



No.F.30 (1-7)-DEE/ NIPUN Tripura Cell2022/246

Dated, 30/04/2022

Memorandum

Subject: Implementation of National Initiative for Proficiency in Reading with understanding and Numeracy (NIPUN) in Tripura to achieve universal acquisition of foundational literacy and numeracy skills at primary level

National Education Policy (NEP) 2020 accorded highest priority to achieve universal acquisition of foundational literacy and numeracy skills at primary level by 2026-27. In this context, a National Mission on Foundational Literacy and Numeracy (FLN) called "National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat)" has been launched by the Ministry of Education (MoE), Govt. The National Mission lays down priorities and actionable agendas for all States/UTs to achieve the goal of proficiency in foundational literacy and numeracy for every child by grade 3. The Mission will be set up under the aegis of the centrally sponsored scheme of Samagra Shiksha. It focuses on children of the age group of 3 to 9 years including (pre- school to grade 3).

FLN Mission for Tripura – Resolution & Vision by 2026-27

The State of Tripura will adopt the FLN Mission with a vision to ensure universal acquisition (100% children) of foundational literacy and numeracy, so that by 2026-27, every child in Tripura achieves the desired learning competencies in reading, writing and numeracy at the end of Grade III, including those who have surpassed Grade III but are yet to achieve FLN skills/competencies and to ensure achievement of the same creation an enabling environment.

NIPUN will be implemented in the mission mode, with the use and strengthening of the existing mainstream structures for attainment of following

- ▶ Enabling inclusive classroom environment.
- ▶ Enabling children to become motivated, independent, and engaged readers and writers with comprehension and make children understand the reasoning in the domains of number, measurement and shapes.
- ▶ To ensure availability and effective usage of high-quality and culturally responsive teaching learning material in children's familiar/home/mother language(s).

Literacy Skills: Oral language development in home language; appropriate exposure to the school language including good listening comprehension skills, development of print and phonological awareness and development of emergent reading and writing skills in the pre-school years are crucial for language and literacy development in early primary school years. The pre-existing knowledge of language helps in building literacy skills in languages.

Foundational Numeracy and Mathematics Skills: Foundational Numeracy means the ability to reason and to apply simple numerical concepts in daily life problem solving. The development of pre-number and number concepts, knowledge and skills of comparing, classification and recognizing patterns during pre-school serves as a foundation for mathematics learning in early primary classes.

MINIMUM learning commitments/ learning goals to be achieved for 100% children of Tripura by 2026-27:

	Balvatika [KG/ Nursery / AWC level]	End of Grade - 1	End of Grade- 2	End of Grade- 3
Literacy Goals	- Recognises letters and corresponding sounds - Reads simple words comprising of at least 2 to 3 alphabets	Reads small sentences consisting of at least 4-5 simple words in an age appropriate unknown text.	Read with meaning 45-60 words per minute from an age appropriate unknown text.	Read with meaning At least 60 words per minute from an age appropriate unknown text.
Numeracy Goals	- Recognizes and reads numerals up to 10. - Arranges numbers/ objects/ shapes / occurrence of events in a sequence	- Read and write numbers up to 99 - Perform simple addition and subtraction	- Read and write numbers up to 999 - Subtract numbers up to 99	- Read and write numbers up to 9999 - Solve simple multiplication problems
Well-being Goals	Children feel safe and happy in a learning environment. Children develop healthy habits leading to a good physical health and development of self esteem and a positive self-concept, which if appropriately nurtured, will stay with them for life. 100% teachers of grade 1 to 3 are sensitised about the importance of social emotional well being of students and how to cater to it.			

Now, the current FLN mission, including all the components of this government resolution, will comprehensively include the differently abled children and children with special needs in continuation or addition to that covered under Saksham Tripura project. The teaching, learning and evaluation processes will be differentiated for the children, but the targets being driven through the FLN Mission program will be the same for every child. In order to achieve the FLN mission outcomes for CWSN and differently abled children **teachers and support field officials** who work closely with such children a detailed guideline will be issued.

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In order to achieve universal FLN in Tripura, the NIPUN Mission has been broken down into following which will play a compounding role in ensuring every child attains FLN skills and at the end of grade 3. Here, children will be expected to "learn to read" so that they can "read to learn" by 2026-27. **Essentials parameters are cited in enclosed Annexure – I**

Home-learning and Self- learning to promote FLN

To promote early reading and numeracy charts, reading material & printed worksheets are to be provided to students, both at home and in schools, in abundance. Samagra Shiksha and district local bodies will allocate sufficient funds to provide printed material for children promoting early reading and numeracy. CSRs & NGOs working at the block & district levels are also encouraged to support DIETs, Blocks and Gram Panchayats in printing and distribution of practice material and worksheets for children. This will ensure that learning resources are reaching even the most remote students and the effect of digital divide is neutralised to some extent.

