

Effectiveness of FLN Based Supplementary Materials for Enhancing Learners' Achievement in Foundational Literacy

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Abstract:- India has significantly progressed to achieve universal access up to elementary level with one of the largest schooling system in the world with almost 250 million schools going children and 9.4 million teachers. Various researches have clearly pointed out that foundational learning form the cornerstone resourceful academic development. Moreover, there are several associated long-term benefits from investing in foundational learning such as better life outcomes and higher economic growth. India has a gigantic number of Anganwadi centres and almost 3.46 Crores children of age group of 3 to 6 are enrolled in 13.87 Lakh Anganwadis. The status of foundational learning is not much different in India; learning levels have remained consistently low. As per the results of National Achievement Survey conducted in 2017, almost 18% and 13% children in language and numeracy in Class-III are below basic level and 15% and 18% children in language and numeracy in Class-V are below basic level. Only 47% and 53% children in Class-III and 47% and 44% children in Class-V have achieved proficiency in language and numeracy respectively. This situation requires urgent and focused attention to ensure that the students are able to achieve desired learning competency as each grade.

Foundational literacy Comprise oral language development, decoding, reading fluency, reading comprehension and writing. Similarly foundational numeracy includes number concept, mathematical operations in addition, subtraction, multiplication & division, Shapes, measurement & data handling. Pedagogical approaches of Foundational Literacy includes child centred, interactive, toy based learning, play based learning, art & sport integrated learning, storytelling based teaching learning and ICT integrated learning.

I. INTRODUCTION

➤ Rationale of the Study

The renewed focus on foundational learning in recent years is the most positive phenomenon in the education sector. It is new scientifically proven that the brain develops faster in first-six years and quality early childhood care and education can actually bring transformation in education. It is important to provide children the exposure to flexible, multi-faceted, multi-level, play based, activity-based

learning. Ensuring that Children learn to read early and well is the most important way of ensuring that every child has equal opportunity to learn at the primary stage of schooling. The vision of the NIPUN Bharat mission is a create an enabling environment to ensure universal acquisition of foundational Literacy & Numeracy (FLN), so that every child achieves the desired learning competency in reading, writing and numeracy at the end of Grade-I in next five years. Door step learning has been organized school in every school students deprived of online classes; the Odisha government has planned to engage all the primary school teachers to provide door stop education on Foundational Literacy in community centres, temple area, and school veranda. A week wise plan of time table has been provided a FLN to the every teacher for effective implementation and higher learners' achievement in language of numeracy of class-3 students. Hence, to know the effect of this programme researchers' taken a research study.

➤ Objectives

- To examine the process and extent of using supplementary Foundational Literacy materials in teaching language to early grade learners.
- To find out the effect of using supplementary based materials in classroom process on learner's achievement in Foundational literacy.
- To evaluate strength and weakness of the Foundational Literacy based materials intervention with regard to learners' achievement.
- To develop remedial measures for better implementation of Foundational Literacy programme.

➤ Research Questions

- Does the Foundational Literacy based supplementary materials used effectively in classroom process?
- Is there any impact of using Foundational Literacy based supplementary materialson learners' achievement?
- What are the suggestive measures to be incorporate better use of FLN based supplementary materials?

II. METHODOLOGY

Experimental design was followed for the research study.

➤ *Sample and Sampling Technique:*

Bhadrak district has been taken as the area of the study. Only two blocks has included for the study i.e. one block from urban and one block from rural area. Besides eight primary schools i.e. four primary schools from each block of the concerned district, 8 head masters, 16 teachers, 80 Class-II students and 4 CRCCs have been taken as the sample for the study. Random sampling procedure has been followed for the study.

➤ *Tools:*

- Pre-test/ Post-test
- Information Schedule to know the status of the sample school regarding the availability and implementation of Foundational Literacy materials.
- Questionnaire for Headmaster to know the process of implementation of door step learning activities.
- Questionnaire Schedule for Focus Group Discussion to find out the implementation of interventions of Foundational Literacy.
- Students Interview Schedule to identify the effect of the programme.
- Interview Schedule for CRCCs to collect suggestive measures in this regard.
- Classroom Observation Schedule to know the educational status in literacy of learners and the classroom transaction process of teachers using Foundational Literacy materials.

➤ *Collection of Data:*

Necessary data and information has been collected from students, headmasters, teachers, CRCCs on the effect of door step activities through pre-test or post-test questionnaire, interview schedule and observation schedule with proper procedure in time.

