



केन्द्रीय विद्यालय संगठन

KENDRIYA VIDYALAYA SANGATHAN



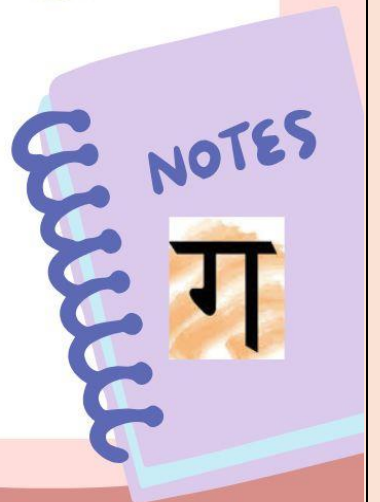
- REFERENCE BOOKLET FOR MONITORING FLN



- COMPETENCY CHECKLIST



- FLN ASSESSMENT TOOL FOR TEACHERS



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Preface

National Education Policy (NEP) 2020 has placed Foundational Literacy and Numeracy (FLN) at the forefront of educational reforms, emphasizing that the ability to read with comprehension and to perform basic mathematical operations is a non-negotiable prerequisite for all future learning. In alignment with the NIPUN Bharat Mission and the NCF–Foundational Stage 2022, Kendriya Vidyalayas remain committed to ensuring that every child attains grade-appropriate foundational competencies by the end of Grade III.

Monitoring the progress of students towards achieving these competencies is a critical aspect of effective implementation. The articulation of **Lakshyas (learning outcomes)** provides teachers and schools with measurable benchmarks that help in tracking, assessing, and enhancing student learning outcomes systematically.

This reference booklet has been prepared with the objective of equipping schools, teachers, and Principals/VP/HM with a structured framework for monitoring FLN. It brings together learning outcomes, monitoring tools, and suggested strategies in a comprehensive manner, thereby enabling timely interventions and evidence-based decision-making at the school level.

It is hoped that this document will serve as a valuable resource for all Kendriya Vidyalayas in strengthening classroom practices, institutional monitoring, and overall academic planning. By ensuring rigorous adherence to these processes, we reaffirm our collective resolve to achieve universal foundational literacy and numeracy for all learners and to uphold the exemplary standards of Kendriya Vidyalayas in the national educational landscape.

Introduction

Foundational Literacy and Numeracy (FLN) has been accorded the highest priority under the National Education Policy (NEP) 2020 and operationalized through the NIPUN Bharat Mission. It is widely recognized that the ability to read with comprehension and to perform basic mathematical operations forms the bedrock of all future learning. Ensuring that every child achieves these foundational skills by the end of Grade III is a national commitment and a shared responsibility of all stakeholders in the education system.

Kendriya Vidyalayas (KVs), as model institutions of school education, are committed to achieving universal proficiency in FLN among all learners. In order to translate this commitment into practice, Lakshyas (learning outcomes) have been identified as measurable indicators of student progress. These outcomes provide a structured framework for teaching, learning, and assessment, thereby enabling schools to monitor progress with clarity and precision.

This reference booklet has been developed to facilitate systematic monitoring of FLN across classes in KVs. The document aims to:

- Provide a comprehensive framework of learning outcomes aligned with NEP 2020, NIPUN Bharat guidelines, and NCF-FS 2022.
- Support Principal/VP/HM, teachers, and academic coordinators in tracking student progress vis-à-vis grade-specific competencies.
- Offer monitoring tools, checklists, and reporting formats to ensure uniformity and consistency across KVs.
- Serve as a guiding document for planning remedial measures and targeted interventions, based on evidence collected through continuous monitoring.

The systematic use of this booklet will enable schools to identify strengths and gaps in student learning at an early stage and to adopt informed strategies for improvement. It is envisaged that through the effective implementation of this framework, Kendriya Vidyalayas will continue to uphold their role as exemplars in the national mission of achieving universal foundational literacy and numeracy.

Instructions for Monitoring and Assessment of the Foundational Stage

(Balvatika, Class I & II)

1. **Purpose**-This Monitoring and Assessment Tool has been developed in alignment with NEP 2020 and the National Curriculum Framework for the Foundational Stage (NCF–FS 2022).

