

NISHTHA FLN

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

Course: 02

Shifting Towards
Competency Based
Education



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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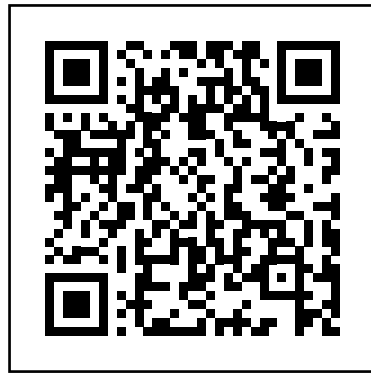
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COURSE 02

**Shifting Towards
Competency Based
Education**

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COURSE OVERVIEW



Description of the Course

This course highlights the need for shifting towards competency based education. It discusses the three developmental goals of Foundational Literacy and Numeracy. It also familiarizes the participants about the codification of learning outcomes.

Keywords

NISHTHAFLN, COMPETENCY BASED EDUCATION, LEARNING OUTCOMES, FOUNDATIONAL LITERACY AND NUMERACY, FLN, DEVELOPMENTAL GOALS, CODIFICATION

Objectives

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

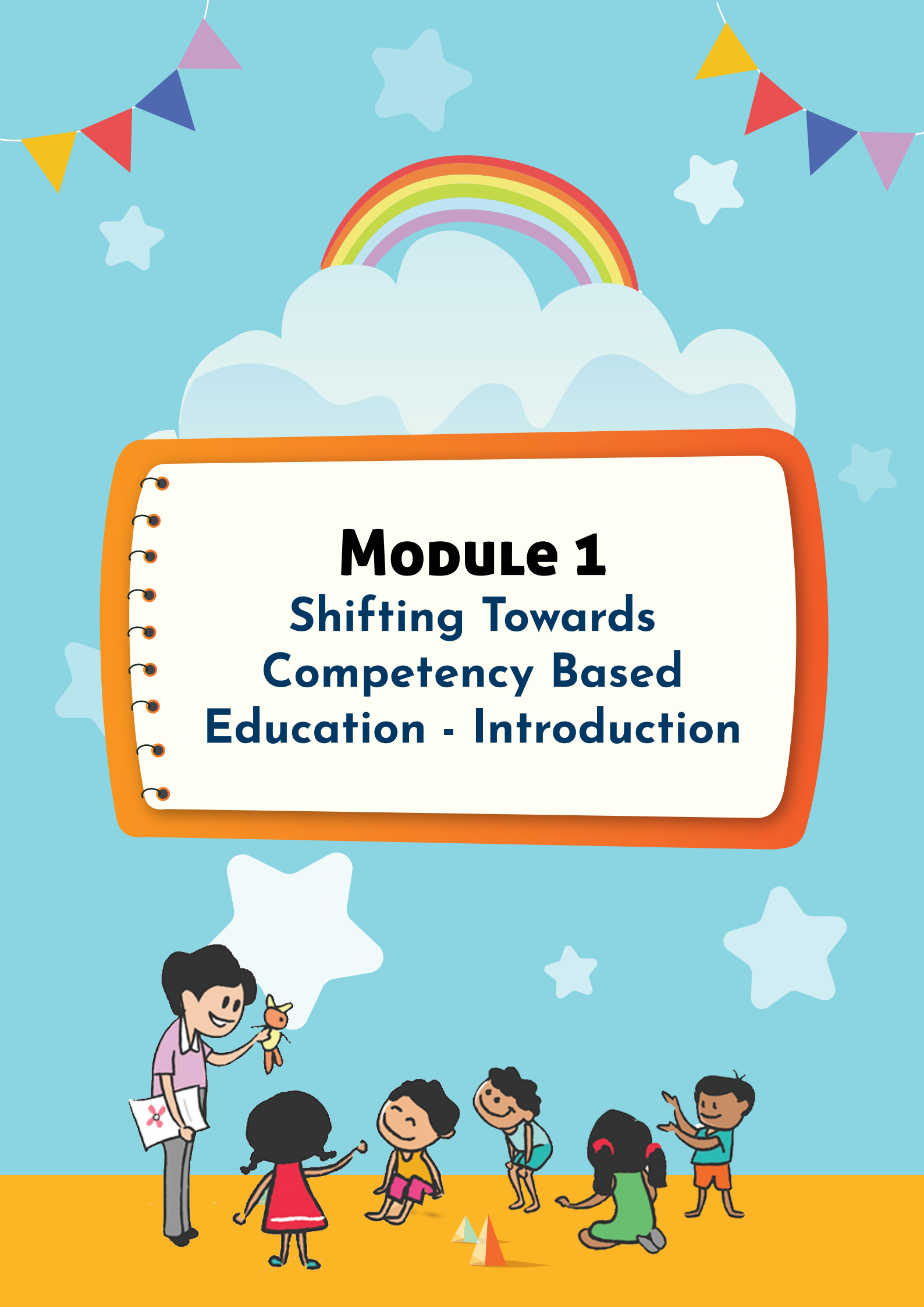
- Differentiate between the term 'Competency' and 'Learning Outcomes'.
- Describe the need for shifting towards Competency Based Education.
- Explain the initiatives undertaken in India for shifting towards Competency Based Education.
- Describe the three developmental goals used in the Foundational Literacy and Numeracy (FLN) framework for integrated and holistic development.
- Demonstrate an understanding of codification of learning outcomes in the FLN framework



Course Outline

- Need for Competency Based Education for FLN
- Concept of Competency Based Education
- Learning Outcomes for FLN
- Shifts in Competency Based Education (CBE) Systems
- Towards Competency Based Education in India
- The Foundational Literacy and Numeracy (FLN) Framework – Goals and Codification of Learning Outcome





MODULE 1
Shifting Towards
Competency Based
Education - Introduction



Module 1: Shifting Towards Competency Based Education - Introduction

1.1

Introduction to Competency Based Education and Learning Outcomes

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_3133625931365089281547

Transcript

Namaskar. Dear learners, welcome. We are going to learn about the concept of competency based education and learning outcomes, its need and importance and the initiatives taken by the Government of India for shifting towards competency based education. We will also learn about the Foundational Literacy and Numeracy i.e. FLN framework and codification of learning outcomes.

In today's education system we find that all children entering a particular class are expected to learn the course contents in a stipulated time. The weekly tests, half yearly and annual exams are scheduled on fixed times. Most of the lessons are textbook based and the focus of the teachers is on covering the defined syllabus. Same type of instructions are given to the entire class. Differences in the levels of language skills, visual-motor skills, social readiness, varied levels of oral language development, and diversity in home atmosphere may result in different types of learners having different learning needs. This system of education does not take into account the diverse contexts and backgrounds, languages and differential learning needs with which children enter the school. But the learning in students is variable, some learn concepts very fast, some require more practice, therefore, there is a need to shift towards competency based education or CBE.

What Exactly is Competency Based Education?

Although there is no single universally accepted definition of competency based education (CBE), but there are certain common elements in programmes based on Competency based education. CBE tries to shift the emphasis on how the time is allotted for learning to how children demonstrate the competencies. The competencies are well defined and fixed to ensure that each child acquires the foundational learning but the time spent and pathways of learning will be different for each child. The students, teachers and parents know what are the competencies or expectations of learning which helps teachers and students to plan what they need to teach and learn and track their progress. The defined competencies help students understand the key concepts, apply knowledge to meaningful problems and leads to mastery of relevant skills.

In CBE, students know what they need to learn and how they will be assessed. When students experience any difficulty, the teachers and students address the problem. Formative Assessment is used which is aimed to help children acquire the competencies. Teachers determine where each child is in the learning process and adjust their teaching as necessary. Formative assessment gives teachers the ability to adjust in real time by clearly identifying the key areas where students need to improve. Students are taught and supported based on their personal strengths and weaknesses, giving each individual student the same chance for success. The pedagogy is based on activities, experiences, integration of arts/sports/technology, etc. and connecting the learning to real-life situations, so that the child learns to apply knowledge. When students demonstrate a clear understanding of the topic, prove their ability to apply that understanding, and show how they have developed important skills, they move forward.

1.2 Concept of Competency Based Education

Children come to school from different backgrounds and contexts. Some children have parents and adults in the family who engage with them. They play, tell stories, provide interactive language experiences, provide safety, connections and high quality routines, which are enriching and interesting for children. On the other hand there are children who have experienced less fortunate early childhood years, without secure attachments, safety and connection, good nutrition and rest, and without enriched learning opportunities. As a result, children have differences in readiness for school when they begin preschool or kindergarten. Additionally, children in the same class might have 12 months age differences.

There are differences in the levels of language skills, visual-motor skills diversity in socio-economic contexts and home atmosphere.

And when children from diverse backgrounds having different learning needs enter the typical school, all the students are expected to be ready for grade-level content standards to be covered and tested in a time-limited learning system. Most of the time the focus is on completing the syllabus without monitoring whether children are learning to a level of deep understanding and application. When similar instructions are provided and one time testing is used for all the children, without considering their learning levels, children are quickly categorized as winners and losers. By the end of third grade, children have settled into patterns of learning that usually persist for life.

1.3 Activity 1: Share Your Reflection

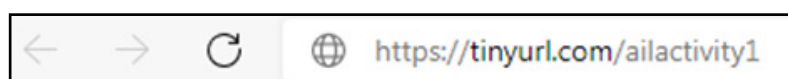
Reflect on the experiences provided by you to children in the early years. Are all children being provided the same set of instructions and have fixed testing schedules or variation in learning is accounted for? In your opinion, what are the benefits/limitations in using a learner-centred approach? Share your reflection.

