



Nipun Bharat Mission- A Critical Analysis of Meeting FLN Goals of NEP-2020 in U.P.

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Abstract:

The National Education Policy came into effect in the year 2020 with a broadened vision of conserving the heritage of the Indian Knowledge system and with a special focus on the holistic development of an individual student. It is based on fostering the creative potential of a child and at the same time aims to work on cognitive domains by helping the child develop foundational as well as Higher order learning skills. With a strong foundation of our ancient Education policies of Takshila and Nalanda and having produced great scholars like Chanakya, Aryabhatta and Chanakya, we are greatly indebted to acquire an impeccable educational reservoir in the form of NEP 2020. It has explored our inheritance in the best way and has made a road map of Educational Reforms that will fulfil the Global needs of our country in making it a nation of young, energetic, confident, creative and technically advanced individuals.

The Preface of NEP 2020, mentions the significance of foundational Literacy and Numeracy of children of Primary age. FLN pose the biggest challenge or obstacle in attaining the pedagogical goal at the successive levels of learning and hence requires maximum focus. Nipun Bharat Mission was launched in July 2021 as one of the important elements of NEP 2020 under the aegis of the Ministry of Education. This mission is a part of SSA, an important sponsored scheme emphasizing FLN levels of the children during their formative years. The current study will focus on the structural framework created at each level of state, and district. The academic policies designed for its implementation to make this mission a success at the state and district level offer a roadmap for every team member.

Keywords: *Heritage, Ancient, Cognitive, Scholars, Reforms, Pedagogy, Numeracy, Literacy*

1. Introduction

Foundational Numeracy and Literacy refer to the basic learning outcomes that a child must acquire during the formative or primary years of school education and hence form the core substance of the Nipun Bharat Mission i.e. “National Initiative for Proficiency in Reading with Understanding and Numeracy”. In July 2021, the Government of India launched this mission so that all children must attain the foundational level of Numeracy and Literacy during their formative years (Nipun Bharat and New Education Policy).

Ironically a majority of states in our country face this challenge where the children do not meet the basic learning level goals during their primary years and hence covering the learning gap during the successive years becomes a task challenging to cover (Going Beyond the Fundamental in Foundational Skills, ASER,2023). The Annual Status of Education Report 2023, labelled ASER: Beyond Basis this time, presented its data about FLN levels of the Indian children. The report that was released, surveyed 34,000 individuals between 14 and 18 years old in 26 states of India. The report reflects that this age group is still struggling with basic reading and numeracy skills. This calls for strong educational reforms in the pedagogical process with a student-centric approach focussing on the attainment of learning outcomes.

The NEP 2020 focuses on attaining Foundational Literacy and Numeracy which should be the main goal for all children to attain by the age of 11 years and it should become the National Mission. On 5th July 2021, the Department of School Education & Literacy launched the NIPUN Bharat Mission which will ensure that all the children of the age group of 10 -11 years or at the end of Grade 3 must acquire grade competency by the end of the session 2025-26. In Uttar Pradesh, this Flagship programme aims to attain the learning level goals by the end of the year 2025 only. The present study aims to analyze the structural framework, academic mentorship, infrastructural reforms and timeline to attain the Goals of the Nipun Bharat Mission. The next section will discuss these important elements of the mission in detail and try to comprehend the useful quantitative and qualitative findings for the future implementation of such policies.

2. Mission Prerna Phase-2: Nipun Bharat Mission as an extension in the year 2021

The Department of School Education & Literacy announced in January 2021 to upgrade the instructional guideline for Mission Prerna of the U.P. Govt. In the same year in July, it launched NIPUN BHARAT MISSION with detailed guidelines for all the parishdiya schools of U.P to meet the target of becoming NIPUN within the given timeline. The original Order of Nipun Bharat nullified the guidelines issued for Mission Prerna in Feb 2020, and Jan 2021 and offered a revised set of Guidelines for the Parishadiya Schools of U.P.

2.1 Background

According to World Bank's Poverty Index data, a major percentage of about 55 per cent of our school-going children can not read or understand a short or appropriate text (Anubhav). NAS 2017 indicates that students from classes 3,5 and 8 have not attained their basic learning levels and only 39-53 % of the class group have acquired proficiency in reading or numeracy (NAS 2017).