It serves two purposes:

- To enable Principals/Headmasters (HMs) to conduct regular monitoring of foundational classes.
- To guide Inspecting Authorities in carrying out a holistic evaluation of the general mandates of foundational education and Foundational Literacy and Numeracy (FLN) competencies.

2. General Observations on Mandates in the Foundational Stage

Monitoring is not limited to student achievement; it must also cover the overall quality of classroom processes as envisioned in NEP 2020 and NCF–FS. During school monitoring and inspection, the following areas must be observed:

i) Pedagogy & Classroom Practices

- ✓ Evidence of diverse pedagogy (toy-based, activity-based, experiential).
- ✓ Multilingual transactions observed.
- ✓ Integration of art, music, craft, games, and other physical activities.
- ✓ Implementation of Vidya Pravesh Programme / Phonics worksheets.

ii) Learning Environment

- ✓ Academic climate of the class (child-friendly, participatory).
- ✓ Inclusivity: equal opportunity for CWSN, advanced and struggling learners.
- ✓ Vibrancy of campus, corridors, and classrooms (cleanliness, displays, aesthetics).
- ✓ Student turnout/uniform.

iii) Use of Resources

- ✓ Effective use of TLM, ICT, and locally available/recycled materials.
- ✓ Quality of worksheets – age-appropriate, pictorial, competency-based, with higher-order thinking tasks.
- ✓ Quality of written work/classwork.

iv) Assessment & Feedback

- ✓ Use of anecdotal records, portfolios, observation checklists.
- ✓ Feedback provided in an encouraging, child-friendly way.
- ✓ Questions designed to assess competency and application (not only recall).

v) Parental & Community Involvement

- ✓ Evidence of home-based activities and PTMs.
- ✓ Parent reflections/feedback recorded.
- ✓ Linkages with community/local environment for learning.
- ✓ These general observations ensure that classroom processes, pedagogy, and environment are aligned with the principles of NEP 2020.

3. General Monitoring Requisites as per NEP 2020

- ✓ Monitoring must be continuous, formative, and competency-based.
- ✓ Assessments should be child-friendly, non-threatening, and joyful.
- ✓ Classroom processes must reflect play-based, toy-based, and experiential learning.
- ✓ Inclusivity must be ensured – all children (including CWSN) should participate meaningfully.
- ✓ Monitoring must capture not only student outcomes but also the quality of teaching-learning processes, environment, and parental engagement.

4. Methodology of FLN Assessment

- ✓ **Random Sampling:** Select 5–6 children per class (Balvatika, Class I & II).
- ✓ **Competency Testing:** Assess children on Lakshyas under Oral Language, Reading, Writing, and Numeracy.
- ✓ **Recording:** Mark each Lakshya as Achieved / Partially Achieved / Not Achieved.
- ✓ **Categorisation:** Each child to be placed under one level: Beginner / Progressor / Proficient.

5. Rules for Classification

<i>Level</i>	<i>Description</i>	<i>Indicators</i>
Beginner	Unable to demonstrate competency independently.	Requires full support or prompts.- Mostly marked as “ Not Achieved ” across Lakshyas.
Progressor	Demonstrates partial competency with errors.	Needs some support but shows progress.- At least 50% of Lakshyas “Partially Achieved” .
Proficient	Demonstrates competency independently and consistently.	Shows fluency, accuracy, and confidence.- At least 75% of Lakshyas “Achieved” .

6. Ways to Assess Lakshyas

- ❖ **Oral Language:** Simple conversation, naming familiar objects, reciting rhymes with actions.
- ❖ **Reading:** Picture book recognition, reading simple sentences (Class I: 4–5 words, Class II: 6–8 sentences), retelling stories.
- ❖ **Writing:** Balvatika – name writing/scribbling; Class I – 2–3 sentences; Class II – 4–5 sentences with clarity.
- ❖ **Numeracy:** Counting objects, pattern recognition, addition/subtraction, identifying currency, describing shapes, measuring with non-standard units, using spatial vocabulary.

7. Role of Principal / Headmaster (HM)

- Conduct monthly monitoring using the tool.

- Maintain class-wise records (Balvatika, Class I, Class II).
- Provide remedial teaching and peer support for “Beginner” learners.
- Give constructive feedback to teachers and encourage joyful, experiential methods.

