Department of School Education & Literacy
Ministry of Education
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NIPUN BHARAT

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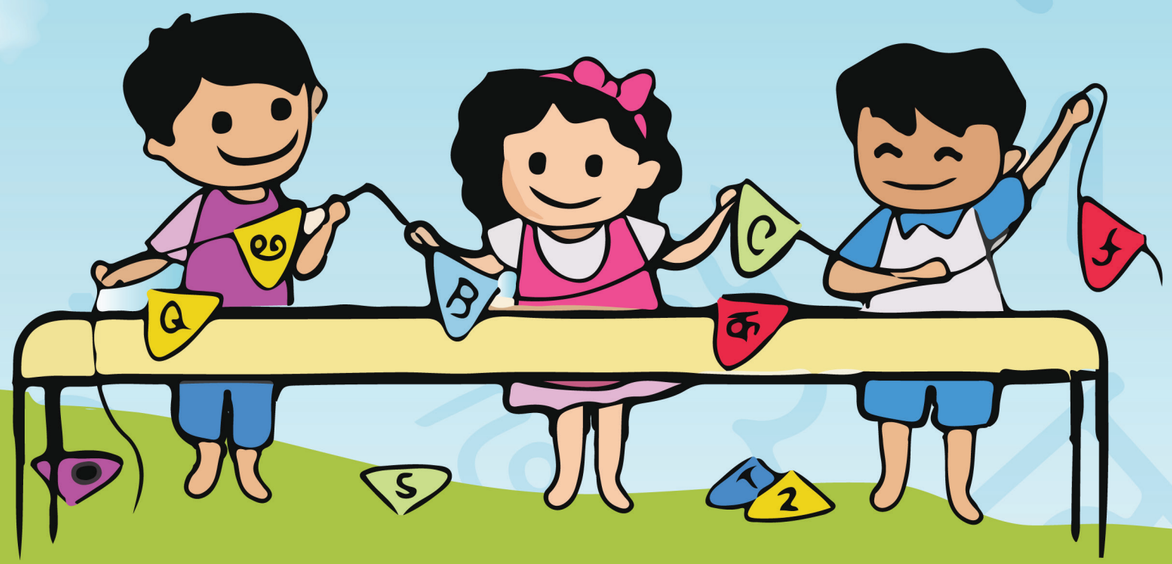

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NIPUN Anthem

NIPUN Fundamental

NIPUNBHM

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National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat), A National Mission on Foundational Literacy and Numeracy (FLN)

FLN refers to a child's ability to read with meaning and solve basic maths problems by Class 3. These are crucial basic skills that help them succeed in life

The National Education Policy 2020 accords the highest priority to FLN

#NIPUNBharat, a National Mission on FLN launched by the Ministry of Education, aims to ensure every child has these basic skills by Class 3 by 2026-27

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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

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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.

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What Goes Into Acquiring Literacy Skills

Pre-existing knowledge of a language helps children gain literacy skills.

Key components involved in acquiring these skills are:

1 **Oral Language Development:** This helps develop phonological awareness and is important when learning to read and write

2 **Decoding:** This domain includes competencies of print awareness, aksharas knowledge and word recognition.

3 **Reading Fluency with Comprehension:** Accurately reading text with meaning; and understanding expressions and punctuations

4 **Writing:** Writing alphabets/ aksharas and words with expression

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Understanding Foundational Numeracy

Foundational Numeracy means the ability to reason and to apply simple numerical concepts in daily life problem solving.

Key components include:

- **Pre-Number Concepts**
  Being able to count and understand the numerical system
- **Numbers and operations on numbers**
  Learning the basics of mathematics like the base ten system to represent numbers
- **Shapes and Spatial Understanding**
  Perform simple computations in up to three-digit numbers and apply them in daily-life activities
- **Measurement**
  Perform basic operations like addition, subtraction, multiplication and division on numbers up to three digits

