PROJECT CLOSURE REPORT

Project & Time Management Bootcamp

"Driving Student Learning Outcomes Forward"

For District FLN Coordinators
29th–30th July 2025 | Central Square Foundation Office, New Delhi

Organised by: NIPUN Haryana Mission, Academic Cell, Department of School Education in collaboration with Central Square Foundation

Document prepared by Dr. Parmod Kumar, Program Officer and State Project Implementation Unit, NIPUN Haryana

Executive Summary

The Project & Time Management Bootcamp was organised under the NIPUN Haryana Mission as part of its ongoing capacity-building programme for District FLN Coordinators (FLNCs).

Held on **29–30 July, 2025** at the Central Square Foundation office, New Delhi, the two-day bootcamp brought together:

- 22 FLNCs from all the districts across Haryana
- The State Project Implementation Unit (SPIU) team
- Expert facilitators like Dr. Parmod Kumar, Program Officer, Academic Cell and Dr. Dhir Jhingran, Founder & Executive Director, Language & Learning Foundation

Purpose

FLNCs serve as the operational bridge between state-level FLN strategies and district-level execution, working through DPIU and BPIU structures. The bootcamp was designed to equip them with:

Mastery over the entire project lifecycle – initiation, planning, execution, monitoring, and closure.

Application of time management frameworks (Eisenhower Matrix).

Risk management strategies for district-level challenges.

The ability to translate data insights into targeted district projects.

Highlights

- Simulation-Based Learning: A district-level SLO improvement scenario brought to life by FLN Coordinator Sudarshan Poonia, a participant himself.
- Interactive Tools: Kahoot quizzes, Mentimeter polls, and the NIPUN Shark Tank challenge.
- Action Orientation: Every FLNC committed to designing and rolling out a district-level project to improve Student Learning Outcomes (SLOs).

Impact Snapshot (detailed in later pages)

17.5%

Pre–Post Test Improvement

10/10

Net Promoter Score (NPS)
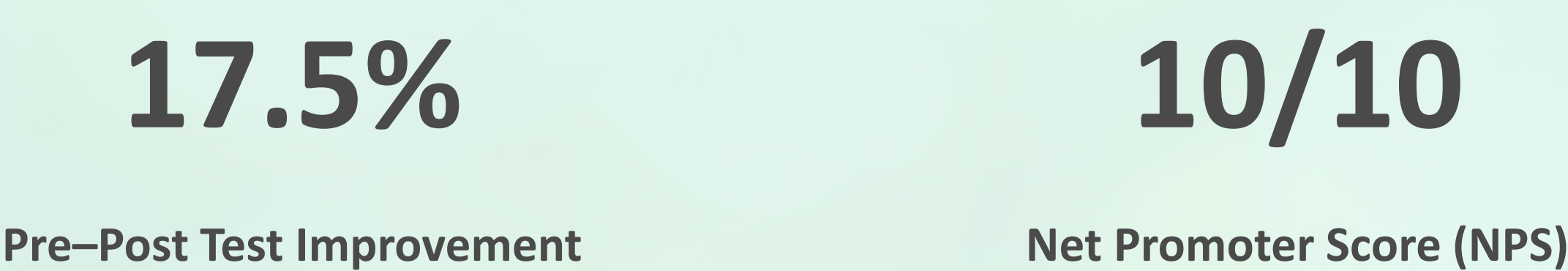
Background & Rationale

Who Are District FLN Coordinators Coordinators (FLNCs)?

FLNCs are appointed in every district under the supervision of the DEEO to act as the operational bridge between state and district offices. Their responsibilities include:

- Convening and strengthening DPIU and BPIU meetings.

- Monitoring school performance across key FLN indicators.

- Leading district projects and ensuring timely reporting.

- Providing micro-trainings to mentors for on-ground capacity building.

Why This Bootcamp Was Needed

A state-wide needs analysis with FLNCs revealed critical skill gaps:
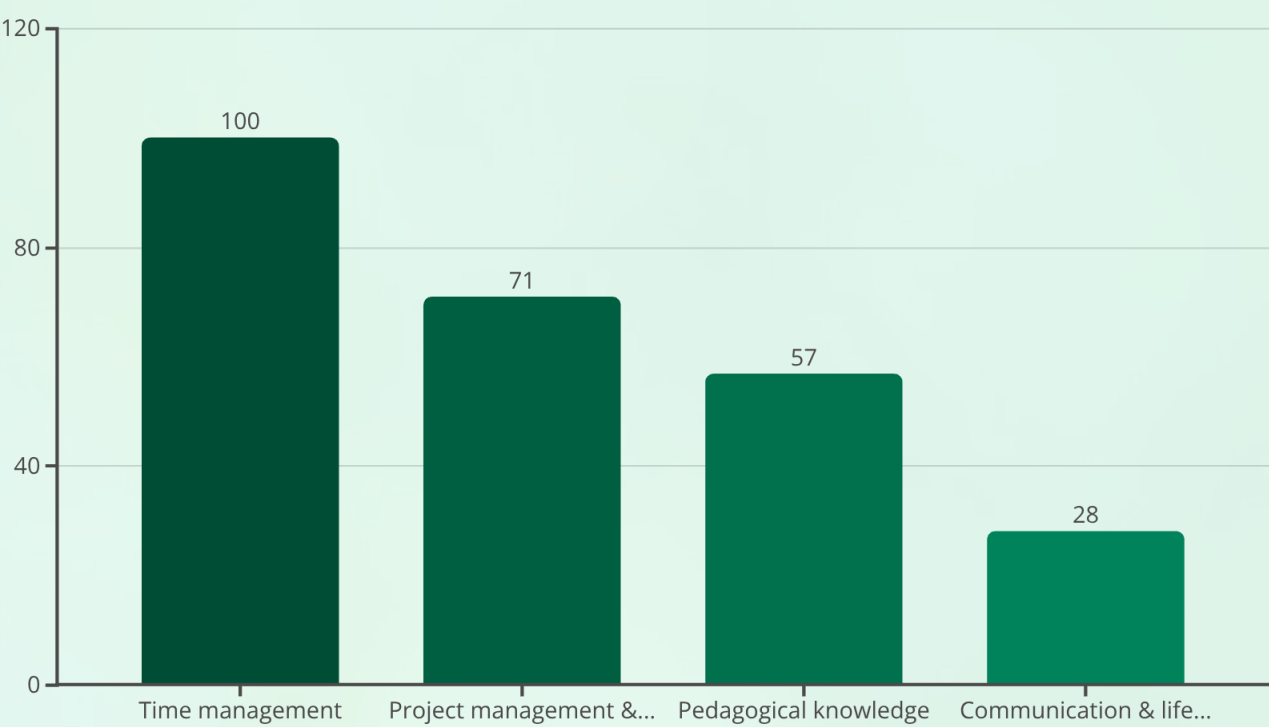
Recognising that project and time management are essential to executing FLN interventions with fidelity, the 7th State Steering Committee of the NIPUN Haryana Mission recommended a targeted bootcamp to build these capacities.

Workshop Objectives

1

Strengthen FLNC capacity to plan, execute, and close district-level projects using a structured project lifecycle.

2

Build confidence in using tools such as Theory of Change, RACI Matrix, SMART Indicators, and the Eisenhower Matrix.

3

Improve the ability to link SLO data analysis with targeted, high-impact interventions.

The Simulation Approach – Bringing District Realities into Realities into the Classroom

To ensure learning was directly applicable, the bootcamp featured a four-part district simulation led by FLN Coordinator Sudarshan Poonia who was himself a participant:

Project Initiation

Reviewing SLO data, identifying struggling competencies, defining measurable objectives.

Planning

Creating realistic timelines, allocating resources, and clarifying accountability via a RACI chart.

Execution & Monitoring

Use of monitoring and evaluation tools to manage projects. Managing risks such as teacher disengagement etc., and leveraging review meetings for problem-solving.

Closure

Analysing outcomes, documenting learnings and establishing feedback loops for all stakeholders.

By grounding every tool and framework in real SLO data and district-level challenges, the simulation ensured participants could visualise and apply concepts immediately in their own contexts.

Photo no. 1: A still from Mr. Sudarshan Poonia's video

Workshop Design & Session Summaries

The two-day Project & Time Management Bootcamp was not just a training — it was the culmination of months of work in creating a contextual project management framework tailored for the NIPUN Haryana Mission.

The journey began with studying global project management (PM) models and adapting them to the development sector, specifically the realities of FLN implementation in Haryana. Contextual, hypothetical projects were designed, tested, and refined with inputs from the SPIU team. The final output was a 4-stage project lifecycle model—Initiation, Planning, Execution & Monitoring, and Closure—infused with tools like Theory of Change, RACI Matrix, and Eisenhower Matrix, all contextual to the NIPUN Haryana Mission.

This bootcamp was the first time the FLNCs worked through this framework end-to-end, using simulation-based learning. Each session mirrored the project lifecycle stages, blending theory, hands-on activities, live simulations and collaborative challenges. The sessions also featured one of the participants Mr. Sudarshan Poonia who had pre-recorded videos to share a case study on what he should do to improve Student learning outcomes by relating the process to every element of the project lifecycle.