8. Role of Inspecting Authority

- On inspection day, select random samples and assess competencies.
- Record performance under Achieved/Partially/Not Achieved.
- Classify children as Beginner/Progressor/Proficient.
- Observe pedagogy, inclusivity, classroom climate, and resource use.
- Provide feedback and suggest follow-up measures to HM/Principal.
- Review improvement in the next inspection.

केन्द्रीय विद्यालय संगठन

KENDRIYA VIDYALAYA SANGATHAN

सामान्य निरीक्षण हेतु जाँच सूची – आधारभूत स्तर/General Checklist for Inspection- Foundational Level

Name of the School-_____

Sl No.	Areas/ Domains	Specific Sub-Points to be Observed	Appropriate four point scale (qualitative)	REMARK (IF ANY)
1	Pedagogy & Classroom Practices	Evidence of diverse pedagogy (toy-based, activity-based, experiential)		
2		Multilingual transactions observed		
3		Integration of art, music, craft, and games with classroom learning		
4	Vidya Pravesh Programme / Phonics worksheets in use	Vidya Pravesh Programme / Phonics worksheets in use		
5		Academic climate of the class (child-friendly, participatory)		
6		Student communication skills (confidence, peer interaction, clarity)		
7		Inclusivity: equal opportunity for CWSN, advanced & struggling learners		
9	Learning Environment (School & Classroom)	Vibrancy of campus, corridors & classrooms (student work display, cleanliness, aesthetics)		
10		Student turnout/uniform		
13		Use of TLM, ICT, and local/recycled resources for teaching		
14	Quality of Student Work	Quality of written work/classwork		
15		Quality of worksheets (age-appropriate, pictorial, competency-based)		
16		Inclusion of higher-order thinking tasks		
17	Assessment & Feedback	Use of anecdotal records, portfolios, observation checklists		
18		Feedback provided in an encouraging, child-friendly way		
19		Questions designed for competency and application (not only recall)		
20	Parental & Community Involvement	Evidence of parent engagement (home-based activities, PTMs)		
21		Parent reflections/feedback included		
22		Linkages with community/local environment for learning		

NOTE Four-Point Scale (Qualitative)

- | | |
|-----------------------|---|
| - Excellent (A) | - Very effective, well-implemented |
| Good (B) | - Satisfactory, scope for minor improvement |
| Average (C) | - Needs consistent improvement |
| Needs Improvement (D) | - Immediate attention required |

Date of inspection

Signature of the Inspecting Officer

Name of the Inspecting Officer

Designation

केन्द्रीय विद्यालय _____
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Checklist for Continuous Monitoring of FLN at the Foundational Stage by
HM/VP/Principal/AC/DC

CLASS- BALVATIKA

STRENGTH -

NAME OF THE TEACHERS _____

DOMAIN	AREA	लक्ष्य/LAKSHYAS	Random Sample (Number)	Number Achieved	Number Partially achieved	Number Not achieved
LITERACY	Oral	वार्तालाप- मित्रों और शिक्षकों से बात करने की क्षमता	L1			
			L2			
		Conversation -Ability to talk to friends and teachers				
		कविता पाठ-समझ के साथ कविताएँ सुनाने की क्षमता	L1			
	Reading		L2			
		Recitation - Ability to recite poems with understanding				
		मुद्रण जागरूकता-चित्र पुस्तकों को देखकर परिचित प्रिंट/शब्द पहचानने की क्षमता	L1			
			L2			
		Print Awareness - Ability to look at picture books, recognise familiar print/words				
		अक्षर-ध्वनि पहचान-अक्षरों और ध्वनियों को पहचानने की क्षमता	L1			
			L2			
		Letter-Sound Recognition-Ability to recognise letters and sounds				
		शब्द वाचन-कम से कम 2-3 अक्षर वाले सरल शब्द पढ़ने/ पहचानने की क्षमता	L1			
			L2			
		Word Reading-Ability to read 2 to 3 lettered words				
Writing	Writing	लेखन तैयारी-पेंसिल सही रूप से पकड़कर, पहचान योग्य अक्षर बनाने की क्षमता	L1			
			L2			
		Writing Readiness -Ability to hold pencil correctly and form letters				
		नाम लेखन/अभिव्यक्ति-अपना नाम लिखने की क्षमता या रेखांकन/चित्र बनाकर स्वयं को व्यक्त करने की क्षमता	L1			
			L2			
		Name Writing / Expression- Ability to write own name or scribble/draw to express one's feelings				

NUMERACY	Counting	Ability to recognise, count and write numbers up to 9				
	Comparison	Ability to compare groups (more/less/equal)				
	Pattern	Ability to identify and extend simple patterns and classify objects				
	Vocabulary	Ability to use comparative words (long/short, heavy/light, etc.)				

