

KENDRIYA
VIDYALAYA
MANDI(H.P.)

Presentation on
NIPUN Bharat Mission

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Department of School Education & Literacy
 Ministry of Education
 Government of India



National Initiative for Proficiency in Reading with Understanding and Numeracy

NIPUN BHARAT

(A National Mission on Foundational Literacy and Numeracy)



NIPUN BHARAT

National Initiative for Proficiency in reading with Understanding and Numeracy





FOUNDATIONAL LITERACY
AND NUMERACY



NIPUN BHARAT

निपुण भारत

NATIONAL INITIATIVE FOR PROFICIENCY IN
READING WITH UNDERSTANDING AND NUMERACY





Ministry of Education
Government of India



#NIPUNBHARAT is the need of the hour



55% of India's school-going children cannot read and understand a short, age appropriate text by Class 5: World Bank's Learning Poverty Index

13-18% students from Class 3, 5, and 8 are below basic learning levels, and only 39-53% have achieved proficiency: NAS 2017

↑ As the above statistics indicate, schooling does not equal to learning

Research suggests that **Class 3 is an inflection point**. Only if children 'learn to read' by then do they 'read to learn'

#NIPUNBharat will help children 'read to learn' so that they don't get left behind

निपुण भारत का सपना
सब बच्चे समझें भाषा और गणना

Almost 13 to 18% students from Class III, V and VIII are below basic learning levels, and only 39 to 53% have achieved proficiency (NAS 2017)



NEP, 2020: augmenting student learning outcomes through FLN

National Education Policy 2020: "Our highest priority must be to achieve universal foundational literacy and numeracy (FLN) in primary school and beyond. The rest of the policy will be largely irrelevant for such a large portion of our students if this most basic learning (reading, writing, and arithmetic at the foundational level) is not first achieved."

CHILDREN WHO FALL BEHIND, GET LEFT BEHIND

Grade 3 is the inflection point by which children are expected to "learn to read" so that they can "read to learn" after that.



निपुण भारत मिशन



हर बच्चे को उच्च गुणवत्ता वाली
शिक्षा

Let us strive to
make education
meaningful and
joyful for each
child of our country
and make every
child NIPUN.



#NIPUNBHARAT



NIPUN BHARAT Vision



To create an enabling environment to ensure universal acquisition of foundational literacy and numeracy, so that by 2026-27 every child achieves the desired learning competencies in reading, writing and numeracy at the end of Grade III and not later than Grade V.

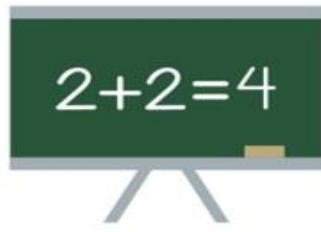
The Education system aims to achieve Foundational Literacy and Numeracy by 2026-27, where, by Grade 3 every child can.....



Read with Comprehension



Write



Basic Mathematical Operations



Learn basic life skills





#NIPUNBHARAT

The Ministry of Education will lead the implementation of National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat), the National Mission on Foundational Literacy and Numeracy (FLN)

In line with what #NEP2020 recommends, the mission will:

- 1 Help children read with comprehension
- 2 Help children understand numbers, measurement, and shapes
- 3 Use play and activity-based pedagogy
- 4 Teach in children's home languages
- 5 Provide high-quality teaching-learning material to engage children
- 6 Build capacities of teachers, Academic Resource Persons, education administrators
- 7 Track children's learning levels consistently
- 8 Conduct meaningful assessments using polls, quizzes, games, etc.



निपुण भारत का सपना
सब बच्चे समझें भाषा और गणना

Objectives of the Mission

3 To make children understand the reasoning in the domains of number, measurement, and shapes; and enable them to become independent in problem solving by way of numeracy and spatial understanding skills.

4 To ensure availability and effective usage of high-quality and culturally responsive teaching learning material in children's familiar/home/mother language(s).

5 To focus on continuous capacity building of teachers, head teachers, academic resource persons and education administrators.

