

# MISSION EDUCATION PRIMER

**FOR IMPROVEMENT OF LEARNING OUTCOMES IN**  
**LOW PERFORMING DISTRICTS (LPDs)**



Department of School Education and Literacy  
Ministry of Education  
Government of India

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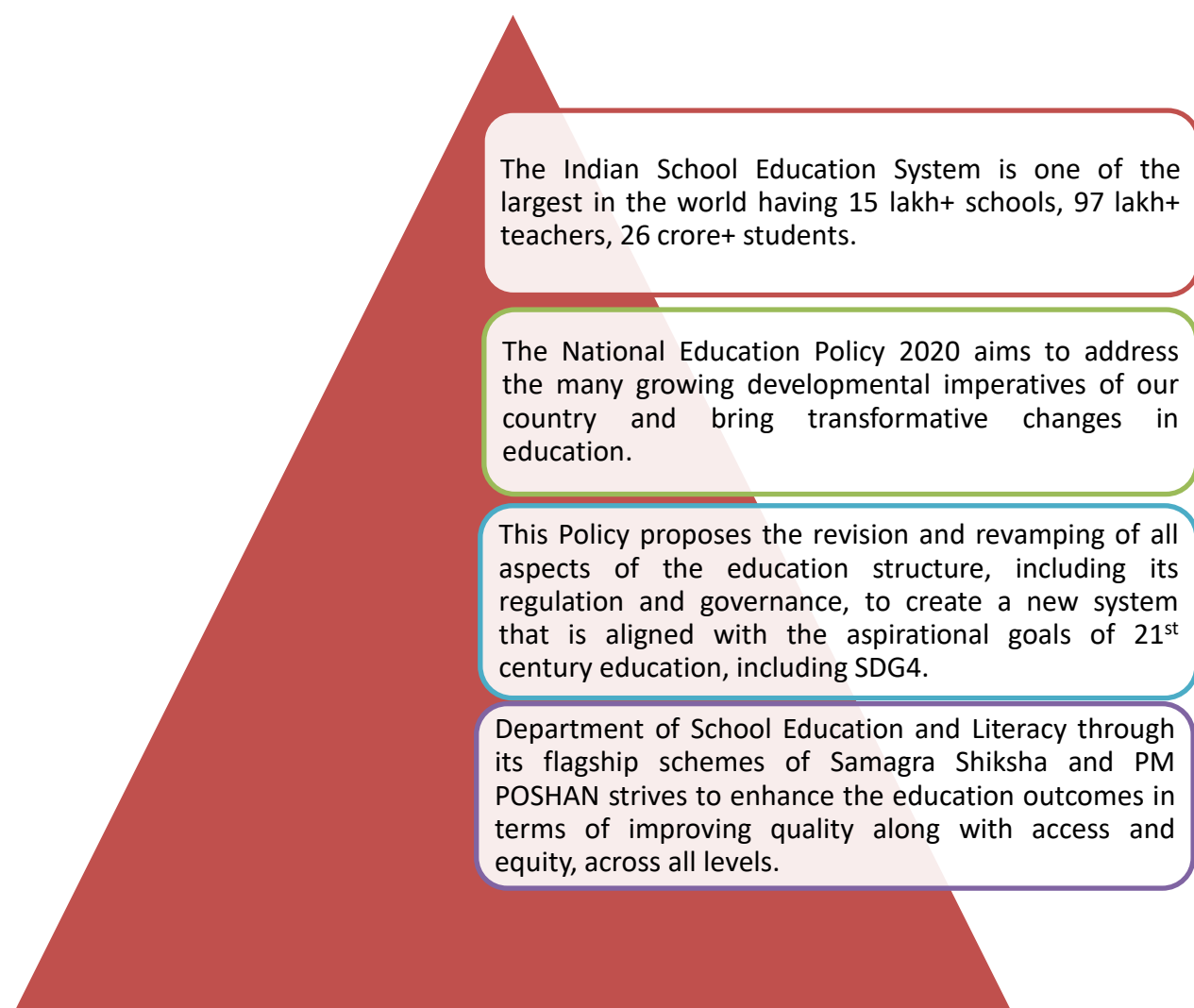
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ABBREVIATION	
<b>ADM</b>	Additional District Magistrate
<b>BEO</b>	Block Education Officer
<b>BEP</b>	Bihar Education Project
<b>BRC</b>	Block Resource Centre
<b>BRG</b>	Block Resource Group
<b>BRP</b>	Block Resource Person
<b>CEO</b>	Chief Executive Officer
<b>CCT</b>	Creative and Critical Thinking
<b>CRC</b>	Cluster Resource Centre
<b>CSO</b>	Civil Society Organisations
<b>CBSE</b>	Central Board of Secondary Education
<b>CWSN</b>	Children with Special Needs
<b>DEO</b>	District Education Officer
<b>DC</b>	District Collector / Deputy Collector
<b>DIET</b>	District Institute of Education and Training
<b>DOSEL</b>	Department of School Education & Literacy
<b>DM</b>	District Magistrate
<b>FLN</b>	Foundational Literacy and Numeracy
<b>ICT</b>	Information and Communication Technology
<b>KPI</b>	Key Performing Indicators
<b>KVS</b>	Kendriya Vidyalaya Sangathan
<b>LPD</b>	Low Performing Districts
<b>MDM</b>	Mid-Day Meal
<b>MoE</b>	Ministry of Education
<b>MIS</b>	Management Information System
<b>NIOS</b>	National Institute of Open Schooling
<b>NCTE</b>	National Council for Teacher Education
<b>NCERT</b>	National Council of Educational Research and Training
<b>NGO</b>	Non-Government Organizations
<b>NEP</b>	National Education Policy
<b>NAS</b>	National Achievement Survey
<b>RTE</b>	The Right of Children to Free and Compulsory Education Act, 2009
<b>RMSA</b>	Rashtriya Madhyamik Shiksha Abhiyan
<b>SCERT</b>	State Council of Educational Research & Training
<b>SDG</b>	Sustainable Development Goal
<b>SMC</b>	School Management Committee
<b>SPD</b>	State Project Director
<b>SSA</b>	Sarva Shiksha Abhiyan
<b>SS</b>	Samagra Shiksha
<b>TLM</b>	Teaching Learning Material
<b>U-DISE</b>	Unified District Information System for Education
<b>URC</b>	Urban Resource Centre
<b>UT</b>	Union Territory
<b>WCD</b>	Women & Child Development

<b>GLOSSARY</b>	
CCT	Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.
COMPETENCY	Competencies are statements that specify what children will know, be able to do, or be able demonstrate when they have completed or participated in a course or program.
CLASSROOM ASSESSMENT	This is an approach to teaching and learning that creates feedback which is then used to improve students' performance in the Class
DATA	Data refers to information in a raw form that is collected from various sources.
FOUNDATIONAL LITERACY & NUMERACY	The ability to read and write and perform basic operations with numbers. : Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society (UNESCO, 2004; 2017).
LPD	These are the low performing districts which are identified based on the performance in Language and Mathematics in National Achievement Survey 2017
LEARNING OUTCOMES	Learning outcomes are statements that describe the knowledge, skills, and attitudes that students should acquire by the end of a particular assignment, class, course, or program, and help students understand why that knowledge and those skills will be useful to them
NAS	NAS is a Nation-wide sample-based survey of students learning undertaken by the Ministry of Education
ON-SITE SUPPORT	Provide assistance to students and teachers for the implementation of the mission
ORF	Oral reading fluency is the ability to read connected text quickly, accurately, and with expression
PM POSHAN	A Centrally Sponsored Scheme PradhanMantriPoshan Shakti Nirman for providing one hot cooked meal in Government and Government Aid Schools.
PICTURE READING/TALK	Children can be shown sceneries of a particular event, place, story like a fair/mela, zoo, circus, etc. Children can then be engaged in conversations involving observations (What is happening in the picture?) reasoning (Why do you think so?), prediction (where do you think the girl is going?). Children can also put the events shown in the picture in a sequence and narrate them
PROBLEM SOLVING	Problem-solving is the act of defining a problem; determining the cause of the problem; identifying, prioritizing, selecting an appropriate solution from amongst alternatives; and implementing the solution
SAMAGRA SHIKSHA	Samagra Shiksha - an overarching programme for the school education sector extending from pre-school to class 12 has been, therefore, prepared with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumes the three schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).
SDG4	SDG 4 is "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"
VIDYA PRAVESH	Play-based School Preparation Module Guidelines for Three-month for Grade-I



## BACKGROUND OF INDIAN EDUCATION SYSTEM



## MISSION EDUCATION – LOW PERFORMING DISTRICTS (LPDs)

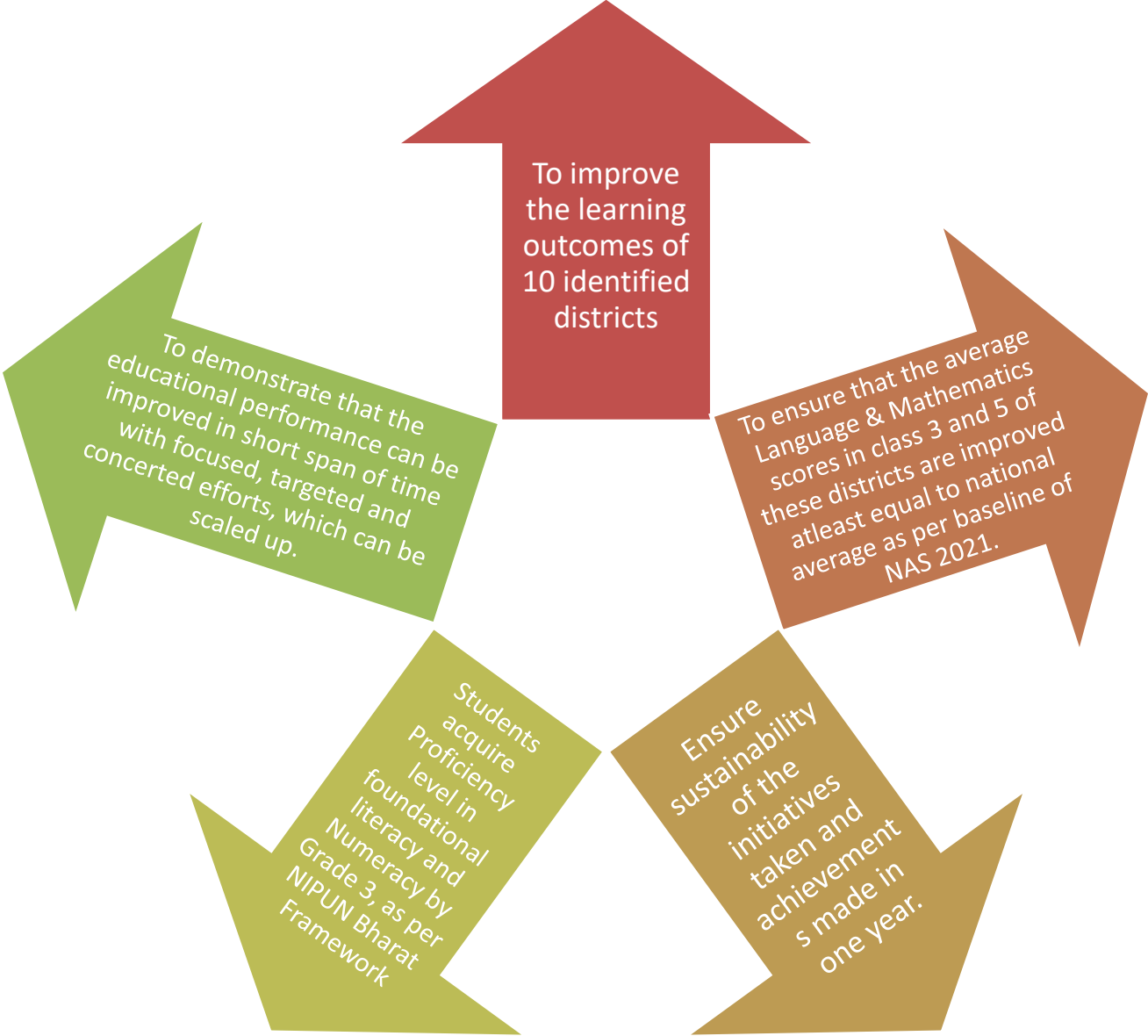
10 districts have been identified based on their performance in NAS 2017 on various indicators.

