

NISHTHA FLN

National Initiative for School Heads' and
Teachers' Holistic Advancement
(Foundational Literacy and Numeracy)

Course: 01

Introduction to FLN Mission



Preface

Ensuring strong foundations in literacy and numeracy is vital for every child in school and throughout life. These foundation skills are the most reliable predictor of longer-term educational outcomes and personal and economic wellbeing. Thus, Targets 4.1 and 4.2 of Sustainable development goals state: “By 2030, ensure that all girls and boys must have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education and also complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

The National Policy on Education (NEP, 2020) highlights that a large proportion of students currently in elementary school - estimated to be over 50 million in number - have not attained foundational literacy and numeracy, i.e., the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction. NEP further recommends that attaining foundational literacy and numeracy (FLN) for all children will thus become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3).

As per the recommendation of NEP, a National Mission on Foundational Literacy and Numeracy has been set up by the Ministry of Education, known as the National Mission on Foundational Literacy and Numeracy (NIPUN Bharat) for ensuring that every child in the country necessarily attains foundational literacy and numeracy by 2026-27. A comprehensive guideline has been issued for the implementation of the NIPUN Bharat mission by the Ministry of Education. The National Mission lays down priorities and actionable agendas for States/UTs to achieve the goal of proficiency in foundational literacy and numeracy for every child by the end of Grade 3.

Teachers are at the center of all the teaching -learning process therefore it becomes imperative that they are trained in creating learner centred, educationally stimulating, classroom environment using story based, toy based, art and sports based pedagogies which provides more experiential learning to children and makes teaching learning more participative. They also need to use research based pedagogies for teaching numeracy and literacy across curriculum and address multilingual classroom environment. Teachers also need to shift to competency based teaching learning and assessment methods. The Principals / Headmasters as leaders must also be trained to support the teachers. The NISHTHA (Foundational Literacy and Numeracy) focuses on all these important aspects through 12 Courses.

Introduction to FLN Mission - This course provides an introduction to the FLN Mission, NIPUN Bharat and the role of different stake holders.

Shifting towards Competency Based Education (CBE) - This course highlights the need for shifting towards CBE. It discusses the three developmental goals of FLN, the competencies of the three developmental goals and codification of learning outcomes as given in the NIPUN Bharat guidelines.

How Children Learn: Understanding Learner? - This course describes ways children learn, their learning needs, and the strategies to address them as children vary in cognitive abilities and styles that make them think and behave differently, analyse differently and make decisions accordingly.

Involvement of Parents and Communities for FLN - Community engagement is critical for achieving the FLN mission goals. This course describes how the partnerships of schools with parents, families and community can support learning by children. It suggests how to create and nurture these partnerships.

Understanding *Vidya Pravesh* and *Balvatika* - This course is describes the transaction process of '*Vidya Pravesh*' (school preparation course for initial three months Grade-I) and '*Balvatika*' programme (one year programme before Grade-I) which are meant to prepare children with cognitive and linguistic competencies that are pre-requisite for learning to read, write and develop number sense through a play-based approach.

Language and Literacy - The course apprise teachers about how children learn to read and write and develop their language skills in social and academic contexts and how the classroom assessment should be done.

Multilingual Education in Primary Grades - This course elaborates on the importance of including children's home languages in early years of learning, and what are some strategies that can be useful to facilitate that. We hope that this course helps you develop a positive attitude towards the use of children's home languages in teaching learning processes.

Learning Assessment - This course aims to help teachers to develop and enhance their knowledge in 'Assessment for Learning' and improve foundational literacy and numeracy skills of children through different methods of assessment.

Foundational Numeracy - This course helps teachers develop an understanding of the content knowledge, pedagogical processes and assessment in the area of foundational numeracy and mathematical thinking to form a strong foundations of numeracy among children.

School Leadership for Foundational Literacy and Numeracy - This course has been conceptualized for primary school heads and teachers with the prime objective of developing them as school leaders and teacher leaders who can lead their school for achieving foundational literacy and numeracy targets for children in the age-group of 3-9 years.

Integration of ICT in Teaching, Learning and Assessment - The course enables a teacher to understand the purpose of using technology, parameters to be considered for effective integration, and also to explore various possibilities of technology integration.

Toy Based Pedagogy for Foundational Stage - This course provides an overview of Toy Based Pedagogy across the Foundational Stage. This course focuses on helping the learner to explore their immediate environment and the world of toys, and games and practice the use of toys and games in classroom processes.

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COURSE 01

**Introduction to FLN
Mission**

Course 01: Course Information

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COURSE OVERVIEW

Description of the Course

The Ministry of Education, Government of India has launched a Foundational Literacy and Numeracy (FLN) Mission and provided guidelines to build literacy and numeracy skills among children at the foundational stage. This course deals with the aims and objectives of the mission and highlights the role of different stakeholders.

Keywords

NISHTHAFLN, FOUNDATIONAL LITERACY, FOUNDATIONAL NUMERACY, FOUNDATIONAL EDUCATION, FLN, MISSION, EDUCATION, EARLY CHILDHOOD, CARE, ECCE

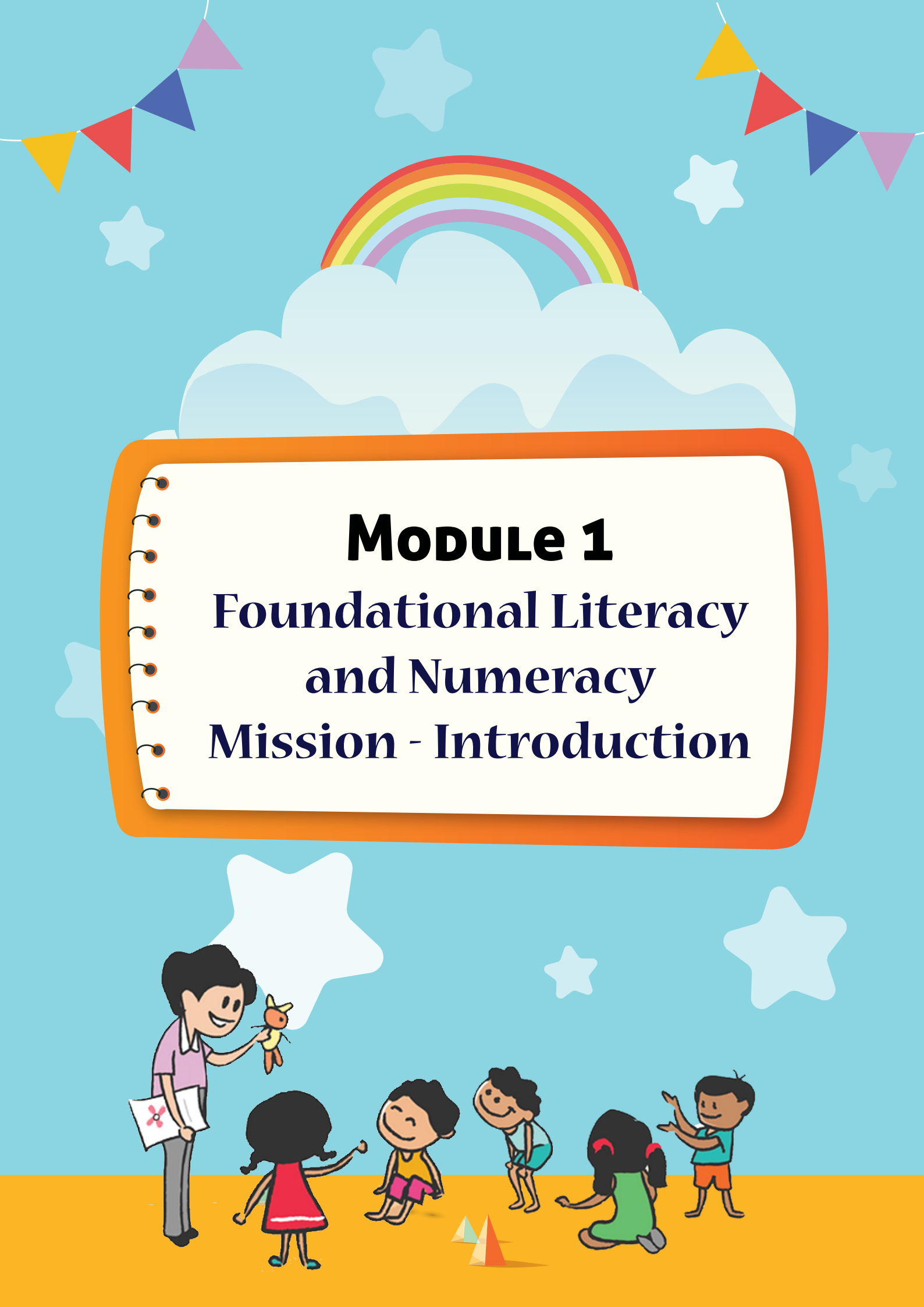
Objectives

On completion of the course, the learner will be able to

- Describe the need and importance of Early Childhood Care and Education (ECCE) as foundation of learning
- Understand the vision of FLN Mission
- Recognize the need for FLN Mission
- Be familiar with the aims and objectives of FLN Mission
- Understand the roles and responsibilities of different stakeholders

Course Outline

- Introduction of FLN Mission
- Early Childhood Care and Education as foundation of learning
- Vision of FLN Mission
- Need for FLN Mission
- Objectives of FLN Mission
- Roles and responsibilities of different stakeholders



Module 1
**Foundational Literacy
and Numeracy**
Mission - Introduction

Module 1: Foundational Literacy and Numeracy Mission - Introduction

1.1

Foundational Literacy and Numeracy Mission - An Introduction

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31334057500862054416127

Transcript

Dear learners, welcome.