Feedback

Suggestions	
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Follow Up (Visit No.-I/II/III)

Improvement seen as compared to the previous visit	Names	Remarks (Beginner/Progressing/Proficient)

Date of Observation-_____

Name & Signature of the teacher

L1		Signature of the Officer
L2		Name of the Officer
Maths		Designation

केन्द्रीय विद्यालय _____
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Checklist for Continuous Monitoring of FLN at the Foundational Stage by
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CLASS- I

STRENGTH - _____

NAME OF THE TEACHERS _____

DOMA IN	AREA	लक्ष्य/LAKSHYAS	Random Sample (Number)	Number Achieved	Number Partially achieved	Number Not achieved
LITERACY	Oral	वार्तालाप-कक्षा/विद्यालय में उपलब्ध प्रिंट पर बात करने की क्षमता Conversation -Ability to talk about needs & print in classroom /school	L1			
			L2			
		कविता पाठ- कविता/गीत अभिनय सहित सुनाने की क्षमता Recitation -Ability to recite poems/songs with action	L1			
			L2			
	Reading	कहानी सहभागिता – वाचन/कहानी सुनाने में भाग लेने की क्षमता Story Participation -Ability to participate in read-aloud/ story telling	L1			
			L2			
		शब्द पहचान – ध्वनि-प्रतीक संबंध का प्रयोग कर नए शब्द पढ़ने की क्षमता Word Recognition -Ability to read new words using sound-symbol correspondence	L1			
			L2			
		पाठ वाचन – 4-5 शब्द वाले छोटे वाक्यों को पढ़ने की क्षमता Text Reading -Ability to read short sentences consisting of 4-5 words	L1			
			L2			
	Writing	वाक्य लेखन – 2-3 वाक्य ,स्पष्ट और पठनीय रूप से मात्राओं की पहचान सहित लिखने की क्षमता Sentence Writing -Ability to write 2-3 sentences clearly and legibly with understanding	L1			
			L2			
NUMERACY	Counting	Ability to use addition/subtraction of numbers up to 9 (sum<20) in daily life situations.				

	Patterns	Ability to identify and extend patterns				
	Operations	Ability to add/subtract numbers up to 9 (sum $\leq$ 20)				
	Shapes	Ability to identify and describe 3D shapes(Solid Shapes)				
	Measurement	Ability to estimate length/capacity using non-standard units				
	Money	Ability to identify Indian currency up to ₹ 20				

Feedback

Suggestions	
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Follow Up (Visit No.-I/II/III)

Improvement seen as compared to the previous visit	Names	Remarks (Beginner/Progressing/Proficient)

Date of Observation-_____

Name & Signature of the teacher

L1	Signature of the Officer
L2	Name of the Officer
Maths	Designation

केन्द्रीय विद्यालय _____
KENDRIYA VIDYALAYA _____

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Checklist for Continuous Monitoring of FLN at the Foundational Stage by
HM/VP/Principal/AC/DC

