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A Survey On Implementation Of National Initiative For School Heads' And Teachers' Holistic Advancement (NISHTHA) Foundational Literacy And Numeracy (FLN) Training In The Classrooms At Schools

*Ms. Deeksha Katyura

PhD Scholar

School of Education

Sanskriti University

Uttar Pradesh

Abstract

Education plays vital role in the development of the children. In these modern trends we all required to use the technology in the school and classrooms. National education policy emphasis on the use of technology and made various changes in the education, evaluation and structure and also more focusing on the skills development of the typically developed and special need children. Technology and digitalization in education have been introduced and many school colleges are using the technology for providing accessibility in the education and academic achievement. Teacher is a crucial part of education management and in the school. Proper awareness and training are required to implement the technology in the education. Trained teacher and heads of the schools can make difference in the holistic development of the child. Government run the NISHTHA programme for the teachers and

**Dr. Archana Sharma

Associate Professor

School of Education

Sanskriti University

Uttar Pradesh

heads of the schools for achieving the foundation literacy and numeracy skills. The present study examines the classroom level implementation of the National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) with more emphasis on the Foundational Literacy and Numeracy (FLN).

A survey method used to study the implementation of NISHTHA in classroom practice. A researcher made tool based on a five-point rating scale was developed by the researcher for data collection which consisted of four areas with five statements in each area and total statements were twenty. The areas assessed were: (A) Foundational Pedagogy and Classroom Environment, (B) Foundational Literacy and Numeracy Implementation, (C) Assessment and Remedial Teaching, and (D) Holistic Development and Inclusivity. Trained teachers were the sample of the data collection process and analysed by using descriptive

statistics such as mean and standard deviation. Cronbach's alpha was used to check reliability of the tool.

The findings conclude that teacher effectively implementing supportive classroom environments and promoting holistic and inclusive practices. It suggests the need for continuous professional support, training, short term training programme for the upgradation knowledge of the teacher also monitoring, and follow-up training to strengthen the classroom impact of NISHTHA foundational literacy and numeracy skill initiatives. The results offer valuable insights for policymakers and educators to enhance the effectiveness of FLN programs in schools.

Keywords - NISHTHA, Foundational Literacy and Numeracy, Teacher Training, School

Introduction

Foundational Literacy and Numeracy (FLN) is first steps to achieving learning goal and academic success. Reading with understanding, meaningful writing and using basic mathematical operation during early age in daily life are essential for learner's holistic development and lifelong learning outcome. After recognizing the learning gap in children with and without disabilities government of India gave importance to improve basic literacy skills and prioritized FLN as a national mission under the National Education Policy (NEP) 2020. For developing skills of the children teacher should be well trained in teaching as per the requirements of modern education. To trained and strengthen teachers' capacity and improve classroom practices in developing the skills, Ministry of Education launched the National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) as a large-scale, integrated teacher training programme. It aims to orient and equip teachers and school heads with child centric learning, strategies, pedagogical perspective, techniques of assessment and inclusive practices necessary for achieving universal foundational literacy and numeracy.

Training has been provided to teachers and heads of it, the outcomes depend on the how effectively teacher implementing it in classroom practice.

Teacher is the key of the in implementing and imparting teaching inputs into authentic learning experience by the students in the inclusive setting. However, teaching strategies, classroom practices, assessment, inclusive approaches show the need of the systematic evaluation of training implementation at the school level and especially primary level.

The present study used a survey to assess the level of implementation of NISHTHA – FLN in the classroom practice. The study focuses on four key areas which included twenty statements. The four key areas A) Foundational Pedagogy and Classroom Environment B) Foundational Literacy and Numeracy Implementation C) Assessment and Remedial Teaching D) Holistic Development and Inclusivity. Five points rating scale tool used by the researcher. The study aims to produce statistical evidences on the classroom practices and identify areas that requiring additional academic support and strategic policy measure.

Although the NISHTHA–FLN training programme has been implemented all over India on large scale, concern continue about how effectively it implementing. It not one time implementation, it's a continuous process and every day implementation is necessary to measure to achievement of the children regards literacy skills.

