

# NISHTHA FLN

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

Course: 04

## Involvement of Parents and Communities for FLN



# 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 04**

# **Involvement of Parents and Communities for FLN**

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# COURSE OVERVIEW

## Description of the Course

Community engagement is critical for achieving the Foundational Literacy and Numeracy (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.

## Keywords

NISHTHAFLN, COMMUNITY INVOLVEMENT, NEIGHBOURHOOD, PARENTS, FAMILIES, PARTNERSHIPS

## Objectives

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

- Appreciate the need for involvement of parents and community for attaining FLN
- Understand the concept of meaningful partnership with parents and community
- Discover and develop ways of engagement with parents and community
- Identify FLN related activities, which can be supported by parents/adults
- Understand the role of the teacher in involving parents for enhancing FLN skills in children by creating learning environment at home

## Course Outline

- Need and importance of involvement of parents and community
- What are true partnerships?
- Why involve parents and community in FLN activities?
- Role of parents, families, community and School Management Committees (SMCs)
- Strategies for engaging parents, community and SMCs
- Activities related to FLN and involvement of parents
- Challenges in Eliciting Involvement of Parents and Community



# **MODULE 1**

## **Involvement of Parents and Communities for FLN - Introduction**



# Module 1: Involvement of Parents and Communities for FLN - Introduction

1.1

## Need and Importance of Involvement of Parents and Community

Watch the Video



Scan the QR code to watch the video



or

Click on the link

[https://diksha.gov.in/play/content/do\\_31339015559475200011346](https://diksha.gov.in/play/content/do_31339015559475200011346)

### Transcript

Dear Learners,

Welcome. We are going to learn about the need for involving parents and the community for attaining foundational literacy and numeracy (FLN) by children by class III and latest by class V. The NEP 2020 (National Education Policy) has laid lot of emphasis on foundational literacy and numeracy (FLN) skills. Let's call them FLN skills onwards. These skills encompass reading, writing, speaking, counting, arithmetic and mathematical thinking. It has been envisaged that students along with their schools and teachers must get support from their parents, families and communities to achieve desired competencies in reading, writing and numeracy. This will provide a strong foundation for continuous and lifelong learning. The NIPUN document which provides guidelines for implementation of FLN mission mentions that Community participation would be central and overarching factor in planning, implementation and monitoring of the interventions of FLN Mission. The National Mission on FLN would work towards enhancing the participation of community, parents, teachers and children through awareness generation and interventions for community mobilisation.

In order to provide the best possible education, schools must develop strong and meaningful partnerships with families and communities. When a broad range of **community resources** is used for learning, the role of the community in the process of educating the society is acknowledged. When young children learn from and with the community elders, schools become places where learning and living meet. Parents, families, community and SMCs involvement improves, quality of learning of all children.

## 1.2 Activity 1: Check Yourself

Look at the following Table and according to your current level of communication with parents; please put a tick mark in the appropriate box:

S No.	Communication with parents, SMC	Often 3	Occasionally 2	Hardly/ Never 1
1.	Orient on FLN activities			
2.	Organise monthly PTMs and discuss the overall development of each child			
3.	Provide material support to parents, to assist their children			
4.	Listen to/provide support to the parents of CWSN and children from EWS and other marginalised sections			
5.	Keep communication channel open for all parents in a culturally and linguistically comfortable way			
6.	Discuss specific issues related to classroom and parents with fellow colleagues			
7.	Discuss children's work samples with positive attitude, rather than in a complaining and fault finding manner			
8.	Include parent involvement/ engagement in the annual school calendar			

9.	Include parent's suggestions to enhance FLN skills in children			
10.	Seek support from SMC members to motivate parents			

After filling all the answers, calculate your score, adding all tick marks column-wise, then multiplying the number of tick marks in the first column by three, in the second column by two and in the third column by one. Find out your aggregate score and reflect how this can be improved.



## **MODULE 2**

# **What are True Partnerships?**



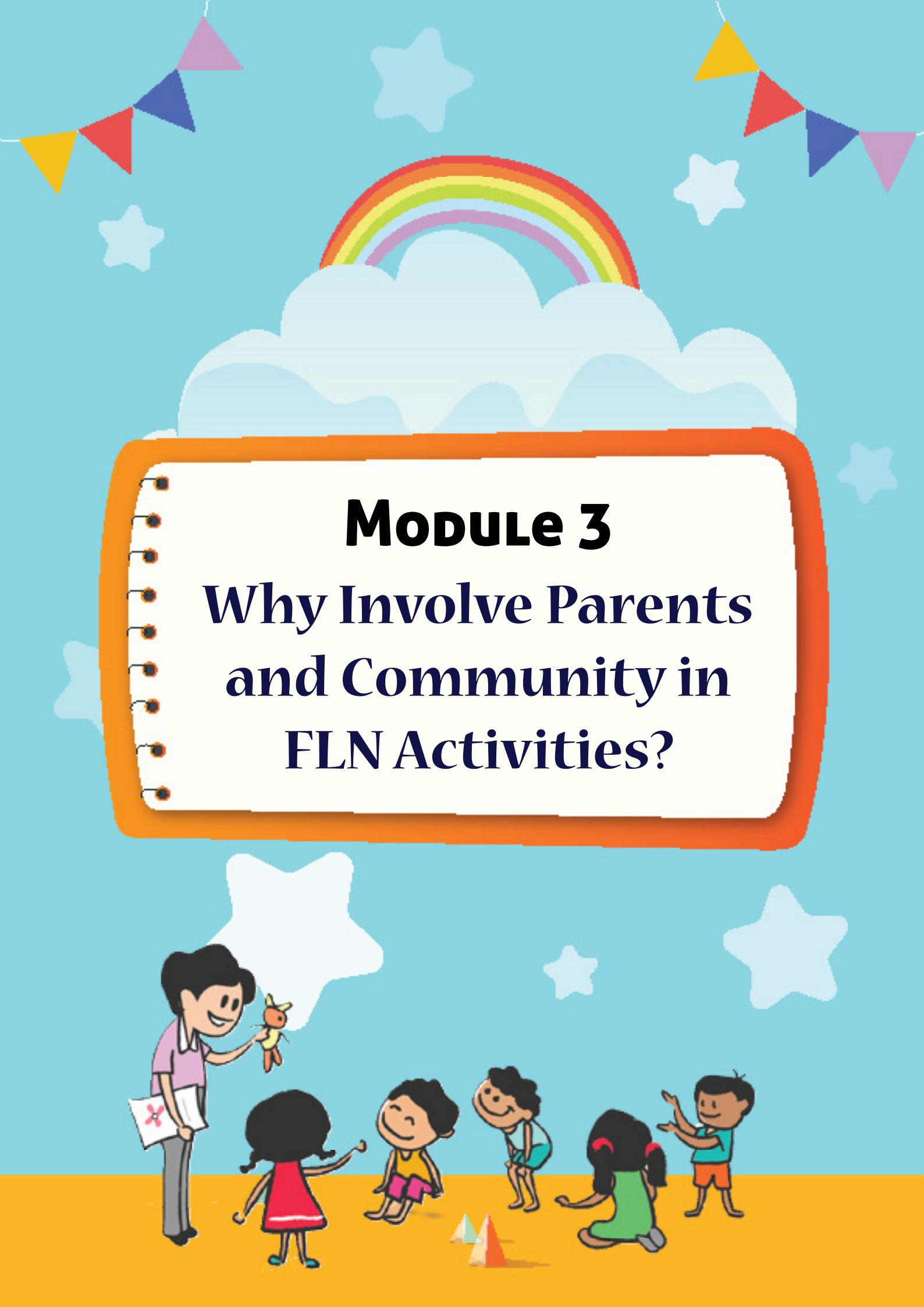
## Module 2: What are True Partnerships?

