



HARYANA STATE HIGHER EDUCATION COUNCIL

No.:- 12/5-SE-25-2020 Adv./HSHEC

Dated:- 22/01/2025

To,

The Director General,
Department of Elementary Education, Haryana,
Shiksha Sadan, Panchkula

**Subject:- Regarding Tasks and Outputs identified under NEP chapter no. 2 i.e.,
Foundational Literacy and Numeracy: An Urgent &
Necessary Pre-requisite to Learning**

Respected Sir,
Namaste
Greetings from Haryana State Higher Education Council!

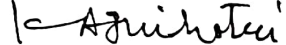
Kindly refer to the subject cited above.

As you are already aware, HSHEC as per mandate given by the State Govt., has been designated as the nodal agency for the mentoring and monitoring the implementation of NEP-2020 in the State. For this State Govt. has already constituted 03 committees and the first meeting of the State Implementation Committee was organized by the Council on 14.12.2023. As a next step, a meeting of the State Advisory Committee of which Hon'ble CM is the chairman and Hon'ble Education Minister is co-chairman will be held soon.

There are various actionable parameters of NEP 2020 on which Department of Elementary Education need to implement for achieving the vision of NEP 2020. For facilitation, Council drafted posers and suggestions pertaining to Department of Elementary Education which already stand shared with your department. Further, to achieve the vision of NEP 2020 in a structured way, Council is now focusing on each and every para of NEP 2020.

Hence, a request to kindly go through the format of tasks and outputs defined under NEP chapter no. 2 of Foundational Literacy and Numeracy: An Urgent & Necessary Pre-requisite to Learning and share the Action taken report with the Council for the same at email id hshecadvisor@gmail.com

Regards


K.K. Agnihotri
Advisor, HSHEC

CC:-

1. PS/CP HSHEC for kind information of the Chairperson HSHEC
2. PS/Principal Secretary School Education for kind information of the Principal Secretary to Government of Haryana, School Education Department, Chandigarh
3. PA/VCP HSHEC for kind information of the Vice Chairperson HSHEC
4. Expert NEP-III, HSHEC for uploading on Council's website



2. Foundational Literacy and Numeracy: An Urgent & Necessary Pre-requisite to Learning

Sr No	Relevant NEP Para	Task	Responsibility	Timeline	Outputs	Action taken by the Deptt Elementary Education	Timeline to be filled by Deptt to complete the task
1	2.2	MOE launched a National Mission in 2020-21 to implement Foundational Literacy and Numeracy (FLN) program in all States and UTs with year wise outcomes to be achieved by the year 2025-26. The Ministry developed a detailed framework/ guideline for implementation of the FLN Mission. NCERT developed a Curriculum Framework focusing on FL&N with learner-centric pedagogy as a part of NCFECCE and NCFSE. The state to adapt the curriculum framework and fix target to achieve goals of FLN for 2025-26	DEE	2021-2025	Launch of FLN Mission achieved by 2025-26. Year wise and state wise targets for achieving at least 75% grade level proficiency		
2	2.2	Extensive capacity building of teachers to be undertaken by states/UTs for implementing FLN in mission mode	DEE	2021-22 onwards	Capacity building of teachers for FLN		
3	2.2	NCERT, CBSE and KVS developed online and blended teacher training modules and content as exemplar. This content to be used by schools affiliated with CBSE in the state for implementing the mission objectives.	DEE	2021-22 onwards	Online/blended teacher training modules for FLN by NCERT		
4	2.2	At State level, SCERT will develop extensive teacher training modules and other resources for teachers in local language/s and ensure their appropriate integration for teaching and learning by all their schools, including those affiliated to state/ BOAs.	SCERT through DEE	2021-23	Online/blended teacher training modules for FLN by SCERT		

5	2.2	Aside from textbooks, the SCERT in consultation with NCERT, to develop highly engaging, joyful and innovative additional learning resources/ material for grades 1 to 5.	DEE through SCERT	2021-23	Additional learning resources by state and SCERT		
6	2.2	Assessment of progress and achievements by students, schools and State in FL&N, will be at four levels (school-based assessment, SAS, third party assessment and NAS) as defined by Ministry. For the first level, that is, school-based assessments, a Holistic Progress Card designed by NCERT adopt/ adapt by SCERT and be the same for students in state in the foundational years.	DEE through SCERT	2021-22	Holistic Progress Card for students designed and implemented in the schools		
7	2.2	In consultation with NCERT, the SCERTs will continuously develop item banks, including criterion-referenced item banks for classes 1 to 5 related to the measurement or achievement of each learning outcomes (at least 500 items per grade per subject).	DEE through SCERT	2021-22 onwards	Online criterion-referenced Item banks for FLN		
8	2.2	IEC material such as infographics, school to parent communication material, state/UT to teachers/school communication material, etc. will be designed in simple and regional languages by state	DEE	2021-22 onwards	IEC material for FLN developed and dissemination initiated		
9	2.2	State will map and create database of each child enrolled in foundational grades for individual tracking of progress of each child in achieving grade level proficiency in learning outcomes and will be linked to national IT	DEE	2021-23	Mapping and creating of database of all learners enrolled in Foundational years		

