

A Study of the Status of Foundational Literacy and Numeracy in Turekela Block of Balangir District

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ABSTRACT

The early years(0 to 8) are the most significant period of growth and development in a child's life because this is when the foundations are laid for holistic development and all learning. Children who participate in quality early childhood education programme demonstrate considerable gain in social, educational and intellectual spheres, distinctively different from those who do not participate in ECCE programmes. Objectives of the present study were to investigate the teaching-learning strategies used by the teacher for teaching FLN. To investigate the teaching-learning materials and other supporting materials for FLN activities. To find out the issues related to FLN activities. Descriptive research design is used for this study. For this study the investigator selected 20 FLN classes, 20 teachers teaching FLN and 20 Headmasters from 20 primary school in Turekela block of Balangir District (Odisha).Tools used for this study were observation schedule and check list developed by TE&SCERT,Odisha, opinonnaire for teachers and headmasters. Through classroom observation and meeting with teachers and Headmasters data were collected. Addition and percentage calculation were used as statistical techniques. After analysis and interpretation of data it was found that most of the teachers are not properly using GKA kit and FLN materials There is shortages of teachers, infrastructure .Teachers are overloaded with multiple activities and unable to focus all students. Teachers and Headmasters need more training on FLN in continuous basis. All the higher level authority should co-operate teachers in FLN work. Findings of this study may be used to solve FLN issues at primary level. It will be useful for further research in preparatory,middle and secondary stage to improve teaching- learning strategies and to deal with different issues breaking the quality progress of education.

Keywords: Foundational Literacy, Numeracy, Turekela Block, Balangir District

This chapter provides the background information to the problem of study whose objective is to study the status of developmental activities of Foundational Literacy and Numeracy in Government primary schools.

BACKGROUND OF THE STUDY

The early years(0 to 8) are the most significant period of growth and development in a child's life because this is when the foundations are laid for holistic development and all learning.

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Children who participate in quality early childhood education programme demonstrate considerable gain in social, educational and intellectual spheres, distinctively different from those who do not participate in ECCE programmes. Strong foundations in the early years has lasting impact on children's development and are considered to be critical inputs in improving the enrolment and participation of children in formal schooling. Research shows that good quality early learning/ early childhood education programmes help to reduce the chances of dropout and repetition and improves outcomes at all levels of education.

According to Dr.Jesica Alvarado early childhood is an important time in children's lives because it is when they first learn how to interact with others, including peers, teachers and parents, and also begin to develop interests that will stay with them throughout their lives.

It Is a time when children learn critical social and emotional skills and a partnership is formed between the child, their parents and the teacher. When this is done successfully, it lays the groundwork for it to continue throughout the child's education.

UNESCO (United Nations Educational, Scientific and Cultural Organization) is an international governing body whose mission is “ to contribute to the building of peace, the eradication of poverty, sustainable development, and intercultural dialogue through education.

According to UNESCO , “ Early childhood care and education (ECCE) is more than preparation for primary school. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. ECCE has the possibility to nurture caring, capable and responsible future citizens.”

NEW STRUCTURE OF SCHOOL EDUCATION ACCORDING TO NEP 2020

One of the most powerful features of NEP 2020 is the replacement of the 10+2 framework with the 5+3+3+4 education system. As per this system there are no extra school years for students. This pattern incorporates nursery and kindergarten classes with standard 1st and 2nd.It also brings play schools within the domain of formal education.

According to Narendra Modi “ Till date, we've been focusing on ‘ What to Think’ in our education policy. In the NEP, we're focusing on ‘ How to Think”.

Simplification of 5+3+3+4 system indicates that students will spend 5 years in the foundational stage, following 3 years under the preparatory stage, 3 years in the middle stage and finally 4 years in the secondary stage.

FOUNDATIONAL PHASE

This phase comprises a 5 year duration.It contains students between the age of 3 to 8 . Under this phase 3 years of Anganwadi or preschool would be followed by 2 years of primary school, which contains classes 1 and 2 .

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PRIMARY OBJECTIVE OF FOUNDATIONAL STAGE

The primary objective of the foundational stage in education is to develop foundational skills, foster a love for learning, and promote holistic development. The foundational stage emphasises vital skills that create the building blocks of future learning. It involves acquiring numeracy skills, language and communication skills, motor skills, problem-solving competencies, and socio-emotional competencies. This stage encourages holistic development of by cultivating all aspects of a child's growth. This includes fostering social skills, cognitive development, emotional intelligence, physical well-being, and creativity.