### 2.1 Let's Know the Essentials of True Partnerships

In some schools there are teachers who often say, "If the family would just do its job, we could do our job." On the other side, there are families who say, "I raised this child; now it is your job to educate her." These words represent a view of separate bubbles of responsibilities between teachers and parents. There could be some teachers who might say, "I cannot do my job without the help of my students' families and the support of this community." Some parents might say, "I really need to know what is happening in school to help my child." These expressions exemplify the theory of overlapping and divergent opinions of parents and teachers or school administrators.

In a partnership way, teachers and administrators create more family-like schools. A family-like school recognises each child's uniqueness and makes the child feel special and included. Family-like schools welcome all families, including those who are difficult to approach. As for parents, in a partnership, parents create more school-like families. A school-like family feels that each child is also a student. Families underpin the importance of school, homework, and activities that develop and nurture student skills and feelings of success. Communities, including groups of parents working together, create school-like opportunities, events, and programmes that reinforce, recognise, and reward students for good progress, creativity, contributions, and excellence. Communities also create family-like settings, services, and events to enable families to better support their children. Community minded families and students help their neighborhoods and other families.

Schools and communities do advocacy about programmes and services that take into account the needs and realities of family life, that are feasible to conduct, and are equitable towards all families. When all these concepts combine, children experience emotional security and feel part of the learning and caring communities.



**MODULE 3**  
**Why Involve Parents  
and Community in  
FLN Activities?**



## Module 3: Why Involve Parents and Community in FLN Activities?

### 3.1 Involvement of Parents in FLN Activities

Parents are often keen to support their child's learning, especially during the foundational stage but they either do not know how to support or do not understand why their involvement is important once the child has joined formal school. They think it is fine now that the child is going to school and the teacher is teaching the child. Here it becomes crucial for the school and the teacher to rope in parents, families, community and other stakeholders in the development and learning of the young children.

Every adult has a stake in the education and welfare of the children. It is essential for adults to build bridges with schools to work together so that children feel secure, safe and motivated for learning. It is important to provide children with a rich and supportive learning environment both in school as well as at home. Schools, families, and community members must recognise these common goals and work together for the sake of children. Since FLN skills have been considered fundamental under NEP 2020, the involvement of parents, families and community becomes critical. Children spend a good part of their day at home or with neighbours. If parents and other members of the community can join hands with schools and provide home support to grasp the concepts and ideas discussed in school, the results could be excellent. The importance of involving parents in the education of their children cannot be ignored. Teachers must always remember that parents are the child's first teachers and that a partnership between home and school benefits children, families, and teachers. Their role in the education of their children cannot be ignored. If we see the major benefits of roping in parents in the activities of primary schools, we also find that children feel secure when their families and teachers work together. Teachers also get several opportunities to know critical information about the child to understand her better and an improved learning environment is created in school as well as at home. True partnerships are based on mutual respect. Teachers respect and value parents' knowledge and insights about their children. Parents respect and value teachers' knowledge and insights about the learning process and understanding children's educational needs. These partnerships are valuable for parents as they get regular updates on how children are performing in school and there is an improved personal

communication between parents, children and teachers. Parents also get to know how the teachers guide children's growth and learning. All these benefits cumulatively convert the potential of young children into achievements over a period of time. The FLN Mission can succeed by promoting a sense of ownership at all levels in such a way that families and the communities can support and act as an extension to school based education.

The Guidelines for Implementation of FLN have especially highlighted the need for engaging parents and community as significant stakeholders to achieve the goals of the Mission on FLN.



# **MODULE 4**

## **Role of Parents, Families, Community and School Management Committees (SMCs)**



# Module 4: Role of Parents, Families, Community and School Management Committees (SMCs)

## 4.1 The Concept of Meaningful Partnerships

Watch the Video



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### Transcript

**Prof. Sandhya Sanghai:** Partnerships between teachers, schools, parents and community are very important and they help in better development of children as well as community. There are many ways in which these collaborations can be formed. I am sure, you all must have observed all these things in your own school settings. Today i have Dr. Romila Soni, my colleague with me and i would ask Romilla, "Do you think that these partnerships benefit anyone?".

**Dr. Romila Soni:** Yes, Definitely. Specially at the foundational stage and for supporting development of FLN skills involving parents is actually very important. Because it supports both children as well as the teachers. and parents, communities and school management committees have their own specific roles and when they work together and collaborate, I think it becomes a very meaningful partnership for everyone and for better results.

**Prof. Sandhya Sanghai:** Well. Romila, I just observed that you used a phrase like "meaningful partnership", will you please explain, what is a meaningful partnership?

**Dr. Romila Soni:** Yes, why not...I think, meaningful partnership becomes actually meaningful when it results in good results.

**Prof. Sandhya Sanghai:** Yeah....

**Dr. Romila Soni:** And in our case, I think that is FLN, parents' support and parents' work and how do they perform with their children at home is very very important because, if we take one example like, when the parents read to their children at home or do number work with their children at home, I think children's grasping becomes very strong and they learn concept faster and better. So, I think that it enhances the FLN skills, you know, like when the parents, teachers and the children all work together, that becomes very very important.

**Prof. Sandhya Sanghai:** Well, I think you have made a very right point and I think the adults who surround the children like their parents, their grandparents and other adults for example we say elder siblings, for example if they are living in the joint family, their uncles, their aunts, so all the adults who surround the children, their role becomes very very important. And we call all of them as stakeholders. So if we see a school scene, we find that primary stakeholders are teachers, parents, grandparents and the children themselves.

**Dr. Romila Soni:** True...

**Prof. Sandhya Sanghai:** So there is a need that there is a strong bond between the school and home and if this bond is stronger. I am sure the children will feel very comfortable and they will be carefully engaged, but what is important is that we should engage all the stakeholders meaningfully and carefully.

**Dr. Romila Soni:** Yes, like you I am also very very hopeful for such strong partnerships so that we get better results and however I feel that each group has specific committed role, so that children will flourish in FLN and children should learn Foundational Literacy and Activities smoothly without pressure. If each of us understand our responsibility and perform role better. What do you think?

**Prof. Sandhya Sanghai:** I think you have made a very right point but do you think that we need to have some strategies to activate these partnerships?

**Dr. Romila Soni:** Oh, yes...that's a very important point, how can we forget that?

**Prof. Sandhya Sanghai:** Yeah, can you suggest some strategies?

**Dr. Romila Soni:** Well Sandhya, I think there are many ways but what is actually coming in my mind is how can we forget PTMs?

**Prof. Sandhya Sanghai:** I know, this is very popular also.



**Dr. Romila Soni:** Absolutely, but do parents actually attend all the PTMs regularly? So, first of all I just want to say that all the parents should attend the Parent-Teachers Meeting regularly and ask the teachers in the school how their children are progressing and support the school also because without Parents' support your child cannot flourish, so that is very very important. Another thing is like schools can organise the fun workshops for FLN. Schools should take care that they should not make it very boring for the adults. It should be a fun workshop where the parents learn about easy literacy and numeracy activities which they can do with their children at home where I think it will bring the family together and these games will be enjoyed by all the family members. So these are the few but I think you must be having some more strategies in your mind.

**Prof. Sandhya Sanghai:** Well, as you have already said, there can be a number of strategies and every school will have to look at their own resources, the time availability and the kind of parents they are having. So let's not prescribe that these are the ways to involve the parents, let's leave it to the school, let's leave it to the parents, let's leave it to the teachers. But yes, I would like to highlight some elements, you know which should be there which you have to activate these partnerships. For example, I would say that school should have a positive and humble attitude towards parents.