2 To enable children to become motivated, independent, and engaged readers and writers with comprehension possessing sustainable reading and writing skills.



6 To actively engage with all stakeholders i.e., Teachers, Parents, Students and Community, policy makers for building a strong foundation of lifelong learning.

1 To ensure an inclusive classroom environment by incorporating play, discovery, and activity-based pedagogies, linking it to the daily life situations of the children and formal inclusion of children's home languages.

8 To ensure tracking of learning levels of all students.

7 To ensure assessment 'as, of and for' learning through portfolios, group and collaborative work, project work, quizzes, role plays, games, oral presentations, short tests, etc.



WHAT is FOUNDATIONAL LANGUAGE AND LITERACY

The pre-existing knowledge of language helps in building literacy skills in languages.

The key components in Foundational Language and Literacy are:



Oral Language Development

Includes improved listening comprehension; oral vocabulary and extended conversation skills. Important for developing skills of reading and writing.



Decoding

Involves deciphering written words based on understanding the relationship between symbols and their sounds



Reading Fluency

The ability to read a text with accuracy, speed (automaticity), expression (prosody) and comprehension that allows children to make meaning from the text. Many children recognise aksharas, but read them laboriously, one-by-one.



Reading Comprehension

Constructing meaning from a text and thinking critically about it. This domain covers the competencies of understanding texts and retrieving information from them, as well as interpreting texts.



Writing

This domain includes the competencies of writing *aksharas* and words as well as writing for expression



What are FLN skills?



Foundational Language and Literacy:

Oral language development in home language; appropriate exposure to the school language including good listening comprehension skills, development of print and phonological awareness and development of emergent reading and writing skills in the pre-school years are crucial for language and literacy development in early primary school years.

The pre-existing knowledge of language helps in building literacy skills in languages. Children who have a strong foundation in their home language can learn English/second language more easily.

The key components in Foundational Language and Literacy are:

- **Oral Language Development:** The experiences in oral language are important for developing skills of reading and writing.
- **Phonological Awareness:** This domain includes the competencies of word awareness, rhyme awareness, and awareness of sounds within words which should emerge from their meaningful engagement with language.
- **Decoding:** This domain includes competencies of print awareness, akshara knowledge and decoding, and word recognition
- **Vocabulary:** This domain includes the competencies of oral vocabulary, reading/writing vocabulary, and morphological analysis of words.
- **Reading Comprehension:** This domain covers the competencies of understanding texts and retrieving information from them, as well as interpreting texts.
- **Reading Fluency:** Refers to the ability to read a text with accuracy, speed (automaticity), expression (prosody), and comprehension that allows children to make meaning from the text
- **Concept about Print:** Children need exposure to different types of print rich environment to develop the skill of comprehension.
- **Writing:** This domain includes the competencies of writing aksharas and words as well as writing for expression.
- **Culture of Reading/Inclination towards Reading:** Involves the motivation to engage with a wide variety of books and other reading materials.

What is Literacy?

- **Ability to read**
- **Ability to write**
- **Ability to speak**
- **Ability to spell**
- **Grammar knowledge**
- **Ability to listen**

In summary, the ability to communicate and make sense of our world!

Examples of literacy and numeracy used in everyday life

- Using a computer
- **Playing games**
- **Surfing the web**
- **Ordering something online**
- **Sending an email**
- **Doing your homework**
- **Researching**



WHAT is FOUNDATIONAL NUMERACY

Foundational Numeracy means the ability to reason and to apply simple numerical concepts in daily life problem solving. The major components of early mathematics are:



Pre-number concepts

Count and understand the number system



Numbers and operations on numbers

Learn conventions needed for mastery of Mathematical techniques such as the use of a base ten system to represent numbers



Shapes and Spatial Understanding

Perform simple computations in her/his own way up to three-digit numbers and apply these to their daily life activities in different contexts



Measurement

Understand and use standard algorithms to perform operations of addition, subtraction, multiplication and division on numbers up to three digits



Data Handling

Identify and extend simple patterns starting from repeating shapes to patterns in numbers, interpret simple data/information in daily life activities

