CONTENTS

INDEX

EFFECTIVENESS OF FLN TRAINING (PRARAMBHA) ON CRCCs IN IMPROVING FOUNDATIONAL SKILLS OF CLASS-3 LEARNERS IN ODISHA

*Mrs. Tapaswini Mohapatra

Research Scholar, Mangalayatan University,

Beswan, Aligarh, Uttar Pradesh

**Prof. (Dr.) Dharmendra Singh

Mangalayatan University

Beswan, Aligarh, Uttar Pradesh

_____

ABSTRACT

The education system in India has undergone a transformation with the introduction of the National Education Policy (NEP) of 2020. The NEP includes the NIPUN Bharat mission, which aims to ensure that all students acquire foundational literacy and numeracy (FLN) skills by 2026-2027. This initiative is a paradigm shift in the educational culture and has significant potential for improving the quality of education in India. The quality of education and the development of foundational skills are critical to building a strong foundation for a child's academic and personal growth. Hence, this study aims to evaluate the effectiveness of FLN training called PRARAMBHA on CRCCs in improving foundational skills of class 3 learners in Odisha, India. A descriptive survey method is used to collect data from 110 CRCCs of Jagatsinghpur district, Odisha using purposive sampling technique. The study uses a structured questionnaire, interview schedule, and classroom observation schedule to gather data on the CRCCs' knowledge, perceptions, and practices related to FLN concepts and teaching practices. The analysis of the data collected uses percentage and mean to determine the effectiveness of PRARAMBHA training in improving the CRCCs' knowledge and understanding of FLN concepts, their ability to implement FLN in classrooms, and their perception of the program's effectiveness. The findings of the study indicate that PRARAMBHA training is an effective intervention to improve the foundational skills of class 3 learners in Odisha. The results of this study will inform policymakers and education practitioners on the need to invest in FLN programs as a means of improving the quality of education in low-resource settings. The study will also contribute to the existing literature on the effectiveness of FLN

programs and their impact on the professional development of teachers and educational leaders.

KEY WORDS: Effectiveness, Foundational Literacy, Foundational Numeracy, NIPUN Bharat Mission

INTRODUCTION

The significance of having foundational literacy and numeracy (FLN) skills for academic success and future prospects of children in India is crucial. Although, there has been some progress made in recent times, a considerable number of children still face difficulties with fundamental literacy and numeracy. Teacher training is an acknowledged aspect of enhancing the quality of primary education, and FLN training has been prioritized by the National Education Policy of 2020 as a method of improving educational outcomes. The Foundational Literacy and Numeracy (FLN) Training (PRARAMBHA) aims to enhance the basic reading, writing, and numeracy skills of FLN grade students of Odisha. The success of the program relies on the training of Cluster Resource Centre Coordinators (CRCCs), who play a critical role in delivering the program's objectives at the grass root level.

This study will provide a comprehensive review of the literature on teacher training programs for various purposes. The literature suggests that CRCCs play a critical role in improving the quality of education in schools, particularly in low-income countries where resources are limited. Several studies have examined the effectiveness of training programs for CRCCs in different contexts, including Odisha and Bihar, India. For example, a study by Singh and Singh (2018) examined the impact of a training program for CRCCs in Bihar and found that it led to improvements in their knowledge, skills, and confidence in their role. Another study by Roy and Pal (2020) examined the impact of a training program for CRCCs in Odisha and found that it led to improvements in their leadership skills, pedagogical skills, and communication skills, which in turn improved the quality of education in schools. Additionally, a review by UNESCO (2016) highlighted the importance of providing training and support to CRCCs to ensure that they can effectively support and guide teachers in improving student learning outcomes. But there is no study is being conducted in recent past on the effectiveness of FLN Training

(PRARAMBHA) on CRCCs in improving foundational skills of class 3 learners in Odisha. In this context the present study is an attempt to study the same.

OBJECTIVES OF THE STUDY

1. To evaluate the effectiveness of FLN Training (PRARAMBHA) on CRCCs' knowledge, understanding, and implementation of FLN concepts.
2. To study the role of CRCCs in improving the foundational skills of class 3 learners after having FLN Training (PRARAMBHA).
3. To identify the perceptions of CRCCs regarding the effectiveness of FLN Training (PRARAMBHA) in improving the foundational skills of class 3 learners.

RESEARCH QUESTIONS

1. To what extent does the FLN Training (PRARAMBHA) improve CRCCs' understanding of FLN concepts?
2. How do CRCCs facilitate the development of foundational skills in class 3 learners after having FLN Training (PRARAMBHA)?
3. What are the perceptions of CRCCs regarding the effectiveness of FLN Training (PRARAMBHA) in improving the foundational skills of class 3 learners?

DELIMITATIONS

1. The present study is confined to Jagatsinghpur District of Odisha.
2. The study is delimited to 110 CRCCs of 08 Blocks.
3. The study is confined to class 3 learners of government primary schools.
4. The study is limited to the perception, experiences as well as classroom transactional process of CRCCs who have undergone the FLN training (PRARAMBHA).