PURPOSE OF THE NATIONAL CURRICULUM FRAMEWORK FOR FOUNDATIONAL STAGE

The NCF for foundational stage provides a comprehensive and well-curated educational framework that encourages quality education, inclusivity, and holistic development that braces the professional growth of teachers. The NCF for foundational stage serves the following important purposes:

- **Ensuring Consistency** : The NCF establishes common standards and guidelines that ensure consistency in educational practices across various schools.
- **Promoting Quality Education** : The NCF aims to achieve high-quality education to foundational stage by outlining the significant pedagogical approaches, principles, and assessment strategies for productive teaching and learning.
- **Holistic Development**: The NCF recognises the significance of nurturing social, emotional, cognitive and physical growth of children for allround development.
- **Inclusivity and Equity** : The framework promotes inclusivity by acknowledging the diverse requirements and background children. It encourages equal opportunities regardless of socioeconomic status abilities.
- **Teacher Support and professional Development** : NCF equips educators with guidance and support in delivering quality instruction. It imparts insights into constructive teaching strategies, resources, and assessment methods, leading to the professional development of educators.

Early Childhood Care and Education

The first. Eight years of a child's life are truly crucial and lay the foundation for lifelong well-being and overall growth and development across all dimensions – physical, cognitive, and socio-emotional. Pace of brain development in these years is more rapid than at any other stage of a person's life. Research from neuroscience informs us that over 85% of an individual's brain development occurs by the age of 6. so it is very essential to ensure all support to children.

Rationale for Early Childhood Care and Education

Research from across the world on education, neuro-science, and economics demonstrates clearly that ensuring free, accessible, high quality ECCE is very best investment that any country can make for its future.

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Children exposed to age- appropriate, physical, educational and social activities through play-based methods learn better and grow better. When the quality of stimulation, support and nurture is lacking there can be detrimental effects on overall development.

Panchakosha Vikash (Five- fold Development) – A keystone in Indian Tradition

The Indian vision of education has been broad and deep, including the idea that education must foster both inner and external development. Learning is not merely gathering information but is the development of self, of our relationships with others, being able to discriminate between different forms of knowledge, and being able to fruitfully apply what is learnt for the benefit of the individual and of society.

The child is a whole being with panchakoshas or five sheaths. The layers are annamaya kosha(physical layer) , pranamaya kosha (life force energy layer), manomaya kosha(mind layer), vijñana- maya kosha (intellectual layer), and anandamaya kosha(inner self) . Each layer exhibits certain distinct characteristics. The holistic development of a child takes into account the nurturing and nourishment of these five layers.

The physical dimensions are developed through a focus on a balanced diet, traditional games, and adequate exercise, as well as yoga asanas which build both gross and fine motor skills. Learning to breathe in a way that provides necessary oxygen for the entire body is important. A wide variety of stories, songs, lullabies, poems, prayer, enable children to not only develop a love for their cultural context but also provide value- based insights. The senses ,indriyas are to be sharpened to be able to experience the world around in all its beauty and wonder.

Thought of Some Indian and western thinkers on Education

Savitribai and Jyotiba Phule : Savitribai and Jyotiba Phule were strong proponents of social justice committed to the cause of the marginalized. Jyotiba Phule argued for the expansion and strengthening of primary education with school curriculum designed to meet the requirements of all children, especially underprivileged. They established schools for girls and for children from vulnerable communities at a time when this was virtually unheard of.

Rabindranath Tagore : Tagore's aims of education reflect in Shantiniketan. He believed self-realisation is an important aim of education. He emphasised on the growth of the imagination, creative thinking, curiosity and alertness of the mind of the child.

Sri Aurobindo : Each child is born with certain general faculties and some specific abilities and talents. There are great differences in these faculties and abilities. Education should be provided on the basis of these faculties. Education must train the senses and powers of the mind by developing the powers of logical reasoning. He also stressed on the need for students to develop their powers of observation and imagination. The ultimate aim of education was to bring out the divine within Students to the surface.

Swami Vivekananda : “Education is not preparation for life; education is life itself.” “ Education should focus on developing all aspects of an individual – physical, mental, and spiritual.” Education is the bridge that connects ignorance to knowledge and darkness to light. The educated mind is the most powerful weapon in the world.

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Gijubhai Badekha : Gijubhai Badekha believed that the most essential quality that children require to cultivate is the interest in learning. Gijubhai also realised that children must develop a sense of love for learning and he believed that it should be a natural process.