As you are aware, our country has recently announced the National Education Policy (NEP) 2020. It has been well appreciated for its comprehensiveness and inclusivity. This policy is the first to advocate bringing preschool education into the main fold of the formal institutionally managed education system. Another important emphasis of this policy is on developing foundational literacy and numeracy (FLN) skills in all children by Class III. The prominence attached to FLN by the policy can be understood by its reaffirmation that “The rest of the Policy will become relevant for our students only if this most basic learning requirement (i.e., reading, writing, and arithmetic at the foundational level) is first achieved.” Considering the challenge of equipping every child with basic FLN skills, a national mission for FLN called, National Initiative for Proficiency in Reading with Understanding and Numeracy or NIPUN BHARAT, has been launched by the Government of India.

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 by the end

of Class III. The mission will cover the learning needs of children in age group of three to nine years. Accordingly, learning gaps will be identified along with their probable reasons, and various strategies will be initiated, keeping in view the local circumstances and the diversity of the country. Moreover, the aim is also to establish a strong link and smooth transition between preschool stage and early grades.

FLN Mission guidelines help develop an understanding of the aims and objectives of the mission and define the expected roles of different institutions and stakeholders so that they can productively and optimally contribute towards achieving the mission goals.

Hope you all will enjoy this course. Happy learning!

1.2 Aim and Objectives of FLN Mission

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31334057987996876817246

Transcript

Dear Learners,

The national FLN Mission is an important step of Government of India towards ensuring that our children attain literacy and numeracy skills by Class III. There is a set deadline of 2026-27 to achieve Foundational Literacy Numeracy Mission targets.

Let us first understand what is foundational literacy and numeracy?

Foundational Literacy means oral language development, Decoding (sounds and symbol relationships), reading fluency, reading comprehension and writing.



Whereas Foundational Numeracy means developing number sense, understanding shapes and spatial relationships, measurement, data handling etc.

Now you must be thinking why this Mission?

There is a strong national concern today regarding the poor learning levels of children at various stages of school education. NEP 2020 highlights that a large proportion of students currently in elementary level – estimated to be over five crore – have not achieved foundational literacy and numeracy. In India, we have children who are first generation learners and do not have an environment of literacy and numeracy at home.

Neuroscience researches highlight that rapid and extensive brain development takes place during early years. The all-round capacities that emerge in 3-6 years age-group are pre-requisite for later success in school and life. Positive experiences received by a child at the foundational stage, supports the child's lifelong learning and development. If there are learning gaps and they are not filled at the earliest, they continue to widen. As a result children start falling behind in their learning levels and their learning outcomes may not be achieved successfully. Besides this, NEP 2020 has highlighted that attaining foundational literacy and numeracy for all children must become an immediate national mission.

Hence, FLN mission has been set up under the aegis of the centrally sponsored scheme of *Samagra Shiksha*, which is an integrated scheme of school education that covers from preschool to senior secondary level. The intent is to systematically tap this phase of child development under NIPUN BHARAT to overcome the learning crisis and build foundational literacy numeracy with understanding, through a play and activity-based approach.

If we wish to implement foundational literacy numeracy mission successfully then we must know what is the aim of the mission. The basic aim of the national mission of FLN is to enable all children to read and respond with comprehension, independently write with understanding, develop number sense, mathematical thinking, problem solving and reasoning.

The focus is on the holistic development of child. All children in the class should be happy, confident, thinking and learning.

The major objectives of the mission are:

- To ensure that an inclusive classroom is built by incorporating play, discovery, and activity-based pedagogies, linking to the daily life situations of 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 reasoning in the domains of number, measurement, shapes; and enable them independent in problem solving by way of numeracy and spatial skills.
- To ensure availability and effective use of high-quality and culturally responsive teaching learning material in children's familiar/home/ language(s).
- To focus on continuous capacity building of teachers, head teachers, academic resource persons and education administrators.
- To actively engage with all stakeholders that is teachers, parents, students and community, and the policy makers for building strong foundation for 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.
- To ensure tracking of learning levels of all students.

To lay emphasis and prioritise foundational learning, the programme will be implemented in mission mode, with the use of and strengthening of the existing mainstream structures. The Department of School Education and Literacy, Ministry of Education (MoE) will be the implementing agency at the national level and will be headed by a Mission Director.

Thank you!!

1.3 Introduction to FLN Mission

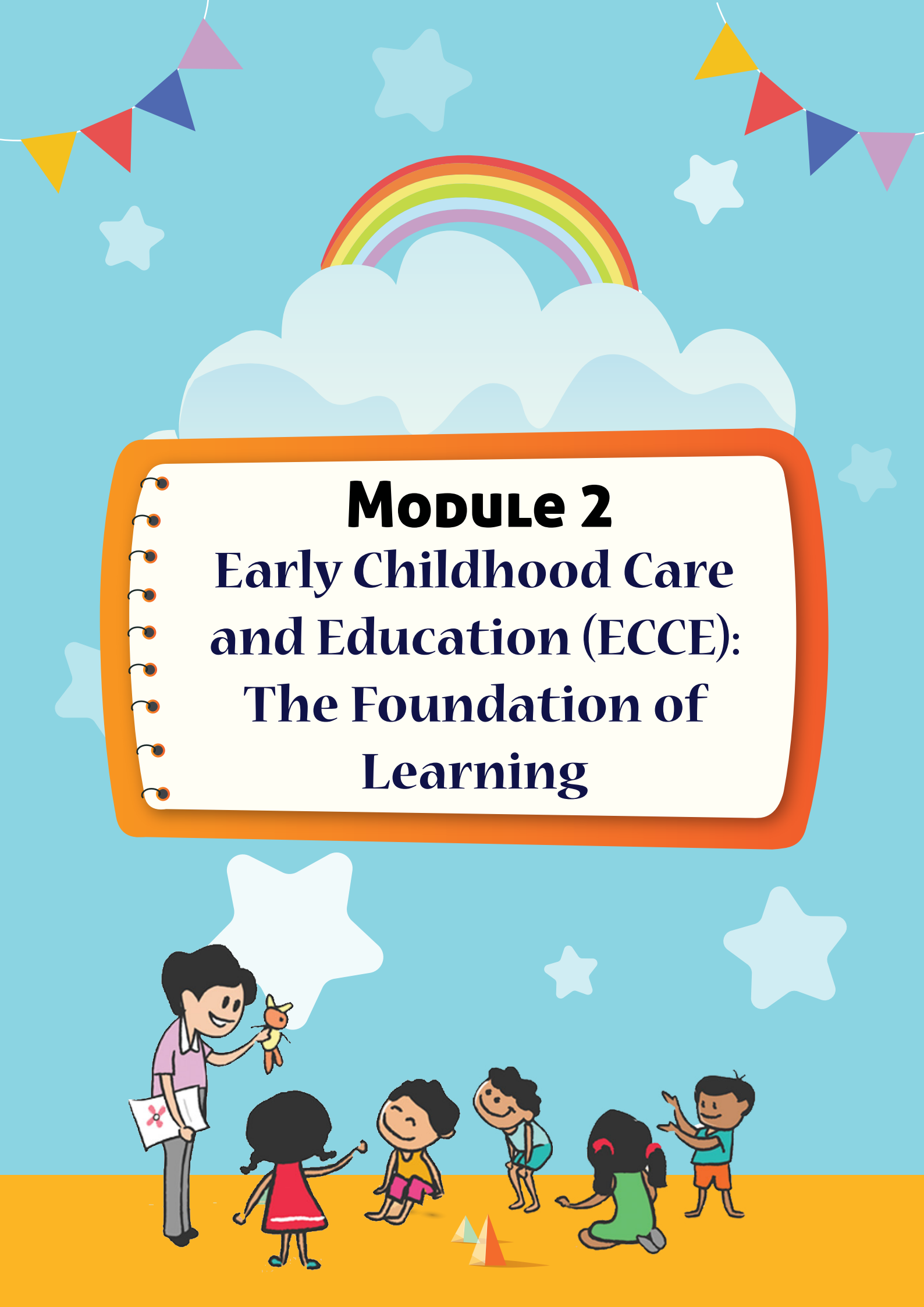
Foundational learning is the basis of all future learning for a child. Not achieving basic foundational skills of being able to read with comprehension, writing and doing basic mathematics operations leaves the child unprepared for the complexities of the curriculum beyond Class III. The mission will focus on five areas – 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; and addressing the nutrition and health (including mental health) aspects of children.

FLN will ensure that all children attain grade level competencies in reading, writing and numeracy.

The major objectives based on the recommendations of NEP 2020 are as follows:

- To ensure an inclusive classroom environment by incorporating play, discovery, and activity-based pedagogies, linking it to the daily life situations of 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 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 that is teachers, parents, students and community, and policy makers for building a strong foundation for 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.
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MODULE 2
**Early Childhood Care
and Education (ECCE):
The Foundation of
Learning**



Module 2: Early Childhood Care and Education (ECCE): The Foundation of Learning

2.1

Early Childhood Care and Education (ECCE): The Foundation of Learning

Early childhood is defined as the period from birth to eight years of age. Early childhood education has been included as a specific target in the context of Sustainable Development Goal (SDG). Target 4.2 of the SDG, aims to ensure that all girls and boys including those belonging to disadvantaged groups and with special needs have access to quality early childhood development, care and pre-primary education by 2030 so that they are ready for primary education. Early years are 'critical' since the rate of development during this period is more rapid than at any other stage of development. The brain is most flexible and adaptable to learning during these early years. Over 85 per cent of a child's cumulative brain development occurs before the age of six, indicating the critical importance of appropriate care and stimulation of the brain in the early years to ensure healthy brain development and growth. This growth is influenced not only by the nutritional and health status of the child but also by the psychosocial experiences and environment the child is exposed to during these early years. Therefore, investing in foundational years in the form of preschool settings, provisions and programmes are extremely important.