This Mission proposes to ensure time bound achievement of the goals and outcomes envisaged in the programme for the identified low performing districts and ensure their sustainability through systemic improvements.

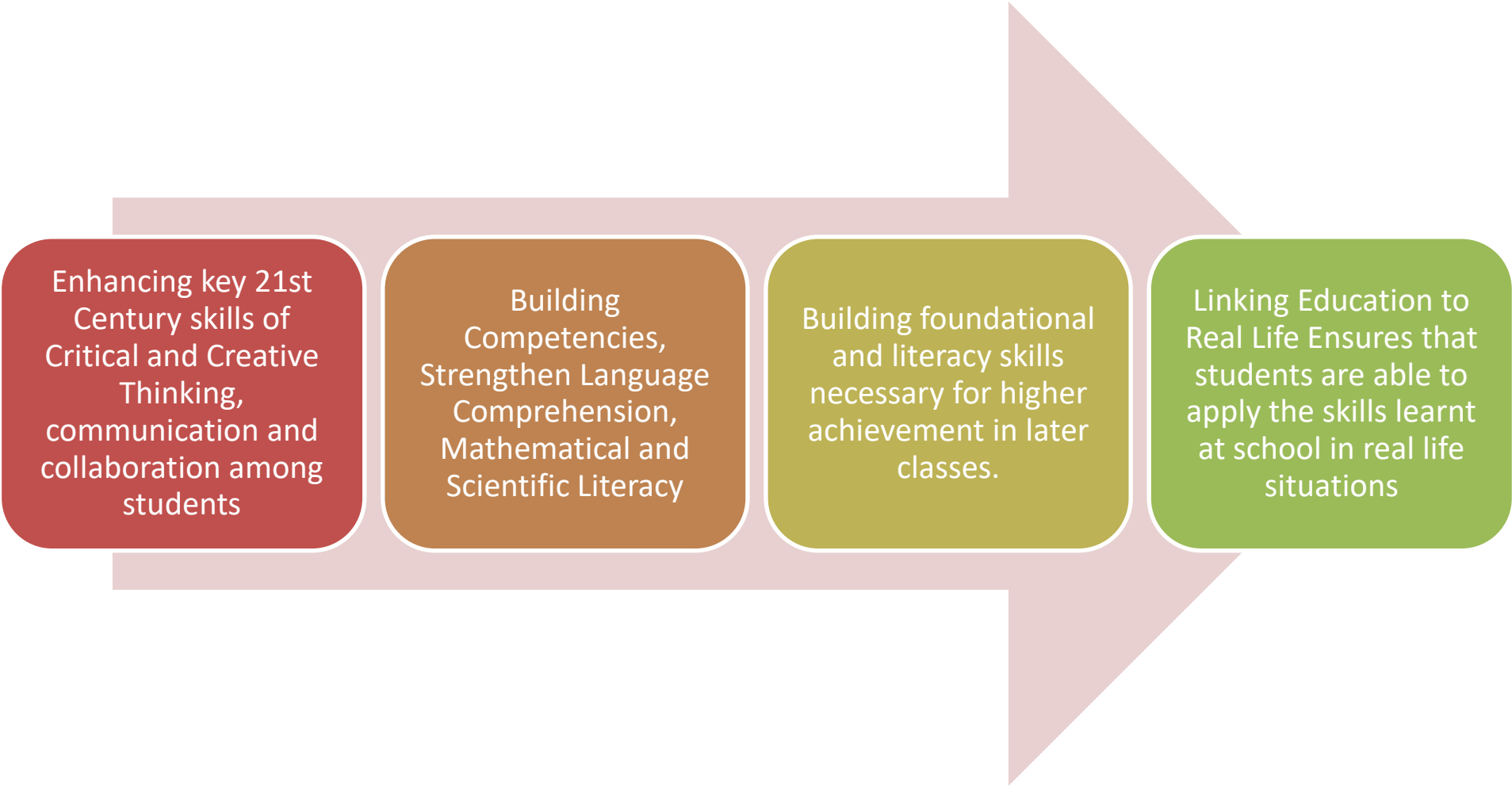
Targeted approach has been adopted to provide specific interventions to achieve the objective in stipulated time period of one year i.e. January 2022- March 2023

Existing resources along with new resources being proposed in Samagra Shiksha 2022-23 will be utilised to obtain this objective.

