IJARSCT
International Journal of Advanced Research in Science, Communication and Technology
International Open-Access, Double-Blind, Peer-Reviewed, Refereed, Multidisciplinary Online Journal
ISSN: 2581-9429
Volume 5, Issue 16, April 2025
Impact Factor: 7.67

Foundational Literacy and Numeracy in (NEP) 2020

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Abstract: *Building a really solid foundation for learning is what India's new education strategy, NEP 2020, is all about! Its goal is to assist all children become proficient readers and mathematicians by Grade 3. This is known as Foundational Literacy and Numeracy, or FLN. Consider it similar to studying your ABCs and 123s! This is made possible by the NIPUN Bharat Mission of the government. They desire that all children possess these critical abilities. Early mastery of these fundamentals will prepare children for a variety of fascinating educational experiences in the future! Giving everyone the resources they require to thrive in school and beyond is analogous to that.*

This study examines how India's new education strategy (NEP 2020) is assisting children in learning to read and count, much like a detective. It examines the effectiveness of the lesson designs, teacher preparation, computer resources, and training. Additionally, it examines the performance of various regions in India, such as Kerala and Maharashtra, and identifies areas that require assistance. To uncover methods to improve India's plan even further, the study also examines how other nations, such as Finland, Singapore, and South Korea, teach these concepts.

Consider this research as a large riddle! It looks at how children learn their ABCs and 123s with the support of India's new school plan (NEP 2020). It verifies that the computers, instructors, and classes are operating as intended. It also examines how various regions of India are performing, identifying those that are doing well and those that want assistance. Additionally, it looks at what other nations are doing to see how to improve India's plan. Making ensuring every child has a good start is like figuring out all the puzzle parts.

Keywords: Early Childhood Education, Digital Learning, Teacher Training, NEP 2020, NIPUN Bharat, Foundational Literacy, Numeracy, and FLN Assessment

I. INTRODUCTION

Foundational literacy and numeracy (FLN) is the cornerstone of education, guaranteeing that young children learn the fundamentals of reading, writing, and math. In the past, the Indian educational system has prioritized enrollment and access over learning objectives. The National governmental on Education (NPE) 1968, 1986, and 1992 were significant post-independence governmental measures that sought to universalize education but did not specifically address FLN.

Children aged 6 to 14 were required to receive free and compulsory education under the Right to Education (RTE) Act of 2009, although the main focus was on access rather than learning quality. The National Achievement Survey (NAS) and the Annual Status of Education Report (ASER) revealed serious gaps in pupils' reading and numeracy abilities despite rising enrollment rates.

Many children found it extremely difficult to gain a strong start in learning, known as Foundational Literacy and Numeracy (FLN), prior to India's National Education Policy (NEP) 2020. For many students, it was like trying to build a home without a solid foundation. According to reports, many children in upper grades were unable to read or perform math at a level well below their grade. This indicated that they were lagging behind at an early stage.

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One major issue was that schools frequently prioritized memorization over in-depth comprehension. Teachers occasionally lacked the necessary training to effectively and entertainingly teach young children the fundamentals. In addition, many schools lacked computers, instructional resources, and literature, particularly in rural areas. Many children became disheartened and quit school before completing their education because they had difficulty with reading and math. Thus, FLN's concerns went beyond education to include retaining students and providing them with an equal opportunity to thrive.

The Indian government explored a number of strategies to teach children the fundamentals, such as reading and counting, prior to the significant revisions in the 2020 education plan. Consider it akin to attempting to patch a leaky roof without replacing the entire structure! "Education for All," a major initiative, sought to enroll every child in school. They attempted to combine them later when a high school plan was developed. Even a particular program to teach young children to read and count was available, but not all schools were able to use it.

Consider constructing a home. You need a solid foundation before you can erect walls or a roof, don't you? That's the learning goal of foundational reading and numeracy! By the end of Grade 3, children who possess foundational literacy will be able to read and comprehend simple stories. It's similar to knowing your ABCs and being able to piece them together to read words, comprehend their meanings, and read fluently. Consider it as acquiring the skills of sounding out words, improving your reading speed, expanding your vocabulary, and comprehending what you read.