Foundational literacy and numeracy gaps at the early age in pre primary to primary stage affects students' holistic development and academic achievement, shows that the training of the teachers is not sufficient unless it is effectively and consistently implemented in the classroom and school.

Professional development of the teacher plays vital role in improving students learning experience and results.

Darling-Hammond et al. (2017) Underline that effective professional teacher training and continuous, practice-oriented teaching led to

enhance differentiated instructions, teaching strategies and learner participation.

Correspondingly, studies on upgradation in-service training program for teachers upgrade teachers' knowledge and enhance their understanding in pedagogy and teaching strategies, and provide effective evaluation process, led the fruitful follow up and monitoring. (MHRD, 2020).

There is strong requirement to continues and systematically access implementation skills of the teachers that how they apply Foundational Literacy and Numeracy in applying, assessment techniques, pedagogical strategies, and inclusive practices in real classroom settings after undergoing NISHTHA training.

Evaluating teacher's classroom practice and implementation helps in identifying teaching gaps, strengths, and challenges faced by the teacher, which can shape future training and support mechanisms. Black and William (2018) studied that continuous and formative assessment included with differentiated instruction, support early identification of learning difficulties and intervention. In the inclusive practice in the classroom contribute equal participation and opportunities which full fill the major objectives of the policies. (UNICEF, 2021).

The present study state importance and empirical outcomes on the implementation of NISHTHA-FLN training by using five points rating scale tool at school level.

The final finding shows the current level of implementation and crucial for teachers, policymaker, government, school administration academic evaluator, monitoring systems and helping to development of future policies, shows need based training requirement. It also helps in enhancing the overall effectiveness of the NISHTHA- FLN Initiative by National Educational policy.

In addition, the study come up with the existing research literature and evidence on the professional development and foundational education in school of Odisha in Indian context.

Methodology

Research Design

The present study used a descriptive survey research design to examine the extent of classroom implementation of the National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) Foundational Literacy and Numeracy (FLN) training. The survey method was used for the data collection.

Participants

The participants of the present study consisted total of 54 school teachers and school heads' who had undergone training under the National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA)– Foundational Literacy and Numeracy (FLN) programme. All participating teachers were actively engaged in teaching at the foundational stage in schools at the time of the study. The selection of participants ensured that they had practical classroom experience in implementing FLN-oriented pedagogical practices following the training.

The sample represented teachers from different schools, providing a diverse perspective on the implementation of NISHTHA–FLN across classroom settings. Teachers were informed about the purpose of the research and they all participated voluntarily. The participation had full authority to withdraw from the study at any point during the process of research.

Researcher make sure them that the confidentiality of participants' response, and the data will not be share and the data were used solely for academic and research purposes.

Tool for Data Collection

Researcher made self-developed five points rating scale tool designed to assess the implementation of NISHTHA–FLN training in classrooms setting. The tool consisted of 20 statements distributed across four areas, with five statements in each area. Each statement was

rated on a five-point rating scale, ranging from *Strongly Agree* to *Strongly Disagree*. Higher score indicates the high level of awareness with implementation; likewise moderate and low score shows the low level of implementation.

Validity and Reliability of the Tool

Content validity of the tool was established through expert review by teacher educators and subject experts in foundational education. Necessary modifications were incorporated based on their suggestions. The reliability of the tool was determined using an appropriate statistical method, and the tool was found to be reliable for the purpose of the study.

Result and Discussion

Table-1 Item wise mean and standard deviation with

Area	No. of Items	M	SD
Area A	5	21.25	4.13
Area B	5	21.77	3.66
Area C	5	21.94	3.53
Area D	5	21.92	3.97

The above, table 1 shows mean score with SD of each area and it shows mean score all four area. The score showing strong level of implementation of NISHTHA -FLN practice in the classroom. Area A) reported mean (M = 21.25, SD = 4.13), likewise Area B) (M = 21.77, SD = 3.66), Area C) (M = 21.94, SD = 3.53), and Area D) (M = 21.92, SD = 3.97).