**Dr. Romila Soni:** Yeah. That is a must thing.

**Prof. Sandhya Sanghai:** They should also try to find out how the parents as resource can be useful for their school.

**Dr. Romila Soni:** True.

**Prof. Sandhya Sanghai:** Then they should have good communication. This communication should be regular as well.

**Dr. Romila Soni:** Yes

**Prof. Sandhya Sanghai:** Also they should invite them sometimes to the classroom. They should involve them in the decision making. They should really orient them what is FLN, what are FLN skills, how these FLN skills can be supported at home? So all these things. Little little things I think we should start gradually. We should start very slow and as parents pick up we should also raise our speed and I think with this we will certainly head towards a meaningful partnership.

**Dr. Romila Soni:** Absolutely.

**Prof. Sandhya Sanghai:** Between parents and schools' partnerships will be meaningful and productive.

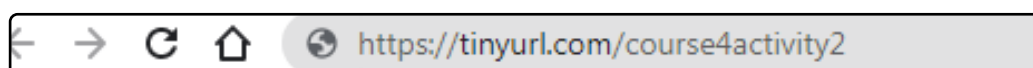
## 4.2 Activity 2: School Life - Share Your Ideas

Take a moment and think about the difficulties you generally face in school and try to find out which difficulties can be solved by the SMC members and parents around you. Now as teachers try to reflect on how these people should be approached and asked to make the situation better. Share your ideas.

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

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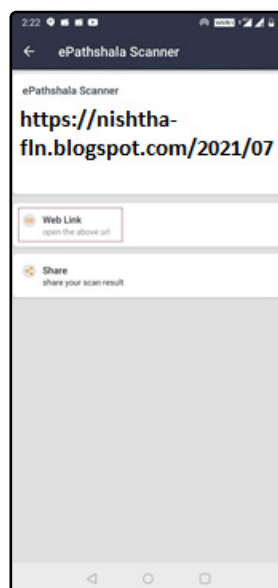
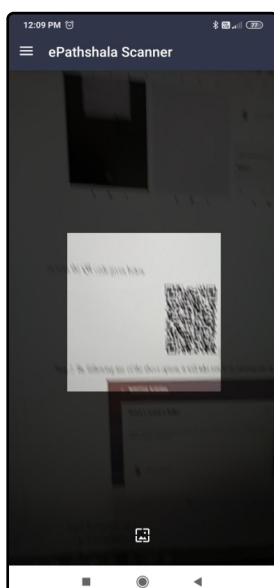


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**Course 4 - Activity 2: School Life - Share Your Ideas**

November 09, 2021

Take a moment and think about the difficulties you generally face in school and try to find out which difficulties can be solved by the SMC members and parents around you. Now as teachers try to reflect on how these people should be approached and asked to make the situation better. Share your ideas.

## Step 3: Post your response

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

**Course 4 - Activity 2: School Life - Share Your Ideas**

November 09, 2021

Take a moment and think about the difficulties you generally face in school and try to find out which difficulties can be solved by the SMC members and parents around you. Now as teachers try to reflect on how these people should be approached and asked to make the situation better. Share your ideas.

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**E** Enter your comment...

- Type your response in the comment box.

**Course 4 - Activity 2: School Life - Share Your Ideas**

November 09, 2021

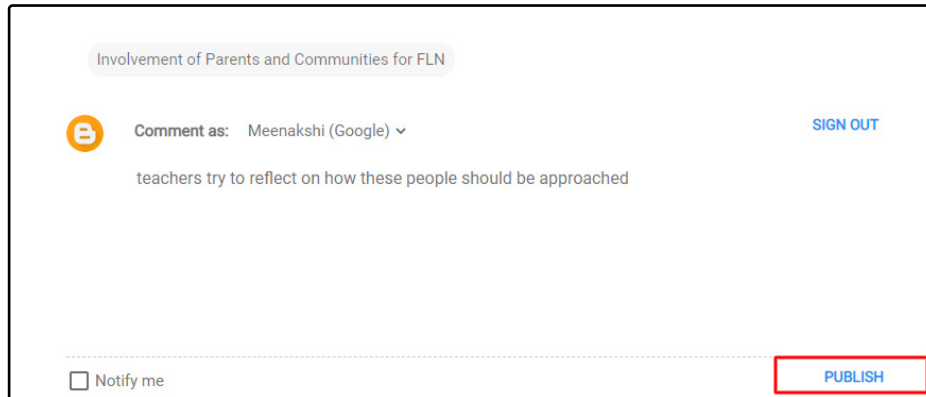
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teachers try to reflect on how these people should be approached

- Click **PUBLISH**



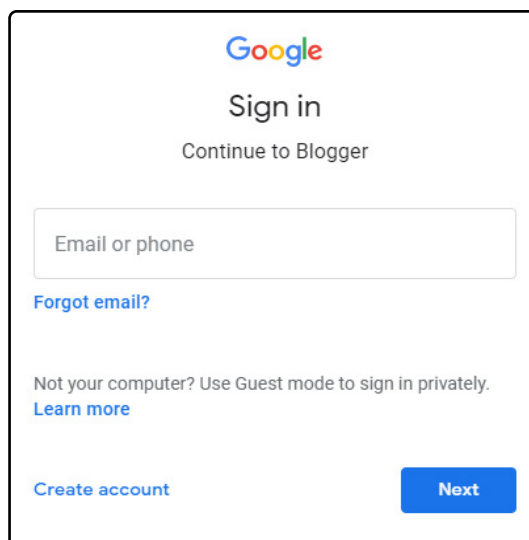
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**Course 4 - Activity 2: School Life - Share Your Ideas**

November 09, 2021

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Involvement of Parents and Communities for FLN

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 **Meenakshi** 10 November 2021 at 03:19  
teachers try to reflect on how these people should be approached  
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### 4.3

## Responsibilities of Parents, Families, and Community Members in Nurturing Partnerships

### Parents as a Primary Resource in the Education of their Children

Enhancing parental role as a primary resource generally focuses on how parents can help their children through home learning activities and the ways in which learning through such activities can be optimised. 'Home learning' activities take many forms, including home support for classroom learning, leisure reading, family discussions, educational games, and learning enhancement activities. Researchers have emphasised that regardless of parent education, family size, student ability, or level of school, parents are more likely to become partners in their children's education if they perceive that the schools have strong practices to involve parents at school and home. Educational administration and schools play a key role in developing effective school-parent partnerships to encourage home learning. Effective programmes respect and utilise the strengths of all parents, regardless of parental income, education, or social status to form a strong partnership.

### Parents and Community Members as Supporters and Advocates for the Education of their Children

The focus in these types of partnerships is on practices that are implemented at the class and school level to encourage the role of parents as supporters of their children's education. The objectives of these practices are to promote contact with all parents, to help parents learn more about their children's school programmes and progress, and to support them by providing information related to home learning activities and home support for education. We change from parent involvement to family involvement because for some children, it is the grandparents, aunts and uncles, brothers and sisters who make the most significant contribution in

supporting their educational development outside of the school. Schools must take the initiative in helping families by providing appropriate and adequate knowledge and skills they might need to provide support to their children. The larger community must also be encouraged to come forward and contribute to the development of the school and children.

What is important to remember in all types of partnerships is that respect and polite communication is the first building block that takes into account the equal participation by all the partners. The major stakeholders in these partnerships are students, parents, families, and community members. They carry a major responsibility in the development and implementation of parent and community involvement programmes. Other important stakeholders may be teachers and administrators.