In the new 5+3+3+4 structure proposed by NEP 2020, a strong base of ECCE from age three is included, which is aimed at promoting better overall learning, development, and well-being. NEP 2020 proposes three years of *anganwadi/preschool/balvatika* for three to six years age group before Class I (*ECCE/ECE/preschool or pre-primary education/preparatory class, etc. are synonymously used for preschool education*). In India, preschool education is provided by all the three sectors – government, private and NGOs. In government, it is mainly provided through Integrated Child Development Services (ICDS) centres known as *anganwadis*. There are a large number of private preschools that provide preschool education, and some NGOs that provide preschool education as social welfare for children from marginalised and disadvantaged sections. In 2017-18, two years of preschool education before Class I was added in the school education continuum under *Samagra Shiksha* by the MoE. ECCE in our country is delivered through early childhood education institutions consisting of (a) standalone *anganwadis*; (b) *anganwadis* co-located with primary schools; (c) pre-primary schools/sections

covering at least age five to six years co-located with the existing primary schools; and (d) stand-alone preschools (NEP 2020).

In NEP 2020 early childhood education has emerged as an area of high priority. ECCE ideally is flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning, comprising of alphabets, languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement. It also includes a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation.

“The overall aim of ECCE is to attain optimal outcomes in the domains of: physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy.” – NEP 2020

ECCE ensures holistic development of a child by attending to the child’s social, emotional, cognitive and physical needs, which in turn provides a solid foundation for lifelong learning and well-being. Experiences are provided in a natural, joyful and stimulating environment using a non-formal, play-way and activity-based approach. Preschool education ensures a smooth transition from preschool to early primary classes leading to better performance and better retention rates.

Listening, speaking, reading, writing and numeracy are among the most important skills children learn. Earlier, literacy was thought to be the skill of reading and writing, which was taught to children when they were ‘ready’ for it. Today, we understand that literacy ‘emerges’ gradually in the early years when young babies hear sounds and have them repeated and encouraged by sensitive caring adults. Later, when children get the opportunities to see print in their environment, handle books, listen to stories, look and talk about pictures and make marks on sand and paper, their literacy skills are refined and improved. Early literacy and numeracy skills are very important as children who do not learn to read, write and communicate effectively at the primary level are more likely to leave school early, be unemployed or in low-skilled jobs, have poorer emotional and physical health and are more likely to end up in poverty. Literacy and numeracy carry wide-ranging benefits not only for individuals but also for families, communities and society.

NEP 2020 Highlights

ECCE requires high-quality infrastructure, play equipment, and well-trained *anganwadi* workers/teachers. Every *anganwadi* or preschool should be well-ventilated, well-designed, child-friendly with well-constructed buildings and an enriched learning environment. Children in *anganwadi* centres should take activity-filled tours and meet the teachers and students of their local primary schools to make a smooth transition from *anganwadi* centres to primary schools. *Anganwadis* should be fully integrated into school complexes/clusters. *Anganwadi* children, parents, and teachers should be invited to attend and participate in school/school complex programmes and vice versa.

- It is envisaged that before the age of five, every child will move to a 'Preparatory Class' or *balvatika* (that is, before Class I), which has an ECCE qualified teacher. The learning in the Preparatory Class will also be play-based with focus on developing cognitive, affective, and psychomotor abilities and early literacy and numeracy. The mid-day meal programme will also be extended to the Preparatory Classes in primary schools as per NEP 2020. Health check-ups and growth monitoring that are available in the *anganwadi* system will also be made available to Preparatory Class students of *anganwadi* as well as primary schools.
- High-quality ECCE teachers are crucial for the implementation of the ECCE programme. To prepare an initial cadre of high-quality ECCE teachers in *anganwadis*, the current *anganwadi* workers/teachers need to be trained through a systematic effort in accordance with the curricular/pedagogical framework developed by NCERT. *Anganwadi* workers/teachers with qualifications of 10+2 and above will be given a six-month certificate programme in ECCE. Those with lower educational qualifications will be given a one-year diploma programme covering early literacy, numeracy, and other relevant aspects of ECCE. These programmes can be run through digital/distance mode using DTH channels as well as smartphones, allowing teachers to acquire ECCE qualifications with minimal disruption to their current work. The ECCE training of *anganwadi* workers/teachers will be mentored by the Cluster Resource Centres (CRCs) of the School Education Department, which will hold at least one monthly contact class for continuous assessment. In the longer term, state governments will prepare cadres of professionally qualified educators for ECCE, through stage-specific professional training, mentoring mechanisms and career

mapping. Necessary facilities will also be created for the initial professional preparation of these educators and their continuous professional development (CPD).

- ECCE will also be introduced in *ashramshalas* in tribal-dominated areas and in all formats of alternative schooling in a phased manner. The process for integration and implementation of ECCE in *ashramshalas* and alternative schooling will be similar to that detailed above. The responsibility for ECCE curriculum and pedagogy will lie with the MoE to ensure its continuity from pre-primary school to primary school, and to ensure due attention to the foundational aspects of education. The planning and implementation of ECCE curriculum will be carried out jointly by the MoE, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs. A special joint task force will be constituted for continuous guidance of the smooth integration of ECCE into the school education.

NEP 2020 says that the “highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025.” Therefore, classrooms will need to be strengthened with required resources, print-rich environments, child-friendly textbooks, workbooks and storybooks, etc. for children. Teacher resource material /handbooks, etc. will have to be made available. Capacity building of teachers will be done to deal with multilingual classrooms to contribute towards achievement of FLN mission goals. These changes in the classroom will have to be supported by enabling conditions like increasing instructional time – 90 minutes for language learning and 60 minutes of numeracy in foundational years. The policy recommends that key stage assessments should be conducted in Classes III, V and VIII. The availability of information about the performance of students in the primary grades based on learning data will support parents in making an informed decision. Besides, NEP 2020 also proposes to set up PARAKH – an independent national level assessment centre that will set norms and guidelines for conducting assessments.

2.2 Activity 1: Share Your Reflections

Watch the video film “Khula Aakash” 2014 from the following link:

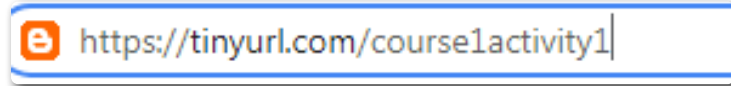
<https://www.youtube.com/watch?v=1XjDHOrcJyw> and reflect on it. Think about what is ECCE? Why is it important? How does ECCE provide a basis for learning in school and life? Share your reflections.

Steps to be followed:

Step 1: Accessing the activity page

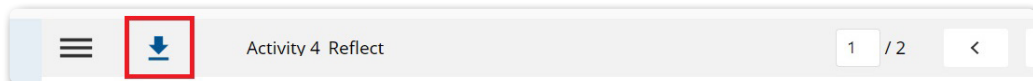
Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course1activity1>

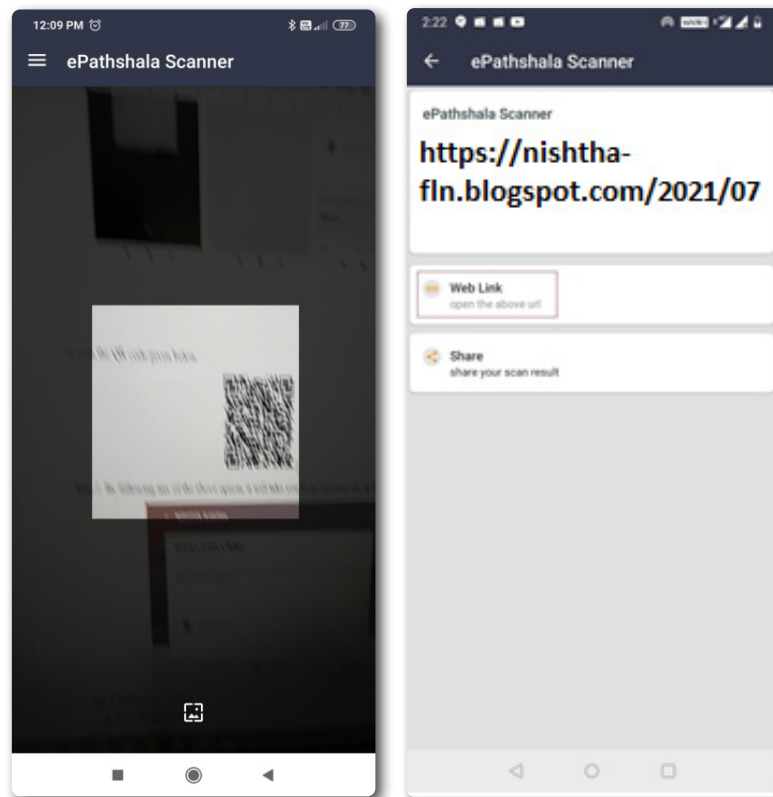


Option 2: Download this pdf from DIKSHA by clicking on the download icon and copy this URL.