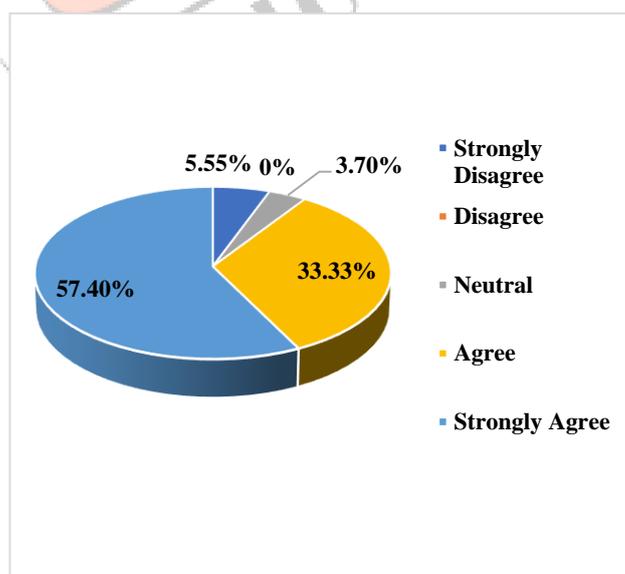
Table -2 Cronbach's alpha test for reliability

Area	No. of Items	α
Area A	5	0.93
Area B	5	0.91
Area C	5	0.88
Area D	5	0.93

The internal consistency of the five points rating scale was examined using Cronbach's alpha. Total number of statements were 20 and it demonstrated excellent reliability area wise. Subscale reliability coefficients were also found to be high: Area I ($\alpha = 0.93$), Area II ($\alpha = 0.91$), Area III ($\alpha = 0.88$), and Area IV ($\alpha = 0.93$). Overall reliability of four areas 0.97 α .

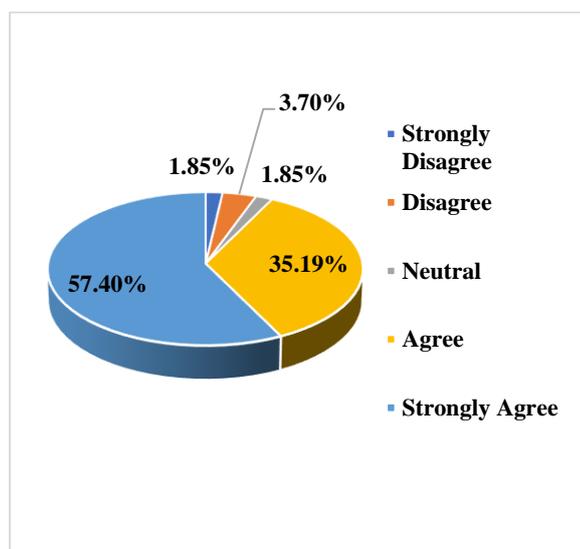
These findings indicate strong internal consistency across all four domains, suggesting that the instrument is a reliable measure of teachers' implementation of NISHTHA -FLN practices in classrooms.

Fig. 1 Area- A) Foundational Pedagogy and classroom environment



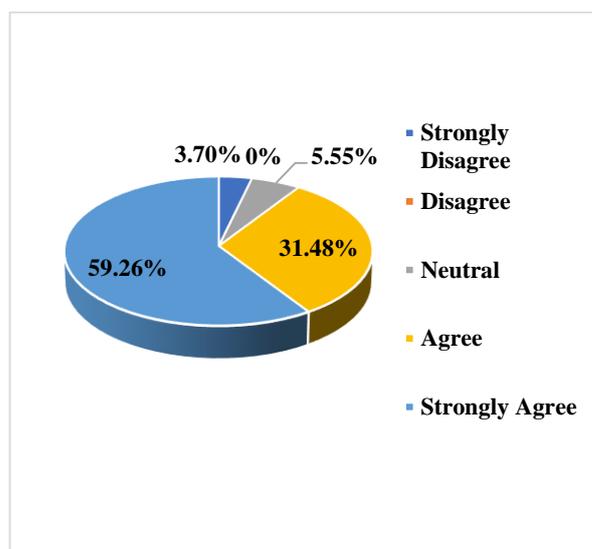
The above figure shows that 57.40% strongly agree likewise 33.33% agree, 3.70 % neutral, 0% disagree and 5.55 % are strongly disagree.