#### 4.4

### How to Make Partnerships with Families and Communities Effective?

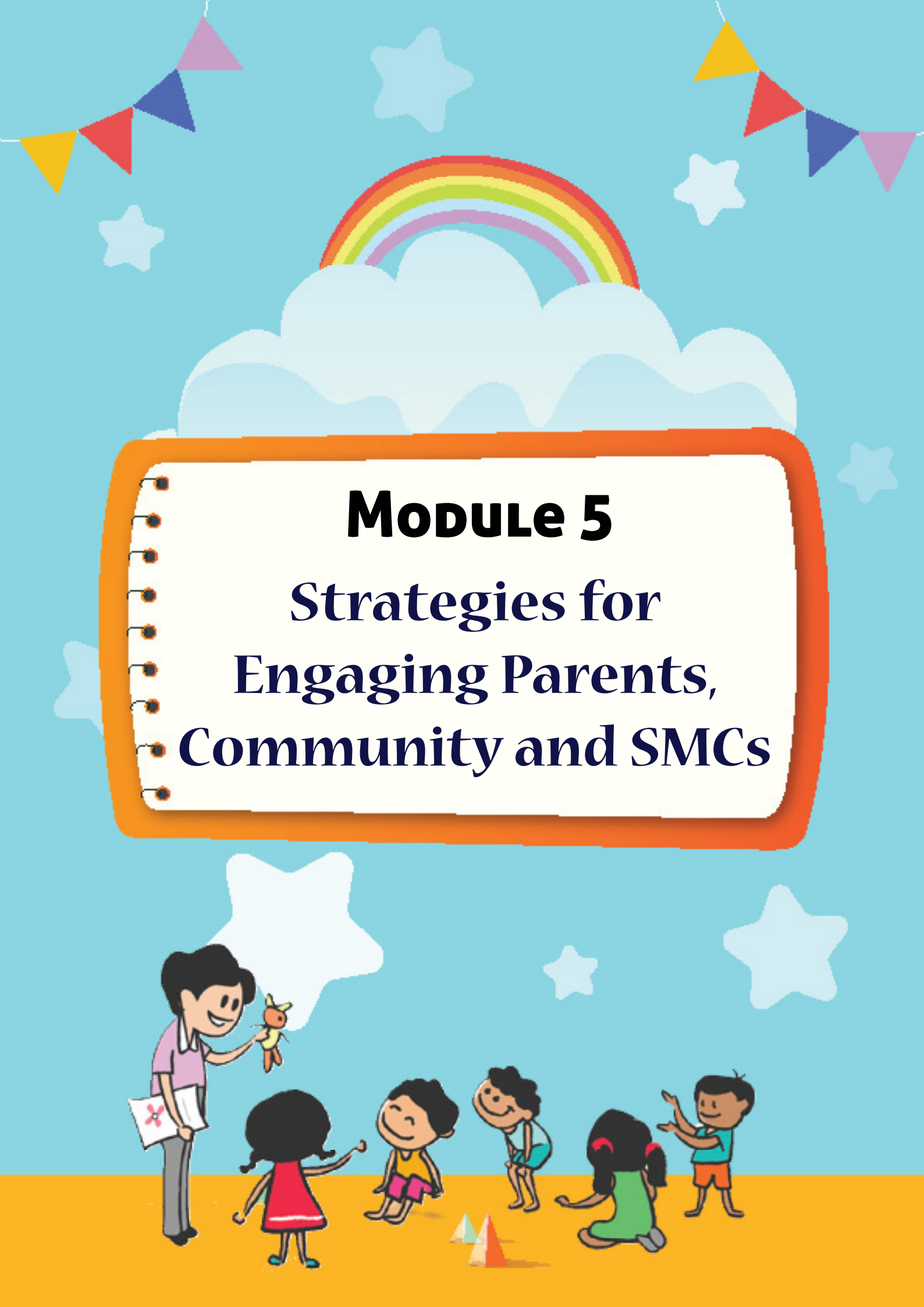
While we just discussed how parents, families, community and SMC members can contribute towards increasing the efficiency level of schools and learning by children, it is also important to know how these collaborations can be made more sustainable and effective. It has often been found that when schools are friendly and welcoming to family members, it is easier to craft successful partnership programmes. Schools can create a family-friendly environment by using the following strategies:

- Develop a parent or family center within the school
- Make frequent, relevant and user-friendly communication with parents/families
- Plan some good after-school programmes that involve parents and community organisations
- Organise social activities for teachers and families
- Arrange parent education and family literacy programmes

Obviously, these programmes will be more successful if accompanied by a friendly and respectful attitude that can be communicated in many different ways. These could be smiles, greetings, signs and decorations that recognise different languages and cultures in the community and a clean, bright and inviting environment.

Likewise a few local members from the community can be appointed in various capacities in the school. They may not be suitably trained or qualified, yet they will be able to contribute in concrete ways over a period of time towards the objectives

and functioning of the school in general, and especially in enhancing FLN skills in various grades. Their suggestions and interventions can be of immense help and they can also have some influence to make parents and families interested in setting up a good learning environment at home.



**MODULE 5**  
**Strategies for**  
**Engaging Parents,**  
**Community and SMCs**



## Module 5: Strategies for Engaging Parents, Community and SMCs

5.1

### Engaging Parents, Enabling Parents, Activities for Meaningful Engagement

The primary purpose of involving parents and community members is to empower them to engage with children and provide support in their learning while they are at home. At the foundational stage children spend a significant time of the day under the care of their parents/ adults in the family. All parents should be trained to use technology based (as far as possible) and in-person models to provide home based learning support to children. They can be helped to conduct easy-to-do fun based do-it-yourself (DIY) activities. Automated reminders and instructions through pre-recorded calls and videos can also be sent to parents to keep them motivated and ensure their sustained engagement. Additionally, community level support by the SMCs/SDMCs can be provided to parents regularly. The dedicated FLN time in schools can be supplemented at the household level, where parents can be motivated to invest time – daily or weekly to do activities with children.

Research and experience suggest that there are certain difficulties in getting a response from different sections of the community. Some of the reasons could be: Parents' belief that their involvement does not make any difference, their feeling that they lack the knowledge and skills to help with their children's school work, their sense of cultural and power gaps between home and school, their feeling that schools do not have the resources to facilitate family-school partnerships, and last but not the least, their feeling that there is a lack of effort on the part of the schools. However these situations call for reflection on the part of the school as well as SMCs and making strategies to involve parents and use other community resources, human, physical or any other, to achieve FLN Mission goals.

Some ways to invite participation of parents and community are as follows:

- **Organising Campaigns and Mega Events**

A variety of events can be planned at regular frequency with participation from every stakeholder including, all types of schools in the vicinity, local elected bodies, school and parents' organisation and the children. When such big events are frequently organised, it helps in sustaining the engagement of different stakeholders. In the context of FLN Mission, the following could be different types of activities:

Events/ Activities	Frequency	What	Who	Participants
<b>National FLN week</b>	Annually	Community event	Gram Panchayat/ Urban local bodies	Parents, children and community members
		<i>Shiksha Samvad</i> : Awareness event	SMCs/ SDMCs	Parents, children, community and elected members
		Reading/ Numeracy fun activities	Schools	Parents, children and teachers
<b>Awareness messaging/ nudges</b>	Fortnightly/ monthly	Messaging through radio, IVRS, SMS,	State education department	Parents and Children
<b>Summer camp</b>	Annually	Activity based fun FLN instruction Other activities	DIET students/ Volunteers	Children
<b>Reading demonstration event</b>	Quarterly	Reading events	SMCs/ SDMCs	Parents, children, teachers and community members

- **Wide Sharing of Assessment Results**

Communities and parents should be made aware of the learning levels of children to achieve better learning outcomes. Such a strategy can help in generating a healthy relationship between parents and teachers about learning by children. For sharing of assessment results at the community level, some mega events like a community awareness *mela* for all school going children can be organised quarterly or half yearly. The focus of such events has to be assessment of children at the foundational stage. Achievement of FLN goals vis-à-vis children's achievement should be critically displayed and discussed in the community. The participants should be encouraged to voice their opinions and suggest ways for better and faster achieving FLN goals. The event can be organised and led by

the Gram Panchayat/Urban Local Bodies (ULBs), in the presence of parents and the community members/SMCs/SDMCs. The report cards on student and school performance should be made available to all parents.