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/course2activity1>

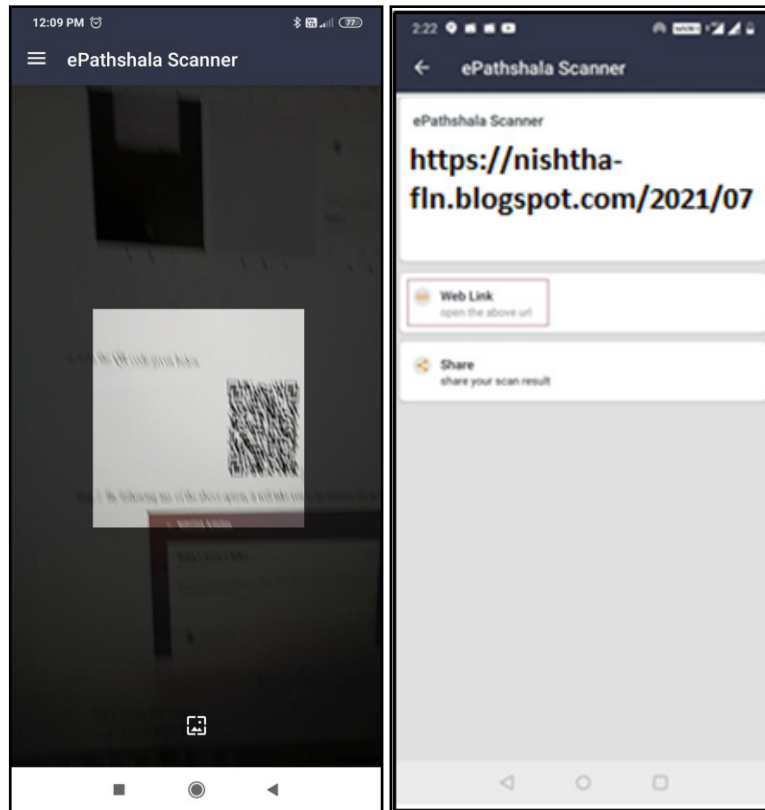


Option 2: Download this pdf from DIKSHA and copy this URL.

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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

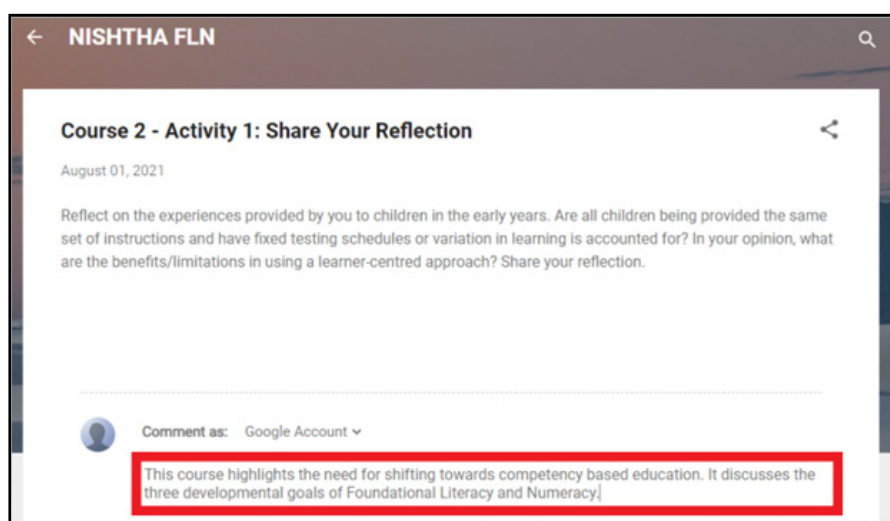


Step 3: Post your response

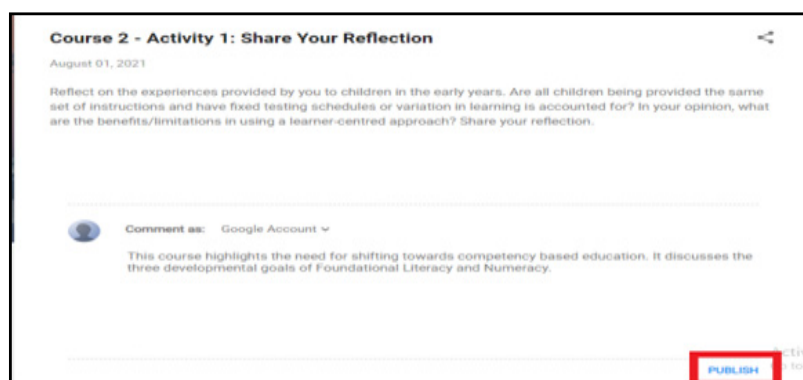
- ☉ Read the given activity
- ☉ Click on **Enter your comment**



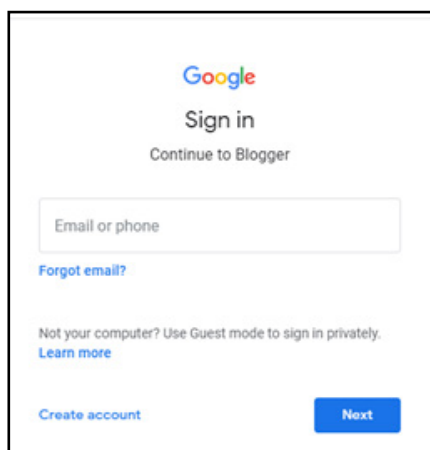
- ☉ Type your response in the comment box.



- ☉ Click **PUBLISH**



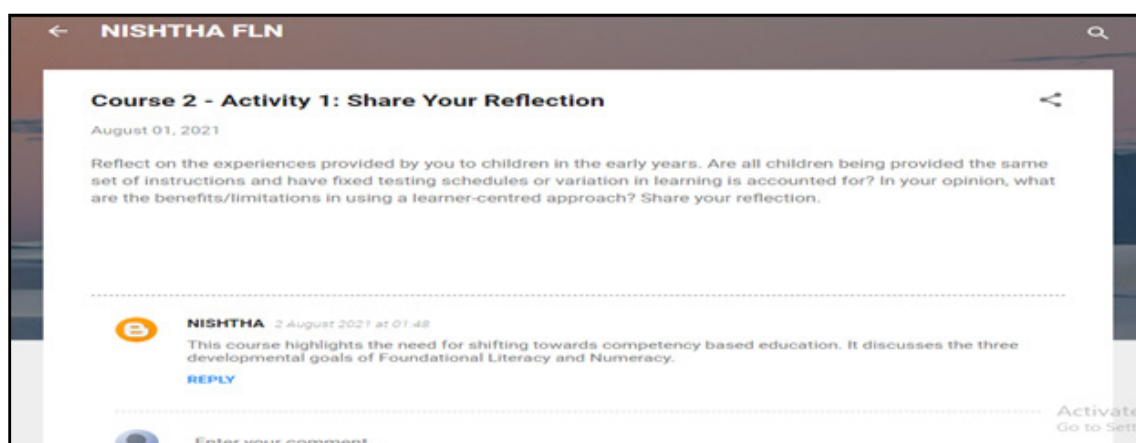
- ☛ If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.

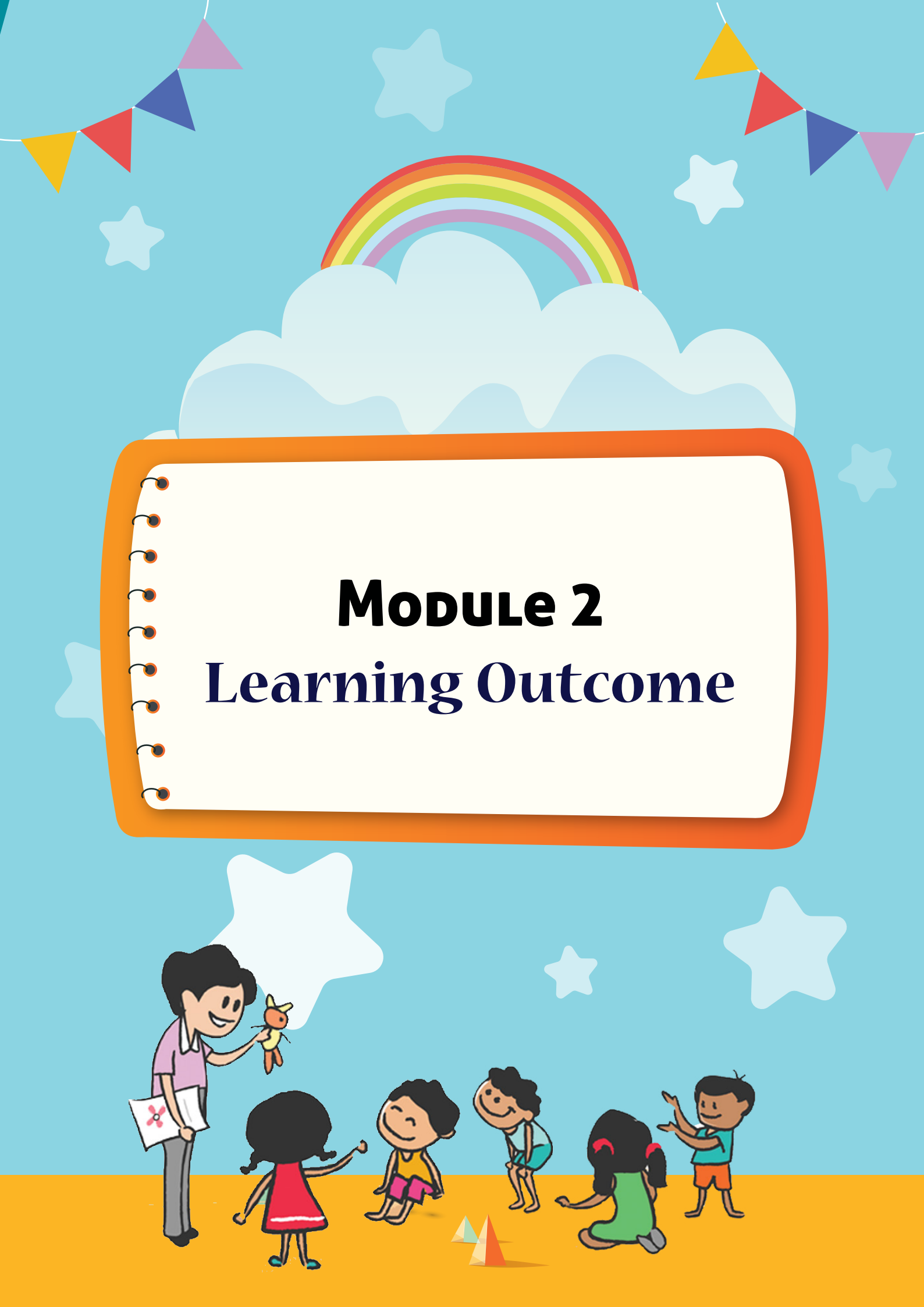


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- ☛ Click on **PUBLISH**. The comment will be posted.





