

# Important Role of Fundamental Literacy and Numeracy in Education System

Monika Choudhary, Namrata Jadun, Hemlata Singh

Department of Botany

S.S Jain Subodh Girls P.G. College, Sanganer, Jaipur, Rajasthan, India

**Abstract:** The most critical period for growth and development is the initial 8 years of a child's life age(0 to 8 ), as this is when the foundation for comprehensive growth and learning is laid. Children who attend a high quality pre school curriculum reach major social, educational and intellectual milestones that set them apart. Early childhood development is critical for children's long term development and can significantly impact their school enrollment and involvement. According to research, high quality of early childhood education programs lower the likelihood of dropping out and repeating school and increase educational performance at all levels. Today many international organisations place a high focus on Foundational literacy and numeracy (FLN) skills. The Government of India launched the National Mission of Foundational Literacy and Numeracy on 5<sup>th</sup> July, 2021 to ensure that every child in the country necessarily attains Foundational literacy and numeracy by the end of grade 3, by 2026-27. The mission is known as the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat). Strong literacy and numeracy helps children to learn, experiment, reason and create, to be active and informed citizens and to contribute socially, culturally, and economically. Literacy and numeracy skills are the foundations of lifelong learning and full participation in society. These skills empower students to think critically and creatively and help them to achieve their goals. Understanding and using mathematical concepts and being numerate helps children to know and describe the world around them. It is therefore an essential skill for successful daily life.

**Keywords:** literacy, numeracy, curriculum, essential skill.

## I. INTRODUCTION

The term literacy is commonly used to describe the acquisition and use of basic skills of reading, writing and arithmetic the so called 3Rs, divided into literacy and numeracy. More recently, literacy has been defined as the ability to recognise, understand, decipher, produce, convey and quantify using written and printed resources associated with different scenarios

, where as numeracy was defined as the ability to reason and apply mathematical skills in day -to- day life. Literacy and numeracy are both motivators for successful partaking in social, cultural, political and economic happenings and for learning through life.

Education systems are responsible for developing various abilities, including reading, numeracy, reasoning, socio-political, professional cultural and others. However, children and adolescents in different countries lack basic literacy and numeracy skills despite years of education. In early life, only a small percentage of children receive access to cognitive stimulation (Gregor et al. 2007). Today international organisations place a high focus on Foundation literacy and numeracy (FLN) abilities as one of the important skills that ensure all youth and a considerable number of adults, including men and women, achieve literacy and numeracy as it is also an objective of the fourth Sustainable Development Goals (SDG-4) United Nations, 2016). The terms "learning crisis" (the problem) and foundation literacy and numeracy (the remedy) have been increasingly popular in recent years. The World Bank coined the concept "learning poverty", which focuses on reducing childhood illiteracy, and popularized the term "learning crisis" (World Bank 2019a).

## **II. METHODOLOGY**

The Research work was conducted using primary sources like policy document, NEP 2020 and secondary sources like websites, journals, and newspapers employing descriptive research study.

### **Role of Government:**

The National Educational Policy (NEP), 2020 places a high precedence on the attainment of foundational literacy and numeracy (FLN) by all children by the completion of class 3rd National initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) is a programme run by the Ministry of Education that outlines its mission objectives and was launched with the vision to ensure universal literacy and numeracy for class third children by 2026-27. The NEP, 2020 and the NIPUN Bharat recommendations hold a lot of possibilities in terms of suggested improvements that can profoundly improve and turn around our children's learning levels. These include measures ensuring the child's language and has a place in the classroom and the opportunity "Vidya Pravesh" a 3 month preparation module for an effective transition. The Digital Infrastructure for knowledge sharing (DIKSHA) nation wide digital platform for Indian school education is to be utilised as recommended by the FLN mission.

The government of India introduced some critical interventions like the Right to Education (RTE, 2009) Sarva Shiksha Abhiyan, mid-day meal schemes etc. to increase school enrolment. The concern has been reflected by the focus set by the National Education Policy (NEP), 2020 is in "urgent National mission" towards the attainment of (FLN) for all Indian children. The ministry of education of the Government of India has introduced the national initiative for proficiency in reading with understanding literacy and numeracy and (NIPUN Bharat 2021) program to formalize the guidelines and targets towards the achievement of universal (FLN) to standard 3 level children by 2026-27.

In this paper, we attempt to present the various aspects related to children's foundation literacy and numeracy and empirically analyse the determinants of FLN in terms of socio-economic, demographic and school level characteristics.