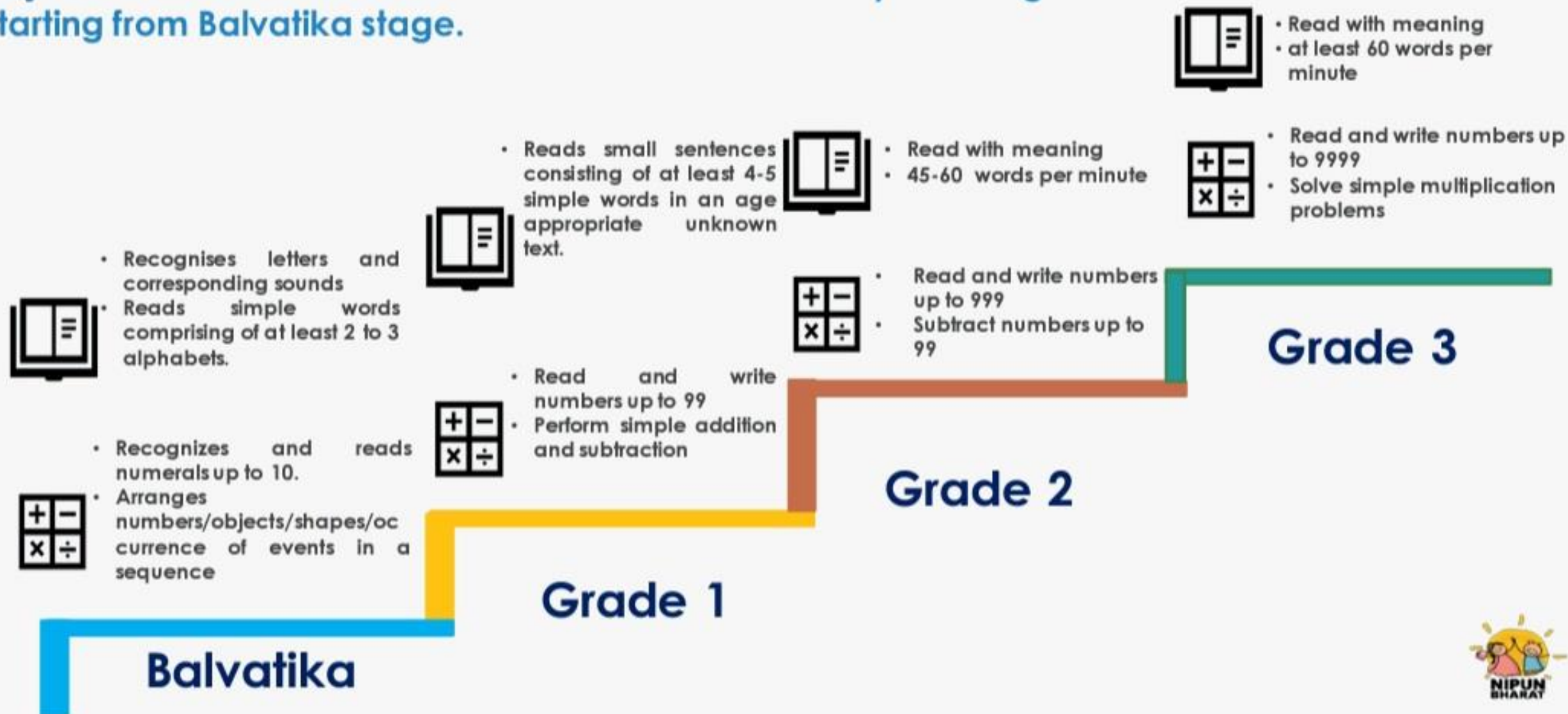
Foundational Numeracy and Mathematics Skills

Foundational Numeracy means the ability to reason and to apply simple numerical concepts in daily life problem solving. The development of pre-number and number concepts, knowledge and skills of comparing, seriation, classification and recognizing patterns during pre-school serves as a foundation for mathematics learning in early primary classes. The major aspects and components of early mathematics are:

- **Pre-Number Concepts:** Count and understand the numeration system
- **Numbers and operations on numbers:** Learn conventions needed for mastery of Mathematical techniques such as the use of a base ten system to represent numbers
- **Measurement:** Understand and use standard algorithms to perform operations of addition, subtraction, multiplication and division on numbers up to three digits
- **Shapes and Spatial Understanding:** Perform simple computations in her/his own way up to three-digit numbers and apply these to their day to life activities in different contexts
- **Patterns:** Learn vocabulary of relational words to extend his/her understanding of space and spatial objects

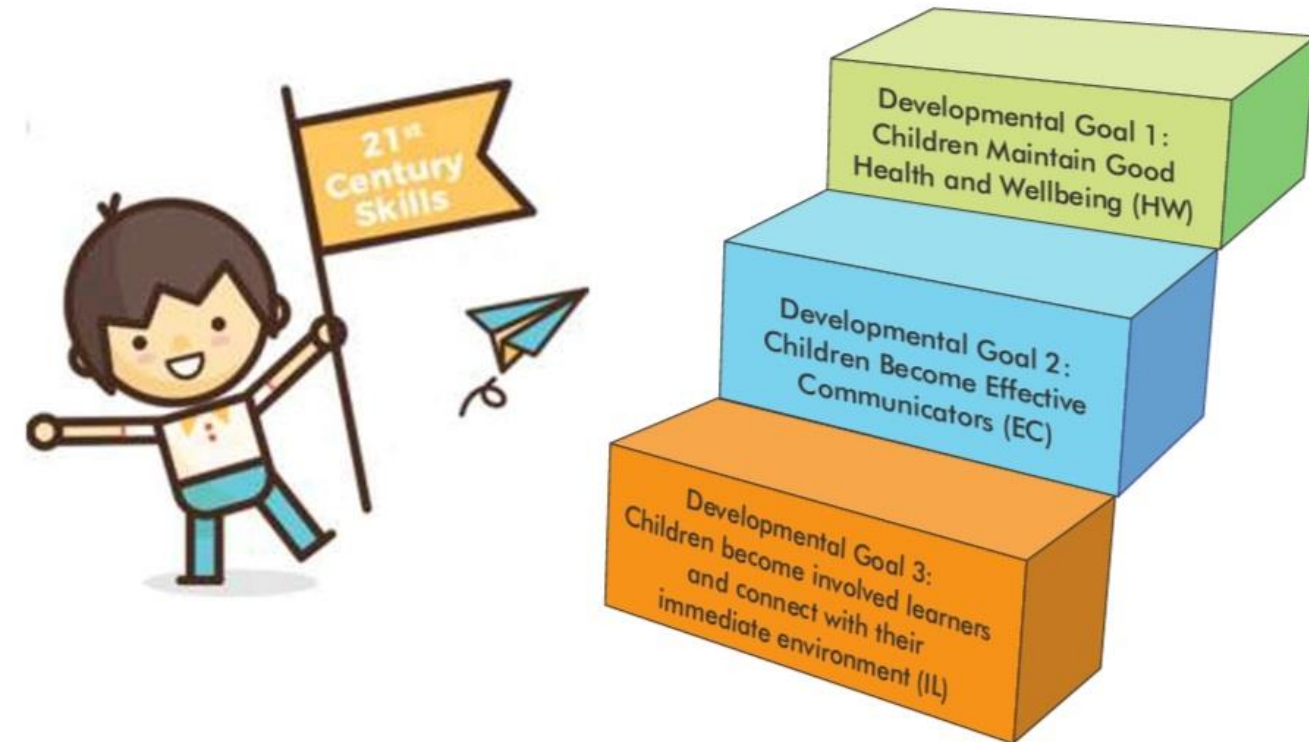
Lakshyas: Learning Goals of the Mission

The overall literacy and numeracy targets to achieve the objectives of the Mission are set in the form of Lakshya or Targets starting from Balvatika stage.