Module 2

Learning Outcome

Module 2: Learning Outcome

2.1 What are Learning Outcomes?

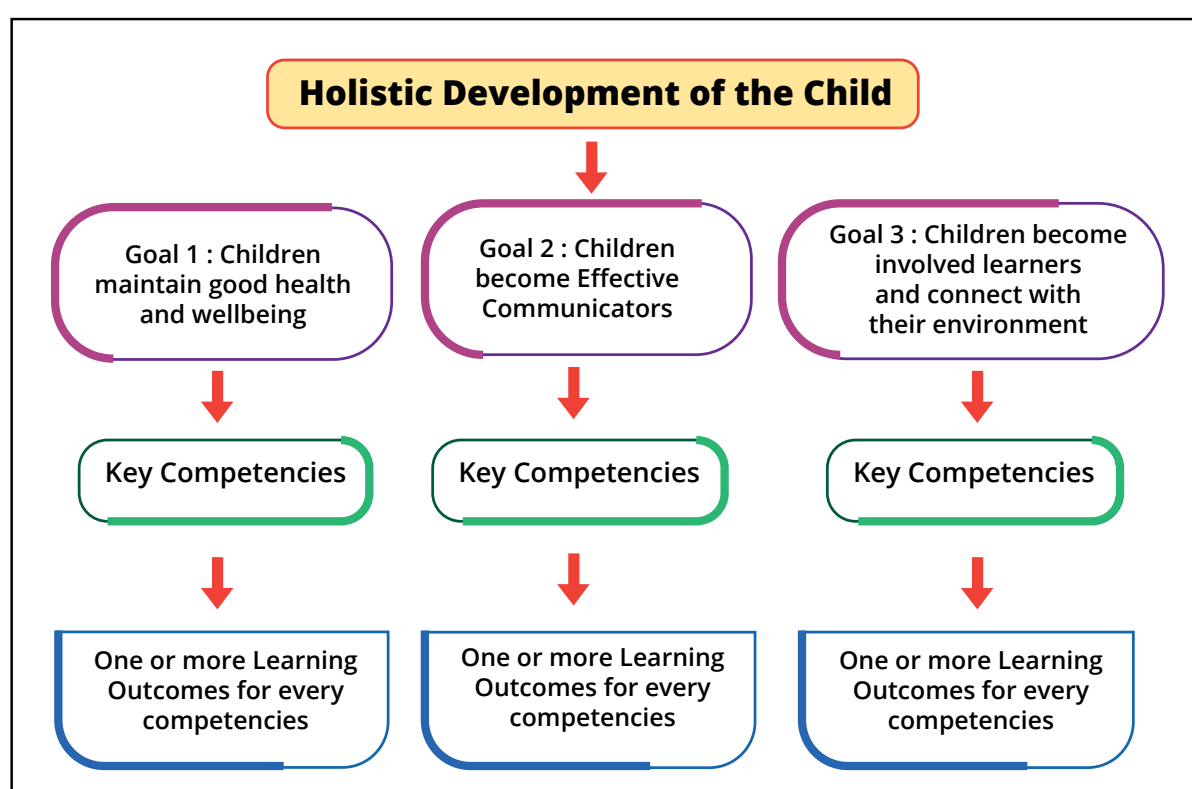
Expected learning outcomes define the totality of information, knowledge, understanding, attitudes, values, skills or behaviours a learner should master upon the successful completion of the curriculum. Learning outcomes are essentially evidence of having acquired the competencies. Learning outcomes are specific statements that describe exactly what a student will be able to do in some measurable way. There may be more than one measurable outcome defined for a given competency. Achieved learning outcomes can only be identified following the learning process, through assessments and demonstration of achieved learning in real life, for example, at work. The performance of the child in each subject area needs to be continuously matched with the intended learning outcomes. Children who are not performing up to the expected level need to be provided scaffolding and support by the teachers and parents. Outcomes-based qualifications provide students, teachers, parents and other stakeholders with a common reference point, which allows improved and active learning processes and better quality teaching.

Are the Learning Outcomes Mapped to Specific Textbooks/Chapters?

Textbooks are one of the reference materials for transacting the curriculum. The curriculum content may be transacted by using various other pedagogies. For example, to achieve the learning outcome of Class III EVS 'identifies simple observable features (e.g., shape, colour, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings' children can be taken out to a garden to observe variety of flowers, leaves and plants. They can be asked to trace the bark of the trees or asked to bring different leaves, plants to the classroom from their immediate environment and discussion around its colour, texture, aroma can take place. The teachers can use different strategies to help children construct their own knowledge by asking questions, initiating discussions, engaging them in group activities etc. Also, children can be taught about different leaves, plants, flowers through a poetry in Hindi or a role play/drama/puppet show in English. Experiences/learning from different subjects and different opportunities given to children for self/peer/group learning helps them achieve the learning outcomes. When the processes used are age-appropriate and child-friendly, children are more likely to achieve the expected learning outcomes.

Assessment of Learning Outcomes

Formative assessments are emphasised so that teachers get to understand where students are facing difficulties or having misconceptions. Teachers can extend help and give feedback to children about their performance and areas where they need to improve. Assessment is used as a guiding tool, which is meaningful and provides positive learning experiences for children. Students construct their own knowledge by actively participating, applying critical-thinking and problem-solving skills along with good communication skills, collaboration and cultural responsiveness to help them work in ever-changing, diverse environment. Teachers can use anecdotal records, peer assessment, self- assessment, rubrics and portfolio to track students' progress.



Goals, Competencies and Learning Outcomes – the Hierarchy Text

To ensure the holistic development of the child, the learning outcomes have been defined under three developmental goals. For each developmental goal there are key concepts and skills which are further broken down into learning outcomes for each level. Let us understand with an example (Table 1).

Table 1: Goals, Competency and Learning Outcomes

Goals	Competency	Preschool 1 Learning Outcome	Preschool 2 Learning Outcome	Balvatika Learning Outcome	Class 1 Learning Outcome	Class 2 Learning Outcome	Class 3 Learning Outcome
Goal 1	Demonstrates awareness of self	Begins to state some physical characteristics about self	Describes self in terms of physical characteristics	Describes self and others in terms of physical characteristics, gender, interests, likes, dislikes	Recognises different body parts and uses various body movements	Maintains correct posture, uses various body movements to participate in games and sports	Participates in games and sports to strengthen and extend gross motor skills
Goal 2	Demonstrates phonological awareness- rhyming	Sings/hums words/lines/ parts of songs and rhymes, in own language/L2	Identifies few rhyming words	Enjoys and creates non-sensical - rhyming words	Creates rhyming words based on the available text	Writes selective rhyming words in pair	Uses rhyming words for writing short sentences
Goal 3	Compares and classifies given objects and pictures	Compares two objects based on one observable property, for example, length, weight, or size	Compares and classifies objects by two factors like shape and colour, size and shape, etc. Describes objects using size words like big/small, tall/short	Compares and classifies objects by three factors like shape, colour and size, etc. Correctly uses position words (besides, inside, under) to describe objects	Compares and classifies objects/ pictures based on multiple factors and demonstrates understanding of position	Compares and classifies objects/ pictures based on multiple factors and describes them using properties	Compares and classifies objects/ pictures in different categories and describes the properties used for classification

Lakshya/Targets for Foundational Literacy and Numeracy

Lakshya or targets have been defined from Balvatika to Class III. These lakshya are a summary of the learning outcomes defined for literacy and numeracy. It is to help the States and key functionaries monitor the progress of children in FLN at systemic level. For classroom transaction, the learning outcomes defined from Preschool to Class 3, will be assessed through holistic progress card to ensure the holistic development of the child.

2.2 Concept of Competency Based Education and learning Outcome

Watch the Video



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Transcript

Prof. Suniti: Dear learners. Welcome!

We'll be discussing the Competency Based Education and Learning Outcomes.

As you all are aware that the New Education policy has been released and the FLN Mission NIPUN Bharat has also been launched by Government of India. As per the NIPUN Bharat guidelines, it is recommended to achieve the FLN mission we have to shift towards competency based education. Many of the parents and teachers have lot of queries to make, when it comes to the competency based education. Today with me are two panelists Professor Varada Mohan Nikalje, who is a parent having a child at the foundational stage, and Miss Priyanka Tomar, who is a teacher in the IIT Nursery School. So, we will start with the queries of these two panelist. And we'll start with your query Prof. Varada first.

Prof. Varada: Thank you so much! I have a very basic query. Why should we shift from the present system of education, towards competency based education?




Prof. Suniti: That is a very good question. And we know that children come to the school from diverse backgrounds and context. Some of the children have parents who spend lot of time with them- they read out to them, they tell stories, they play games with them and there are other children who do not get this kind of enriched experience at home. There are children when they come to school their level of readiness is different. Some and between the children there is a gap of about 12 months, but here in present system we assess every child at the same time, every child without considering the context of the child or the diverse background or the language diversity, we give the same kind of instruction to the entire class, and we have half yearly exams, annual exams on a fixed time and expect every child to master the learning without considering the diverse context that they come from. But in the competency based education, the instructions are as per the readiness of the child. And you keep assessing the readiness level and the child moves to the next level, only when he has mastered the competency of the present level. So, the competency based education system is responsive to the needs of the child, and without considering the age or the time the child will move only when he has mastered the present competencies.