## 5.2

### **Regular Communication with Parents and Community Leaders is a Must-do Activity by School**

The interest of parents and community persons can be sustained in the activities and governance of school if there is a constant communication between both the sides. Sometimes schools just send communication when there is a PTM or some major event in the school. This alone does not lead to forming of relationships and strengthening of links between the school and families and communities. At the same time parents should also take interest in how their child is engaged at the school. They may also keep asking the teachers about the engagement of their children and how best they can support them at home. This kind of communication brings up a healthy rapport between home and school and the child also feels very secure. Parents' involvement is critical because we are talking of young children at the foundational stage in the age group of three to eight years. They depend on both the teachers in the school and adults at home. There are several ways to promote communication – formal and informal. It is formal if it is planned. For example, parents' orientation programme or Parents' Teacher meeting (PTM) or some meeting fixed either by the teacher or by the parent or other such events. Informal communication is when a teacher and parents or community member meets without planning. For example, when parents drop their children to school or pick them up. Sometimes if the teacher is living in the neighbourhood of the school, they may come across parents or community members in common places like market or any other common place. They may briefly talk about the child or school at such a meeting. Such meetings are informal yet these small frequent meetings maintain a communication between school and home and community. You might have come across such types of incidents in your daily life.

### Do It Yourself

Create a poster for the FLN campaign that would be held as a school event. The ideas for the poster can be: Convey to parents, members of SMC and community the 'importance of spending quality time with their children like reading at home'. The poster may be prepared to provide information about how to create a literacy and numeracy rich corner at home. You can also think about more ideas to involve parents and community members to enhance FLN skills among children.

## 5.3

### Help Parents Know How to Support Learning of Children in FLN

Watch the Video



Scan the QR code to watch the video



or

Click on the link

[https://diksha.gov.in/play/content/do\\_31339015590292684811349](https://diksha.gov.in/play/content/do_31339015590292684811349)

### Transcript

**Prof. Sandhya Sanghai:** Do you really wish that your children should perform excellent in Foundational Literacy and Numeracy? Who will not? So today, let us learn about the advantages of involving parents, grandparents and adults in the learning of children to enhance their FLN skills. Well if you feel a bit excited I hope you will ask what a teacher should do to involve parents and grandparents to enhance the FLN activities and skills of the children? Here I would suggest that, first of all you should guide the parents about FLN activities or about the concept of FLN that FLN means abilities related to reading, writing, listening, speaking and fundamental mathematical operations like addition, subtraction etc. Here you can also tell parents that with small small activities they can really encourage children to learn and they can focus on enhancing their FLN skills. Let us see this video.

**Mother:** Ok Arush. What is I am hiding behind?

**Arush:** Storybook

**Mother:** Yes, This is your storytime. Do you know which story is this? Which story mama is going to tell Arush today?

**Arush:** The Gingerbread man.

**Mother:** Okay But you know who is Gingerbread man?

**Arush:** No

**Mother:** Okay. You don't know. So let's find out in the story. So let's read Arush. Down By the river live Mr. & Mrs. Salitude. They long to have a child of their own. I bake us a son out of Gingerbread man and we will never be lonely again. So they are Mr. Salitude and Mrs. Salitude. Now see next.

**Prof. Sandhya Sanghai:** In this video, you have seen that a mother is telling a story to her child with the help of a story book and I hope you have observed that she is doing it in a home setting and both of them are at home. So like this there can be several activities where parents and children can be together and those activities should be directed towards enhancing FLN skills.

Here I have two parents and I hope they will join us when we will discuss about the activities which are possible to be done at home. I will start with one activity, all of us have fruits and vegetables at our home and just in the beginning you can take out a tray and in that tray you can put some fruits and some vegetables different in number. Then you can ask the child to identify which one is a fruit, for example pomegranate is a fruit, brinjal is a vegetable. So you can ask the child to identify the fruits and vegetables. You can also ask them to make two groups: fruits separately, vegetables separately. Again you can ask them to count. How many fruits are there and How many vegetables are there? So there can be such activities which are very simple, which can be done with the help of objects which are available at home and with which the child is familiar and the parents, grandparents and adults are also familiar. Well Mamta will you please add if you are doing such type of activities at home.

**Mamta:** Yes Madam, I also do these types of activities with my daughter. My daughter is in class 1. We do these type of counting activities, we count, toffees, biscuits at the time of sharing but you have rightly explained that how this activity can be useful for active learning and for FLN skill enhancement.

**Prof. Sandhya Sanghai:** So like Mamta has done it, I will ask now Priyanka.

**Priyanka:** Yes ma'am, the same way I also have a son. He usually comes with me in the kitchen and he always help me. He always give me vegetables from the

basket, giving utensils for serving dinner. Ok give me just two spoons, give me three onions. So this way we enjoy this time.

**Prof. Sandhya Sanghai:** I think Mamta. I think Priyanka and Mamta both of you, you know that when you are doing it you can add some more concepts. For example when you said spoon, bring spoon like that. So the child will identify the objects and also name of the object. So this is both like this is a literacy skill, this is also identification. So like that the child gets engaged. You see we have to take child gradually to formal learning and I think, with the activities as you are saying, the children can be made interested to learn. First of all Would you like to add something Mamta?

**Mamta:** Ma'am, Can you please tell me some numeracy related activities?

**Prof. Sandhya Sanghai:** Yes definitely, well Priyanka and Mamta when we are talking to children, you will see we are combining both literacy and numeracy activities. When we say numeracy we mean mathematical learning and when we say mathematical learning we try to bring in the idea of shapes, number and all like space, all these concepts in the minds of children. For example Priyanka as you are saying that your child comes with you in the kitchen. So when you are in the kitchen you can use these things, for example you can show them, children are very familiar with these things generally they carry in their school bags as tiffin boxes. So you can tell them about the shapes that this is a round shape of your tiffin. Suppose some day you are giving your child this tiffin. You can tell the child is it a different shape and then you can tell this shape is called a square. These are few things only, you can use, home is treasure you know we have so many things and you can very easily make your child to learn about the basic concepts of literacy and numeracy and this is what is foundational literacy and numeracy. Well Priyanka, I would expect you to speak more on this.

**Priyanka:** Ma'am can you please give a glance on that because when I go to buy some story books, I am always puzzled. What can I keep in mind when I choose story books for the children?

**Prof. Sandhya Sanghai:** Okay. That is a very good question Priyanka I tell you. You know we should be very careful when we bring in books for our children. Sometimes we flood our house with so many story books but we very soon find that the child is not interested. You know when you are buying books for your children especially the story books, you should know that children like colorful books. So you should buy picture story books. Secondly if your child is in class I, you should see that on one page there are not more than two lines at best three lines along with the picture. So that the child can relate the text and the picture.

Likewise the font should also be bit big you know, it should not be a small font. So these are precisely small small things which can be very helpful in the selection of story books.

**Mamta:** I also have a question on the same topic. So Can I ask?

**Prof. Sandhya Sanghai:** Sure.

**Mamta:** Maam my daughter likes to read picture story books. So Can you suggest what is the proper way to read the story books?

**Prof. Sandhya Sanghai:** That is a very good question Mamta. Priyanka you also think?

**Priyanka:** I also agree with it.

**Prof. Sandhya Sanghai:** So for that I will say, I have a story book here. Like this is a story book okay. So whenever you are reading a story book to your child you should always start from the cover. You should give some time to the child to look at the cover then you should tell the child that this story is about this title and you call this as the title of the story and then you should open the story book, show him each page, wait for a while that and observe the reaction of your child. So when you read the story, you should try to show the child that this is a story book, this is a picture and when you are reading just read slow slow moving your index finger from left to right showing them that when they should read the flow should be from left to right and each word should be read. So as the story progresses you should also keep moving your finger you see as I am doing as you should read it like this left to right with your index finger so that the child also knows that the story is progressing as your index finger is progressing. So I hope you get my point.