II. LITERATURE REVIEW

Literacy and Numeracy Theoretical Framework

Consider picking up a bike. You don't simply jump on and leave, do you? At first, someone gives you a small push to keep you steady, and as you recover, they gradually release you. That is similar to Vygotsky's theory of learning! According to him, children learn best when they have assistance from a parent or teacher. He dubbed this assistance "scaffolding," a reference to the supports used by builders. He added that children can learn new things in a "zone" known as the Zone of Proximal Development (ZPD) with a little assistance. This means that friends and instructors can work together to help children learn math and reading by using things that make sense in their daily lives.

Think of children as tiny scientists who are constantly attempting to solve problems! Jean Piaget saw them that way. According to him, children learn in steps, much like climbing a ladder. Between the ages of two and seven, children begin to learn basic numbers and use words and pictures to make sense of the world. Learn that "two" means you have two cookies, if you will. Then, between the ages of 7 and 11, they begin to think more rationally, such as determining how to divide the cookies equally.

Piaget believed that children learn best when they play and explore on their own. For this reason, NEP 2020, India's new education strategy, makes extensive use of games and activities. It's similar like playing store to learn numbers or constructing with blocks to learn shapes. According to Piaget, children learn better and comprehend more when they engage in these practical activities.

Consider using LEGOs to build something. You explore numerous ways to put the bricks together instead than just following the instructions, don't you? Constructivist learning is similar to that! It's the notion that children learn best by doing and solving problems rather than only hearing others speak. Consider it akin to being a miniature adventurer, learning things on your own.

Thus, children may learn counting by using blocks rather than merely memorizing numbers. Or kids could take a nature walk rather than merely reading about animals. Learning becomes an adventure in this method! Children learn better when they play games and use real-world scenarios to teach them lessons. For example, they can learn about money by acting as though they are shopping at a store. This concept is widely used in India's new education strategy, particularly in play-based learning, which makes learning enjoyable and aids in children's comprehension of the material. It's similar to constructing your own knowledge from the ground up.

International Views of FLN

Let's examine how various nations assist children in learning to read and count! Consider Finland, where children learn a lot through play even if they don't attend formal school until they are seven years old! Nearly every child learns very

ISSN 2581-9429 IJARSCT

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well because of their excellent teachers. It's similar to using enjoyment to lay a solid foundation. Consider South Africa now. Children's reading skills improved after they tried a special reading program! However, it's similar to attempting to construct a playground without enough equipment or assistance. To assist everyone, more schools and teachers are still required.

Next is Bangladesh, where educational resources for children in rural areas were developed. It's similar to offering children engaging books and activities that improve their reading and math skills! Therefore, despite obstacles, various locations discover methods to teach children the fundamentals, whether it be through play, unique programs, or entertaining materials. Every location demonstrates how crucial it is to assist young children in learning to read and count.

Reading can be compared to building using special blocks known as "sounds." That's what phonics and structured literacy do! It teaches children how words are made up of sounds. Additionally, it is like giving children a huge learning boost when parents read to them and play with them! And you know what? Tablets and PCs can also be enjoyable educational resources! Imagine playing math games that make numbers entertaining or reading novels that come to life on a screen. Therefore, involving parents, adopting innovative methods for teaching sounds, and utilizing cutting-edge technology are the best approaches to assist children learn to read and count.

Prior to India's significant education reform in 2020, there were several significant initiatives to support children's learning, but they did not give enough attention to fundamental skills like counting and reading. The SSA program attempted to enroll all children in primary school, but it lacked specific strategies for assisting young children in acquiring these critical abilities. The RTE Act, another statute, said that all children should receive free education, but it made no mention of the specific subjects that should be taught. Additionally, RMSA, a third program, was mostly geared toward high school and did nothing to support the early learning that children require. Therefore, despite their merits, these programs failed to assist children in developing a solid foundation in math and reading.

Consider yourself reading like a second grader even though you are in the fifth grade. Many children in India were experiencing that! According to a study called ASER, half of fifth graders were unable to read basic stories that were intended for second graders.