Day 1 – Building the Foundations

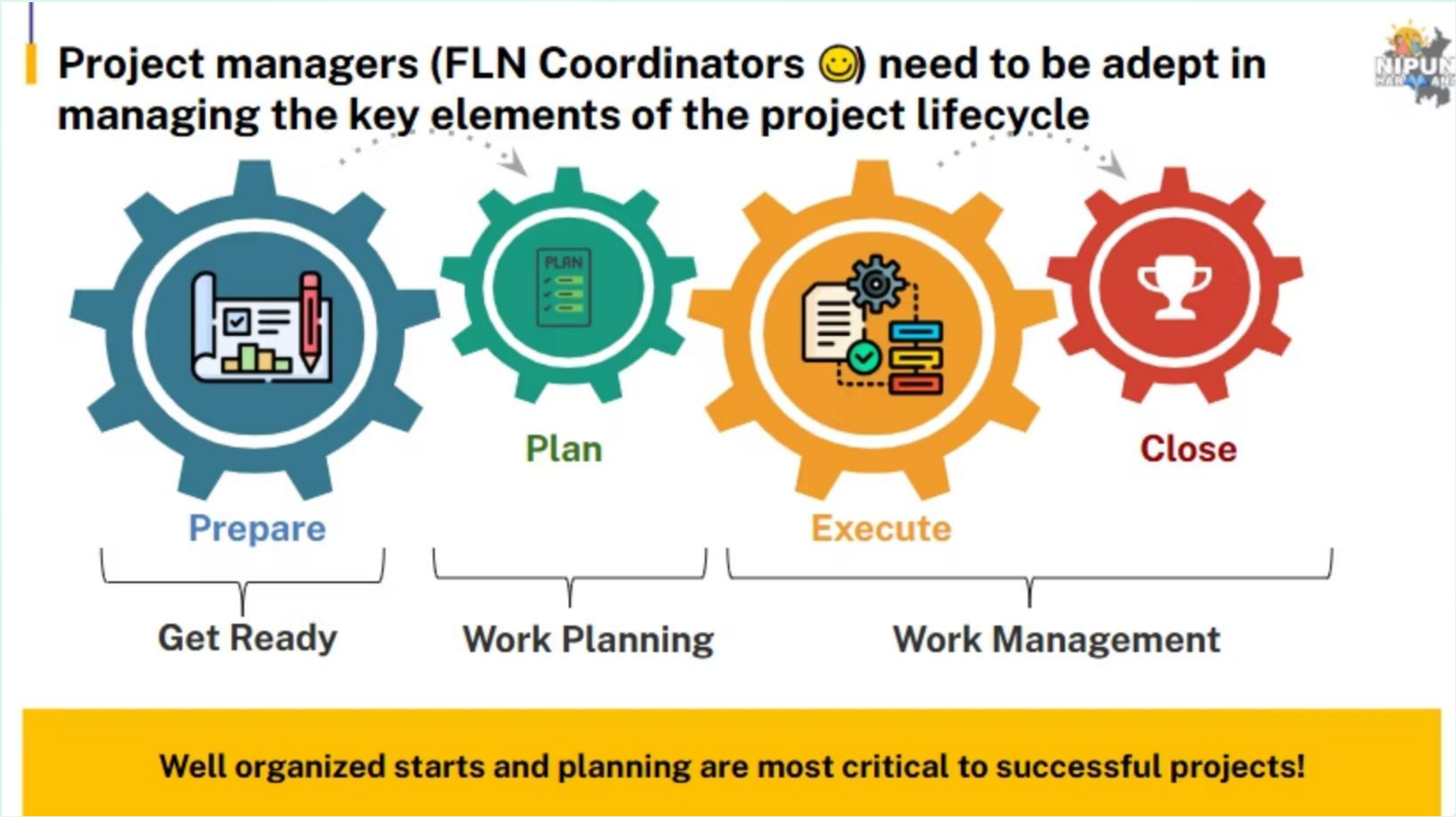### Welcome Speech – Mr. Vinod Karate Karate

Mr. Vinod Karate, Director – State Reforms at Central Square Foundation, welcomed the participants and set the tone for the two-day bootcamp. He highlighted the critical role of District FLN Coordinators in driving systemic improvements under the NIPUN Haryana Mission. Stressing the importance of structured project management, he encouraged participants to approach the sessions with an open, solution-oriented mindset and to translate learnings into concrete district-level actions.

Session 1 – Project Lifecycle

The bootcamp opened with Session 1 – Project Lifecycle, where participants were introduced to the fundamentals of project management, including the classic time–cost–quality constraints and the critical role of formal planning in meeting FLN goals. To make the concept engaging and relatable, the facilitator made participants brainstorm a plan a wedding case study. During this activitiy, by mapping constraints that one might face while planning a wedding—such as budget, timelines, and guest preferences—FLNCs were able to visualise dependencies, sequencing, and trade-offs in a fun yet practical manner. Thereafter, all cycles of a case study were demonstrated to the participants.

Diagram no. 1: Project life cycle

Project managers (FLN Coordinators 😊) need to be adept in managing the key elements of the project lifecycle

Prepare — Get Ready
Plan — Work Planning
Execute — Work Management
Close

Well organized starts and planning are most critical to successful projects!

Session 2 – Third-Party Evaluation – Present Status & SLO Composite Scores Scores

This session provided an update on the third-party evaluation that was conducted in the state last year. The present situation of Learning outcomes in the state competency wise was shared with the participants. The SLO Composite Score framework was explained, showing how multiple datasets – including mentor observations, assessment results, and teacher led periodic assessments – are combined into a single performance indicator. District-wise performance trends were discussed, with a focus on using these scores to prioritise interventions for struggling schools and competencies. This set the stage for simulation activities for driving SLOs up, in the coming stages.

Session 3 – Project Preparation

This session introduced the Theory of Change, guiding participants to map inputs to outputs and outcomes in a logical flow. Stakeholder mapping was another key focus, helping define the roles, influence, and interests of various actors in a project. This session featured a hands-on simulation by Sudarshan Poonia, who used real district SLO data to prompt his peers to identify the core problem before jumping to solutions. His question—"अब सवाल है – हमें किस समस्या को हल करना है? क्या यह सिर्फ़ रिपोर्ट है, या सच में यह जानना है कि बच्चा क्या सीख रहा है और क्या नहीं?"—provoked deep reflection and grounded the exercise in real-world FLN challenges.

Photo no. 2: Participants listening to the sessions

Session 4 – Project Planning

Building on that foundation, Project Planning introduced the RACI Matrix, a tool to clearly define who is Responsible, Accountable, Consulted, and Informed for each task. The discussion explored resource allocation strategies for low-resource settings and emphasised the importance of structured communication plans to keep DPIU and BPIU teams aligned. In another simulation, Mr. Poonia highlighted the value of role clarity: "अगर हम roles और responsibilities clear कर लें – और हर व्यक्ति को उसका task मिल जाए... तो chaos कम होगा" This exercise demonstrated how eliminating ambiguity can streamline operations and reduce friction.

Photo no. 3: A group of the FLN Coordinators presenting their task during the planning session

Day 2 – From Execution to Closure

Session 5 – Project Execution & Monitoring

The focus then shifted to Session 5 – Project Execution & Monitoring, where participants examined how to maintain fidelity of implementation—ensuring that the right activities are done in the right way. Risk management frameworks were introduced to help anticipate and mitigate common challenges such as data inflation, resource delays, etc. Participants explored monitoring tools designed to track progress against defined milestones. Reflecting on these challenges, Mr. Poonia noted, "Execution के समय सबसे बड़ा challenge है – fidelity... क्या mentor actual status report कर रहा है या सिर्फ numbers भर रहा है?"

Photo no .4: Participants interacting during the project execution session

Session 6 – Project Closure

In Project Closure, the importance of thorough documentation was underscored as a means to preserve institutional memory. Participants were introduced to feedback loops tailored for different stakeholder groups, from mentors and teachers to district leadership. Examples of well-crafted closure reports were shared, illustrating how they can capture both achievements and lessons learned. Summarising the session's ethos, Mr. Poonia remarked, "मैं मानता हूँ, अगर हम इस project की पूरी कहानी को लिखेंगे – तो आगे के FLN programs को इससे सीखने का अवसर मिलेगा"

Session 7 – Fireside Chat with Dr. Dhir Dhir Jhingran

In an engaging and candid conversation, Dr. Dhir Jhingran, Founder and Executive Director of the Language and Learning Foundation, reflected on the nuances of educational change management. He discussed the challenges of implementing reforms at scale, the importance of data-driven decision-making, and the need for contextual strategies in diverse districts. He brough to life scenarios at an entire system level like across Haryana in multiple surveys like ASER, State led Eval, etc. and took the participants in journey across levels, i.e. state to district to block to cluster and finally to a classroom. His message was on finding and implementing ways to make every child NIPUN.

Photo no. 5 & 6: An FLNC addresses a question to Dr. Dhir Jhingran, Dr. Parmod Kumar interacts with Dr. Dhir Jhingran

Session 8 – Open house Conversation – Dr. Parmod Kumar

Dr. Parmod Kumar, State Programme Officer for NIPUN Haryana, spoke about the operational backbone of the mission and how FLNCs can play a catalytic role. He emphasised the integration of academic priorities with governance systems, ensuring that district-level planning, monitoring, and reporting align with the state's FLN goals. He also outlined the expectations from FLNCs in upcoming cycles, including the need to focus on integrating well performing teachers to drive SLOs up. He also suggested that the Project Management knowledge be shared with stakeholders right upto the cluster level.

Photo 7 and 8: Dr. Parmod Kumar delivering a motivating session and interacting with participants

Session 9 – Time Management

The Time Management session featured the Eisenhower Matrix as a practical framework to distinguish urgent tasks from important ones. Participants mapped their own weekly schedules, identifying ways to re-prioritise activities and free up time for high-impact work. In this session, Mr. Poonia a personal reflection: "तो साथियों, ये मेरी स्थिति है। अब मुझे इसे प्रभावी ढंग से प्लान करना है..."—a sentiment that resonated with many participants as they considered how to apply the tools in their daily roles.