Fig. 2 Area B) Foundational Literacy and Numeracy Implementation



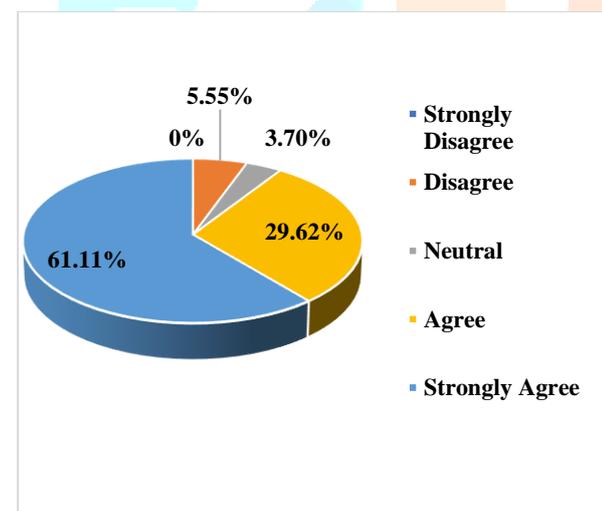
The above figure shows that 57.40% strongly agree likewise 35.19% agree, 1.85 % neutral, 3.70% disagree and 1.85 % are strongly disagree.

Fig.4 Area D) Assessment and Remedial Teaching



The above figure shows that 59.26% strongly agree likewise 31.48% agree, 5.55 % neutral, 0% disagree and 3.70% are strongly disagree.

Fig. 3 Area C) Assessment and Remedial Teaching



The above figure shows that 61.11% strongly agree likewise 29.62% agree, 1.85 % neutral, 5.55% disagree and 0% are strongly disagree.

Educational Implications

The findings of the present study have important implications for educational practice, teacher professional development, and policy implementation at the foundational stage. The study highlights that while NISHTHA–FLN training has positively influenced classroom pedagogy and inclusive practices, certain areas such as assessment-based remedial teaching and systematic implementation of foundational literacy and numeracy strategies require further strengthening.

Firstly, the results suggest the need for continuous professional support beyond initial training. Regular follow-up programmes, mentoring, and school-based academic support can help teachers translate FLN training concepts into consistent classroom practices. Refresher courses focusing on assessment techniques, learner tracking, and remedial instruction would further enhance the effectiveness of NISHTHA–FLN initiatives.

Secondly, the study emphasizes the importance of integrating formative assessment practices within daily classroom instruction. Teachers need structured guidance and practical tools to identify learning gaps and provide timely

remedial support to ensure that all learners achieve foundational competencies.

Thirdly, the findings underline the role of school leadership and monitoring mechanisms in sustaining FLN practices. School heads and academic supervisors should actively support teachers through classroom observations, feedback, and collaborative planning aligned with NISHTHA–FLN objectives.

Finally, the study has implications for policy and curriculum planners, suggesting that teacher training programmes should be context-specific, practice-oriented, and supported by adequate teaching–learning resources. Strengthening holistic development and inclusive education practices will contribute to equitable learning outcomes, thereby supporting the national goal of achieving universal Foundational Literacy and Numeracy.

Conclusion

The study concludes that overall, NISHTHA – FLN implementation at school level were extremely effective. Those teachers undergone through the proper training programme were able to implement the foundational literacy and numeracy. The research suggested that continues evaluation of the implementation of policies by the government is essential for the development of the children and their academic perspectives also for the teacher's updated knowledge and implementations skills in the inclusive classroom setting as per the policies. The research reported that these training are essential for the professional development and academic outcomes of the children. Research on the specific implementation of the policies should be conducted by the researcher which led the better understanding of the gap and ground reality of implementation.

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