



निपुण भारत  
NIPUN

Bharat Mission

&

FLN Lakshyas



# Objectives:

After completion of this session, the participants will be able to :-

Explain the rationale behind introduction of NIPUN Bharat Mission.

Enlist the focus areas of NIPUN Bharat Mission.

Describe the key components in acquiring Foundational Literacy and Numeracy.

Identify the linkage between developmental goals, key competencies and learning outcomes.

State the FLN Lakshyas from Balvatikas to Grade 3.


Discuss the steps taken by NIPUN Bharat Missions for Capacity building of teachers.

Analyse the impact of FLN Mission.





निपुण भारत  
निपुण भारत का सपना  
सब बच्चे समझे  
भाषा और गणना



# NIPUN

**N**ational **I**nitiative for **P**roficiency in  
Reading with **U**nderstanding and **N**umeracy





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

**KVS ZIET BBSR**

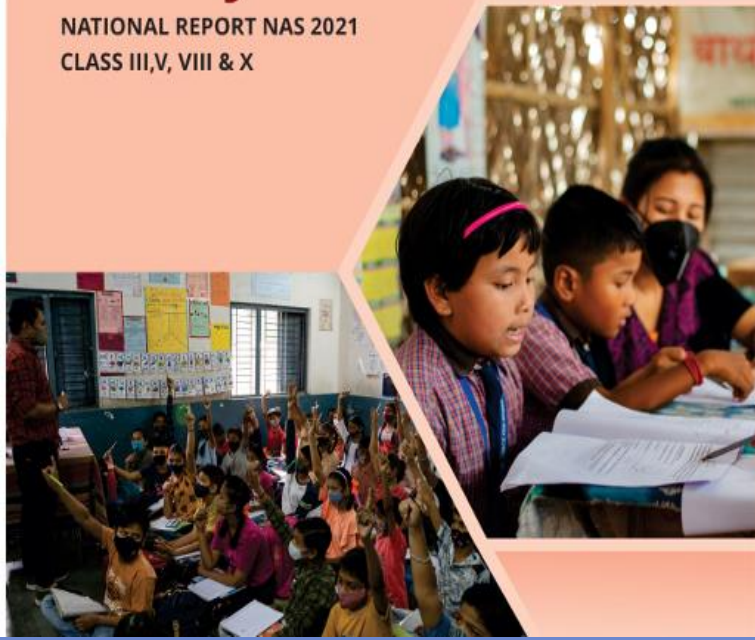


Ministry of Education  
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# National Achievement Survey

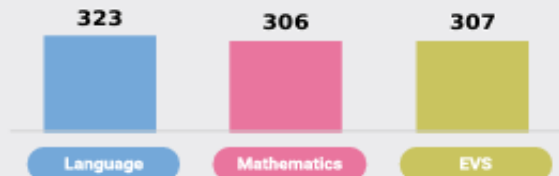
NATIONAL REPORT NAS 2021  
CLASS III,V, VIII & X



National Report 2021

## Average Performance of Students at the National Level (in scaled scores out of 500)

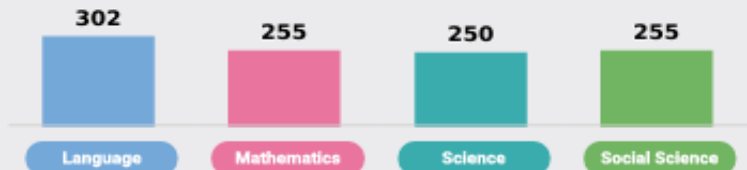
CLASS 3



CLASS 5



CLASS 8



## Learning at Home During the Pandemic (Perception of Sampled Students)



Joyful, was fun



Faced difficulty in learning



No difference, same as in school



Burdensome, lot of assignments



No digital device at home



Learn better in school with peers help



Lot of time to learn new things



## NEP, 2020: augmenting student learning outcomes through FLN

"Our highest priority must be to achieve universal foundational literacy and numeracy (FLN) in primary school and beyond by 2025. 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."





# NEP-2020 : RECOMMENDATIONS



Making  
foundational  
learning the  
highest priority  
for the country



Launching a  
National Mission  
on Foundational  
Literacy and  
Numeracy



Achieving  
universal FLN in  
primary schools  
by 2026-27



A National Mission on  
**Foundational Literacy and Numeracy**  
(मूलभूत साक्षरता एवं संख्यात्मकता )  
launched by the Min. of Education,  
Govt. of India under National  
Education Policy 2020.

on 05<sup>th</sup> July 2021





To ensure that every child in India gains foundational numeracy and literacy by the end of Grade 3.

# NIPUN Bharat Mission: Targets



## Target Areas

Foundational Literacy & Numeracy



## Target Group

children in age bracket of 3 to 9 years



## Target Classes

Balvatikas to class three



## Target Year

Achieving FLN Lakshyas by 2026-27

# NIPUN Bharat Mission: Focus areas

 Helping children read with comprehension.