**Mamta:** Yes ma'am. And Thank you so much. But ma'am is it possible that can we get guidance from the teachers in a short time interval. I think it will be a great support.

**Prof. Sandhya Sanghai:** Well teachers support is essential rather I would say that whenever you are doing activities at home these activities should relate to whatever teacher is planning for the classroom. So ideally it is suggested that teachers and parents should keep talking and definitely you should ask the teacher and teacher should also tell you from time to time on week basic or once in two weeks that what they are doing in the classroom and how they can support the classroom learning of the child by doing activities at home. I think both of you have asked very interesting questions and very relevant questions for foundational literacy and numeracy and I hope that the role of parents and

grandparents and adults who surround the children besides they are being in the school becomes very very important and all these adults have a great role to play. They can really take the learning of the child to a greater level or to a higher level. So parents I invite you to support your children's learning and enhance their foundational literacy and numeracy skills.

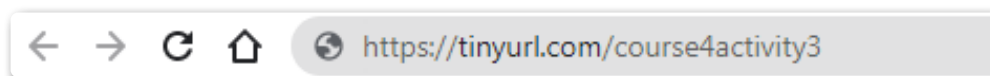
## 5.4 Activity 3: PTMs as a Powerful Method for Communication - Share Your Reflection

Think constructively on the following points: How often do you organise PTMs? What kind of discussions do you generally have with parents? Have you tried to explore how best they can help you and the school to work more effectively? Have you also tried to think about the general concerns of the parents and what could be the solutions from your side and/or from the school? Ponder over these questions with a creative and problem solving mind and share your reflections.

### Step 1: Accessing the activity page

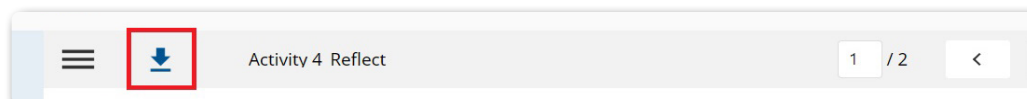
Follow any one of the following option to access the activity page:

*Option 1:* Type the URL in a browser <https://tinyurl.com/course4activity3>



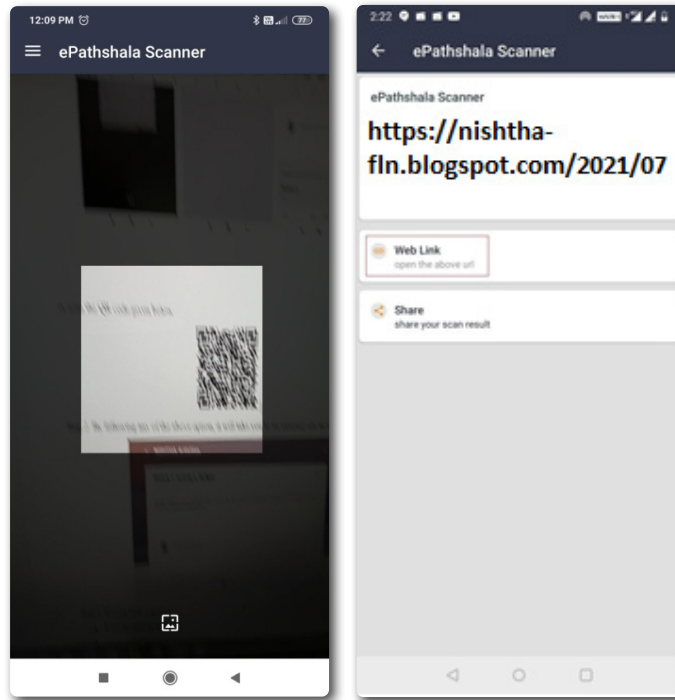
*Option 2:* Download this pdf from DIKSHA by clicking on the download icon and copy this URL.

<https://nishtha-fln.blogspot.com/2023/01/course-04-activity-3-share-your.html>

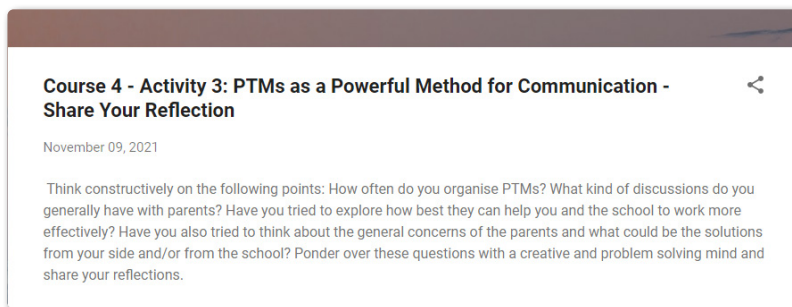


*Option 3:* Install mobile app '**ePathshala Scanner**' from play store. Using the app, **scan the QR code** given below.



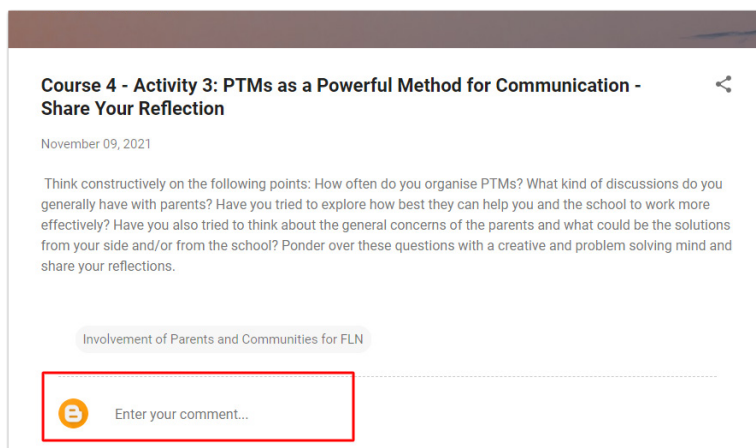


**Step 2: Following any of the above option will take to an external site as shown below**



**Step 3: Post your response**

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



- Type your response in the comment box.

**Course 4 - Activity 3: PTMs as a Powerful Method for Communication - Share Your Reflection**

November 09, 2021

Think constructively on the following points: How often do you organise PTMs? What kind of discussions do you generally have with parents? Have you tried to explore how best they can help you and the school to work more effectively? Have you also tried to think about the general concerns of the parents and what could be the solutions from your side and/or from the school? Ponder over these questions with a creative and problem solving mind and share your reflections.

Involvement of Parents and Communities for FLN

Comment as: Meenakshi (Google) SIGN OUT

tried to think about the general concerns of the parents

- Click **PUBLISH**

Comment as: Meenakshi (Google) SIGN OUT

tried to think about the general concerns of the parents

Notify me 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.

Google

Sign in

Continue to Blogger

Email or phone

[Forgot email?](#)

Not your computer? Use Guest mode to sign in privately. [Learn more](#)

[Create account](#) Next

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

Blogger |

Welcome to Blogger

Confirm Your Profile

The profile that readers will see when they view your posts is shown below:

You will be seen as...

Blogger profile

Display Name

Continue to Blogger

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


**Course 4 - Activity 3: PTMs as a Powerful Method for Communication - Share Your Reflection**

November 09, 2021

Think constructively on the following points: How often do you organise PTMs? What kind of discussions do you generally have with parents? Have you tried to explore how best they can help you and the school to work more effectively? Have you also tried to think about the general concerns of the parents and what could be the solutions from your side and/or from the school? Ponder over these questions with a creative and problem solving mind and share your reflections.

