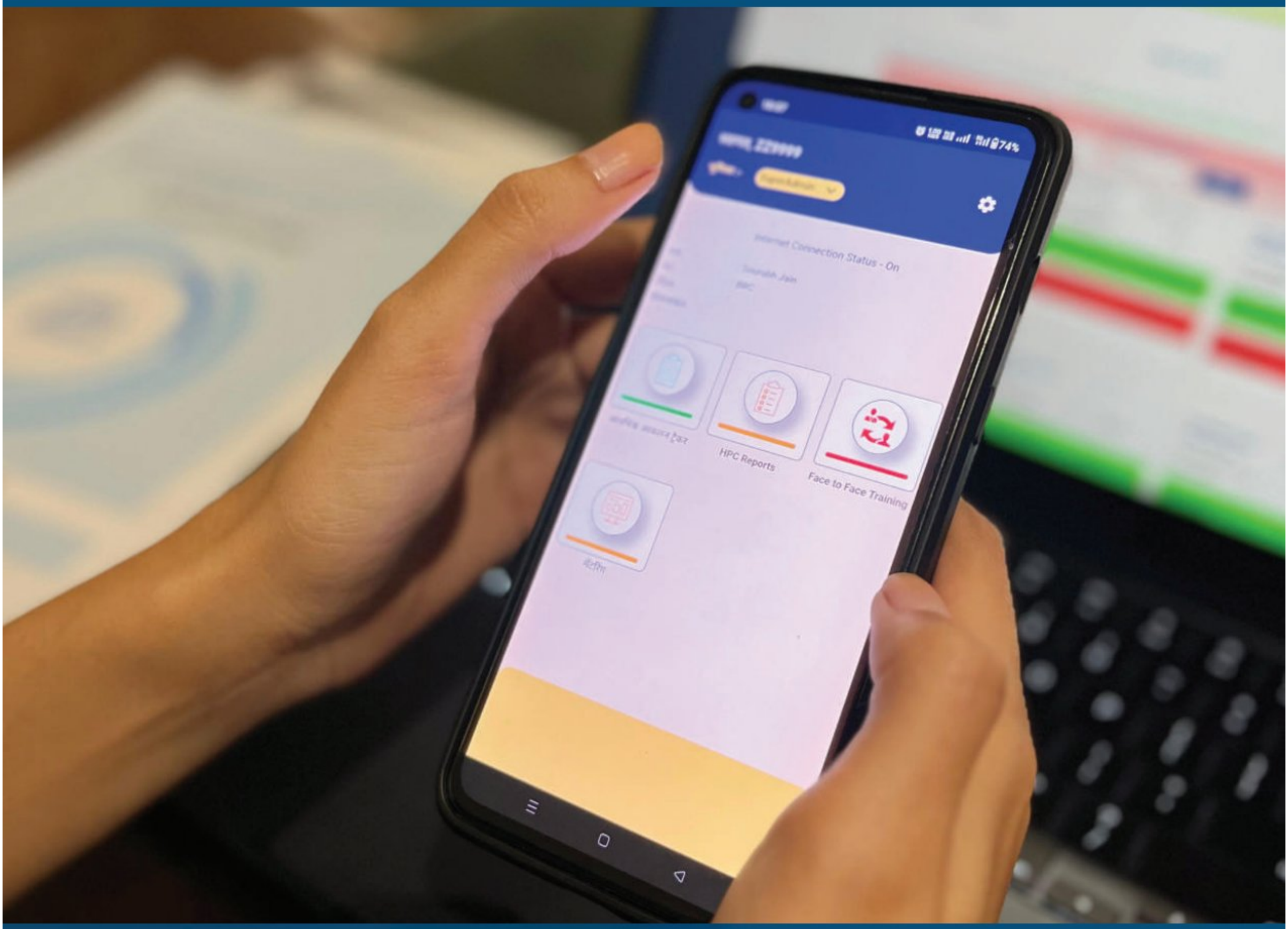

WORKSTREAM 4: MONITORING AND GOVERNANCE

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The successful foundational learning programs, notably Tusome, have demonstrated that significant improvements in learning outcomes can be achieved by focusing on three interconnected areas: Goal Alignment, Academic Support, and Monitoring. Critical insights from Tusome's expansion reveal that effective monitoring involves tracking both outcomes and classroom practices, and leveraging this data for targeted support.

Drawing from these insights, during the initial design phase of Mission Ankur, it was recognized that potential program breakdowns were most likely during implementation. Therefore, a robust tracking mechanism was integrated into the program. This mechanism aimed not just to monitor progress, but also to enable timely, decentralized adjustments by providing personalized, actionable feedback to field implementers. This approach ensures dynamic and responsive implementation, vital for the program's success.

Mission Ankur's implementation tracking is structured around a streamlined three-step framework:

1. **Process Identification:** Pinpointing key mission processes that require regular monitoring for effective implementation.
2. **Data Collection and Accessibility:** Establishing robust systems for gathering high-quality data on these crucial processes and ensuring its accessibility to relevant stakeholders.
3. **Actionable Insights:** Developing mechanisms to act meaningfully on the data collected, transforming it into effective on-ground actions.

This framework not only ensures thorough monitoring but also guarantees that the insights gained are promptly and effectively utilized for continuous improvement.

1 Process Identification

To optimise data generation for Mission implementation, the state focused on establishing Key Priority Indicators (KPIs). These KPIs were carefully chosen based on three key criteria:

- **Limited Number:** Restricting the quantity of KPIs to prevent overwhelming stakeholders, while still covering all vital aspects.
- **Core Classroom Focus:** Concentrating on monitoring fundamental classroom transactions to gain in-depth insights into the delivery process.
- **Actionable Metrics:** Selecting indicators that are most conducive to facilitating meaningful and effective course corrections.

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These KPIs were categorized into 4 major buckets focusing on various aspects of the program, including:

1. **FLN Basics:** A set of parameters tracking the status of input indicators foundational for effective mission delivery on ground
2. **Teacher Preparation:** Indicators tracking the effectiveness of the teacher training efforts under the Mission
3. **Teacher Performance:** To track the translation of Mission Ankur pedagogy into classroom practices by the teacher
4. **Student Learning Outcomes:** Tracking the change in learning levels of students going through the mission

Key guiding questions across each bucket

FLN basics

Are basic FLN infrastructure in place?

Are all inputs available in schools - teachers, materials, students - teacher attendance, mentor visits

Teacher Preparation

How effective was teacher training?

both on material orientation & FLN competency

Did all teacher receive the planned trainings and was that effective in improving their knowledge and practice

Teacher Performance

How are teachers performing in FLN classes?

Are teachers clear about 5 W and H? Are they using materials effectively? Are they assessing FLN accurately? Do they know if they are winning? What support would they need?

Student Learning

How are students doing w.r.t to FLN outcomes?

