



तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

KENDRIYA VIDYALAYA GUNUPUR

SESSION: 2025-26

**A Brief Report on Implementation of FLN &
NIPUN In Primary Section**

NIPUN (National Initiative for Proficiency in Reading with Understanding and Numeracy) meetings are held in our Vidyalaya at the end of every month. These meetings aim to track and enhance the progress of students’ literacy and numeracy levels, providing teachers, administrators, and stakeholders a forum to assess the effectiveness of the implemented educational strategies.

The primary objective of these monthly NIPUN meetings is to evaluate and improve the learning outcomes in the school, specifically in the domains of reading, understanding, and numeracy skills. These meetings provide an opportunity to discuss the strategies, challenges, and achievements related to the NIPUN Bharat Mission, which focuses on foundational literacy and numeracy for children.

NIPUN Meetings for the session 2025-26	
Months	Date of Meeting Held
March	31.03.2025
April	30.04.2025
June	30.06.2025
July	31.07.2025
August	To be held on 30.08.2025

(Ref. NIPUN Meeting Register)

Common Agenda for Each NIPUN Meeting:

- ❖ Analysis of the previous month’s student performance data in literacy and numeracy.
- ❖ Evaluation of the effectiveness of teaching methods and interventions.
- ❖ Discussion of any student-specific challenges or successes.
- ❖ Feedback from teachers on any challenges faced in implementing NIPUN strategies.
- ❖ Presentation of the results from ongoing assessments, including tests on reading comprehension and mathematical problem-solving abilities.
- ❖ Discussion on strategies to address gaps in learning, if any, and ensure students’ progress in line with NIPUN objectives.
- ❖ Review of how the NIPUN guidelines (as set by the Ministry of Education) are being followed in the classroom.
- ❖ Sharing best practices and successful teaching strategies adopted by teachers to improve students' foundational literacy and numeracy skills.
- ❖ Identifying students who require additional support based on assessment results.
- ❖ Discussion of targeted interventions for students who are falling behind in reading and numeracy.
- ❖ Coordinating with special educators or counselors to provide needed support.
- ❖ Strategies to involve parents in the educational process, ensuring that they are aware of their child’s progress.
- ❖ Suggestions for home-based activities or exercises to improve reading and numeracy skills.

- ❖ Discussion on the need for new or improved resources that would better support NIPUN goals.
- ❖ Planning for any procurement or donation drives to enhance the teaching and learning environment.
- ❖ Establishing goals for the upcoming month, including specific literacy or numeracy targets.
- ❖ Open discussion on any issues that may have emerged, ensuring that everyone has a voice in the process.

The monthly NIPUN meetings at KV Gunupur play a vital role in ensuring that foundational literacy and numeracy are adequately addressed for all students. These meetings not only help assess progress but also provide a platform for continuous improvement in teaching practices, student learning outcomes, and community involvement. The structured agenda ensures that all relevant areas are covered, and the discussions foster a collaborative approach towards enhancing the overall educational quality in the school



KENDRIYA VIDYALAYA GUNUPUR

Report on Vidya Pravesh cum Orientation Program – Class I

Date: 21st June 2025

Kendriya Vidyalaya Gunupur successfully conducted a **Vidya Pravesh cum Orientation Program** for the parents and students of **Class I** on **21st June 2025**. The program aimed to provide a warm welcome to the new entrants and familiarize the parents with the academic framework, values, and vision of the Vidyalaya, as well as important aspects of the **National Education Policy (NEP) 2020**.

The session began with a traditional welcome by Class Teacher. Then our honourable Principal sir addressed the gathering and emphasized the importance of the foundational years in a child's educational journey.

Key Highlights of the Orientation Program:

- **Awareness on NEP 2020:**

Parents were briefed on the transformative aspects of the **National Education Policy 2020**, especially its focus on foundational learning, play-based pedagogy, and learner-centric approaches.

