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KNOWLEDGE AND PERCEPTIONS OF PRIMARY SCHOOL TEACHERS ON FOUNDATIONAL READING LITERACY CAMPAIGN- A STUDY

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Abstract

This study examines how knowledge and perceptions of primary school teachers on Foundational reading literacy campaign. Good teaching relies on strong subject knowledge. Teacher's perceptions, Interpersonal skills, the ability to engage students through an active, supportive and adaptable, classroom and a passion for to steering lifelong learning and student growth. Little study has been done on how teachers' knowledge and perceptions effect and how they teaching in reading literacy skills. This study is to inquire into primary school teacher's perceptions and opinions regarding basic reading and literacy campaign using a qualitative research methodology. The research focusses to understand teachers' perception on students' growth in fundamental disciplines. Though detailed interviewing and observations, additionally the research will look into educators' evaluation of students' expertise, and pedagogical approaches, with knowledge Instructional model and Instructional techniques.

The study inference is anticipated to explain elaborate interconnections, between foundational reading literacy and numeracy teachers' knowledge and their perceptions off those implementations. This study means to notify a teacher instruction programmes and career advancement inventiveness by recognize the variables effecting tutor's perceptions and how these perspective effect class course. Course development, and pupils' educational achievement, the ultimate aim is to improve teachers' knowledge and sensory skills insight on classroom engagement skills. So that they can provide finer and higher quality instruction in primary schools and help students gain higher learning objectives.

Keywords: Perception, Foundational Literacy, Reading Literary, Primary school teachers.

1. Introduction

The Knowledge and perceptions of primary school teachers on Foundational reading literacy campaign serve of the basis for the educational success and literacy learning. Foundational Literacy campaign focus on ensuring all children can read, write, and perform foundational literacy, by the end of 3rd grade. Which is important for their lifelong learning. This campaign involves developing quality resources, Continuous instruction programmes for tutors, State and district level to achieve universal foundational literacy and numerary for every child.

Reading is very important competency at school level and all educational attainment depends mostly on reading literacy skills. It is very important to how foundational reading literacy skills are perceived by primary school teachers. The main aim of this study is to study the gap between perceptions and knowledge of primary school teachers in the consent of foundational literacy reading campaign. Professional development programmes should priorities skill enhancement knowledge of language and literary skills coaching and mentoring programmes can support teachers in developing their pedagogical practices and competencies in reading literacy skills- school policy makers should consider providing resources and boost up programmes for primary school teaches to develop their knowledge and reading skills in teaching.

Which these things in mind this study objective is to the conversation about foundational literacy campaign perceptions and knowledge of primary school teachers. This study aims to clarify teachery knowledge and perceptions on foundational literacy and reading campaign and the approaches and strategies used to teach these foundational literacy skills are molded



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by their knowledge and Insights. The main aim of this study is to illuminate the perceptions and knowledge of primary school teachers have about literacy reading competencies that their students are learning as well as strategies they are to inculcate in kids these skills and how they effect classroom inclusion to develop the skills competencies of reading and literacy strategies in primary schools.

Foundational Literacy

Foundational literacy is the ability to read, write, and comprehend basic texts. While foundational numeracy is the ability to perform simple calculations and understand numbers Together, these are essential skills for all future learning, and they form the basis for a child's ability to read to learn and write for academic and personal success. They are a high-priority focus in education policy like the National Education policy 2020.

Foundational literacy skills

- Identifying letters and familiar words
- Reading simple sentences with meaning
- Reading with fluency and comprehension.
- Drawing and writing simple sentences
- Listening with comprehension

Foundational numeracy skills

- Identifying numbers
- Understanding number sentence
- Performing basic arithmetic like addition, and subtraction
- Recognizing shapes and using measurement.
- Solving basic problems and identifying patterns

Key Components

Reading skills

Reading skills are abilities that allow a person to decode, understand, and interpret written text. The five key components are phonics, phonemic awareness, vocabulary, fluency and comprehension, which work together to create strong readers. Other important skills include decoding sentence construction, reasoning and attention.

Core components of reading Skills

Phonics: - The relationship between letters & the sounds they make.

Phonemic awareness: - The ability to identify and manipulate individual sounds in spoken words.

Fluency: - Reading text smoothly, quickly & with expression.

Comprehension: - Understanding the meaning of what is being read.

(Mc Namara & Ragliano 2009:30) State that Institutional strategy across a variety of domains develops that low skilled learners should learn methods that those performed by skilled learners.

Lov and Chan (2003) While skilled learners know how to use productive methods to use useful pedagogical strategies to facilitate the functioning of variety cognitive process and meaningful understanding of the text. Low skilled learners, read the text word by word, without any strategies.