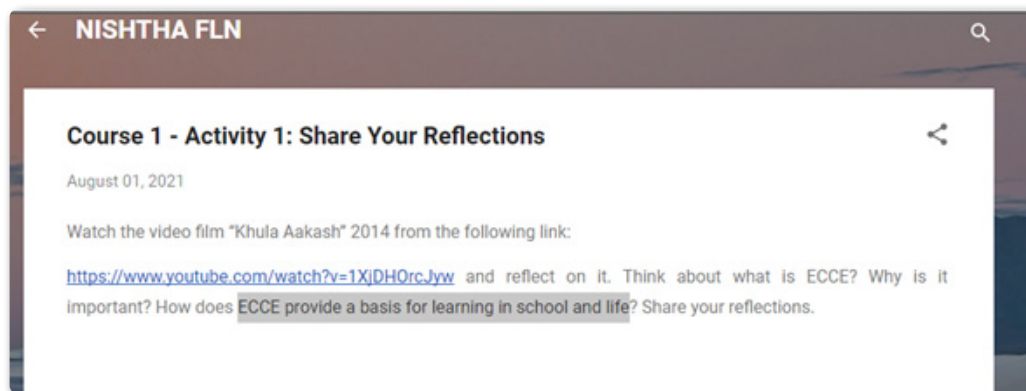
<https://nishtha-fln.blogspot.com/2021/08/activity-1-share-your-reflections.html>



Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, **scan the QR code** given below.

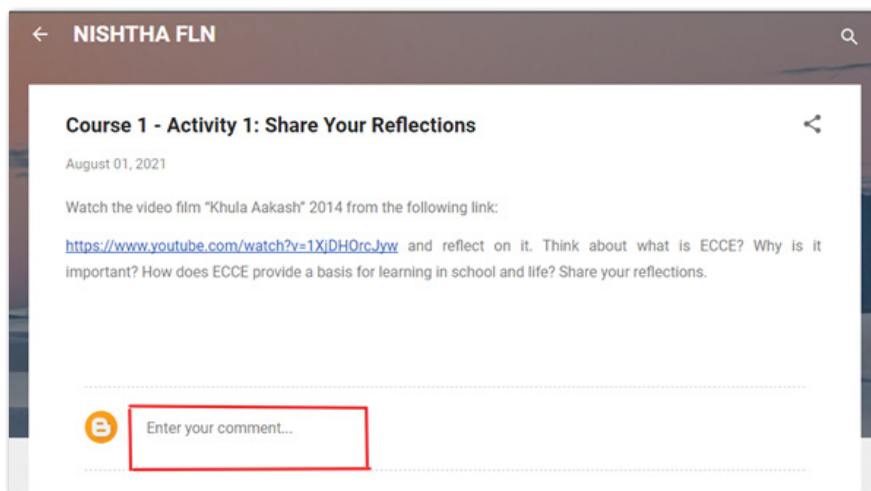


Step 2: Following any of the above option will take to an external site as shown below

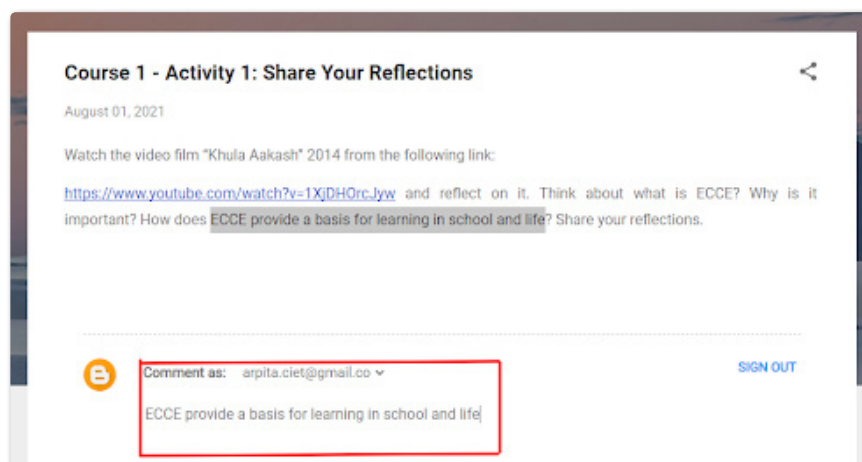


Step 3: Post your response

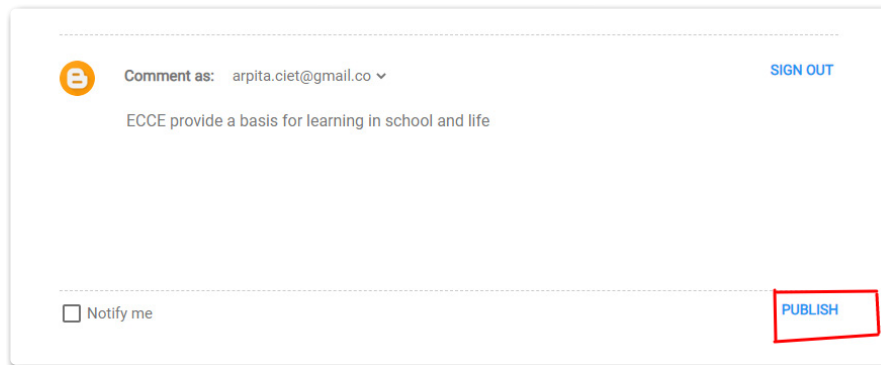
- Read the given activity
- Click on **Enter your comment**



- Type your response in the comment box.



- Click **PUBLISH**

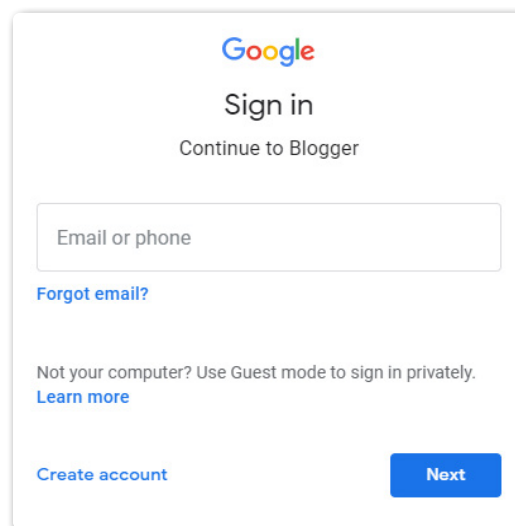


Comment as: arpita.ciet@gmail.co [SIGN OUT](#)

ECCE provide a basis for learning in school and life

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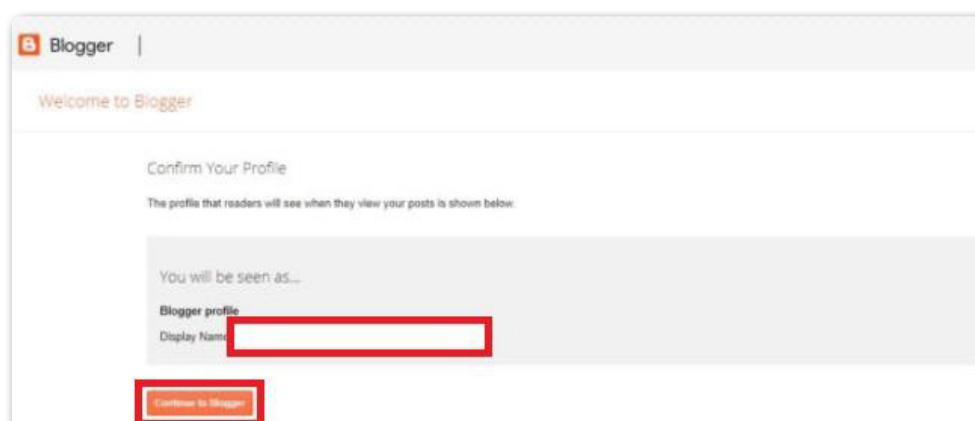
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Course 1 - Activity 1: Share Your Reflections

August 01, 2021

Watch the video film "Khula Aakash" 2014 from the following link:
<https://www.youtube.com/watch?v=1XjDH0rcJyw> and reflect on it. Think about what is ECCE? Why is it important? How does ECCE provide a basis for learning in school and life? Share your reflections.