System based Assessments, National Achievement Survey, and School based Assessments

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2 Data Collection and Accessibility

After reaching an agreement with coalition partners and key government stakeholders on the Key Performance Indicators (KPIs), the next phase was to choose between leveraging existing technological systems or creating a new tech-based system for regular data collection.

Upon reviewing the current data systems, it was discovered that Madhya Pradesh (MP) had multiple data portals, each serving different purposes and often catering to overlapping user groups.

MP's Data Portals

	Education Portal	Shiksha Samagra Child wise tracker	Vimarsh Grades 9-12	M. Shiksha Mitr App Academic and leave management	MP online Payment gateway
Key data entry modules	• Enrolment • School (govt.) • Hostels (govt.) • Staff details • Exam-Pratibha Parv	• Student basic profiles • Schools (pvt.) • SMC	• Enrolment (Gr. 9-12) • Textbook requirement	• Student promotion	
Key applications / Tools	• Online transfer • Inspection (Shala Darpan) • Salary slip, PRAN-HRMIS • Teacher rationalization • Academic & Leave Mgmt • School recognition (1-8) • Funds • Textbook distribution • Guest school teachers portal-registration, and allotment	• Scholarship distribution • RTE (25%)	• Academic monitoring (Gr. 9-12) • Teachers' discussion forum (PLC) • EPES verification & acknowledgement	• Teacher and student attendance (GPRS based) • Leave record • Uniform and textbook distribution status	• School recognition (9- 12) • NTSE & NMMS • D.El.Ed. counselling and admissions

Despite the vast amount of data gathered from the field across these portals, a preliminary assessment indicated that the systems operated in isolation, with inefficient data collection and non-user-friendly reporting processes.

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Different modules were working in silos-often missing important linkages

E.g. different portals show different number of schools

Data collection was not streamlined with substantial repeat effort given poor update mechanisms and legacy systems

E.g. HRMIS module doesn't have a provision to update from the field. At the time, state completed a month long exercise to re-collect all teacher data

Reporting template/dashboards were not designed to enable decision making

E.g. cannot pull state level details readily, need to compile multiple district reports

Usage of already built functionalities was low with parallel systems being used

E.g. Anukampa appointment system, transfer orders, M-shiksha mitr app leave management system working independently

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Consequently, for Mission Ankur, the state opted to develop a new system from the ground up, aiming for a streamlined, efficient, and legacy-issue-free solution. This led to the evaluation of three distinct models to fulfill these objectives, focusing on creating a cohesive and user-friendly data management system.

1 State-Developed System:

The state directly builds its own technology system.

2 Market-Based Solutions:

Utilizing readily available, plug-and-play software from the market.

3 Custom-Built Tool:

The coalition develops a bespoke, tailor-made tool.

This decision was crucial in determining how effectively and efficiently data could be gathered and utilized for the mission's objectives.

The three options were evaluated on a set of non-negotiable parameters deemed critical for success:

- **Sustainability of the Solution:** Assessing long-term government adoption and ownership viability.
- **Cost:** Analyzing initial and ongoing financial implications for affordability and effectiveness.
- **Turnaround Time:** Measuring the speed of implementation for swift and efficient rollout.
- **Scope for Customization and Augmentation:** Evaluating flexibility and adaptability to specific needs and future changes.
- **External Dependencies:** Considering the impact of reliance on external agencies, like the National Informatics Centre (NIC), with their own priorities.

While a state-developed system would have been ideal for long term sustainability and ownership, the government's internal team and external agencies like National Informatics Centre (NIC) faced multiple priorities, risking delays in development. Further, market tools were too rigid for the specific needs in MP.

Thus, to ensure a swift and tailored solution, the coalition chose to go with model 3. To that end, the coalition decided to fund a third-party development team for all FLN related developments, brought on board through a Request for Proposal (RfP) process in September, 2022.

Simultaneously, the Mission Ankur team focused on pinpointing essential tech modules vital for the mission's success. Using the project's lifecycle as a base, key stages were identified where technology could enhance efficiency. **From this analysis, a list of high-priority modules was crafted (see below).**

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List of High Priority Modules with Rationale

	How can tech help?	Module	Functionality	Rationale for prioritization
1	Track progress on teacher training	Face-to-face training management system	To facilitate various in-person trainings including trainee/trainer registration, attendance, sharing of materials, monitoring of trainings, pre-post test etc.	Essential to simplify logistics of training and track progress
2	Capture nuance of classroom transactions	Classroom observation cum teacher mentoring app	Academic mentors can use the app to observe a classroom and provide personalised feedback to teacher on their classroom transactions	Critical to capture nuances of classroom delivery to track health of implementation on ground
3	Capture student LO data	Student spot assessment system	Mentors can use the system to conduct random sample spot assessment on students to get a periodic sense of the overall learning outcome levels	Regular update on health of student LOs in the state
		Assessment module	To facilitate and conduct extensive student assessments such as baselines/endlines	Facilitate data collection on student LOs
		Student assessment tracker digital input form and report card generation	To allow teachers to digitally input data being captured in periodic assessment trackers and automatically generate a holistic progress card for each student	Digitise process of report card generation to better enable teachers to engage parents
4	Facilitate effective disseminatio n of data and use this data to drive meaningful action	Review meeting management system	To facilitate FLN specific review meetings at the district/block level capturing participation, and generating MoM.	Essential to simplify logistics of review meetings and to track progress
		Dashboards to reflect data being generated	To allow all levels of stakeholders to see relevant data with easy to comprehend, meaningful visualisations and cuts/filters	Critical to put data in the hands of all stakeholders to enable data driven decision making

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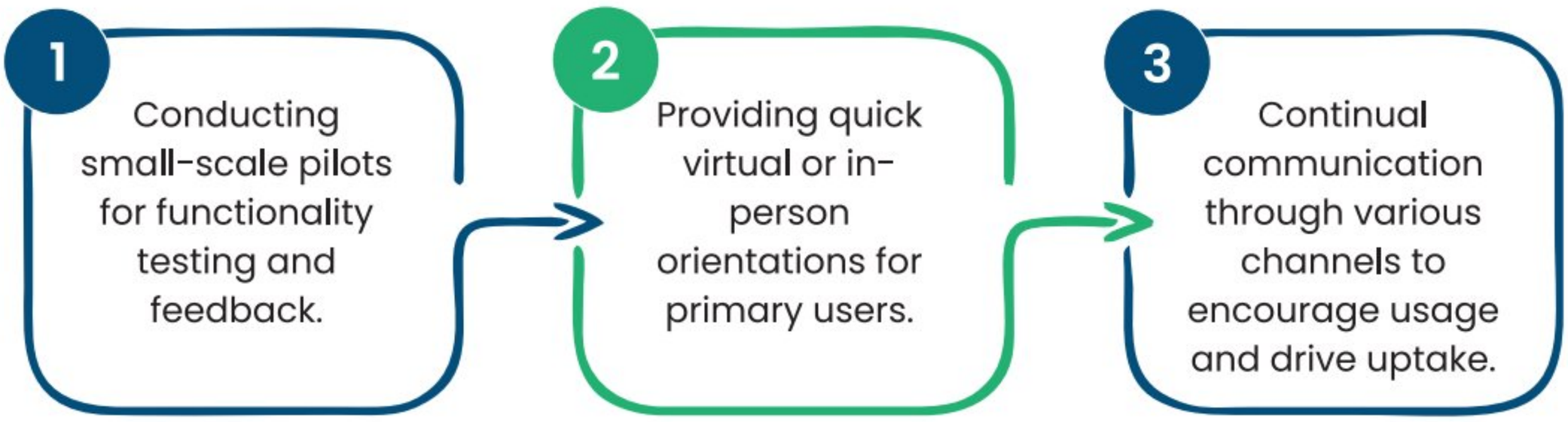
The ideation, product design and wireframing of these modules was led by the coalition in close collaboration with key government stakeholders to promote ownership by the state and thus ensure sustainability. Key considerations factored into the design of these modules:

- User-friendly systems to reduce the need for extensive training.
- Flexible and adaptable designs, suitable for non-FLN grades too, making them long-term assets for the state.
- Minimal manual data entry by syncing with existing government databases, automatically capturing essential details about schools, students, and teachers.
- Robust checks and balances to ensure the authenticity and reliability of the data captured

Further, to maximize the adoption of the developed modules, several key strategies were implemented:



Notably, **strategies 4 and 6** were highly effective in clarifying module functions and boosting their use, as evidenced by field feedback.

The next step involved making the generated data accessible to the right stakeholders. The team developed a web dashboard to showcase key performance indicators (KPIs) for various stakeholder levels. State, district, block, and cluster level users received login access to view relevant data for their jurisdiction, presented in a user-friendly format. The dashboard also included a quick report card feature, offering a high-level overview of each unit's performance.

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3 Actionable Insights

To ensure that the data generated is being used regularly to drive decision making at all levels of governance, it was imperative to institutionalize platforms for various actors to engage with this data meaningfully. **Towards this, the state set up a system of monthly reviews at the state, district and block level focusing specifically on FLN.** The idea behind these review meetings was to get all relevant stakeholders on a common platform to discuss progress made on FLN, identify challenge areas and finalize an action plan to remedy issues being observed.

Review meeting framework

	State-level	District-level	Block-level
When will meeting be held?	First week of every month	Second week of every month	Second week of every month
Who will chair these meetings?	Director, Rajya Shiksha Kendra	CEO (Zila Panchayat) /DPC	DIET in-charge /BRCC
Attendees	All DPCS, APC (academic), DIETS, NIPUN Professionals, OIC	DIET, SRG, OIC, APCS, NIPUN Professional, all BRCCS	All BACS, CACS, NIPUN Professional (2 blocks per month)
Time Frame	90 minutes	90 minutes	90 minutes

The core guiding principles behind the design of these meetings included:

1. **Involvement of senior leadership:** Meetings chaired by the senior leadership to accord due gravitas and ensure effective review
2. **FLN focus:** Each meeting included a predefined agenda, defined structure, and no overlap with other projects to ensure a focused FLN review
3. **Data driven:** Exclusive focus on data based discussions via use of dashboards/report cards to drive reviews and decision making
4 **Defined mechanism for follow up:** Each meeting was proceeded by tech based MoM creation and dissemination system, including regular follow up on key action items by the leadership team

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To ensure uniformity and quality across all districts/blocks, the state defined the structure and form of these meetings, and provided a checklist of critical pre/during/post meeting steps to follow to ensure good quality reviews.

Structure and form of the review meetings

	Agenda		Duration (total 90 mins)
1	Discussion/Recap of previous MoMs		10 mins
2a	Presentation	Agenda proposed from the state	15 mins
2b		Analysis of FLN data received at district & block level (MP Shiksha dashboard)	20 mins
2c		Any discussion points specific to the respective district/block	15 mins
3	Q&A, suggestions, feedback		10 mins
4	Preparation of an outline of the action plan for the decisions and making a strategy for implementation (including timelines & responsible stakeholders)		20 mins

Presentation template will be shared by the state for the initial few months; after which districts will use the dashboard on MP Shiksha Portal to drive monthly reviews

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Checklist of critical pre/during/post meeting steps

	Applicable to both district and block level meetings	
Pre-meeting Activities	1. Analysis of FLN data received through MP Shiksha dashboard for the respective district/ block 2. Preparation of presentation, using the dashboard & agenda points provided by the state 3. Agenda setting for the meeting	
During the Meeting:	1. Discussion/recap of previous MoMs 2. Presentation including the following: a. Agenda proposed from the state b. Analysis of FLN data received at district & block level (MP Shiksha dashboard) c. Any discussion points specific to the respective district/block 3. Q&A, suggestions, feedback 4. Preparation of an outline of the action plan for the decisions and making a strategy for implementation (including timelines & responsible stakeholders)	As stated above
Post-meeting activities:	1. Filling and submission of the meeting minutes on the MP Shiksha Portal 2. Ensuring support to district and block level officers to implement the prepared action plan	

The district and block leadership, empowered by data-rich monthly review meetings, are now prioritizing Foundational Learning and Numeracy (FLN) as a central agenda. These meetings provide insights into local scenarios, fostering a more decentralized decision-making process. This approach enables local stakeholders to identify and address highly localized challenges that are often difficult for state-level authorities to discern and resolve.

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WORKSTREAM 5: MISSION ANKUR ENABLERS

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In the mission's second phase, the state has emphasized implementation effectiveness by introducing vital enablers for district-level execution. This strategy encompassed two main initiatives:

1. **Enhancing District Capabilities:** The 'MP NIPUN Professionals Program' was introduced to augment district capacities with top-tier resources.
2. **Community Engagement and Awareness:** The mission initiated dynamic communication campaigns and specialized outreach events to foster parental involvement and community engagement in children's education.

These dual strategies aimed to ensure not just policy formulation but also its efficient and impactful execution at the grassroots level

1 Enhancing District Capabilities: The 'MP NIPUN Professionals Program'

Recognizing the limitations in field-level government systems, such as capacity constraints and a lack of specialized knowledge in technology and management, Madhya Pradesh sought to replicate the success of initiatives like Haryana's Chief Minister's Good Governance Associates (CMGGA), Prime Minister's Rural Development Fellowship (PMRDF) and the Delhi Change Makers in Education (CMIE). These programs demonstrated the transformative impact of integrating highly qualified, young professionals into local administration.

Emulating this approach, Madhya Pradesh launched the 'NIPUN Professionals Programme'. This two-year fellowship aims to infuse fresh expertise and dynamism into the state's education sector. The program strategically places a high-caliber professional in each of the state's 52 districts. These individuals are tasked with playing a pivotal role in achieving the government's education-related objectives, thereby addressing the foundational learning needs (FLN) of the region.