This data is a shout or cry for our educational reforms during critical and crucial fundamental years. The need for "Read to Learn" follows the need for "Learn to Read" after class 3. The problem remained unaddressed in the previous policies and hence the learning Gap between the primary and Junior Graduating years of children remained unfilled until recent years. N R Narayana Murthy mentions, the views of great economists and Nobel laureate (1998), professor Amartya Sen in his work, *A Better India, A Better World (2009)*. He supports the importance of basic Education for making an empowered nation; Amartya Sen believes that access to basic education is a human right, and "a vital part of people's capacity to lead lives they value". In 1992, the Indian Government announced a planned target of "Universalizing" elementary education in India. The Goal was divided into three broad initiatives-universal access, universal retention and Universal achievement-aimed at making education accessible to children, making sure that they continued their education and finally ensuring that they completed their goals (Murthy,2009, p.138).

The previous policies though largely focussed on opening schools in close vicinity of rural society and targeting the maximum enrollment, the retention of children and achievement of learning outcomes and grade competency somehow posed the biggest obstacle in targeted learning. So, by the end of 2003, approximately 90 per cent of the nation's rural population had access to a school within 1 km of their home and the enrollment ratio increased up to 93 per cent. However, the programme failed to achieve accountability and targeted learning outcomes for the various primary grades (Muthy,2009, p.138).

A strong and Reformative Education Policy catering for the needs of the Generation of millennials, Gen X and Gen Z can only be answered where the instructional design rests upon the age-specific and cognitive functions of the child's brain. The "Right to Education Act" in 2009 declared Education in India as a basic Education Right of all children up to 14 years of age and it is regarded as a watershed moment of education in India. The future policies were designed keeping in mind the RTE Act.

2.2 The Vision, Goal and Elements -A Framework for Success

With a vision that all children up to class 3 must acquire a grade competency of Reading with understanding and Numeracy skills within the targeted period, Nipun Bharat Mission aims to resonate with the aforementioned vision. Hence the mission's most critical focus is on the achievement of learning outcomes for the grades and to fill the learning gaps that pose an obstacle to attaining FLN goals. NEP 2020 has already prioritized FLN as a very critical and basic skill required for children to succeed in the later years of life (NEP 2020).

The National Education policy is the third policy of our country after independence (the second after the year 1986) and keeps a focus on quality and accountability. ECCE policy formulated in 2013, which supports the early child education of a child from birth to 8 years forms the fundamental element of NEP 20 (Anitha & Narasimhan). The NCERT declares in its document for Nipun Bharat Mission, that as per NEP 2020, all efforts will be aligned and directed to the Sustainable Development Goals, 2030. It further comments, "The rest of the policy will be largely irrelevant for such a large portion of our students if this most basic learning (reading, writing and arithmetic at all foundational levels) is not first achieved (Ministry of Education)".

If the learning loss due to the COVID-19 Pandemic is taken into consideration, the rate of dropouts from school tripled from 2018 to 2020 as 5.3 per cent of rural children from marginalised communities were severely impacted. A survey conducted post-pandemic period showed that the children had lost the capacity to read fluently in their mother tongue and only 25 percent of them retained the skills. Hybrid and online learning posed the biggest challenge in rural areas as the overall access to digital devices was only 27.5 per cent in the country (Sinha). A strong need to cover the loss and design a framework where special focus must be given to the marginalized and underprivileged children for achieving FLN goals lays the foundation of the Nipun Bharat Mission. The success of FLN in many countries like Kenya's "Tusome" approach, the Philippines' "Basa Pilipinas" and "South Africa's Early Grade Reading Programme" have shown the paradigm shifts in fundamental learning levels (Agarwal). In the next 20 years to create an "Atam Nirbhay Bharat" and deal with "learning poverty" at fundamental levels, the youngest population must have access to better learning outcomes and a strong Foundational learning base.

The Department of School Education and Literacy (D0SE&L) at the Ministry of Education (MoE), implemented the mission with a "five-tier model" starting from Nation to School Level to ensure the effective implementation of the mission and thus creating stakeholders at each level. The model specifies Goals, roles or duties and a road map for each tier and is very significant in effective implementation and targeted completion of the Mission. While there is a lot of discussion, planning and data available for the Macro system of the Mission, this study aims to bring into focus the micro-system working at the state and district levels. Though it is a very challenging task to cover every element of this mission for a big state like Uttar Pradesh, the researcher intends to analyze and wrap the hard work of a complete official machinery and a very efficient working team at different nodes that will surely create a history in the year 2025.

