

NEP 2020: A Note to the Parents of KV Students

Sheeja Nambiar

Teacher, Kendriya Vidyalaya No2 Mangalore

Abstract

With the vision of achieving universal foundational literacy and numeracy by the end of grade 3 by 2026-27, the Government of India launched the National Mission on Foundational Literacy and Numeracy on 5th July, 2021 to attain its objectives by 2026-27. The mission is known as the 'National Initiative for Proficiency in Reading with Understanding and Numeracy' (NIPUN Bharat). States and UTs have a critical role to play in the implementation of the mission. Students, along with their schools, teachers, parents, and communities, must be urgently supported and encouraged in every way possible to help carry out this all-important target and mission, which indeed forms the basis of all future learning. It will focus on children of age group of 3 to 9 years including pre-school to Grade 3. The goals and objectives of the mission are required to be achieved by all Govt., Govt. aided and Private Schools so that universal acquisition of FLN skills can be achieved by 2026-27.

"Alone we can do so little; together we can do so much." – Helen Keller

“Over 85% of a child’s cumulative brain development occurs prior to the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in the early years in order to ensure healthy brain development and growth.”- NEP 2020, Para1.1

Early Childhood Care and Education - The Foundation of Learning:

ECCE ideally consists of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning, comprising of alphabets, languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement. It also includes a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation. The overall aim of ECCE will be to attain optimal outcomes in the domains of: physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy.

Foundational Literacy and Numeracy:

Foundational literacy and numeracy are the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction with Indian numerals. The ability to read and write, and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning. Developing a strong foundation of language, literacy, and mathematical skills in the early years (Age group 3 to 9) is critical to all future learning. Early literacy and numeracy skills are not only foundational for learning but are correlated with greater quality of life and personal well-being and are critical for educational outcomes in later years.

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.

Foundational Numeracy: It 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 Government of India is committed to ensure accessibility to quality care and education for all children. The National Education Policy (NEP) 2020 strongly recommends measures to ensure the same and align all efforts with the Sustainable Development Goals 2030. According to the policy, the highest priority must be given to achieve universal foundational literacy and numeracy by the end of grade 3 by 2026-27. It further states that, “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.” With this vision, the Government of India launched the National Mission on Foundational Literacy and Numeracy on 5th July, 2021 to attain its objectives by 2026-27. The mission is known as the ‘National Initiative for Proficiency in Reading with Understanding and Numeracy’ (NIPUN Bharat). States and UTs have a critical role to play in the implementation of the mission. Students, along with their schools, teachers, parents, and communities, must be urgently supported and encouraged in every way possible to help carry out this all-important target and mission, which indeed forms the basis of all future learning. It will focus on children of age group of 3 to 9 years including pre-school to Grade 3. The goals and objectives of the mission are required to be achieved by all Govt., Govt. aided and Private Schools so that universal acquisition of FLN skills can be achieved by 2026-27.

Role of various stakeholders in the Mission:

Department of School Education & Literacy, MoE, States and UTs, National Council of Educational Research and Training (NCERT), Central Board of Secondary Education (CBSE), Kendriya Vidyalaya Sangathan (KVS), State Councils of Educational Research and Training (SCERTs), District Institutes of Education and Training (DIETs), District Education Officers (DEOs) and Block Education Officers (BEOs), Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs), Head Teachers and Teachers, Non-Government Organizations (NGOs)/Civil Society Organizations (CSOs), School Management Committees (SMCs), Community & Parents, Volunteers and Private Schools are the stakeholders.

Kendriya Vidyalaya Sangathan (KVS): KVS schools will be developed as model schools for attainment of Foundational Literacy and Numeracy by all students by the end of Grade 3, in mission mode. In order to facilitate this, KVS shall be pioneers in introducing competency-based education at primary level and adoption of learning outcome metrics as developed by the CBSE and NCERT.

School Management Committees (SMCs), Community & Parents: The 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.

“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 Teachers,

Parents, Community and Local Bodies. The checklists below give suggestive direction for each pivotal stakeholder to play their role in the success of the mission.