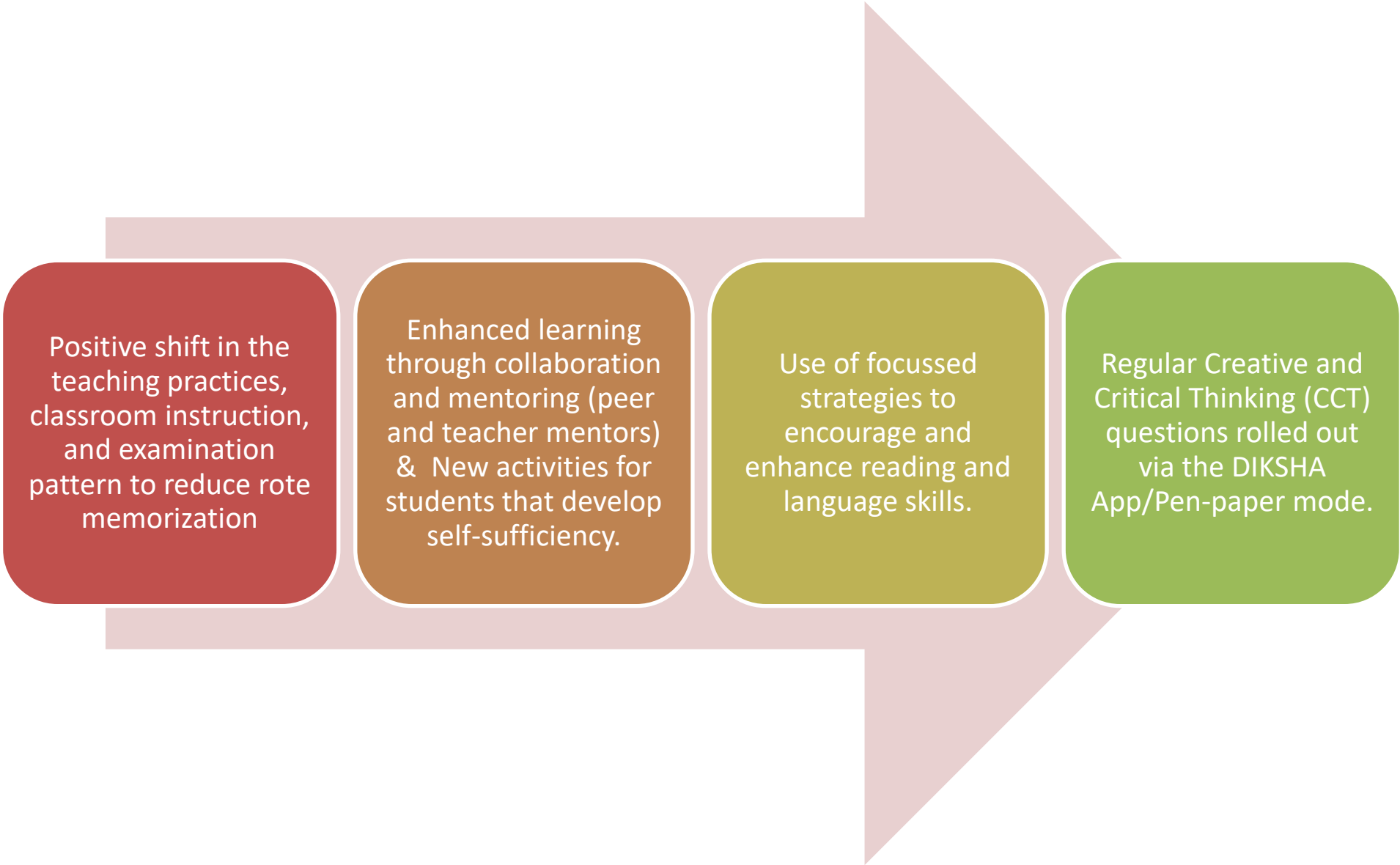
OBJECTIVES OF THE MISSION EDUCATION



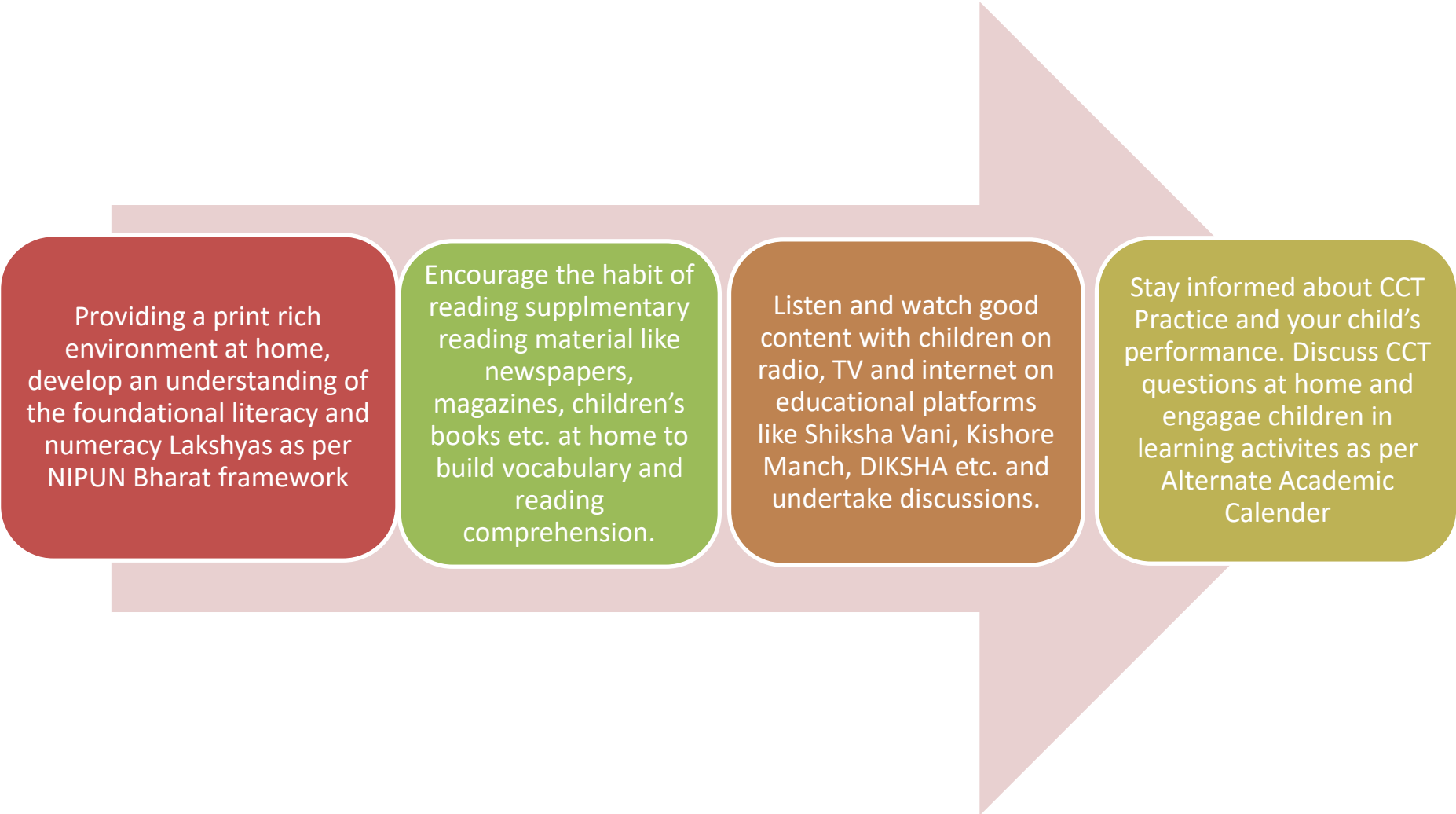
HOW WILL MISSION EDUCATION HELP STUDENTS



STUDENT-FOCUSSED NEW INITIATIVES



PARENTS SUPPORT IN CHILDREN’S LEARNING



## TIMELINE

**START**

**22nd Jan 2022**



**31st March 2023**

**END**

## FOCUS ON FOUNDATIONAL LITERACY AND NUMERACY

Foundational Literacy and Numeracy refers to building adequate literacy and numeracy skills during the foundational stage of school education from pre-school to class 3.

The majority of the brain development happens during this time, cognitive abilities in language and mathematics must be developed during these years.

National Education Policy, 2020 states that 'The ability to read and write and to perform basic operations with numbers is a necessary foundation and indispensable prerequisite for all future school and lifelong learning.

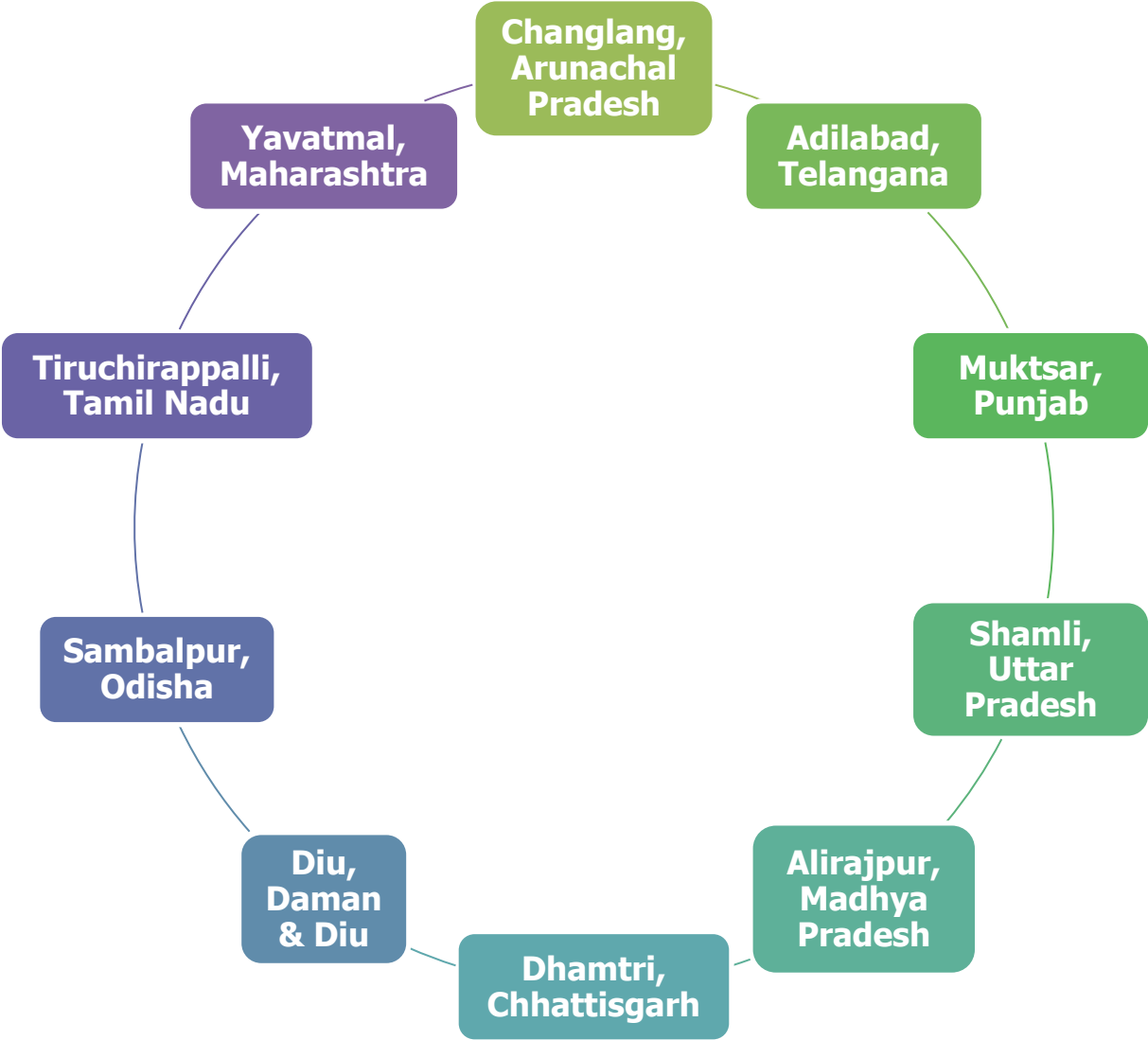
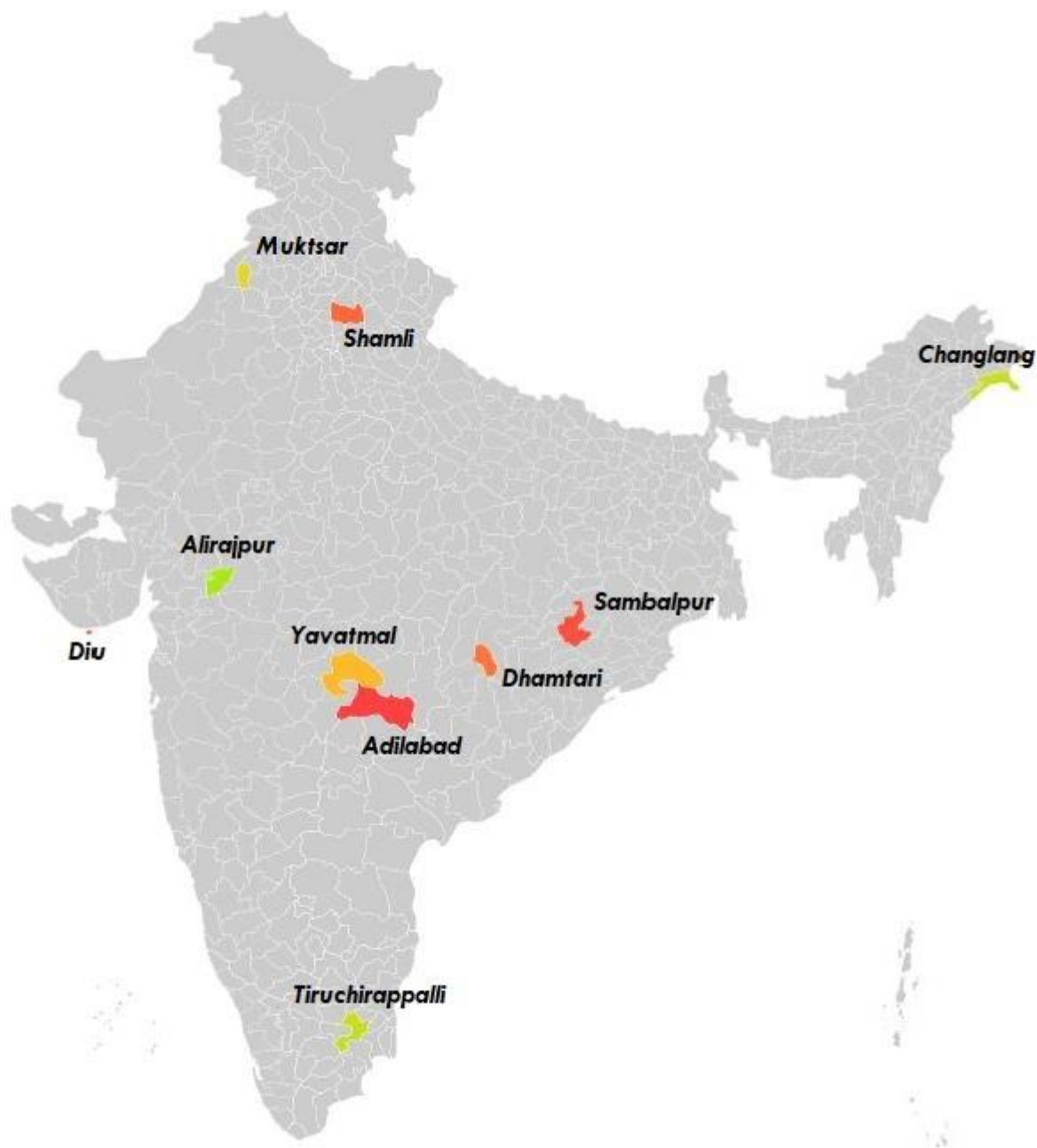
Highest priority is to achieve universal foundational literacy and numeracy in primary school and beyond by 2025.