- **Foundational Literacy and Numeracy (FLN):**

The objective and implementation of the **FLN Mission** were explained, highlighting how the school basic reading, writing, and numeracy skills by Grade 3, as per NEP guidelines.



- **Assessment Structure:**

The new **assessment system**, which moves away from rote learning and focuses on continuous and comprehensive evaluation, was introduced to the parents.

- **Holistic Progress Card:**

The concept of **Holistic Report Cards**, integrating academic performance with co-curricular achievements, life skills, and behavioral attributes, was discussed in detail.



- **KV Rules and Regulations:**

The session also included an overview of Kendriya Vidyalaya norms, including attendance requirements, school timings, code of conduct, uniform policy, safety measures, and communication channels between school and parents.



The orientation session proved to be highly informative and interactive. Parents appreciated the school's efforts in aligning with the goals of NEP 2020 and ensuring transparency in academic and behavioral development. The program laid a strong foundation for a cooperative partnership between parents and the school for the holistic development of the child.





KENDRIYA VIDYALAYA GUNUPUR

REPORT ON CONDUCTION OF FLN ACTIVITIES IN MORNING ASSEMBLY

At **Kendriya Vidyalaya Gunupur**, Foundational Literacy and Numeracy (FLN) activities are being actively conducted during the **Morning Assembly** by the **Primary Classes** every **Wednesday**. These initiatives are part of the Vidyalaya's continuous efforts to strengthen foundational skills in language and numeracy among young learners.

Each week, students from **Classes III to V** enthusiastically participate in various engaging and interactive FLN-based presentations.

The activities include:

- **Rhymes and Songs** to build phonemic awareness
- **Storytelling** to enhance listening and comprehension skills
- **Number games** and **Mental Math activities** to improve numerical fluency
- **Interactive quizzes** to revise key concepts in a fun and competitive manner
- **Word-building and vocabulary exercises** to improve language usage

These activities not only support academic learning but also build confidence, communication skills, and collaborative spirit among the students. The Wednesday FLN assemblies are being well-received by students and teachers alike, contributing significantly to the foundational development of learners in line with the objectives of the **NIPUN Bharat Mission**.







KENDRIYA VIDYALAYA GUNUPUR

Report on FLN Activity – Flash Card Making of Hindi Varnmala

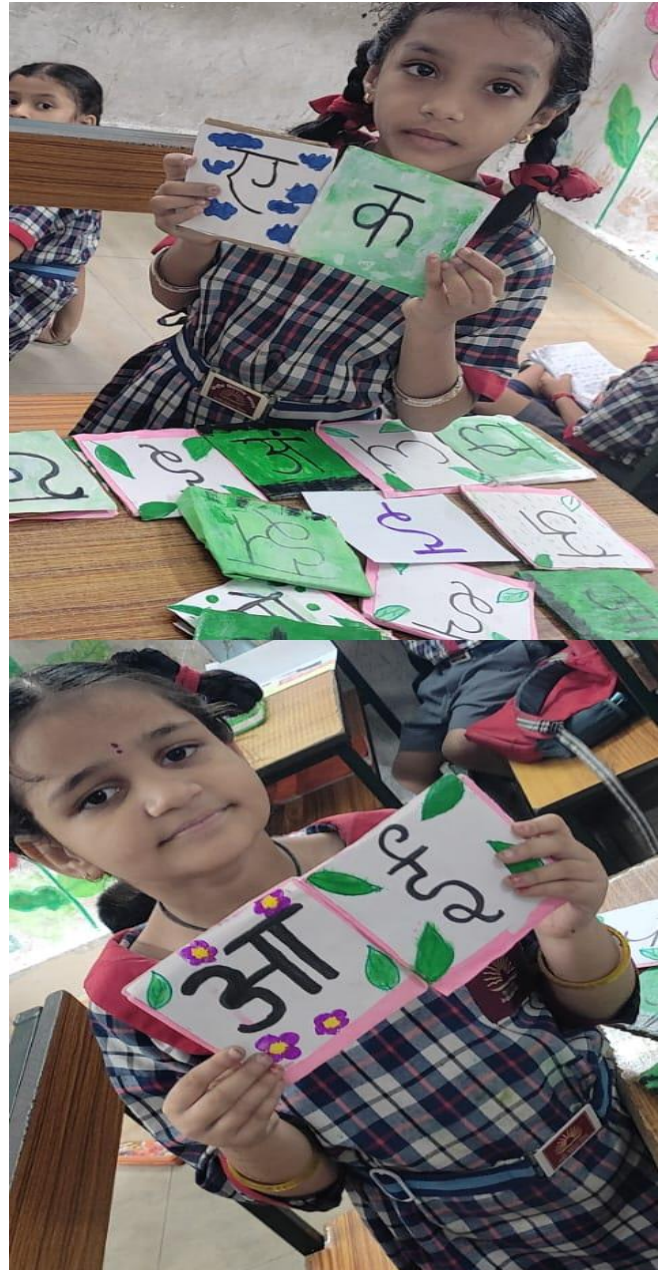
As part of the **Foundational Literacy and Numeracy (FLN)** mission, **Kendriya Vidyalaya Gunupur** organized a creative and interactive activity for **Class I students** focused on **Hindi Varnmala** (the Hindi alphabet). The activity, titled “**Flash Card Making of Hindi Varnmala**”, aimed to introduce students to the letters of the Hindi alphabet through a fun, hands-on approach, fostering both learning and creativity.