Prof. Varada: Thank you!

Miss Priyanka: Ma'am! What is these two terms- Competency and Learning Outcomes? How they differ from each other?

Prof. Suniti: Many people ask what is the difference between the competency, and the learning outcome and many times we see that they are interchangeably used. Now Competency is the combination of the knowledge, skill, and attitude of a child, and learning outcome is an evidence of having acquired that competency. But when I say that the child is able to classify as per one dimension like just the colors, or as per two dimensions that is the color and the shape. So when I specify what am I measuring then it becomes a learning outcome. So, the evidence of having achieved a competency is a learning outcome. And when, like when the child is, as I said classifying wild animals and pet animals, we see that the child is identifying also classifying, and the child has a knowledge of which animal lives where, you know. So, that is everything the knowledge, the skill and the attitude put together is the competency, and the evidence of its achievement is the learning outcome.

Prof. Varada: That was a really interesting example about animals, but then it leads to me to my next query: does each competency have only one learning outcome?



Prof. Suniti: See the competency we said is generic a lot of experiences that we give through various ways can address one competency for example, vocabulary development. So vocabulary development is actually a competency in goal 2 that is language and literacy, but the child develops vocabulary when he's doing mathematics, when he's playing games, or sports. So one competency is being addressed by a lot of experiences. Therefore, it is not essential that every competency will have one learning outcome, some of the competencies may have more than one learning outcome.

Miss Priyanka: Ma'am, I'm a teacher, a question is arising in my mind, how will my classroom practice change into the competency based education?

Prof. Suniti: Oh that is a very good question, Priyanka, that, when we are saying that the competency based education is, as per the need of the child, how are the classroom practices change that is the question. Now, the teacher can use variety of strategies rather than just using a textbook or having a set pattern of pedagogy, so teachers can plan a lot of interaction, they can create atmosphere where the child is able to explore, ask questions, experiment, manipulate objects, play with small group of children with with peers, with you know, individually, so the teacher has to create an atmosphere where the child is able to construct knowledge. So lot of different techniques needs to be used by the teacher for example taking them out on an excursion, no planning some games and sports and involvement of parent can also happen so the classroom has to be very vibrant, and you have to give a lot of experiences to the child, where he can construct his or her own knowledge.

Miss Priyanka: It means the learning outcome is based on textbook?

Prof. Suniti: No textbook is one of the reference material as I just explained that various strategies can be used by the teacher like suppose if you want to talk about a plant or an animal, you can actually take them out to show the actual animal you can take them out on an excursion on a field trip, or you can bring some things the model here in the classroom. So lot of strategies, different strategies have to be given because every child does not understand in the same way. So variety of strategies and pedagogies need to be used with children.

Prof. Varada: Thank you for elaborating on the experiences that the teachers will be facilitating children with. But again I have a concern. How will the teacher assess my child's accomplishments and skills?

Prof. Suniti: Yes. So, in the competency based education system, a formative assessment is used, that is the child after every learning episode has happened

after every, you know, activity has happened, the teacher will assess whether the child has been able to acquire the competency or not, and then identify the hard spots which are there, then plan, the activities in such a way that the child is facilitated to learn more out of that. So it is again. Assessment is used as a guiding tool where the teacher is assessing the child to help him acquire the competency.

Prof. Varada: Thank you.

Miss Priyanka: Thank you Ma'am. Thanks a lot.

Prof. Suniti: So we just answered a few of the queries which the parents and the teachers had. I hope this answers your questions too.

2.3 Activity 2: Do Yourself

In your opinion, what are the advantages/disadvantages of using learning outcomes for assessing children's progress? Share your thoughts.

2.4 Activity 3: Check Your Understanding

Do the activity by scanning the QR code



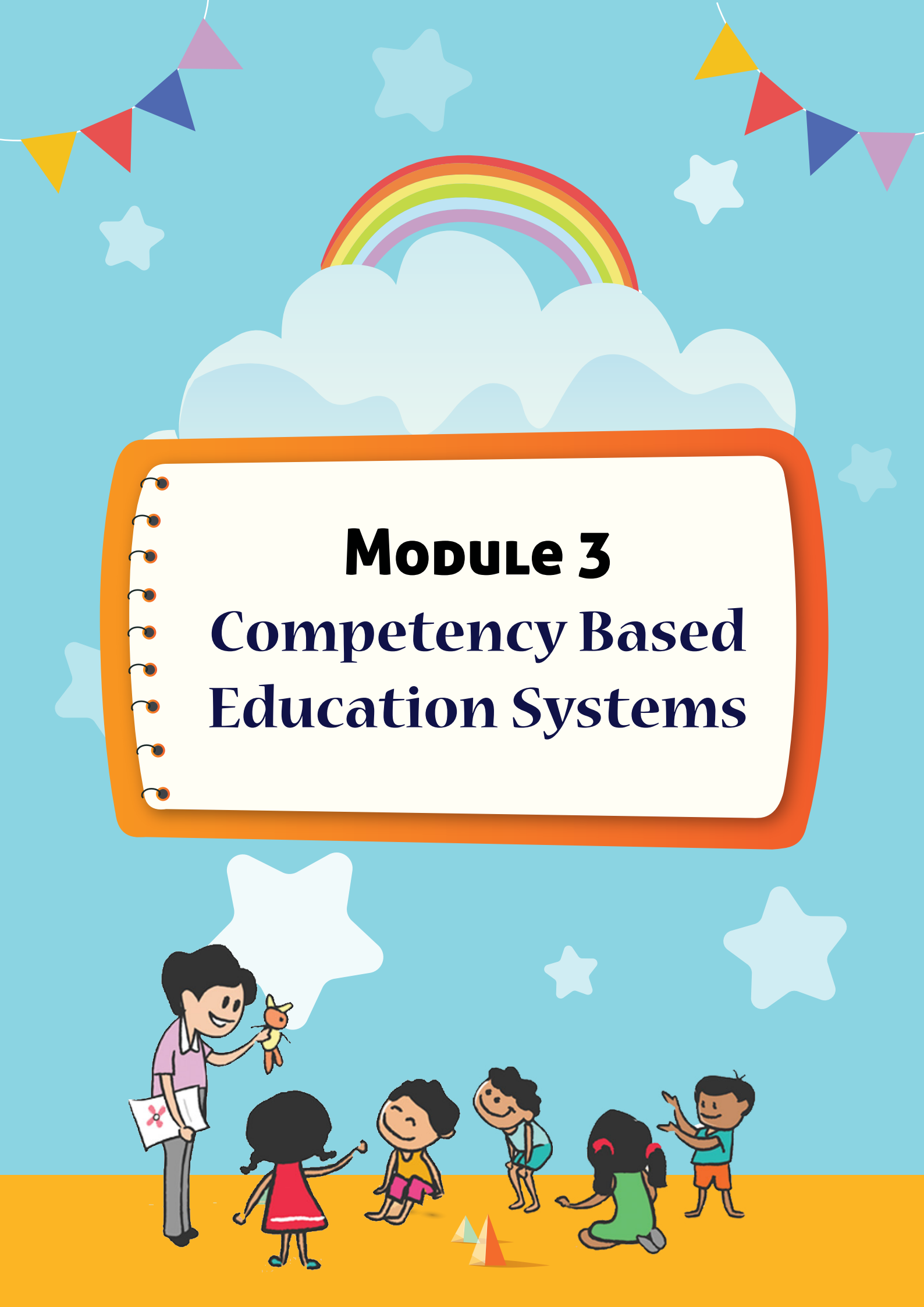
Or

Click on the link

https://diksha.gov.in/play/content/do_3133626810925957121667

2.5 Activity 4: Do Yourself

List the difference between competency, learning outcomes and lakshya/targets for FLN.



MODULE 3
**Competency Based
Education Systems**



Module 3:

Competency Based Education Systems

3.1

Why should we shift to Competency Based Education (CBE) systems?

In the competency model, instruction is designed to match the developmental readiness of the students. Students are given instruction at their personal level of readiness for as long as necessary to achieve complete competency. Moving to the next level is not determined by time or age but by the mastery of the competency. With such flexibility students enjoy learning and become successful learners. For higher rate of success, instructions should be provided at a level that is challenging for children. Competency based education serves as an effective means to improve quality of education in general and learning in particular. Competency based teaching-learning proceeds focusing on small and graded steps. After each learning episode, children are assessed to ascertain the extent of learning on one hand and the remaining hard spots of learning on the other. Appropriate corrective measures based on the feedback are provided through interesting and purposeful activities, peer interactions, and/or self-learning. In this manner competency based education ensures quality learning at all stages of teaching-learning leading to overall qualitative improvement of education. Competency based learning is focused on learning outcomes for students, and is characterised by the following:

1. Children advance to the next level only upon mastering the current level, not age.
2. Explicit and measurable learning outcomes are defined which are the pathways for competency acquisition.
3. 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.

Reflect

What steps do you suggest for taking parents on board for shifting towards competency based education?

3.2 Towards Competency Based Education in India

Improving the quality of learning has consistently been the focus of all the schemes related to education like *Sarva Shiksha Abhiyan (SSA)* and *Samagra Shiksha*. The National Policy on Education (NPE) 1986, revised in 1992 and the Programme of Action (PoA) 1992 emphasised that the Minimum Levels of Learning (MLLs) should be laid down and children's learning should periodically be assessed to keep a track of their progress towards ensuring the achievement of MLL. A radical shift came in the form of RTE Act 2009, when the child's capacity to construct knowledge as a natural learner was recognised as central to the transaction of the curriculum, and the teacher's role was visualised primarily as a facilitator of the learning process. Against this backdrop, an exercise was initiated by the NCERT in 2015 to look into the whole process with a fresh perspective and develop learning outcomes (LOs) based on competencies for different curricular areas of the elementary stage (Classes I-VIII). The RTE Act was also amended to include learning outcomes as part of the curriculum and evaluation procedures.