The ability to read and write, and to perform basic operations with numbers, is a necessary foundation and indispensable prerequisite for all future schooling and lifelong learning.

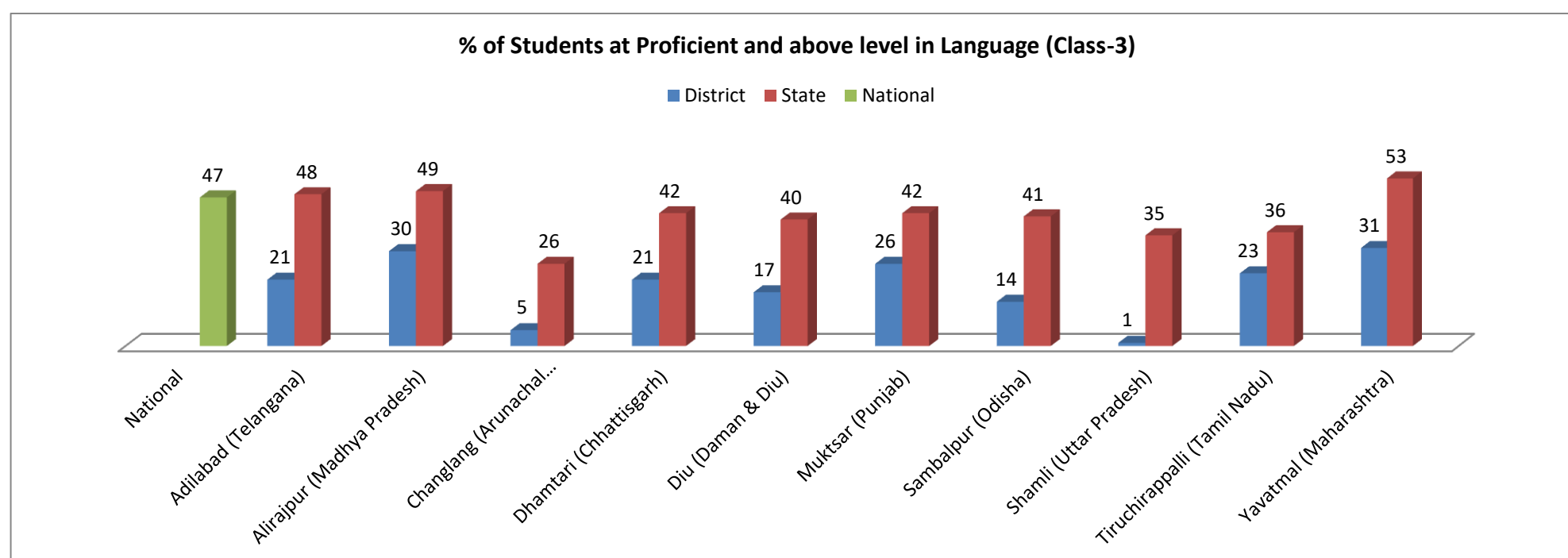
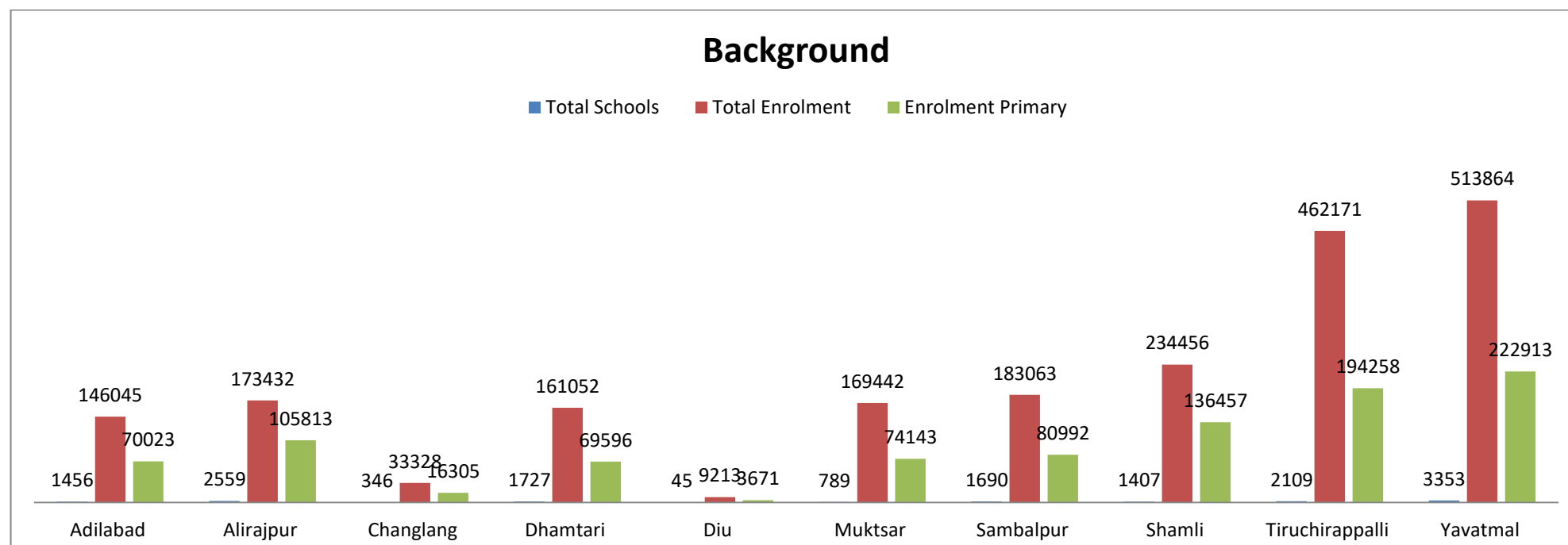
In other words, if a child falls behind expected learning levels in early years of schooling, sitting in classrooms, then year after year and progressing to higher grades, does not ensure that the child catches up. Therefore it has been decided to focus on learning outcome of these identified districts.