The number of studies has been conducted that sought to identify learners reading methods (Cekiso & Madi Kiza 2014, Lau & Chan 2003), (Oran Patranch 2010). Those that focused on reading instruction strategies. Conducted a study on the possible reading comprehension. Thus, the training in reading strategies has potential to enhance capability to improve the reading comprehension of the learners.

Writing skills: - Writing skills are the fundamental abilities used to communicate effectively through the written word, extending beyond basic grammar to encompass clarity, structure, and the ability to adapt tone for different audiences. They are critical for personal, academic, and professional success.

Key Components of Effective writing

Grammar, spelling, and punctuation: - The technical foundation for clear and professional writing.

Clarity and Conciseness: - Communicating your point without unnecessary “Fluff” and ensuring the main message is easily understood.

Vocabulary and sentence structure: - using a varied vocabulary, and sentence structure to make writing engaging and avoid chopiness, repetition.

Structure and organization: -

Planning and outlining ideas to ensure cohesion, where sentences and paragraphs flow logically from one idea to the next.

Audience Awareness: - Adapting your style, tone and content based on who you are writing for and the medium being used.

Research and Accuracy: - Gathering necessary information and ensuring the details provided are correct and supported.

Oral Language development

It is the process of acquiring spoken Language skills, which includes listening, speaking, and understanding and forms the foundation for literacy. This development is supported through rich, Interactive experiences like daily conversations, reading aloud, and playing games. It is a critical component of academic and social success, with a strong link between early oral language abilities later educational achievement. Strong oral language is fundamental for learning to read and write, communication, reasoning and academic and social success.

Phonics

Phonics is a method for teaching reading and writing that connects sounds to letters and groups of letters. It helps beginners decode words by teaching them to sound out words by blending the sounds of individual letters together. Phonics aids in developing reading fluency, spelling, comprehension and vocabulary.

Phonics is a reading and writing teaching method that established the connection between speech sounds and letters.

Reading comprehension

It is the ability to process and understand written text by processing its meaning, integrating it with existing knowledge, and analyzing it. It involves more than just decoding words. It's a process of actively engaging with the text to group both literal and implicit meanings, which is crucial for critical thinking retaining information and connecting with new ideas. Key skills include summarizing, Providing, questioning which are developed through practice and are supported by foundational ability like vocabulary and fluency.



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Foundational Reading literacy campaign: Teacher's perception and knowledge

Teachers often have positive perception of foundational literacy campaigns but express challenges in knowledge and implementation due to factors like insufficient training lack of resources and curriculum overload. While they may view the goals of their campaigns positively, their knowledge of specific concepts like the science of reading and specific terminology can be limited. These gaps in knowledge and resources create a mismatch between what educators believe is effective and what research-based institution supports highlighting the need for targeted professional development and institutional support.

Teacher Perceptions

Positive attitude: - Many teachers are favorably disposed toward innovative teaching methods aimed at foundational literacy and numeracy (FLN) and know the importance of these skills.

Perceived utility: - Some teachers find specific assessment tools like the EGRA, useful and manageable, with a desire to incorporate them into their teaching.

Challenges: - Teachers often report feeling that new campaigns can be an overload of information, with confusing new terms and too many documents, which many it difficult to plan instruction.

Preparedness: - Many educators feel they are only somewhat prepared to teach early reading especially to struggling readers.

Teacher knowledge

Gaps in terminology: - Educators particularly present teachers demonstrate limited knowledge of phonological awareness and other related terminology.

Skill based Vs Code based instruction

Some students show prescribe educators are more positive about implicit code instruction, while Inservice educators favor explicit instruction.

Knowledge gaps persist

A convincing mismatch exists between what educators believe and know and what research shows to be effective Early reading instruction.

Teacher Experience matters

Research indicates that Teacher indicates that teacher experience is correlated with higher knowledge in areas like reading assessment, but certification and degree students have not shown the same correlation.

Challenges and Facilitations in Implementing Foundational reading Literacy in primary schools

Teachers who possess a deeper understanding of reading instruction and language structure tends to have students who perform better in reading comprehension and foundational skills.

Professional development programmes should prioritize building reaches knowledge and literacy reading structure. Coaching anal mentoring programmes can support teachers in developing their instructional practices and confidence in teaching reading.



The knowledge and perception of primary school teachers play a critical role in shaping the reading instruction experience for students by prioritizing teachers' knowledge and professional development. We can work towards improper reading outcomes for all students.

Facilitators in foundation reading literacy campaign acquire range of stake holders operating at various levels form some member officially and educators to community members and parents.

All these works together in an overlapping sphere of influence to create a supportive environment for children's learning and bridge the gap between home, school, community.