The Right to Education Act

The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act), a landmark legislation which aimed to provide free and compulsory elementary education for children between six and 14 years of age, came into effect on 1 April 2010. It is an attempt to deliver quality and equitable education to every child, irrespective of the income levels, caste, creed and sex, in a formal school which would have standard as laid down by the Act. The state and local governments are legally bound to follow its norms. The states have the power to refuse to grant or withdraw recognition to schools that do not adhere to the prescribed minimum quality, standards and rules.

The RTE Amendment

The Right to Education Act, 2009 was amended on 20 February 2017 to include a new provision – the learning outcomes. The amendment of Rule 23 (2) was announced through a gazette notification. According to this notification, all states are required to prepare “class-wise, subject-wise learning outcomes for all elementary classes” and also devise “guidelines for putting into practice continuous and comprehensive evaluation, to achieve the defined learning outcomes.” States were advised to create their own framework of outcomes based on a draft document prepared by the NCERT, on which different state councils could build as per their specific requirements. The learning outcomes are aimed

at improving the quality of school education and increasing accountability in the teaching system.

The National Council of Educational Research and Training (NCERT) developed 'Learning Outcomes (LOs) at the Elementary Stage' in 2017 for each class and subject. These learning outcomes were the result of wide consultations and field trials in different types of schools located in different parts of the country. In continuation, learning outcomes for the secondary stage have also been developed in 2019. These are expected learning achievements which are spelt class-wise. Learners can achieve these outcomes at their own pace and skills. Teachers are provided with pedagogical and assessment inputs for following process-oriented methods of achieving the stated LOs. They can design and provide a variety of learning situations/opportunities as per the needs of different learners in an inclusive classroom. These LOs have served as guiding points for the teachers and the stakeholders and are being used widely to assess the progress of learning by children in different classrooms.

3.3 Activity 5: Check Your Understanding

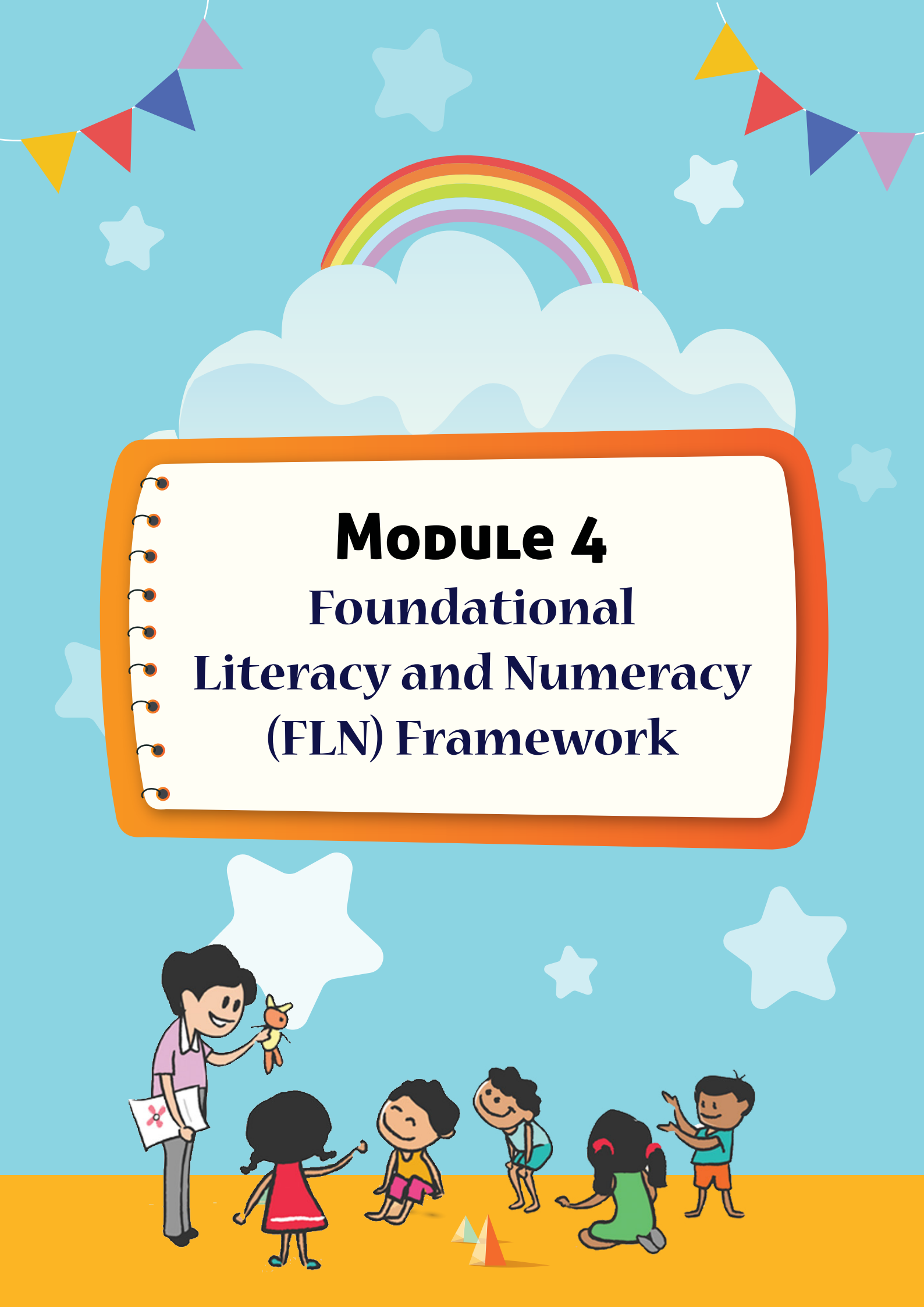
Do the activity by scanning the QR code



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MODULE 4
Foundational
Literacy and Numeracy
(FLN) Framework



Module 4:

Foundational Literacy and Numeracy (FLN) Framework

4.1 The FLN Framework

The National Education Policy (NEP), 2020 highlights that India is facing a learning crisis as approximately over five crore students 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 and stated that this issue needs to be addressed in mission mode. Thus, the National Mission on Foundational Literacy and Numeracy (FLN Mission) came into existence aiming at enabling all children to read and respond with comprehension, independently write with understanding, understand the reasoning in the domains of number, measurement and shapes, and become independent in problem solving. In order to provide age-appropriate experiences leading to holistic development of the child, a framework has been developed which defines learning outcomes for 3-9 years in a continuum.

4.2 Integrated and Holistic Development through Three Developmental Goals

The National Education Policy (NEP) 2020 has focused on the holistic development of the child. There are different domains of development like physical and motor development, socio-emotional development, literacy and numeracy development, cognitive development, spiritual and moral development, art and aesthetic development which are interrelated and interdependent. These developmental aspects make child competent to deal with complex life situations.

All these domains have been subsumed into three major developmental goals which are:

Goal 1: Children maintain good health and wellbeing.

Goal 2: Children become effective communicators.

Goal 3: Children become involved learners and connect with their immediate environment.


4.3 Goal 1: Children Maintain Good Health and Wellbeing

To reach their full potential, children need the five interrelated and indivisible components of nurturing care: good health, adequate nutrition, safety and security, responsive caregiving, and opportunities for early learning. The foundational years are of critical importance for laying the foundation for optimal physical, socio-emotional, and psychological health and well-being of children for life. These are the years when children, given the right opportunities and encouragement, are developing the five senses, strengthening their larger and finer bones and muscles and refining their eye hand coordination, which is also one of the prerequisites for being able to write in later years. Alongside, their sense of identity and social skills are developing, as they initiate and engage in more and more play activities with other children, initially in pairs and then gradually in smaller and then larger groups as they learn to play, work, and live with others in harmonious ways. They also begin to appreciate how each one of them is different and how these differences need to be not only accepted but respected. Most important of all, children need to experience a sense of autonomy and confidence in their own growing abilities and achievements and develop good health habits leading to a good physical health and development of self-esteem and a positive self-concept, which if appropriately nurtured, will stay with them for life.

Socio-emotional Development

Early childhood is a critical period of development for learning social and emotional skills, also known as mental health. Social and emotional development includes the child's experience, expression and management of their emotions, and the ability to establish positive and rewarding relationships with others and the ability to explore and engage with the environment. Positive social and emotional development influences a child's self-confidence, empathy, the ability to develop meaningful and lasting friendships and partnerships, and a sense of importance and value to those around him/her. Children's social and emotional development also influences all other areas of development.

The quality of early experiences can lay either a strong or weak foundation, which will affect how children react and respond to the world around them for the rest of their life. During the early childhood period, children's brains are developing rapidly, therefore, children's capacity to experience, express and regulate a range of emotions and the ability to explore and learn is also emerging. Children learn to share toys and materials, play with each other, talk with their friends,



wait for their turn and talk about their feelings and the feelings of others. They also start following the routines at home and in the classroom. The quality of experiences and relationships children have during this time can have life-long implications. Children's early experiences consist of interactions with caregivers—parents, other family members, childcare providers and teachers—and their environment. Children learn social skills from watching others interact and through conversations with adults and peers. Parents and caregivers play the biggest role in social/emotional development because they offer the most consistent relationships for their child. Consistent experiences with family members, teachers and other adults help children learn about relationships and explore emotions in predictable interactions. Children also actively explore their environment and learn, and they need to be provided ample opportunities for exploration and experimentation at home and in school.

Health


Children need to be given opportunities for engaging in indoor and outdoor play. As children grow, their large muscles are developing, and they are also learning better balance and coordination. Lot of activities requiring running, jumping, balancing, cycling need to be provided for large muscle development. For development of fine muscles children need to be given opportunities for cutting, pasting, tearing, stringing the beads, fixing the puzzles, playing with blocks, and playing with clay, dough, sand, water, etc. As children develop eye hand coordination, they find it easier to handle writing tools and then actually write.