METHODOLOGY

Descriptive survey method is adopted for the present study. This is an evaluative study of descriptive nature made on the basis of data gathered through

field investigation. So the method, to be more exact, followed in this study is said to be the descriptive survey.

POPULATION AND SAMPLE

The population of the present study comprised of all the CRCCs of Odisha, who have undergone the FLN training (PRARAMBHA) and the sample of the present study comprised of 110 CRCCs of Jagatsinghpur District, Odisha, using a purposive sampling technique.

TOOLS USED

1.   Questionnaire
2.   Classroom Observation Schedule
3.   Interview Schedule

STATISTICAL TECHNIQUES USED

The data were tabulated and analysed keeping in view the objectives spelt out. The statistical technique of percentage and mean analysis were employed to analyse the data.

RESULT AND DISCUSSION

The major purpose of the study was to assess the effectiveness of FLN Training (PRARAMBHA) on CRCCs in improving foundational skills of class 3 learners of Jagatsinghpur district, Odisha for which 110 numbers of CRCCs were taken into account from 08 blocks as sample. Such data were tabulated and analysed by employing percentage and mean technique and the obtained result have been discussed in the following;

Table-1 shows information relating to Effectiveness of FLN Training (PRARAMBHA) on CRCCs' knowledge, understanding, and implementation of FLN concepts.

Table-1

Information related to Effectiveness of FLN Training (PRARAMBHA) on CRCCs

Sl. No.	FLN Training(PRARAMBHA) related Information	No. of CRCCs said "Yes" out of 110	Percentage
1.	Did you attend the FLN Training (PRARAMBHA) & is it helpful for you?	110	100.00
2.	Did the FLN Training (PRARAMBHA) provide you with practical strategies for implementing FLN?	104	94.54
3.	Have you implemented any FLN strategies learned from the FLN Training (PRARAMBHA) in your work as a CRCC?	92	83.63
4.	Do you think the FLN Training (PRARAMBHA) has improved your knowledge, understanding & implementation process of FLN concepts?	106	96.36
5.	Do you believe that the FLN training program PRARAMBHA has improved your ability to support teachers?	103	93.63
6.	Have you received training on oral language development, decoding, process for improving reading skills & writing skill as a part of the FLN Training (PRARAMBHA)?	110	100.00
7.	Have you been trained on CRA approach & the use of GKA Kit (Ganitha Kalika Andolana) for teaching numeracy skills?	110	100.00
8.	Have you been trained on the implementation of Vidya Pravesh for class 3 learners?	108	98.18
9.	Have you been trained on the assessment of FLN concepts in class 3 learners?	101	91.81
10.	Have you seen any improvement in the FLN skills of class 3 learners after implementing strategies of FLN concepts in your teaching?	87	79.09
Mean Value		**104.00**	**94.00**

The analysis of Table-1 reveals that 94% of CRCCs have positive response on the Effectiveness of FLN Training (PRARAMBHA) on CRCCs' knowledge, understanding, and implementation of FLN concepts.

Table-2 shows the Role of CRCCs in improving the foundational skills of class 3 learners after having FLN Training (PRARAMBHA). The table contains six dimensions of role of CRCCs for implementing FLN practices such as Lesson Preparation, Teaching Techniques, Classroom Environment, Assessment, Classroom Management & Changes in Teaching Practices. The necessary data were collected using Classroom Observation Schedule. There are six dimensions in Classroom Observation and each dimension contains 03 indicators. So as a whole there are 18 indicators / items in the Classroom Observation Schedule. According to five point rating scale the observed value of 110 sample CRC (Cluster Resource Centre) schools in order is 550 (110 x 5), 440 (110 x 4), 330 (110 x 3), 220 (110 x 2), 110 (110 x 1). Moreover the maximum average and minimum observed value of 110CRC schools on FLN implementation are 550, 440, 330, 220, and 110. Similarly the measuring value of 110CRC schools of each indicator of 03 items includes 1650 (550 x 3), 1320 (440 x 3), 990 (330 x 3), 660 (220 x 3), 330 (110 x 3). Hence the calculation of total mean value of each dimension is total observed value divided by 330 (110 x 3).

Table-2

Role of CRCCs in improving the foundational skills of class 3 learners after having FLN Training (PRARAMBHA)

Sl. No.	Dimensions	Observed Value	Mean Value
1.	Lesson Preparation	1590	4.81
2.	Teaching Techniques	1430	4.33
3.	Classroom Environment	1520	4.60
4.	Assessment	1380	4.18
5.	Classroom Management	1440	4.36
6.	Changes in Teaching Practices	1330	4.03

It is evident from the above Table-3 that observed value of indicators in Classroom Observation i.e. Lesson Preparation, Teaching Techniques, Classroom Environment, Assessment, Classroom Management & Changes in Teaching Practices were above to the average value i.e. more than 990.

Table-3 shows the perceptions of CRCCs regarding the effectiveness of FLN Training (PRARAMBHA) in improving the foundational skills of class 3 learners.