Integrated and Holistic Development through 3 Goals

The 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 goals which are briefly discussed here:

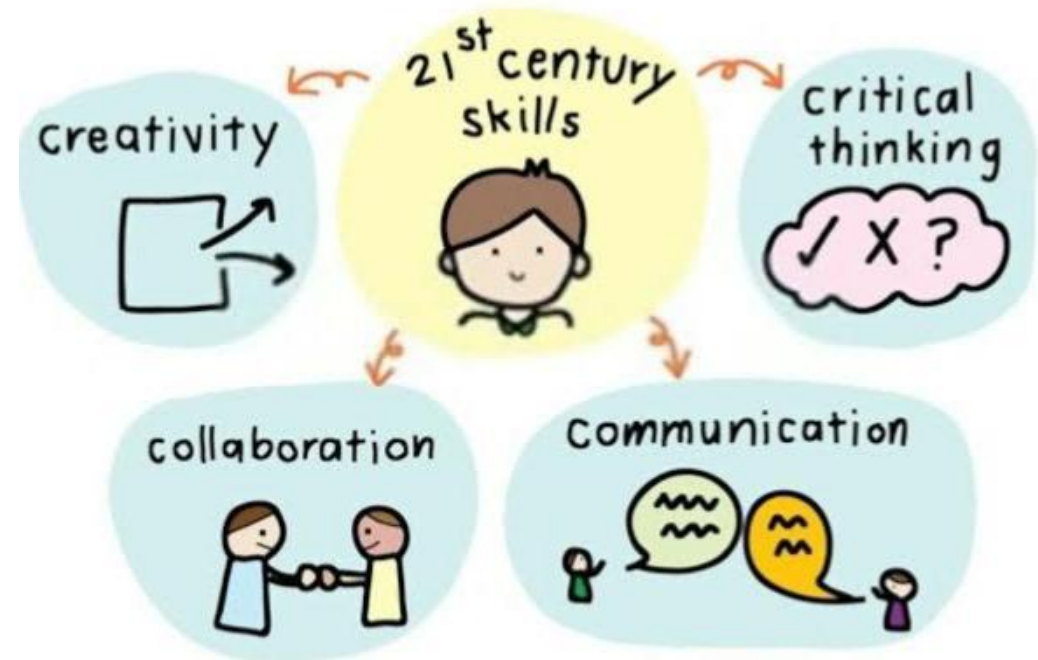


Developmental Goal 1

CHILDREN MAINTAIN GOOD HEALTH AND WELL BEING (HW)

KEY COMPETENCIES:

- Awareness of self
- Development of positive self-concept
- Self-regulation
- Decision-making and problem solving
- Development of pro-social behavior
- Development of healthy habits, hygiene, sanitation and awareness for self-protection
- Development of gross motor skills
- Development of Fine motor skills and eye-hand coordination
- Participation in individual and team games and sports



Developmental Goal 2

CHILDREN BECOME EFFECTIVE COMMUNICATORS (EC)

KEY COMPETENCIES²⁶:



Talking and Listening

- Listening with comprehension
- Creative Self Expression and Conversation
- Language and Creative thinking
- Vocabulary Development
- Conversation and talking skills
- Meaningful uses of language

Reading with comprehension

- Bonding with Books
- Print Awareness and Meaning Making
- Pretend Reading
- Phonological Awareness
- Sound Symbol Association
- Prediction and use of previous experiences with knowledge.
- Independent reading for pleasure and various purposes.

Writing with purpose

- Early literacy skills
- Writing for self-expression
- Make use of her/his knowledge of letter and sounds, invents spellings to write.
- Make efforts to write in conventional ways
- Response to reading with drawings/ words and meaningful sentences
- Writing of rhyming words
- Write meaningful sentences using naming words and action words
- Write messages to express themselves
- Using mixed language codes
- Write for different purposes in the classroom's activities and at home, such as making list, writing greeting to grandparents, messages/ invitation to friends, etc.