Objective of the Activity:

The main objective of the activity was to enhance the children’s familiarity with the **Hindi Varnmala** while developing their fine motor skills, creativity, and cognitive abilities. The activity was also aligned with the school’s initiative to strengthen foundational literacy under the **FLN** framework of NEP 2020.

Details of the Activity:

- **Preparation:**
Before the activity, teachers provided the students with materials such as colored paper, markers, crayons, glue, and scissors. Each student was assigned a letter from the **Hindi Varnmala** (alphabet) to work on.
- **Process:**
Students were instructed to create colorful flash cards with their assigned letter of the Hindi alphabet. They wrote the letter, decorated the card with images or objects representing words beginning with that letter (for example, ‘अ’ for अच्छा or ‘आ’ for आम), and added decorative elements to make it more engaging.
- **Teacher’s Role:**
The teachers guided the students throughout the activity, helping them with the letter formation and encouraging them to think of relevant words and images for each letter.



- **Outcome:**

By the end of the activity, each student had created a personalized **Hindi Flash Card** for their assigned letter. The cards were then displayed in the classroom, forming a vibrant and educational **Hindi Varnmala Wall**. The children showed great enthusiasm in explaining their flash cards to peers and teachers.

Impact of the Activity:

- **Hands-on Learning:**

The activity allowed students to physically engage with the Hindi alphabet, making the learning process interactive and more memorable. The use of images helped them to visually associate letters with corresponding words, promoting a better understanding of language.

- **Creativity and Expression:**

Students were encouraged to express their creativity through artwork and design, enhancing both cognitive and artistic development.

- **Promoting Collaborative Learning:**

While each student worked individually on their flash cards, there was an underlying element of collaborative learning. The students enjoyed showing their flash cards to one another and discussing their work.

- **Boosting Confidence:**

Explaining their flash cards and proudly displaying their work contributed to building the children's confidence and communication skills.



The **Flash Card Making Activity** was a resounding success in achieving its goal of introducing **Hindi Varnmala** in a fun, engaging way. The children actively participated, and the activity not only helped them in better understanding the **Hindi alphabet** but also nurtured their creativity and fine motor skills. The event aligned perfectly with the goals of the **FLN** initiative, contributing to a stronger foundation in literacy for the students of **Class I**.