Photo no. 9: FLNCs sharing their plans based on Eisenhower Matrix
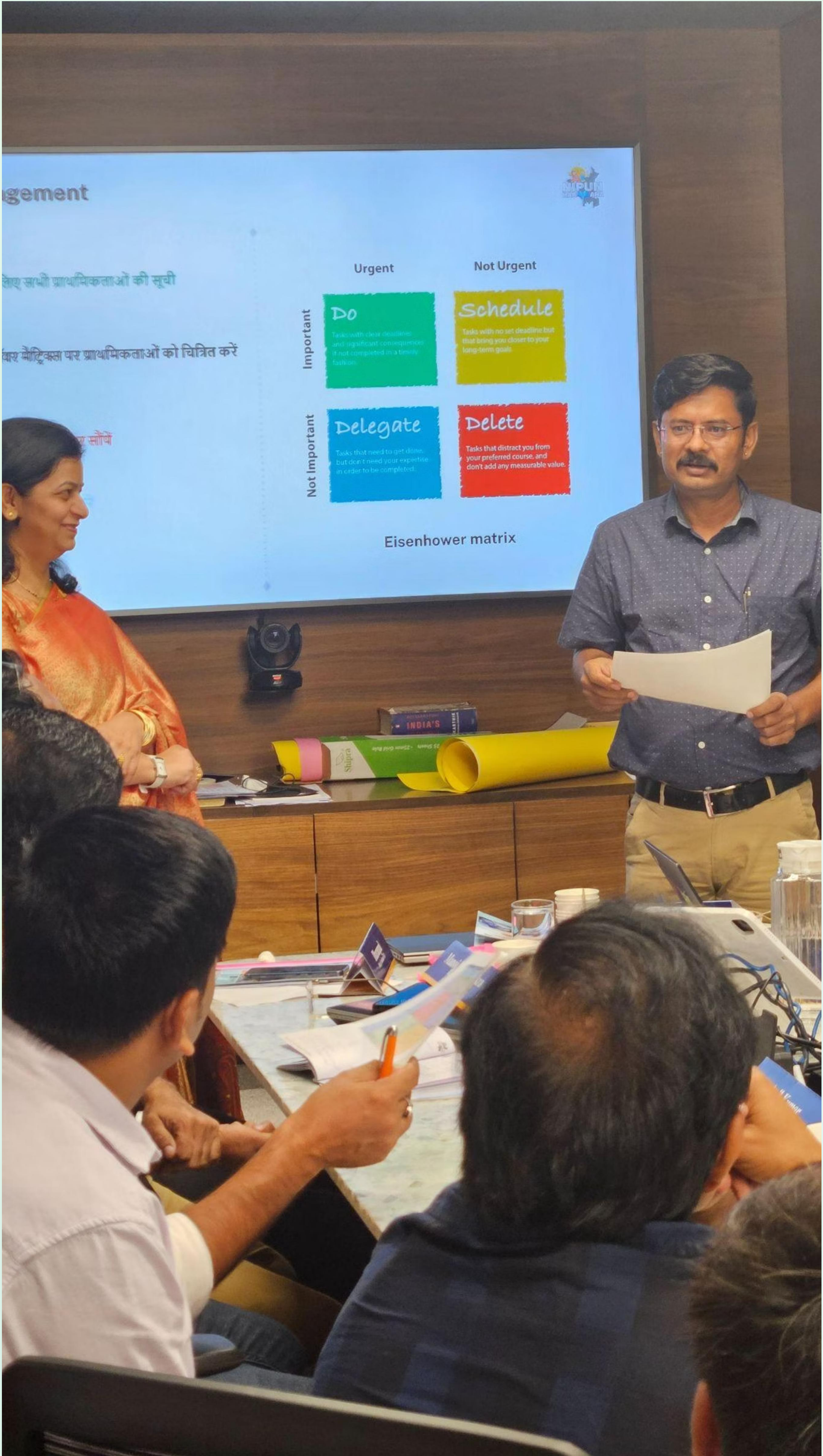
Session 10– Review meetings: DPIU Actionable Tracker

The session focused on helping FLNCs improve the driving of accountability at districts using the DPIU Actionable Tracker. FLNCs discussed the importance of setting clear timelines, defining responsible officers for each action point and ensuring transparent progress tracking. The session focused on clarifying how not to fill the tracker and how to better fill it.

Photo no. 10: An analogy of Bridge builders used to guide FLNCs on structured projects through DPIU meetings
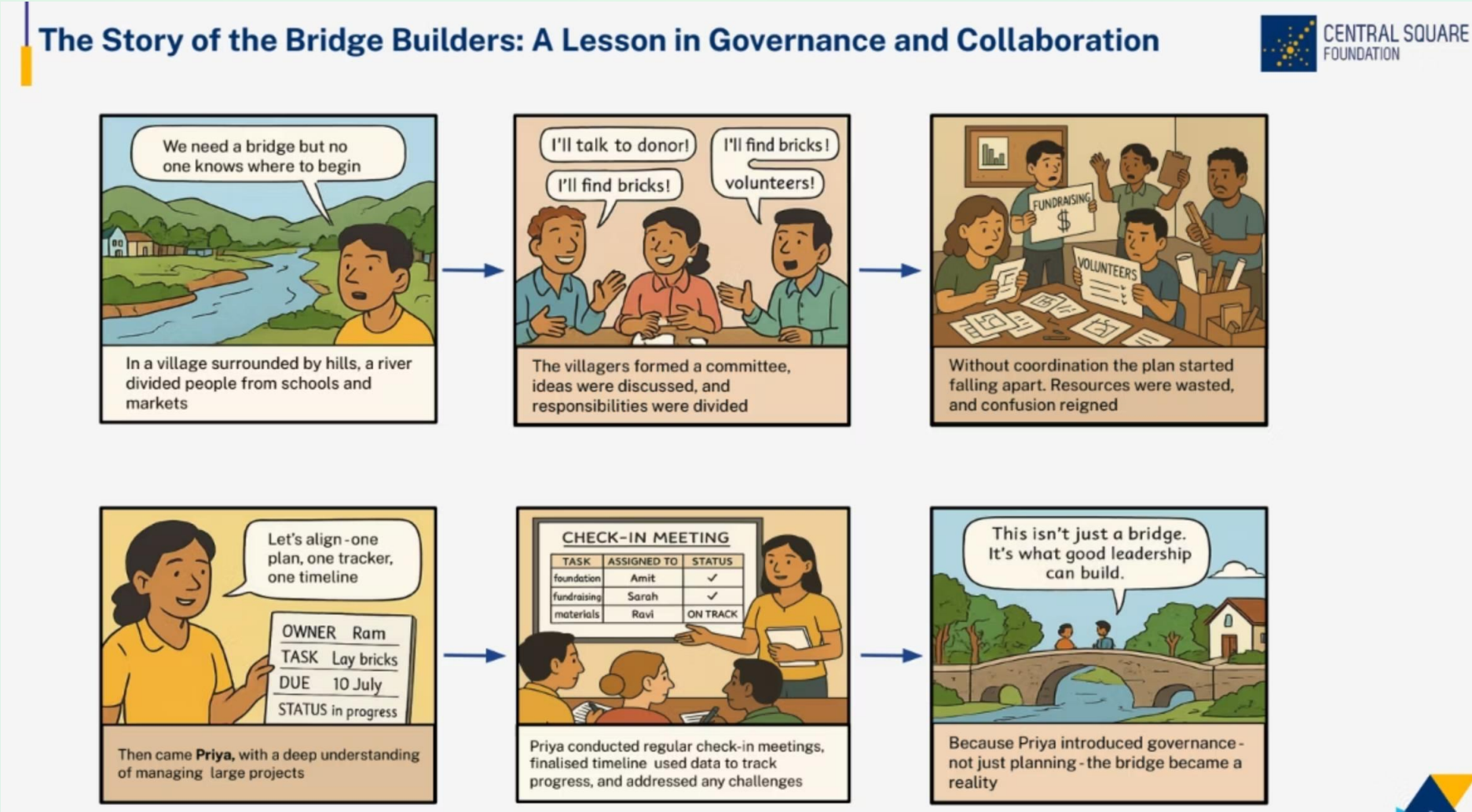
Session 11– Video-Based Assessments (VBAs)

This session showcased the use of VBAs as a transparent and consistent method for monitoring classroom practices and student learning outcomes. FLNCs of Karnal, Panipat, Gurugram and Jhajjar elaborated how VBAs can help validate classroom performance and monitoring. Case examples demonstrated how districts have used VBA to improve SLOs at classroom level.
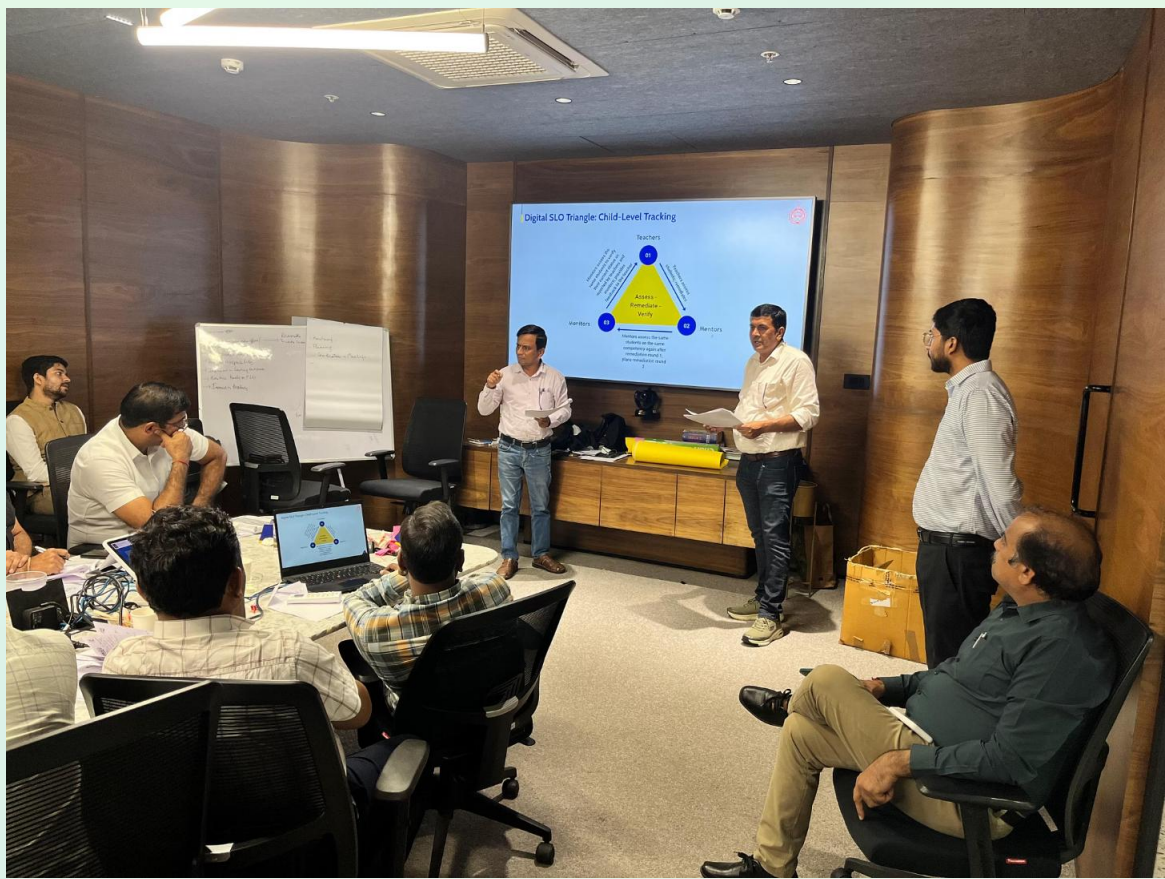

Photo no. 11: FLNCs sharing their experience of Video Based assessments with fellow participants

NIPUN Shark Tank Challenge

The bootcamp culminated in a high-energy pitching session where teams of District FLN Coordinators showcased innovative FLN projects designed using the complete project lifecycle. The presentations reflected a strong grasp of both the tools and frameworks covered during the workshop, translating theory into actionable district-level plans.