CLASS- II **STRENGTH - _____**

NAME OF THE TEACHERS _____

DOMAIN	AREA	लक्ष्य/LAKSHYAS	Random Sample (Number)	Number Achieved	Number Partially achieved	Number Not achieved
LITERACY	Oral	वार्तालाप-कक्षा/विद्यालय में उपलब्ध प्रिंट पर बात करने की क्षमता Conversation -Ability to talk about print in classroom /school	L1			
			L2			
		परस्पर संवाद – वार्तालाप में सम्मिलित होने/ प्रश्न पूछने और उत्तर देने की क्षमता Interaction -Ability to engage in conversations, asks/answers	L1			
			L2			
	Reading	कहानी सहभागिता –सरल कहानियाँ को पढ़कर दोहराने की क्षमता Story Participation -Ability to read and retell simple stories	L1			
			L2			
		शब्द पहचान – दिए गए अक्षरों का प्रयोग करके नए शब्द बनाने की क्षमता Word Recognition -Ability to create new words using given letters	L1			
			L2			
		पाठ वाचन –6-8 वाक्य वाले आयु-उपयुक्त अपरिचित पाठ को प्रवाह और समझ के साथ पढ़ने की क्षमता Text Reading -Ability to read age-appropriate unknown text of about 6-8 sentences with fluency and comprehension	L1			
			L2			
	Writing	वाक्य लेखन – 4-5 वाक्य स्पष्टता और पठनीयता के साथ लिखने की क्षमता Sentence Writing - Ability to write 4-5 sentences clearly and legibly with understanding	L1			
			L2			

NUMERACY	Counting	Ability to count objects up to 99				
	Patterns	Ability to create patterns using shapes/numbers				
	Operations	Ability to use addition/subtraction of numbers up to 99 (sum<99) in daily life situations.				
	Shapes	Identifies and describes 2-D shapes like rectangle, triangle, circle, oval etc.				
	Measurement	Estimates and measures length/distance/capacity using non-standard units and compares weight using simple balance.				
	Spatial Vocabulary	Ability to use spatial vocabulary like far/near, in/out, above/below, left / right , front/behind, top/bottom etc.				
	Money	Ability to perform simple money transactions up to ₹100				

Feedback

Suggestions	
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Follow Up (Visit No.-I/II/III)

Improvement seen as compared to the previous visit	Names	Remarks (Beginner/Progressing/Proficient)

Date of Observation-_____

Name & Signature of the teacher

L1	Signature of the Officer
L2	Name of the Officer
Maths	Designation

INSTRUCTION TO USE THE FLN SOFTWARE FOR ASSESSMENT BY THE TEACHER

This guide supports teachers in using Foundational Literacy and Numeracy assessment tools. It explains the process of using the tools, links with learning outcomes (Lakshyas), and highlights benefits for students and teachers.

Teachers can use the sheets given in the following link for their own record-keeping:

<https://drive.google.com/drive/folders/1MyymufJWQEjRnMkqUtFV25PiZidbsVUk?usp=sharing>

How to Use the Assessment Tool

Step 1: Familiarize Yourself with Lakshyas

Each sheet (English/Hindi/Numeracy) lists Lakshyas for oral, reading, writing, and presentation. These are the learning outcomes you are assessing.

Step 2: Plan the Assessment

Choose the cycle (Term 1, Term 2). Prepare materials (passages, word cards, math manipulatives). Schedule short, child-friendly sessions.

Step 3: Conduct the Assessment

Oral → Ask questions, listen to responses.

Reading → Give a short text/word list for reading.

Writing → Give simple tasks (sentence writing, solving sums).

Presentation → Ask child to explain, narrate, or solve problems aloud.

Step 4: Record Performance

Use the columns provided under 'Level/FLN Level.' Mark each student's achievement objectively. Example: 1, 2, 3, 4 for each level.

Step 5: Review in the RESULT Sheet

The RESULT tab consolidates performance across subjects. Use it to identify learning gaps at class or individual level.

Linking Assessment Tool with Learning Outcomes

Subject	Learning Outcome (Lakshya)	Assessment Task	What Teacher Observes
English – Oral	Student converses/asks questions	Simple Q&A, storytelling	Fluency, vocabulary
English – Reading	Reads age-appropriate sentences	Reading passage aloud	Accuracy, comprehension
Hindi – मौखिक	मित्रों व कक्षा से संवाद करता है	परिचय/दैनिक बातचीत	उच्चारण, आत्मविश्वास
Hindi – लेखन	2–3 वाक्य लिखता है	चित्र देखकर लिखना	वाक्य रचना, शुद्धलेखन

Numeracy – Oral	Counts objects, identifies numbers	Count beads, compare numbers	Correctness, confidence
Numeracy – Writing	Solves addition/subtraction	Worksheet, manipulatives	Method, accuracy

Benefits of Using the Assessment software

For Students

- i) This encourages active participation by each student.
- ii) It would help students to develop confidence in oral/reading/writing/arithmetic.
- iii) They will be able to identify their strengths and needs early.