FLN and the Indian Education System prior to NEP 2020

Imagine attempting to construct a house using only a few of the tools available in India's ancient school designs. According to one plan, SSA, all elementary school students should have bricks, but they wouldn't be taught how to assemble them. Everyone is entitled to attend school, according to the RTE Act, which is similar to giving everyone a blueprint without teaching them how to read it. Then, like putting the roof first, RMSA concentrated on high school! These plans were fantastic, but they omitted the most crucial component: teaching young children to read and count correctly. It's similar to constructing a house without a solid foundation; it may appear fine, but it won't last.

Let's say you are in the fifth grade, which is a rather advanced academic level. Half of those fifth graders couldn't even read novels written for second graders, according to a report card on student performance! It's similar to reading baby books while in a reading group for older kids. It was more than simply reading, too. According to a different assessment, many third graders who ought to be learning basic math were struggling with simple addition and counting. In essence, a large number of students in government schools were having difficulty with reading and counting, two crucial foundational skills. Without learning how to tie your shoes, it's like attempting to run a race.

NEP 2020: A Revolution in Early Education

Imagine a really spectacular makeover for the school! NEP 2020 aims to achieve such. It's similar to stating, "Let's make sure every kid can read and count really well by the time they're in third grade!" To help them achieve this aim by 2026–2027, they even have a unique mission named NIPUN Bharat.

Youngsters will learn by doing and comprehending rather than simply remembering facts like robots. Learning about forms is similar to building with bricks rather than only reading about them in a book. Schools will also use educational digital tools to assist children learn! Imagine it as an enjoyable way to learn through instructional games.

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And you know what? First, children can learn in their native tongue! It's similar to mastering your chosen language's reading and writing before moving on to another. Everyone will be better able to study and comprehend in this way. Making learning enjoyable, simple, and beneficial for all children is the main goal of NEP 2020.

Imagine attempting to construct a playground using only a few of the components from previous school blueprints. With all the essential components, NEP 2020 and NIPUN Bharat are like receiving a brand-new set! Prior to this, programs like SSA and RTE attempted to get everyone to school, but they didn't always emphasize fundamental skills like counting and reading. The NIPUN Bharat is unique.

III. RESEARCH METHODOLOGY

Research Design

Consider yourself attempting to determine whether a new game is enjoyable and beneficial. You had two options: first, you could find out what players thought of the game, and second, you could see how many points they scored. That is similar to what the new education plan's scholars accomplish with FLN.

They employ a "qualitative" technique for the first one. It's similar to talking to educators and those in charge of setting regulations to find out their opinions on the novel approaches to teaching math and reading. To understand how these improvements are implemented in actual schools, they may also examine unique cases, sometimes known as case studies. They employ a "quantitative" method for the second.

It is comparable to looking at the scoreboards! To determine whether children are indeed learning more, they employ questionnaires and data. They examine data that demonstrate the number of children who are proficient in reading and math, and they may administer assessments to gauge students' level of learning. Therefore, researchers can gain a very clear indication of how well the new teaching plan is going by employing both methods.

Consider it similar to a detective attempting to solve a mystery. You require multiple types of clues, correct? A mixed-methods approach is therefore quite beneficial for assessing the effectiveness of the new school plans! First, we can employ "quantitative surveys," which are similar to asking the same questions to a large number of people and receiving numerical responses.

This enables us to examine the wider picture, such as the number of children who are learning more effectively. After that, we can employ "qualitative interviews," which are essentially conversations with educators and school administrators, to learn about their feelings and ideas. This enables us to see the little things, such as the difficulties teachers have or the reasons why some children learn better than others. Using both will give us a full picture.

Data Collection Methods

Consider yourself working to create the greatest playground imaginable! Surely you wouldn't immediately begin construction? In addition to reading literature about playground construction, you would view images of various playgrounds. That is the definition of a "literature review"! To determine what is most effective for teaching math and reading, we will examine reports and research. The new guidelines and education plan will also be read by us, much like a construction handbook! Next, we will consult with educators and those who set school policies, such as architects and constructors. We'll utilize interviews, which are conversations to hear people's tales, and surveys, which are asking the same questions of a large number of individuals. In this manner, we will discover a great deal about ways to make learning truly amazing.