2.3 The Functional Framework- A Critical Analysis as a Part of the Mentor's Team

Here it is imperative to mention that in Sept 2019, a workshop was organized by the State Project Office, Lucknow to select a core team of academic mentors for the selection of SRG members from each district to promote academic excellence in Parishadiya schools. The core team, after five days of training, was given the roles and responsibilities and was instructed via a G.O. for the road map of their work as mentors (SPO). I feel compelled to mention the visit of the Respected DGSE then, Mr. Vijay Kiran Anand who with his fiery and motivational speech filled enthusiasm in each of the mentors and created a strong will to improve the quality of education. A grade-competent district became a much-cherished dream for each of the SRG members present there. It was him only who talked about the aims and vision

for the next five years making us realize how significant was our role in this mission. We all had the mindset of Academic warriors or were even christened as “Diamonds of U.P.” who were supposed to show extraordinary leadership at the centre of this mission. He surrounded himself with the most able and like-minded people who nurtured the same dream as he had about the education system in the state. If a complete framework of mentorship needs to be defined, at the district level, it would be headed by Diet Pracharyas supported by BSA’s at the district, and the Block Education Officer at various blocks. The selection of Academic Resource Persons (ARP) took place simultaneously who were the mentors at the block, five each with subject expertise. Each Block was allotted a diet mentor too. Each cadre member was allotted a monthly KPI or Key Point Indicators i.e. monthly measurable targets, including the monthly Supportive supervision visits for academic handholding of the teachers at the school level. This was the first of its kind innovative idea to share the best ideas and create a conducive and supportive environment for the teachers instead of former purely Inspectional visits by officers. KPIs initiated in a disciplined work -culture for all In the next few sections, the district-level working of this mission will be discussed to create an insight.

As a State Resource Group member, and working for almost and half years as a part of district level academic team, the researcher had a chance to delve deep into the working of this Mission at the practical levels of the high hierarchy of state to the lowest hierarchy of the school. While the national level control of the mission is taken into account by governing bodies like NCERT, NSC, CBSE, and NRG, the state agencies looking after the mission at the state level are SCERT/SIE, SPO and ATF facilitated by other sister bodies. The District-level Task Force headed by the D.M. and C.D.O. works efficiently under the guidance of the **State Project Office** and facilitates with the Diet office and D.P.O or BSA office to make the mission successful at the District, Block and School levels (NCERT). In short, the DTF(District Task Force) was made with the role of making a plan, following guidelines and leaving no stone unturned to, make district NIPUN within the targeted time (The detailed roles of DTF and BTF are available on www.education.govt.in).

2.4 The Rationalisation of the Mission-Groundbreaking Hard Work at Each Cadre

The structural framework description gives an insight into how the series of orders and instructions need to be followed so that the implementation at the lowest levels brings fruitful results. In the next few paragraphs, I intend to describe how this big Mission works at the micro level and how the role of each stakeholder gives the required energy for his framework to move.

Different media platforms share a lot of news and data concerning U.P basic Parishadiya schools but as a member of the academic team, there is another side of the story which needs to be told. There are hardworking teachers, their extraordinary TLM (Teaching Aids), classroom decoration, lesson plans, pedagogical practices, structural pedagogical modules on the guidelines of National Curriculum Framework (NCF), Nipun Cell, Digital and mobile application-based reading platforms, Interactive boards and smart labs, new Infrastructural Changes in Kayakalp 19- parameters in schools, mentoring visits, ECCE (Early Childhood Education Programme) or school readiness module in Pre-Primary education, dashboard monitoring through Nipun Bharat Monitoring Centre, community mobilization practices and many other crucial and significant elements about which the world needs to know. Perhaps only some are aware that it is the result of the strong implementation of this mission that our 6-year-old class 1 child is reading text and age-appropriate paragraphs on NIPUN lakshya AP and is being measured for reading proficiency (NBMC Portal).