Project Themes (Concept notes submitted in annexure)

- Video-Based Assessments for evidence-based mentoring
- Watchlist Programme targeting underperforming schools
- Differentiated Support Models for clusters based on SLO performance
- Enhanced usage of the NIPUN Teacher App to strengthen implementation

This final exercise reinforced the workshop's core message—effective project management principles can be directly applied to drive impactful, on-ground action for improving learning outcomes. Mr. Vinod Karate, Project Director, CSF was Shark in the Shark tank activity. The activity was won by team presenting on Video Based Assessments containing the District FLN Coordinators of Yamunanagar, Panipat, Karnal, Hisar, Sirsa and Mahendragarh.

Photo no. 12: Project presentation to Shark
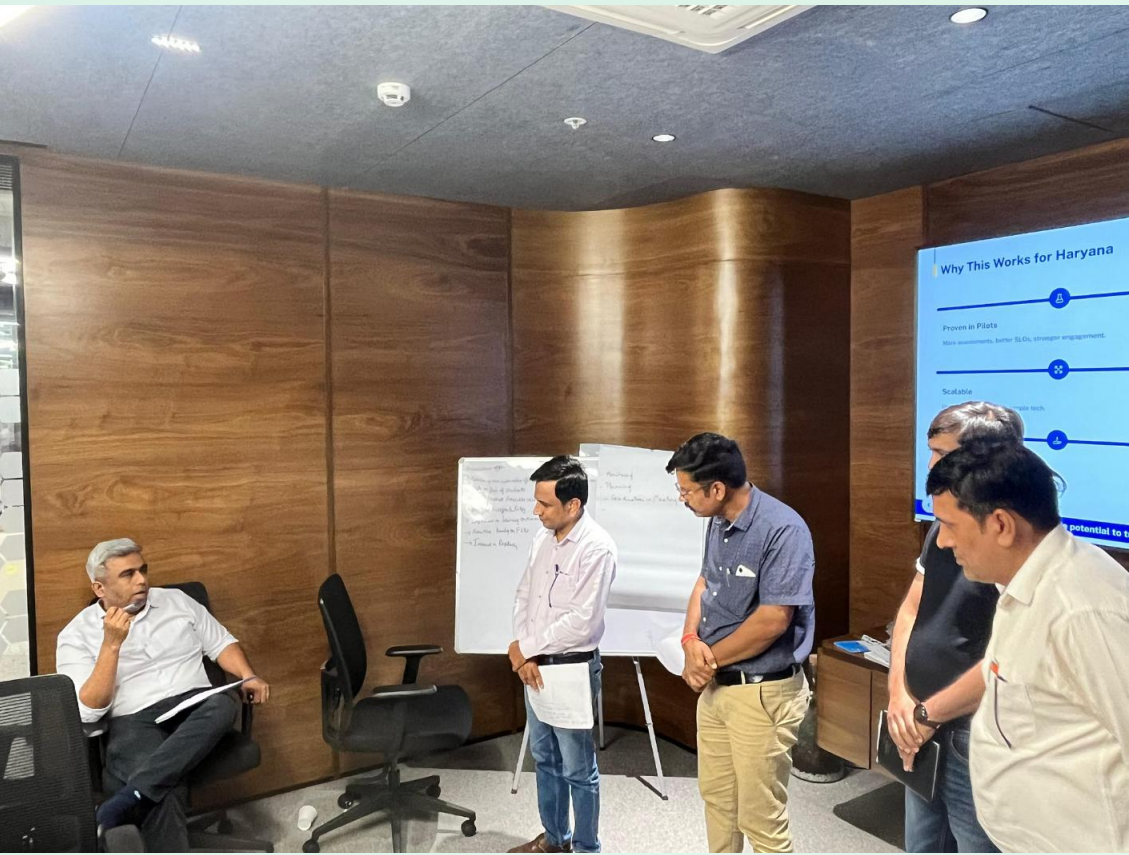
Photo no. 13: Winners of NIPUN Shark tank

Vote of thanks

The proceedings concluded with a heartfelt vote of thanks delivered by Mrs. Shaveta Sharma Kukreja, who commended the District FLN Coordinators for their high-intensity participation and commitment throughout the two days. Following her address, all participants were presented with certificates and parting mementos in recognition of their engagement. The excitement peaked as the winners of the NIPUN Shark Tank challenge were announced and rewarded, bringing the bootcamp to a celebratory close and leaving participants energised to translate their learnings into impactful district-level action.

Photo no. 14 and 15: A FLNC being facilitated by Mrs. Shaveta Sharma Kukreja, CEO, CSF and photo of all paticipant FLNCs

Culture Plan, Facilities, and Goodies

Culture Plan

A carefully designed Culture Plan was integrated into the program to cultivate a strong sense of belonging, trust and team spirit among participants. The plan was anchored around three core mindsets:

- Belongingness to the NIPUN Mission
- Trust in the FLNC team
- Trust in the SPIU team

To bring these mindsets to life, a series of engaging interventions were carried out:

- District stakeholders like DEEOs, BEOs, PRTS, etc. sent in video messages appreciating the efforts of the FLN Coordinators which was shown during lunch breaks
- The symbolic NIPUN rocket launch invited participants to write down their wishes for the mission
- Energizers such as the navigator/defender game and post-lunch dance breaks
- Personalised postcards from the SPIU team celebrating each coordinator's contribution

These activities ensured that participants were not only engaged but also emotionally invested, strengthening their connection to the mission and to one another.

Facilities

Beyond culture-building, thoughtful attention was given to facilities and participant experience:

- All participants were hosted at Nuo by Justa, a four-star hotel
- Buffet breakfasts and dinners were arranged at the hotel
- Wholesome thali lunches, supplemented by tea and snacks, were served at the CSF office
- Dedicated cab services were organised for daily travel between the hotel and the training venue

Goodies

A thoughtfully curated set of goodies was provided, designed to reinforce pride in the mission:

- NIPUN Haryana-CSF tote bag
- Co-branded NIPUN Haryana-CSF pendrive
- NIPUN mug
- NIPUN Selfie stand
- Personalised stationery items
- Framed group photograph

Photo no. 16: Goodies given to Participants

Together, the culture plan, high-quality facilities and meaningful giveaways transformed the training into more than just a professional exercise. It became a shared experience of recognition, belonging and pride—one that participants would carry with them as they advanced the mission in their districts.

Learning Gains

Pre-Test and Post-Test Results

All participants completed a baseline pre-test before the Bootcamp and a post-test on Day 2, covering key concepts like project lifecycle stages and time management strategies based on practical case studies. The results demonstrate a significant improvement in knowledge acquisition.
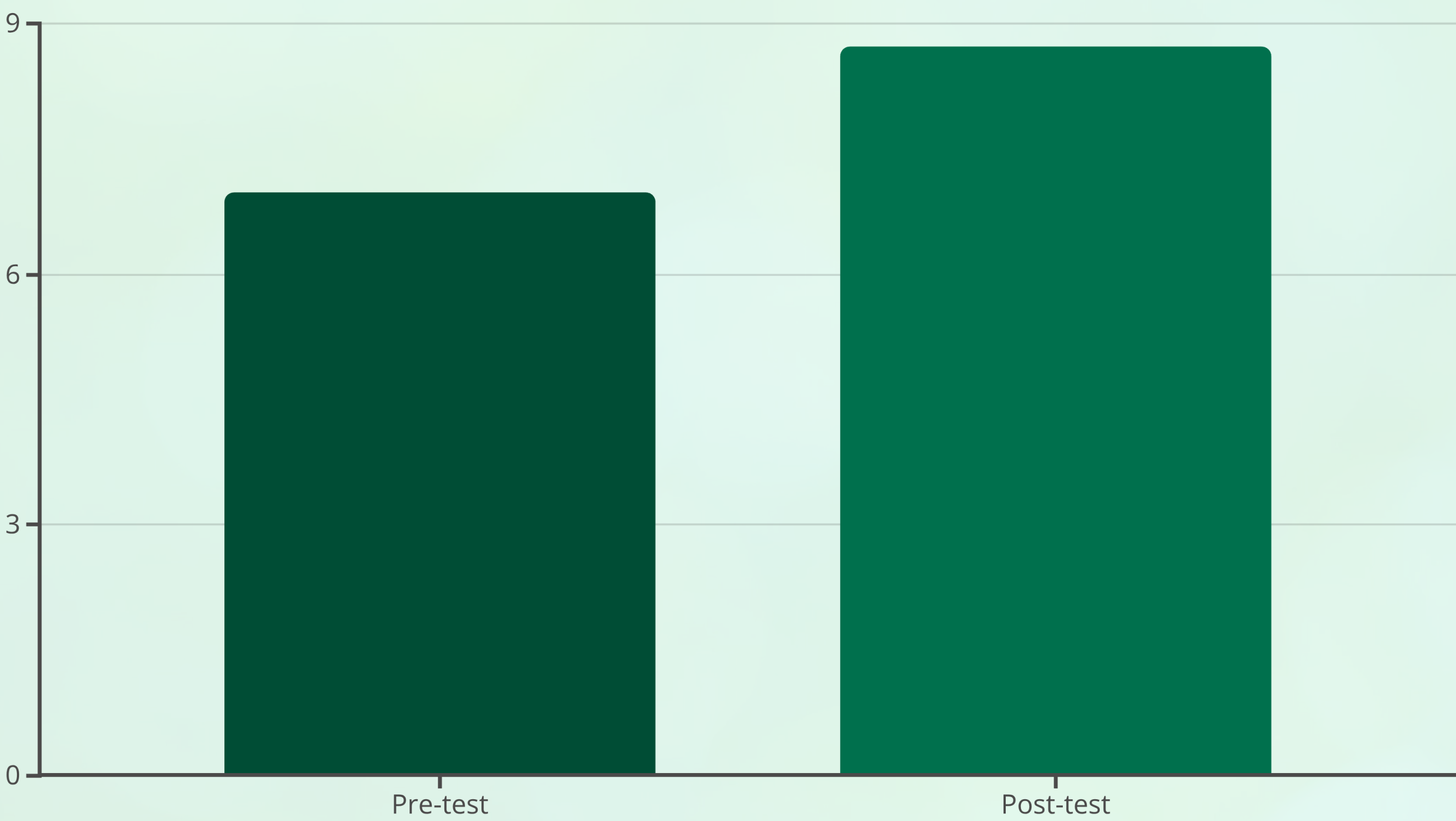
As the chart illustrates, the average score significantly increased from the pre-test to the post-test, reflecting effective knowledge transfer during the bootcamp.

