



GNOSI: An Interdisciplinary Journal of Human Theory and Praxis

Volume 7, Issue 1, January -June, 2024

ISSN (Online): 2714-2485

Shaping Foundational Learning Skills: A Harbinger to the Future of Work

Reetu Chandra

Deputy Secretary

ECCE & FLN Policy

Department of School Education & Literacy

Ministry of Education, Government of India, New Delhi, India

E-mail: reetu.chandra@nic.in

(Received: January-2024; **Accepted:** March-2024; Available **Online:** March-2024)



This is an open access article distributed under the Creative Commons Attribution License
CC-BY-NC-4.0 ©2024 by author (<https://creativecommons.org/licenses/by-nc/4.0/>)

ABSTRACT

The acquisition of fundamental skills in early childhood is foundational for future learning and holistic development, aligning with the Sustainable Development Goals' objective of promoting early literacy and numeracy. However, the State of Global Learning Poverty report indicates a concerning trend, with global learning poverty reaching 70% in low- and middle-income countries, highlighting the challenge of children struggling with basic literacy by age 10. India has taken proactive measures through the National Education Policy 2020 and the launch of the 'National Initiative for Proficiency in Reading with Understanding and Numeracy' (NIPUN Bharat) in 2021 to ensure universal access to essential reading and numeracy skills by Grade III. This study employs a mixed-methods research approach, incorporating both qualitative and quantitative methodologies to assess the effectiveness of India's initiatives in promoting foundational learning. Qualitative analysis involves examining policy documents, curriculum materials to understand the implementation process and challenges faced. Quantitative assessments include analysing educational data from the academic year 2021–22, particularly focusing on enrollment rates, learning outcomes, and the impact of interventions on children aged three to eight. These results show that India has taken a lot of steps to improve basic education. In this work, I identify challenges such as disparities in preschool attendance and pedagogical approaches that prioritise rote learning, which require comprehensive solutions involving teacher training, curriculum development, and parental engagement. Thus, as India assumes leadership within the G20, there is an unprecedented opportunity for global collaboration to advance foundational learning agendas. By sharing best practices, mobilising resources, and fostering multilateral partnerships, nations can collectively accelerate progress towards achieving Sustainable Development Goal 4, ensuring inclusive, equitable, and quality education for all. Ultimately, the attainment of foundational learning skills for children is not only an educational necessity but a moral imperative. Through sustained commitment, collaborative action, and unwavering resolve, we can unlock the full potential of future generations and pave the way for a brighter, more prosperous future worldwide.

Keywords: Sustainable Development, Foundational learning, Literacy, Numeracy, G20.

INTRODUCTION

Foundational learning has been an important concern across the globe, especially in India (Feyerabend, et al., 2018). Globally, foundational learning is understood as the basic literacy, numeracy, and transferable skills such as socio-emotional skills, which are the building blocks in the process of acquiring knowledge and experiences by progressing through various stages of the education system and thus building the foundation for lifelong learning and wellbeing (The World Bank, UNICEF, UNESCO, FCDO, USAID, and BMGF, 2022); thus, building solid foundations of literacy and numeracy is crucial (OECD, 2018). Foundational literacy is understood in terms of pre-existing knowledge of language that helps in building literacy skills in languages. UNICEF, in a study, reinforced that “strong language and literacy skills developed in primary grades lay the best foundation for all future learning in school” (UNICEF, 2019, p. 5).

The four macroskills of language learning—listening, speaking, reading, and writing with decoding; oral language; reading comprehension; reading fluency; and writing—as key components are crucial for foundational literacy, especially at the primary level. Flawless fusion of these capabilities leads to the development of good communication skills among children. While foundational numeracy includes the ability to reason and apply simple numerical concepts in daily life (Dennis, 2018; Onuoha & Ajimase, 2022). A report by the International Commission on the Futures of Education pointed out that numeracy requires its application to a diverse range of contexts and problems. The report further states that “numeracy is the fruit of human capacities to observe patterns, to classify and organise sets, to count and measure, to compare quantities, and to identify relationships between them” (2021, p. 70). In India, foundational literacy and numeracy are defined in NEP 2020 as the ability to read and comprehend basic text, write with purpose, and carry out simple mathematical calculations, i.e., basic addition and subtraction, even in day-to-day life situations (MHRD, 2020).