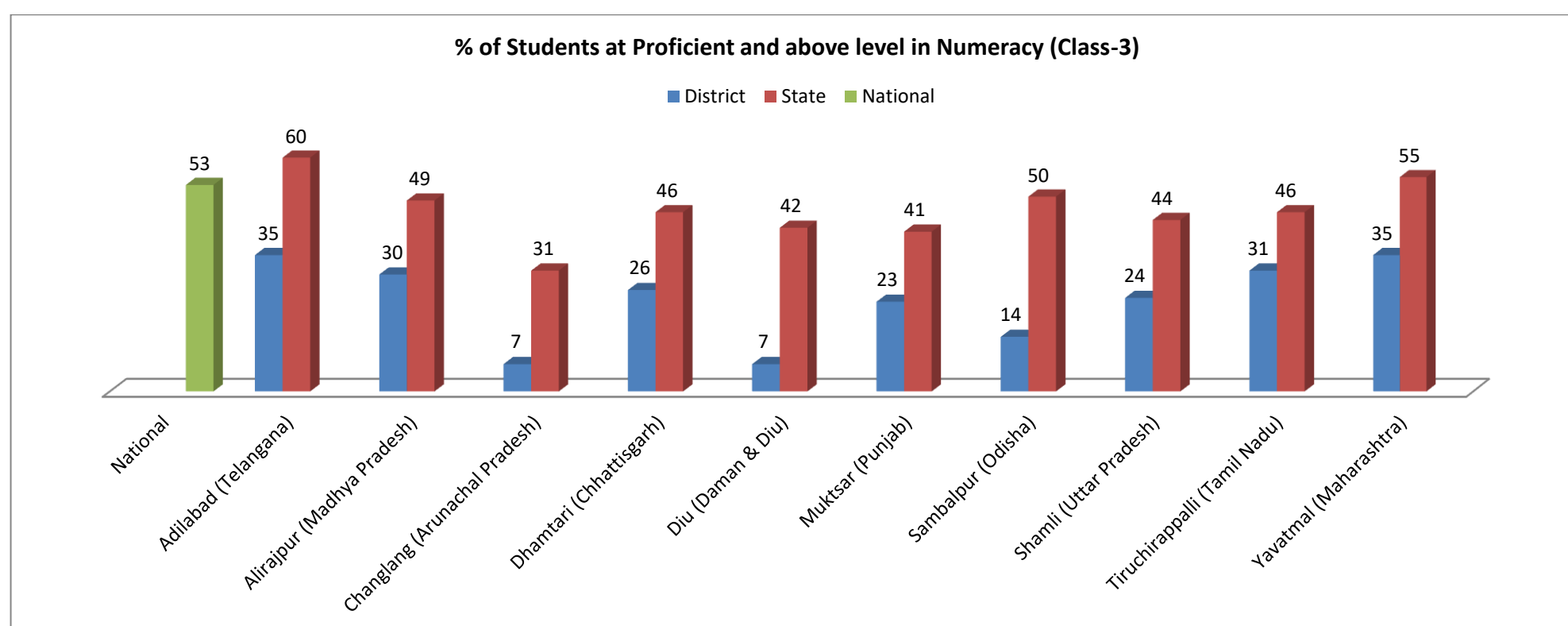
DISTRICTS IDENTIFIED AS LOW PERFORMING DISTRICT



## BACKGROUND DETAILS OF THE IDENTIFIED DISTRICTS

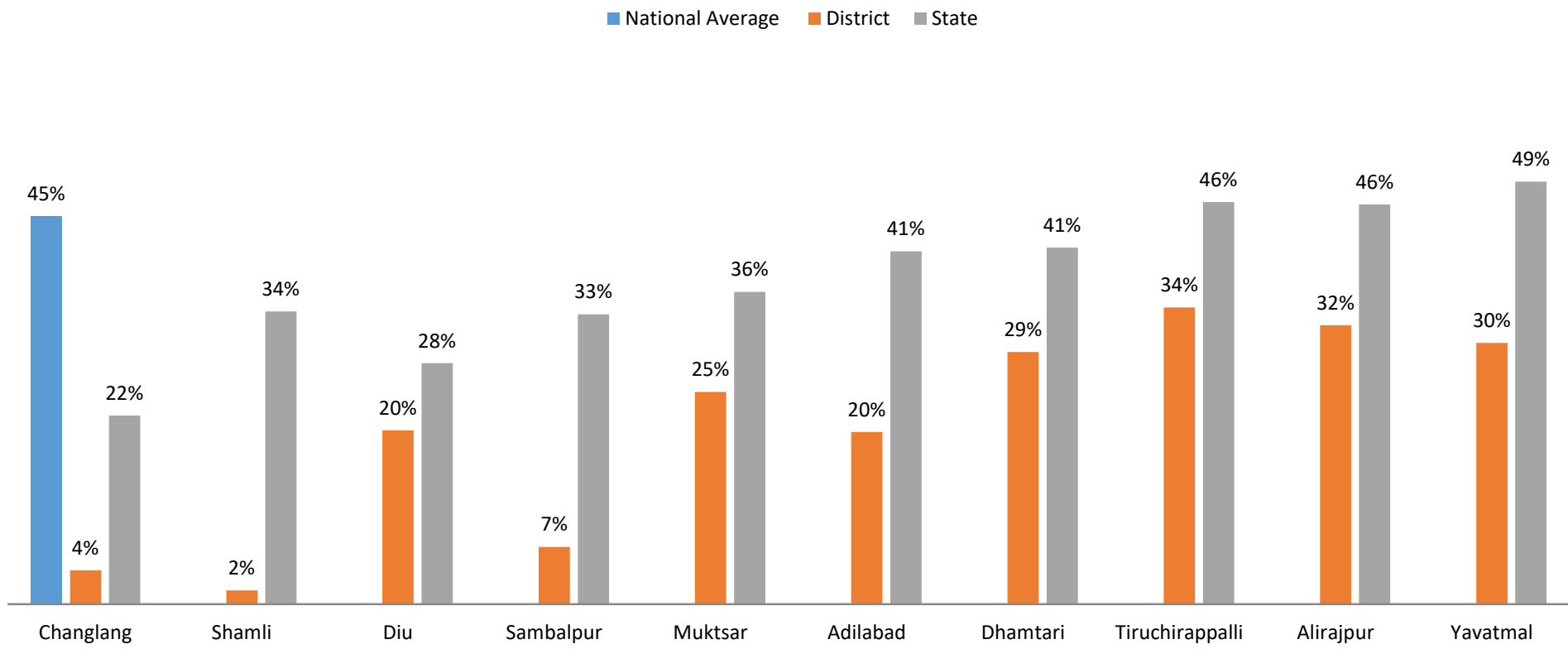


Source- NAS 2017

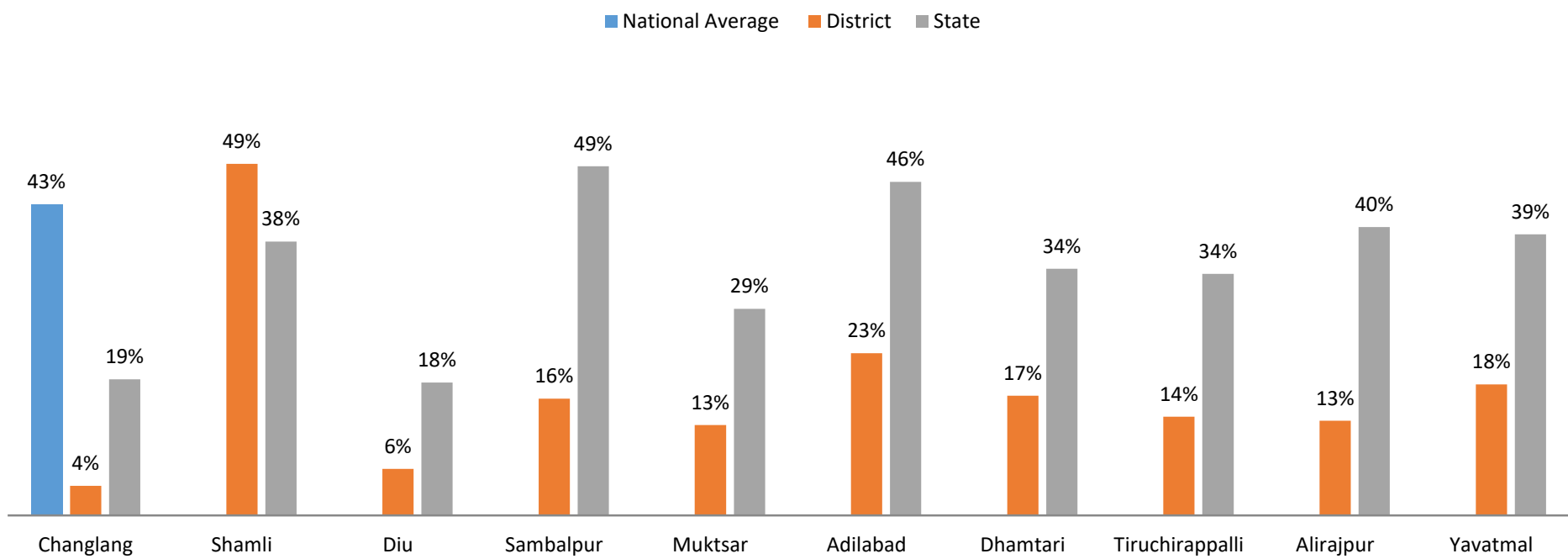


Source- NAS 2017

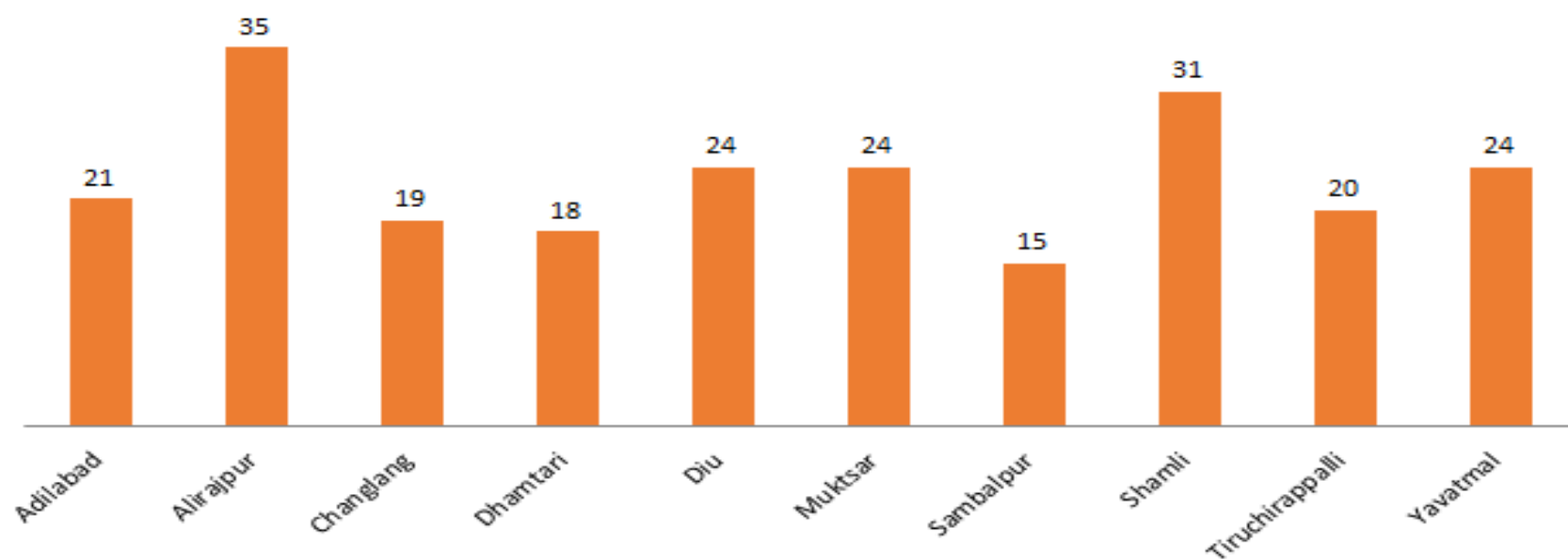
**% of students at proficient and above level in Language (Class 5)**



**% of students at proficient and above level in Maths (Class 5)**



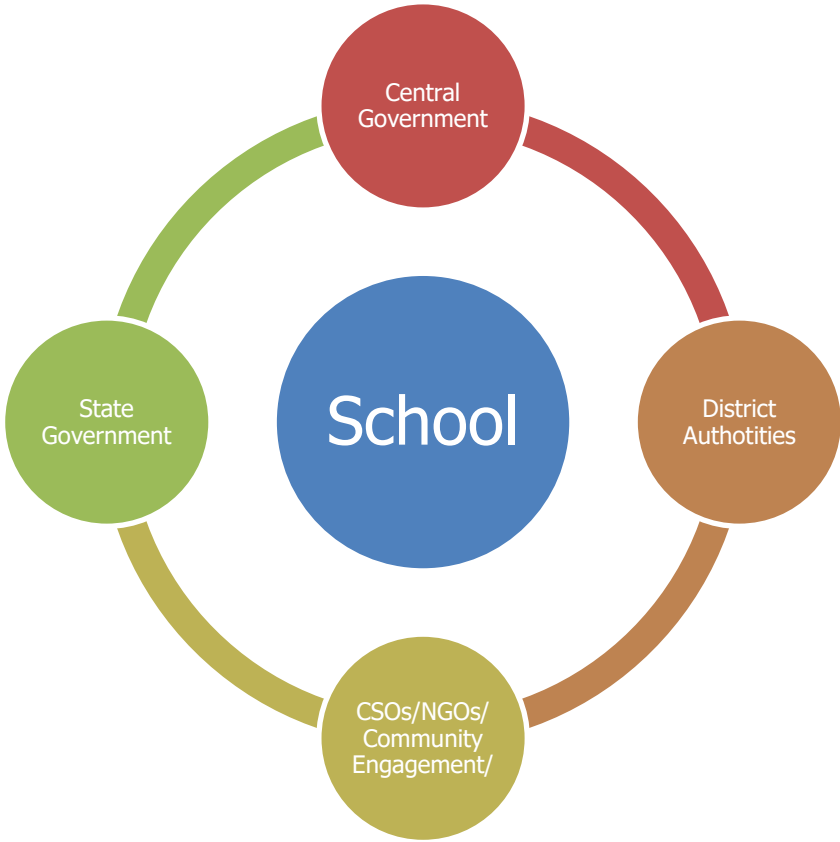
**PTR Primary**



S. No.	District	Transition Rate Primary to UP	% of Elementary schools with RTE compliant PTR	Gross Enrolment Ratio(GER)Primary	GER Upper Primary	GER Secondary	GERSr. Secondary
<b>National</b>		92.8	73.12	103.3	92.2	79.8	53.8
1	Adilabad	94.4	56.5	31	28.3	24.2	21.4
2	Alirajpur	73.8	41.6	91	67.7	49.2	31.7
3	Changlang	101	52.4	118.3	95.4	80	30.4
4	Dhamtari	99	88.5	90.3	86.5	89.7	56.7
5	Diu	98.5	69.2	55.8	50.2	66	41.4
6	Muktsar	99.3	98.7	107.9	110.0	103.9	74.3
7	Sambalpur	104.5	96.2	104.3	94.7	83	49.7
8	Shamli	94.5	66.6	GER not calculated as District created post 2011 census and District Population is not available			
9	Tiruchirappalli	102	95.2	99.4	98.4	97.3	84.3
10	Yavatmal	98.7	83.8	98.9	85.3	78.2	54.9

ADMINISTRATIVE SETUP

The programme is being implemented in the mission mode. The mainstream structures will primarily be used for implementing the programme. The Department of School Education and Literacy, Ministry of Education will be the implementing agency at the national level.