		platform.					
10	2.2	State will also provide anonymized aggregated data on progress of the FL&N mission within the periodicity specified on the national monitoring platform.	DEE	2021-22 onwards	Aggregated progress data made available by state on national monitoring platform		
11	2.2	The NAS sample survey of schools and students in 2021 will create a data base of 'as is' situation in grade level proficiency and will enable the baseline for tracking future progress.	DEE	2021-22	Database of grade level proficiency based on NAS 2021		
12	2.2	To plan and ensure availability of adequate number of trained Teachers in each school at each grade from pre-primary to grade 5, to undertake the task of FLN mission within targets set by the NEP.	DEE	2021-23	Ensuring trained teachers and PTR for FLN		
13	2.2	For ensuring delivery of text books and uniforms to students in foundational years before the start of academic session, State to review their processes and procedures with a view to comply with timelines.	DEE	2021-22 onwards	Ensuring textbooks and uniform before time		
14	2.2	State will identify on priority a pool of mentors to render academic support (offline/online /blended) to teachers who will be delivering the FLN mission objectives. (Reference Task 226 list given in SARTHAQ)	DEE	2021-25	Mentor pool for FLN teachers		
15	2.2	State will take up a concerted effort to map all requirements of each school and ensure basic facilities/amenities at all primary schools. Mapping to be completed by 2021-22 and resourcing will be completed by 2025	DEE	2021-23	Planning and implementing basic facilities at school		

16	2.2	An Implementation Framework consisting of roadmaps and annual action plans for implementing of activities covering all the focus areas of FL&N Mission will be prepared by State.	DEE	2021-22	Long-term Implementation Framework by State		
17	2.3 & 2.4	In SEZ and Aspirational district i.e. NUH , State will assess teachers' vacancy specifically & take up PTR rationalisation on priority for these areas.	DEE	2021-23	Assessment & rationalisation of teacher's vacancies in SEZ and Aspirational district		
18	2.3 & 2.4	Teachers from Aspirational district will be trained on priority, specifically on how to bridge the gaps in language spoken by child and that used as medium of instruction.	DEE	2021-23	Teachers from SEDG areas, and Aspirational District trained.		
19	2.5	NCERT developed the 3-months play based school preparation module for grade 1 students in order to make sure that all students that are joining school in grade 1 are school-ready. The State to ensure implementation of 3-months school readiness module from 2022-23 academic session onwards in all schools	DEE	2022-23	Implementation of 3-months module for grade 1 developed by NCERT		
20	2.5	SCERT to adopt/adapt in local language and add local context to the above school preparation module for grade 1 students for implementation in state.	SCERT through DEE	2021-23	SCERT adopts/ adapts 3-month module		
21	2.6	E-content prepared and uploaded on DIKSHA for Mathematics and Reading Literacy in English and Hindi for FLN by NCERT (based on NCERT curriculum). Similarly, e-content will be prepared and uploaded on DIKSHA for	DEE through SCERT	2021-23	E-content for FLN on DIKSHA		

		Mathematics and Reading Literacy					
		for FLN in local languages and context by SCERTs. E-content by NCERT and SCERT will include standardized (at least 500 items per grade and per subject) to measure each Learning Outcome of each subject of each grade.	DEE through SCERT	2021-23	E-content for FLN on DIKSHA		
22	2.7	State shall prepare their own guidelines for innovatively engaging peer groups and other local volunteers in contributing towards the goal of achieving Foundational literacy and Numeracy for all grade 3 students. States/UTs will particularly prepare guidelines for parent's engagement as mentors/resources/ volunteers in school to help the FLN mission.	DEE	2022-25	Guidelines and connecting volunteers, peer group to achieve FLN Mission		
23	2.8	School/public libraries will be made integral part of teaching learning process and will be made available after school hours to community, and particularly to parents.	DEE	2022-25	Functional libraries in every school		
24	2.8	A National Book Promotion policy developed by NCERT. Ensure the adoption of the same in state through systematic inclusion in curriculum. Reading campaigns/ competitions/ spell-bees/fastest reader contests, etc. to be launched by state for promoting joyful reading amongst children.	DEE through SCERT	2022-23 onwards	National Book Promotion policy ready		

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25	2.9	State will be encouraged to provide a simple but nutritious breakfast, that is locally available, e.g., consisting of ground nuts/ chana mixed with jaggery and/or local fruits, etc. Detailed guidelines in this regard issued by MOE.	DEE	2021-23	Provision of Breakfast in pre-primary schools		
26	2.9	State will devise systems for ensuring that all school children (whether studying in government/government-aided/municipal or private schools in the state/UT) shall undergo regular health check-ups, particularly for 100% immunisation. Health cards will be prepared and maintained by the school (either in offline, or preferably in online mode). School teachers will be trained on basic health indicators to look out for and monitor in children. state to use modules on this prepared by NCERT	DEE	2021-23	Health cards for school children introduced		

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