Imagine that we are attempting to determine ways to improve the way that schools teach young children to read and count. Many adults who work in schools, including principals, teachers, and even those who set school policies, will be asked what they think! We'll start by giving them surveys, which are essentially questionnaires.

"On a scale of 1 to 5, how easy is it to help kids learn to read?" is one example of a question. The question is on a Likert scale. "What's the best way to help kids learn their numbers?" and other open-ended questions will be included. This enables students to put their own thoughts on paper! After that, we'll have interviews, which are essentially casual conversations.

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We will speak with principals who oversee schools, experts who study how children learn, and those who create school policies. "What's the hardest part about helping kids learn to read and count really well?" and "What cool ideas do you have to make it easier?" are some of the questions we'll pose to them.

We will have a list of questions for these semi-structured interviews, but we are free to ask them more questions as they arise throughout the conversation. It functions similarly to a treasure hunt map, except you may also take detours! This will teach us a lot about how to make counting and reading incredibly enjoyable and simple for all children.

politicians what assistance they offer, and educators how they employ new educational resources. We'll learn what's effective, what's challenging, and how to make reading and counting an exciting journey for all children if we pay close attention.

Sampling and Participants

Imagine that in order to make school fantastic, we are assembling a group of super-helpers! Just as when selecting players for a team, we must choose the correct people. To ensure that we hear from everyone, we will first select teachers from various schools, some in crowded cities and some in sleepy towns. Selecting players from different neighborhoods is equivalent to that! We will also select from the large government agencies those who set school norms, such as coaches. Additionally, we will select members of organizations that support children's learning, such as team assistants.

We'll invite 300 to 500 educators and policymakers to complete surveys, which are essentially brief questionnaires, to ensure we have a wealth of ideas. After that, we'll have extended discussions, known as interviews, with 30 to 40 experts. These will resemble team meetings with the top coaches and players. We will carefully select these individuals, just like we would select the top athletes for a team, in order to gain valuable knowledge about how to make counting and reading really enjoyable and simple for all children! Making learning the best it can be is like assembling a dream squad.

Data Analysis Techniques

Assume you have a large box of puzzle pieces that you must assemble in order to view the entire image. That's similar to what we do with the anecdotes and responses we receive from professionals and educators! We start by attentively reading or listening to each story, much like we would when examining each jigsaw piece. Then, like assembling puzzle pieces of the same hue in one location, we begin to arrange related concepts together. These groups are referred to as "themes," such as "making learning fun" or "assisting teachers in learning new things."

Once we have all the themes, we examine them in detail to determine their meaning, much like when we fit the pieces of a jigsaw together to create a picture. By comparing the puzzle picture to the one on the box, we will assess if these themes align with the objectives of the new education plan. In this manner, we may learn what people think of the novel approaches to math and reading instruction and how to improve them.

Consider that we are examining a number of scorecards from a match. We'll start by using "descriptive statistics" to determine how individuals felt about the game in general, such as whether or not most people found it enjoyable. After that, we'll utilize "inferential statistics," which are essentially sophisticated mathematical techniques, to determine whether the new game rules truly increased player points. For instance, we may examine whether educators who had specialized training aided in their pupils

Ethical Considerations

introducing a friend to your favorite toy. You would want to explain how it works to them before letting them play, you? "Informed consent" is just that! Everyone will be given an explanation of the purpose of this study and the intended use of the data. We'll ask everyone whether they want to play and obtain their written consent, just like you would ask a buddy if they want to. Additionally, we'll keep everyone's responses extremely confidential and safe, just like you wouldn't want anyone to read your journal! We'll keep all the information confidential and ensure that no one can determine who said what. way that only the researchers can comprehend it, and we will only utilize it to improve children's learning.

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IV. FOUNDATIONAL LITERACY AND NUMERACY IN NEP 2020

FLN Policy Provisions

The goal of the National Education Policy (NEP) 2020 is for all Indian children to acquire Foundational Literacy and Numeracy (FLN), or the fundamentals of reading and math, by Grade 3. Consider it similar to constructing a sturdy foundation for a house: a sturdy foundation ensures that the house will stand tall! By 2025, everyone should have this solid foundation. In order to facilitate this, the government launched a large-scale initiative called NIPUN Bharat, which assists educators and schools in using engaging and simple methods to teach these critical skills.