KENDRIYA VIDYALAYA GUNUPUR

Report on FLN Activities on Clay Modelling of Hindi Varnmala

Introduction:

The Foundational Literacy and Numeracy (FLN) program is designed to lay the foundation for early education, particularly in language and numeracy. At KV Gunupur, Class I students participated in an engaging and creative activity focusing on the Hindi Varnmala (alphabet). The activity involved **clay modelling**, which aimed to help students visually and tactilely connect with the shapes of the Hindi letters.

Objective of the Activity:

The main objectives of the activity were:

- To enhance students' understanding of the Hindi Varnmala through interactive learning.
- To improve motor skills and creativity by using clay to shape the letters.
- To foster a deeper connection between spoken and written forms of the letters.
- To encourage collaborative learning among students.

Materials Used:

- Coloured clay (various colors for different letters)
- Chart papers for displaying the Varnmala
- Markers and brushes
- Alphabet flashcards for reference

Methodology:

1. Introduction to the Varnmala:

The activity began with a brief introduction to the Hindi Varnmala, where the teacher wrote the first few letters (अ, आ, इ, ई, उ, ऊ) on the whiteboard. The students were encouraged to pronounce each letter aloud.

2. Demonstration of Clay Modelling:

The teacher demonstrated how to form each letter using clay. For example, the letter 'अ' was made by rolling clay into a circular form, while 'आ' was formed by elongating the clay to match the shape of the letter. The demonstration helped the students understand how to manipulate the clay to represent each letter.



3. Student Participation:

After the demonstration, students were given individual portions of clay and asked to form different letters of the Varnmala. Each student worked on creating the letters, starting from basic ones like 'अ' and 'आ' and gradually progressing to more complex ones.

4. Review and Recap:

After the clay modelling session, the teacher engaged the students in a review. The students were asked to identify the letters they had made, recite them aloud, and recognize the letters in the context of words. The teacher also asked the students to share their favourite letter and explain why they liked it.

Outcomes and Observations:

- **Enhanced Understanding of Varnmala:** Students were able to visually and physically connect with the shape of each letter, which strengthened their recognition of the Hindi Varnmala.
- **Increased Engagement:** The hands-on activity kept the students engaged and focused, allowing for active learning rather than passive listening.
- **Creativity and Fine Motor Skills:** The clay modelling activity fostered creativity and improved fine motor skills as students manipulated small pieces of clay to form letters.
- **Collaboration and Communication:** The students communicated and collaborated with their peers, which improved their social skills and ability to work together towards a common goal.



The FLN activity conducted at KV Gunupur was a successful initiative in making the Hindi Varnmala more engaging and memorable for Class I students. Through creative clay modelling, students were able to learn while having fun, which not only improved their grasp of the Hindi alphabet but also nurtured their creativity and teamwork skills. This activity is a prime example of how hands-on learning techniques can effectively support foundational literacy skills.



KENDRIYA VIDYALAYA GUNUPUR

Report on FLN Activities Conducted at Class I of KV Gunupur on Cut and Paste Paper on Different Drawings

Introduction:

The Foundational Literacy and Numeracy (FLN) program at KV Gunupur aims to strengthen the core skills of early learners by blending creativity with educational concepts. In one such engaging activity, **Cut and Paste Paper on Different Drawings**, Class I students explored the process of creating drawings using paper cutouts. This hands-on activity not only helped the students improve their fine motor skills but also reinforced their understanding of shapes, colors, and the visual representation of objects.

Objective of the Activity:

The main objectives of this activity were:

- To introduce students to the concept of drawing through paper cutouts.
- To enhance fine motor skills, such as cutting, pasting, and arranging shapes.
- To encourage creativity and help students express themselves through art.
- To reinforce their understanding of basic shapes and objects through the medium of paper cutouts.