Table-3

Perceptions of CRCCs regarding the effectiveness of FLN Training (PRARAMBHA)

Sl. No.	Indicators	No. of CRCCs said "Yes" out of 110	Percentage
1.	Do you think the FLN Training (PRARAMBHA) has helped the teachers in improving their teaching practices related to foundational skills?	104	94.54
2.	Have you noticed any change in the students' attitudes towards learning foundational skills after the implementation of the FLN Training (PRARAMBHA)?	107	97.27
3.	Do you think the FLN Training (PRARAMBHA) has contributed to the overall academic performance of class 3 learners?	98	89.09
4.	Do you think the FLN Training (PRARAMBHA) has helped in bridging the learning gaps among class 3 learners in foundational skill areas?	110	100.00
5.	Have you seen any positive impact of the FLN Training (PRARAMBHA) on the attendance and retention of class 3 learners?	91	82.72
6.	Do you observe teachers using the techniques or strategies taught in the FLN Training (PRARAMBHA) during classroom activities?	93	84.54

7.	Have you provided additional assistance or support to teachers in implementing the FLN Training (PRARAMBHA)?	103	93.63
8.	Have you observed teachers providing feedback to students on their progress in foundational skill areas during classroom activities?	99	90.00
9.	Have the classroom activities related to foundational skill areas become more engaging and interesting for the students after the implementation of the FLN Training (PRARAMBHA)?	110	100.00
10.	Do you think that the FLN Training (PRARAMBHA) has positively impacted the overall learning outcomes of class 3 learners in your school?	108	98.18
	Mean Value	**102.00**	**93.00**

The analysis of Table-3 reveals that about 93% CRCCs have applied FLN Training (PRARAMBHA) in improving the foundational skills of class 3 learners as well as provided support to teachers in facilitating foundational skills of class 3 learners.

MAJOR FINDINGS OF THE STUDY

1. The study found that 94% of CRCCs responded positively on the effectiveness of FLN training (PRARAMBHA) in improving their knowledge and understanding of FLN concepts.

2. There was also a significant improvement in the CRCCs' implementation of FLN concepts in their daily work. Overall, the program was positively received by the CRCCs.

3. The FLN training (PRARAMBHA) had a positive impact on the foundational skills of class 3 learners in Odisha where observed value was above to the average value i.e. more than 990.

4. The CRCCs (93%) perceived the FLN training (PRARAMBHA) to be effective in improving the foundational skills of class 3 learners in Odisha.

5. They also believed that the program was well-designed and relevant to the needs of the learners and the education system in Odisha.

EDUCATIONAL IMPLICATIONS

1. The FLN training program PRARAMBHA should be continued and expanded to reach more CRCCs and teachers, as well as to other regions beyond Odisha.

2. Efforts should be made to integrate FLN concepts and skills into teacher training programs and curricula to enhance the overall quality of education and improve students' foundational skills.

3. The government and education authorities should provide adequate resources and support for the implementation of FLN strategies and programs, including professional development opportunities for teachers and CRCCs.

4. The perceptions of CRCCs regarding the effectiveness of FLN training programs can provide valuable insights for program improvement.

5. Such training programs can have a positive impact in improving foundational skills of class 3 learners.

REFERENCES

- Alka, M. (2015).A study of factors affecting the effectiveness of teacher training program. International Journal of Education and Psychological Research (IJEPR), 4(1), 23-28.

- Bhattacharya, D., & Ghosh, A. (2021). Effectiveness of the training program for the block-level personnel in the context of the integrated child development services (ICDS) scheme: A case study of West Bengal. Journal of Education and Practice, 12(28), 141-152.

- Chatterjee, A., & Bhatnagar, N. (2020). The effectiveness of teacher training programs in India: A review of literature. Journal of Indian Education, 46(4), 96-111.

- Das, M. (2018). Capacity building of primary school teachers: A study of teacher training program in Odisha. International Journal of Research in Social Sciences, 8(3), 214-222.

- Government of India. (2012). Report of the Committee for Evolution of the New Education Policy. Ministry of Human Resource Development

- Kothari, C. R. (2004). Research methodology: Methods and techniques (2nd ed.). New Age International.

- Ministry of Education.(2020). National Education Policy 2020.Government of India.
  https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

- Ministry of Education. (2021). NIPUN Bharat: An initiative for universal acquisition of foundational literacy and numeracy. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NIPUN-Bharat.pdf

- Mohanty, R. K., & Das, R. K. (2021). A study on the impact of a training program for teachers on inclusive education in Odisha. Journal of Education and Human Development, 10(2), 111-121

- National Council of Educational Research and Training. (2005). National Curriculum Framework 2005.NCERT.

- Pande, M., & Kim, H. (2020). Effectiveness of teacher training programs in India: A systematic review. Journal of Education and Development, 34(3), 83-103

- Sharma, R., & Tripathi, M. (2018). Impact of in-service teacher training on the quality of education: A study of government primary schools in Uttarakhand. Journal of Education and Practice, 9(22), 20-28