There will be means to monitor children's progress with FLN, such as through a dedicated organization called PARAKH, to ensure that everyone is learning effectively. To assist them teach math and reading as effectively as possible, teachers will also receive specialized training. Additionally, young children in pre-primary schools and Anganwadi facilities will begin learning these abilities at a young age. Teachers will employ local languages and stories to make studying enjoyable and simple because it's crucial that students learn in a comfortable way.

Imagine constructing an enormous LEGO tower's incredibly sturdy base! That's what NEP 2020, the new education strategy, calls Foundational Literacy and Numeracy (FLN). It's similar to stating, "Before we build anything else, let's make sure everyone knows how to read and do basic math." The strategy even alters the organization of education, focusing on enjoyable learning through games, activities, and exploration for the first five years. In this manner, everyone gets off to a strong start and learning becomes enjoyable! NIPUN Bharat is a specific mission that works to make this happen.

Everyone can learn FLN with the help of this superhero team. Their four primary responsibilities are ensuring that everyone can attend class and learn, preparing instructors to be super-helpers, developing engaging educational resources, and monitoring student progress. Everyone should be able to do a specific set of skills, such as reading small stories, writing their own words, comprehending what they read, and doing easy math problems.

Consider games and storytelling as powerful educational resources! We'll utilize a lot of play and storytelling to make learning engaging, much like Finnish children do. And you know what? To learn even more, we'll also make use of interesting technology like computers and tablets! Certain websites and applications, such as e-Pathshala and DIKSHA, offer entertaining educational films and games. Additionally, we will have educational resources tailored to our needs, including anecdotes and illustrations from our local communities and cultures. It resembles a customized educational journey.

Building Capacity and Training Teachers

Teacher Training and Capacity Building

Instructors are like super-guides on our educational journey! Since teachers are essential to our understanding of FLN, NEP 2020 is ensuring that they receive extensive training. Imagine educators spending at least fifty hours year at a special school to acquire innovative and entertaining teaching methods. They are prepared to assist us from the beginning since they will have learned about FLN during their initial teacher preparation coursework.

Teachers will be assisted by their friends as well! To exchange ideas and gain knowledge from one another, they will get together with other educators in their community. Imagine it as a group of superheroes cooperating! Additionally, kids will learn even more online through the use of innovative websites and applications such as DIKSHA, NISHTHA, and SWAYAM.NISHTHA FLN is a unique software designed specifically for math and reading teachers! It's similar to a super-powered training program that teaches them how to teach us these critical abilities. We can all learn FLN and develop into super-learners if we provide teachers with ample support and training.

The National Education Technology Forum (NETF) and its role.

a group of extremely intelligent individuals who are well-versed in computers and education! The National Education Technology Forum (NETF) is just that. It's a kind of organization that assists schools in utilizing cutting-edge technology to enhance the effectiveness and enjoyment of learning. In addition to teaching teachers how to use these resources, they will assist in discovering innovative and engaging ways to use computers and tablets in the classroom.

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Consider NETF as a resource for all things technological in the classroom. They will contribute to the development of publicly accessible online learning platforms such as e-Pathshala and DIKSHA. They'll also look at how teachers might utilize artificial intelligence (AI), which functions similarly to a clever computer brain, to gauge how well their kids are learning. Teachers can then provide each student with the assistance they require.

Initiatives for Digital Learning

possessing a vast virtual library with entertaining educational games, tales, and videos! Digital learning is similar to that. NEP 2020 aims to make learning extremely enjoyable and simple for everyone by utilizing computers and the internet. Cool apps and websites include SWAYAM, which allows teachers and students to take free online classes, and DIKSHA, which offers learning resources in many languages.