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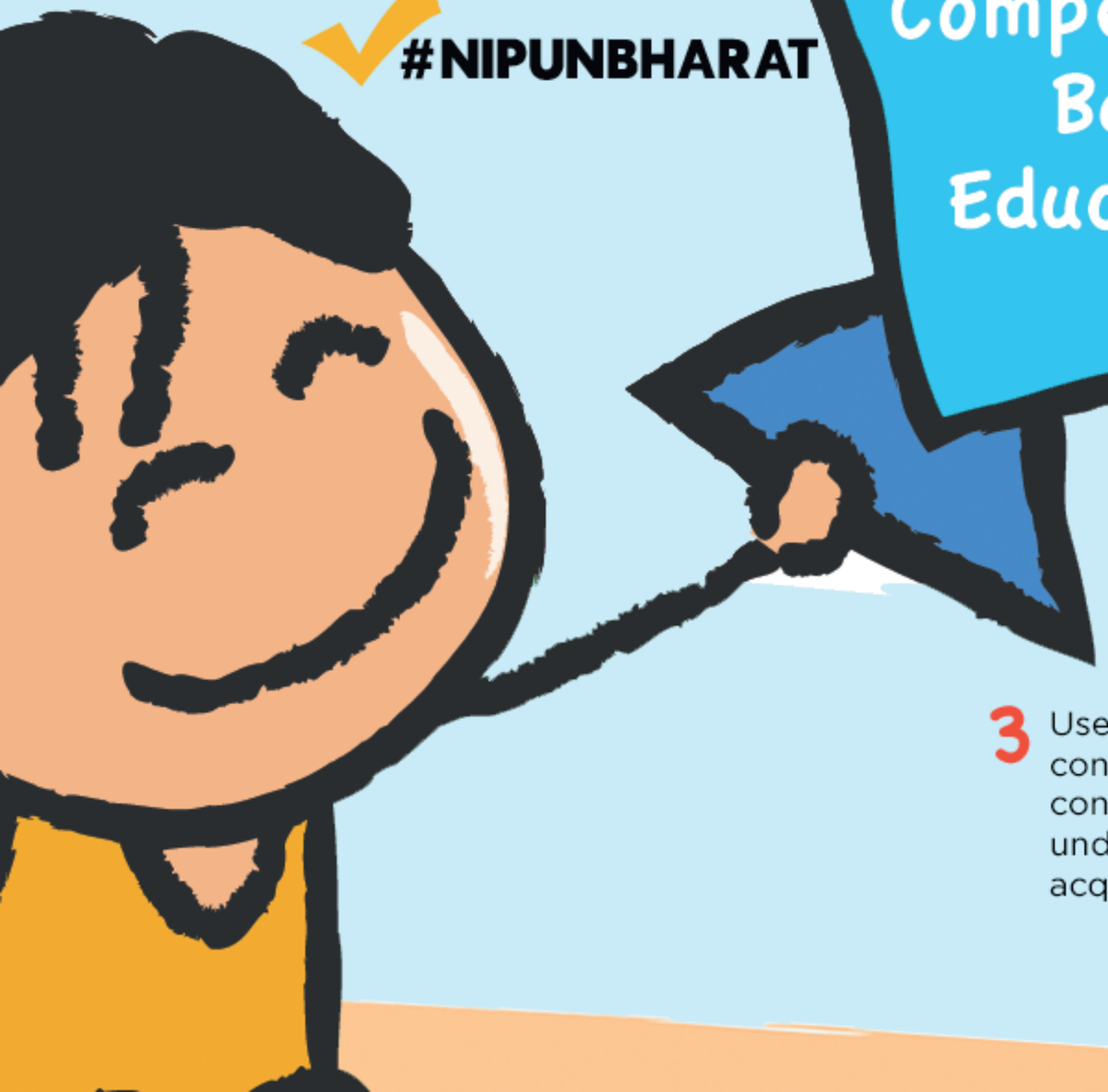
What is Competency-Based Education?



Competency-based learning is focused on student learning outcomes, and is characterized by the following:

1. Children advance to the next level only upon mastering the current level
2. Children's learning outcomes are measured against defined standards for competency acquisitiony by children
3. Use of formative assessment: skills or concepts are assessed in multiple contexts to ensure that both deep understanding and applications are acquired by children

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3 Developmental Goals for Integrated and Holistic Development

These 3 development goals will help children achieve their full potential in foundational grades:

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Goal 1:
Children maintain good health and wellbeing

Goal 2:
Children become effective communicators

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

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Understanding the linkage between developmental goal, competency and learning outcomes:

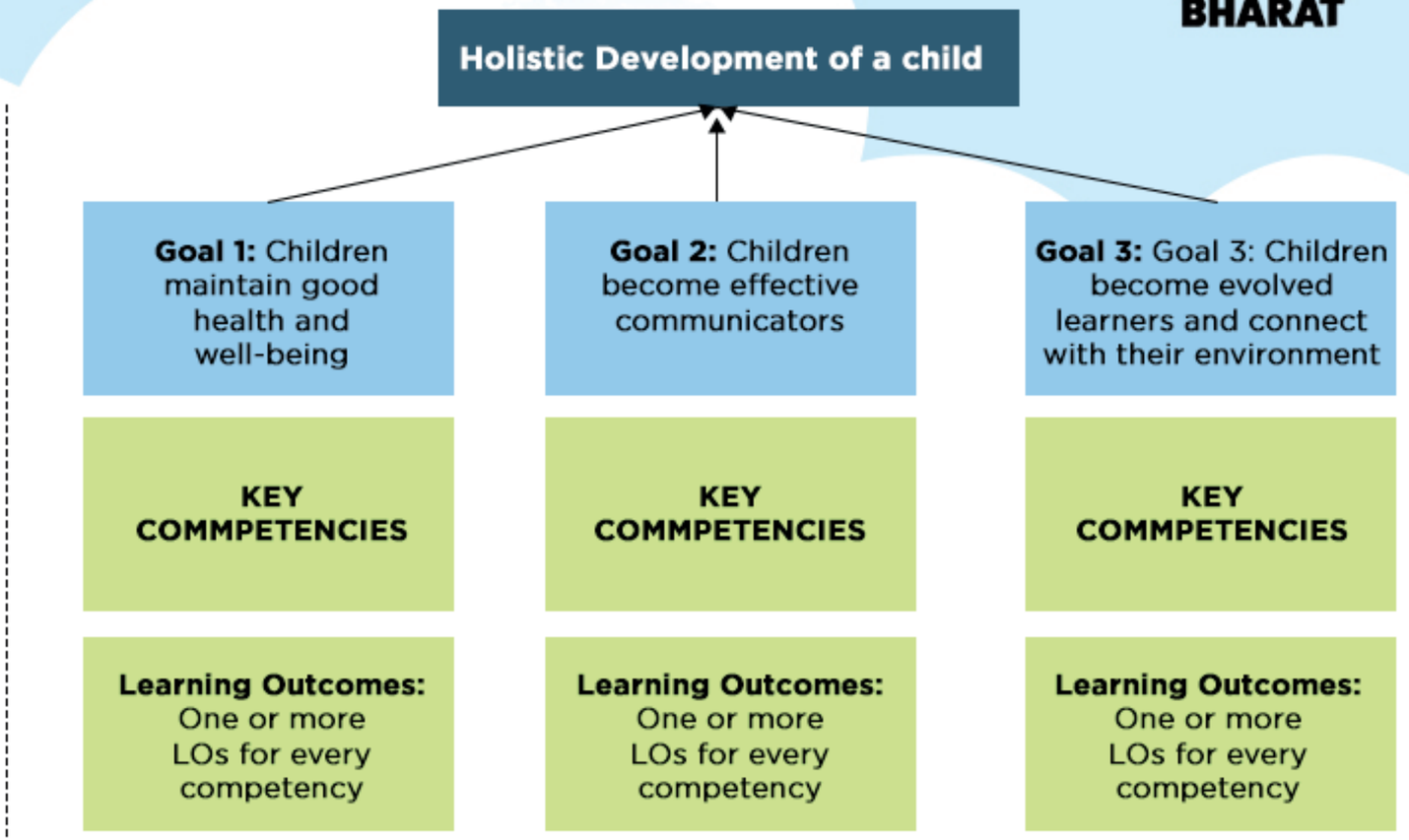
DEVELOPMENTAL GOALS: Different domains of development like:

- 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.

All these domains have been subsumed into three major goals for holistic development of the child.

COMPETENCY: Competencies are statements that specify what children will know, be able to do, or be able demonstrate when they have completed or participated in a course or program

LEARNING OUTCOMES: LOs are essentially evidence of having acquired competencies. Learning outcomes are specific statements that describe exactly what a student will be able to do in a measurable way. There may be more than one measurable outcome defined for a given competency.



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The developmental goals have been further divided into six levels corresponding to the 3 years of ECCE followed by 3 years of schooling.

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Lakshyas: Learning Goals of the Mission

The National Mission will declare the overall national targets in achieving learning outcomes, including year wise outcomes to be achieved by the year 2026-27 by each State/UT.