The structure of the program can be understood by looking at the following five aspects:

1. Institutional structure of the program (including placement in the district)
2. Roles and Responsibilities
3. Profile of the Professionals
4. Hiring Process
5. Professional development opportunities for the Professionals

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1 Overall Institutional Structure of the Program:

The institutional structure of 'MP NIPUN Professionals Program' flowed from NIPUN Bharat Mission's mandate of setting up of various project management units (PMUs) at the state and district level to achieve FLN objectives, which was supplemented by a budget to set these up. In MP, CSF has been playing the role of the PMU lead, and has set up a team at Rajya Shiksha Kendra.

During the initial phases of the program, the state government encountered reservations about directly employing professionals on its payroll. This hesitation was primarily due to the complexities associated with outsourcing and contractual hiring within the government system. Furthermore, the inclusion of professionals on government payrolls would have exposed them to potential delays in stipend disbursements, caused by intricate bureaucratic processes.

To circumvent these challenges, the state decided to partner with a leading academic institution of repute in the country as a Technical Partner to hire the Professionals, which also provided the additional benefit of leveraging the institute's expertise towards the structured professional development of the Professionals. **The technical partner was expected to play the following role:**

Hiring and retention of top talent as NIPUN Professionals:

- Manage payroll & all Human Resource (HR) processes for NIPUN Professionals
- Provide inputs on the overall hiring process
- Provide execution support for talent acquisition related activities and timely retention & replacement of NIPUN Professionals

Professional Development (PD) for NIPUN Professionals:

- Design, manage, and deliver professional development sessions during fellows' initial onboarding and subsequently at various points in their journey
- Co-create the overall professional learning journey of a fellow in consultation with the state

Research and Learning:

- Design and conduct action/process research
- Share key research recommendations with the state to enhance the program design, implementation and effectiveness.

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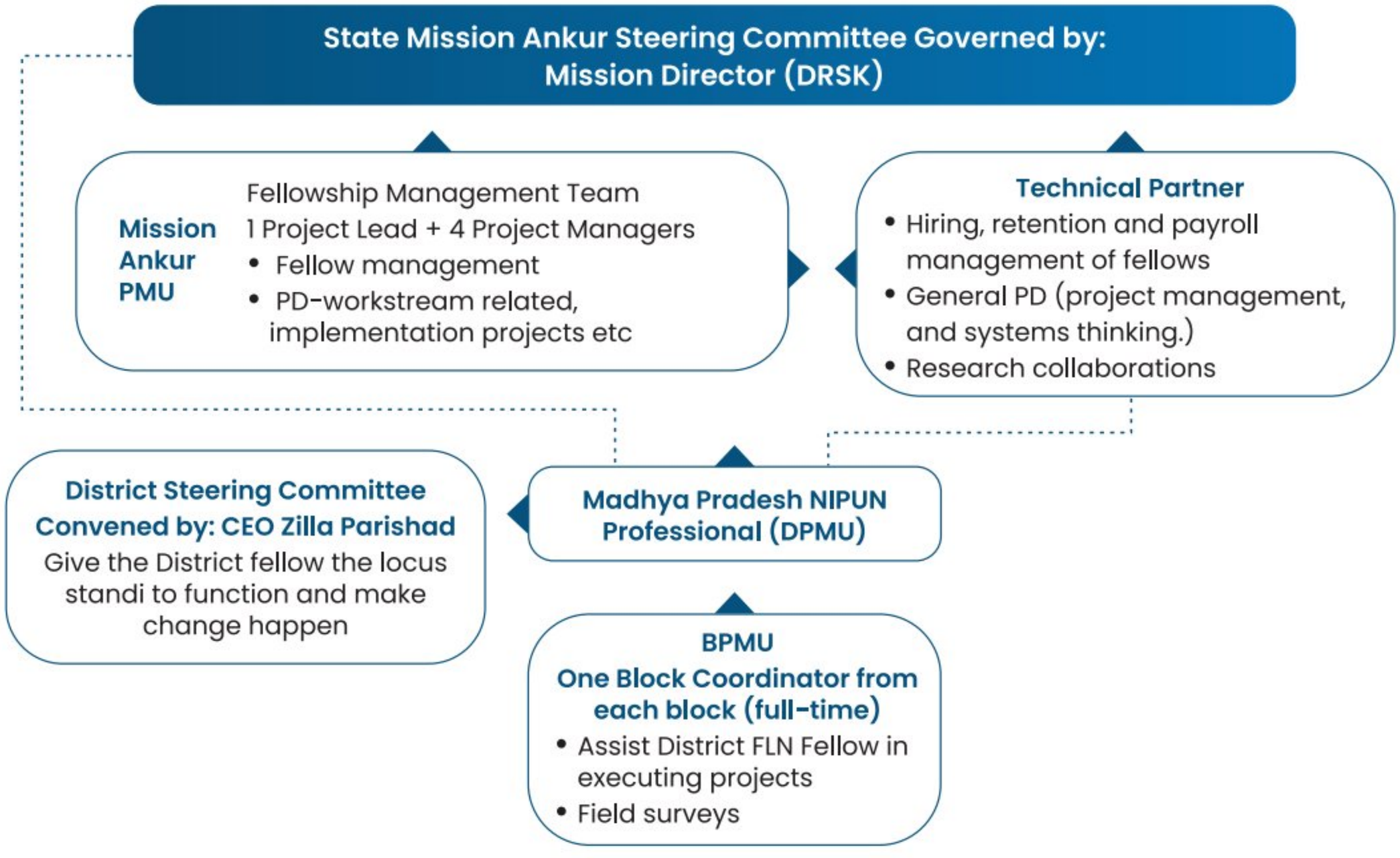
Thus, the state invited proposals from leading academic institutes in the country to partner with the state government on this project. The submitted proposals were evaluated on the following parameters:

1. Comprehensiveness of the project proposal submitted, including:
   - Understanding of the task
   - Implementation plan
   - Clear timelines and deliverables
2. Previous experience of managing similar fellowship programs
3. Previous experience of working on projects related to school education/primary education/FLN
4. Previous empanelment/MoU with government departments at national/state level
5. Institutional capacity and flexibility to deliver customized professional development courses on skills relevant for the NIPUN Professional
6. Financial quotations

Following a evaluation of proposals based on both technical and financial criteria, Tata Institute of Social Sciences, Mumbai, was chosen as the project partner. Additionally, the mission's governance structure included a State Mission Steering Committee led by the Mission Director (Director, Rajya Shiksha Kendra) and supported by a State Project Management Unit (SPMU) established through the Mission Ankur coalition.

Institutional Structure for the MP NIPUN Professionals Program



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Further, to optimize impact, careful consideration was given to the placement of professionals at the district level. The initial choices were to position them within the district education department (DEO/DPC office) or under the district leadership, either with the District Collector or the CEO of Zila Panchayat. However, it was recognized that embedding them in the education department might limit their ability to oversee key mission objectives, specific to FLN. Conversely, the District Collector, responsible for diverse administrative duties, might not prioritize education sufficiently. Therefore, the decision was made to place these professionals in the CEO Zila Panchayat's office. This strategic placement ensures their involvement in all developmental activities in the district, providing them a more influential and focused role in educational initiatives.