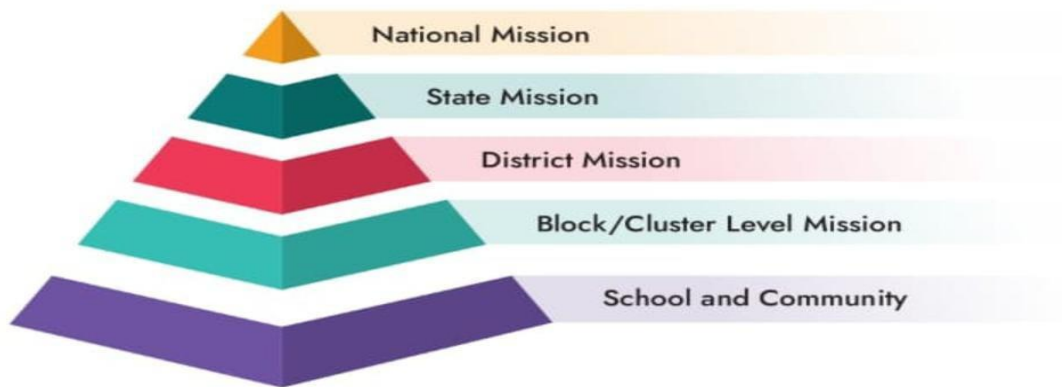
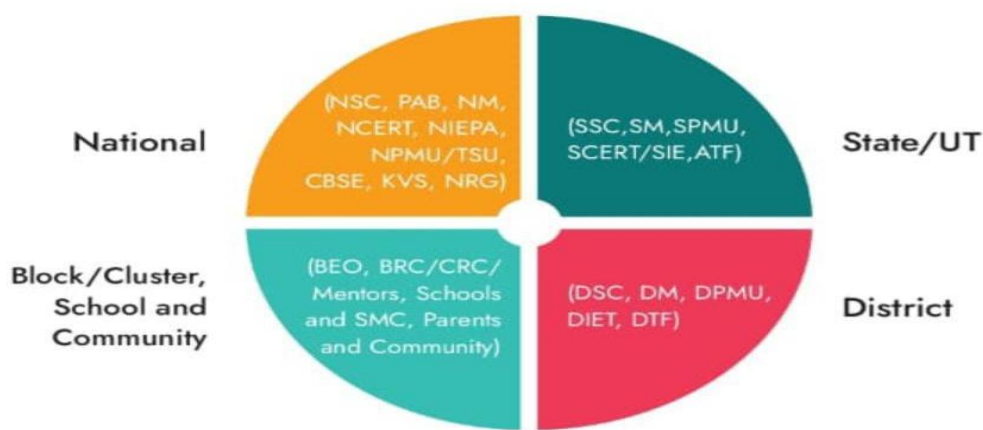


Figure no. 1: 5-Tier NIPUN Bharat Mission Implementation Mechanism



Note: The Block/Cluster level and School and Community level functionalities are clubbed together in the fourth category

Figure no. 2: Stakeholders under each Category

Sources-<https://www.ncert.nic.in/>

The next most important elements of this Mission are NIPUN SOOCHI (nested learning outcomes) and NIPUN LAKSHYA or the list of Focal Learning outcomes for classes 1 to 3. For Pre-Primary children the programme has ECCE goals to be achieved through 12 weeks of **the School Readiness** module at the onset of each session, reinforcing the basics of NEP2020. The Nipun Soochi has a Grade-based list of learning outcomes which will be filled based on formative assessment of the children. So, the mission has included formative as well as summative assessments in its framework. The NL ap is extensively used by teachers and mentors for spot assessment to track the progress of the children concerning L.O. The Nipun Lakshyas or the focal learning outcomes are established on the NCERT guidelines and global studies on ORF. The holistic report card of the child was designed keeping in mind different developmental domains like physical, motor, socio-emotional, literacy and numeracy development. In the ECCE programme, Balvatika children must know letter recognition and their sounds and must be able to read two-letter easy words, class 1 children must read simple sentences of four and five words in a meaningful way. Class 2 and 3 children must read 45 and 60 words respectively keeping in mind the reading with comprehension. The Numeracy goals were the recognition of digits up to 10 in Balvatika including Aganwadi, and then the recognition and numeration of numbers up to 99,999 and 9999 in each successive grade with age-appropriate basic mathematical operations (SPO).