Nutrition

Nutrition is fundamental for good health and development during the early years of life as children's brains are developing rapidly and they are growing at a phenomenal rate, therefore, they need a nutrient-dense diet to help them grow. There is a strong relationship between nutrition, health and learning. If children do not eat the right amounts of macronutrients like protein, fat, and carbohydrates and micronutrients like vitamin A, iodine, iron and zinc, they may become ill, have delayed mental and motor development that can have enduring adverse effects beyond childhood. Proper nutrition protects against malnourishment, maintains the immune system, prevents obesity and reduces the risk of chronic diseases. Children, therefore, need to be given experiences to make healthy choices related to the food right from the beginning.

Hygiene, Sanitation and Safety

Promoting good personal hygiene habits does more than protect children from the threat of germs and disease. Children need to be taught proper hand



washing techniques. They should also be taught to cover their mouths when they cough and sneeze, appropriate toilet habits and about taking care of their body, bathing, combing, cutting their nails, and about oral and dental hygiene. Along with personal hygiene, environmental sanitation is also very important, children need to be told the importance of keeping their classrooms, homes and surroundings clean.


It is important to create a warm, friendly, nurturing environment in early childhood settings where children feel safe and relaxed. They need to learn to connect with their peers and develop a healthy view of themselves and the world around them. It is also important to ensure by staff, parents and teachers to eliminate risk conditions or threats that may cause accidents, bodily injury as well as emotional and psychological distress. Children also need to be informed about good touch and bad touch so that they can report any and raise alarm if they are being abused by anyone.

4.4 Goal 2: Children Become Effective Communicators

By the time the three-year olds come into a preschool in monolingual cultures, they have typically already begun to communicate their needs, likes and dislikes orally in their home language, which is also the school language. The experiences provided during the foundational years are required to build on all these early experiences and exposure and further children's communication skills so that they can orally share their thoughts and feelings or describe their experiences more effectively. It also ensures that children are able to receive and share information and develop higher order skills—critical and creative thinking. They gradually learn to read and write with comprehension in that language. However, this scenario is possible only in contexts where the medium of instruction or interaction in schools is the same as the child's home.

Given our country's multilingual context, we have a large number of children whose home language is different from the medium of instruction in school or preschool. These include contexts such as that of tribal languages or dialects of regional languages and increasingly now the contexts of English medium preschools where children in most cases come in with a language, in which the child has already gained some competence at school entry with little or no familiarity with oral English.

Starting children on reading and writing without ensuring their oral language base results in children learning to read mechanically through simple



decoding, but without much comprehension. Since all school subjects are language-mediated, this early learning gap inevitably has an adverse impact on children's later performance in school. In addition to this challenge, we have a large number of children who are first generation learners and do not have an environment of literacy at home. They may not have seen books or had anyone reading to them or have a vague concept of print, text or meaning and value of reading and writing activity. When exposed to literacy activities in preschool or school, children from these contexts are unable to connect meaningfully with this experience and fail to develop an interest or motivation to learn and succeed in this area.

4.5

Goal 3: Children Become Involved Learners and Connect with their Immediate Environment

Children are born curious and enchanted about the world – its colours, shapes, sounds, sizes and forms. This ability to connect with others and to share feelings with them lays a special basis for learning — the cultural social basis of human learning. Children notice and explore patterns, shapes and other mathematical dimensions in their immediate world. They begin to understand the world around them by making sense of it as they 'see' it. Children's learning in the cognitive domain needs to be facilitated through development of their five senses and encouragement of the 3Es, i.e., Exploration, Experimentation and Enquiry, based on children's prior knowledge and immediate context.

A major goal of foundational years education is, therefore, to help children move towards more logical thinking by helping them graduate from their perception-bound to more concept-based understanding. This gets addressed by helping children form concepts related to the world around them through direct experience and interactions with the physical, social and natural environment. A sound framework for planning their learning experiences to understand the environment could be to help them develop understanding or knowledge for the environment, through the environment and of the environment.

Mathematical thinking and reasoning is an important subdomain of cognitive development. The foundation for this abstract rule-based thinking gets laid through activities that are meaningful for the child. Mathematical thinking involves thinking about objects and their quantitative and spatial relationships. To begin with, a sense about these relationships emerges and based on these, the patterns and the more abstract concepts develop. During early childhood, we can see a path of development for the foundational ideas of mathematics—from

what are known as pre-number concepts related to a sense of quantity, size, distance, length, width, weight and height to sense of numbers and algebraic ideas and from sense of shape and space to geometrical ideas.

For holistic development of the child, the classroom transactions will be planned in such a way that all the goals are addressed in an integrated manner in a day's schedule. The assessment of learning outcomes will be done through the holistic progress card (HPC).

4.6 Activity 6: Share Your Thoughts

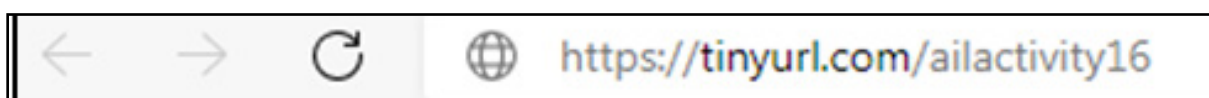
What areas do you propose to monitor on a daily basis to ensure that children are following hygienic practices? Share your thoughts.

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/course2activity6>



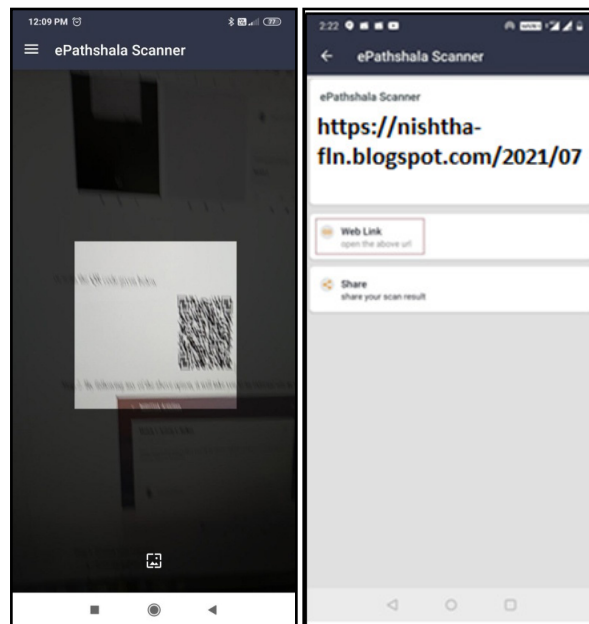
Option 2: Download this pdf from DIKSHA and copy this URL.

<https://nishtha-fln.blogspot.com/2021/08/course-2-activity-6-share-your-thoughts.html>

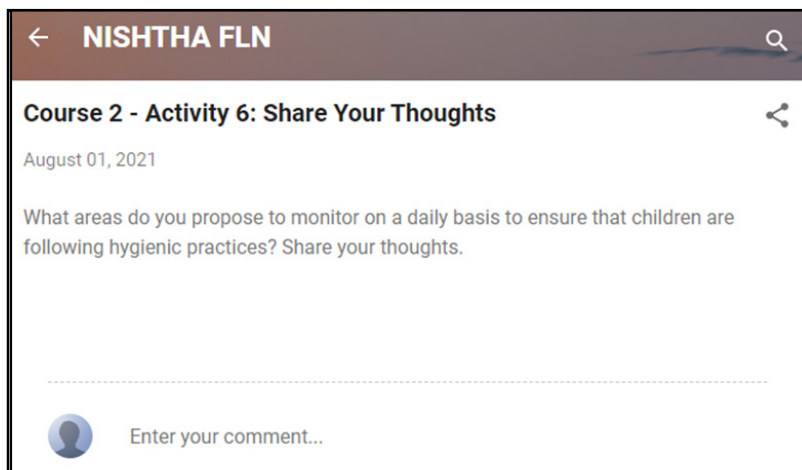


Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, **scan the QR code** given below.



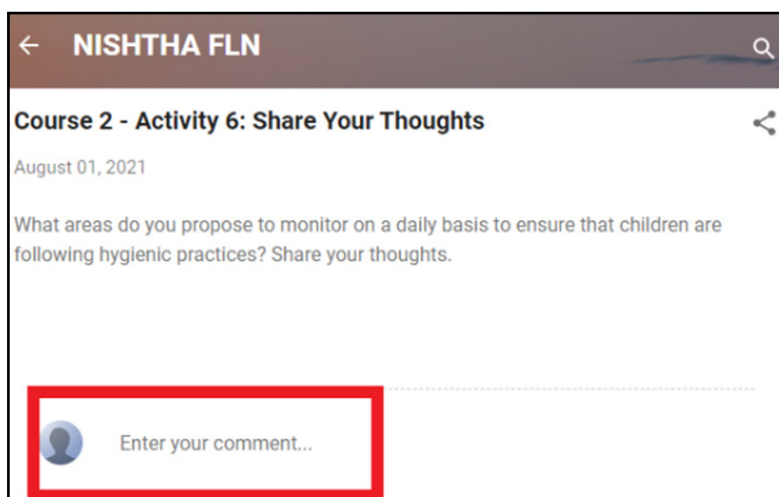


Step 2: Following any of the above option will take to an external site as shown below