Balvatika

- Recognises letters and corresponding sounds
- Reads simple words comprising of at least 2 to 3 alphabets.
- Recognizes and reads numerals up to 10.
- Arranges numbers/objects/shapes /occurrence of events in a sequence

Grade 1

- Reads small sentences consisting of at least 4-5 simple words in an age appropriate unknown text.
- Read and write numbers up to 99
- Perform simple addition and subtraction

Grade 2

- Read with meaning
- 45-60 words per minute
- Read and write numbers up to 999
- Subtract numbers up to 99

Grade 3

- Read with meaning
- at least 60 words per minute
- Read and write numbers up to 9999
- Solve simple multiplication problems

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Can your child read and understand simple sentences like ‘बगीचे में एक पेड़ है’ by Class 3?

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According to #NIPUN Bharat, every child should be able to read correctly and with comprehension following number of words per minute from an age appropriate unknown text:

Class 2: 45-60 words per minute
Class 3: atleast 60 words per minute

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Ensuring School Readiness for Class 1 Children

The NCERT has developed a 3-month play-based school preparation module for all Class 1 children to ensure readiness for grade I, as suggested by the NEP 2020. What does this module entail?

1. 12 weeks of study to bolster a child's pre-literacy, pre-numeracy, cognitive and social skills
2. Activities and worksheets around the learning of alphabets, sounds, words, colours, shapes, and numbers

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Assessments for learning

Assessments help in understanding the learning levels of children and if any corrective measure is required. They can be categorised as follows:

1. **School-based assessments:** are stress-free and use qualitative observation based on performance of the child in a multitude of activities

2. **Large-scale standardised assessments:** provide a system-level snapshot of learning outcomes and help in understanding the education health at a district or state or national or international level

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Holistic Progress Cards to Assess Children's Growth and Development

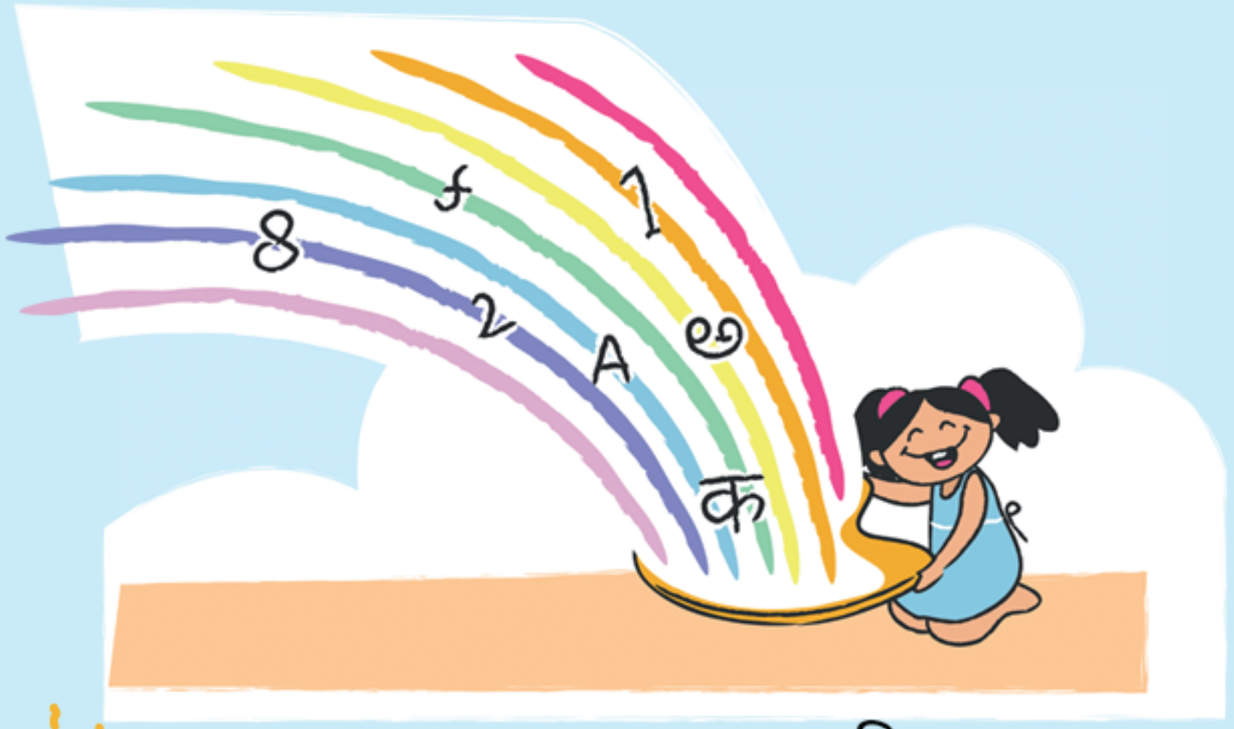
Holistic Progress Cards will capture insights from school-based assessments. Here are some of its attributes:

1. Provides disaggregated reporting, unlike a single score or letter grade in a subject. Includes many unique competencies beyond academics

2. Indicates progress in literacy, numeracy and in other areas such as psychomotor skills, environmental awareness, personal hygiene, etc.

3. Painting, drawing, clay-work, toy-making, inquiry-based learning, student portfolios, quizzes, group work, role plays, etc., can be used for assessment

4. Parent, Peers and self-assessment can be used to record 360-degree progress



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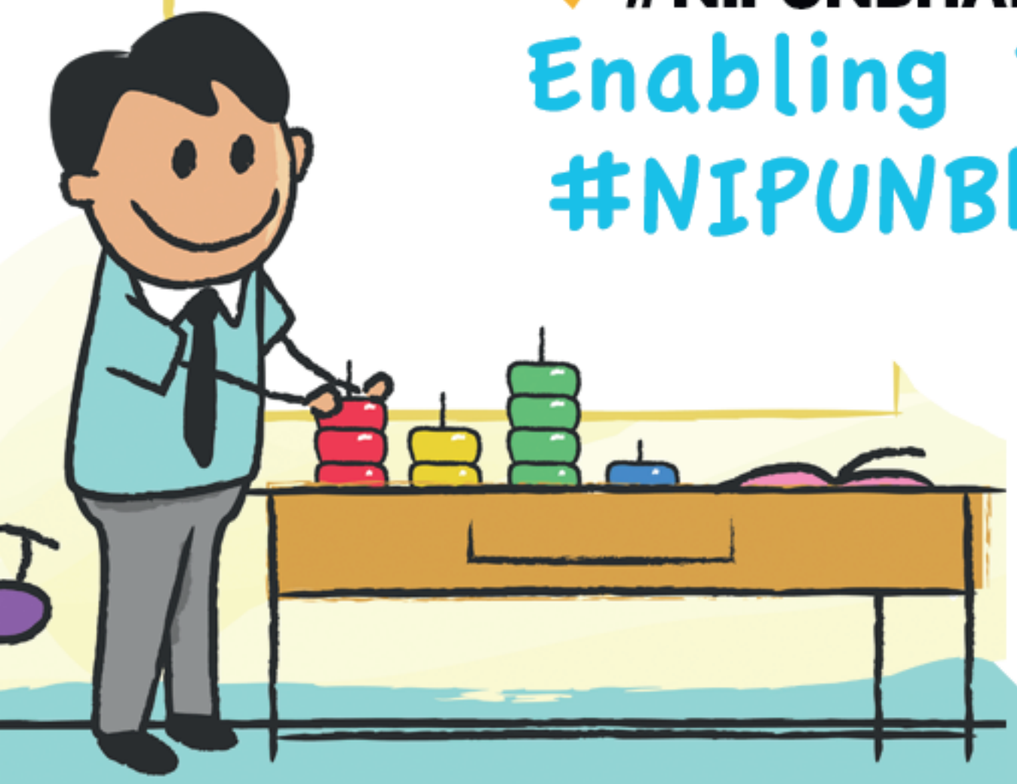
Enabling Teachers to Ensure #NIPUNBharat is a Success



Here's how teachers can help children acquire Foundational Literacy and Numeracy (FLN) skills:

- By being aware about learning outcomes and grade-level *lakshyas* or goals
- By training in multi-level, play-based, student-centred style of learning
- By focussing on imparting experiential learning through art, stories, poetry, rhymes, games, toys, songs, or activities in mother tongue
- By using formative assessments