A school will be declared a "Prerak School " if all children acquire the grade competency in the targeted time. The process will follow with "Prerak Block" (**POLE**-Pocket of Learning Experience)," Prerak Janpad" and "Prerak Pradesh" in this flow chart (SPO). This is important to learn how every single classroom and pedagogy for every single child aligns with the child-centric approach of the mission

where the **classroom transactions** and activity-based learning will promote peer and inclusive learning in children. For the first time in history, teachers were made available print materials aligning with Nipun Lakshya-based lesson plans, where creative learning and activity-based learning were emphasized. The posters, charts, story-making picture-based materials, maths kit, science kit and the newly decorated classrooms were a first-hand experience that showcased the new dawn of Parishadiya Schools of U.P. Teachers added to the vibrancy with their creative ideas. All the classrooms were enriched with Reading corners with a plethora of books by **NBT** (National Book Trust) and **NCERT** to promote reading, storytelling and imagination in children. The books covered different subject areas with a spirit of nationalism, morality, cultural heritage, history, freedom struggle and ethical guidance through the Panchatantra and Hitupodesha series.

The teacher Training modules and various online training sessions conducted by SIEMAT, Prayagraj and SPO every year kept a strong follow-up for teachers' upgradation during this whole mission. Just after the Pandemic, a Remedial module of 22 weeks was launched in the year 2022 to meet the learning loss. The instructional material designed rested on the three most important teacher's compendiums, "**Adharshila Kiryanwayan Sandarshika**", "**Dhanakarshan Module**" and "**Shishak Sandarshika**". The former Mission Prerna 1.0, had Prerna Soochi as a follow up of grade based learning outcomes. This material of three compendiums was extensively designed by educational experts and scholars and had every single issue addressed for the cause of academic excellence. The remedial lesson plans (classes 4-8) are given in Dhyanakarshna, while the Adharshila module divided into six parts focuses on instructional material for language and numeracy in classes 1-3. Shikshan Sangrah has school policies and even L.O.-based teaching plans. These modules are the guiding lamps for the teachers and are called HOLY books of UP Basic. Later on, Adhaarshila Kiryanwayan Sandarshika (language and maths) offered weekly lesson plan cycles with day-wise teaching plans based on Nipun Soochi and a weekly assessment of the children. Sandarshika's are the most significant tool for classroom teaching and a great help for teachers for the last two sessions.

Samradhya Module was also introduced to address the learning loss during the Pandemic. The module helped in remedial teaching and filling the learning gaps. DIKSHA app along with other Digital platforms offered a very interactive platform for the capacity building of teachers. The first two years were more challenging due to the Pandemic aftermath. In 2021-22, the focus was on the distribution of new material designed for the mission, the plan for academic training, and the school development plan for all schools. The E-learning(E-pathshala) phases of Mission Prerna and SARAL AP use were a pioneering effort for digital learning and data collection during Assessments at the State Level. The textbooks, workbooks, teachers' manuals, module implementation guides, maths kit, teacher's Diary, timetable, report cards and ample reading material reached all schools of U.P. Teachers and mentors were trained by various means to use them regularly owing to their significance in the mission. There were In-Person pieces of training, YouTube sessions, Diksha courses, and NISTHA training, all aimed at creating an excellent team of mentors with a sound background in FLN. In the next part, a discussion about Supportive supervision visits of mentors and different meetings at all levels will be described concerning their planning, implementations and outcomes in favour of the mission. The last two years have been pivotal in bringing every plan to the ground level and evaluating the changes through constant data intervention. The time and motion G.O. issued in the year 2020 described a complete set of instructions for the smooth functioning of schools with strong timetable guidelines. The G.O. is revised recently as per the new needs. Real-time monitoring of field visits and other activities is the authentication check for most of the plans at ground levels and helps in getting real pictures. This has positively affected the attendance of teachers as well as children. 'School Chalo Abhiyaan' is organised at the onset of every session for bringing all children to school thus promoting the attendance and retention of children in the classes.

