

**NEP 2020**  
**FOUNDATION LEVEL**

**TEACHER ACTIVITY.**

Teachers to undergo in-service training to understand better:

- a. Understanding the importance of Foundational Learning
- b. Social-personal Qualities, Environmental Concerns and Values
- c. Addressing Teachers' Beliefs and Attitudes towards learners at the foundation stage
- d. Early Language and Literacy
- e. Early Numeracy
- f. Pedagogic approaches including Art-integrated learning and Toy and Game based approach.
- g. Assessment in Early Years
- h. Counselling in Early Years
- i. Promoting role of parents and community in foundational literacy and numeracy.
- j. Identifying and addressing needs of Children with Special Needs in Early Years

**DOINGS**

- a. Design own or use the existing material, activities and worksheets, toys etc. for achieving pre-determined early learning outcomes.
- b. Print rich classroom environment to be created in the form of word walls, story books, posters to assist in development of print awareness and literacy skills.
- c. Use indigenous/ locally available material which is low cost or no-cost and easily accessible. Make sure children can manipulate the material and have safe accessibility to the material and other resources.
- d. Variety of activity areas like reading area, creative area, etc. need to be designed by teachers to encourage free play, social-emotional development skill etc.
- e. Display of material should be at the eye level of the children.
- f. Assess prior knowledge/literacy of children.

Teachers design classroom transactions keeping in mind:

- a. The mother tongue is to be used as medium of instruction.
- b. Use multilingualism in the classroom as a resource.
- c. More focus on joyful and experiential learning through art, stories, poetry, rhymes, games, toys, songs, or activity-based in-Home Language/Mother tongue focusing on rich local traditions. (Integrating art, sport, ICT, storytelling, toys, games, puzzles, etc.).
- d. Classroom transactions based on Lesson Plans integrating real-life situations keeping in view inter/multi-disciplinary learning for the student to be able to attain competency in each area.
- e. Several activity-based teaching learning exercises to be undertaken in the classroom focusing on major aspects including – pre-literacy skills.(e.g., letter recognition and correlation to letter sounds), pre-numeracy skills (e.g., number counting and comparison), cognitive skills (e.g., pattern recognition, classification etc.) and Other key skills like social skills etc.
- f. Sensitivity towards gender, disabilities, differential learning levels in the classroom, etc.

### Assessments.

- a. Use School Based Assessments (SBA) to track students' growth.
- b. One of the important techniques of assessment during foundational learning is through 'Observation'. It involves observing children on a continuous basis to understand their level of abilities, interests and learning styles.
- c. Based upon the observations teacher need to plan for each learning area specifically how each child is learning literacy and numeracy concepts/skills.
- d. Test at least 10 items at two proficiency levels to measure each Learning outcome of each subject for each grade for each child. Use backward and forward linkages of LOs to establish student proficiency.
- e. Maintaining portfolios for documenting each child's work samples/data.

### MISCELENIIOUS

- a. Using assessment data, identifying struggling learners and develop specific support strategies during school visits and review meetings.
- b. Conduct frequent PTMs at school level and home visits by teachers to ensure engagement and involvement of parents in the education of their child.
- c. Personalized and easily understandable report cards to be shared with parents at fixed frequency to make them aware of the child's progress.
- d. Training of SMC members, awareness drive for parents and community to make them understand the desired level of learning outcomes grade,wise/subject-wise and monitor the progress of students accordingly.
- e. Organise truncated remedial period in Mohalla classes for previous grade learning loss.
- f. Organizing and Participating in Academic review meetings for Academic support, planning and follow ups-once in a month
- g. Monthly meetings at cluster/block level to learn a new strategy, plan lessons, and address classroom issues, like analysis of student assessment results may be conducted.
- h. Conferences and seminars to learn from a variety of expertise from around the state or country may be conducted.