Developmental Goal 3

Children become involved learners and connect with their immediate environment (IL)

KEY COMPETENCIES:

<p>Sensory Development</p> <ul style="list-style-type: none"> Sight, Sound, Touch, Smell, Taste 	<p>Cognitive Skills</p> <ul style="list-style-type: none"> Observation, Identification, Memory, Matching, Classification, Patterns, Sequential Thinking, Creative Thinking, Critical Thinking, Problem Solving, Reasoning, Curiosity, Experimentation, Exploration 	<p>Concepts related to environment</p> <ul style="list-style-type: none"> Natural-animals, fruits, vegetables, food Physical - water, air, season, sun, moon, day and night Social - myself, family, transport, festival, community helpers, etc.
<p>Concept Formation</p> <ul style="list-style-type: none"> Colours, shapes, distance, measurement, size, length, weight, height, time Spatial sense One-to-one correspondence 	<p>Number Sense</p> <ul style="list-style-type: none"> Count and tell how many Numeral recognition Sense of order (can count ahead of a number up to 10) 	<p>Number Operations</p> <ul style="list-style-type: none"> Addition Subtraction Multiplication Division
<p>Measurement</p> <ul style="list-style-type: none"> (Length, Mass, Volume, Temperature) 	<p>Shapes</p> <p>(2 D Shapes, 3D shapes, Straight Line, Curved Line, Plain and Curved Surfaces)</p>	<p>Data Handling</p> <ul style="list-style-type: none"> Pattern Calendar Activity Use of Technology



“It takes a village to raise a child”

- A successful mission to improve foundational learning of all children in our country cannot be envisaged without an active role played by several Institutions, Teachers, Parents, Community, Local Bodies, etc.
- Each stakeholder plays a valuable role in the mission



Role of...

School Management Committees (SMCs)

Active participation of the SMCs, Community and Parents in teaching learning process will inculcate the much-desired element of accountability and sustainability in the entire school education system. Moreover, parents and community role will be vital in ensuring that children attend school regularly and their home environment provides enough opportunities for children to progress in their learning through different activities.

Non-Governmental Organizations (NGOs) /Civil Society Organizations (CSOs)

For achieving their respective FLN targets, States and UTs will be encouraged to work with NGOs/CSOs specializing in FLN. NGOs and other civil society organizations could play a substantial role in:

- Capacity building and development of resources
- Sustained mobilization and awareness building
- Facilitate a process of social audit with community involvement

Volunteers

States and UTs shall prepare guidelines for engaging peer groups and other local volunteers in contributing towards the goal of achieving FLN for all grade 3 students.

Community Involvement

Organise various activities supported by teacher & Anganwadi sevika/sahayika i.e.,

- School readiness melas, Gunotsava/ Pravashotsav for children and their mothers;
- Reading, quiz competitions, awards and recognitions

Local Bodies/Panchayats

- Facilitate baseline analysis as prescribed by the State to identify struggling learners and status school/class wise.
- Ensuring 100% enrolment of all children in the Panchayat in schools at appropriate levels.
- Ensuring ZERO drop out and NO out of school children.
- Connecting volunteer parents to schools to help the school achieve the FLN goals.