Involvement of Parents and Communities for FLN

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 **Meenakshi** 10 November 2021 at 03:31  
tried to think about the general concerns of the parents  
[REPLY](#) [DELETE](#)

## 5.5

### Activity 4: Check Your Understanding

Do the activity by scanning the QR code



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## **MODULE 6**

**Activities Related to  
FLN and Involvement of  
Parents (Success without  
Stress for FLN)**



## Module 6: Activities Related to FLN and Involvement of Parents (Success without Stress for FLN)

### 6.1 Activities Related to FLN and Involvement of Parents

The *lakshya* or the Targets for FLN have been stated in four areas- Oral language, Reading, Writing and Numeracy. The goals have been mentioned for each class, from *Balvatika* to Class III, against all these areas. Since children spend a larger part of their time at home in the company of parents or elder siblings, parents and other adults. This category of stakeholder can contribute significantly in achieving the mission goals by providing appropriate home-based support to young children. Following are some activities related to literacy and numeracy in which the involvement of family or neighbourhood can change the picture.

#### Engaging Parents in Activities Related to Foundational Literacy (FL)

##### ***Making Home Environment Print Rich***

Print rich environment provides several opportunities to young children for interaction with the print. Parents can create this environment by labelling different parts of the house, such as the room, kitchen, toilet, door, etc. The names of family members along with their photographs can be put in an album or on a paper board. Bins and containers in the kitchen, dustbin, and wash basin can be some of the spots in the home environment which gives scope to making the home print rich. Reading corners in whatever way possible must be created in the home for language and literacy development.

##### ***Read Aloud, Songs and Rhymes***

Read aloud is a simple activity in which parents and elders can choose an engaging story from a book and read it out (Aloud) to the child. Variations in tone, pace and volume attracts the attention of the child and creates interest. Pauses, eye contact, questions, and comments make it an enjoyable experience for children. Children must be allowed, rather encouraged to ask questions or make comments while the story is being read to them. Reading aloud develops listening and comprehension skills in children. Children may be encouraged to talk about the story in any way they like – extend it, substitute/ add characters, or make up their own stories.

Like stories, children enjoy songs and rhymes. The rhyming words in the rhymes help children notice and play with oral language and construct their own words

and lines enriching their vocabulary. These simple and no-cost activities can yield good learning outcomes.

### ***Free Conversations***

Children are generally very fond of talking and speaking out spontaneously. This habit of children should not be checked; rather it can be used as an opportunity to check their vocabulary development, correct usage and pronunciation of words. Children may be encouraged to share their school experience in the most convenient and unchecked way. This not only develops their oral language but also makes parents aware of their school experiences.

### ***Shared Reading***

Shared reading is important for early literacy and it is quite effective especially for children of classes I, II and III. In shared reading, big books with pictures and text are read in pairs by children or by the teacher involving children. At home, the book can be shared with siblings and instead of the teacher; parents can read the story along with the children. The book should have a large font, colourful pictures and simple text so that all children enjoy reading and talk about the story. This also builds up their vocabulary and comprehension skills while reading and facilitates peer reading.

## **Engaging Parents/ Families in Activities Related to Foundational Numeracy (FN)**

Parents individually or as a group can set up appropriate activities contextual to the child's surroundings and experiences. Experiential learning and use of manipulative and concrete material should be central to all the activities. Some of the numeracy activities, which can be conducted at home, are given below:

### ***Providing Opportunities to Stimulate Mathematical Thinking***

Young children should be given more and more opportunities in their surrounding that implies some mathematical thinking. There are a number of situations, which can be created informally and will support children's learning in school. For example, competencies related to counting, addition, subtraction, etc. Parents should be made aware of the targets and learning outcomes related to numeracy identified for different class levels. They should be encouraged and if need be, teachers should guide them to set up some activities at home.

### ***Use of Manipulative Material and Local Toys***

Experiential learning and learning through concrete material is the most recommended strategy for the foundational stage. Parents can find locally available toys and material, which are not harmful, to make them learn

mathematics in their own exploratory way. Many toys are sold in a local fair (mela). Sometimes parents also know how to make small toys with paper or local clay. If they involve children and allow them to make their own toy or object simultaneously, it helps in the development of not only creative skills but children also get a sense of proportion and background on spatial and shape concepts. This helps in the development of mathematical concepts in a subtle way.

### **Do It Yourself**

1. Using objects and toys available at homes, such as bottle caps, cut out of shapes, buttons, fabric pieces of different designs, calendars, blocks, etc., what specific FN activities can you devise for your children? How will you involve parents/families in such activities? Ask parents how do they blend math into their daily home routines? Think aloud certain ideas to guide the parents.
2. Regular sustained communication with parents and motivating them to maintain it is quite important to involve parents and families for FLN. Draft a letter for the parents/families explaining what FLN activities (language and mathematics related) you are conducting with the children and how parents can make it more interesting and engaging by extending it to their homes.

## **6.2 Guiding Points for Engaging Parents and Families**

The Guidelines for involving parents must explicitly speak on the following points:

- Involvement of parents of children of all ages and grade levels.
- Participation of parents who lack literacy skills or who lack confidence in communicating.
- Opportunities for all parents to get informed about how the parent involvement programme will be designed and carried out.
- Opportunities for parents to assist in the instructional process at school and at home.
- Regular information for parents about their child's participation and progress in specific educational programmes and the objectives of those programmes.
- Availability and contacts of social service agencies and community groups to address key family and community issues.

- Recognition of diverse family structures, circumstances and responsibilities, including differences that might impede parent participation.
- The person(s) responsible for a child may not be the child's biological parent(s). Therefore policies and programmes should include participation by all persons interested in the child's educational progress.

### 6.3 Activity 5: Try It Yourself

Look at the following sample questionnaire for parents. Create a similar one or add more activities according to your context and invite parents to complete it. You will find that it gives you valuable information about each child and also let you know the special interests of each child that can be further built upon. You can add more activities.

S No.	Activity	Often 3	Occasionally 2	Hardly/ Never 1
1.	How often do you tell bedtime stories to your child?			
2.	Do you also ask the child questions related to the story?			
3.	Do you use mathematical vocabulary in your conversations with your child?			
4.	Would you be interested in telling a story in the classroom?			
5.	Would you be interested to teach a rhyme/ poem in the classroom?			
6.	Would you be interested in helping with a math activity in the classroom?			
7.	Is there any special activity that you would like to share with the children in the classroom?			
8.	What is your time availability during the weekdays?			

## 6.4

### Activity 6: Check Your Understanding

Do the activity by scanning the QR code



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# **Module 7**

## **Challenges in Eliciting Involvement of Parents and Community**



# Module 7: Challenges in Eliciting Involvement of Parents and Community

## 7.1 Reasons for Low Response of Parents and Community

While it is well admitted that partnership between parents, families, community and schools is crucial and community mobilisation is one of the major strategies for achieving universalisation of primary and elementary education, we as a country have not been able to make a major breakthrough. Though we have several examples where communities, local bodies and parents have significantly transformed the conditions of the schools, these are very few considering the number of schools and communities in the country. There have been several efforts to explore the reasons for the low response from the community and its members. The major reasons that can be identified for this state of affairs are:

- ▲ Overlapping working hours
- ▲ Other commitments
- ▲ Lack of time
- ▲ Misconceptions on the part of schools about the capabilities of parents
- ▲ Lack of understanding from parents on the communications sent by schools
- ▲ Lack of confidence on the part of parents to demonstrate an activity
- ▲ Illiteracy and lack of exposure
- ▲ Lack of able leadership at the community level
- ▲ Lack of resources with the schools to involve more people
- ▲ Fear of interference (by school) by community
- ▲ Lack of communication skills and methods on both the sides
- ▲ Reluctance and indifference of schools and community to collaborate towards each other