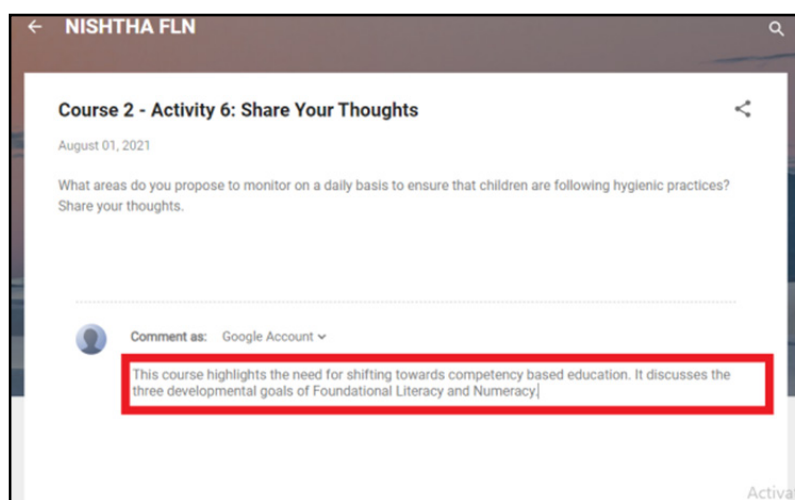


Step 3: Post your response

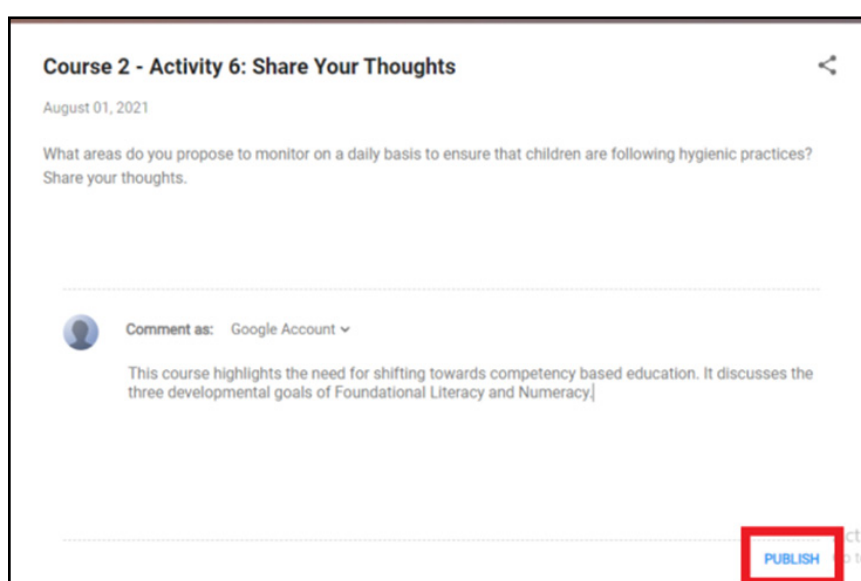
- ☀ Read the given activity
- ☀ Click on **Enter your comment**



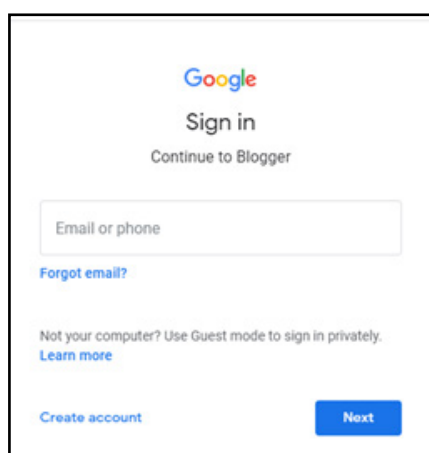
- Type your response in the comment box.



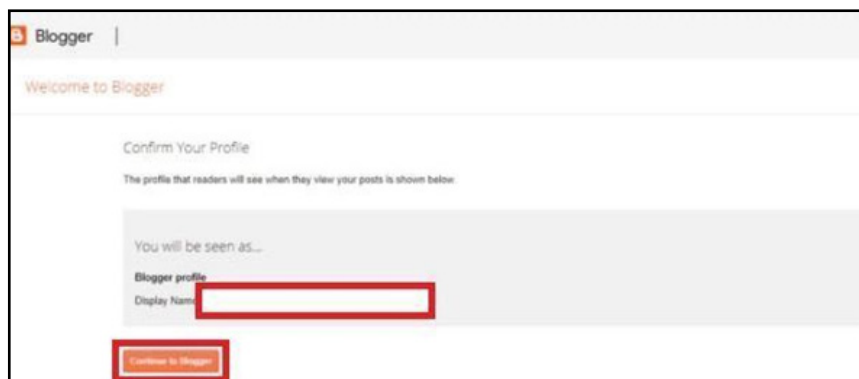
- Click **PUBLISH**



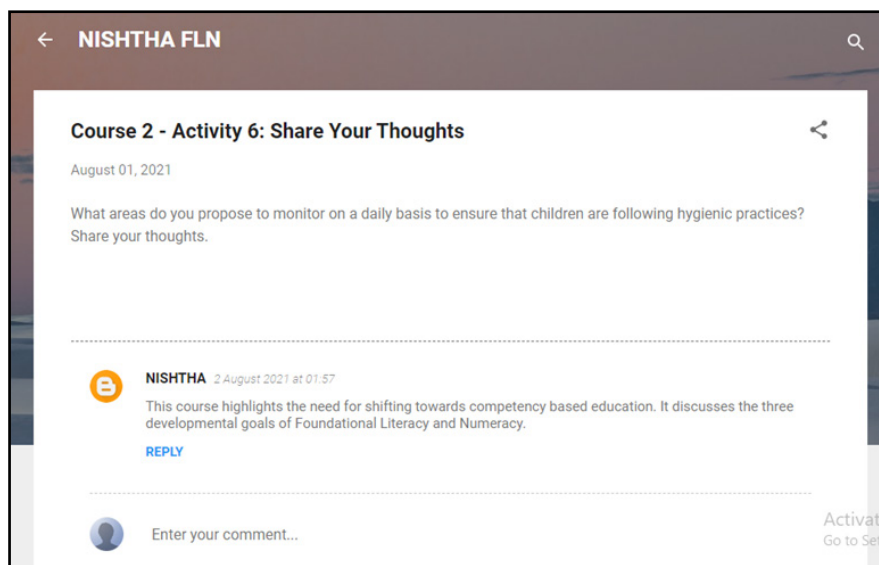
- If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



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



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



4.7 Codification of Learning Outcomes

Watch the Video



Scan the QR code to watch the video



Or

Click on the link


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Transcript

Dear Learners, Welcome! We will be studying the codification of learning outcomes as given in the FLN framework. We know that there are different domains of development like physical & motor; socio-emotional; art & aesthetic; cognitive development; moral & spiritual development; creative development; language and literacy, which the child needs to master for dealing with complex life situations. In the FLN framework, all these domains of development have been subsumed into three developmental goals. Developmental goal one is children maintain good health and well being. This goal covers the physical development, the socio-emotional development, nutrition, health, hygiene, sanitation, and anything that effects the overall health and well being of the child. Goal 2 is children become effective communicators, and this goal deals with talking and listening skills, then reading with comprehension and writing with purpose. Goal 3 is children become involved learners, and connect with their immediate environment. This goal talks about development of senses, development of cognitive skills like classification, seriation, matching, sorting, one to one correspondence, sequential thinking that the child needs to develop to learn science and mathematics. Then this goal also covers the environment, the natural environment of the child that is the flora, the fauna, the animals and the physical environment that is day, night, Earth, Sun, Moon, and the social environment that is the interpersonal relationship of the child with the community, with the family members.


So, all these three developmental goals lead to the holistic development of the child, For all the three developmental goals, competencies have been defined and learning outcomes are also defined.

Let us understand what is the difference between competency and learning outcomes. When we put the knowledge, attitudes and skills together, then it becomes a competency. And when we measure the competency in such a way that it is observable and measurable, then it becomes learning outcome. I will explain with an example,, when the child is young, we start teaching about different colors, and we talk about different vegetables - for example, capsicum is green; tomato is red; and similarly fruits - that apple is red; banana is yellow; and about the animals - that this is a black dog; different colors that come, that the child sees in our day to day life or the child is taught about those colors. When I give a task to this child, and say that you sort different colors into different boxes, and then I see that the child has understood that red is a different color, yellow is a different color, green is a different color. So when I design that activity, where the child is sorting different colors - Then I say that this is a learning outcome,



but the competency is that the child has acquired the concept of color. Now, when the child is differentiating different colors, I know that he is identifying, he is classifying, and he also has the knowledge of the colors. So, the knowledge, the attitude and the skills are seen together when a task is designed in such a way where the child is asked to do something. And the ultimate aim of the competency-based education is whatever the child has learnt he should be able to transfer that knowledge in the real-life situation. So, where does a child use the colors? So, when I have to dress up. I have to match my shirt with my skirt or with my trousers. I have to, you know, buy shoes which match with my dress. So the child, is actually using the knowledge of color, into the real life situation. So this is the idea of the competency-based education that whatever is being learnt, the child is able to use it in the real life situation, as well as transfer that knowledge into new situations.


These competencies which are there in the FLN framework have been taken from the “Preschool Curriculum”, and the “Learning Outcome at Elementary Stage” - both of these documents have been developed by the NCERT. Now, let us understand how do the competencies look in the FLN framework. So I will talk in detail about the health and well being that is the Goal 1, and the competencies. So for the Goal 1, the competency is awareness of self, that means, the child becomes aware of his own self. So here the learning outcome for preschool stage would be that he just defines the body parts, and then it keeps on increasing, then development of positive self-concept is another competency. It is very important that the child needs to be encouraged, admired, so that he develops a positive self-concept. Self regulation is very important that the child needs to learn to focus and refocus. These days we have lot of mobile phones, televisions - lot of distractions. So the child needs to understand when he has to move away from those distractions and focus on, maybe the homework, the classwork so whatever the child is doing. And in order to learn self regulation, our age-old practices like yoga, meditation, visualization, relaxation techniques, breathing techniques are very very important. Then, development of prosocial behavior. So that is helping, sharing, caring, cooperation, so all these behaviors, the child must learn right from the beginning. Then, decision-making and problem-solving, though they look big words but, problem solving, like do I want to play in the library corner today or do I want to play in the mathematics corner. So these are small, like for example, we tell a story of a thirsty crow and then I ask the child - “what if there was no stone, how do you think that the crow would have drank the water?” So, small small problem-solving skills are to be taught to children right from the beginning. Then development of healthy habits - hygiene, sanitation, awareness of self protection - that is the safety, good touch, bad touch - all these habits have to be taught to



the children or they need to master it. Then, development of fine motor skills and eye hand coordination, this is a very important skill because this is a prerequisite to learn to write, so a lot of tearing, cutting, pasting, working with the beads , a lot of experiences need to be given to the children. Then development of gross motor skills - that is the large motor development so - running, jumping, playing outside in an organized manner, balancing. So you know, all those kinds of activities are given here. And then, eventually, it is the participation in individual and team games and sports. So these are the competencies, and then there are learning outcomes so these competencies are generic in nature, and it runs right across the six levels in the FLN framework. Similarly, as we said the competencies of Goal 2 - that is oral language development, that is the talking and listening, listening with comprehension, creative self-expression & conversation, language and creative thinking, vocabulary development, conversation and talking skills, meaningful use of language, these are there. Similarly, for Goal 2 - “reading with comprehension” right from bonding with books to “independent reading for pleasure and various purposes”, all these competencies have been highlighted. Then writing with purpose, “early literacy skills” to “writes for different purposes in the classroom and activities” that is from early literacy skills to independent writing has been highlighted. And similarly for Goal 3 the competencies that is the cognitive skill the concepts related to environment, the number sense, number operation, measurement, use of technology, so all these competencies, have been highlighted.