For Teachers

- i) This will give clear evidence of student progress.
- ii) They will be able to compare class performance.
- iii) It would help in planning remedial and enrichment strategies according to the areas of need.

For KVs/KVS

- i) It is made aligning the assessment with NEP 2020, NIPUN Bharat, NCF-FS.
- ii) Helps to create data for tracking Foundational Learning Goals.
- iii) Supports reporting to parents/officials in an objective manner.

Note to the teacher

- i) Teacher to ensure that the class environment is child-friendly & non-threatening.
- ii) Teacher to assess the students in small groups/individually for better accuracy.
- iii) Each child should be assessed using the same criteria consistently.
- iv) Teacher to use results for improving teaching, not just recording.

SUGGESTED ACTIVITIES FOR TEACHERS

STRATEGIES FOR DEVELOPING FOUNDATIONAL LITERACY

- ✚ Encourage children to listen and speak through storytelling, rhymes, and classroom discussions.
- ✚ Introduce phonics and sound games for phonological awareness.
- ✚ Provide books and print-rich environments to develop print awareness.
- ✚ Practice sight words and short sentences through flashcards and shared reading.
- ✚ Integrate comprehension activities like prediction, questioning, and summarizing.

1. Oral Language Development

Learning Outcome: Listens with understanding; speaks clearly and fluently.

Activities:

- Picture Talk: Show a picture and let children describe what they see.
- Storytelling Circle: Teacher begins a story, children add lines to complete.
- Show & Tell: Each child brings an object from home and talks about it.
- Rhymes & Action Songs: Use repetition, rhythm, and gestures to build vocabulary.

2. Phonological Awareness

Learning Outcome: Recognises sounds in words; identifies rhyming and beginning sounds.

Activities:

- Sound Clap: Clap for each syllable in a word (e.g., “ap-ple” → 2 claps).
- Rhyme Time: Match words with similar sounds (cat–hat, ball–tall).
- Odd One Out: Identify the word that doesn’t rhyme in a group.
- Initial Sound Hunt: Find classroom objects beginning with a given sound.

3. Letter Recognition & Print Awareness

Learning Outcome: Recognises letters and associates them with corresponding sounds.

Activities:

- Alphabet Bingo: Call out letters, children mark on their cards.
- Sand Writing: Trace letters in sand/rice trays for tactile learning.
- Letter Hunt: Search for letters in newspapers, books, and surroundings.
- Flash & Say: Flash a letter card; children say the sound and a word with it.

3. Vocabulary & Word Building

Learning Outcome: Identifies familiar words; builds vocabulary through context.

Activities:

- Word Wall: Create a wall of frequently used words in class.
- Picture-Word Match: Match words with corresponding pictures.
- Guess the Word: Teacher gives clues, children guess the word.
- Memory Game: Flip cards to match pictures with words.

5. Reading Comprehension

Learning Outcome: Reads simple texts with understanding; answers questions.

Activities:

- Shared Reading: Teacher reads big books aloud; children follow with finger.
- Paired Reading: Two children read together, supporting each other.
- Story Sequencing: Arrange story pictures in correct order.
- Reading Corners: Set up a class library for independent browsing.

6. Writing Skills

Learning Outcome: Writes words/sentences with correct spacing and spelling.

Activities:

- Copy & Write: Copy words/sentences from board.
- Dictation Games: Teacher says words; children write quickly.
- Picture Description: Children write 1–2 sentences about a picture.
- Journal Writing: Maintain a daily/weekly notebook of simple sentences.

7. Listening & Comprehension

Learning Outcome: Understands instructions, retells stories, responds to oral texts.

Activities:

- Simon Says: Follow oral instructions in a fun game.
- Listening to Stories: Answer oral questions after a story.
- Who Am I?: Teacher describes an object/animal, children guess.
- Audio Books: Use recorded rhymes/stories to enhance listening skills.

8. Everyday Use of Reading & Writing

Learning Outcome: Uses literacy skills in real-life contexts.

Activities:

- Classroom Labels: Label objects in the room (door, fan, desk).
- Shopping List: Children write items to “buy” for a role-play shop.
- Timetable Reading: Understand class schedule by reading chart.
- Letter Writing: Write simple letters to friends/parents.