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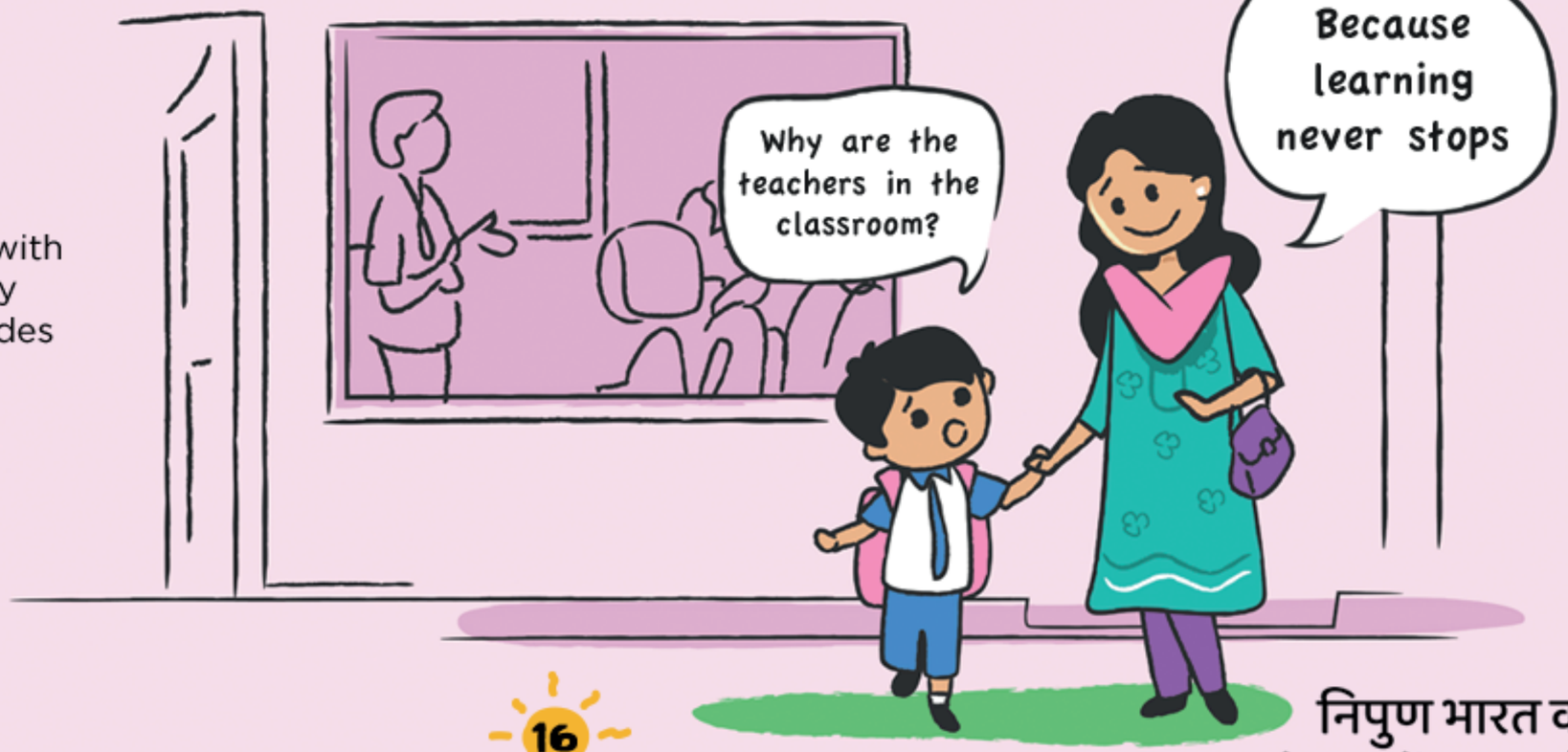
Building Teacher Capacity for FLN with NISHTHA

NISHTHA is a teacher-training programme that equips teachers with skills and techniques to specifically teach children in foundational grades



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How DIKSHA Can Improve Children's FLN Skills

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DIKSHA, the Ministry of Education's primary digital initiative, will:

1. Provide teaching-learning content in regional languages for FLN grades
2. Educational content will be learner-centric
3. Educational content will be aligned with the curriculum
4. Provide competency-based question banks and other assessment tools

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States and UTs have a critical role to play in achieving the goal of FLN by 2026-27 in mission mode:

1 Preparing state specific stage-wise action plan

2 Creating multi-year action plans to achieve respective FLN targets

3 Devise annual targets and adapt tools developed at central level to assess annual progress

4 Ensure teacher availability and capacity building for foundational grades

5 Map each child enrolled in foundational grades through student registery

6 Ensure delivery of textbooks and uniforms before the start of academic session

7 Identify a pool of mentors to render academic support to teachers

8 Ensure parents and community awareness about desired learning outcomes

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Role of States and UTs in Ensuring #NIPUNBharat Succeeds