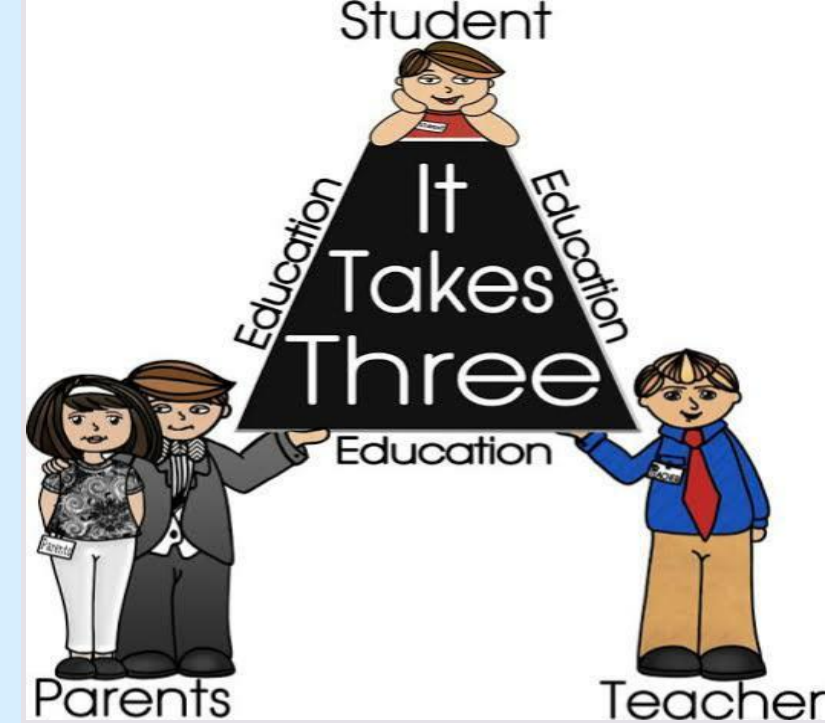
It takes a VILLAGE

Education is everyone's business

PARENT ACTIVITY CHECKLIST

Engagement with School

- Ensure enrolling their children in school in age-appropriate class.
- Regularly refer to SMS or WhatsApp messages going from school/teacher for any Home activity, content, or to-do activity with children at home
- Attend PTMs frequently at school level and interact with teachers to understand personalized and easily understandable report cards to learn of the child's progress.
- Consult with school management committee, community members and local authority for formulating school development plans from the perspective of FLN.
- Engage on dedicated WhatsApp groups for each grade per school, created by the teacher, on which digital content is shared in addition to regular updates about school activities and progress. Apps like Diksha to be leveraged for providing content.



At Home Learning

- To undertake reading books, playing games, singing together, reciting rhymes together, narrating stories with voice modulations, and conversing with children.
- Provide a print-rich environment at home and refer to a list of activities they can do with their children regularly. Make children read labels on packages, words in newspapers, words on currency, calendars, etc.
- Download DIKSHA on parent's cell phone, wherever possible, and guide children through the relevant e-content.
- Borrow simple story books (from school library) or take worksheets (from repository in school) to use at home with children.
- Share and discuss the 'tracking progress' report of their children at the monthly parent group meetings. This may induce healthy competition to be a pro-active parent, and nudge parents to share learnings at the community level.



Language Learning- An Everyday Process

The children engage with language in their everyday without realizing it. In one form or another they make use of language and their knowledge about the language too. They know how to address their elders, teacher. They are listening to conversations, may be radio too, watching television- these are the sources from which they draw their language and use it for communication. There is a lot of written and printed material available at our homes, the house number plate; folk art (Mandha) on the walls of the house; calendar; company's name on the gas stove, name of the family head engraved on the utensils; name tattoos on the arms; page of newspaper; shopping lists; toothpaste box etc.

What is important is the amount of attention paid to that writing or printed material. Children develop an understanding of reading and writing even before coming to the school. This pre-knowledge of the children can be considered as the foundation of developing their literacy skills.



How to develop reading habit among children?

Availability and access to a variety of simple and interesting storybooks – illustrated with attractive pictures – in the children's classrooms.

Children need to be provided dedicated time on a regular basis and a comfortable space to read in the classroom.

Activities to be conducted like read-alouds, shared reading, discussions on books read by them, role plays, etc., to increase their involvement with books and to develop a habit of reading.



EXAMPLE OF COMPETENCY AND LEARNING OUTCOMES

	COMPETENCY	Preschool 1	Preschool 2	Balvatika	Class 1	Class 2	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 color, size and shape etc. Describes objects using size words like (big/small, tall/Short)	Compares and classifies objects by three factors like shape, color 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

Impact of FLN mission: Expected Outcomes

Children to achieve steeper learning trajectory having positive impacts on later life outcomes and employment

Innovative pedagogies such as toy-based to be used in classroom transaction thereby making learning a joyful and engaging activity

Assessment to be based on learning outcomes

Enables children to keep them in class thereby reducing the numbers of dropouts

Intensive capacity building of teachers to make them empowered and provide greater autonomy for choosing the pedagogy

Improvement in transition rate of primary to upper-primary

Since almost every child attends early grades, therefore, focus on that stage will benefit the socio-economic disadvantageous group thus ensuring access to equitable and inclusive quality education

Implementation of Holistic progress card



FLN will ensure holistic development of the child by focusing on different domains of development

- Physical and motor development
- Socio-emotional development
- Literacy and numeracy development
- Cognitive development
- Life skills etc.