Parents are encouraged to leverage learning assessments and high quality video/audio content on varied technology platforms or Live classes and interactions on YouTube Channels, departmental channel Vande Tripura . Additionally, parents should encourage and handhold their children in accessing the mass media and broadcasting programs on Television, Radio. Formation of Village Learning Circles in which higher secondary/graduate students of the village are encouraged to conduct learning sessions for students in smaller groups to ensure their reading, comprehension, writing and also numerical understanding improves. Self learning of children can be promoted through peer learning and group (groups of four children) with siblings/ close friends of children should be promoted.

Formation of Committees:

In order to achieve the goals set for the FLN mission, a robust implementation plan at state and district level will be crucial. Separate Steering committees at state and district level will be established and will be responsible for ensuring successful plan and implementation of the FLN mission **as cited in Annexure II.**

Mission Awareness & IEC

For generating greater awareness of FLN Mission and to garner support of the community various steps will be taken by all the concerned education & local governing bodies for which separate plan of action will be circulated in future.

Budget allocation and utilisation

Samagra Shiksha will be the nodal funding body for disbursement of funds for implementing the FLN mission across different aspects in the State. Budget allocation and utilisation for the above mentioned initiatives for FLN mission will happen as per the norms and approvals of PAB of Samagra Shiksha. The Strengthening Teaching-Learning and Results for States Program budget allocated to the state will be utilized to implement FLN. Separate funding for Management, Media, Monitoring, and Evaluation & Research (MMMER) will be provided based on overall estimates of respective States and UTs. Fund release mechanism, Accounting and Auditing procedure as laid down for Samagra Shiksha will be followed.



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Monitoring of FLN mission at state/district/block level

The success of the mission will hinge on a robust system to enable continuous monitoring of FLN delivery and goal achievement. In this regard, developed Education Intelligence system EmpowerU-Shikshadarpan to be widely used at all level. Child Centric data base with regular updating to be maintained for tracking of progress.

The monitoring framework will have three important components:

- Ongoing support through a dedicated FLN State App (Classroom Observations & support)
- Monthly, Quarterly & Annual teaching & learning surveys (Baseline & End line Assessments)
- Concurrent meetings (review, progress & update meetings).

Roles and Responsibilities of various stake holders cited in Annexure III.

Government of Tripura has already launched a comprehensive learning enhancement programme 'Nutan Disha' from 2019-20 for the student of Grade 3 to Grade 8 in the state. The children who are in Class 4 onwards and have not attained the foundational skills are to be provided individual teacher guidance and support, peer - group support, and age appropriate and supplementary graded learning materials to acquire the necessary competencies. Now the programme of Nutan Disha will be moved simultaneously from Class 4 to 8 along with NIPUN from Pre-Primary to Class 3.



(Chandni Chandran, IAS)

Joint Secretary to the Govt. of Tripura

To:

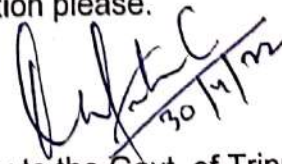
- The District Education Officer, Gomati /Dhalai/ West Tripura/ Sepahijala/Unakoti /South/Khowai/North District for information and take necessary action please.
- The HM/TIC for information and take necessary action please.
- The Inspector of Schools for information and take necessary action please.

Copy to:-

- The Director SW & SE Department for kind information please.
- The Director, SCERT for information and Necessary action please.
- The Director, Secondary Education for information and Necessary action please.
- The State project Director, Samagra Shiksha, Tripura for information and Necessary action please.

Copy also to: -

The PS to Secretary Education for information please.