2 Role of a NIPUN Professional

The following roles were envisioned for the NIPUN Professional:

Providing efficiency to implementation

- Monitor implementation of reform initiatives to drive FLN outcomes.
- Deeper and local-level diagnosis and problem-solving.
- Upward feedback loop from ground level for quick improvements

Improving enabling conditions for effective implementation

- Build local capacities at the district and block level
- Ensure governance structures such as review meetings are functioning well
- Build salience among stakeholders for streamlined implementation

Data monitoring and progress check

- Analyze district-level granular data for customized support
- Ensure regular data collection of critical mission parameters
- Improve data quality & reliability including independent data collection

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To enable the Professionals to carry out their role well and to ensure uniform efforts across all districts, the responsibilities of the fellows were defined in a structured manner. To that end, the state created several key projects focusing on mission priorities like understanding district context, data reliability and sanctity, communications, reward and recognition, and driving governance reviews for these fellows to implement on ground. See example below.

Project Name: Block Acceleration through Capacity Building of Block/Cluster Officials

Objective: Enhance clarity for field-level officers regarding the mission and their responsibilities through coaching, information provision, troubleshooting, and fostering accountability.

Execution: NIPUN Professionals will select specific blocks to focus on each quarter, guided by a predetermined set of criteria. In these designated blocks, NIPUN Professionals (NPs) will engage closely with field-level officers, establishing numerous touchpoints for coaching and issue resolution. This will be achieved through various channels, including:

- One-on-one phone calls or coaching sessions with Cluster Academic Coordinators (CACs) and Block Academic Coordinators (BACs).
- Personalized in-person mentoring sessions with CACs/BACs.
- Shadow mentoring visits alongside officials to impart coaching on the ideal mentoring process and to observe and pinpoint areas of improvement within the mentoring dynamic.
- Quarterly conclaves or meetings to review achievements, pinpoint future priorities, and communicate essential messages.

Moreover, NPs are tasked with conducting several independent school visits monthly to monitor ongoing progress within the block. By amalgamating these independent visits with mentor shadowing engagements, NPs are expected to undertake a minimum of 16 school visits each month.

To ensure consistent and coherent communication throughout the initiative, comprehensive guidelines have been provided to NPs. These guidelines focus on essential messaging that should be consistently reinforced with all stakeholder levels, especially concerning fundamental classroom practices.

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3 Profile of the Professionals

The state decided to target young professionals between the age of 22-30 years, possessing a graduate/post-graduate degree from top-tier academic institutes and having a minimum work experience of one year. Additionally, critical importance was also given to the following mindsets and skills deemed relevant for the role:

- Strong analytical and problem-solving skills with intrinsic motivation to serve society
- Passion for education, public policy, and solving governance challenges at scale
- Willingness to contribute to the state mission for at least two years in remote settings
- Ability to manage complexities of working at the district level and in building critical relationships with various stakeholders

4 Hiring Process

The state adopted a three-step hiring process for shortlisting the NIPUN Professionals

Three-step hiring process to identify quality candidates

Documents to be submitted:

- Application form
- CV
- Statement of purpose
- Assignment

1

Assignment

Review and screening of all applications basis eligibility criteria
Assignment to check problem solving & presentation skills

2

Interview Round

Shortlisting of candidates in person interview with a panel of stakeholders (govt. representatives, program team, knowledge partner)

3

Offer roll out

Offer roll out stage & district placements

Madhya Pradesh kicked off the applications for the inaugural cohort of the program on 1st May 2023, and after an extensive deliberation process, the first round of 52 shortlisted professionals were welcomed to Bhopal for a 10-day induction programme on 1st of August 2023. The Professionals were subsequently placed in their respective districts based on a district-to-professional matching exercise and have been successfully supporting their districts in the implementation of Mission Ankur on ground.

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5 Professional Development opportunities for the Professionals

The professional development plan for the Professionals, collaboratively designed by TISS, Mission Ankur Coalition, and the state government, concentrates on three main areas:

Leading Self

This area emphasizes enhancing knowledge, mindset, and skills vital for leadership growth.

Understanding Systems and Leading Systemic Change

This component aims to provide a comprehensive view of systemic change programs, including their purpose, methods, and policy implications.

Creating Impact in FLN Learning Outcomes

Focused on equipping the Professionals with necessary context, skills, and information to effectively implement projects and drive change on the ground in Foundational Literacy and Numeracy (FLN).

To achieve these objectives, a structured delivery plan was developed, interspersed with various touch points over two years. The journey commenced with a 10-day residential induction in Bhopal, facilitated jointly by the state, TISS, and Mission Ankur Coalition. This orientation covered essential sector context, FLN concepts, mission objectives, government systems, and a mix of masterclasses on relevant hard and soft skills. To complement the induction, ongoing professional development was maintained through weekly, monthly, and quarterly sessions, including masterclasses and learning circles, ensuring a continuous and dynamic learning experience for the Professionals.

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PD Calendar for NIPUN Professionals

Year Beginning

10 – day residential training (Fellow onboarding and induction)

Quarterly

One virtual **masterclass** by Mentor Panel

PM<> Fellow Observation & Feedback **field visits**

Month 1 | Month 2 | Month 3

Self paced learning module | Self paced learning module | Self paced learning module

Themed set of modules for the quarter mapped to projects

Learning circle # 1 | Learning circle # 2

PM led learning circles, once a month

Quarterly review & 3-day in-person workshop

Mentoring/Interaction opportunity with Advisory Panel

Weekly

Fellow buddy system (ongoing support & learning)

PM-Fellow 1:1 (feedback and project related coaching)

Touch points for continuous 1:1 learning

Year Ending

End of year review & presentations in the last quarterly meet

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2 Community Engagement and Awareness: Communication campaigns and targeted outreach events

To maximize the success of Mission Ankur, the state recognized the importance of creating widespread awareness and buzz among various stakeholders. For this, a comprehensive communication strategy was devised, targeting key internal and external groups such as department officials at all levels, teachers, parents, and the broader community. This strategy was centered around four main pillars:

1. **Large-scale Events:** These included high-profile activities like the mega mission launch, the G20 showcase, and the state FLN conference to garner extensive attention.
2. **Mass Media Engagement:** Leveraging newspaper articles, op-eds, radio interviews, and video productions to reach a wide audience.
3. **Community Outreach:** Implementing campaigns and events like the FLN Mela and the Har Baccha NIPUN Abhiyaan, directly engaging with the community at a grassroots level.
4. **Ongoing Direct Communication:** Continuous bite-sized messaging aimed at field staff, utilizing social media and departmental letters to keep them informed and engaged.