 **Unknown** 2 August 2021 at 01:48
ECCE provide a basis for learning in school and life
[REPLY](#)

2.3

Activity 2 : Check Your Understanding

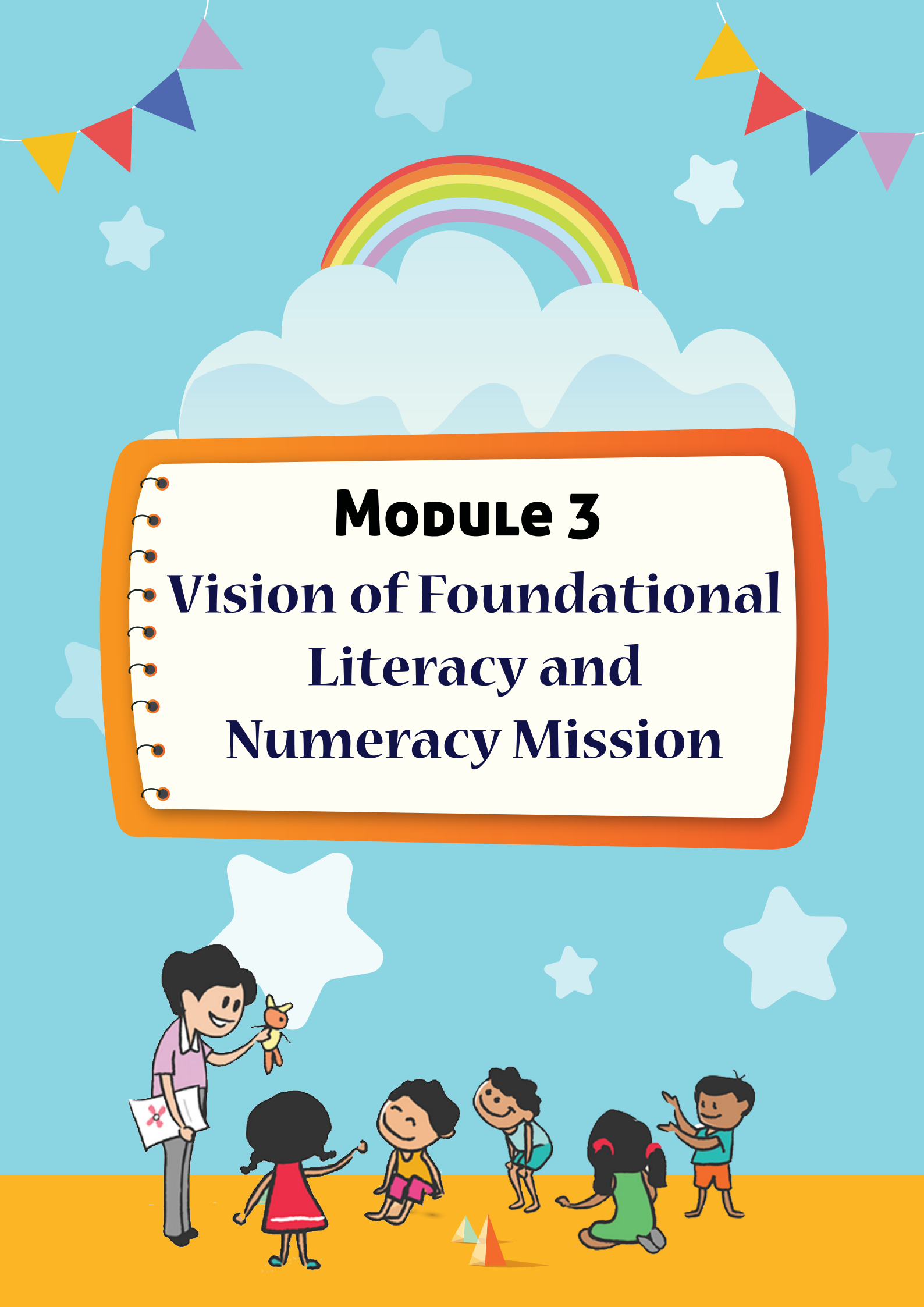
Do the activity by scanning the QR code



or

Click on the link

https://diksha.gov.in/play/content/do_31333859730258329615463



MODULE 3
**Vision of Foundational
Literacy and
Numeracy Mission**



Module 3: Vision of Foundational Literacy and Numeracy Mission

3.1

Vision of Foundational Literacy and Numeracy Mission

The vision of the mission is to create an enabling environment in all aspects to ensure universal acquisition of FLN in primary classes by 2026-27 so that every child achieves the desired learning competencies in reading, writing and numeracy at the end of Class III and not later than Class V. The focus of foundational learning will be on holistic development of students by accentuating their creative potential as envisaged in NEP 2020. Learning will be holistic, integrated, inclusive, enjoyable, and engaging. All children will have access to an equitable and inclusive classroom environment, which will take care of their diverse background, multilingual needs and different academic abilities and make them active participants in the learning process. Attainment of basic reading, writing and numeracy skills in early classes will instill a strong foundation for continuous and lifelong learning for the students. Focus of foundational learning is on holistic development of the child. All children in the class should be happy, confident, thinking and learning.



MODULE 4
**Need and Significance
of FLN Mission**



Module 4: Need and Significance of FLN Mission

4.1 Need and Significance of FLN Mission

As per the FLN Mission guidelines, India has significantly progressed to achieve universal access up to the elementary level with one of the largest schooling systems in the world that has almost 250 million school-going children and 9.2 million teachers. However, studies have shown that ensuring that students are in school does not naturally lead to an increase in their learning. There is a strong national concern today regarding the poor learning levels of children at various stages of school education.

Research has shown conclusively that once students fall behind on FLN, they tend to maintain flat learning curves for years, and are perpetually unable to catch up. This is because until Class III, the curriculum focuses on learning to read or getting children to read and acquire basic skills. After Class III, children are expected to be able to read to learn. The learning gap continues to widen from that point, as the texts in the language textbooks and mathematical concepts become more complex and abstract in later primary grades. Thus, Class III is the inflection point after which children need to read to be able to learn; an antithesis where children, who haven't made it, get left behind. The damage is even greater for children who are forced to study in a language that they do not speak or understand. Children studying through an unfamiliar language face a 'double learning disadvantage' since they must try and learn a new language and at the same time try and learn difficult concepts given in the textbooks through that unfamiliar language. In India, we also have many children who are first generation learners and do not have an environment of literacy and numeracy at home. They are at greater risk of not achieving the expected learning outcomes.

NEP 2020 highlights that a large proportion of students currently in elementary level (estimated to be over five crore), have not achieved FLN. NEP 2020 further reiterates that it is imperative to address this crisis head-on and immediately so that basic learning can be accomplished in schools and all students may thereby obtain quality education. Attaining FLN for all children must become an immediate national mission. Students, along with their schools, teachers, parents, and communities, must be urgently supported and encouraged in every way possible to help carry out this all-important target and mission, which indeed forms the basis of all future learning. SDG 4 also lays emphasis on the acquisition of high

quality learning and the same is recognised by its signatories across the world. Research and evidence indicates that learning is fast during the foundational stage. Every positive experience at this stage supports lifelong learning and development. Hence, through this mission efforts are being made to tap these foundational years for development and lifelong learning. For this NEP 2020 recommends, firmly recognises and stresses upon the importance of quality ECCE . It has a major role in achieving the objectives of FLN Mission. NEP 2020 has focused on preschool education and made it an integral part of the education system. To build FLN, teachers, therefore, need to focus more on developing phonological awareness and sound discrimination, and visual perception and visual association right from early childhood stage to help children develop into better readers and writers in future. The foundational learning period is a crucial phase for the development of intellect, ability, physical growth, mental maturity, and values. Hence, teachers will be required to pay more attention to holistic development and learning of children and teach children 'how to learn'. Teachers need to demonstrate equal and appropriate expectations from boys and girls by providing equal attention, respect, and equal learning opportunities; select books, pictures, posters, toys/materials and other activities free of gender bias; and not use gender biased statements while talking to the learners or giving instructions in the classrooms.

Activity

Watch a video for conceptual understanding on FLN and reflect on it to understand its significance.

<https://www.youtube.com/watch?v=HY7OtDAS-t-o>

4.2 Activity 3: Share Your Thoughts

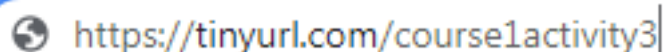
Visualise the significance of FLN Mission and ponder on what can be the role of ECCE in achieving the goals and objectives of FLN? Share your thoughts.

Steps to be followed:

Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

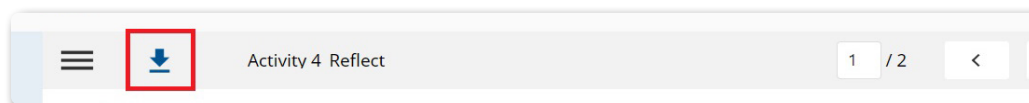
Option 1: Type the URL in a browser <https://tinyurl.com/course1activity3>



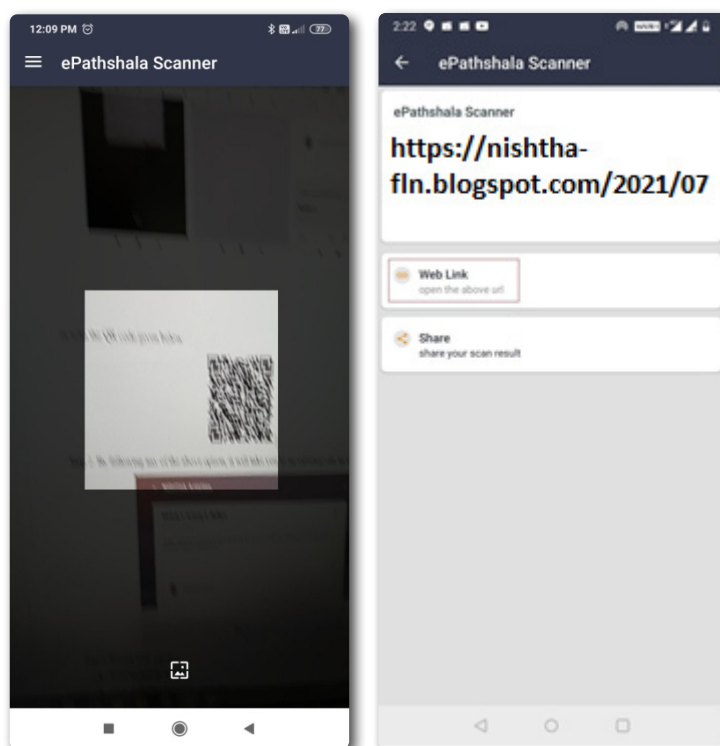
<https://tinyurl.com/course1activity3>

Option 2: Download this pdf from DIKSHA by clicking on the download icon and copy this URL.

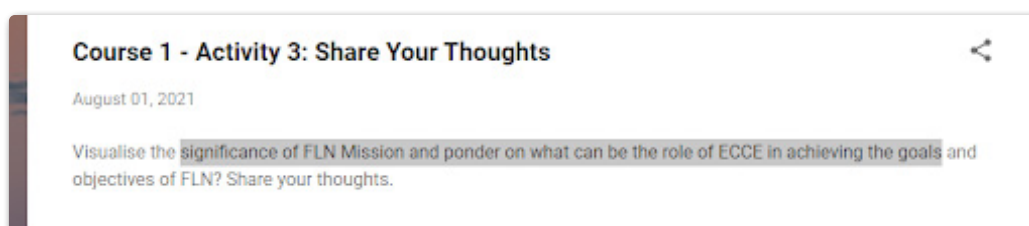
<https://nishtha-fln.blogspot.com/2021/08/activity-3-share-your-thoughts.html>



Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, scan the QR code given below.