Joint Secretary to the Govt. of Tripura

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Annexure - I

Stake	Rationale
Diagnostics of critical enablers	<p>A detailed diagnosis overarching education landscape with a special focus on class 1-3 will enable all stakeholders to get an assessment of Pre NIPUN ecosystem in State. The diagnostic framework will focus on 3 core factors</p> <ul style="list-style-type: none">• <i>Structural (Root cause analysis)</i> : Current Policy , capacity , budgets• <i>Managerial (Proximate cause analysis)</i>: Previous goals , academic support , monitoring , parent engagement• <i>Classroom Impact (Symptoms)</i>: Current student readiness , instructional time , pedagogy and tools
Goal setting and salience across all levels	<p>Clear, quantifiable & contextual learning metrics, benchmarks and targets for every stakeholder involved in driving the FLN Mission forward need to be set. In the educational context, goal setting must adhere to children's learning progress in line with current learning levels, teacher support and opportunity to tailor goals as the state progresses with FLN levels</p> <p>Goal setting ensures clear communication and decisions taken are leading to outcomes by keeping stakeholders accountable and aligned to a common mission.</p>
High quality FLN teaching and learning material (TLM) for all schools	High quality TLM will be ensures for the teachers (imparting learning) and children (applying learning)
Teacher professional development	<p>Capacity building for AWC Workers and concerned teachers will be made with deep understanding of FLN concepts and practice of using all the teaching learning materials effectively in their schools.</p> <p>The aim is to ensure that they are equipped with the skills required to teach in a classroom with children in the FLN classes 1-3.</p>
Academic capacity for teacher support	<p>Creation of a strong support system for teachers to guide them for empowering children with FLN skills. Teacher mentors at BRC / CRC level must aim to improve their own understanding of FLN goals/ targets, pedagogy which ultimately will enable them to support teachers through classroom observation and monitoring, coaching and mentoring, review meetings and peer learning.</p>
Student Assessments	Assessing children should be a continuous process in



	<p>the teaching-learning process of classrooms, and has to start from the age of 3 years till they achieve FLN to evolve child specific tracking system</p> <p>The assessment system will be supported by the already developed Education Intelligence system empowerU-Shiksha Darpan App. Starting each academic year with a baseline of student learning and closing the academic year with an end line will prove instrumental in knowing student progress on FLN outcomes.</p> <p>Develop a robust Student FLN assessments architecture to guide the system and teachers to continuously monitor NIPUN goals and improve materials, teaching practice and support to enhance student learning. The assessments can be school based, and large scale standardized assessments.</p> <p>This will be supplemented by the revised scheme of examination adopted since 2019-20 where the assessment tools from basic skills and curriculum blended with specified proportion</p>
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Annexure - II

State FLN Mission Steering Committee:

S[.	Name	Designation
1	Chief Secretary, Tripura	Chairperson
2	Secretary, School Education	Member
3	Secretary , SW & SE	Member
4	Director, Elementary Education, Tripura	Member
5	Director, SCERT, Tripura.	Member
6	2 Teaching & Pedagogy domain experts	Members
7	2 NGO/CSR representatives	Members
8	State Project Director (SPD), Samagra Shiksha	Member Secretary

District FLN Mission Steering Committee:

Sl.	Name	Designation
1	District Magistrate/Collector	Chairperson
2	ADM (Priority Project)	Member Secretary
3	ADM/ Deputy Collector in DM office	Member
4	Principal, DIET	Member
5	SDWO	Member
6	DISE	Member
7	District Education Officer (DEO)	Member
8	Inspector of Schools	Member
9	2 External Domain experts	Members
10	Any officer/Principal DIET/DEO	Members

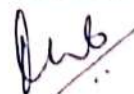


State PMU:

Sl.	Name	Designation
1	SPD ,Samagra Shiksha	Chairperson
2	SCERT Director	Member Secretary
3	Director ,Elementary Education	Member
4	Director Social Welfare & Social Education	Member
5	Addl. Director/ Joint Director, DEE	Member
6	ASPD/ JSPD ,Samagra Shiksha	Member
7	Addl. Director/ Joint Director, SCERT	Member
8	Deputy Director,SCERT	Member
9	OSD,NIPUN Tripura Cell	Member
10	State Coordinator, FLN	Member

Annexure - III**Roles and responsibilities of different institutions**

Institution	Role in the FLN Mission	Broad Areas of Responsibilities
Samagra Shiksha, Tripura	Nodal body for state wide implementation, funding & monitoring of the mission	<ul style="list-style-type: none"> - Mission Design, Alignment & Management with the National FLN mission in close coordination with MoE, Govt of India - Mission funding & expense management <ul style="list-style-type: none"> a. disbursement of funds to districts and SCERT/DIETs b. reporting expense management - All administrative processes including the following but not limited to: <ul style="list-style-type: none"> a. procurement of TLM and other learning material for improving learning b. printing of worksheets and other relevant material for students c. tech-product creation including creation of monitoring apps/portals - Monitoring & evaluation of mission's impact including -Tracking mechanisms for individual child level learning - Review & progress meetings at State level with periodic updates to State Committees