The early years are the most critical years of a child’s life (Agbor & Ajimase, 2022). This is the period when the foundations of their future learning and development are laid. Thus, they need special care and attention to learn foundational skills and achieve holistic development. These young lives are the future, and empowering them with values, attitudes, knowledge, and skills at the right time prepares them well to contribute to the social and economic development of the nation (World Bank Group, 2020; Dennis & Udo, 2021). The development of skills can contribute to structural transformation and economic growth by enhancing employability and labour productivity and helping countries become more competitive. Yet, most countries continue to struggle to deliver on the promise of skill development. There are huge gaps in the basic literacy and numeracy of working-age populations. Basic literacy and numeracy, problem solving, and social and interpersonal skills are the skills that are necessary to unlock creative potential and take it to market (The World Bank, 2010). It is acknowledged that children flourish with strong foundational skills that are correlated with greater quality of life, personal well-being, national stability, and prosperity.

In a review of research, Young Lives (2012) reasons that “economic growth can be an important factor in child survival and development, and moreover, securing children’s development is key to reducing poverty and sustaining growth in the long term (p. 11)”. Developing foundational learning skills in young children is one of the critical agenda items of the Sustainable Development Goals (SDG). Ensuring foundational learning has been recognised as a key element to transform education under ‘Addressing the Learning Crisis’, one of the focal areas out of six Global Initiative Calls to Action launched at the UN Secretary-General’s [Transforming Education Summit \(TES\)](#), held in September 2022

(United Nations, 2023). Hence, countries are plunged into achieving universal foundational learning with a focus on foundational literacy and numeracy skills for all children in the early years.

THE CONCERN

Across most of the developing world, the foundations of learning are not strong enough (Otto & Udo, 2024). The State of Global Learning Poverty study reveals that global learning poverty, especially in low- and middle-income countries (Bisong & Udo, 2014; Bisong, et al., 2017), has currently surged to 70 percent, which is nearly 6 out of every 10 year-olds suffering from learning poverty. This means that children haven't achieved minimum reading proficiency and are unable to read and understand simple text by the age of 10. (The World Bank, UNICEF, UNESCO, FCDO, USAID, and BMGF, 2022; World Bank, UNESCO, UNICEF, USAID, FCDO, BMGF, 2022). This makes SDG4's pledge of quality education for all scotting off from us. The learning crisis is not a result of COVID-19; rather, it is one of the contributing factors that deepened this crisis. Even before COVID-19 knocked on the door, countries were already experiencing a learning crisis that affected mainly vulnerable children. A joint report by UNESCO, UNICEF, and the World Bank informed that the rate of learning poverty in low-income countries was close to 90%, compared to 9% in high-income countries. The report further revealed that "COVID-19 resulted in an unprecedented disruption to education worldwide, affecting more than 1.6 billion students and amplifying the pre-existing learning crisis" (The World Bank, UNESCO, and UNICEF, 2021).

The Human Capital Index 2020 highlighted that conflict, natural disasters, financial crises, poorer nutrition, inaccessibility to education, and educational quality that often failed to keep pace with gains in enrollment of children in school also contribute to the learning crisis (Udo & Archibong, 2019; Otto, 2023). However, the availability of adequate funding is the key factor that affects the quality of education (World Bank Group, 2020). UNICEF also pointed out that underinvestment in education leads to several conditions leading to poor quality education, such as large classroom sizes, poor-quality teachers, a lack of supportive materials, and poor school infrastructure, which negatively impact how and what children learn in school (2020). This condition pushes children to lose interest in school. An analysis of five low- and middle-income countries using data from the Multiple Indicator Cluster Surveys 6 (MICS6) confirmed that losing school is linked to a decline in foundational skills (Alban et al., 2020).

