

Series 1

Introduction

To

*National Initiative for Proficiency in Reading with
Understanding and Numeracy*

(NIPUN BHARAT)

INTRODUCTION

Foundational Literacy and Numeracy (FLN) is the ability to read with comprehension, write and perform basic mathematics operation and basic life skill.

Why FLN?

Foundational learning is the basis of all future learning for a child. Not achieving basic foundational skills leaves the child unprepared for the complexities of the curriculum beyond grade III and prone to risk of drop-outs.

Recognizing the importance of early learning, the National Education Policy 2020 states that “Our highest priority must be to achieve universal foundational literacy and numeracy in primary schools by 2026-27 hence; a National Mission on Foundational Literacy and Numeracy is being set up by the Ministry of Education (MoE) on priority. The Mission will focus on:

- Providing access and retaining children in foundational years of schooling;
- Teacher capacity building;
- Development of high quality and diversified Student and Teacher Resources/Learning Materials;

- Tracking the progress of each child in achieving learning outcomes of children.

The vision of the Mission is to create an enabling environment to ensure universal acquisition of foundational literacy and numeracy, so that every child achieves the desired learning competencies in reading, writing and numeracy at the end of Grade III. The mission will cover the learning needs of children in the age group of 3 to 9 years.

A robust foundation in literacy and numeracy helps children to learn, experiment, reason and create, to be active and later become informed citizens, and contribute socially, culturally, and economically.

What are FLN skills?

Foundational Language and Literacy: the pre-existing knowledge of language helps in building literacy skills in languages. This includes; Oral Language Development, Phonological Awareness, Decoding, Vocabulary, Reading Comprehension, Reading Fluency, Concept about Print, Writing, Culture of Reading/Inclination towards Reading.

Foundational Numeracy and Mathematics Skills: the ability to reason and apply simple numerical concepts in daily life problem solving. This includes; Pre-Number Concepts, Numbers

and operations on numbers, Measurement, Shapes and Spatial Understanding, and Patterns.

Objective of the Mission

- To ensure an inclusive classroom environment by incorporating play, discovery, and activity-based pedagogies, linking it to the daily life situations of the children and formal inclusion of children's home languages.
- To enable children to become motivated, independent, and engaged readers and writers with comprehension possessing sustainable reading and writing skills.
- To make children understand the reasoning in the domains of number, measurement, and shapes; and enable them to become independent in problem solving by way of numeracy and spatial understanding skills.
- To ensure availability and effective usage of high-quality and culturally responsive teaching learning material in children's familiar/home/mother language(s).
- To focus on continuous capacity building of teachers, head teachers, academic resource persons and education administrators.
- To actively engage with all stakeholders i.e., Teachers, Parents, Students and Community, policy makers for building a strong foundation of lifelong learning.
- To ensure assessment as, of and for learning through portfolios, group and collaborative work, project work,

quizzes, role plays, games, oral presentations, short tests, etc.

Academic approaches to improving FLN

Teaching Learning: Focus on Learning of the Child. Teachers need to focus on developing phonological awareness and sound discrimination, and visual perception and visual association that helps children to develop into better readers and writers. Play and activity-based approach are emphasized to lay the foundation for mathematical learning or abstract thinking.

***Use Toy-based pedagogy and experiential learning.
Emphasize on self-making of toys with no/low-cost material
by children easily available in the surrounding***

Shifting towards Competency Based Learning: Competency based learning is focused on student learning outcomes, and is characterized by:

- Children advance to the next level only upon mastering the current level.
- Explicit and measurable learning outcomes are defined which are the pathways for competency acquisition.
- Primarily formative assessment is used, and skills or concepts are assessed in multiple contexts to ensure that

both deep understanding and applications are acquired by children.

The NEP 2020 has focused on the holistic development of the child. Different domains of development have been subsumed into three major goals:

- **Developmental Goal 1:** Children Maintain Good Health and Well being
- **Developmental Goal 2:** Children Become Effective Communicators
- **Developmental Goal 3:** Children become involved learners and connect with their immediate environment.

Learning Assessment

The primary purpose of assessment is to support and guide each child's learning from FYL-1 to FYL-6 (age group of 3 to 9 years). It aims at early identification of learning gaps at each foundational stage i.e., at FYL-1, FYL-2, FYL-3, FYL-4, FYL-5 and FYL-6 including children with special needs so that there can be possibilities of early intervention through referral to specialists. A holistic and purposive assessment is therefore vital to track children's progress in a continuous and comprehensive manner using multiple techniques of assessment.

Involvement of the parents is vital to achieve maximum learning and development of competencies in the child.

Assessment during the foundational learning can be broadly categorized into two major areas, namely:

1. School Based Assessment (SBA) and
2. Large-scale Standardized Assessment

School Readiness/School Preparation Module

School readiness is the foundation for ensuring quality and equity in access to education as well as improving the learning outcomes. A simple definition for school readiness could be that a child who is ready for school has the basic minimum skills and knowledge in a variety of domains that will enable him/her to be successful in school.

NEP 2020 has recommended the development of ‘3-month play-based ‘school preparation module’ for all Grade 1 Students’ by the NCERT, as an interim measure to ensure that all children are school ready till universal provisioning of quality preschool education is achieved. A School Preparation Module (SPM) is essentially around 12 weeks of developmentally appropriate instruction at the beginning of Class I designed to bolster a child’s pre-literacy, pre-numeracy, cognitive and social skills. It is based primarily on play-based.