M.K. Gandhi : Gandhi said , “ By education, I mean an all- round drawing out of the best in child and man- body , mind and spirit .” Literacy is not the end of education ,not even the beginning. It is one of the means whereby men and women can be educated. Gandhiji considered education as the Foundation of life.

John Dewey: Dewey believed that individuals grow and learn as they interact with the world. Through encounters with their surroundings, individuals discover new ideas, concepts, and practices that allow them to form their own understandings, which they gradually reinforce through their learning and social experiences.

Rousseau : According to Rousseau the chief aim of childhood education should be the training of sense organs. Rousseau said that the child is not a minor adult , therefore he should not be acquainted with the knowledge of duties meant for adults.

Jean Piaget : Education is a process which is meant to guide a child towards higher levels of learning. Piaget observes each child to be learning as his environment motivates him to indulge into some overt or covert activity. Learning is dependent not only on experience but also on students’ maturation and their ability to absorb and learn from stimuli.

Froebel : Froebel’s philosophy of education consists of following components : (a) Free self-activity, (b) Creativity, (c) Social participation, and (d) Motor expression. Froebel believed that exciting voluntary self- activity among young child was the essential form of pre- school education.

Guiding principles for the Foundational Stage based on NEP 2020

- Every child is capable of learning.
- Every child is different and grows, learns and develops at their own pace.
- Children are natural researchers with great observational skills. They are constructors of their own learning experiences and express feelings and ideas through different representations.
- Children are social beings; they learn through observation, imitation, and collaboration. Children learn through concrete experiences, using their senses and acting upon the environment.
- Children’s experiences and ways of learning must be acknowledged and included. Children learn best when they are respected, valued, and fully involved in the learning process.
- Play and activity are the primary ways of learning and development with continuous opportunities for children to experience, explore, and experiment with the environment.
- Children must engage with material, activities ,and environments that are developmentally and culturally appropriate appropriate and develop conceptual understanding and problem- solving.
- Content should be drawn from the experiences of children. The novelty of the content or its challenges should be based on the familiar experiences of children.

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- Contents should be suited to the developmental needs of children and should provide several opportunities for fantasy, storytelling, art, music, and play.
- Equity in issues such as gender, caste, class, and disability should be emphasized in the content.
- Teachers should facilitate and mediate the learning of the children. Scaffolding should be provided by asking open-ended questions, enabling exploration.
- Family and community are patterns in this process and are involved in multiple ways.
- Care is central to learning. Children at this age naturally perceive familiar adults as caregivers first. Teachers should be sensitive and responsive to the needs and moods of children. Classroom activities must emphasize the emotional aspect of learning

FOUNDATIONAL LITERACY AND NUMERACY

Recognizing the importance of early learning, the NEP 2020 states that “ Our highest priority must be to achieve universal foundational literacy and numeracy in primary school and beyond by 2025. By launching a national mission on FLN named NIPUN BHARAT NEP -2020 aimed to achieve universal FLN in primary schools by 2026-27. The highest priority of school education will be “ Universal acquisition of Foundational Learning Skills by Grade 3”.

FOUNDATIONAL LANGUAGE AND LITERACY

Foundational language and linguistics literacy refers to the pre-existing knowledge of language that helps in building literacy skills in languages. The key components of this are:

Oral Language Development : This includes improved listening comprehension, oral vocabulary and extended conversation skills. The experiences in oral language are important for developing skills in reading and writing.

Decoding : Involves deciphering written words based on understanding the relationship between symbols and their sounds.

Reading Fluency : Refers to the ability to read a text with accuracy, speed , expression and comprehension that allows children to make meaning from the text.

Reading Comprehension : Involves constructing meaning from a text and thinking critically about it . This domain covers the competencies of understanding texts and retrieving information from them, as well as interpreting texts.

Writing : This domain includes 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 components of this are :

Pre- number concepts : Count and understand the number system

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Numbers and operations on numbers : Learn conventions needed for mastery of Mathematical techniques such as the use of a base ten system to represent numbers.

Shapes and spatial understanding : perform simple computations in his/ her own way up to three- digit numbers and apply these to their daily life activities in different contexts.

Measurement : Understand and use standard algorithms to perform operations of addition , subtraction, multiplication and division on numbers up to three digits.

Data Handling : Identity and extend simple patterns starting from repeating shapes to patterns in numbers, interpret simple data/ information in his / her daily life activities.