The supportive supervision visits by the academic team of each block are a very important element. Each cadre had a fixed number as per the monthly KPI and planning for the monthly visit had to be done in

advance. The mentors (Diet mentors, SRG and ARP) started visiting the schools where they had to spend a minimum of 2 hrs with the target of filling a required questionnaire in the form of online DCF in the Prerna Supportive Supervision app. The purpose was academic support and handholding to the teacher by clarifying all doubts and helping the school to become NIPUN. The mentors need to be fully updated about the school with all previous data, do class observations and give demos to the classes after the feedback session with the teachers. So, all schools of a particular district were visited at least once in three months. This pattern may be labelled as an early sign of academic revolution at school levels as the classrooms were seemingly more vibrant. Most importantly with a Dashboard, earlier in Mission Prerna and then in NIPUN Bharat as **NBMC** (NIPUN BHARAT MONITORING CENTRE), a conversion of quality to quantity gave rise to comparative analysis and offered improvement solutions. A technical team set the mission in the data-driven mode. Assessment of children via AP was a vital part of the visit by the mentors and it helped to understand the academic level of the children. The continuous evaluation of AP usage through dashboard data and continuous sharing of messages through What's app Nipun Bharat groups made at each level i.e. State UP SRG communication, block level, Shankul or NPRC levels and school level was done very effectively. As reported in the YouTube version by DGSE in the year 2020, for approximately 5,75,000 teachers, a team of 224 SRGs, 5000 A.R.P. including Diet mentors and 45,000 shikshak Shankuls (5 per NPRC) are working with the motto, "One-team-One Dream" The punch-line of the mission "Hum Banayenge Prerak Pradesh" became the bottom line of all official meets and plannings. The significance of creating a state-level group was that there was tremendous sharing of data each day along with the good practices of the teachers and mentors. This all continues up to present times and is playing a critical role in the mission.

After one year of remedial period, post-pandemic for covering the learning gap, the current focus in the year 22-23 was to bring the children to the age-appropriate and grade-competent level. The launch of the 25-week module with new Sandarshikas of math and language for the upcoming session (23-24) was an important event and hence a new batch of training at SIEMAT was organized to prepare master trainers. One thing needs to be mentioned: these training sessions at Prayagraj were great in terms of creating a community of SRGs and mentors. The residential pieces of training became a centre of not only mutual learning but also an interface of socio-cultural exchange and sharing of innovative ideas. The master trainers were self-motivated academic leaders of the district who would impart the same momentum to their districts, prepare block-level trainers and participate in teachers' hand-holding. The training at all levels used ICT platforms extensively and was always followed by SIEMAT online.

The strong follow-up for the first time, done through data analysis required a powerful and well-fabricated framework of the technical team. The initial trials for the Prerna dashboard and later on the revolutionary updated Nipun Bharat Monitoring Centre launched the most advanced form of follow-up of quantitative data. The need-based monitoring of the real-time presence of mentors in the field was a milestone. It provided Kayakalp data, updates of DCF filled, Block Development plan, a record of all mentors, shankul teachers and Assessment data (SAT, NAT and NIPUN Lakshya). The continuous sharing of messages through What's app Nipun Bharat groups made at each level i.e. State UP SRG communication, block level, Shankul or NPRC levels and school level was done very effectively.

The **NCERT** launched **DIKSHA** (Digital Infrastructure for Knowledge Sharing) and **NISTHA** (National Initiative for School Heads and Teachers' Holistic Advancement) where the two most important Ap's were designed for the continuous professional development of teachers and mentors (d.ncert.gov.in). The version of NISTHA, i.e., 1.0, 2.0 and 3.0 offered guidelines and SOP (Standard operational procedure) for various stakeholders. After one year of remedial period, post-pandemic for covering the learning gap, the current focus in 2022-23(session) was to bring the children to the age-appropriate and grade-competent level.

The Integrated Command Centre, launched under the name **Vidhya Samiksha Kendra** in the year 2022, had a very active technical team working as Helpline 24@7 to solve all the technical issues or related problems. The NIPUN cell was working day and night under the leadership of DGSE facilitated by able members like Mr. Anand Pandey heading the quality unit and other high cadre professionals who were continuously making plans for the mission to run smoothly. The technical advancement of teachers that was initiated during COVID-19 times with the use of Online platforms and E-learning of children continued post-pandemic with quizzes, links and Chatbots using AI, thus making schools of UP basic fully competent in terms of new ways of learning. A strong timeline of events, weekly, monthly and yearly targets and daily sharing of messages by officers kept the flame burning and filled all team members with enthusiasm every single day.