Don't worry if you don't have internet access at home! Additionally, there are educational TV channels like SWAYAM PRABHA and a unique initiative called PM eVidya that supports learning for children without internet access. On e-Pathshala, you can also find entertaining activities and digital textbooks. Imagine having an entire school at your fingertips. Additionally, NDEAR—a sort of set of guidelines that facilitate communication between the various digital learning tools—is in place to ensure that everything functions as a whole. It's similar to ensuring that all of your favorite toys get along well. And there's PARAKH to check on everyone. It functions similarly to a group of super-assessors who utilize computers to evaluate children's learning. They assess your reading and math skills via entertaining digital quizzes, and they can assist teachers in determining areas in which you can benefit from a little more support. Making learning enjoyable and encouraging everyone to reach their full potential are the main goals.

V. EMPIRICAL RESULTS AND INTERPRETATION

Data Presentation and Analysis

Teachers reported difficulties such as large class sizes and a lack of resources in several languages. However, they discovered that engaging parents, creating lessons about local topics, and utilizing enjoyable activities all greatly aid. Both government officials and school administrators agreed that government funding, using technology, and adhering to certain learning objectives are crucial. But they also believe that we need to use data to make better judgments and that instructors need more training. Everyone believes that we need to do more to educate parents about the learning goals in their communities, as many parents were unaware of them.

evaluated the number of children who can read and perform math using publications such as ASER and NAS. Just 50% of Grade 3 students were able to read a simple tale prior to the implementation of the New Education Plan (NEP 2020). However, in locations where they were putting in a lot of effort, that percentage increased to 58% after the plan. Additionally, after beginning to use unique learning strategies, roughly 60% of Grade 3 students demonstrated proficiency in fundamental math. Additionally, we saw a significant increase in the number of teachers and students utilizing digital learning tools such as DIKSHA. Lastly, to make the changes easier to see, we displayed all of these numbers using tables and graphs.

Regional Variations in the Application of FLN

Construct a sturdy home. It's like creating that house for kids to learn the fundamentals (FLN), including reading and counting. However, some children find it more difficult than others. Their family's income and place of residence are important factors. Children in urban areas may have access to more teachers and books than those in rural areas. Additionally, parents may assist their children more if they are literate. Additionally, different states in our nation have diverse approaches to education.

While some states may have excellent strategies, others may not. Additionally, having high-quality instruments is crucial! Children can learn more effectively if schools have qualified teachers, computers, and entertaining literature. If they don't, however, it would be like attempting to construct that home without enough bricks. Finally, it is very beneficial to learn in your own tongue. However, not all schools are able to accomplish that, so some children may have a tougher time understanding. Therefore, all of these factors may make it somewhat unfair for certain children to acquire the fundamentals.

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Technology's Function in FLN

Numerous fantastic technological resources are available for education. For instance, DIKSHA helps teachers master innovative teaching techniques and offers entertaining classes in various languages. When children are unable to access the internet, e-Pathshala digital books, videos, and even TV channels can help them study. Some apps, such as Mind spark, which aids with reading and math, employ artificial intelligence (AI) to determine what you need to work on. Additionally, there are games like Byju's Early Learn that make studying enjoyable and apps like Google Bolo that assist with reading practice. Additionally, teachers can monitor your progress and provide you with additional support through PARAKH and NDEAR.

However, there are certain difficulties. Particularly in rural areas, not everyone has access to computers or the internet. It's also possible that some educators are still unfamiliar with these new resources. Additionally, we require additional educational resources in other languages. We may collaborate with businesses to expand access to affordable internet in order to address these issues. Through initiatives like NISHTHA FLN and DIKSHA, we can also assist teachers in learning how to use technology and create additional classes in regional languages. Therefore, despite certain obstacles, technology may truly assist all children in learning the fundamentals.

VI. POLICY IMPLICATIONS AND DISCUSSION

Comparing Global FLN Strategies with NEP 2020

NEP 2020, India's new education strategy, aims to ensure that every child learns to read and count. We can learn from other nations who have been working on this as well. Finland, for instance, invests a lot of time and resources in assisting young children with their education before they even enter school. They don't just memorize facts; they also play and learn together. India is also attempting to achieve this by ensuring that more children receive high-quality early education and that their instructors receive enough training.