Materials Used:

- Colorful construction paper (various colors)
- Scissors (safety scissors for students)
- Glue sticks
- Pre-drawn templates or outlines of objects (e.g., tree, house, car, animals, etc.)
- Markers or crayons for adding details
- Chart paper or drawing sheets for pasting the cutouts

Methodology:

- 1. Introduction to the Activity:**
The teacher began the session by showing the students various simple drawings, such as a house, tree, or sun. The teacher explained how they could use colored paper to "cut" and create these objects instead of just drawing



them with a pencil. The discussion focused on the shapes involved in each object (for example, a house, the sun, etc.).

2. **Demonstration of the Cut and Paste Process:**

The teacher demonstrated how to cut out various shapes from colored construction paper and arrange them to form drawings. For instance, a square cutout could be used for the body of a house, and a triangle for the roof. After cutting, the students were shown how to paste the shapes onto a drawing sheet.



3. **Student Participation :**

After the demonstration, students were provided with materials and pre-drawn templates of objects. They were asked to cut out different shapes (circles, squares, rectangles, triangles, etc.) and paste them onto the chart paper to create their own drawings. The teacher encouraged students to use their imagination by creating their own variations of the drawings, adding new elements or changing the colors and shapes.

Outcomes and Observations:

- Enhanced Creativity
- Improved Motor Skills
- Understanding Shapes and Objects
- Increased Focus and Engagement
- Better Communication Skills
- Collaboration and Sharing:

The **Cut and Paste Paper on Different Drawings** activity at KV Gunupur was a highly successful and engaging learning experience for Class I students. The activity not only provided an enjoyable and creative outlet but also contributed to the development of fine motor skills, spatial awareness, and object recognition. Through this hands-on approach, students were able to better understand shapes and their real-world applications, making the learning process both fun and educational. Such creative activities play a crucial role in early childhood education, fostering both academic skills and personal growth.



KENDRIYA VIDYALAYA GUNUPUR

Report on FLN Activity on Play Based and Joyful Learning

1. Introduction

In line with the Foundational Literacy and Numeracy (FLN) framework, Kendriya Vidyalaya Gunupur organized a series of engaging activities for Class I students aimed at developing foundational skills in literacy and numeracy. The focus of this session was on the Play Based and Joyful Learning, designed to make learning more interactive, enjoyable, and effective for young children.

The Play way Method utilizes play-based learning to help students acquire knowledge through activities that stimulate creativity, exploration, and physical engagement. Joyful Learning emphasizes making learning an enjoyable experience, fostering curiosity, and promoting a love for education.

Objectives of the Activity

- To promote foundational literacy and numeracy skills using the Playway Method.
- To encourage active participation and foster a positive attitude towards learning through play.
- To enhance creativity and imagination by engaging students in interactive and fun learning experiences.
- To build social, cognitive, and motor skills in a relaxed, joyful environment.



Play Based Learning Activities

○ **Rhymes and Songs:** Students participated in rhyming games and songs that introduced letters and numbers in a fun, rhythmic manner. Singing and clapping along made the learning process both energetic and engaging.



- **Letter and Number Recognition through Games:** Students were divided into small groups and asked to match letters with corresponding pictures (e.g., “D” with a drawing of a dog). They also matched numbers to groups of objects, such as matching “3” to three toy blocks.

- **Group Play:** Students played simple, interactive games like "Alphabet Treasure Hunt" and "Number Line Jump". In the alphabet game, students had to find letters hidden around the classroom and match them with objects on the board. In the number line game, students jumped on the floor’s number line according to instructions (e.g., “jump to 4”).



Student Engagement

- **Active Participation:** The students were highly engaged and demonstrated excitement during all activities. Their enthusiasm was evident as they eagerly participated in games, interacted with peers, and displayed creativity in drawing and storytelling.
- **Observation:**
 - Most students showed improved recognition of letters and numbers.
 - Several students were observed making connections between numbers and real-life objects (e.g., associating “2” with two shoes, “5” with five fingers).
 - The play-based activities helped enhance their social skills as they interacted in small groups.