One more significant point to mention here is support from a few NGOs in designing the Instructional material and helping in the capacity building of teachers. Ignus Pahal, Pratham, Vikramshilla Foundation and Mantra for Change are to name a few who came as supporting bodies for helping a big state like U.P in this big mission.

The discussion will not be completed without the critical role of Shankul teachers. Our most important academic patron, Anand Pandey Sir, senior professional and head of the quality cell, Nipun Bharat Mission, calls Shankul Teachers the most important part of this chain and from time to time posts highly inspirational posts about the roles and responsibilities of Shankuls (facebook.com). Each NPRC or village cluster has five Shankul teachers, selected on the parameters of excellence. The Shankul meetings with their Nprc teachers as KPI for them is a budding ground for all the best practices, sharing of ideas, communication about success stories, TLM displays and most importantly producing an excellent socio-cultural environment with a strong cluster team value. As a resource person, I make sure to visit such meets and become a part of such an environment of mutual learning and friendly vibes of positive competition and appreciation. This indeed puts a soul to the goals of the mission. Shankuls are labelled as the “foundation of Teachers’ capacity building”, academic mentoring and targeted cooperation affecting child-centred learning. Mentors participated in these meetings as a part of KPI and reported the activities of positive outcomes like problem-solving, challenges discussion, discussion about learning outcomes, TLM display and Sandarshika-based lesson plans demo with team-building activities in a joyful atmosphere and vibrant environment.

The school-level implementation with strong school head leadership, SMC meets, and Shiksha Chaupals with strong community mobilization and cooperation of the parents were boosting the mission at ground levels. As per the KPI, the last two years have witnessed a new dawn where a meeting at the block level for head teachers purely devoted to academic discussion came into effect. Block Education Officers took a strong lead with an open discussion with head teachers. Selective ones (BEOs) were given the target to lead a Super 100 group with a vow of making block Nipun, first in the state. They are supported with a specially designed roadmap of District plans guided by SPO. Hence there is now a lot of focus on positive and academic leadership by the Block education officer in addition to their administrative duties. All SRGs and Shankuls were given the target of making their primary schools Nipun whereas all ARPs were given the task of making ten schools Nipun from their block.

The monthly meetings of DTF headed by honourable DM and CDO are now conducted in completely new formats. The agenda-based templates and targets for the months were sent by SPO and Infrastructural facilities of 19 points of Kayakalp are followed along with the data-based monitoring of Block level data. Diet principles, BSA’s and SRG members attend this review meeting every month. The academic data from the Nipun Bharat Monitoring Centre is presented by SRG members as instructed by SPO. As an SRG, I want to share that, I noticed a very significant change taking place through these meetings where the District Administrative heads (DM) took a lot of personal interest in academic improvement plans of the district, AP usage, SAT and NAT results (State levels assessments). The use

of NIPUN Lakshya AP by teachers reflected the number of students becoming Nipun in each school and it may be regarded as a milestone in the whole mission (NBMC). Currently, the app installation statistics show approximately 90 per cent of installation by teachers (NBMC). This also helped in categorizing the schools, as Saksham, Maddhyam and Sangharsheel per block and hence at the district level. The Sangharsheel schools or the low tier in terms of academic levels, need to be focussed (SPO). NBMC reflects and updates every bit of data i.e. the academic, the administrative, the report of KGBV's and all assessments sustaining its crucial role in agenda-based monthly meetings based on data. Any official having login access could access the classroom transactions of any specific school at a given time. The field visits were keeping a regular quality check of the schools.