ROLES AND RESPONSIBILITIES OF THE NATIONAL LEVEL BODIES AND ADMINISTRATIVE STRUCTURES

Administrative Structure	Administrative Head	Role and responsibility
Project Approval Board of SamagraShiksha	Secretary SE&L	Provide policy direction and facilitate centre - state coordination.Full financial powers to approve plans and sanction budget and implement the programme. Comprises of representatives from NITI Aayog, WCD, NCERT and MoE

Bureau of School Education	Joint Secretary , SS-II	Appraise, evaluate, finance, and supervise district level planned interventions
Bureau of School Education	Director, SS-II	Monitor the implementation of planned interventions
State Level Administrative Structure	State Project Directors (SPDs)	Planning & Monitoring of necessary technical and academic support. Team may comprise representatives of Planning and Finance Dept
District Level Administrative Structure	District Magistrate/ Collectors	Planning & Monitoring of necessary technical and academic support. Professional support for capacity building for promoting decentralised strategic planning at district and institutional levels; leadership development; effective monitoring and evaluation of programme outcomes including school evaluation. A Cell under the District Collector will be established to monitor the progress of the scheme.
Block Level Administrative Structure	Block Education Officer	Provide academic supervision and on-site support to the field level functionaries, Activating all BRCs/CRCs towards objective of the scheme. Capacity building, monitoring the actual implementation of various interventions at the grass root level.
PMU	Program Manager NIPUN Bharat Mission	Provide implementation and monitoring support besides the overall objectives of the NIPUN Bharat Mission.

## LIST OF NODAL OFFICERS FOR THE PROGRAM AT NATIONAL, STATE & DISTRICT LEVEL

SI	State	District	Name of the Nodal Officer from MoE with Designation	Contact Details of the Nodal Officer	Nodal Officer from the concerned State & District	
					State Nodal Officer	District Nodal Officer
1	Arunachal Pradesh	Changlang	Shri PP Gupta, Director	dsrmsa4.edu@gov.in 011-23383779	Sh. Ranphoa 8130076297	Sh. Arjun Mohan, ADC 09497492266
2	Daman & Diu	Diu	Ms Rashi Sharma, Director	Rashi.edu@nic.in 011-23388098	Sh. Nilesh Gurav, Director 9599024414	Sh. Vivek Kumar, ADM 9667417268
3	Odisha	Sambalpur	Shri JP Pandey, Director	jppandey.irps@gov.in 011-23383324	Sh. Deepak Ray, State Coordinator 9437227285	Sh. Mayur Suryawanshi 9560021964
4	Telangana	Adilabad	Shri Edla Naveen Nicolas, Director	naveen.nicolas@nic.in 9618229114	Sh. Ramesh,ASPD 9059938909	Sh. Rizwan, Additional Collector 9703978769
5	Chhattisgarh	Dhamtari	Shri VK Verma, Deputy Secretary	vinodk.verma@nic.in 011-23385744	Sh. Bhupesh Phaye, Assistant Director 9575610081, 8770100952 mis.head@gmail.com	Smt. Priyanka Mahobiya, CEO 9425538762, 7722232501 Zp-dhamtari.cg@nic.in
6	Tamil Nadu	Tiruchirappalli	Smt Reetu Chandra, Deputy Secretary	reetu.chandra@nic.in 8447271791	1 Dr. R. Baskarasetupathi, Joint Director 9940558637	Sh. R. Balamurali, Chief Educational Officer 9994822434



					spd.ssatn@gmail.com 2 Dr. V. Sekar, State Coordinator 7373002507 rtessatamilnadu@gmail.com	ceotrichy2021@gmail.com
7	Madhya Pradesh	Alirajpur	Shri Rahul Pachori, Deputy Secretary	rahul.pachori@gov.in 011-23387153	Sh. Amit Saxena, Principal 9977836815	Smt. Sanskriti Jain, CEOZP 9999014897
8	Maharashtra	Yavatmal	Shri Rajnish Kumar, Director	rajnish.kumar1@gov.in 011-23384187	Dr. Chitrarekha Narayanrao Gonarkar Asstt. Program Officer 9422109037	Sh. Shrikrishna Panchal 7020424839
9	Punjab	Muktsar	Shri Vijay Bhaskar Gurala, Director	vbgurala.edu@gov.in 011-23388641	Dr. Harpal Singh, State Coordinator 7696164320	Rajdeep Kaur, ADC 9915087348
10	Uttar Pradesh	Shamli	Ms. Mukta Agarwal, Director	agarwal.mukta@gov.in 9560735667	Sh. Pranav Singh, SSA 9412419742	Smt. Rekha Suman, Principal 9927387573

## MoE Nodal Officer

- Coordinate and Monitor Implementation of the Mission with State & District assigned
- Provide Monthly Status Report
- Facilitating state and district through centrally sponsored schemes and convergence with line departments

## State Nodal Officer

- Planning & Monitoring of necessary technical and academic support
- Overall Supervision at the State Level
- Facilitating districts through timely provision of financial and human resources
- capacity building for promoting decentralised planning at district and institutional level

## District Nodal Officer

- Planning & Monitoring of necessary technical and academic support.
- Coordination and monitoring progress through grass root level functionaries
- Implementation of targeted interventions
- convergence with line departments and institutions at district level

## ROLE OF KVS, NVS, CBSE, NIOS, NCERT, NCTE, CSOs

**KVS, JNV, CBSE**

- All schools to be part of this mission

**KVS, JNV, CBSE, NIOS**

- To provide their teachers, to act as mentors for capacity building of Teachers. Teacher training (Online/Offline Mode)

**KVS, JNV, CBSE**

- To assist in preparation of CCT & Classroom Assessment. Twinning/ Clustering with nearby Schools for sharing best practices and handholding

**NCERT**

- Orientation workshop for state/district/SCERT/DIETs officials. Prepare CCT, conduct Mid-Term assessment, ORF and assessment surveys

**NCTE**

- Through B.Ed colleges, support the mission ( B.Ed students can be mapped as mentors of the students)

**KVS, JNV, CBSE**

- To share the Teaching Learning Materials and best pedagogical interventions being used in their vidyalayas.

**KVS, JNV, CBSE, NIOS**

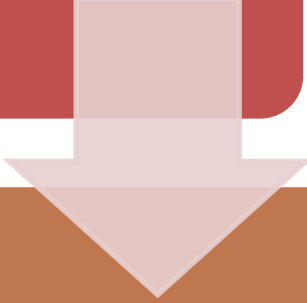
- Regional offices to handhold the nearby districts for conducting workshops and training programmes

## ROLE OF CIVIL SOCIETY ORGANIZATIONS (CSOs)

- Capacity building programmes for teachers and academic support teams should be carried out.
- Monitoring and Reporting of Monthly Progress
- Innovative educational activities like toycathon which involved building of educational toys should be incorporated
- To Provide Teacher Learning Material/ KITs related to FLN to Teacher and students respectively
- Provide Resources to State/ District & enable state to provide training facilities
- Engagement of entire family beside only parents for improving learning levels of children can be an important aspect to follow.
- To seek feedback at the ground level and maintain the data management related work
- Based on the success stories, a general model can be developed for replication in other low performing district and schools
- To provide feedback on Policy Implications and Curriculum Review and Reform

## KEY INTERVENTIONS TO BE UNDERTAKEN FOR THE PROGRAM

**Provision of Teaching Learning Materials** in local language- Worksheets/workbooks, reading cards, Supplementary graded materials, activity materials, E-content on reading and Mathematics.




**Introduction of Vidya Pravesh** in all primary schools from 2022-23 session



**Provision of Teacher Resource Material/Activity Handbooks** to all primary teachers



**Capacity building of Teachers of Grades I to V – NISHTHA 3.0,** Identification and mapping of Mentors to teachers to render academic support



**Independent, periodic, and holistic assessment of Students & Community Engagement/ Mentorship/ Volunteership**

## KEY PERFORMANCE INDICATORS (KPIs)

1

- Percentage of students acquiring proficiency in foundational literacy and Numeracy in grade 3 & 5

2

- Percentage of children who have acquired grade level Oral Reading Fluency.