Parental and Community Engagement:

Community participation would be a central and overarching factor in planning, implementation and monitoring the interventions of FLN mission. The National Mission on FLN would work towards enhancing participation of the community, parents, teachers and children. To facilitate such a massive mobilisation and solicit active participation, state and district FLN PMUs/offices would need to join hands with experienced and active civil society organisations.

The FLN mission can emphasis by promoting a sense of ownership at all levels such that households and the communities can be empowered to act as an extension to school-based education. To sustain this engagement, a variety of events can be planned at regular frequency with participation from every stakeholder in the ecosystem including, government and private schools, local elected bodies, village, parents and the child.

Further, to focus on better learning outcomes, communities and parents should be made aware of the learning levels of children. This can be a step towards initiating a healthy interaction between parents and teachers about learning levels of children. To this end, one community awareness mela for all school going children can be organised annually during the National FLN week or any other date as decided by the State. Moreover, to enable all parents to provide home based learning support to children, technology based and in person models can be deployed. Every household can be provided with easy to do fun-based activities and workbooks. To ensure regular engagement, automated reminders and instructions through pre-recorded calls and videos can also be sent to parents. Additionally, community level support by the SMCs/SDMCs can be provided to parents regularly.

Parent activities:

1. Engagement with School

- A. Ensure enrolling their children in school in age-appropriate class.
- B. Regularly refer to SMS or WhatsApp messages going from school/teacher for any home activity, content, or to-do activity with children at home
- C. 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.
- D. Consult with school management committee, community members and local authority for formulating school development plans from the perspective of FLN.
- E. 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.

2. At Home Learning:

- A. To undertake reading books, playing games, singing together, reciting rhymes together, narrating stories with voice modulations, and conversing with children.
- B. 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.

- C. Download DIKSHA on parent's cell phone, wherever possible, and guide children through the relevant e-content.
- D. Borrow simple story books (from school library) or take worksheets (from repository in school) to use at home with children.
- E. 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.

Community level activities for FLN awareness and improvement:

- A. SMC/School Heads/Teachers and Local Bodies to help organise and participate in FLN activities for all schools in the village. Parents to organise and participate in the events. For e.g.
 - School readiness melas/Gunotsav/Pravashotsav for children and their mothers: supported by teacher & anganwadi sevika/sahayika.
 - Function/programme where children's progress can be showcased via activities they do, performances, projects etc.
 - Reading activity at a public place like Chaupal.
 - Regular activities that can be done in the community (libraries, wall writing, display of children's work, Chaupal reading demonstrations)
 - Math or quiz competitions - physically or virtually to be done periodically for individuals or for groups.
 - Set up a public space for "wall magazine" or where children's work can be displayed. Someone from the community can be picked to be the "editor" (it can even be a group of older children)
 - Organize children's library in the community. It can also be an activity centre - where people in the village take turns to do activities with children during the weekend or holidays.
 - Organize children in small groups in the Mohalla and do an hour of activity with them daily.
- B. Award and recognize parents who are torchbearers of home learning and share best practices adopted by such parents.
- C. Involve Volunteers from NYKS, NSS and NCC in the village to undertake various tasks from running awareness campaigns, organising events and home visits to ensure at home learning of students. They will also help coordinate door-to-door outreach sessions with mothers/parents/ SHGs etc.
- D. Setting up a helpline at a community centre with the help of local body and forming a team of volunteers to help students without access to digital resources are among a few measures listed in the guidelines.
- E. Training of SMC members, awareness drives for parents and community to make them understand the desired level of learning outcome achievement grade-wise/subject-wise and monitor the progress of students accordingly.
- F. Disseminate Infographics/posters/presentations explaining each Learning Outcomes from Pre-School to grade III; communicating to all stakeholders (student, teacher, parent, community) in a simple manner will help them participate better in this mission.
- G. The SMCs and community will ensure all school children undergo regular health check-ups and the nutrition and health of children are addressed through provision of healthy meals.

Based on NEP 2020 and NIPUN BHARAT document for the better understanding of our duties and responsibilities for achieving 100% literacy in the future citizens of India.

Sheeja Nambiar,



PRT, KV No2 Mangalore