Objectives of NIPUN BHARAT Mission

- To ensure an inclusive classroom environment by incorporating play, discovery, and activity – based pedagogies, linking it to the daily life situations of the children and formal inclusion of children’s home languages.
- To enable children to become motivated, independent, and engaged readers and writers with comprehension possessing sustainable reading and writing skills.
- To make children understand the reasoning in the domains of number, measurement, shapes and enable them to become independent in problem solving by way of numeracy and spatial understanding skills.
- To ensure availability and effective usage of high- quality and culturally responsive, teaching-learning materials in children’s familiar/ home/ mother language.
- To focus on continuous capacity building of teachers, head teachers, academic resource persons and education administrators.
- To actively engage with all stakeholders i.e, teachers, parents students and community, policy makers for building a strong foundation of lifelong learning.
- To ensure assessment ‘ as, of and for ‘ learning through portfolios, group and collaborative work , project work, quizzes, role plays, games, oral presentations, short tests etc
- To ensure tracking of learning levels of all students.

STATEMENT OF THE PROBLEM :-

The researcher is interested to study the status of different developmental activities going on in the selected area for the achievement of Foundational Literacy and Numeracy goal. Hence the problem may be stated as ,” A STUDY OF THE STATUS OF DEVELOPMENTAL ACTIVITIES FOR FOUNDATIONAL LITERACY AND NUMERACY IN PRIMARY SCHOOLS OF TUREKELA BLOCK OF BALANGIR DISTRICT”

OPERATIONAL DEFINITION OF THE TERMS USED :-

- Foundational Literacy:- It refers to the pre-existing knowledge of language that helps in building literacy skills in languages.
- Foundational Numeracy:- Foundational Numeracy means the ability to reason and to apply simple numerical concepts in daily life problem solving.

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OBJECTIVES OF THE STUDY

The objectives of this present study are :-

- To investigate the teaching- learning strategies used by the teacher for teaching FLN.
- To investigate the teaching-learning materials and other supporting materials for FLN activities.
- To find out the issues related to FLN activities.

SCOPE AND DELIMITATION OF THE STUDY

The present study is delimited to:-

- Turekela Block of Balangir Revenue District of Odisha
- It is further delimited to the primary schools under the control of the department of the School and Mass Education, Government of Odisha.
- It is further delimited to teachers teaching FLN in class- I, ii and III.

REVIEW OF RELATED LITERATURE

Patel Medhulkumar – “ Socio- Scientific Issues In Context Of FLN”, Conference paper March 2022, Indian Institute of Teacher Education Gandhinagar, Gujrat

As per the article chalk and talk method of teaching is not so favourable in classroom as it do not promote children's context and real- world social experiences. Learning of Socio- scientific issues in the classroom must be connected with the children outside school experiences.

Chance should be given to young learners to engage in scientific argumentation to build a foundation for imminent success in science classrooms and in lifetime learning.

“ Concepts help a child to understand about basic attributes like number, position, dimension, size and differences and similarities”.

The building blocks necessary to develop the understanding of concepts are : hearing, attention and concentration, play skills, receptive language.

In competency- based instruction, teaching and learning emphasizes on acquiring basic competencies formed by combination of knowledge, skills, attitudes and values. Socio- scientific issue- based instruction programs should be developed to deal with awareness, argumentation and conceptual understanding for early years of education in soft and progressive man

RESEARCH METHODOLOGY

Research Methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done systematically. This chapter present the description of research methods used in this study. This chapter provides information about the area of study, research approaches, research design, targeted population, sample size and

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sampling procedure, sampling techniques, types of data ,data collection methods and instruments, data analysis procedure .

RESEARCH APPROACHES

There are mainly two types of research approaches i.e. qualitative and quantitative approach. In this study the researcher had used both the qualitative and quantitative approaches.

RESEARCH DESIGN

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The research design is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data. Suitable research design chosen for this study was descriptive research descriptive research includes surveys and fact- finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. The method of research utilized in descriptive research are survey methods of all kinds , including comparative and correlation methods.

POPULATION OF THE STUDY

Population or universe means , the entire mass of observation which is the present group from which a sample is to be formed. The sample observation provides only an estimate of population characteristics. In research methodology population means the characteristics of specific group. According to Opie (2007) population is the entire chort of the subject that a researcher is interested in. In this study the population was involving all the primary teachers teaching FLN in class I,ii,and iii with their headmasters. The study area is the actual Site where data is collected. This study was conducted at Balangir district of Turekela block (Odisha) .The researcher has taken this area for extensive study because he found that foundational literacy and numeracy work was not progressing properly asper requirement. Most of the classroom activities were neglected which was felt by the researcher during monthly classroom observation work as block co- ordinator of this block under DIET- CRCC Linkage activities.