		<ul style="list-style-type: none"> - Mobilize support from different influencers to make FLN Mission a State led movement - All the guidelines and instructions regarding NIPUN Bharat can be issued State Project Directorate, Samagra Shiksha from time to time for effective implementation and achievement of goals set in the NIPUN Bharat document.
SCERT, Tripura	State wide academic and curriculum support	<ul style="list-style-type: none"> - Academic design & alignment to national FLN mission and contextualization to Tripura - Contextualising and translating teaching & learning material (TLM) for teachers, anganwadis and e-content for students hosted on DIKSHA platform, as per the guidelines of NCERT / NIPUN Bharat - Designing & rolling out baseline, endline & periodic students assessments aligned to learning outcomes/as outlined in NIPUN Bharat. Facilitating state wide implementation of NAS for student assessments - Designing, translating & creating: <ol style="list-style-type: none"> a. NIPUN Bharat aligned LOs/ competencies in state language b. Training modules (blended) for capacity building of education officials at all levels on implementing FLN mission. c. training modules (blended) for teachers and anganwadi workers for building awareness around the FLN mission through NISHTHA and additional contextualised courses d. targeted initiatives for social emotional well being of teachers and students - Designing and rolling out teacher situational analysis to identify support areas for teachers - Supporting Samagra Shiksha in monitoring & evaluation of mission's impact at all levels including the student learning - Ensure that there is coherence in learning content disseminated through various platforms (TV, Whatsapp, DIKSHA etc.)
District Governing Bodies	District level implementation, funding & monitoring	<ul style="list-style-type: none"> - Mission Design, Alignment & Management with the State FLN mission in close coordination with Samagra Shikshan, Tripura - District funding & expense management <ol style="list-style-type: none"> a. disbursement of funds to schools b. reporting expense management - Monitoring of mission's impact - Ensuring conducting monthly learning monitoring of children/ FLN mission goals and filling up the data in computer programme



		<ul style="list-style-type: none"> - Review & progress meetings at District level - Mobilize support from different influencers to make FLN Mission a district led movement - The existing structure of Block quality cell and District quality cell meetings needs to be integrated/leveraged for the review meeting of the steering committee at a district level. - Ensuring dedicated class teachers are allocated for 100% of primary schools, especially for Grade 1-3.
DIETs	District level training & support to schools & teachers	<ul style="list-style-type: none"> - Teacher training at block & cluster level - Strengthening teacher support structures by using data, classroom visits, capacity building of BRPs, CRPs - Planning and implementing parent awareness, engagement programmes - Planning and implementing targeted initiatives for social emotional well being of teachers and students - The training planned at district level needs to take into account minimizing cascade loss (ideally 1-2 steps before teacher) and establishing a strong support structure post training (aligned to the training content)
BRCs & CRC's	Block & Cluster level implementation & support to schools & teachers	<ul style="list-style-type: none"> - Supporting teachers with content knowledge, pedagogical guidance for aligning their teaching practices to achieve FLN outcomes - Ensuring conducting monthly learning monitoring of children/ FLN mission goals and filling up the data in computer programme - Supporting CWSN and slow learners through personalised attention, contextualised learning resources - Conducting school visits to observe teacher practices, provide support resulting into effective teaching in the classroom - Actively participate in cluster, block and district review meetings to share progress, learning from implementation of FLN aligned initiatives
SW & SE department	Block & Cluster level implementation & support to Anganwadi workers	<ul style="list-style-type: none"> - Ensuring that the state/district plan for FLN is implemented with the context of ECCE in all anganwadis - Implementing awareness and empowerment programs for FLN in coordination with all other stakeholders - Ensuring knowledge, capacity building material including blended learning courses for Anganwadi workers - Participate in district/block level meetings regarding FLN and conduct review meetings

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		<p>with departmental implementing functionaries</p> <ul style="list-style-type: none"> - Designing a monitoring mechanism to oversee implementation of FLN initiatives, track student learning - Planning and implementing targeted initiatives for social emotional well being of anganwadi workers and enrolled children
Gram Panchayats & SMCs	Community/ village level support & monitoring for schools & teachers	<ul style="list-style-type: none"> - Support the schools through human and financial resources implementing FLN mission at the school level; and by leveraging various government schemes like 15th FC , MGNREGA - Mobilize the community support to bring back 100% of children into schools and ensuring regular attendance in classrooms - Mobilize village level classes, peer learning and learning in groups of 3-4 children and promote self learning. - Motivate and train parents on the importance of FLN and their roles in achieving its goals for their children. - Monitor the learning levels of children by interacting with children and teachers on a periodic basis -The Gram Panchayats need to call/ follow-up with parents especially those of out of school children and sensitise them about the importance of continuing education, attending school regularly