2. साक्षरता क्षमताएँ एवं गतिविधियाँ

A. मौखिक भाषा विकास

- “कहानी सुनाओ” – बच्चों को चित्र दिखाकर उनसे कहानी गढ़ने को कहना।
- “मेरे अनुभव” – हर दिन एक बच्चा अपनी छोटी घटना साझा करे।
- “गीत-कविता मंडली” – रोजाना 5 मिनट कविताएँ व गीत।

B. ध्वन्यात्मक एवं ध्वनि-जागरूकता

- “तुक खोजो खेल” – शिक्षक एक शब्द बोले, बच्चे तुकांत शब्द बताएँ।
- “ध्वनि तालियाँ” – शब्द को ध्वनियों में बाँटकर ताली बजाना।

- “ध्वनि जोड़ो” – /क/ + /म/ = कम।

C. मुद्रित सामग्री एवं पुस्तक व्यवहार

- पुस्तकालय समय – बच्चों को अपनी पसंद की किताब चुनने देना।
- पर्यावरणीय प्रिंट पहचान – कक्षा में पोस्टर, लेबल लगाना।
- “लेखक-पाठक” खेल – पुस्तक के शीर्षक/लेखक पढ़ाना।

D. वर्णमाला एवं शब्द ज्ञान

- प्लैशकार्ड से अक्षर-ध्वनि मिलान।
- “शब्द बनाओ” – अक्षर कार्ड से शब्द बनाने का खेल।
- Sight words की सूची दीवार पर लगाना और रोज़ दोहराना।

E. पठन प्रवाह एवं बोध

- सामूहिक पठन (Shared Reading)।
- प्रश्नोत्तर गतिविधियाँ (“कौन आया?”, “क्या हुआ?”)।
- “कहानी अनुमान” – चित्र देखकर आगे की कहानी का अनुमान लगाना।

F. लेखन

- चित्र देखकर वाक्य लिखना।
- दैनिक डायरी/अनुभव लेखन।
- समूह लेखन गतिविधियाँ (पोस्टर, चार्ट बनाना)।

STRATEGIES FOR DEVELOPING FOUNDATIONAL NUMERACY

1. Concrete Learning with Manipulatives

- Provide children with everyday objects like sticks, beads, stones, bottle caps, or counters to practice counting, addition, subtraction, and grouping.
- Begin with concrete experiences before moving to abstract symbols and equations.
- Example Activity: Distribute 10 beads among 2 children and ask how many each one gets. Extend to sharing among 3 or 4 children.

2. Mathematics through Play

- Integrate mathematics with fun and games such as puzzles, board games, hopscotch, and sorting/grouping tasks.
- Encourage children to think critically while playing.
- Example Activity: Play ‘Snakes and Ladders’ with dice to practice counting and addition.

3. Real-life Connections

- Introduce concepts like more/less, big/small, heavy/light using real classroom or household objects.
- Link mathematical concepts with everyday life situations.
- Example Activity: Use the school calendar to identify today's date, count days left in the week, or calculate days until a holiday.

4. Visual Representation of Math

- Use pictographs, tally marks, simple charts, and bar models to represent numbers and data.
- Introduce visual aids to help children compare quantities and recognize patterns.
- Example Activity: Create a class pictograph showing favourite fruits of students and discuss which fruit is liked by most/least students.

5. Problem-Solving and Critical Thinking

- Pose real-life problems that encourage children to apply mathematical thinking.
- Encourage multiple approaches and peer discussions.
- Example Activity: If there are 15 pencils and 5 students, ask how many pencils each will get if shared equally.

6. Integration with Other Subjects

- Connect mathematics with art, language, and physical education.
- Use patterns, shapes, number rhymes, and storytelling to reinforce numeracy concepts.
- Example Activity: Draw rangoli or patterns using shapes and count how many shapes are used.

7. Use of Technology (where available)

- Leverage educational apps, digital games, and interactive videos to make learning engaging.
- Smart boards and projectors can be used to demonstrate shapes, sequences, and counting activities.
- Example Activity: Use a digital app for interactive addition and subtraction practice with visuals.

