



ORIGINAL RESEARCH PAPER

Education

A STUDY OF THE PROGRESS OF FLN AND HINDRANCES ON THE WAY TO SUCCESS IN TUREKELA BLOCK OF BALANGIR DISTRICT OF ODISHA

KEY WORDS:

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ABSTRACT

Recognising the importance of early learning the National Education policy 2020 states that “ Our highest priority must be to achieve universal Foundational Literacy and Numeracy in primary school by 2026-27. The highest priority of school education will be ” Universal acquisition of Foundational Learning Skills by Grade 3 “. Grade 3 is the inflection point by which children are expected to “ learn to read ” so that they can “ read to learn “ after that. Through NIPUN Bharat mission the programme is going to be Implemented. From National level to School level implementation mechanism will be set up . So success depends on all the stakeholders. Awareness among community, parents, teachers, Headmasters, CRCC, and other administrative and academic officers is highly needed. Creation of positive environment for students in school is a major demand. So every school must be enriched with trained human resources with required TLM and Supportive materials. Planning and execution by Headmaster and proper monitoring and follow-up is strictly be followed.

INTRODUCTION

From various study it is found that most of the students have not achieved foundational learning skills . They are facing problem of adjustment at higher level

And unable to achieve as per their level and expectations. So NEP 2020 focuses on Universal achievement of Foundational Literacy and Numeracy in primary school by 2026-27. By the end of Grade 3 students must achieve Foundational Literacy and Numeracy Skills.

FOUNDATION LITERACY- The pre-existing knowledge of language helps in building literacy skills in languages. The key components under this are : oral language development, decoding, reading fluency, reading comprehension and the competencies of writing aksharas and words as well as writing for expression .

FOUNDATIONAL NUMERACY- Foundational Numeracy means the ability to reason and to apply simple numerical concepts in daily life problem solving. The major aspects of early mathematics are: pre- number concepts, Numbers and Operations on Numbers, Shapes and spatial understanding, Measurement and Data Handling.

The vision of NIPUN BHARAT mission is to create an enabling environment to ensure universal acquisition of Foundational literacy and numeracy, so that by 2026-27 every child achieves the desired learning competencies in reading, writing and numeracy at the end of Grade 3.

Learning outcomes for Foundational Learning have been divided into three developmental goals for Holistic development of the child like goal -1- Health and wellbeing, goal2- Effective Communications and goal 3- Involved Learners.

Learning Goals of the mission at Grade 3 are- Child will read with meaning at least 60 words per minute, read and write numbers up to 9999 and solve simple multiplication problems.

Assessment during the foundational learning can be broadly categorised into two major areas, namely School based assessment and Large-scale standardised assessment.

Pedagogy For Creation Of Inclusive Environment

- Emphasis on Child centred pedagogy
- Interactive classroom including authentic ,appropriate and accessible toys and materials
- Toy-based pedagogy
- Activity-based/ experiential learning
- Play based method

- Art-intigrated/ sports-intigrated method
- Story -telling method
- ICT- intigrated learning

Teachers Empowerment

Specific Teacher Training modules focusing on FLN will be designed through NISHTA.

A five-tier implementation mechanism for the mission will be set up at National, State, District, Block and School level.

Mission can be successful with the active role by several institutions , Teachers, parents, Community, Local Bodies etc.

So it is very essential to know the progress of activities at school and block level. Teachers are facing problems in implimentation that needed proper solution .

Five Areas of FLN Mission

- Providing access and retaining children
- Capacity building of Teachers
- Development of high quality and diversified student and teacher resources
- Tracking the progress of each child in achieving learning outcomes

Addressing the nutrition and health aspects of children.

Objectives Of The Study

- To study the available school infrastructure for FLN activities
- To study the teacher's needs for better FLN activities
- To study students regular presence in school
- To study parents awareness about their children's education
- To study teachers plan for FLN activities

Research Methodology

To study the progress of FLN and hindrances faced by teachers for its success the researcher has randomly selected 20 primary schools among 11 clusters of TUREKELA block of Balangir District of Odisha. Yes/No type questions and some open ended questions asper the objectives of the study were prepared and circulated among sample school with the help of respective CRCC and data's were collected. For analysis of data percentage is taken as techniques and accordingly interpretations were drawn. NIPUN Bharat document is followed for different information about FLN.

MAJOR FINDINGS

Sufficient classroom for each class is not available in 75% school. In single classroom multigrate teaching is followed.

There is shortage of Teachers in 60% primary school. Teachers are overloaded with multiple classes and works. Quality deteriorated due to overwork. 25% school were not electrified. 45% school classroom were not painted with TLM which creates problem of learning from wall and floor of classroom. Sufficient FLN materials not available in 50% school which creates problems in quality learning. 5% teachers are facing problem in using students regional language. In 15% school FLN corner not available. In 20% school teachers need more training. In 50% school there is problem of students irregularities. 90% parents are not properly aware about education of their children as per teachers view.

Recommendations

- Government should make available required classroom in each school
- Government should appoint sufficient no of teachers in primary schools
- Teachers should freely do plan for FLN development of students
- Each school should be electrified
- Classroom walls and floors should be printed with TLM
- Sufficient FLN materials should be available in each school
- Teachers should learn students regional language and use it to communicate
- Each school should create Foundational Literacy and Numeracy corner
- Required no of training should be given to teachers like use of FLN materials, development of TLM, Balvatika etc.
- Parents should be properly motivated to send their children regularly to school by providing all government provisions and oppertunities
- Teachers and other officers should co-operate and behave well to all parents
- Positive learning environment with all love affection should be created in school to attract students.

CONCLUSION

Development of Foundational Learning is very essential for future quality learning and successful life adjustment. If we are able to provide a strong foundation of Literacy and Numeracy to students from early years then we will save economy, time and other efforts to achieve their future success. Government target of achieving universal FLN will be successful if problems in all respect like infrastructure and other support will be given in right time. More awareness and motivation programme should be undertaken. Voluntary efforts should be appreciated.

REFERENCES

1. NIPUN Bharat Document
2. Related informations from internet
3. Informations from Headmasters, teachers and CRCC
4. Informations from school observation