Yet there is hope that this drift can still be turned around by ensuring all children acquire the foundational learning skills vital. The right decisions taken at the right time and collective commitments on priorities and critical goals would potentially transform the lives of young children and roll back the issues of learning poverty across nations (United Nations, 2023). Every country has its own challenges and concerns in achieving foundational learning for their children (Ajimase & Agwu, 2021). The magnitude of challenges and concerns demands a bold and rapid response on a large scale. For these, countries have to fix their eyes firmly on this goal, gather evidence of what works, and chart their own path of commitment, investments, and reforms to accelerate the response. All efforts must create a system that is self-sustaining and focuses on creating 'Sound Policy Design', promising 'Political and Financial Commitment', and ensuring 'Relentless Focus on Learning Outcomes'. This can only be assured first by revamping the existing educational structure as and when needed; second, by leveraging the existing structure in its fullest; third, by aiming to build the capacities of learners, teachers, and schools; fourth, by ensuring learning resources; and fifth, through system-level management.

HOW INDIA PRIORITIZES FOUNDATIONAL LEARNING SKILLS FOR CHILDREN

India acknowledged the same, devised a workable approach, and, through the National Education Policy 2020, set forth a roadmap. Accordingly, it had prioritised the universalization of foundational literacy and numeracy at the primary level as key factors for national development. A new framework for the educational system in India with a 5+3+3+4 structure has been devised and recommended in the policy. The policy recommended the 5 years of foundational stage of schooling that include 3 years of preschool education (for 3-6 years of age, i.e., before children enter Grade-I) and early primary grades I and II (MHRD, 2020; MoE, 2021). According to the Unified District Information System for Education Plus (UDISE+), which is one of the largest management information systems, 83.7 million children will attend school at the age of 3 to 8 years in 2021–22. These children will be covered through various initiatives from 21–22 to 26–27 (MoE, 2022).

In order to cater to this large number of children in a short time, the Ministry of Education has launched a dedicated mission, ‘National Initiative for Proficiency in Reading with Understanding and Numeracy’ (NIPUN Bharat), on July 5, 2021, to ensure that every child in the country necessarily attains the desired learning competencies in reading, writing, and numeracy at the end of Grade III by 2026–27. The mission focuses mainly on the first five years of schooling (the foundational stage), including three years of pre-school and Grades I and II. The reason is that when children do not achieve the basic foundational skills of being able to read with comprehension, independently write with understanding, do basic mathematics operations, and become independent in problem solving, they leave them unprepared for the complexities of the curriculum beyond grade III and not later than grade V. The mission has been implemented in all the states and UTs with different names (Garg & Chandra, 2022; MoE, 2021).

India is yet to attain universal access to early childhood care and education (ECCE); a large proportion of children entering Grade I have not attended pre-school, due to which they fall behind within the first few weeks of school. To overcome this gap in learning, the *Vidya Pravesh* Programme, a 3-month play-based school preparedness programme for children entering grade-I, was launched on July 29, 2021, as an interim measure for implementation at the beginning of grade-I. Focus on ensuring a warm and welcoming environment for children and helping them learn the basic skills required to adjust well to the primary school environment and learning opportunities. During the years 2022–23 and 2023–24, all the states and UTs have implemented Vidya Pravesh (NCERT, 2021; 2022a).