The same kind of monthly review meeting is organized at the district level by the Diet office and BSA office with district mentor teams of Diet mentors, SRG members and ARP members. These are headed by the Diet principal, BSA's and senior Diet lecturers where the follow-up and presentation of KPI data take centre stage and plans for Nipun schools, blocks and districts are made. Not to forget that the three monthly mandal level meets per year, monthly Zoom sessions by SPO, YouTube sessions and State level visits of officers create an open channel of communication at all levels and a direct level of information transfer to, teachers, School heads, Shankuls, ARP'S and SRG'S. The discussion is oriented more towards problem-solving, roles and responsibilities for each cadre. In the year 2023, mid-session, with the transfer of existing DGSE, Vijay Kiran Anand, when the mission was at its threshold, just delivering the desired results, a bit of stagnancy set in for a couple of weeks, but it regained its momentum once again under the new leadership of Ms Kanchan Verma mam. This is attributed to the strong road map created with a lot of planning and a very strong technical team of people from Nipun Cell and the academic team of the state. All with a common goal of making Uttar Pradesh work day and night which continues till date. Perhaps this is the result of such a hard-working team that a NIPUN survey of schools selected by Arp's, Srg's and Shankuls, conducted in November 2023 declared that our state can boast of having 16000 plus Nipun schools in the year 2023 with an average of more than 60 per cent of Nipun children in these schools. The data on NBMC is dynamic and changes regularly due to updates. The monthly data is presented for every month's KPI before all meets. However, the relevance of this dashboard is greatest in terms of regular data intervention and planning. The current session (2024-2025) is very critical in terms of the mission as we are near the target of the timeline. The spirit of this mission lies in its teamwork and open communication at all levels. The print and digital media giving the mission its due by sharing every new development and success story from remote villages of the state. The dream of making this mission a "JAN ANDOLAN" is already taking shape. The realization is in progress and soon Uttar Pradesh will become a Nipun Pradesh. The SPO has issued a detailed instruction in the current session regarding filing DCF by all districts for a three-phase phase-Nipun Survey and nominating the categories of the schools for the same. This shall continue until all schools are Nipun in every single district and will eventually make U.P, a NIPUN PRADESH. (www.perna.in)

3. Conclusion

The discussion of teamwork of Nipun Bharat Mission to fight the challenges of FLN goals in a big state like the U.P. surely creates a deeper insight. The mission involved a lot of planning and then implementation at each level. The study shared here intends to cover the point of view of a State Resource Group member. It was a great experience to become part of the mission since it was launched, became functional and started delivering the results. Headed by the honourable minister, of Basic Education, the official secretaries, Joint secretaries and the higher cadre of officers like Director SCERT, Joint directors, Assistant directors (SCERT), Directors from Basic Education council with its team of directors, Director Mid-day Meal, State Project Director and officers from SSA. These officials need no introduction for their high-end planning and motivation for this highly aspirational mission of the state government. However, the study has tried to highlight the next-level teamwork. This was a result of a lot of quantitative analysis and qualitative inferences that were formed as a result of this teamwork and the

researcher's own experiences. This close observation was possible because of the district-level mentorship as an SRG member of the district Unnao.

As an SRG team member from the district Unnao, I along with my other two fellow members have witnessed the changes taking place due to the effectively designed mechanism. This study may not count every detail due to the enormity of the mission and a lot of watershed moments of the information flow. However, the study has covered at least the most significant steps of planning and implementation at the micro level. In future, when in the next session, 25-26, U.P will be creating a history of becoming a Nipun Pradesh, the reference of this backstage teamwork will surely be remembered. The core element for the success of this mission will be the hard work of teachers. Eventually, our new generation of Nipun children will achieve FLN levels as desired in NEP 2020. A strong data-based system follows the whole mission and the quantitative and comparative analysis has formed the backbone of the success. The only goal of each stakeholder is to transform every child into a grade-competent child. With the achievement of FLN goals for the specified age group of children, Uttar Pradesh will finally become a Prerak Pradesh before the next ASER, World Bank or any other National survey for FLN. The study will surely be used as a reference for any such future missions, to get insights, to understand, work, and cover the gaps for better results for policymakers and research scholars of academic or infrastructural subjects or educational reforms.

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She has also worked as a District Resource Person for the Graded Learning Action Research Project of the Parishadiya Schools of U.P. in 2018. She is a member of the mentors' team of the district and is responsible for the follow-up of academic excellence of the Parishadiya schools of Unnao. Working with her fellow members of the district S.R.G. team, she coordinates between the State Project Office and the District Project Office to facilitate the implementation of all official instructions in the district. She is also pursuing her PhD in English as a part-time scholar at Amity University, Lucknow Campus.

The author declares that no competitive interest was involved with any stakeholders in working on this research. Any correspondence regarding this paper shall be made through the-fmussarrat@gmail.com

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