SAMPLING

It is impossible for any researcher to collect data about the whole population. So he has to select the small portion, which is the true representative of the whole population. The objective of the sampling technique is to draw conclusions about the whole by examining only a part of it.

“A sampling as the name implies, is a smaller representation of a larger whole.”- Good & Hatt.

SAMPLE SIZE

It is not possible to deal with the whole population in the studied area, therefore a portion of the population selected to participate is important. The sample represents the actual characteristics of the whole population involved in the study. In this present study the

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investigator selected 20 Foundational Literacy and Numeracy classes, 20 teachers teaching FLN and 20 Headmaster from 20 primary schools in Balangir district of Turekela block (Odisha).

SAMPLING PROCEDURES AND TECHNIQUES

Sampling is the process of selecting study unit. The resulting group of respondents is a sample. Sampling is the procedure used to select sample, place or thing to study in the target area. It is the process of selecting a sub group from a large population with elements necessary for study. There are two common sampling procedures named probability sampling and non-probability sampling. In this study simple random sampling was used to choose the study sample.

TOOLS USED:

In the present study following tools were used:-

- 1- Observation Schedule and Check list developed by TE& SCERT, Odisha, Bhubaneswar for FLN classroom observation.
- 2- Opinionnaire for FLN teachers and Headmasters. In preparation of opinionnaire proper consultation and guidance of experts were taken and finalised in workshop mode

SCORING PROCEDURE:

Items in the opinionnaire for teachers and Headmasters are given a score of 5, 4, 3, 2, and 1 for strongly agree, agree, undecided, strongly disagree and disagree. The sum of these values gives the score for issues related to FLN activities and suggestions to improve FLN.

In observation Schedule there are different levels like pre-novice, Novice, proficient and Advanced. These levels were given a tick mark according to the observation. The sum of these tick marks and their average percentage gives the score for status of FLN activities in the FLN classes.

In the check list there are option like Yes/ No and Partially for the classroom observer to give tick mark for different positive factors available in the classroom. The sum of tick marks for different option and their average percentage gives score for status of availability of TLMs and other supportive for FLN activities in the school.

DATA COLLECTION METHODS AND PROCEDURE

No single method of data collection instrument can provide wither best data or reliability and validity of data collection tools. In this study opinionnaire, observation Schedule and Check list and documentary literature were used for collecting data. The researcher through field visit and via meeting with teachers and Headmasters collected their opinion. FLN classes and classrooms were observed properly with the observation Schedule and check list and obtained data.

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STATISTICAL TECHNIQUES USED:

Statistical is the mathematical technique or process of gathering, organizing, analysing and interpreting numerical data. Statistical methods help in drawing inferences on the characteristics of the population on the basis of the sample. Statistics is thus an important tool in designing research, analysing its data and drawing conclusions there from.

To analyse and interpret the obtained scores the researcher for this study has used addition and percentage as statistical techniques.

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and discussion of findings resulting from the study in accordance with the research objectives and tasks as outlined in chapter one. The analysis and interpretation of data were carried out in three phases. The first part resulted from the observation schedule, second part from check list and third part from the opinionnaire.

Interpretation is by no means a mechanical process. It requires a critical examination of the results of one analysis in the light of the limitations of the data gathering. As such it is a vital step and a part of the research process.

TABULATION OF DATA

Tabulation is the process of transferring data gathering instruments to the tabular form in which they are systematically examine. Tabulation involves the orderly and systematic presentation of numerical data in a form designed to elucidate the problem under consideration. It makes the data readily comprehensible and facilitates comparison by classifying data into suitable groups.

ANALYSIS AND INTERPRETATION OF DATA

Foundational Literacy

Table 4.1

Participate in free and open Discussion (sharing of experiences, story telling etc.) TLM based discussion (Big Book, poem / picture, posters, story cards etc.)

Level-1 pre-novice	%	Level 2					
Novice	%	Level3					
Proficient	%	Level 4					
Advanced	%						
05	25	08	40	03	15	04	20

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The above table shows that 40% students are in Novice level. 20% are in pre- novice level, 15% in proficient level and 20% in advanced level in matters of free and open discussion activities in the classroom by teachers.

Table no 4.2

Decoding

Participate in letter recognition, maatra identification, blending and word reading activities by using TLMs (work book, letter card, grid etc)

Level-1 pre-novice % Level 2

Novice % Level3

Proficient % Level 4

Advanced %

05 25 08 40 03 15 04 20

Level 1 % Level 2 % Level 3 % Level 4 %

06 30 07 35 04 20 03 15

From the above table it is clear that 30% students are in pre-novice level, 35% in Novice level, 20% in proficient level and 15% in advanced level in matters of letter recognition, maatra identification and word reading activities.