Innovative Pedagogy & Teaching Learning



Pedagogy for creating an inclusive classroom

- Emphasis on Child Centered Pedagogy and interactive classroom comprising of:
- Toy-based pedagogy
- Activity based/ experiential learning
- Play based
- Art-integrated
- Sport-integrated
- Story-telling-based
- ICT-integrated learning



Contextualisation materials keeping in view the linguistic and social diversity of each State/UT



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LAKSHYA/TARGETS FOR FOUNDATIONAL LITERACY

Balvatika or Age 5-6



Oral Language

1. Talks to friends and teachers
2. Sings rhymes/poems with understanding



Reading

1. Looks at books and attempts reading the story with the help of pictures
2. Begins to point out and recognize some familiar repeated words (sight words or words on containers/food wrappers)
3. Recognises letters and corresponding sounds
4. Reads simple words comprising of at least 2 to 3 alphabets.



Writing

1. Imitates act of writing during play begins to form recognizable letters.
2. Scribbles/draws and paints for self-expression.
3. Uses a pencil and holds it properly to form recognizable letters
4. Recognizes and writes his/her own first name





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LAKSHYA/TARGETS FOR FOUNDATIONAL LITERACY

Class I or age 6-7



Oral Language

1. Converses with friends and class teacher about her needs, surroundings.
2. Talks about the print available in the classroom.
3. Recites rhymes/ poems/ songs with action.



Reading

1. Participates during read aloud/story telling session in an active way and answers questions during and after story session; acts out familiar story with props and puppets
2. Uses sound symbol correspondence to write words with invented spellings.
3. Reads small sentences consisting of at least 4-5 simple words in an age appropriate unknown text.



Writing

1. Develops familiarity with matras in the words occurring in familiar contexts (story/poems/ environment print etc.)
2. Writes, draws, and /or make things to convey meaning and represent names on her/his worksheet, greeting messages, draws pictures that are recognizable objects/people





LAKSHYA/TARGETS FOR FOUNDATIONAL LITERACY

Class II or age 7-8



Oral Language

1. Converses and talks about the print available in the classroom.
2. Engages in conversation to ask questions and listens to others.
3. Recites songs/ poems.
4. Repeats familiar words occurring in stories/ poems/print etc.



Reading

1. Reads and narrates/re-tells the stories from children's literature/textbook.
2. Makes new words from the letters of a given word
3. Reads unknown text of 8-10 sentences with simple words with appropriate speed (approximately 30 to 45 words per minute correctly) and clarity.



Writing

1. Writes short/simple sentences correctly to express herself.
2. Recognizes naming words, action words and punctuation marks.





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LAKSHYA/TARGETS FOR FOUNDATIONAL LITERACY

Class III or age 8-9



Oral Language

1. Converses with clarity using suitable vocabulary in home/ school language.
2. Talks about the print available in the classroom.
3. Engages in conversation to ask questions, narrate experiences, listens to others, and respond.
4. Recites poems individually and in group with intonation and modulation of voice.



Reading

1. Finds information in familiar books/textbooks.
2. Reads atleast 60 words per minute correctly and with comprehension depending on the language and with correct pronunciation from an age appropriate unknown text.
3. Reads and follows instructions given in the text
4. Can answer at least 3 out of 4 questions based on reading of an age appropriate unknown story/paragraph of 8-10 sentences.



Writing

1. Writes short messages for different purposes.
2. Uses action words, naming words and punctuation marks for writing.
3. Writes grammatically correct sentences.
4. Writes short paragraph and short stories on her/his own with grammatically correct sentences.



Thank you!



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