Overall Improvement

A notable **25% overall improvement** was recorded, translating to a gain of **1.75 points** on the 10-point scale. This indicates enhanced understanding and application of concepts.

Top Performers

The highest post test scores were Bhiwani, which achieved a perfect **10** and Nuh, Palwal, Kaithal and Sonipat at **9.6** on the post-test, showcasing exceptional learning by some participants.

Areas for Growth

The lowest post-test scores were Participant A at **5.38** (up from 4 in pre-test) and Participant B at **5.77** (up from 3.67) , highlighting need for extended support.

Participation Highlights

60.87%

95.65%

17.39%

Pre-session task completion

14 out of 23 participants

Attendance

22 out of 23 participants on both days

Post-session task completion

Only 4 districts submitted within the given timeline
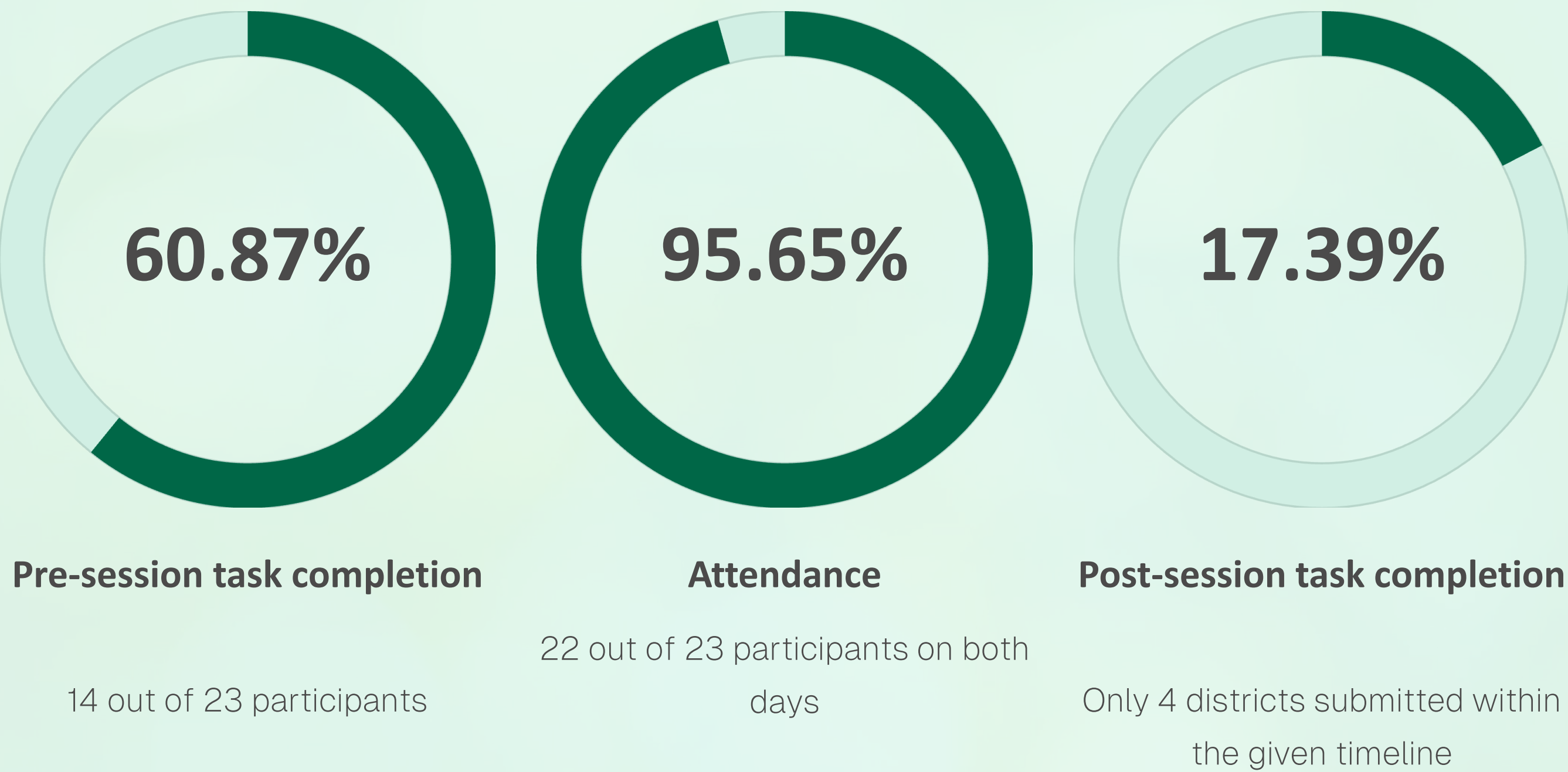
Key Insights

- Districts with higher pre-session preparation generally demonstrated better post-test improvements.
- 20 of the 22 participants showed improved while the remaining 2 scored above 9 in both pre and post tests.

Pre test score and Post test score

Legend: ■ Pre test score ■ Post test score

Scores by Different participants

Asynchronous Tasks & Field Application

Before and after the Bootcamp, participants were assigned three asynchronous tasks to ensure translation of learning into field practice:

Before the bootcamp, FLNC were asked to do 3 tasks:

1

Delhi Metro case study: FLNCs were asked to read the Delhi Metro case study

2

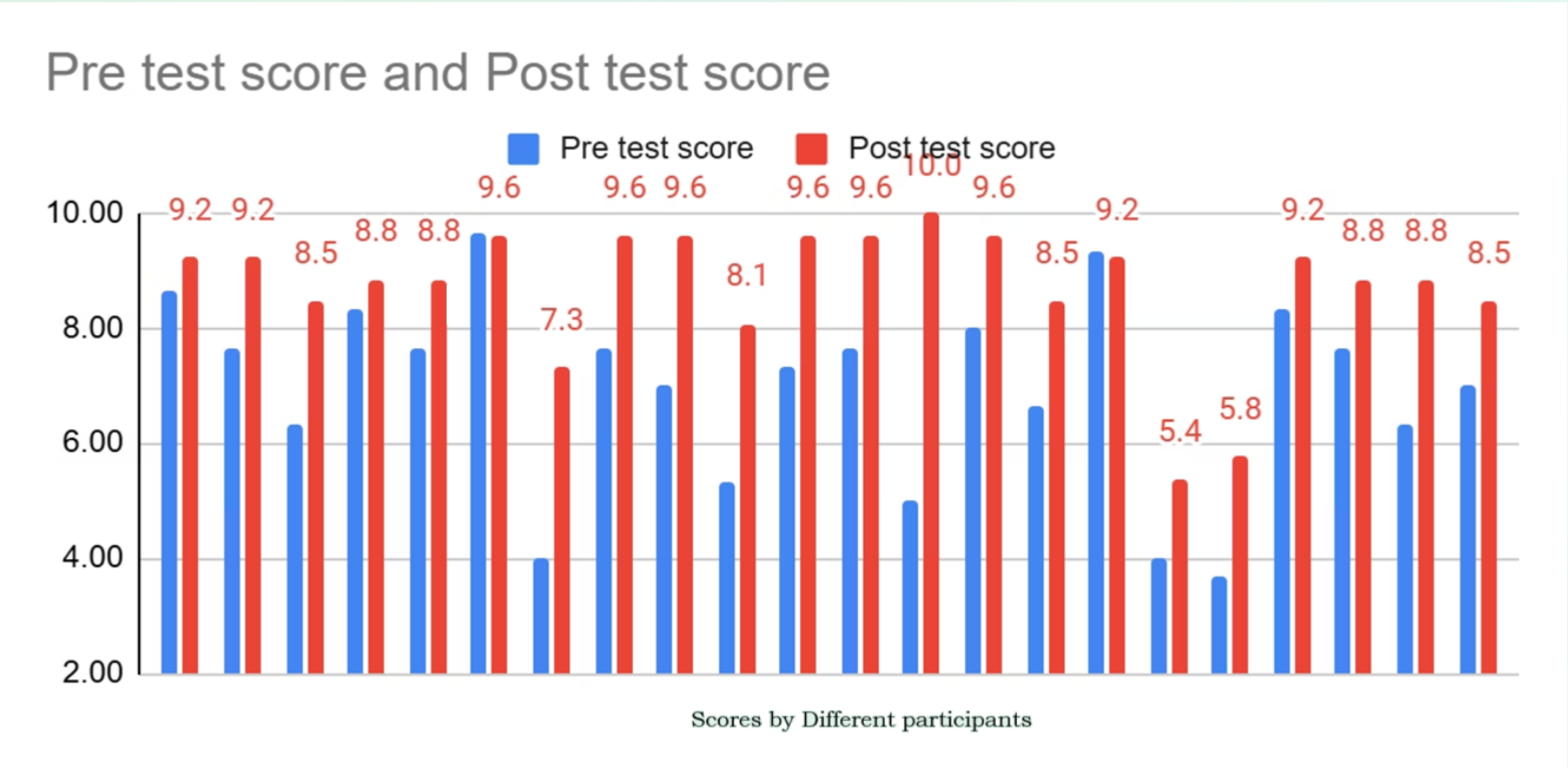Project recollection: FLNCs were asked to recollect a project they have witnessed or been part of.