The FLN activities at Class I of Kendriya Vidyalaya Gunupur successfully implemented the Play Based and Joyful Learning techniques to enhance students' foundational literacy and numeracy skills. Through play-based activities, interactive learning, and creative exercises, students enjoyed their learning experience, which also laid a strong foundation for their future educational journey. The combination of fun and education led to positive outcomes in both cognitive development and social interaction.



KENDRIYA VIDYALAYA GUNUPUR

Report on FLN Activity on Visual Representation and Film Show on Letters and Numbers

In alignment with the *Foundational Literacy and Numeracy (FLN)* framework, Kendriya Vidyalaya Gunupur organized a series of engaging activities for Class I students. The activities aimed at enhancing foundational skills in literacy and numeracy, crucial for early childhood education. The focus of the session was on improving recognition and understanding of letters and numbers through interactive methods like visual representation and film shows.

Objectives of the Activity

- To enhance letter and number recognition:
- To improve basic literacy and numeracy skills
- To foster creativity and critical thinking
- To build foundational understanding of the alphabet and numerals

Activity Description

- **Film Title:** “Learn with Fun: ABCs and 123s”
- **Duration:** 20 minutes
- A short animated film was shown, featuring lively characters that taught the alphabet and numbers in a fun and interactive way.
- The film used visual effects, songs, and narrations to make the learning process dynamic.
- Students were encouraged to sing along to catchy tunes that helped reinforce letter names and number recognition.
- After the film, there was a brief discussion session where the teacher asked students to identify and recall letters and numbers from the film.



The FLN activities at Class I of Kendriya Vidyalaya Gunupur were a success in promoting foundational literacy and numeracy skills among young learners. Through the combination of visual representation and an engaging film show, students were able to strengthen their understanding of letters and numbers in a fun and creative way. The activities not only enhanced learning but also made it a joyful experience for the students, which is essential for developing their early academic foundation.

Progress Tracking Report under the NIPUN Bharat Initiative

Classes I, II & III

Academic Year: 2025–26

The **NIPUN (National Initiative for Proficiency in Reading with Understanding and Numeracy)** Bharat initiative, launched by the Ministry of Education, Government of India, aims to ensure that every child in the country attains foundational literacy and numeracy (FLN) by the end of Grade III by 2026-27.

KV Gunupur has implemented the NIPUN initiative across Classes I, II, and III. The **attainment of grade-level learning outcomes (Lakshyas)** is being monitored regularly and ensuring systematic tracking, evaluation, and reporting of student progress.

- Teachers are assessing student’s data monthly, they are tracking competencies in:
 - ❖ **Foundational Literacy:** Language comprehension, oral reading fluency, vocabulary, writing skills.
 - ❖ **Foundational Numeracy:** Number recognition, basic operations, measurement, geometry, and pattern recognition.
- Each student’s performance is tracked against specific **Lakshyas** (learning outcomes).

Progress Overview (as of August 2025)

Class I		
Domain	% of Students Achieving Lakshyas	Comments
Foundational Literacy	82%	Progressing steadily; oral reading and vocabulary strong.
Foundational Numeracy	75%	Difficulty noted in number sequencing and basic addition.

Class II		
Domain	% of Students Achieving Lakshyas	Comments
Foundational Literacy	86%	Most students reading small sentences with comprehension.
Foundational Numeracy	78%	Needs reinforcement in subtraction and word problems.

Class III		
Domain	% of Students Achieving Lakshyas	Comments
Foundational Literacy	90%	Achieving reading fluency and basic paragraph writing.
Foundational Numeracy	83%	Improvement seen in multiplication and measurement.

(Ref. Entry Level Asseement Data)

KV Gunupur’s integration of technology with pedagogy under the NIPUN Bharat Mission has set a structured framework for effective FLN monitoring. Adapting latest pedagogical practices is playing a pivotal role in ensuring transparency, accountability, and educational excellence in early-grade learning.

The continued commitment of teachers, administrators, and parents will be crucial in ensuring **universal Lakshya attainment** in the coming years.