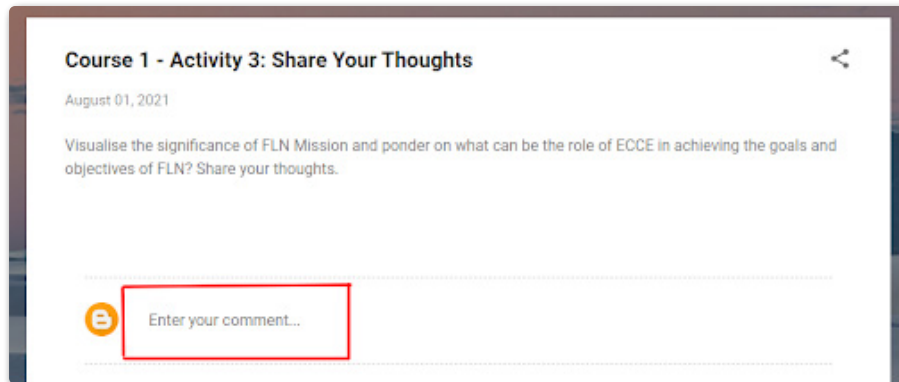


Step 2: Following any of the above option will take to an external site as shown below



Step 3: Post your response

- Read the given activity
- Click on **Enter your comment**



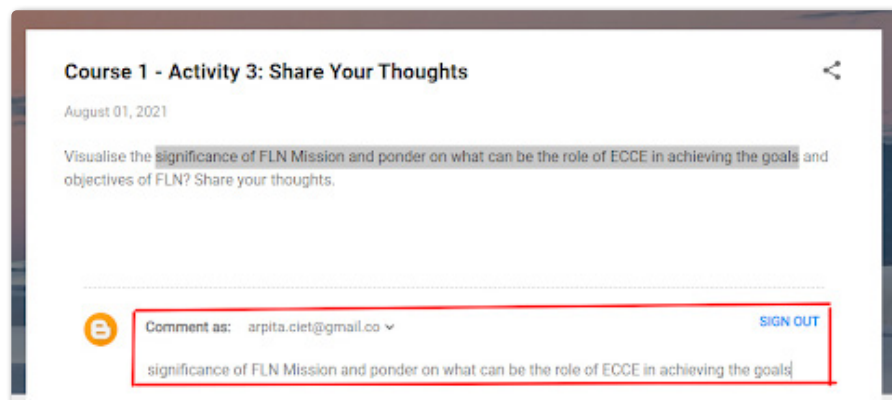
Course 1 - Activity 3: Share Your Thoughts

August 01, 2021

Visualise the significance of FLN Mission and ponder on what can be the role of ECCE in achieving the goals and objectives of FLN? Share your thoughts.

Enter your comment...

- Type your response in the comment box.



Course 1 - Activity 3: Share Your Thoughts

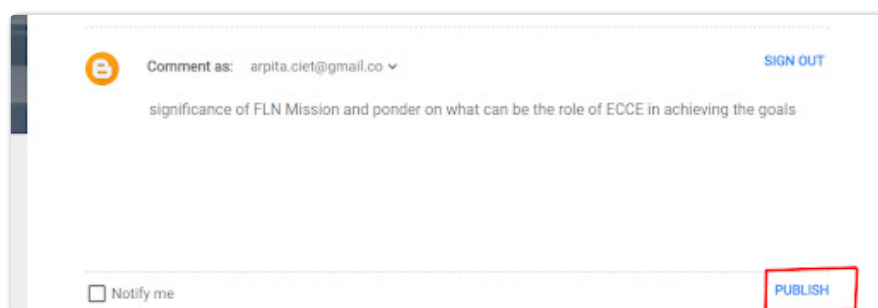
August 01, 2021

Visualise the significance of FLN Mission and ponder on what can be the role of ECCE in achieving the goals and objectives of FLN? Share your thoughts.

Comment as: arpita.ciet@gmail.co [SIGN OUT](#)

significance of FLN Mission and ponder on what can be the role of ECCE in achieving the goals

- Click **PUBLISH**

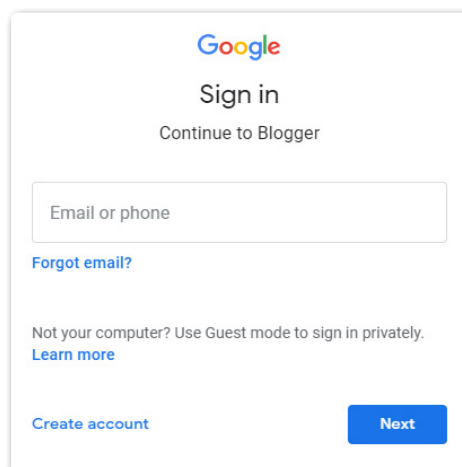


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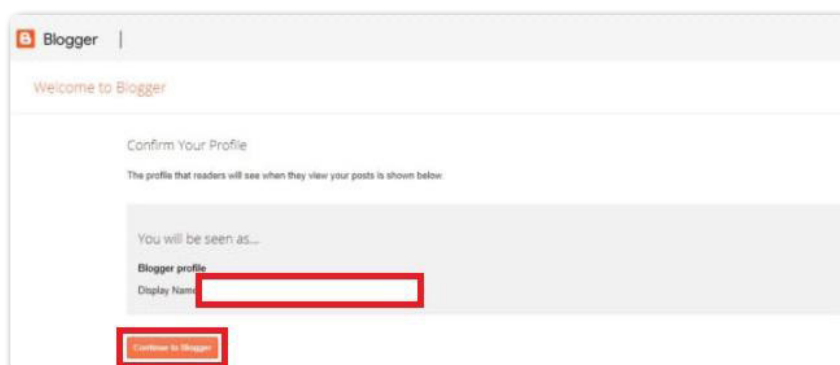
significance of FLN Mission and ponder on what can be the role of ECCE in achieving the goals

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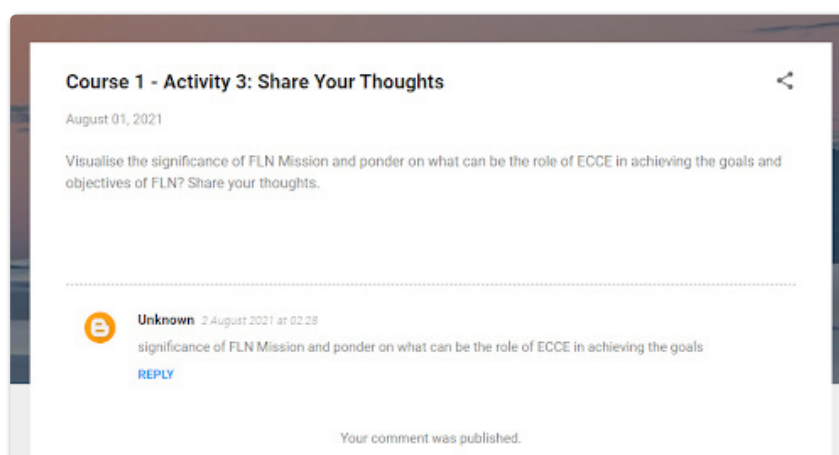
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- After logging in, enter **Display Name** and then click on **Continue to Blogger**.



- Click on **PUBLISH**. The comment will be posted.