Table no 4.3

Reading

Model reading/ shared reading/ guided reading/ independent reading by use of TLMs (Textbook, Big books, story books , story cards etc)

Level 1 % Level 2 % Level 3 % Level 4 %

04 20 07 35 05 25 04 20

The above table shows that in matters of different types of reading activities 20% students are in pre-novice level, 35% in Novice level, 25% in proficient level and 20% in advanced level.

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Table no 4.4

Reading with comprehension

Level 1	%	Level 2	%	Level 3	%	Level 4	%
3	15	06	30	05	25	06	30

From the above table it is clear that in reading with comprehension activities 15% students are in pre- novice level, 30 % in Novice level, 25% in proficient level and 30% are in advanced level.

Table no 4.5

Guided writing, independent writing,creative writing

Level 1	%	Level 2	%	Level 3	%	Level 4	%
04	20	06	30	06	30	04	20

From the above table it is clear that in different types of writing activities 20% students are in pre-novice level,30% in Novice level,again 30% in proficient level and 20% students are in advanced level.

Table no 4.6

Linkage with OLD, Decoding and Reading

Level 1	%	Level 2	%	Level 3	%	Level 4	%
04	20	04	20	06	30	06	30

From the above table it is clear that in linkage with OLD, Decoding and Reading 20% teachers are in the pre-novice level, 20% are in novice level,30% are in proficient level and 30% are in advanced level.

Table no 4.7

Using CRA approach for teaching Mathematics

Use of materials (GKA kit and local specific materials) to build students understanding of mathematical concepts

Level 1	%	Level 2	%	Level 3	%	Level 4	%
05	25	05	25	06	30	04	30

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From the above table it is clear that in use of GKA kit and local specific materials 25% teachers are in pre-novice level, 25% in novice level, 30% in proficient level and 30% are in advanced level.

Table no 4.8

Application of CRA approach and interlinkage between the different stages

Level 1	%	Level 2	%	Level 3	%	Level 4	%
03	15	04	20	07	35	06	30

From the above table it is clear that in application of CRA approach 15% teachers are in pre-novice level, 20% in novice level, 35% in proficient level and 30% are in advanced level.

Table no 4.9

FLN pedagogy

Teacher preparedness

Preparation of lesson notes and transaction

Level 1	%	Level 2	%	Level 3	%	Level 4	%
07	35	05	25	04	20	04	20

From the above table it is clear that in preparation of lesson notes and transaction activities 35% teachers are in pre-novice level, 25% in novice level, 20% in proficient level and 20% in advanced level.

Table 4.10

Learning Environment

Simple and clear instructions

Level 1	%	Level 2	%	Level 3	%	Level 4	%
06	30	05	25	03	15	06	30

From the above table it is clear that in giving simple and clear instructions to students 30% teachers are in pre-novice level, 25% in novice level, 15% in proficient level and 30% are in advanced level.

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Table no 4.11

Cleanliness in classroom (neat and clean environment,light, ventilation)

Level 1	%	Level 2	%	Level 3	%	Level 4	%
02	10	04	20	07	35	08	40

From the above table it is clear that in respect of cleanliness in classroom 10% classes are in pre-novice level,20% in novice level, 35% in proficient level and 40% in advanced level.

Table no 4.12

Assessment, Feedback and planning

Level 1	%	Level 2	%	Level 3	%	Level 4	%
04	20	05	25	05	25	06	30

From the above table it is clear that in assessment, feedback and planning activities 20% teachers are in pre-novice level,25% in novice level, 25% in proficient level and 30% are in advanced level

Table no 4.13

Observer's Checklist

Sl no	Factors	Yes	%	No	%	Partially	%
01							
	Are the TLMs for Literacy available in the classroom for all students?		70				30
02							
	Are the TLMs for Numeracy available in the classroom for all students?		70				30
03							
	Is the textbook used appropriately in the classroom ?		80				20
04							
	Use of blackboard both by teacher and students		70				30
05							
	Is the class print rich?		80				20

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06

Is the blackboard centrally located,visible to all students?	90	10
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07

Is it a multigrade classroom ?	40	60
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08

If it is a multigrade classroom,have the students of other grades been assigned tasks?	70	30
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09

Is there proper light and ventilation in the classroom?	90	10
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10

Does the teacher encourage/ use children's language in the classroom ?	90	10
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11