3

- Percentage of teachers completing FLN-NISHTHA successfully

4

- Number of times the CRC/BRP visits the school to assess performance

5

- Percentage of Teachers using innovative pedagogies and toy/game-based pedagogy in the classrooms as reported through CRC/BRP visit

6

- Number of TLM developed for Literacy and Numeracy

7

- Number of TLM provided for Foundational Literacy and Numeracy for Class 3 & 5

8

- Number of Students of Classes (1-5) having access to the TLM resources

9

- Percentage of parents made aware of NIPUN Bharat Lakshyas

10

- Number of Teacher manuals/Resource materials provided to teachers on FLN

11

- Clearly defined learning outcomes and their explanation videos are available for Classes 1-5 in local language on DIKSHA

12

- Percentage of children enrolled in Class 1 who underwent Vidya Pravesh- School preparation module



# ANNUAL ACTION PLAN WITH ACTIVITIES FOR LOW PERFORMING DISTRICT – MISSION EDUCATION

In order to ensure time bound achievement of the goals and outcomes envisaged in the programme for low performing districts, it is necessary to have a coherent and structured approach with enough flexibility for the district wise innovations. An annual calendar of activities has been prepared giving monthly activities to be conducted under the programme. Some of the activities are to be repeated every month or are to be completed over several months. Hence, in order to facilitate the monitoring of the activities over an online dashboard and easy understanding and follow up of the same, a **Gantt chart** has been prepared which is enclosed as Annexure. The descriptions of activities to be carried out are given below:

## 1. Governance Process & Monitoring mechanism

- Bi-monthly review at State level for monitoring of activities
- States/UTs to ensure availability of teachers and other resources
- States/UTs to develop online monitoring mechanism for BRCs/CRCs
- Monthly review at District Collector level for monitoring of activities
- Monthly review at SCERT level with State/UT/district officials and DIET for monitoring of activities
- DIETs to prepare plan and hold monthly review meeting with BRCs for implementation of various activities at school level
- BRCs to coordinate and have regular feedback on daily basis for the mission
- CRCs to coordinate and have regular feedback on daily basis for the mission

## 2. Capacity Building of teachers and BRC/CRC

- Ensure all primary teachers complete NISHTHA 3.0 on FLN
- Need base analysis of primary teachers training at district level to be conducted
- Development of customized modules as per needs identified
- Training of teachers on customized training modules through online/offline mode
- Impact assessment of training programmes
- Identification of training needs for BRC, CRC
- All BRC/CRC to undertake and complete NISHTHA 3.0 training course on FLN

## 3. Monitoring mechanism by BRC/CRC

Each Resource person of BRC to visit at-least 5 schools and CRC to visit at-least 10 schools per month and conduct following activities: -

- Meet teachers and provide them Academic guidance/support during school visit.
- Visit the classroom to observe the classroom transaction/practices.
- Walk-in session for teachers to clear doubts may be arranged
- Examine functional status of School Infrastructure Such as Toilets, Drinking Water Facility, Computer Lab, Playground.
- Ensure implementation of support being provided by the DIET Faculties.
- Ensure that all teachers complete training programmes conducted for capacity building and skill enhancement.
- Conduct gap analysis on the basis of the visit report and follow up action.
- Documentation of Monthly Report Progress.

## 4. VidyaPravesh for all grade 1 entrants

- Adapt or adopt VidyaPravesh for students entering class I
- Launch VidyaPravesh in all primary schools in the district.

## 5. Bridge Course based on Alternate Academic Calendar for all grades – 1 to 5

- Adapt or adopt bridge courses prepared by NCERT for elementary classes at the beginning of each class
- Implement bridge courses in each school in the district.

## **6. UDISE+ Data Analysis**

- Carry out an analysis of UDISE+ Data for infrastructural gaps in schools at primary level i.e., Toilets, Drinking Water, Electricity Connections, Library, PTR, Boundary Walls, CWSN Enrolment, Ramps.
- Ensure filling up of these gaps through the resources and ensure saturation of facilities by incorporating in PAB for 2022-23 of SamagraShiksha& through convergence with other Dept./ Ministries / schemes at the State/UT/District Level.
- Carry out an analysis of transition rate, NER, GER, GAR in the district

## **7. Analysis of school wise teacher requirement at Primary Level**

- List out the schools not having RTE compliant PTR, having excess teachers, and single teacher schools
- Rationalisation of teachers to ensure all schools have adequate number of teachers as per norms.
- Engagement of teachers on need basis after rationalisation

## **8. Identification of out of school children (OoSC) and drop outs of each grade**

- Intensive identification and enrolment drive to be conducted and data to be uploaded on PRABANDH Portal and updated on monthly basis
- Mainstreaming of out of school children
- Daily attendance monitoring to prevent drop-outs

## **9. Tracking each child by preparing child registry at school level and available till district level**

- Get child registry prepared from school to cluster, block, district and state levels

## **10. Mentorship of teachers**

- Identifying the mentors from BRCs/CRCs/SCERTs/ DIETs/BITEs/Retired/ Experienced teachers etc.
- Orientation of mentors regarding roles and responsibilities.
- Mapping of Mentors with teachers.
- Regular feedback mechanism with mentors and remedial actions.

## **11. Mentorship of Students**

- All students of class 3 & 5 may be grouped in the group of 10-15 students.
- One teacher of the school/volunteers to be nominated as mentor for each group
- Mentoring Students on various issues such as Learning outcomes, Social, Cultural, Motivational, Leadership, Self-Improvement and Building Skills, Stories etc
- Developing a showcase of work that highlights the children's learning experience (e.g., an essay, a painting, a portfolio, or assessment test).

## **12. Provision of Teaching Learning Materials/Resources for foundational years to students and teachers**

- Ensure provision of Teaching Learning Materials/Resources to 100% students at primary level
- Ensure provision of Teaching Learning Materials/Resources to 100% Teachers at primary level

## **13. Additional supplementary FLN TLM to all students/ Teacher Resources to all concerned teachers**

- Development of additional teaching learning resources for students & teachers in local languages.
- Distribution of additional teaching learning materials to all students at the primary level.
- Distribution of additional teaching learning materials/ resources to all teachers at the primary level.

#### **14. Supply textbooks/ Uniform**

- Ensure textbooks/uniform reach all eligible children within one month of school opening.

#### **15. PM Poshan Scheme**

- Ensure proper implementation of the scheme

#### **16. Book Reading / Library Activities**

- Ensure each student participates in 100 days Reading Campaign, as per the weekly calendar of activities.
- Library grants to be fully utilised for procurement of age-appropriate books.
- Books to be compulsorily issued to all students.
- Book issue register to be maintained for all classes.
- Book review activity to be organised each month.
- Exposure visits to Book fairs etc.

#### **17. Sport Activities**

- Sports grant to be fully utilised for procurement of age-appropriate sports equipment.
- Organise regular sports activities.
- Organise sports fest in Feb/March 2022 and September 2022 and ensuring 100% student's participation.
- All schools to participate in School Fitness ratings.
- Ensure 50% Students achieve Fitness norms as per Fit India Mission.

#### **18. Health Check-up and identification of Divyang Children**

- Conduct Health check-up of all children in grades 1 to 5
- Follow up action by involving health, sanitation and Gram Panchayat officials
- Identify all Divyang children including children with learning disabilities
- Development of individual plans for cognitive interventions of the children identified
- Cognitive remediation as per plan developed child wise
- Ensure timely release of stipend to alldivyang girls of pre-primary to senior secondary.

#### **19. Formation of Peer groups to facilitate peer learning**

- Form Learning level wise Buddy/Peer Group for peer learning in the class
- Peer groups to make presentations on their learning to the class
- Presentations/Role play/ Display of posters, etc., by peer groups to display their learnings

#### **20. Twinning of schools/cluster schools**

- Identify nearby good private and KVS/JNV school and map them to each school in the district.
- List out the best practices to be shared and implemented.
- Ensure implementation of best practices in all the mapped schools
- Convening of monthly meeting for sharing of best practices and learnings.

## **21. School Management Committee meetings**

- Sensitise SMC regarding Learning Outcome to be achieved by students.
- Orientation of SMC regarding this mission.
- Engaging SMCs to fulfil the gaps

## **22. Meeting of local self-government to participate and contribute**

- Sensitise local self-government regarding Learning Outcome to be achieved by students.
- Orientation of local self-government regarding this mission.
- Identify the area of contribution to be made by local self-government and ensure the implementation.

## **23. Community Engagement**

- Identify and Promote community volunteers.
- Orientation of community volunteers on objectives of the mission i.e. Learning Outcome, NIPUN Bharat etc.
- Involve volunteers to develop and improve basic math, reading, and creative expression skills in children.
- Various activities to be conducted like Stories Telling Session, Play/Games, Art/Drama/Craft, Tutoring/Counseling, use of toys/images in learning with involvement of community volunteers.

## **24. Creative and Critical Thinking Test (CCT Test)**

- States/SCERT to prepare common monthly CCT tests
- Administer CCT for all students in all schools in the district.
- Analyse the progress and provide remediation to students and teachers
- Monthly Report Card to be prepared

## **25. Conduct of ORF survey**

- Conduct of ORF survey on 15<sup>th</sup> March

## **26. Monthly Parent Teachers Meeting (PTM)**

- Sensitize parents regarding Learning Outcome to be achieved by students.
- Orientation of parents regarding this mission.
- Conduct monthly PTM - take help of parents to achieve learning outcomes
- Feedback of parents and action thereon

## **27. Mid-term achievement assessment through test prepared by NCERT**

- Conduct of sample-based mid-term assessment

## **28. Conduct of Achievement Survey (AS)**

- Conduct of sample based AS for grades 3 and 5 in the selected districts.

Schedule of Activities for Low Performing District – Mission Education																	
SI	Action Plan	Responsible Agency	2022												2023		
			Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	
1	Governance Process & Monitoring Mechanism																
	Bi-monthly review at State level for monitoring of activities	State/UT															
	States/UTs to ensure availability of teachers and other resources	State/UT															
	States/UTs to develop online monitoring mechanism for BRCs/CRCs	State/UT															
	Monthly review at District Collector level for monitoring of activities	District															
	Monthly review at SCERT level with State/UT/district/DIET officials for monitoring of activities	SCERT															
	DIETs to prepare plan & hold monthly review meeting with BRCs for implementation of various activities at school level	DIETS															
	BRCs to coordinate and have regular feedback on daily basis for the mission	BRCs															
	CRCs to coordinate and have regular feedback on daily basis for the mission	CRCs															
2	Capacity Building Teachers and BRCs/CRCs																
	Ensure all primary teachers complete NISHTHA 3.0 on FLN	State/UT/District															
	Need base analysis of primary teachers training	State/UT															
	Development of customized modules	State/UT															
	Training of teachers on customized training modules	District															
	Impact assessment of training programmes	District															
3	Monitoring mechanism by BRC/CRC																
	Each Resource Person to visit 5-10 schools	District/Block															



4	<b>VidyaPravesh for all grade 1 entrants</b>														
	Adapt or adopt VidyaPravesh for students entering class I	State/UT													
	Launch VidyaPravesh in all primary schools in the district	State/UT/District													
5	<b>Bridge Course based on Alternate Academic Calendar for all grades – 1 to 5</b>														
	Adapt or adopt bridge courses prepared by NCERT for elementary classes at the beginning of each class	State/UT													
	Implementation of bridge courses in all schools	District													
6	<b>UDISE+ Data Analysis</b>														
	Carry out an analysis of UDISE+ Data for infrastructural gaps	District													
	Ensure filling up of these gaps	State/UT/District													
7	<b>Analysis of school wise teacher requirement at Primary Level</b>														
	List out the schools not having RTE compliant PTR, having excess teachers, and single teacher schools	District													
	Rationalisation of teachers to ensure all schools have adequate number of teachers	State/UT/District													
	Engagement of teachers after rationalisation to meet the shortage	State/UT/District													
8	<b>Identification of OoSC and drop outs from each grade</b>														
	Intensive identification and enrolment drive to be conducted and updation of data on PRABANDH portal	District													
	Mainstreaming of out of school children	District													
	Daily attendance monitoring to prevent drop-outs	District													
9	<b>Tracking child by preparing child registry at school level</b>	State/UT/District													
10	<b>Mentorship of Teachers</b>														
	Identifying the mentors from BRCs/CRCs/SCERTs/DIETs/BITEs/Retired/Experienced teachers	District													