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Each of these strategies was designed to effectively disseminate key messages to the respective stakeholder groups, ensuring a cohesive and impactful communication effort for Mission Ankur.

1 Large Scale Events

Recognizing the power of large-scale events to unify stakeholders, enhance visibility, and garner project momentum and political buy-in, the state effectively utilized such platforms for Mission Ankur's promotion and evaluation. Key events included:

- **Mega Launch Event (August 2022):** Featuring the Minister of Education and top bureaucratic leaders, this grand launch in August 2022 drew officials from all districts and key coalition partners, achieving widespread attention and media coverage.
- **State-Level FLN Conference (April 2023):** Aimed at reviewing Mission Ankur's progress and planning future steps, this conference in Bhopal saw participation from district academic and administrative leaders. It included progress reviews, problem-solving sessions, and stalls by districts showcasing their innovative efforts under the Mission, fostering peer learning and recognition.
- **G20 FLN Conference (May 2023):** Providing an international stage in Pune, this event enabled the state to exhibit its FLN initiatives and share insights with G20 delegates, led by senior bureaucrats.

These events, while resource-intensive, proved crucial in showcasing the state's achievements, discussing challenges, and exchanging best practices with a diverse audience, thereby amplifying Mission Ankur's impact and reach.

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2 Mass Media Engagement

To effectively spread awareness about Mission Ankur, the state harnessed various mass media channels, utilizing digital and print media, podcasts, and video productions. Key initiatives included:

- **Policy Podcast Interview:** The Director of RSK engaged in a discussion on a popular policy podcast, targeting young policy enthusiasts. He elaborated on the state's FLN initiatives, the challenges faced, and the strategies employed to overcome them.
- **Op-Ed in Leading Newspapers:** On World Literacy Day, the Director authored a compelling op-ed in top Hindi newspapers, emphasizing the significance of FLN and detailing the state's dedicated efforts towards achieving it.
- **Media Coverage:** An article by Anjuli Bhargava in The Quint provided additional exposure, highlighting the mission's objectives and achievements.
- **Short Films:** The state produced four high-quality short films showcasing various aspects of Mission Ankur. These films were distributed across multiple platforms to publicize the mission's work and underscore its importance.

These diverse media engagements played a crucial role in disseminating key messages, increasing mission awareness, and engaging the wider community in the state's FLN efforts

शैक्षणिक व्यवस्था | सर्वे में जिले की 85 प्राथमिक शालाओं का किया गया चयन, जारी होगा रिपोर्ट कार्ड

जिले में हो रहे एफएलएन सर्वे से परखी जा रही बच्चों की गुणवत्ता

भास्कर न्यूज | छतरपुर

राज्य शिक्षा केंद्र भोपाल के द्वारा दिए गए निर्देशों के अनुक्रम में छतरपुर जिले के सभी विकासखंडों में एफएलएन का सर्वे 20 से 23 फरवरी तक कलेक्टर संदीप जीआर और जिला पंचायत सीईओ तपस्या परिहार के नेतृत्व में डाइट नौगांव डीपीसी अरूण शंकर पाण्डेय द्वारा करवाया जा रहा है। इसमें जिले की 85 प्राथमिक शालाओं का चयन आरएसके भोपाल द्वारा किया गया। सर्वे हेतु एफआइ का चयन एवं प्रशिक्षण डाइट प्राचार्य द्वारा एमटी के माध्यम से करवाया गया।

डीपीसी ने बताया कि चयनित शालाओं के सर्वे के द्वारा कक्षा 2 और 3 के बच्चों में नवीन शिक्षा नीति 2020 के अनुरूप हिंदी में सुनने, लिखने, पढ़ने एवं गणित में संख्यात्मक योग्यता परीक्षण आरएसके से प्राप्त टूल के माध्यम से किया जा रहा है। इस वर्ष जिले का उपलब्धि स्तर 11 प्रतिशत से 50 प्रतिशत बढ़ाने का लक्ष्य रखा गया है। सर्वे से वास्तविक उपलब्धि की जानकारी प्राप्त होगी। इसके आधार पर अगले वर्ष की रणनीति तैयार की जाएगी।

सर्वे का अंतिम दिन आज

जिला शिक्षा केंद्र एफएलएन सर्वे प्रभारी सुशील द्विवेदी एपीसी ने बताय कि जिले में 85 चयन शालाओं का सर्वे शामिल है। इसमें नौगांव तथा ईशानगर विकासखण्ड की 21 शालाओं का सर्वे 20 फरवरी को, लवकुशनगर तथा बारीगढ़ की 21 शालाओं का सर्वे 21 फरवरी को किया जा चुका है। राजनगर और बिजावर की 23 शालाओं का सर्वे 22 फरवरी को किया गया। अब बड़ामलहरा और बकस्वाहा की 20 शालाओं का सर्वे शुक्रवार 23 फरवरी को संपन्न होगा। सर्वे का डाटा ऑनलाइन सिंक कर प्रतिदिन भोपाल भेजा जा रहा है। सम्पूर्ण कार्य की मॉनीटरिंग एप के माध्यम से की जा रही है।

दैनिक भास्कर Fri, 23 February 2024
https://epaper.bhaskarhindi.com/c/74616379

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3 Community Outreach

To engage local communities and emphasize the importance of early education, all state schools hosted a FLN Mela on September 14, 2023. This event, aimed at parents, educators, and children, celebrated foundational learning achievements and promoted joyous educational experiences. Schools set up interactive areas focused on literacy and numeracy, allowing students and parents to participate together, fostering a vibrant learning atmosphere and offering parents insights into their children's early academic progress.

The event's inclusive nature was highlighted by the participation of various stakeholders, including third-party volunteers, Aanganwadi teachers, young children, and School Management Committee (SMC) members. The statewide organization of the FLN Mela began with a YouTube live session led by state officials, followed by a cascading training model: State officials trained Cluster Academic Coordinators (CACs) at the district level, who then trained teachers at the cluster level, ensuring the event's successful implementation across schools. The success of the FLN Mela set a precedent for future community-centric educational events, with plans for more in the pipeline.