3

Time management experience: FLNCs were asked to recollect an experience of managing time.
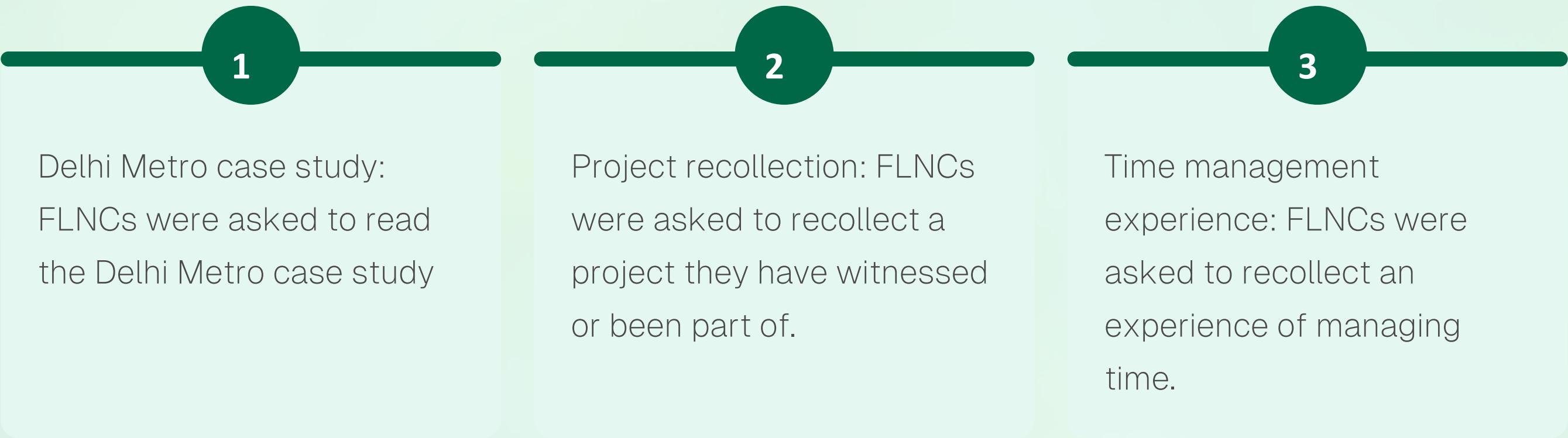
Photo no. 17: A pre-work on project submitted by FLNC, Kurukshetra

Project NEENV- An Initiative of Elementary Education Department in Collaboration with District Administration, Kurukshetra, for providing Quality Educational Opportunities in Govt. Primary Schools in Kurukshetra.

-Gautam Dutt, District FLN Coordinator, Kurukshetra

Introduction: Almost all senior secondary schools across the state have been provided with smart classroom equipment e.g. Smart Board, Advanced Computers, Language Labs etc. Elementary schools which are solely of the level of class 01 to 05 or 01 to 08 are unnoticed till now. Some good performing schools really deserve immediate attention in this regard. Sh. Shantanu Sharma, the then Deputy

After the bootcamp, participants have been asked to do the following tasks:

1

Video Reflection: A 2–3 minute personal video capturing academic and practical takeaways from the Bootcamp.

2

District Project Blueprint: Using the provided template, design a project addressing a specific SLO gap in their district.

3

In-District Workshop: Conduct a mini project management session for mentors or block officials.

Completion & Highlights:

- 60.80% (14 out of 23) submitted pre-session tasks.
- Post session: District Sirsa and Hisar are planning projects for focused interventions in one school per cluster, District Panchkula is planning a school adoption program for tracking of NIPUN Students, schools and clusters while District Jhajjar is planning a project titled My Class, NIPUN Class.

Photo no. 18: A project created by FLNC Jhajjar

Understanding the NIPUN Class

A NIPUN Class is defined by a significant achievement metric: **80% of students** in Classes 1st to 3rd must achieve their designated Class Lakshyas (learning outcomes) in foundational literacy and numeracy. This rigorous standard ensures comprehensive student progress.

80%

Students achieving Class Lakshyas in foundational literacy and numeracy.

Field Impact Potential

The State Project Implementation Unit (SPIU) will support FLNCs in district projects and track execution fidelity during DPIU review meetings.

Participant Feedback & Testimonials

Net Promoter Score (NPS)

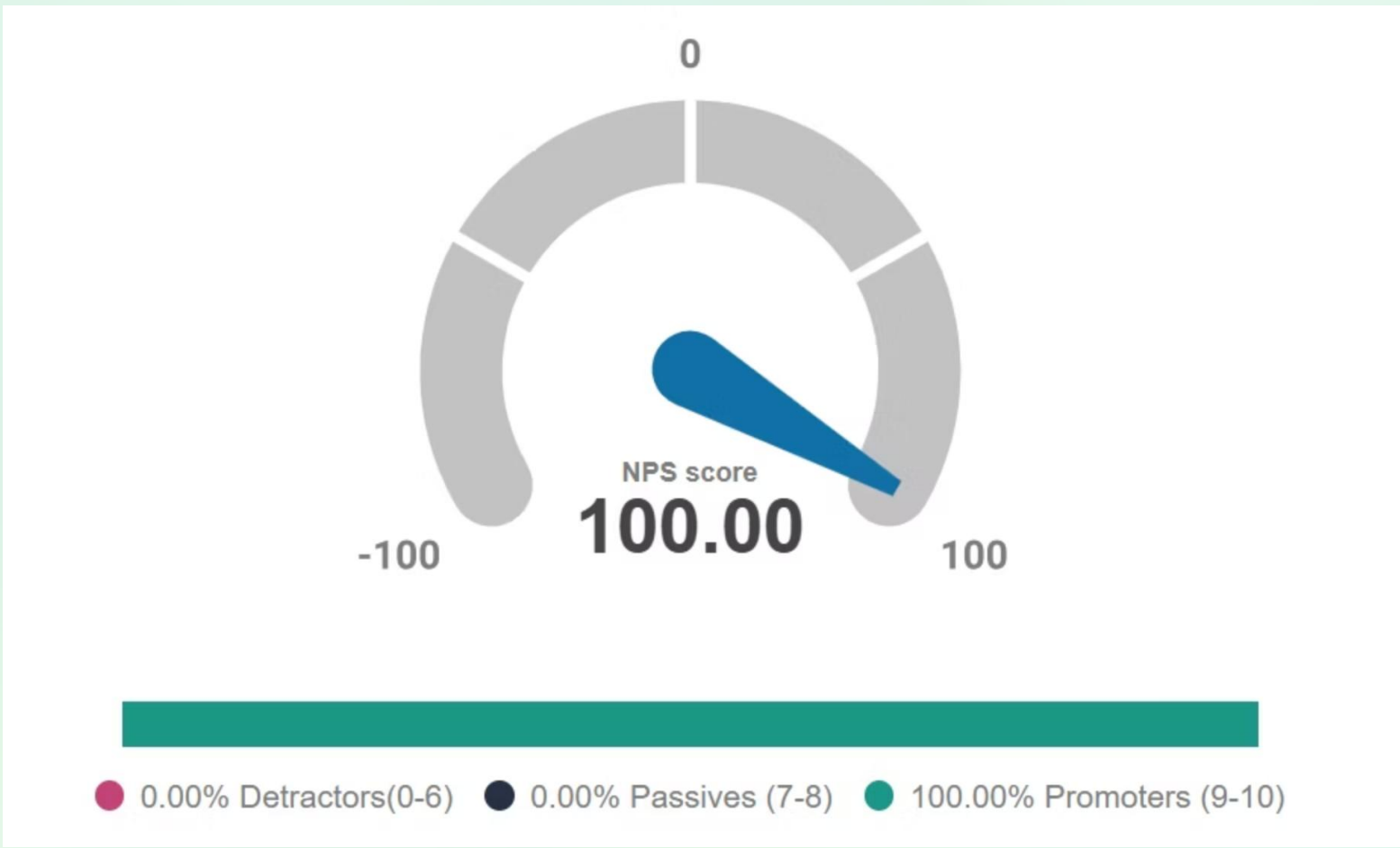Participants rated their overall experience of the workshop on a scale of 1-10:

9.9

Average rating

100

Net Promoter Score

All participants were promoters and there were no detractors and passive participants for the workshop

Strengths Highlighted by Participants

- Real-life simulation by Sudarshan Poonia brought clarity to complex concepts.
- Tools like RACI Matrix and Theory of Change are directly usable at the district level.
- Interactive formats (Mentimeter, group activities) kept engagement high.

Areas for Improvement

- Allocate more time for district project blueprint work.
- Include more hands-on sessions for technology tools (Excel dashboards, AI applications) in future sessions
- The sessions were conducted with a time crunch. More time would have helped.

Testimonials

Improved Time Management

Eisenhower Matrix techniques

Enhanced Planning

Detailed, disciplined planning

Workshop Impact

Risk Management Skills

Practical risk approaches

Professional Facilitation

CSF team's clear delivery

Project-based Learning

Lessons and PPTs delivered

"

कार्यशाला बहुत शानदार थी / हमें इस दौरान बहुत नया सीखने को मिला / हम आने वाले समय में अपने जिले में और बेहतरीन प्लानिंग के साथ निपुण को इंप्लीमेंट करेंगे और बेहतरीन परिणाम लाने का प्रयास करेंगे / कार्यशाला से हमें बहुत ही सूक्ष्मता के साथ प्लानिंग की समझ बनाने में मदद मिली/

-FLNC, Panchkula

"

Time management and Risk Management and Project based Lessons/PPT, Delivery of Content, all was nicely handled by CSF Team. All were in Time. Great.

- FLNC, Gurugram

"

"Time management techniques from the Eisenhower Matrix have already improved my weekly planning.

-FLNC, Sonipat

> *Your team's dedication and professionalism were truly outstanding. I especially appreciated the approach to time management through the Eisenhower Matrix, it was clear, practical and very well explained.*
>
> *Just one suggestion: such bootcamps should be organized from time to time, as they are incredibly valuable.*
>
> *–FLNC,Palwal*

Key Takeaways & Next Steps

Key Learnings

Structured Approach Works

Applying the project lifecycle ensures better planning, accountability and closure.