Is the Teacher Handbook being used by the teacher during instruction?	80	20
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From the above table it is clear that Literacy and Numeracy TLMs available for all students in 70% of school where as it is partially available in 30% school. In 80% school textbook is used appropriately but in 20% school it is used partially. In 70% school blackboard is used by both teachers and students but in 30% school it is not properly used. 80% classrooms are print rich where as 20% classrooms are partially print rich. In 90% classrooms blackboard is centrally located and visible to all students and in 10% classrooms it is partially visible to students.40% classrooms are multigrade classrooms and 70% students of other grades were assigned tasks and 30% were partially given tasks. Proper light and ventilation available in 90% classrooms. In 90% classrooms teachers are using children's language in classroom. In 80% classrooms teachers are using Teacher's Handbook during instruction.

Table no 4.14

Opinonnaire for Teachers
Decision in percentage

Sl no	Statements	Strongly Agree	Agree	Undecided	Strongly	Disagree	Disagree
01	I use e- resources in classroom for teaching FLN	70	30				
02	I properly able to use GKA kit in classroom	90	10				

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03	I get proper time to check workbook of each students	90	10	
04	In FLN activities I get cooperation and support of other teachers	80	20	
05	Sufficient TLM available for me in classrooms	70	30	
06	Headmasters sir is heartily co-operating in FLN activities	90	10	
07	There is need of Barnabodha book to develop literacy skills	100		
08	Due to multiple school activities it is difficult to focus all children	30	40	30
09	Some students are remain irregular due to parental ignorance	80	20	
10	Family environment of most of the student is not supportive to their learning	50	50	

From the above table it is clear that 70% teachers are strongly agree that they are using e-resources in classroom.90% teachers are strongly agree that they are able to use GKA kit.90% teachers are strongly agree that they get time to check workbook of each student.80% teachers are strongly agree that they are getting support from other teachers in FLN activities.70% teachers are strongly agree that sufficient TLM available for all students.90% teachers are strongly agree that they are getting support of their headmasters in FLN work. All teachers strongly agree that Barnabodha book helps in FLN skill development.30 % teachers are strongly agree that due to multiple school activities it is difficult to focus all children.80% teachers are strongly agree that due to parental ignorance most of the students are irregular. 50% students are strongly agree that family environment of most of the students are not supportive to their learning.

Table no 4.15

Opinonnaire for Headmasters

Slno	Statements	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
01	Sufficient classroom available in my school for FLN	40	20		20	20
02	Required no of teachers available for FLN	20	50		10	20
03	All teachers have completed prarambha training	50	50			
04	Teachers are using e-resources properly	50	50			
05	Sufficient infrastructure available in school	10	10	80		
06	Required no of FLN materials supplied to all students	30	40	10	20	
07	Teachers are giving required time for FLN	100				

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08	Teachers are overloaded with multiple activities	70	30			
09	There is lack of co-operation among teachers			10	70	20
10	Due to multiple works teachers are unable to maintain FLN tracking registers	10	20	10	40	20
11	I get proper support from SMC	70	30			
12	Teachers are properly making plan for slow learners		60	30		10
13	I regularly check lesson notes of teachers and gives feedback	20	30	20	10	20
14	I get time to visit classroom to observe FLN class	40	40		10	10
15	I organise meeting with teachers to know progress of FLN	50		50		
16	There is need of Barnabodha book to improve FLN	60	40			
17	Teachers need more training on FLN	70	30			
18	I get proper support from BEO,BRC,CRCC for FLN activities	40	40	10		10
19	I need more training on FLN to develop my leadership quality				60	40

From the above table it is clear that 20% headmasters are strongly disagree that there is sufficient classroom for FLN.10% headmasters are strongly disagree that sufficient no of teachers available in their school for FLN.50% headmasters are agree that all teachers have completed prarambha training. 10% headmasters disagree that sufficient infrastructure available in their school. 10% disagree that required no FLN materials supplied to all students.70% strongly agree that teachers are overloaded with multiple activities. 40% disagree that due to multiple works teachers are unable to maintain FLN register.70% strongly agree that they are getting support from SMC.10% strongly disagree that teachers are making proper plan for slow learners. 10% strongly disagree that they are getting time to check lesson notes of teachers and give feedback. 10% strongly disagree that they are getting time to visit classes to observe FLN. 50% strongly agree that they organize meeting with teachers to know progress of FLN.60% strongly agree that there is need of Barnabodha to improve FLN. 70% strongly agree that teachers need more training on FLN. 10% disagree that they are getting support from BEO,BRC,CRCC for FLN.60% headmasters strongly agree that they need more training on FLN to develop their leadership quality.