To support the mission, the National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA 3.0) training programmes in FLN NISHTHA 3.0 on the Digital Infrastructure for Knowledge Sharing (DIKSHA) platform for teachers and school heads of pre-primary to class V were launched on September 7, 2021. This is a professional development programme that comprehensively orients teachers on various aspects of what the national FLN mission envisions attaining. The package consists of 12 online modules as per the objectives of the NIPUN Bharat Mission, namely: Introduction to the FLN Mission; Shifting towards Competency-Based Education; Understanding the Learner; Transacting a 3-month Play-Based School Preparation Module for Grade I Children and Balvatika; Foundational Language and Literacy; Foundational Numeracy; Learning Assessment; Involvement of Parents and Community; Integration of ICT in Teaching, Learning, and Assessment; Multilingual Education; Toy-Based Pedagogy; and School Leadership. Live video sessions were organised during which learners could directly ask questions to the resource persons or experts. So far, 33 states and UTs have

initiated the programme in 11 languages, and the same has been adopted by five autonomous organisations under MOE, MOD, and MOTA. In line with NISHTH 3.0, NISHTHA 4.0 on ECCE has also been launched on July 29, 2022, to prepare an initial cadre of high-quality ECCE teachers in *Anganwadis*.

India conducted its first ever foundational learning assessment of students in Grade III for foundational skills of language, literacy, and numeracy through the Foundational Learning Study (FLS). The study was conducted in 20 languages, covering 86,000 students from government and private schools in 2022. The study results inform the baseline for the national mission and also set benchmarks for oral reading fluency in 20 languages. It has provided rich evidence on children's foundational skills and the readiness of the system to implement the national mission, *NIPUN Bharat* (MoE & NCERT, 2022).

In October 2022, the National Curriculum Framework for Foundational Stages (NCF-FS) was launched. It is the first ever integrated curriculum framework for children between ages 3 and 8 in India. This NCF-FS is based on cutting-edge research from across the world in multiple disciplines, including the fields of neuroscience, brain study, and cognitive sciences, while also being informed by the wisdom and knowledge of diverse Indian traditions. The curriculum framework further paves the way for the making of a syllabus, textbooks, teaching and learning materials, and resources for the foundational stage in the country (NCERT, 2022). As an outcome, 'Jaadui Pitara', which means a magic box, was released on February 20, 2023, for the foundational stage under the National Curriculum Framework on Foundational Stage with the motto "Learning through Play." It is an exemplar of the content needed in any school for the foundational stage. The *pitara* is available in various Indian languages and includes toys, games, puzzles, puppets, posters, flashcards, story cards, playbooks for students, and handbooks for teachers. It suggests how three- to eight-year-old children can learn at the foundational stage. It also has a trainer handbook with it (NCERT, 2023). In this series, *e-Jaadui Pitara* has been developed to introduce it with multiple benefits, such as accelerating and amplifying the awareness, reach, and impact of the transformative idea behind *e-Jaadui Pitara* and making it more accessible to teachers, parents, and communities. This digital version aims at providing a digital platform with free and quick access to content, thus conquering the limitations of its physical counterpart. Thus, it is a companion to its physical version that extends learning beyond the classroom wall and traditional system of learning.

Balvatika includes three years of preschool education before grade I. It was launched on October 20, 2022, in 49 *Kendriya Vidyalayas* at all three levels of pre-primary classes. In India, children come from different pre-schooling experiences of one year, two years, or three years based on the policy and structure available in their particular state, or UT. Moreover, the majority of the educational needs were catered to by *Anganwadis*, which is looked after by the Ministry of Women and Child Development. The formal education in the country started in grades I–XII. Hence, this can be referred to as the stepping stone by the centre in initiating the process of universalizing pre-school education in all primary schools by 2030 to suit global standards and meet SDG Goal 4.

Digital Infrastructure for Knowledge Sharing (DIKSHA) is a unique initiative that leverages existing highly scalable and flexible digital infrastructures while keeping teachers at the center. It is built considering the whole teacher's life cycle, from the time student teachers enrol in Teacher Education Institutes (TEIs) to after they retire as teachers. On DIKSHA, a separate vertical for FLN was created in 2021 for the availability of FLN e-resources. These resources are in the form of infographics, worksheets, videos, item banks, activities, etc. based on the learning outcomes identified for the foundational stage. The purpose is to assist and mentor states, UTs, and teachers.