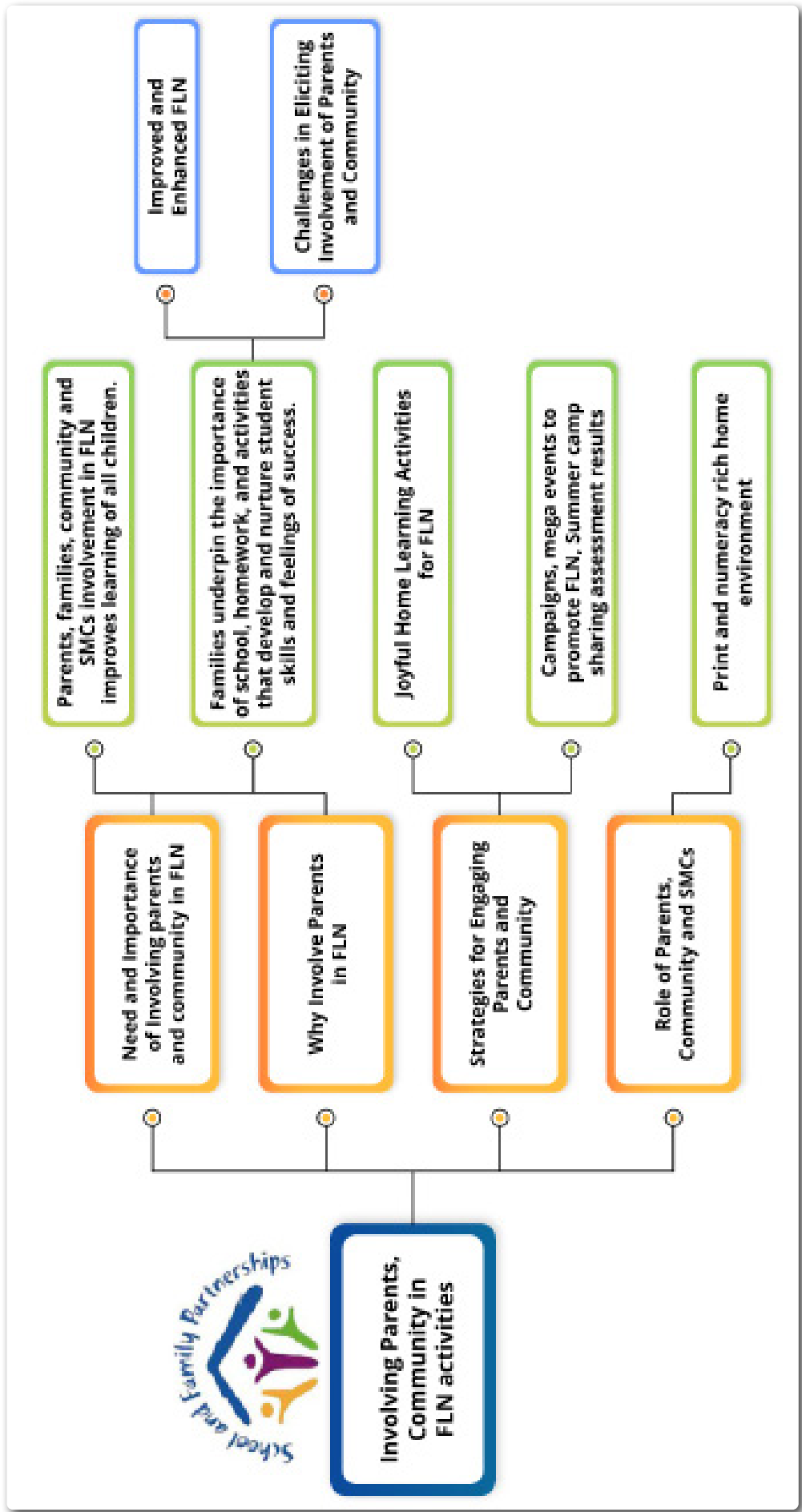
The factors cited here are what we observe very often. There can be additional factors for schools remotely located or having other disadvantages. In such cases involvement depends on the initiative of the local community and elders.

## **Reflect**

### **Are Parents and Communities Shy to Participate in School Life?**

You might have observed how parents and other persons from the community visit schools and participate in school activities. What is your observation on the quality and amount of their participation? Do you feel that they are shy to express and participate or you have a different opinion? Share your observations with others.

# Summary



# Portfolio Activity

## Assignment

Develop a schedule for Parents' Orientation Programme focusing on exploring their interest in the activities of the school and children's holistic development. Identify DIY activities for them and ideas that you would suggest. Also think of some exercises for break intervals to break the monotony and then write the following details:

- Concept/ Topic:
- Subtopic, if any:
- Grade: *Balvatika*/ Class I-III:
- Objectives:
- Prerequisite knowledge/ skills:
- Learning material and preparations:
- Key ideas/ Content coverage:
- Prior knowledge:
- Early Learning Outcome:



# Additional Resources

## References

- National Council of Educational Research and Training. Guidelines for Preschool Education, New Delhi, 2019
- National Council of Educational Research and Training. The Preschool Curriculum, New Delhi, 2019
- NCERT (2017) Every Child Matters: A Handbook for ECE Practitioners
- Epstein Joyce b., Sanders Mavis G., Simon Beth S., Salinas Karen Clark, Jansorn Natalie Rodriguez, Voorhis Frances L.Van (2002) ***School, Family and Community Partnerships - Your Handbook for Action***, CORWIN PRESS, INC. Thousand Oaks, California, A Sage Publications Company.

## Weblinks

- How to engage Preschool children at home?  
[https://www.youtube.com/watch?v=EN12s4\\_8Tjw](https://www.youtube.com/watch?v=EN12s4_8Tjw)
- Picture Reading and Methods of Storytelling  
<https://youtu.be/3gav6BXih4M>
- 'Early Childhood Care & Education' (Hindi Video):  
<https://www.youtube.com/watch?v=tQ14uLumU4c&t=6s>
- 'Preschool Education' (Hindi video):  
<https://www.youtube.com/watch?v=0GPBUPua7wk&t=61s>
- How Children Learn/ *Poorva Prathamik Star Par Bacche Kaise Seekhte Hain* (Hindi video):  
<https://www.youtube.com/watch?v=DELWLVysuTk&t=1310s>
- Home Based Physical Activities for Children (Hindi Video):  
[https://www.youtube.com/watch?v=U\\_o17QaVrO8&t=264s](https://www.youtube.com/watch?v=U_o17QaVrO8&t=264s)
- Nurturing Imagination in Preschool children Class- Pre-Primary (Hindi Video):  
<https://www.youtube.com/watch?v=7ex4fvYF8m8&t=1760s>
- Size and Seriation for foundational numeracy  
<https://youtu.be/mORwL-ZPJ6g>
- One to One Correspondence Class: Pre-Primary  
<https://www.youtube.com/watch?v=A-ZvzhKczRQ>
- How Can Parents Support their Young Children's Early Learning at Home  
[https://ncert.nic.in/dee/pdf/booklet\\_for\\_Parents.pdf](https://ncert.nic.in/dee/pdf/booklet_for_Parents.pdf)
- Classification Activity for Preschool and Class I  
<https://www.youtube.com/watch?v=48dnjqXTZHY&t=20s>
- Pre-Number Concept (size and seriation) for Preschool Education and Class: Primary  
<https://www.youtube.com/watch?v=mORwL-ZPJ6g>
- Guided Conversation: Me and Myself for Preschool Children  
<https://www.youtube.com/watch?v=fWs-e7p3XWU>



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एन सी ई आर टी  
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