संख्यात्मकता क्षमताएँ एवं गतिविधियाँ

A. संख्या-पूर्व अवधारणाएँ

- ✓ वस्तुओं को रंग/आकार के आधार पर वर्गीकृत करना।
- ✓ “अधिक-कम” का खेल।
- ✓ ब्लॉक और खिलौनों से मिलान।

B. संख्या ज्ञान एवं गिनती

- ✓ सीढ़ियाँ चढ़ते समय संख्या बोलना।
- ✓ गिनती गीत/तुकबंदी।
- ✓ वस्तुओं (फल, पेंसिल) से गिनती अभ्यास।

C. संक्रियाएँ

- ✓ जोड़-घटाव के लिए बीज/कंकड़ का उपयोग।
- ✓ “समूह बनाओ” खेल।
- ✓ गुणा = बार-बार जोड़ने का खेल (तालियाँ बजाकर)।
- ✓ “बाँटो-बाँटो” – टॉफी/पेंसिल बच्चों में बाँटना (भाग समझाने हेतु)।

D. स्थान मान एवं संख्या पद्धति

- ✓ अबैकस/माचिस की तीलियों से दहाई-इकाई दिखाना।
- ✓ कार्ड खेल से $<$, $>$, $=$ की पहचान।

E. मापन एवं आँकड़ा प्रबंधन

- ✓ रूलर/फीते से मापना।
- ✓ घड़ी बनाकर समय पढ़ना।
- ✓ “दुकान खेल” – नकली नोट/सिक्कों से खरीद-फरोख्त।
- ✓ चार्ट पर बच्चों का पसंदीदा फल/खेल दिखाना (पिक्टोग्राफ)।

F. ज्यामिति एवं स्थानिक समझ

- ✓ कक्षा में आकृतियों की खोज (“त्रिकोण कहाँ है?”)।
- ✓ ब्लॉक्स से आकृतियाँ बनाना।
- ✓ पैटर्न पूरा करने की वर्कशीट।
- ✓ दिशाएँ – “कौन बाएँ है?”, “कौन पीछे है?” खेल

Socio-Emotional and Life Skills

- ✓ Encourage collaboration through group tasks.
- ✓ Foster curiosity by allowing children to ask questions and explore.
- ✓ Motivate children to complete tasks and appreciate persistence.
- ✓ Promote responsibility by assigning classroom duties.

सामाजिक-भावनात्मक एवं जीवन कौशल

- ✓ समूह में पोस्टर बनाना (सहयोग)।
- ✓ “प्रश्न पूछो” – बच्चों को किसी भी विषय पर सवाल पूछने देना।
- ✓ “आज मैं खुश क्यों हूँ?” – आत्म-अभिव्यक्ति।
- ✓ कक्षा की जिम्मेदारियाँ बाँटना (पुस्तक मॉनिटर, ब्लैकबोर्ड मॉनिटर)।

Assessment and Remediation

- ✓ Assessment should be child-friendly, stress-free, and activity-based.
- ✓ Observe children during activities rather than formal testing only.
- ✓ For children struggling in literacy – provide extra reading time, phonics support, and peer reading.
- ✓ For children struggling in numeracy – use concrete objects, repeat practice, and give visual aids.
- ✓ Engage parents in supporting learning at home with simple tasks.

. मूल्यांकन एवं अनुप्रयोग

- ✓ चेकलिस्ट का उपयोग साल में 3 बार करें – प्रारंभिक, मध्य और वार्षिक मूल्यांकन।
- ✓ ✓/X भरते समय अवलोकन व गतिविधि-आधारित मूल्यांकन अपनाएँ।
- ✓ पिछड़ रहे बच्चों को अतिरिक्त समय, सहपाठी सहयोग व खेल-आधारित अभ्यास दें।
- ✓ अभिभावकों को घर पर सरल गतिविधियाँ सुझाएँ।

Conclusion

- ✚ Achieving FLN by Grade 3 is critical to prevent future learning gaps.
- ✚ Teachers play the most important role in creating a strong foundation.
- ✚ With consistent practice, support, and monitoring, all children can achieve these competencies.

निष्कर्ष

FLN प्राप्त करना सभी बच्चों के लिए आवश्यक है ताकि आगे की शिक्षा में कोई बाधा न हो।

शिक्षक खेल-आधारित, गतिविधि-आधारित और बाल-केंद्रित दृष्टिकोण से इन क्षमताओं को मज़बूत कर सकते हैं।

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