4.3

Activity 4: Check Your Understanding

Do the activity by scanning the QR code



or

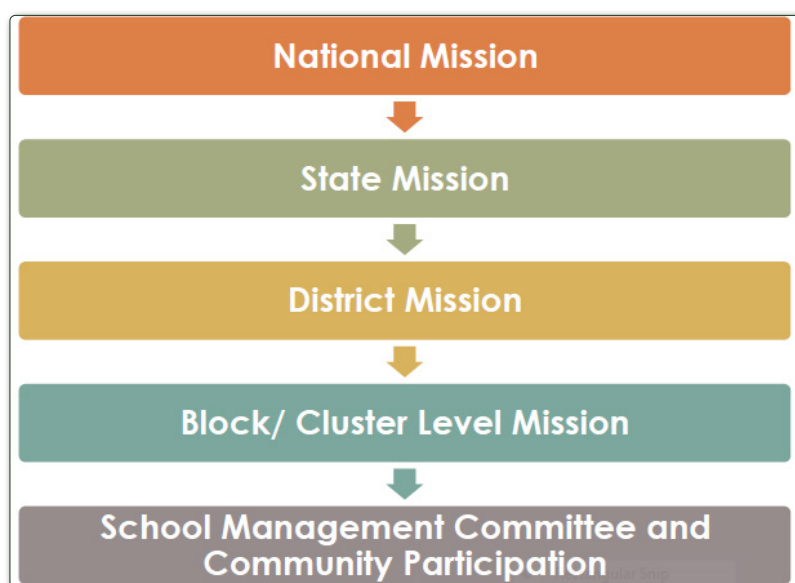
Click on the link

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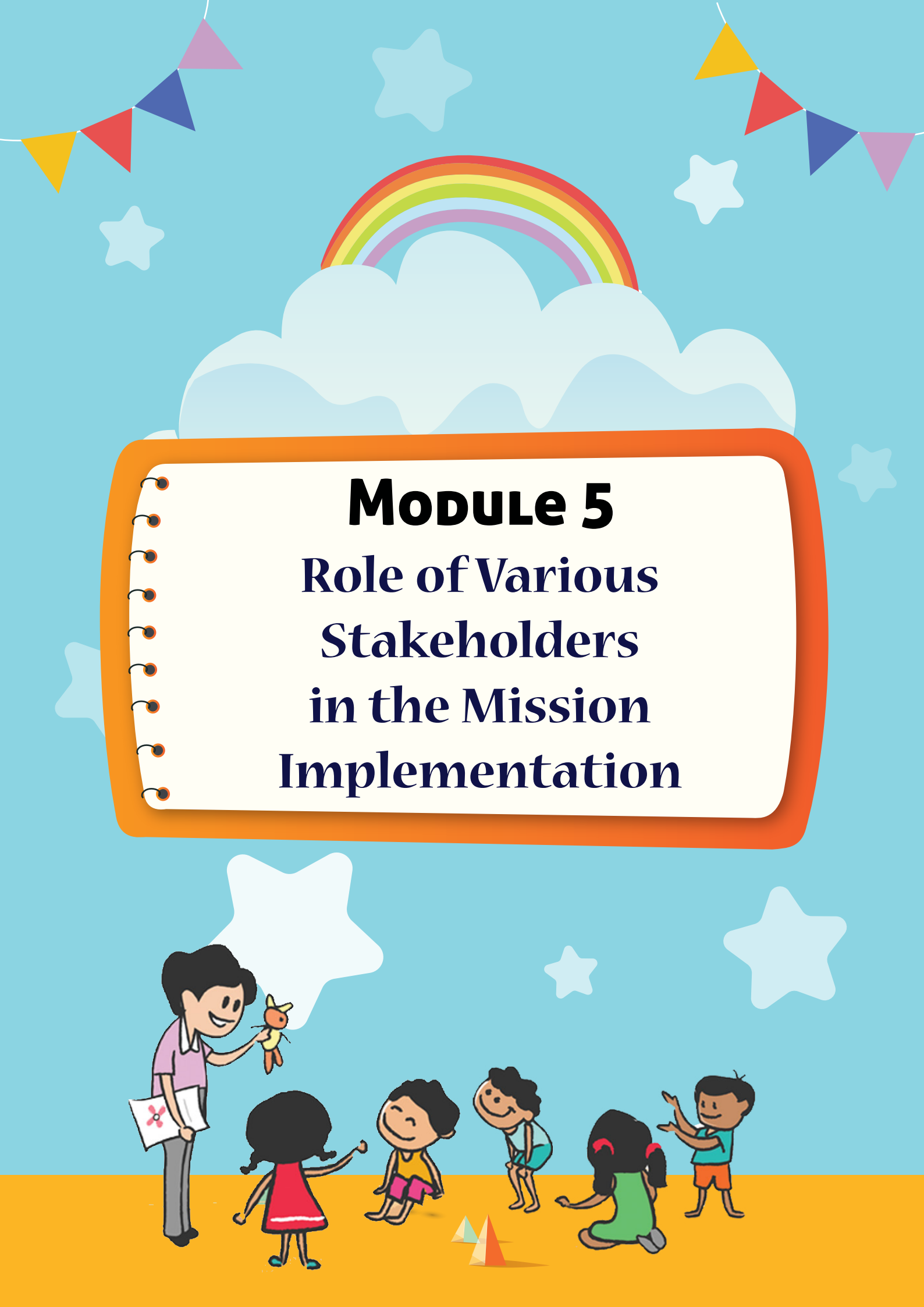
4.4

Administrative Structure of the Mission

The FLN Mission will be implemented by the MoE and a five-tier implementation mechanism will be set up at the National, State, District, Block and School level in all states and UTs.



To lay emphasis and prioritise, the programme will be implemented in the mission mode. The mainstream structures will be primarily used for implementing the programme.



MODULE 5
**Role of Various
Stakeholders
in the Mission
Implementation**



Module 5: Role of Various Stakeholders in the Mission Implementation

5.1

Role of various stakeholders in implementation of Foundational Literacy and Numeracy Mission

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31334058319239577617251

Transcript

Dear Learners,

Prof. Padma Yadav: The Ministry of Education, Government of India has launched a Foundational Literacy and Numeracy (FLN) Mission and provided guidelines to build literacy and numeracy skills among children at the foundational stage. The programme will be implemented in the mission mode.

Administrators and teachers have some queries regarding FLN mission, its implementation and role of various stakeholders in its implementation etc. With me is Mrs. Kavita Bisht, she is headmistress in Kendriya Vidyalaya NMR NCERT, Primary Wing. She wants to ask some questions.

Welcome Kavita, tell me what do you want to ask?

Mrs. Kavita Bisht: Madam, what is FLN mission about?

Prof. Padma Yadav: The Foundation Literacy and Numeracy mission is about building foundational literacy and numeracy skills among children of 3-9 years age group. The Ministry of Education, Government of India has launched a Foundational Literacy and Numeracy (FLN) mission and provided guidelines to build the desired literacy and numeracy skills in children at the foundational stage.

Mrs. Kavita Bisht: Who is the implementing agency?

Prof. Padma Yadav: The Department of School Education and Literacy, Ministry of Education (MoE) is the implementing agency at the national level and it is headed by a Mission Director.

Mrs. Kavita Bisht: FLN Mission is a National programme. How it will be implemented?

Prof. Padma Yadav: Okay! It is a five-tier implementation mechanism, which will be set up at the National- State- District- Block- School level in all the States and UTs.

Mrs. Kavita Bisht: What is the role of NCERT, CBSE and KVS?

Prof. Padma Yadav: The NCERT, is the leading academic institution in the country for school education and it is expected to play very important role in fulfilling and achieving the objectives of FLN; NCERT will provide academic support to teachers, develop curriculum and pedagogical framework focusing on FLN with learner-centric pedagogy etc.

CBSE will work with NCERT, Introduce competency-based education in CBSE affiliated Schools, monitor learning levels of children and reporting the same to DoSEL, it will play a pivotal role in capacity building of Primary teachers for Foundational Literacy and Numeracy. CBSE will identify a pool of outstanding teachers at primary level who could mentor and guide Government Primary Teachers and also develop eContent to support teachers at primary level including lesson plans, use of innovative pedagogies etc.

Kendriya Vidyalaya Sangathan will make efforts to ensure that all children attain Foundational Literacy and Numeracy by 2025, track the progress of each child, KVS schools will be developed as model schools, demonstration classes will be provided in KVS for Government schools teachers, wherever possible all Primary teachers of KVS will be trained.

Mrs. Kavita Bisht: What is the role of States and UTs?

Prof. Padma Yadav: States and UTs have very important role to play. The first step in this direction would be creating multi-year Action plans to achieve the FLN targets. Ensure availability of adequate number of Teachers, preparing database of each child enrolled in foundational grades, map the requirements and ensure basic facilities at primary schools. In addition to all the mentioned, States and UTs would also need to ensure delivery of textbooks and uniforms to students, prepare financial estimates, identify a pool of mentors to render academic support to teachers. Public libraries will be made an integral part of

the teaching learning process and will be made available after the school hours to the community, and particularly to parents. States will document success stories, best practices, innovations introduced, new technologies will be used etc. Training of SMC members, awareness drives for parents and community etc. will be done by the states.

Mrs. Kavita Bisht: What am I as headmistress supposed to do?

Prof. Padma Yadav: Okay, very nice question.

You as headmistress are expected to do

- Capacity building of teachers
- Provide continuous professional development to teachers to impart foundational literacy numeracy skills
- Enhance parent and community participation

Mrs. Kavita Bisht: Who else has role in implementation of FLN Mission?

Prof. Padma Yadav: There are many others such as SCERTs, DIETs, BRCs, CRCs, NGOs or CSOs, SMCs, Community and Parents, volunteers and private schools those have important role in the implementation of FLN Mission. You can read the course and try to reflect what role you and your teachers can play in achieving the aims and objectives of FLN Mission.

Prof. Padma Yadav: I hope your queries are solved.

Mrs. Kavita Bisht: Yes Madam, thank you.

Prof. Padma Yadav: Thank you Kavita.

5.2 Activity 5: Do It Yourself

Imagine your role in attaining the goals of FLN and share how you will implement it.

5.3 Role of SCERT, DIETs and Others in Mission Implementation

Role of SCERTs

State Council of Educational Research and Training (SCERT) will be entrusted with the responsibilities of

- developing locally contextualised teaching learning materials
- extensive capacity building of teachers

- developing training Courses and other resources for teachers in local language
- developing additional learning material for Classes I to V, that are engaging, joyful and innovative

It is expected that for school-based assessment of FLN, a student progress card will be designed by NCERT (for KVS/JNV/CTSA/CBSE schools). SCERTs will adopt/adapt the same for students in states/ UTs in the foundational years. This will be a holistic, 360-degree, multidimensional report of progress, that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, socio-emotional, and psychomotor domains as well as in acquiring of life and learning skills, and values.

SCERTs will continuously develop item banks for Classes I to V that are related to the measurement or achievement of each learning outcome, including standardised criterion referenced tests (at least 500 items per grade, per subject). These should be administered by the school teachers to the children at a pre-defined periodicity in a non-threatening environment.

Role of DIETs

The role of District Institute of Education and Training (DIETs) will be extremely crucial in the effective implementation of the FLN Mission. For this DIETs are to be encouraged to emerge as an autonomous institution at the district level with flexibility to function and be structured to meet district-specific needs.

- Develop an academic resource pool specifically for FLN, comprising of teachers, teacher educators, district education planners and faculty from the University Department of Education
- Effective onsite support and mentoring

Role of DEOs and BEOs

As part of the district and block mission, the District Education Officers (DEOs) and Block Education Officers (BEOs) have a key role to play for attaining universal FLN. DEOs & BEOs will be responsible for-

- Supervision, mentoring and inspection of schools in their jurisdiction
- Ensuring timely distribution of free textbooks, uniforms, teaching learning materials and any other resources provided to schools by the respective state government/UT administration
- Keeping track of the different training programmes on FLN and ensuring capacity building of primary teachers in their jurisdiction
- Fostering a competitive spirit amongst the districts and blocks to achieve the FLN targets before time, for which they will be incentivised

Role of BRCs and CRCs

The Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) will function as vital centres. Their role will be:

- Providing academic resource support at primary schools particularly for the FLN Mission
- Monitoring and supervision of the progress of activities against the goals of the FLN mission especially at the block and cluster level
- Designing a comprehensive district level quality improvement plan for FLN, which can also provide a framework for overall coordination and convergence across institutions and implement it in a time bound manner
- Consulting with the school management committee, community members and local authority for formulating school development plan from the FLN perspective

Role of Head Teachers and Teachers

An important step towards achieving the goal of FLN for children will be:

- Capacity building of teachers
- Providing support through continuous professional development to impart FLN
- As a key partner in planning and implementing community participation strategies for the FLN Mission

5.4 Activity 6: Try Yourself

Prepare a chart of your understanding on the roles and functions of various organisations in developing FLN. Also reflect on your roles in the FLN Mission.