Now let us understand the codification of learning outcomes. As we discussed that there are three developmental goals, and there are six levels. Level one is preschool one; level two is preschool two; level three is Balvatika; level four is class one; level five is class two; and level six is class three. Now, as children move to class one onwards goal one is an overarching goal. And this goal would merge with all the subject areas so the socio-emotional aspect of it, nutrition, health, hygiene will be imbibed in all other subjects that the child will be studying in an age appropriate manner. In Goal 2, after class one becomes the first language, and the second language of the child depending on the languages of the state, and Goal three becomes mathematics, and environmental studies and later on to science and social sciences, along with mathematics. So this is how the learning outcomes have been codified in the FLN framework. Now each goal has been given a code HW is for Goal 1, that is health and well being; EC is for Goal 2 that is effective communicators; and IL is for Goal 3 that is involved learners.

Now we have discussed that there are six levels that is - starting from preschool one to grade three, for each of the goal, and then the learning outcomes have




been numbered from 1.1 to 1.12 for Goal 1 - for L1 it is 1 to 1.09; for L2 it is 1.1 to 1.15; and for Goal 3 it is 1.1 to 1.28. The given codes are only for referencing purposes and for easy identification, they are not hierarchical. That means, the teacher can have any of the learning outcomes designed first.

Let us now understand how the codification looks in the FLN framework, the competency part is not there, it is just for the demonstration purposes that I have included here and let us understand why there is not one to one correspondence between competencies and learning outcome. We saw the competencies, for example, vocabulary development. Now, this vocabulary - the child can learn in english, in hindi, in mathematics, in games and sports. So there are a lot of experiences that the child is learning through different activities that is leading to the development of the vocabulary.

Now let us see here, in Preschool 1 “demonstrates awareness of self” is the competency. In Preschool 1, the child begins to state some physical characteristics about self. In Preschool 2 - “describe self in terms of physical characteristics”. In Balvatika, the child - “described self and others in terms of physical characteristics, gender, interests, likes and dislikes”. In Class 1 - “recognizes different body parts and uses various body movements”. In Class 2 - “ maintains correct posture, uses various body movements to participate in games and sports”. And in Class 3 - “participates in games and sports to strengthen and extend gross motor skills”. So we see that right from beginning to state some physical characteristics, the child has started taking part, but in games and sports, and we are talking about the strengthening and extending of gross motor skills.

Let us understand Goal 2 - the competency “demonstrates phonological awareness that is rhyming”. Now, in Preschool 1 - “sings, hums words, lines, parts of songs and rhymes in own language, or in a second language”. In Preschool 2 - “identifies a few rhyming words”. In Balvatika - “enjoys and creates nonsensical rhyming words”. So initially, for example, if I asked a child, “What is a rhyming word for Bandar?”, which means monkey, the child might say that it is “Andar”, which is alright. Another child might say it is “kandar” which has no meaning. So initially I accept that word, but later on as we go higher in the classes, we don’t accept the nonsensical rhyming words. And then similarly in Class 1, it is - “creates rhyming words based on the available text”. In Class 2 - “write selective rhyming words in pairs”. And in Class 3 - “uses rhyming words for writing short sentences”.

For Goal 3, the competency - “compares and classifies given objects and pictures”. For Preschool 1, the learning outcome is - “compares two objects based on one observable property for example length, weight or size”. For Preschool 2 it is - “compares and classifies objects by two factors like shape and color, size and



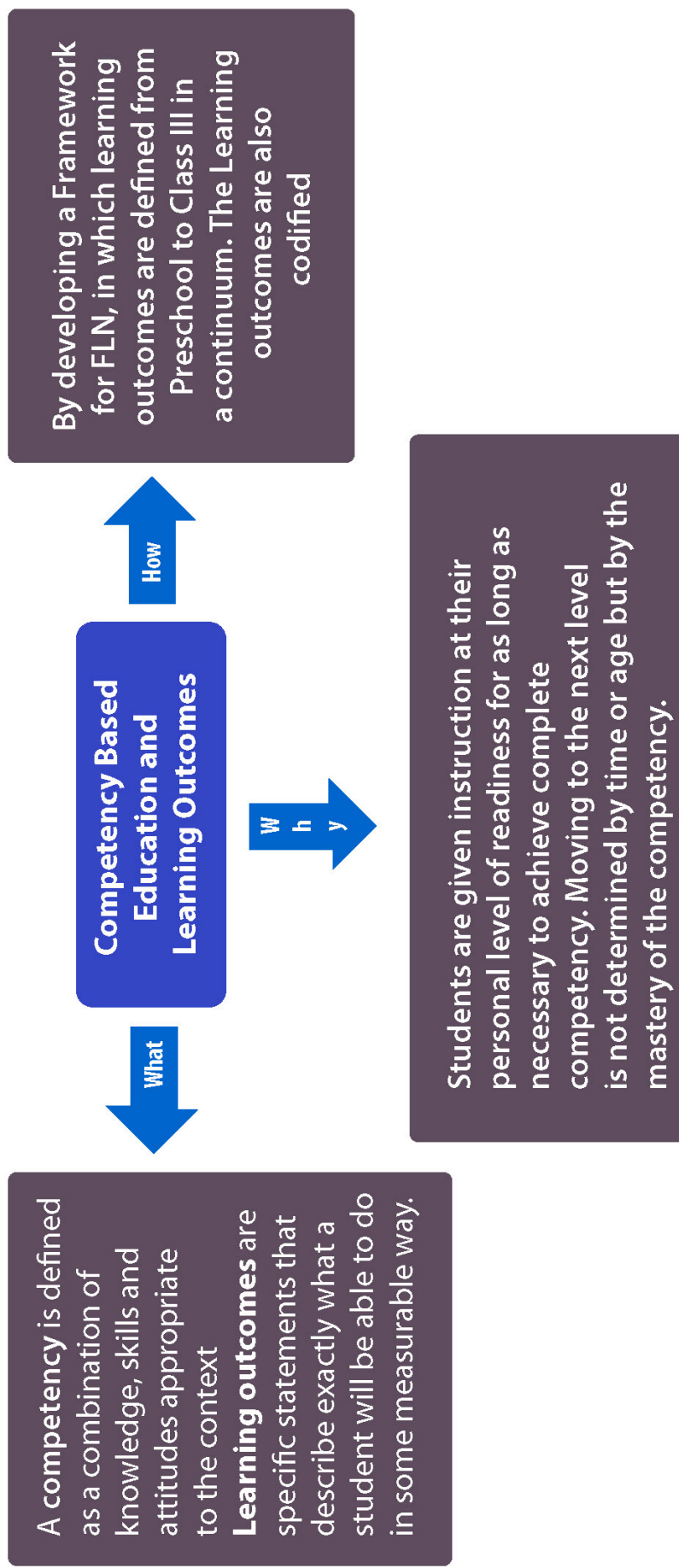
shape, and describes objects using words like big or small, tall or short, etc.” For Balvatika it is - “compares and classifies objects by three factors like shape, color and size, and correctly uses position words like besides, inside, under to describe objects”. For Class 1, it is “compares and classifies objects or pictures based on multiple factors and demonstrates understanding of position”. For Class 2 it is - “compares and classifies objects or pictures, based on multiple factors and describes them using properties”. For Class 3, it is - “compares and classifies objects, pictures in different categories and describes the properties used for classification”.

So now we see that these learning outcomes are progressive, which means that as the child goes higher up in the classes, the expectation of learning becomes higher. And it is also a spiral in the sense that we built on the earlier competencies that the child has acquired, for example, in Preschool 1 it is “compares two objects based on one observable property”, and then two factors, and then three factors. So we keep building on the first competency of the earlier class, and then we go slightly deeper in the next class, and then slightly deeper. So we keep coming back and start building on the previous years competency so that we ensure that the child has achieved the learning outcomes.

So friends this was about how learning outcomes and competencies have been codified in the FLN framework. I hope you enjoyed learning about the codification of learning outcomes.

Thank you.

Summary



Portfolio Activity

Assignment

Based on the learning outcomes, design a week's plan for any class of your choice. Identify play activities and ideas for teaching/learning of your chosen topic and also think of certain ways of using inbuilt assessment techniques for the selected topic and then write the following details:

- ▲ Concept /Topic:
- ▲ Subtopic, if any:
- ▲ Grade:
- ▲ Objectives:
- ▲ Prerequisite knowledge/skills:
- ▲ Learning material and preparations:
- ▲ Key Ideas/Content coverage:
- ▲ Prior knowledge:
- ▲ Learning Outcomes addressed:

Additional Resources

References

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- ▲ NCERT. 2017. Learning Outcomes Message from MHRD Minister (Hindi version) <https://www.youtube.com/watch?v=ffjMINGp5Zc>



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