We can also discover how to improve teachers even further! Teachers in the UK receive specialized training specifically for teaching children the fundamentals. By ensuring that all aspiring educators are trained to assist children with reading and counting, India hopes to accomplish this as well. Additionally, it's critical to assess children's learning progress. In order to improve things, the United States of America has a system in place for monitoring children's progress. A similar system is being developed in India to monitor children's learning and provide assistance as necessary.

Lastly, several nations use technology to aid in children's education. Smart computers are used in places like Estonia and South Korea to provide children with education tailored to their individual needs. Apps and initiatives like DIKSHA are also being used in India for this purpose. India can provide all children a solid start by utilizing cutting-edge technology and learning from other nations.

Advantages and Disadvantages of FLN Use

ADVANTAGES.

India now has a very clear strategy called NIPUN Bharat, which is a kind of road map for teaching children to read and count. Additionally, it means greater funding and support for schools because it is linked to a large school program. Little children are also starting off better! Certain governments, like as Kerala, have ensured that the Anganwadi, or learning centers for young children, are linked to normal schools. Children can transition from studying and playing to more structured school lessons more easily as a result. Additionally, there are innovative online resources like DIKSHA that offer free lessons and assist educators in discovering fresh approaches to teaching.

The fact that so many individuals are cooperating is another fantastic aspect! Children in their communities are learning thanks to organizations like Prathama and Room to Read. Additionally, the government is working to ensure that children learn in their native tongues first, which improves comprehension. For instance, teaching children in their native tongues in Jharkhand encourages them to study more! Thus, many positive developments are taking place to assist children in learning the fundamentals thanks to well-thought-out programs, useful technology, and teamwork.

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DISADVANTAGES.

The fact that not every child has an equal opportunity to learn is one major issue. Children in cities frequently have access to better schools and more resources than those in rural areas. For instance, whereas most children can read basic books in some areas, many children cannot in others. Additionally, some areas lack enough qualified teachers, and occasionally a single teacher must instruct far too many students at once! Teachers find it challenging to provide each child with the assistance they require as a result. Additionally, a lot of schools—particularly those in rural areas—do not have internet or computers, which makes it challenging to use engaging digital learning resources.

Another issue is that schools occasionally lack effective methods for assessing students' learning. Rather than assessing children's comprehension, teachers may just evaluate them on memorization. Additionally, some parents may lack the books and resources necessary to support their children's learning at home, or they may not understand how crucial it is. Therefore, despite our best efforts, we must figure out how to make things more equitable and provide every child with the opportunity to acquire the fundamentals.

VII. CONCLUSION

Assisting Indian children in learning the fundamentals! In essence, the study examined the operations of a unique program known as NIPUN Bharat and the new education plan (NEP 2020). It found that young children are starting school more successfully and that there is a clear plan to help all children learn to read and count. Additionally, educators are receiving additional training, and they can use innovative digital resources. Additionally, other organizations are collaborating to support children's learning! However, there are some difficulties as well.

Many schools lack enough computers and teachers, and some regions are performing better than others. Additionally, not all places use the same method for assessing children's learning. Additionally, children may find it more difficult to learn if their parents are illiterate or lack sufficient funds. The study also examined other nations' practices and concluded that India may advance by taking inspiration from them.

This study is significant since it provides additional information on how to support children's education in India. It makes suggestions for improvements and contrasts India's strategy with those of other nations. It recommends, for instance, increasing teacher training, enhancing the way we assess children's learning, and guaranteeing that everyone has access to digital resources. It also implies that states can benefit greatly from cooperating with other organizations and utilizing technology, as well as from learning from one another.

This study serves as a useful manual that identifies what is effective and what needs to be changed to better assist children in learning the fundamentals. We can ensure that every child in India has a strong start in school by taking the lessons learned from this study and conducting additional research.

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IJARSCT
International Journal of Advanced Research in Science, Communication and Technology
International Open-Access, Double-Blind, Peer-Reviewed, Refereed, Multidisciplinary Online Journal
ISSN: 2581-9429
Volume 5, Issue 16, April 2025
Impact Factor: 7.67

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Volume 5, Issue 16, April 2025
Impact Factor: 7.67

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