Simulation Increases Retention

Role-played district scenarios made learning more relatable and actionable.
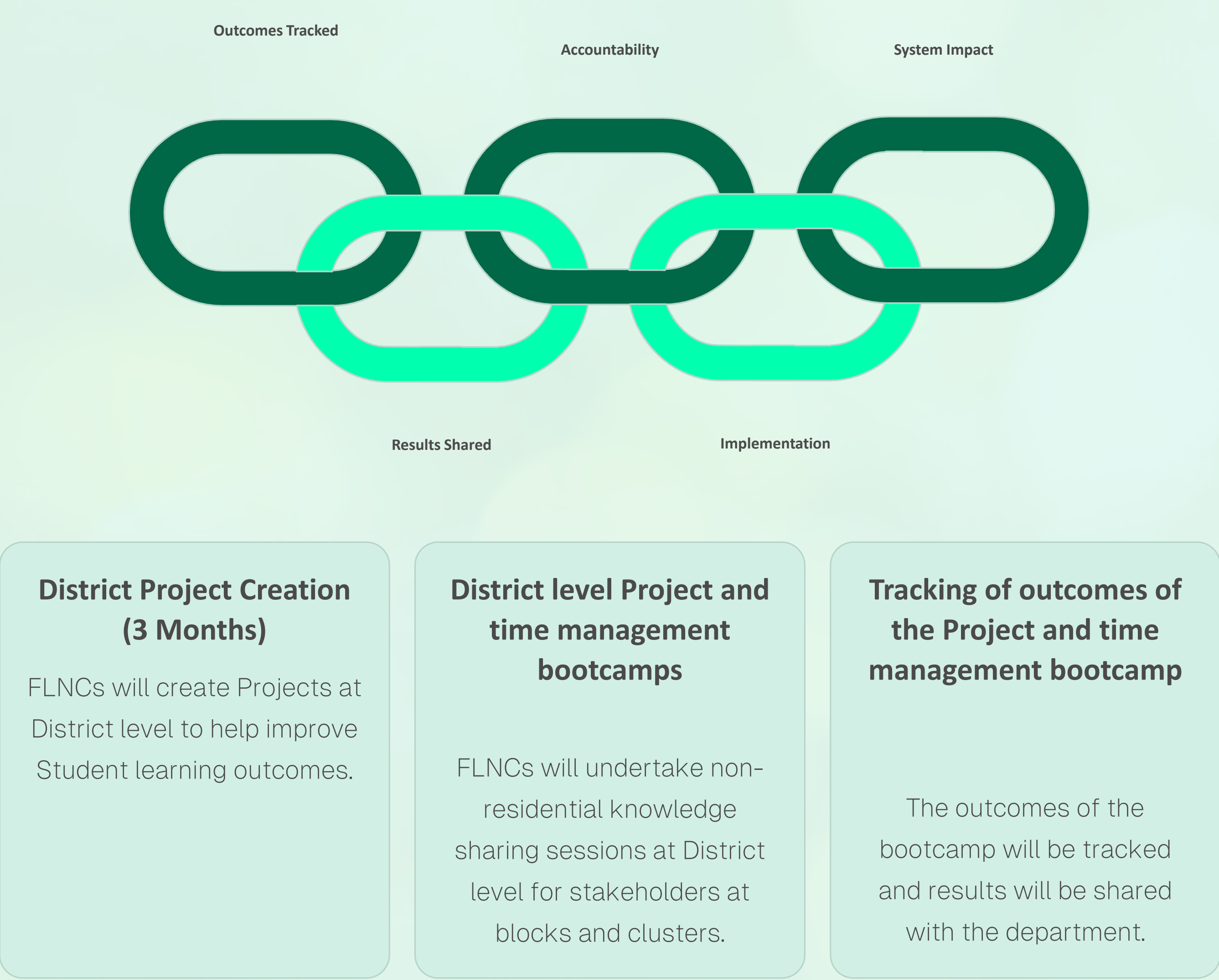
Data → Action

Integrating SLO analysis into project planning leads to targeted interventions rather than generic efforts.

Closure is Critical

Documenting outcomes and feedback loops strengthens institutional learning.

Next Steps

Outcomes Tracked   Accountability   System Impact

Results Shared   Implementation

District Project Creation (3 Months)

FLNCs will create Projects at District level to help improve Student learning outcomes.

District level Project and time management bootcamps

FLNCs will undertake non-residential knowledge sharing sessions at District level for stakeholders at blocks and clusters.

Tracking of outcomes of the Project and time management bootcamp

The outcomes of the bootcamp will be tracked and results will be shared with the department.

Integration into Routine Governance

- Use project management tools (RACI, trackers) in monthly DPIU/BPIU meetings.
- Using Project management framework for Project creation in districts.

Phase 2 Training

A post-bootcamp feedback analysis revealed clear capacity-building priorities among FLNCs:

- 68% – Technology skills in Excel, PPT and AI

- 45% – People management and communication
- 36% – Pedagogical enhancement
- 36% – NIPUN Haryana Dashboard

Phase 2 of the Professional development for District FLN Coordinators may focus on the above skills.

Photo no. 19: DPIU Minutes of Meeting highlighting use of accountability mechanisms and planning for a new project.

Office of District Elementary Education Officer, Hisar

Minutes of meeting- DPIU dated 1st August, 2025

Key decisions taken	Person(s) accountable	Target date
CRC will be part of BPIU	BEO	Next BPIU
Data inflation by mentors to be discouraged by BEO and compliance to be informed in whatsaap group to District -Show cause related formalities to be informed	BEO	18/8/25
Meeting with DST on showcause letters	DIET Principal	18/8/25
Meeting led by DEEO and DPC with show - caused mentors	FLNC	18/8/25
Focus of teachers on 3 competencies: ORF, Reading comprehension and Substraction (digit)	BEO	25/8/25
Project for 114 schools	FLNC	20/8/25

Annexure: Projects submitted in Shark tank

Project Themes

- Video-Based Assessments for evidence-based mentoring
- Enhanced usage of the NIPUN Teacher App to strengthen implementation
- Third Party evaluations
- Adoption of schools by officials

Project submission 1: Video-Based Assessments for evidence-based mentoring

Team members: Sanjeev Saini, Dr. Vikram Singh, Dr. Kapil Dev, Manoj Garg, Anil Malik and Vipin Kumar

What is this document? This document provides a sample of how officials can effectively use VBA to enhance SLO progress in their respective jurisdictions. Use this document to guide your efforts of preparing for pitching this idea to the state stakeholders.

CRC Heads Implementation Model

Overview

CRC Heads adopt 4 schools within their cluster and conduct monthly Video-Based Assessments (VBA) to monitor foundational literacy and numeracy (FLN) outcomes through a closed-loop system.

VBA Process & Data Circularity

1.School Adoption: CRC Head selects 4 schools in their cluster for focused monitoring.

2. Monthly VBA Assessments

- Assess 6 students per school monthly (mix of new and follow-up students).

3.Data Collection: Input mastery status into Google Sheet.*Output:* Automated dashboard showing NIPUN/Non-NIPUN status.

4. Feedback Loop: CRC Head shares assessment results with teachers and sets specific targets (e.g., "Improve Shilpi's ORF from 30 to 45 wpm").

5. Action on Data

- Instructs mentors to support teachers.
- Directs Head Teachers to monitor classroom implementation. *Example:* Mentor calls teacher 2x/week focusing on phonics.

6.Follow-up Assessments Re-assess Non-NIPUN students + new random sample after 30 days.

7.Continuous Improvement Cycle repeats monthly to track progress.

Roles & Responsibilities

Role	Responsibilities
CRC Head	School adoption, assessments, feedback, follow-up
Mentor	Teacher support, progress monitoring
Head Teacher	Resource allocation, classroom observation
Teacher	Implement feedback, student grouping

Testimonials

CRC Head: *"VBA lets me pinpoint gaps like Nimrat's numbers. With monthly follow-ups, she went from not being able to even identify numbers till 20 to doing this flawlessly within 2 weeks"*

Mentor: *"When CRC Heads set clear targets (e.g., 'Focus on Shruti's subtraction'), my support becomes laser-focused."*

Head Teacher: *"Teacher accountability increased when CRC Heads started assessing students and following up on student SLO progress."*

Teacher: *"Seeing Devansh's reading fluency improve after targeted practice—tracked through VBA—is my biggest motivation."*

DEEO/BEO/BRC Implementation Model

Overview

Officials (DEEO/DEO/BEO/BRC) conduct surprise VBAs in any school to drive FLN accountability through direct oversight.

VBA Process & Data Circularity

1. **School Selection:** Official selects any school unannounced.

2. **VBA Assessment**
   - Assess 6 students per school using textbook exercises. *Focus:* FLN competencies (e.g., Grade 2 ORF @45 wpm).

3. **Data Collection:** Real-time input via Google Form.

4. **Feedback Loop:** Official debriefs teacher immediately (e.g., *"3/6 students mastered double-digit addition—focus on carry-over with Group B"*).

5. **Action on Data:** Teacher implements feedback; mentor verifies progress within that month.

6. **Follow-up Assessment:** Official reassess the same students after 25 days.

Roles & Responsibilities

Role	Responsibilities
Officials	Surprise assessments, direct feedback
Mentors	Verify teacher action, report to officials
Teachers	Immediate implementation of feedback

Testimonials

BEO: *"When I told Teacher Navneet, 'Rohit's ORF is 38 wpm—target 45 in 3 weeks,' he prioritized reading drills. Next month: 52 wpm!"*

Mentor: *"Teachers act faster when feedback comes from officials. My role shifted from nagging to supporting."*

Teacher: *"After the DEEO's VBA, I received instant feedback and a measurable target which helped me focus my efforts in the right direction."*

Next Steps

- In line with the broad structure mentioned in the document, ask officials to conduct VBA, give feedback and record any improvement in SLOs
- Generate very short testimonial videos, presentations, etc. which can be used to showcase this work
- Prepare for pitching this in front of the state stakeholders

Project submission 2: Enhanced usage of the NIPUN Teacher App to strengthen implementation

Team members: Kusum Malik, Manoj Kumar, Devender Gour, Rakesh Chahal and Gautam Dutt

Project: The NIPUN Teacher App in Haryana

1) Introduction The National Education Policy (NEP) 2020 places a strong emphasis on achieving Foundational Literacy and Numeracy (FLN) for all children by the end of Grade 3. To meet this objective, the Government of India launched the NIPUN Bharat Mission in July 2021. Following this, the Government of Haryana initiated the NIPUN Haryana Mission to ensure that every student in the state achieves grade-level FLN competencies. A cornerstone of this mission is the integration of technology to support teachers, monitor progress, and enable data-driven decision-making. The NIPUN Teacher App, developed by the Central Square Foundation (CSF), is an interesting digital effort which can be tapped in. This report provides an in-depth analysis of the app's features and the role it can play in transforming foundational learning in Haryana.