	Orientation of mentors regarding roles and responsibilities.	District														
	Mapping of Mentors with teachers.	District														
	Regular feedback and Remedial actions	District														
11	<b>Mentorship of Students</b>															
	Grouping all students in the group of 10-15 Students	District/Schools														
	One teacher of the school/volunteers to be nominated as mentor for each group	District/Schools														
	Mentoring Students on various issues	School														
	Showcasing of work that highlights the children's learning experience	School														
12	<b>Provision of TLMs/Resources for FLN</b>															
	TLM/Resources of FLN to all Students	State/UT/District														
	TLM/Resources of FLN to all Teachers	State/UT/District														
13	<b>Additional supplementary FLN TLM to students/ Teacher</b>															
	Development of additional teaching learning resources for students & teachers	State/UT/District														
	Distribution of additional teaching learning resources for students & teachers	State/UT/District														
14	<b>Supply textbooks/ Uniform to all eligible children</b>	State/UT/District														
15	<b>PM Poshan Scheme</b>															
	<b>Monitor for Effective Implementation</b>	State/UT/District														
16	<b>Book Reading / Library Activities</b>															
	Ensure each student participates in 100 days Reading Campaign	District/Schools														
	Library grants to be fully utilised for procurement of age-appropriate books.	District/Schools														
	Books to be compulsorily issued to all students and entered in Book Issue Register / portal	School														

	Book review activity to be organised	School														
	Exposure visits to Book fairs, Storytelling session, Creative workshops, LiteraryTalk	District/Schools														
17	Sport Activities															
	Sports grant to be fully utilised for procurement of age-appropriate sports equipment.	State/UT/District														
	Organise regular sports activities.	School														
	Organise sports fest	District/Block/School														
18	Health Checkup and identification of Divyang Children															
	Conduct of Health check-up of all children in grades 1 to 5	District														
	Follow up action by involving health, sanitation and Gram Panchayat officials	District														
	Identify all Divyang children	District														
	Development of individual plans for cognitive interventions	Block/School														
	Provide Cognitive remediation	School														
19	Ensure timely release of stipend to all divyang girls of pre-primary to senior secondary.	State/UT														
	Formation of Peer groups to facilitate peer learning															
	Form Learning level wise Buddy/Peer Group for peer learning in the class	District/Schools														
20	Peer groups to make presentations to the class on their learning	School														
	Twinning of schools/cluster schools															
	Identify nearby good private and KVS/JNV school	District														
21	List out the best practices to be shared and implemented	District														
	Ensure implementation of best practices	District/Schools														
21	School Management Committee meetings	District/Schools														

22	<b>Meeting of local self-government to participate and contribute</b>	<b>District/School</b>														
23	<b>Community Engagement</b>															
	Identify and Promote community volunteers	<b>District/School</b>														
	Orientation of community volunteers	<b>District/School</b>														
	Involve volunteers in various activities	<b>School</b>														
24	<b>Creative and Critical Thinking Test (CCT Test)</b>															
	Prepare Monthly Common CCT Test	<b>State/SCERT</b>														
	Conduct of CCT, Analysis of Reports and Remedial action	<b>District/School</b>														
25	<b>Monthly Teachers Parent Meeting (PTM)</b>	<b>School</b>														
26	<b>Conduct of ORF survey</b>	<b>NCERT</b>														
27	<b>Mid-term achievement assessment</b>	<b>NCERT</b>														
28	<b>Conduct of Achievement Survey (AS)</b>	<b>NCERT</b>														

# LAKSHYA/TARGETS FOR FOUNDATIONAL LITERACY AND NUMERACY UNDER NIPUN BHARAT FRAMEWORK

Balvatika or Age 5-6	
<b>Oral Language</b>	<ol style="list-style-type: none"> <li>1. Talks to friends and teachers</li> <li>2. Sings rhymes/poems with understanding</li> </ol>
<b>Reading</b>	<ol style="list-style-type: none"> <li>1. Looks at books and attempts reading the story with the help of pictures</li> <li>2. Begins to point out and recognize some familiar repeated words (sight words or words on containers/food wrappers)</li> <li>3. Recognises letters and corresponding sounds</li> <li>4. Reads simple words comprising of at least 2 to 3 alphabets.</li> </ol>
<b>Writing</b>	<ol style="list-style-type: none"> <li>1. Imitates act of writing during play Begins to form recognizable letters.</li> <li>2. Scribbles/draws and paints for self-expression.</li> <li>3. Uses a pencil and holds it properly to form recognizable letters</li> <li>4. Recognizes and writes his/her own first name</li> </ol>
<b>Numeracy</b>	<ol style="list-style-type: none"> <li>1. Counts objects and correlates numerals up to 10.</li> <li>2. Recognizes and reads numerals up to 10.</li> <li>3. Compares two groups in terms of number of objects and uses words like more than/less than/equal to etc.</li> <li>4. Arranges numbers/objects/shapes/occurrence of events in a sequence</li> <li>5. Classifies objects based on their observable characteristics and communicates the criteria of classification</li> <li>6. Uses vocabulary for comparative words like longer, longest, taller, tallest, shorter, shortest, heavier than, lighter than etc. in the context of different objects around him/her.</li> </ol>

Class II or age 7-8	
<b>Oral Language</b>	<ol style="list-style-type: none"> <li>1. Converses and talks about the print available in the classroom.</li> <li>2. Engages in conversation to ask questions and listens to others.</li> <li>3. Recites songs/ poems.</li> <li>4. Repeats familiar words occurring in stories/poems/print etc.</li> </ol>
<b>Reading</b>	<ol style="list-style-type: none"> <li>1. Reads and narrates/re-tells the stories from children's literature/textbook.</li> <li>2. Makes new words from the letters of a given word</li> <li>3. Reads age appropriate unknown text of 8-10 sentences with simple words with appropriate speed (approximately 45to 60 words per minute correctly) comprehension, and clarity.</li> </ol>
<b>Writing</b>	<ol style="list-style-type: none"> <li>1. Writes short/simple sentences correctly to express herself.</li> <li>2. Recognizes naming words, action words and punctuation marks.</li> </ol>
<b>Numeracy</b>	<ol style="list-style-type: none"> <li>1. Reads and writes numbers up to 999</li> <li>2. Uses addition and subtraction of numbers up to 99, sum not exceeding 99 in daily life situations.</li> <li>3. Performs multiplication as repeated addition and division as equal distribution/sharing and constructs multiplication facts (tables) of 2, 3 and 4x</li> <li>4. Estimates and measures length/distance/capacity using non-standard uniform units like rod, pencil, thread, cup, spoon, mug etc. and compares weight using simple balance</li> <li>5. Identifies and describes 2-D shapes like rectangle, triangle, circle, oval etc.</li> <li>6. Uses spatial vocabulary like far/near, in/out, above/below, left/right, front/behind, top/bottom etc.</li> <li>7. Creates and solves simple riddles using numbers and shapes</li> </ol>



Class I or age 6-7	
<b>Oral Language</b>	<ol style="list-style-type: none"> <li>1. Converses with friends and class teacher about her needs, surroundings.</li> <li>2. Talks about the print available in the classroom.</li> <li>3. Recites rhymes/poems/songs with action.</li> </ol>
<b>Reading</b>	<ol style="list-style-type: none"> <li>4. Participates during read aloud/story telling session in an active way and answers questions during and after story session; acts out familiar story with props and puppets</li> <li>5. Uses sound symbol correspondence to write words with invented spellings.</li> <li>6. Reads small sentences consisting of at least 4-5 simple words in an age appropriate unknown text.</li> </ol>
<b>Writing</b>	<ol style="list-style-type: none"> <li>7. Develops familiarity with matras in the words occurring in familiar contexts (story/poems/ environment print etc.)</li> <li>8. Writes, draws, and /or make things to convey meaning and represent names on her/his worksheet, greeting messages, draws pictures that are recognizable objects/people</li> </ol>
<b>Numeracy</b>	<ol style="list-style-type: none"> <li>9. Counts objects up to 20</li> <li>10. Reads and writes numbers up to 99</li> <li>11. Using addition and subtraction of numbers up to 9 in daily life situations.</li> <li>12. Observes and describes physical properties of 3D shapes (solid shapes) around him/her like round/flat surfaces, number of corners and edges etc.</li> <li>13. Estimates and verifies length using non-standard non-uniform units like hand span, footstep, fingers etc. and capacity using non-standard uniform units like cup, spoon, mug etc.</li> <li>14. Creates and recites short poems and stories using shapes and numbers</li> </ol>

Class III or age 8-9	
<b>Oral Language</b>	<ol style="list-style-type: none"> <li>1. Converses with clarity using suitable vocabulary in home/ school language.</li> <li>2. Talks about the print available in the classroom.</li> <li>3. Engages in conversation to ask questions, narrate experiences, listens to others, and respond.</li> <li>4. Recites poems individually and in group with intonation and modulation of voice.</li> </ol>
<b>Reading</b>	<ol style="list-style-type: none"> <li>1. Finds information in familiar books/textbooks.</li> <li>2. Reads atleast 60 words per minute correctly and with comprehension depending on the language and with correct pronunciation from an age appropriate unknown text.</li> <li>3. Reads and follows instructions given in the text</li> <li>4. Can answer at least 3 out of 4 questions based on reading of an age appropriate unknown story/paragraph of 8-10 sentences.</li> </ol>
<b>Writing</b>	<ol style="list-style-type: none"> <li>1. Writes short messages for different purposes.</li> <li>2. Uses action words, naming words and punctuation marks for writing.</li> <li>3. Writes grammatically correct sentences.</li> <li>4. Writes short paragraph and short stories on her/his own with grammatically correct sentences.</li> </ol>
<b>Numeracy</b>	<ol style="list-style-type: none"> <li>1. Reads and writes numbers up to 9999</li> <li>2. Solves daily life problems using addition and subtraction of numbers up to 999, sum not exceeding 999</li> <li>3. Constructs and uses multiplication facts (tables) of numbers 2 to 10 and uses division facts</li> <li>4. Estimates and measures length/distance, weight and capacity using standard units like m, km, g, kg, litres etc.</li> <li>5. Identifies and relates basic 2D shapes with 3D shapes (solid shapes) and describes their properties like faces, number of edges and corners etc.</li> <li>6. Identifies a particular date and corresponding day on a calendar; reads time on a clock in hours and half-hours</li> <li>7. Identifies half, one-fourth, three-fourth of a whole and in a collection of objects</li> <li>8. Identifies, extends, and communicates rules for simple patterns on numbers, events, and shapes</li> </ol>