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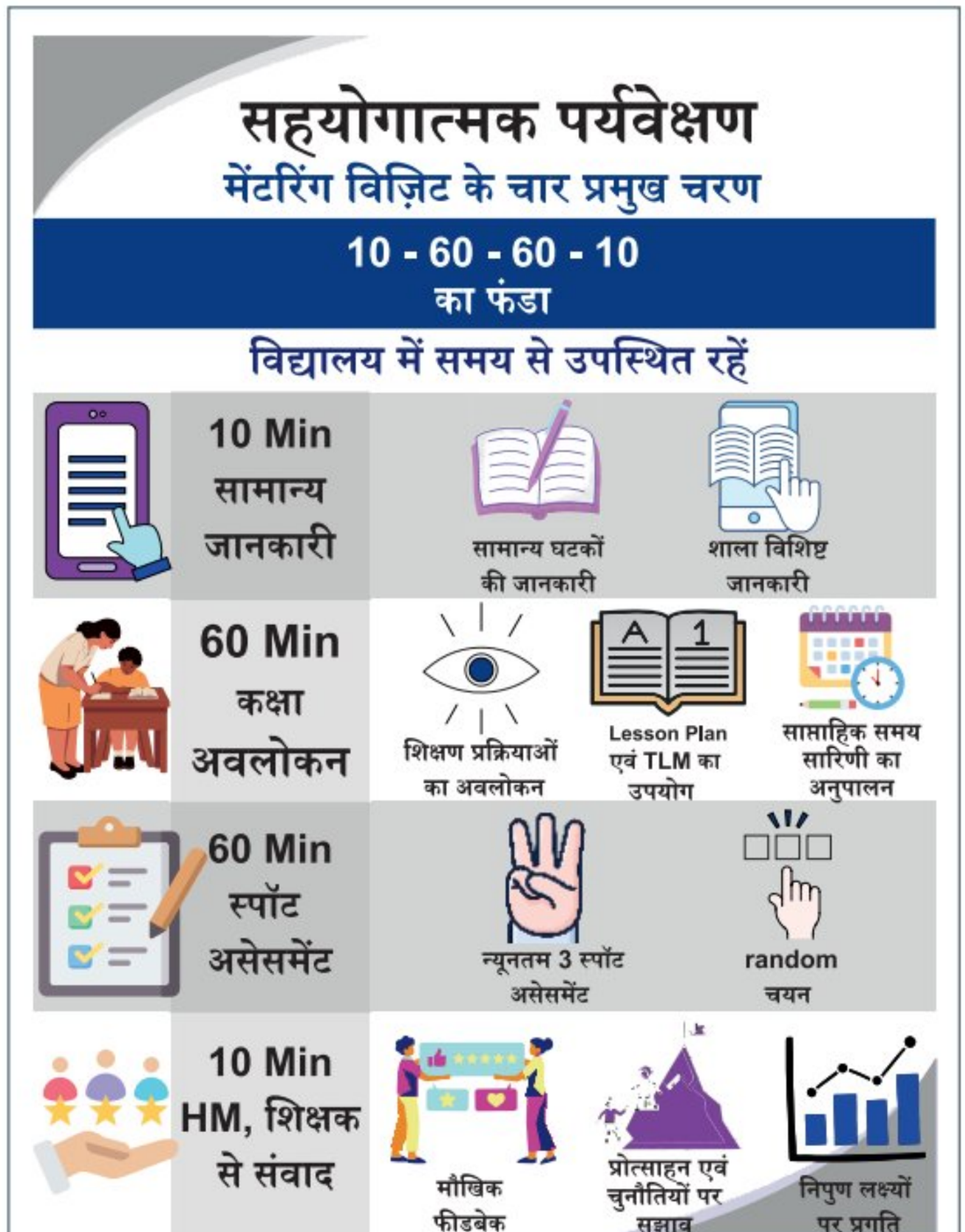
4 Ongoing Direct Communication

To sustain momentum and maintain focus on various initiatives, a strategic communication approach was implemented, centered on regular, targeted messaging. The foundation of this strategy was the creation of a dedicated WhatsApp group, including key state and district leadership along with the coalition team. This group facilitated direct and efficient information flow.

A structured communication plan was developed, outlining key messages, their frequency, and the preferred delivery method for each workstream. The content ranged from visually engaging posters, concise 101 explainer videos, informative data/report cards, to clear Standard Operating Procedures (SOPs) and brief text messages. This approach ensured that critical reminders, nudges, and updates, reflecting the program's priorities, were promptly delivered to teachers and field staff. Such timely communication enabled swift, on-the-spot adjustments and expedited the introduction of new initiatives in the field, enhancing the overall effectiveness of the program's execution.



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LEARNINGS AND REFLECTIONS

Mission Ankur, initiated in 2019, marks a transformative phase in foundational education in Madhya Pradesh. The program has shown promising early results, indicating a significant shift in educational practices within the state. The coalition's work in Madhya Pradesh has been anchored in detailed research and contextual adaptations, leading to well-crafted intervention designs and implementation strategies.

A key factor in translating these designs into action in schools has been the strong political commitment to educational reform and the proactive, visionary leadership of the state bureaucracy. This support has been vital in overcoming the entrenched challenges within the state education department. Historically, the department has suffered from a lack of updates and reforms, resulting in a complex and inefficient interdepartmental structure. The prevalent governance systems, which lean towards penalizing failure rather than rewarding success, further perpetuate a risk-averse and change-resistant environment.

Despite these systemic barriers, the coalition adopted a collaborative and adaptive approach to program design for Mission Ankur. To that end, interventions were initially developed internally, aligning closely with the mission's goals, and then further refined through discussions with the state leadership, ensuring practical feasibility without compromising the program's objectives. This method demonstrates a commitment to overcoming historical and bureaucratic hurdles, paving the way for significant advancements in the state's educational landscape.

Some of the overarching key learnings and reflections on challenges faced and circumvented through the design and implementation of a large-scale project like Mission Ankur are discussed below:

System Capacity and Capability Constraints:

The education department's structures within the state were outdated and sub-optimal for effectively delivering of large-scale projects like Mission Ankur. This discrepancy led to a significant variance between desired project outcomes and the system's delivery capability. Despite alignment on critical program design changes, such as the introduction of reference materials for teachers, simplified training methods, and extensive student assessment sampling, the implementation faced challenges due to the system's limited capacity to deliver effectively. For e.g., Department's historical lack of upskilling in areas such as data management and procedural guidelines has left it ill-prepared for large-scale and intensive trainings. The existing training designs and management systems were inadequate for the logistics involved in the proposed scale and intensity of trainings under Mission Ankur. Pre-empting these challenges and working hand in hand with the department to mitigate potential road blocks has been a driving force behind the success of Mission Ankur.

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Resource Allocation in Schools:

Despite increased education budgets, public schools suffer from inadequate infrastructure and resources due to ineffective budget allocation and a lack of prioritization for education. In Madhya Pradesh, for instance, a significant number of schools have only two teachers, leading to multi-grade teaching challenges. This necessitated the design of lesson plans and academic interventions tailored for multi-grade classrooms in Mission Ankur. All academic interventions such as in-person training, academic support to teachers, classroom observations have been designed keeping in mind the multi-grade structure of classrooms.

Misalignment of Educational Policies:

There is a notable discrepancy between central and state education programs due to education being a concurrent subject. This is exemplified by the variations between NCERT and SCERT curricula in Madhya Pradesh, leading to misaligned educational goals. Recognizing and addressing these conflicts to align with central norms has been a persistent effort.

Adoption of Pedagogical Approach: The department acknowledged the merit in the pedagogical approach proposed for foundational skill building. However, aligning the content with state textbooks presented challenges. Overcoming the inertia and resistance among stakeholders to adopt new materials and methods has been a significant hurdle.