### **Role of School:**

Koning and vander weil (2012) in their study find it once school quality course are published, the lowest ranked schools attempt to improve performance substantially through targeted improvement in the selected parameters on which schools rankings are calculated. But in such cases pedagogy learning often suffers neglect; as the schools start focusing on those areas which are considered for meeting the given target standards in schools by shifting more teaching hours to high stake subjects. In Indian case too, private schools enjoy more autonomy than Government schools, and are accountable to parents. Because of the risk of losing students to some competing schools, they do take extra attention to the academically poor students and thus tend to have higher learning outcomes.

### **Teacher/Mentor Role:**

There is experimental evidence based on the critical role of parenting supplements, including mentors and teachers, in shaping the skills and the learning of students. A child spends a considerable amount of active time in school, therefore teacher as a mentor enormously influence in shaping students character, imagination, knowledge, wisdom and vision. The role is much more important in the primary schooling as compared to the higher levels. Apart from his/her academic role in imparting cognitive skills through sharing knowledge information, passion for learning, imagination etc. A teacher student association inside and outside the class are very effective mechanisms to impart non-cognitive skills like discipline, diligence, integrity, confidence, showing up the work, cooperation, peer competition, determination towards the completion of any task etc. Similarly Singh and Sarkar (2015) also found that teachers qualification, attitude towards schools, and teaching practices such as regular checking of books are more effective in raising students performance rather than teachers experience, gender and content knowledge.

### **Role of Student :**

Student own 'effort' is a reflection of commitment towards the study and is a determinant of co-producing consciousness, with the related traits of self-control and a strong work ethic. The time allocation of a child on studies mostly used as a proxy measure for their academy effort through the variables like homework hours per week and

regular school attendance etc. In the field of economics of education most of the studies and reports in India have focused on the universe enrolment in elementary education, school choice and expenditure on education.

### **Role of Family :**

Family plays important role in providing good education and increasing moral ethics of children. They also contribute to child's human capital formation in multiple ways through inheriting genes, providing better conducive environments from pre-birth to childhood. Genes need sufficiently rich environments to fully express themselves and depreciation or resource constraints restricts the genetic development. Thus, genes are important but skills are not solely genetically determined. Parents with higher socio-economic status are endowed with other enabling factors which contribute towards the cognitive development of children directly and indirectly and in turn influences their learning outcomes.

- **Essential skills for foundational literacy and numeracy ( FLN ) :** India announced a National Foundational Literacy and Numeracy (FLN) Mission on July 5, 2021 intending to achieve FLN by the completion of grade 3 by 2026 to 27.
- **Oral language development:-** Language is a crucial tool for read and write. Early opportunities for oral language development and in developing the thinking and reasoning skills required for deeper reading.
- **Phonological awareness:-** It returns to the knowledge of speech sounds syllables and rhymes.
- **Decoding:-** It pertains capability to correctly pronounce return words using your knowledge of letter sound associations especially letter patterns.
- **Concept about print:-** It refers to the ability of knowing how to read a book, how to write script (left to right top to bottom etc .) and that the text has significance.
- **Writing:-** It is viewed into 2 dimensions: first, as the ability of self-expression in writing and second, as the ability to accurately write the symbols of a script (from words and sentences.)
- **Culture of reading:-** It implies that every child has the opportunity to reach their full potential and cultivating and inclusive and cheerful reading culture is critical. Thus, the importance of libraries in developing foundational literacy cannot be overstated.
- **Vocabulary:-** The ability of not only being known to a word but also using the same in oral or written language.
- **Pre -math concept:** it comprises the language learning of basic mathematics as lighter, heavier, smaller, bigger, between, front ,back etc.
- **Numbers and operations:** Symbols ,sound, amount and number relations are all part of understanding numbers .Operations and numbers sense are inextricably linked. Multiple calculation study strategies are included in operations, including calculations with the object, devised strategies, and the standard algorithm.
- **Measurement:-** Skill that entails a comparison of length, weight ,or capacity learnt by a practical experience and the use of non standard measurement tools
- **Geometry:-** It is concerned with basic shape recognition ,special visualisation, and reasoning.
- **Patterns:-** Mathematics is the study of patterns and children must be trained to identify and differentiate patterns in their daily lives and contexts in order to acquire this talent.

### **III. CONCLUSION**

Every child goes on a path to gain new knowledge and skills that will help in their development as human capital and as vital tool for economic ,educational and social advancement. The Ministry of Education in India initiated the NIPUN Bharat mission, along with the concrete action guideline for states ,to make sure that every child in India has complete foundational literacy and numeracy by the completion of grade 3rd by 2026-27, The learning outcomes from preschool to grade 3 have been defined for this purpose (3 to 9 years). The mission guidelines advocate for a change to competency-based education and use school-based assessment to provide teachers with continuous feedback . The vision for foundational literacy and numeracy therefore is to enable children to become independent and engaged readers and writers who are able to transition from 'learning to read' to 'reading to learn' and from 'learning to write ' to 'writing for academic success and pleasure'.

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