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FINDINGS, SUGGESTIONS AND CONCLUSION

After processing the data, obtaining and interpreting the previous chapter, the findings have delineated and discussed in present chapter. Keeping the major findings in view, the educational implications of the study have been worked out. The main findings of the present study are given below.

Main Findings:

- In 25% schools teachers are creating little opportunity for free and open discussion by few materials, 40% teachers are creating ample scope for free and open discussion by using all the supplied materials but not appropriately.
- Only 15% teachers are using appropriate steps and all the students are actively involved in the process and decide independently by using appropriate TLMs and help peer in the process.
- Only 20% teachers are using appropriate steps, and all the materials appropriately used and all the students participate in the process. The teachers are giving enough opportunity for independent reading.
- Only in 30% classes teachers are asking close and open-ended (global/ local/ predictive/ inferential) questions and all the students participate and engage in summarisation.
- In 15% classes during writing activity, the teachers are creating scope for all students to write independently and creatively. Teachers facilitate peer correction and give individual feedback and support to all students.
- In 30% classes it is seen that the teachers integrate writing with OLD, Decoding and Reading appropriately and all students are actively involved in the writing process.
- 20% teachers using GKA kit and local specific materials appropriately for the concept taught and all the students actively engaged.
- 20% teachers are following all three stages of CRA approach and provides adequate scope to the students in each stage to use materials, discuss and learn the concept.
- 15% teachers are able to prepare lesson notes as per instructional approach, follows the lesson plan and modifying the lesson as per the need of the student.
- In 30% classes it is found that teachers provide simple, clear and step-by-step instruction with examples to conduct activities/ tasks/ assignment, observe the performance of the students and provides modified instruction wherever required.
- 35% classrooms are found to be neat, well ventilated, lighted, and clean and the students clean the classroom on their own, the dustbin is available and used.
- In 30% it is found that the teachers conduct daily/ weekly assessment (using the workbook) and provides feedback to all students. As per the performance of students, teachers are planning for further learning.
- Only 70% teachers strongly agree that they are using e-resources in classroom.
- Literacy and Numeracy TLMs are partially available in 30% schools.
- In 20% school textbook is partially used.
- In 30% school blackboard is partially used by both teacher and students.
- 20% classes found to be partially print rich.
- In 10% classrooms blackboard is partially visible to the students.
- 40% classrooms are found to be multigrade and 75% students of other grades are given tasks.

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- In 10% classrooms it is found that teachers are unable to use children's language properly in classrooms.
- 90% teachers strongly agree that they are using GKA kit property.
- 80% teachers strongly agree that they are getting support from other teachers.
- 90% teachers strongly agree that they are getting time to check workbook of each students.
- Only 70% teachers strongly agree that sufficient TLMs available for all students.
- All teachers strongly agree that Barnabodha book helps in development of FLN skills.
- 30% teachers strongly agree that due to multiple school activities it is difficult to focus all students.
- 80% teachers strongly agree that due to parental ignorance most of the students are irregular in the school.
- 50% teachers strongly agree that family environment of most of the students are not supportive to their learning.
- Only 20% headmasters strongly agree that sufficient classroom for FLN available in their schools.
- 10% headmasters strongly disagree that sufficient no of teachers available in their school for FLN.
- 10% Headmasters disagree that sufficient infrastructure available in their school.
- 70% headmaster strongly agree that teachers are overloaded with multiple activities in schools.
- 10% headmaster strongly disagree that teachers are making proper plan for slow learners.
- 10% headmasters strongly disagree that they are getting time to visit classes to observe FLN .
- 60% headmasters strongly agree that there is need of Barnabodha to improve FLN.
- 70% headmaster strongly agree that teachers need more training on FLN
- 10% headmaster disagree that they are getting proper support from BEO, BRC,CRCC for FLN.

Suggestions:

- Teachers should create ample opportunity for free and open discussion by using materials to improve participation of all students.
- Teachers should give enough opportunity to all students to use FLN TLM for reading and writing.
- Teachers should ask both close and open- ended questions and ensure participation and summarisation by students.
- Teachers should create scope for independent and creative writing.
- Teachers should integrate writing with OLD, Decoding and Reading appropriately.
- GKA kit and local specific materials should be properly used by the teachers.
- Teachers should follow all the three stages of CRA approach and provides adequate scope to students to use materials.
- Teachers should prepare lesson plan as per instructional approach and follow properly.

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Conflict of Interest

The author declared no conflict of interest.

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