Collaboration Challenges with NGO Partners:

The FLN reforms required a comprehensive approach that involved not just academic material changes but also encompassed academic support, student assessments, monitoring, and governance. This necessitated aligning multiple NGOs with varied capabilities and cultures towards a common goal, requiring continuous communication, strategic realignments, and overcoming setbacks.

From Administrative to Academic Focus:

System officials and teachers, burdened with administrative tasks, often overlook the academic objectives. For e.g., teachers view formative assessments as a performance review tool rather than a guide for improving teaching practices. Similarly, academic coordinators designated to offer academic support to teachers in the form of constructive feedback and behavior nudges have increasingly focused on monitoring and data collection. Notably, a significant mindset shift is needed to move from administrative to academic goals, achievable through strong leadership and clear communication of educational objectives

Similar initiatives across India must consider these learnings to ensure effectiveness. Another crucial aspect is striking a balance between centralized governance and decentralized execution. Effective communication and stakeholder buy-in at all levels are essential for impactful last-mile delivery.

The future focus of Mission Ankur is to establish decentralized, autonomous accountability structures down to the district level, maintaining a delicate balance between centralized support and localized ownership to drive meaningful educational reforms.

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LOOKING FORWARD: WHAT'S NEXT FOR MISSION ANKUR

As we draw this report to a close, it is imperative to reflect on the journey of Mission Ankur and envisage its future trajectory. Currently in the 'output stabilization' phase, the project is meticulously focusing on ensuring that the program's execution aligns seamlessly with the envisioned quality and scope. This phase is critical as it consolidates the foundation laid by the specific interventions introduced, ensuring their effectiveness and sustainability on the ground across Madhya Pradesh.

Looking ahead, the next couple of years mark a pivotal shift for Mission Ankur, transitioning from output to outcome-oriented delivery. The primary objective will be to manifest a significant growth in foundational literacy and numeracy (FLN) learning outcomes throughout the state. This shift signifies a deeper commitment not just to the execution of educational strategies but also to the tangible educational advancements they foster.

To achieve this, Mission Ankur will intensify its focus on data-driven decision-making, continuous assessment, and adaptive learning strategies. These approaches will be crucial in identifying areas of improvement, customizing learning experiences, and ensuring that every child benefits from the program. Moreover, the project will invest in capacity building of educators and administrators, recognizing that the human element is indispensable in translating these initiatives into success.

Furthermore, as Mission Ankur progresses, there will be an emphasis on scalability and replicability. This report is an attempt at documenting and sharing the learnings and successes of the project in Madhya Pradesh, serving as a model for similar initiatives in other regions. This will not only amplify the impact of Mission Ankur but also contribute to a nationwide movement towards enhancing FLN.

In conclusion, while Mission Ankur has made commendable strides in improving FLN in Madhya Pradesh, its journey is far from over. The coming years are set to be transformative, marked by a relentless pursuit of educational excellence and a profound impact on the learning outcomes of children across the state. Mission Ankur stands as a beacon of hope and a catalyst for change in the landscape of education in India.

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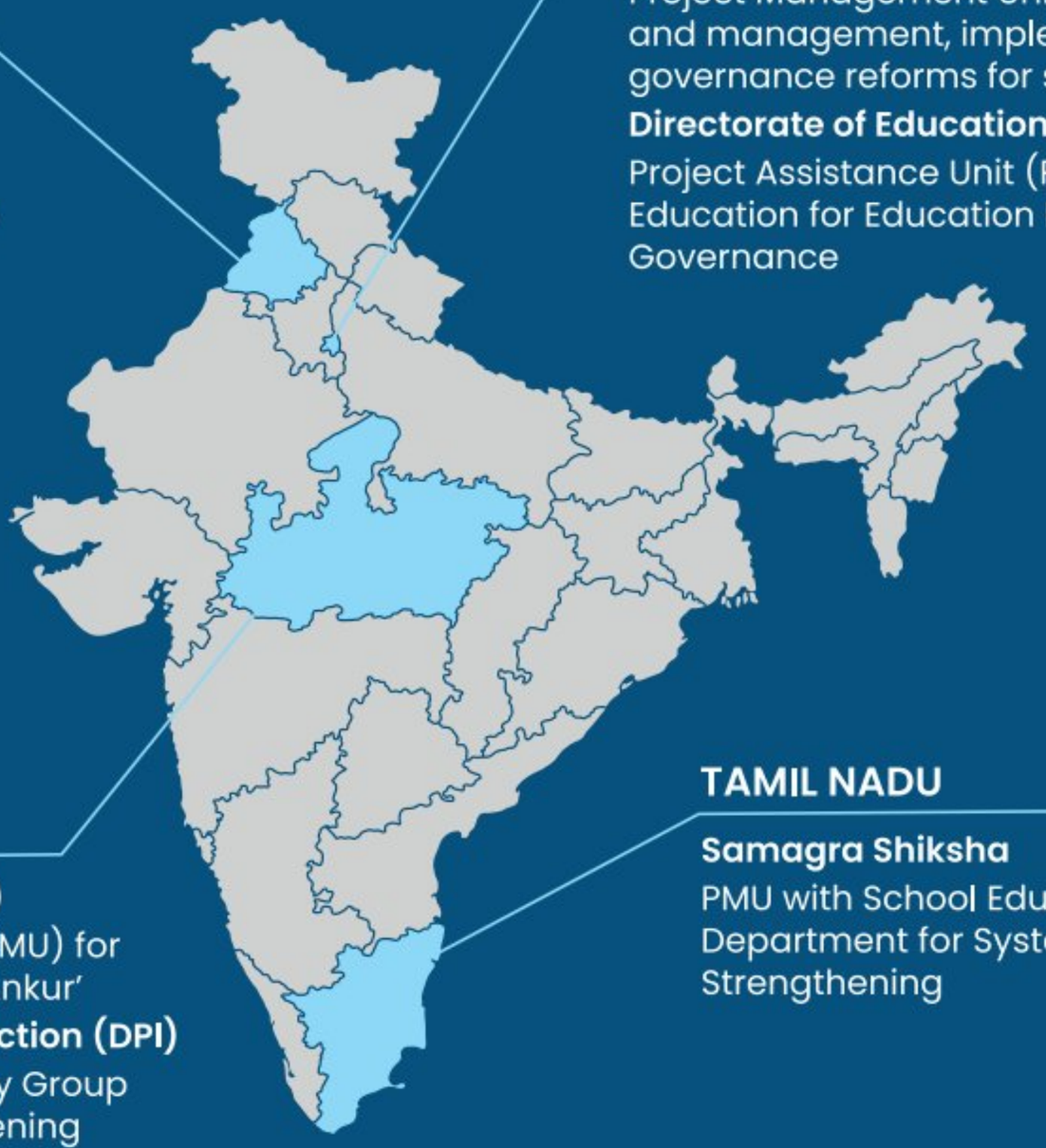

MADHYA PRADESH

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