Challenges: - Foundational reading literacy campaigns face significant challenges across several key areas, teacher preparedness and training, inadequate infrastructure and resources linguistic diversity, and Socio-economic disparities.

Teacher quality and training

Many teaches lack the necessary pedagogical skills to teach foundational reading effectively. Training programmes are often short, general and not provide adequate hands-on practice clear guidance on age-appropriate instructional methods, such as play-based learning phonics.

Inadequate infrastructure and resources

As variety of essential learning materials like age-appropriate readers, Complete activity kits, and digital tools is a major hurdle, particularly in rural and disadvantaged community.

Overcrowded class worry and par physical infrastructure also prevent the effective implementation of key teaching strategies like small group Institution.

Linguistic diversity

A significant challenge arises when the language of institution in schools differs from a child's home language or mother tongue. This gap can create a cognitive behavior for young learners trying to acquire basic language skills. Despite policies like India national Education policy (NEP 2020) which emphasize mother tongue Institution.

Socio- Economic Disparities

parent significantly imparts access to quality education and resources. Children from low-income families may face higher absenteeism, be forced to work, or lack of supportive home environments, where reading is prioritized, compounding the school challenges.

Administrative burden and Lack of Support

Teachers often face excessive non-academic and administrative duties. Which significantly reduce the time available for institutional planning, towards teaching, and providing Individual student attention.

Impact of the covid-19 pandemic

The pandemic exacerbated existing learning gaps due to prolonged school closures and a law of access to digital learning tools for many marginalized students, leading to substantial learning tools in foundational skills.

Curriculum and Assessment Misalignment

Sometimes there is a mismatch between space of the curriculum and actual learning levels of students, Leaving many behind. Additionally, assessment and monitoring systems often focus modern training inputs rather than measuring actual student learning outcomes, making it difficult to identity and address specific learning gaps effectively.



Foundational Reading Literacy Campaign

A Foundational reading literacy campaign is an initiative designed to teach children basic reading skills and foster a lifelong love of reading. These campaigns focus on foundational literacy and numeracy (FLN) which are critical for future learning and often involve activities like reading aloud sessions, mobile library, and community engagement programs like “India Gets Reading” campaign or the we Love Reading campaign in Ap are examples of this approach aiming to Improve reading outcomes for children in early grades.

Key Features of Foundational reading Literacy Campaign

Focus on early Learners: - Many campaigns focus on children in the crucial early grades such as up to class 3rd to ensure they attain foundational literacy and numeracy skills.

Joyful Learning: - Thus, aim to make reading an enjoyable and engaging experience to build a positive lifelong association with it.

Holistic approach: - campaigns encourages learning beyond the classroom by involving parents, communities, and teachers in creating supportive reading environments.

Diverse activities: - Common activities include,

Reading aloud Sessions: Engaging children’s stories to develop comprehension and interest.

Mobile Libraries: Bringing Books to community to increase access to diverse literature.

Read-a-thons: Encouraging sustained reading through fan events.

Pledge Reading Times: Activities that include children and communities in making reading commitments.

Assignment with National Goals

Many campaigns align with National Educational visions, such as Indias NEP-2020 and Nipun Bharat Mission to achieve Universal Foundational Literacy and numeracy.

Nipun Bharat Mission: - This Mission is a Nationwide Initiative launched by India’s Ministry of Education to ensure that every child achieves Foundational Literacy and numeracy creating, writing, and basic math by the end of Grades. It focuses on teacher training inclusive learning, and competency-based education for children aged 3 to 9.

Key Objectives

FLN- (Foundational Literacy and Numeracy)

To ensure every child can read with comprehension and solve basic math problems by and end of grade 3 to 9.

Teacher Training: To ensure the capacity of teachers to deliver high-quality, engaging and foundational Education.

Holistic and Inclusive learning:

To make learning an enjoyable, inclusive and competency-based activity using resources and methods suitable for the child’s natural learning process.



Implementation:

The million is implemented through a five-tier structure at the national, state, district, block and. at the national, state, district, block and school levels.

Support older children:

Students in grades 4 and 5 who lack foundational skills will receive additional support through peer guidance and other resources.

Conclusion

The Nation Educational Policy 2020 makes a point of highlighting the Significance of obtaining Foundational literacy and reading campaign. Foundational reading, writing and arithmetic will the rest of this policy become appropriate for students NIPUN Bharat mission NEP 220 every child in India attain FLN by 2020-27 implementation a collaborative effort involving all states union territories. The reading literacy campaign aim is to transition to performance-based education and importance using school-based evaluation to give tutors continuous feedback. States are required to create block, district and state missions to enhance the National vision.

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