 Helping children understand numbers, measurements, shapes etc.

 Using play and activity-based pedagogy.

 Teaching in children's home languages.



# NIPUN Bharat Mission: Focus areas

-  Providing high quality TLM to engage children.
-  Building capacity of teachers, resource persons and administrators.
-  Tracking children's learning levels consistently.
-  Conducting meaningful assessments using quizzes, games etc.



# Acquiring Foundational Literacy Skills

## Key components



Oral Language  
Development

Helps to develop  
Phonological  
awareness



Decoding

Print awareness,  
knowledge of  
Akshara/alphabet  
s and word  
recognition



Reading Fluency  
with Comprehension

Reading text with  
meaning,  
understanding  
expressions and  
punctuations



Writing

Writing Akshara/  
alphabets and  
words with  
expression



# Acquiring Foundational Numeracy

## Key components



Pre-Number  
Concepts

Able to count and  
understand  
numerical system



Numbers and  
Operations on  
Numbers

Learning base ten  
system to  
represent  
numbers and  
performing simple  
computations



Shapes and Spatial  
Understanding

Involves shape,  
size, space,  
position, direction  
etc.



Measurement

Quantifies the  
characteristics of  
an object and  
compare with other  
things or events.





**HOLISTIC  
DEVELOPMENT**

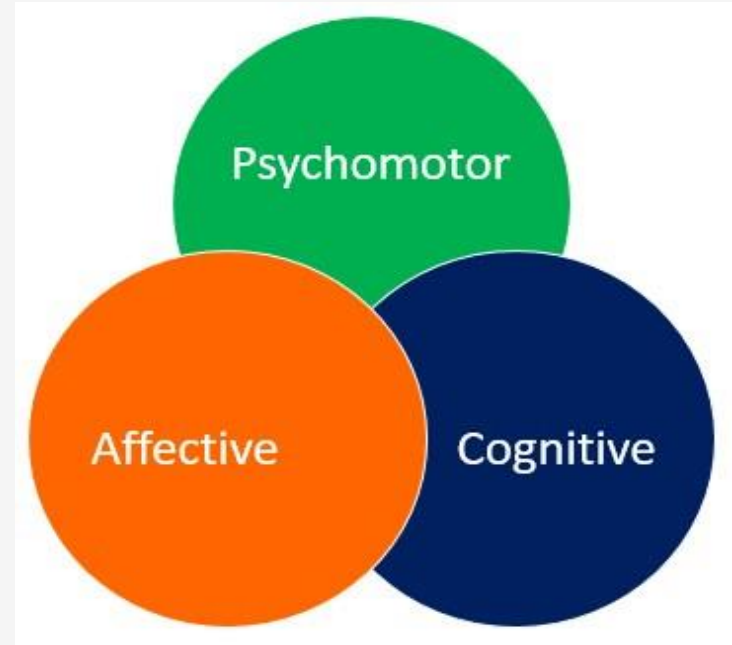
**DEVELOPMENTAL  
GOALS**

**KEY  
COMPETENCIES**

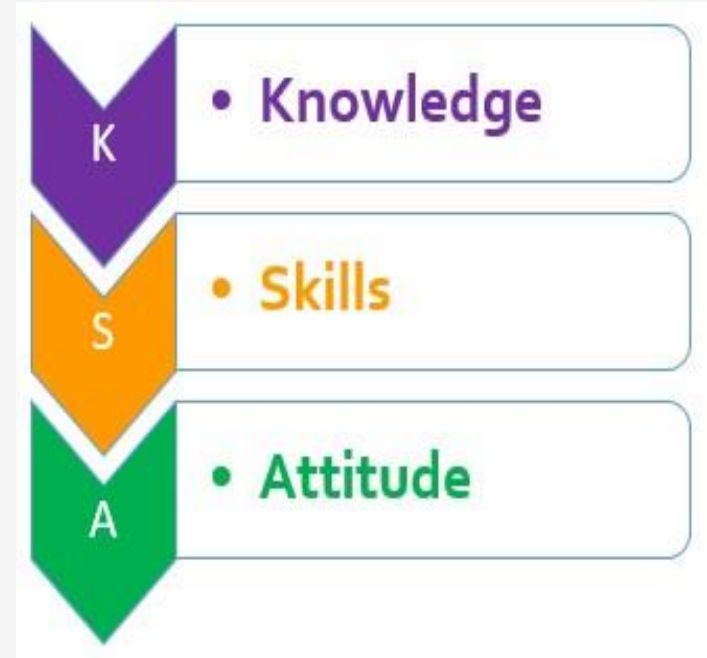
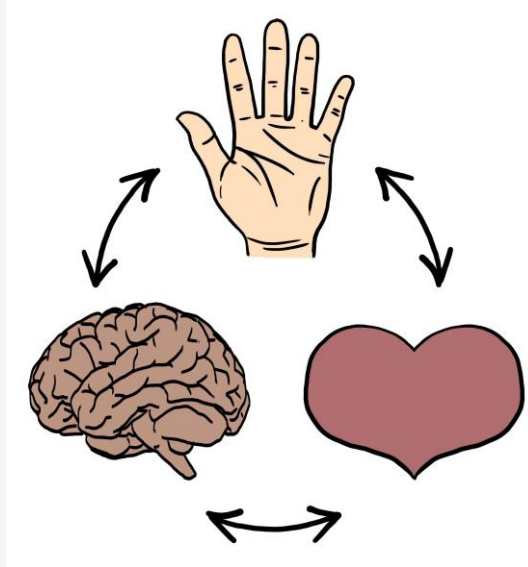
**LEARNING  
OUTCOMES**