5.5 Role of NGO, Volunteers, Community and Parents in the Mission Implementation

Role of NGOs

Civil society organisations have had a long history of involvement in the education sector to which they have significantly contributed in a variety of ways. For achieving their respective FLN targets, States and UTs will be encouraged to work with Non-government organisations (NGOs) specialised in FLN. They will be responsible for

- Capacity building and development of resources for FLN
- Sustained mobilisation and awareness building about the FLN Mission

- Facilitating a process of social audit with community involvement to maintain transparency, participation and accountability in programme implementation

Role of SMCs, Community and Parents

Parents will need to play an active role in school in monitoring the implementation of the FLN Mission. Parents have crucial role in anchoring community awareness and participation efforts. They should have active participation of the School Management Committees (SMCs), community and parents in the teaching learning processes. SMCs and community should ensure that all school children undergo regular health check-up and the nutrition and health of children are addressed through the provision of healthy meals

Role of Volunteers

States and UTs will prepare their own guidelines for engaging peer groups and other local volunteers in contributing towards the goal of achieving FLN for all Class III students by:

- One-on-one tutoring
- Establishing innovative models to foster peer-tutoring and volunteer activities as well as launch other programmes to support learners, in FLN Mission
- Every literate member of the community can commit to teaching one student how to read

Role of Private Schools

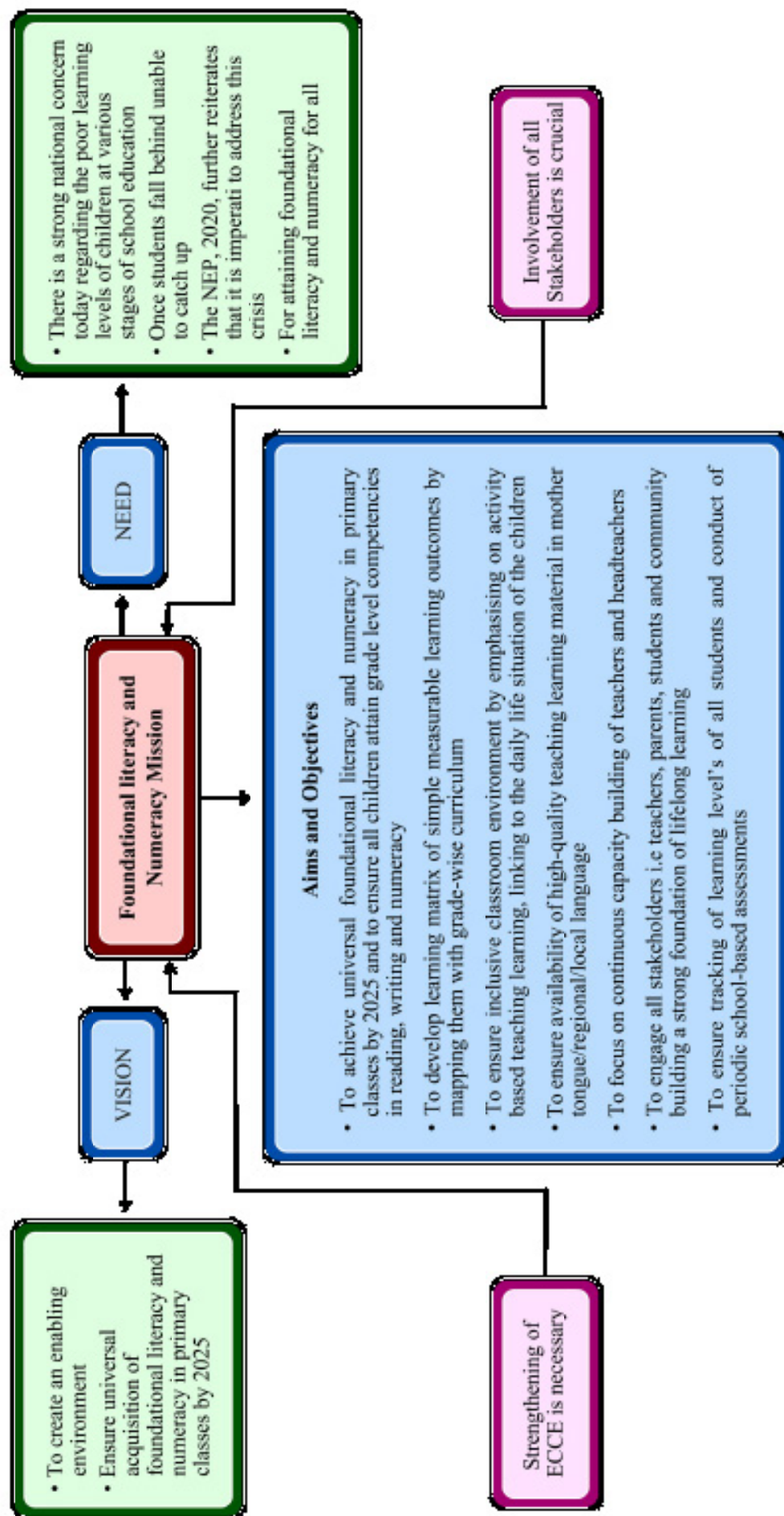
Private schools are important stakeholders in the successful implementation of the national FLN Mission. Their role will be to:

- Increase awareness on the importance of foundational learning and its impact on children learning outcomes

Reflect

Explore in your family and neighbourhood and volunteer to help children read and write in your locality face-to-face or virtually, depending on the situation. Reflect on volunteerism to promote FLN.

Summary



Portfolio Activity

Assignment

Try to develop a strategy plan and a poster for the involvement of different stakeholders in the development of FLN. Identify areas where you can involve different stakeholders and identify the roles they will play and volunteer in the achievement of FLN. Draw posters to motivate them. Write the following details while planning.

- Aim:
- Which stakeholder:
- Area of involvement:
- Plan of action:
- Resources required:
- Time:

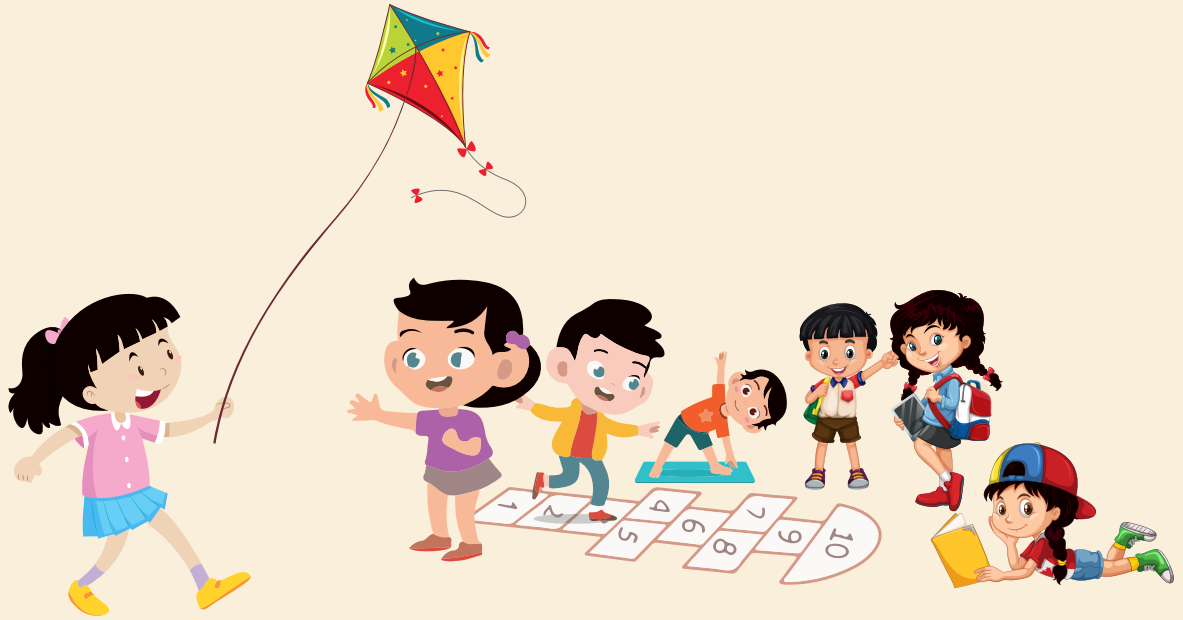
Additional Resources

References

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<https://ncert.nic.in/dee/pdf/PadanaHaihindi.pdf>
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Weblinks

- Khula Aakash
<https://www.youtube.com/watch?v=1XjDHOrcjyw>
- Pre-School Education
<https://www.youtube.com/watch?v=0GPBUPua7wk&t=872s>
- Pre-School Education - NCERT's Initiatives
<https://www.youtube.com/watch?v=TUXRDzLxHIU&t=203s>
- Early Childhood Care and Education (Hindi Video)
<https://www.youtube.com/watch?v=tQ14uLumU4c&t=6s>
- Foundational Literacy and Numeracy *Shiksha Parv*
<https://www.youtube.com/watch?v=HY7OtDAS-t-o>



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