2) About the NIPUN Teacher App The term "NIPUN Teacher App" refers to a suite of digital tools designed to support educators. It primarily includes interactive quizzes and gamification of concrete competencies and SLOs. 2.1 Nipun Teacher App (by Central Square Foundation) This application is a gamified platform specifically designed for the professional development of teachers. Its primary goal is to strengthen teachers' FLN competencies in an engaging and interactive way. Key Features: • Interactive Quizzes: Timed quizzes test teachers' knowledge of FLN concepts. • Engaging Courses: Curated, interactive lessons help teachers deepen their understanding of foundational learning principles. • FLN Competency Focus: All content is tailored to enhance teaching skills in reading with understanding and basic numeracy. • Gamification: Teachers earn points, badges, and rewards as they complete quizzes and courses, fostering a sense of achievement and peer competition. • Progress Tracking: The app allows teachers to monitor their growth and compare their performance with colleagues.

3) Implementation and Governance in Haryana The implementation of the NIPUN Teacher App is part of a larger, well structured governance model developed in collaboration with the Central Square Foundation. This model ensures a robust, data-driven approach to educational reform.
3.1 The Role of Central Square Foundation (CSF) Central Square Foundation acts as a "catalytic partner," providing strategic and technical support to the Haryana government. CSF's role includes: • Designing the IT-based System: Helping to create the framework for a comprehensive monitoring and evaluation system. • Developing Digital Tools: Contributing to the development and refinement of the Nipun Teacher App for teacher training. • Strengthening Mentoring: Supporting the state in establishing a strong mentor cadre that uses the NIPUN HaryanaMentor App for real time classroom observations and feedback.
3.2 Governance Structure The mission's success relies on a tiered governance structure with clear responsibilities at each level: • State Level: The State Project Implementation Unit (SPIU) oversees the entire mission, analyzes data from the state dashboard, and conducts high-level reviews. •

District and Block Level: District Project Implementation Units (DPIUs) manage the review process in their areas. They use a "NIPUN scorecard" based on key performance indicators (KPIs) to track progress, such as: o Administration of weekly assessments. o Usage of student workbooks. o Classroom observation data collected via the app. • School Level: Teachers use the apps to conduct assessments, track student progress, and engage in professional development. Mentors visit schools, conduct observations using the app, and provide targeted feedback to teachers.

Project submission 3: Third Party evaluations

Team members: Dr. Sudarshan Poonia, Manoj Verma, Roopanshi Hooda, Dharampal, Naresh Kumar, Manoj Kumar Lakra

Project Title: Third-Party Assessment – Enhancing Learning Outcomes

☐ Project Initiation This project was initiated to address learning gaps at the foundational stage in Haryana. • Focus on Grades 2 & 3, specifically in Hindi and Mathematics. • Sampling across a diverse set of schools – rural, urban, girl-only, co-educational, high-attendance, and MGML schools. • Anchored in the vision of NIPUN Haryana, backed by a clear educational framework.

☐ Project Planning – Structured Approach A systematic roadmap was prepared for implementation: • Assessment Schedule: Two independent assessments planned in September and December. • Clear Responsibilities: Assigned to BEOs, DEEOs, and mentors for accountability. • Remediation Support: Structured follow-up interventions to address identified learning gaps. • Review Structures: Defined processes for continuous improvement and regular reviews.

☐ Project Execution, Monitoring & Evaluation • Third-Party Assessments: Ensured unbiased data collection and integrity of results. • Continuous Monitoring: Conducted by BEOs, mentors, and DSTs to track progress. • Data-Driven Actions: School-level interventions designed based on assessment findings. • Regular Reviews: Periodic evaluation of school performance with transparency.

☐ Project Closure – Review & Refinement • Final performance review of schools and recognition for improved outcomes. • Documentation of results, highlighting how learning gaps were addressed. • A feedback loop established to refine future interventions.

☐ Innovation & Creativity • Independent Assessments: Prevented inflated results and ensured accuracy. • Accountability Structures: Set up at the block level for stronger ownership. • Public Recognition: Schools with significant improvement highlighted. • Data for Planning: Used not only for reporting but also for instructional planning.

☐ Teamwork – Collaborative Success Project success was driven by joint ownership across stakeholders: • BEOs: Block-level leadership. • Teachers: Direct implementers of classroom strategies, PTMs. • DEEOs and FLNC: Oversight at the district level. • Mentors & DSTs: Provided academic support and guidance. , Parents: PTMs, SLOs of students, LLF & Sampark: Academic support.

☐ Communication & Presentation of Results • Regular Meetings: To share and discuss assessment outcomes. • Data Tools: Dashboards and visual tools used for clarity. • Transparency: Performance metrics shared openly with all stakeholders.

☐ Student Learning Outcome (SLO) Improvement The program was designed to ensure measurable outcomes: 1. Focused Measurement: On Hindi and Math for Grades 2 & 3. 2. Real-Time Tracking: Progress monitored at the student level. 3. Remediation Strategies: Targeted interventions implemented post-assessment. 4. Teacher Support: Professional development linked directly to identified SLO gaps.

☐ Practicality, Feasibility & Scalability • Leveraged Existing Systems: Implemented using government structures and staff. • Scalable Across Districts: Designed for replication across Haryana. • Minimal Resources: Functioned with limited additional costs. • Sustainability: Built-in support mechanisms through mentors and teachers.

Project submission 4: School adoption by officials

Team members: Sunil Dutt, Charan Singh, Sandeep Kumar, Asinder Kumar, Sunil Kumar

परियोजना संकल्प–नोट परियोजना का नाम: स्कूल एडॉप्शन प्रोग्राम

☑ परियोजना की शुरुआत – Project Initiation "नमस्ते शार्क्स!" मैं आज आपके सामने हरियाणा के प्राथमिक विद्यालयों में Foundational Literacy & Numeracy (FLN) को मज़बूत करने की एक अनोखी पहल लेकर आया हूँ – स्कूल एडॉप्शन प्रोग्राम। • मिशन: हर बच्चा कक्षा 3 तक पढ़ने और गणना करने में निपुण हो। • दृष्टिकोण: समुदाय–संलग्न स्कूल गोद लेने की प्रक्रिया से शिक्षा में सुधार। • प्रेरणा: NEP 2020 के लक्ष्य और NIPUN भारत का प्रभावी क्रियान्वयन।

☑ परियोजना योजना – Project Planning इस परिवर्तनकारी प्रोजेक्ट के लिए एक रणनीतिक रोडमैप तैयार किया गया है: 1. पहले चरण में कम प्रदर्शन वाले स्कूलों की पहचान। 2. उनके लिए गुणवत्तापूर्ण शिक्षक प्रशिक्षण और FLN सामग्री उपलब्ध कराना। 3. सामुदायिक सहभागिता बढ़ाना – स्थानीय स्वयंसेवकों, NGOs और CSR भागीदारों की सक्रिय भागीदारी सुनिश्चित करना।

☑ कार्यान्वयन एवं मूल्यांकन – Project Execution, Monitoring & Evaluation हमने 50+ स्कूलों में इस मॉडल को पायलट किया है। प्राप्त परिणाम: • FLN दक्षता में उल्लेखनीय वृद्धि। • शिक्षकों के आत्मविश्वास और उपस्थिति दर में सुधार। • समुदाय का स्वामित्व बढ़ा – माता–पिता, ग्राम पंचायतें और युवा सक्रिय रूप से आगे आए। • डाटा–आधारित मूल्यांकन से निरंतर प्रगति की निगरानी।

☑ परियोजना समापन – Project Closure अब हम इस मॉडल को पूरे हरियाणा में विस्तार देने के लिए तैयार हैं। • हमारे पास साक्ष्य–आधारित अनुभव उपलब्ध हैं। • स्कूलों के साथ जुड़ने की ठोस प्रक्रिया विकसित हो चुकी है। • स्थायी और दीर्घकालिक प्रभाव के लिए रोडमैप तैयार है।

☑ नवाचार और रचनात्मकता – Innovation & Creativity • सीमित संसाधनों में कम लागत – उच्च प्रभाव वाली रणनीतियाँ। • FLN Buddy Teachers, Story Corners, Math Kits जैसे रचनात्मक समाधान। • डिजिटल असेसमेंट टूल्स और शिक्षण ऐप्स का समावेश। • स्थानीय भागीदारी से प्रत्येक स्कूल की विशिष्ट आवश्यकताओं के अनुसार समाधान।

☑ सहयोग से सफलता – Team Work • शिक्षक, प्राचार्य, पंचायत सदस्य, युवा स्वयंसेवक – सबने मिलकर बदलाव लाया। • जिला एवं ब्लॉक स्तर के अधिकारियों की सक्रिय निगरानी और समर्थन। • यह "Whole School – Whole Community" मॉडल का प्रभावी उदाहरण है।

☑ छात्र उपलब्धि में सुधार – Student Learning Outcome (SLO) Improvement टर्म–आधारित असेसमेंट रिपोर्ट दर्शाती है कि गोद लिए स्कूलों में: • कक्षा 3 तक की FLN दक्षता में 30–40% तक सुधार हुआ। • बच्चों की रुचि, समझ और सीखने की गति में स्पष्ट बढ़ोतरी देखी गई।

📑 हमारी अपेक्षा – Our Ask हम Sharks से 3 प्रमुख सहयोग चाहते हैं: 1. 50 स्कूलों में मेंटरशिप और अकादमिक सहयोग। 2. टेक–सहायक असेसमेंट और शिक्षक प्रशिक्षण प्लेटफ़ॉर्म हेतु निवेश। 3. इम्पैक्ट ट्रैकिंग एवं राज्यव्यापी विस्तार (scaling) के लिए साझेदारी।

🔚 निष्कर्ष – Conclusion FLN किसी भी शिक्षा प्रणाली की नींव है। आइए, हम मिलकर सुनिश्चित करें कि कोई भी बच्चा सीखने से वंचित न रहे। Adopt a school. Empower a future. Join the FLN Revolution!

Closing Note

The Project & Time Management Bootcamp has reaffirmed that when district leaders are equipped with the right tools, frameworks, and practical strategies, the impact cascades across the education system—from policy rooms to classrooms.

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