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What the NCERT Needs to do to Ensure Mission Success

Here's what the NCERT needs to do to ensure that we achieve the national objective of attaining universal Foundational Literacy And Numeracy:

1 Develop an FLN-focussed Curriculum and Pedagogical Framework

2 Build teacher capacity and ensure use of toy, play and activity based pedagogy and experiential learning

3 Prioritise FLN and analyse gaps through assessments for course correction

4 Develop a 3-month play-based school preparation module for Class 1 to ensure school readiness

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Role of SCERT in the National FLN Mission

State Councils of Educational Research and Training (SCERTs) to:

- Design and develop/adapt curriculum, instructional designs, capacity building of teachers and academic resource persons
- Develop training modules and other resources for teachers in local languages
- Develop local and contextual teaching learning material for foundational grades
- Building capacity of teachers/ parents/ community/ educational administrators/ school leaders

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How CBSE and KVS can Make #NIPUNBharat a Successful Mission

- Introduce competency-based education in its affiliated schools
- Follow learning outcome metrics for FLN
- Monitor and report learning outcomes to DoSEL
- Build teacher capacity and ensure FLN proficiency among them

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How District Administration can Ensure NIPUN Bharat is a Success

District Institutes of Education and Training (DIETs)

1. Develop an Academic Resource Pool specifically for FLN. It could comprise teachers, teacher educators, district education planners, etc.

District Education Officers (DEOs) and Block Education Officers (BEOs)

1. Timely distribution of free textbooks, uniforms, teaching-learning materials
2. Ensure capacity building trainings of teachers

Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs)

1. Supervise activities to meet goals of FLN Mission

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Parental Participation Important for Children to Acquire FLN Skills

#NIPUNBharat will only succeed if parents play their role in helping children acquire Foundational Literacy and Numeracy skills

Here's what they can do:

a Engage in at-home learning activities with children like read with them

b Engage in school activities like attending PTMs, getting involved in SMCs

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Parental and Community Involvement Crucial

1 Active participation of SMCs, Community and Parents in teaching-learning will inculcate accountability and sustainability in the school education system

2 Parents and community can help ensure that children attend school regularly and home environment is conducive to learning activities

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Community Involvement is Crucial for #NIPUNBharat to Succeed

It takes a village to educate a child. You can ensure that #NIPUNBharat succeeds, and every child acquires #FLN skills by getting involved:

1. Organise school readiness *melas* for children and their mothers with support from teachers and anganwadi *sevika/sahayika*

2. Organise activities like reading camps, quiz competitions, awards and recognitions

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Local Bodies Can Encourage Community Involvement

Local bodies like village panchayats can play an important role as part of the #NIPUNBharat mission. They can:

1. Undertake baseline analysis as prescribed by the State to identify struggling learners
2. Ensure 100% school enrolment of children
3. Ensure zero drop-outs and no out-of-school children
4. Ensuring all children in foundational years achieve basic minimum proficiency in literacy and numeracy
5. Connect volunteer parents to schools to help schools achieve FLN goals

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Role of NGOs and Volunteers

Non-Government Organizations (NGOs)

States/ UTs may work with NGOs specialising in FLN. They can help in:

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

Volunteers

States and UTs shall prepare guidelines for engaging peer groups and local volunteers to help achieve universal FLN by 2026-27

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Role of Private Schools

1 Private schools to also participate in the National Mission's goals and objectives of achieving FLN skills

2 Private schools must participate in key-stage assessments that test basic competencies and application of concepts

3 Private schools must be made aware of the importance of FLN and its impact on children's learning outcomes

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Ensuring that #NIPUNBharat Remains a Sustainable Mission

The National Mission on FLN must be sustainable and successful.

1. Leadership engagement is critical at all level. District Collectors must monitor activities thereby ensuring mission prioritisation
2. Include national and local influencers for outreach
3. Track and measure outcomes to map distance to goal and innovate to achieve goal
4. Build salience on mission targets
5. Recognise efforts of key stakeholders

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Impact of FLN mission

Emphasis on Activity-based learning. A conducive learning environment to improve the quality of education.

Assessment to be based on learning outcomes

Improvement in transition rate of primary to upper-primary

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

It will enable 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

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- **Children to achieve steeper learning trajectory which may have positive impacts on later life outcomes and employment.**
- **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.**

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