# HOLISTIC DEVELOPMENT



# HOLISTIC DEVELOPMENT



# DEVELOPMENTAL GOALS

## 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



# KEY COMPETENCIES



Statements that specify what children will know, be able to do or demonstrate after completion of a course.

# LEARNING OUTCOMES



Evidence of having acquired competencies. Specific statements that describe exactly what a student is able to do in a measurable way.

# FLN LAKSHYAS

NIPUN Bharat Mission has declared the overall National targets in achieving learning outcomes, including year wise outcomes ( Balvatikas / Grade 1 / Grade 2 / Grade 3 ) to be achieved by the year 2026-27 in Literacy (Oral/Reading/Writing) and Numeracy.



# 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





# LAKSHYA/TARGETS FOR FOUNDATIONAL NUMERACY

Balvatika or Age 5-6



## Numeracy

1. Counts objects and correlates numerals up to 10.
2. Recognizes and reads numerals up to 10.
3. Compares two groups in terms of number of objects and uses words like more than/less than/equal to etc.
4. Arranges numbers/objects/shapes/occurrence of events in a sequence
5. Classifies objects based on their observable characteristics and communicates the criteria of classification
6. Uses vocabulary for comparative words like longer, longest, taller, tallest, shorter, shortest, heavier than, lighter than etc. in the context of different objects around him/her.







# 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 NUMERACY

Class I or age 6-7



## Numeracy

1. Counts objects up to 20
2. Reads and writes numbers up to 99
3. Using addition and subtraction of numbers up to 9 in daily life situations.
4. Observes and describes physical properties of 3D shapes (solid shapes) around him/her like round/flat surfaces, number of corners and edges etc.
5. Estimates and verifies length using non-standard non-uniform units like hand span, footstep, fingers etc. and capacity using non-standard uniform units like cup, spoon, mug etc.
6. Creates and recites short poems and stories using shapes and numbers





# 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.





# LAKSHYA/TARGETS FOR FOUNDATIONAL NUMERACY

Class II or age 7-8



## Numeracy

1. Reads and writes numbers up to 999
2. Uses addition and subtraction of numbers up to 99, sum not exceeding 99 in daily life situations.
3. Performs multiplication as repeated addition and division as equal distribution/sharing and constructs multiplication facts (tables) of 2, 3 and 4x
4. Estimates and measures length/distance/capacity using non-standard uniform units like rod, pencil, thread, cup, spoon, mug etc. and compares weight using simple balance
5. Identifies and describes 2-D shapes like rectangle, triangle, circle, oval etc.
6. Uses spatial vocabulary like far/near, in/out, above/below, left/right, front/behind, top/bottom etc.
7. Creates and solves simple riddles using numbers and shapes





# 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.





# LAKSHYA/TARGETS FOR FOUNDATIONAL NUMERACY



Class III or age 8-9



## Numeracy

1. Reads and writes numbers up to 9999
2. Solves daily life problems using addition and subtraction of numbers up to 999, sum not exceeding 999
3. Constructs and uses multiplication facts (tables) of numbers 2 to 10 and uses division facts
4. Estimates and measures length/distance, weight and capacity using standard units like m, km, g, kg, litres etc.
5. Identifies and relates basic 2D shapes with 3D shapes (solid shapes) and describes their properties like faces, number of edges and corners etc.
6. Identifies a particular date and corresponding day on a calendar; reads time on a clock in hours and half-hours
7. Identifies half, one-fourth, three-fourth of a whole and in a collection of objects
8. Identifies, extends, and communicates rules for simple patterns on numbers, events, and shapes



# ASSESSMENT

To understand the learning levels of children and if any corrective measures are required.



**1.** School-based Assessments

**2.** Large-scale Standardised Assessments




# Capacity Building of Teachers

 Awareness about learning outcomes & Lakshyas.  
Training in Experiential learning methods.  
Using Formative Assessment strategies.



 NISHTHA Teacher Training Programmes to equip with skills and techniques specific for Foundational Grades.

 Providing learner-centric content in all languages aligned with the curriculum, competency based question banks and assessment tools.



# 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.



Intensive Capacity Building of teachers and autonomy for choosing the pedagogy.

Improvement in transition rate of primary to upper primary.



# Thank You

**D. Vikram Kumar Varma**  
**Training Associate (Primary)**

**KVS ZIET BBSR**