➤ *Statistical Technique to be Used:*

The collected data and information will be analyzed and interpreted by the help of percentage, mean and t-test analysis, Moreover various graphical representations have been used for better understanding the result of the study.

III. FINDINGS OF THE STUDY

- Foundational Literacy based records and materials are available and used effectively in 50%, 37.50% and 12.5 % regularly, partially regular and poor respectively in the primary schools.
- Academic environment of schools with regard to beautification of classroom, wall painting, FLN corner, text books, activity bank, question bank, Supplementary materials in Foundational Literacy, L.O Charts, Foundational Literacy based TLM and Wall black board is satisfactory.

- More than 75% respondents opined about effective use of Supplementary materials on Foundational Literacy in classroom process.
- The role of teachers in implementation of Supplementary materials in Foundational Literacy classroom process was 607% good manner.
- About 64.29% of statues like through Conversation, Story-telling, use of Supplementary materials in child-centred approach, toy based learning, using of Ama Sadhani, Song and Rhymes, art & Crafts and innovative Pedagogy were good with respect to use in Classroom process for development of Foundational Literacy competency among early grade learners'.
- Almost 72.22% of respondents opined about fully Co-operation of teachers, CRCC, Community members and other monitoring member for effect implementation Supplementary materials related materials in classroom process effectively.
- Post-test score is higher than in comparison to pre-test score. So there is a positive effect of use of Supplementary materials on enhancing learners' achievement in Foundational Literacy.
- Post implementation achievement status of early grade learners was higher than Pre-implementation achievement status in various Foundational literacy competencies.
- 63.09% of respondents opined about strength area like oral language development, development of competency decoding & fluent reading, improvement of listening & speak skills, improve spelling & writing skills, enhanced Odia culture, develop brain power and develop creative power among the early grade learners.
- About 53.71% respondents viewed that there are some weak areas with regards to effective implementation of Supplementary materials and achieve greater achievement in Foundational Literacy competencies.
- The suggestive action oriented strategies such as Supply of various Foundational Literacy TLM, active involvement of parent in Foundational Literacy activities of schools, use of mother tongue in class, adopt multi-lingual education process, orient teachers for effective use of Supplementary materials in Class, L.O based TLM & Other printed materials, undertake action research and regular monitoring and academic support should be strictly provided for better implementation/ use Supplementary materials for greater achievement in Foundational Literacy competencies.

IV. CONCLUSION

Supplementary resources are helping to enhance their motivation about a given topic. The concept of Foundational Literacy from the bedrock of a child's learning journey in Literacy area. Foundational Literacy emphasizes the importance of making sure that children develop Foundational Literacy (reading & writing) in the early years of their education. After analysis of collected data and various information clearly highlights that the developed by DIET, Bhadrak, Agarpada Supplementary materials for Class-I, II & III has positive effect on achieving

Foundational Literacy competencies of early grade learners. This type of Supplementary materials has certain positive impact on learners' achievement in Foundational Literacy competencies. So this Foundational literacy based developed Supplementary materials should be used in all Primary School Foundational Literacy Class to develop motivational skill, creative, brained power and also enhancement of reading and writing skills of early grade learners through systematic planning, implementation, learner achievement with regard to higher achievement of Foundational Literacy competency. As a whole this type of Supplementary materials should be developed further implementation for effective use of it in classroom process regularly.

V. SUGGESTION

- Supplementary materials should be used in Foundational Literacy classes regularly.
- The teacher should be oriented to develop skill for effective use of Foundational Literacy based Supplementary materials.
- More financial and material support should be provided to schools for better implementation of this intervention.
- Community participation in this regard should be ensured.
- Monitoring and academic support system should be strengthening for better utilization of this type of Supplementary resource in class.
- Multilingual education system should be adopted where SC/St students are reading in the school for better result with regard to their achievement.
- Parent's involvement should be ensured in school academic activities to develop academic environment for Foundational Literacy.
- More use of library, Story book and e-content, e-learning is essential for greater achievement in this regard.

VI. EDUCATIONAL IMPLICATION OF THE STUDY

- The finding of the present study is summarized have educational implication formicro and macro level.
- It is recommended that various supplementary materials based on Foundational literacy should be provided to each school for use in class for development of Foundational literacy.
- It is recommended that Supplementary materials prepared by a expert group though workshop mode should be provide all sorts of support to the block level teachers for better use of this materials for development of quality of Foundational literacy.
- It is recommended that parents, community awareness should be improved for achieving goal through collaborative approach.

- This type of study will also helpful for teachers, CRCC, educational administrative, researcher, planner to adopt this type of initiatives and intervention for positive achievement.

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