INDIA IN THE G20

Target is huge, and India is moving ahead, taking along these young children right from the foundational stage. India assumed the presidency of the G20 on December 1, 2022. The theme of the 2023 G20 summit, 'One Earth, One Family, One Future', resonates with India's ancient belief that the world is one family. Our aim is to work together with G20 countries to bridge gaps in quality education and skilling. The G20 Education Working Group (EdWG) 2023 is focusing on areas for inclusive, equitable, relevant, and quality education and lifelong learning opportunities for all (MoE, 2023a; MoE, 2023b). "Ensuring Foundational Literacy and Numeracy, especially in the context of blended learning," is one of the four priority areas on which the Education Working Group has deliberated in each of the four meetings held under India's G20 EdWG presidency in Chennai, Amritsar, Bhubaneswar, and Pune. Efforts have been put in place to understand more about the practices and policies being followed across the globe and share what strategy India, as one of the G20 countries, is implying to ensure foundational learning for all children. Thus, come up with mutual efforts to ensure that every child has access to quality foundational learning and the opportunity to succeed in life. India intends to focus on recommitting the G20's efforts to achieving the targets laid out in the 2030 Agenda for Sustainable Development. EdWG has been a platform for G20 member countries to come together and prioritise multilateralism, share solutions that promote growth, remap development plans, and achieve the Sustainable Development Goal's (SDG) targets (MEA, 2022).

As a precursor event to the 4th G20 Education Working Group (EdWG) meeting at Pune, Janbhagidari activities were organised across the country from 1st to 15th June, 2023, to celebrate the identification of 'Ensuring Foundational Literacy and Numeracy, especially in the context of blended learning' as a priority area for spreading awareness about the NEP, 2020, and the importance of the G20 presidency in Amrit Kal. These events witnessed a total participation of more than 52 million from approximately 1.6 million schools and institutions (MoE, 2023a; MoE, 2023b). Further, a national conference from June 17th to June 18th, 2023, on the theme "Creating the Base for Lifelong Learning: A National Conference on Foundational Literacy and Numeracy (FLN)," followed by a seminar on "Foundational Literacy and Numeracy in the Context of Blended Mode" on June 19th, 2023, at Savitribai Phule Pune University, Pune, was also organized. A six-day exhibition with a focus on the theme 'Ensuring Foundational Literacy and Numeracy, especially in the context of blended learning' has been set up, with representation from more than 100 exhibitors across Indian states and G20 countries. The exhibits showcased myriad initiatives, both digital and physical, innovative products, best practices and solutions, etc. States/UTs, corporations, civil society organisations, research organisations, edutech companies, start-ups, autonomous organisations, etc. More than 0.15 million students and people visited the exhibition besides Central Ministers, State Ministers, and Ministers and Delegates from G20 Countries (MoE, 2023a; MoE, 2023b).

Foundational learning is recognized as the keystone for shaping the future of any nation. Therefore, the G20 Declaration, 2023, had a clear mention that, as Group 20, "we are committed to inclusive, equitable, high-quality education and skills training for all, including those in vulnerable situations. We recognise the importance of investment in supporting human capital development. To this end, we recognise the importance of foundational learning (literacy, numeracy, and socio-emotional skills) as the primary building block for education and employment" (MEA, 2023).

CHALLENGES AHEAD

Ensuring access to a stimulating environment for learning in schools, thus making children attend school, retain, and learn, is the most critical concern India has. Research shows evidence that a large percentage of children are entering Grade I with no or less previous experience in preschool education. According to the National Family Health Survey (NFHS-5) report, only 40% of boys and girls age 2-4 attend preschool. Overall, rural households (39%) show lower preschool attendance than urban households (44%) (MHFW, 2022). Understanding this, NEP 2020 recommends that the age of entry into Grade I be 6 years, which is after completing the 3 years of preschool education. However, there is a need to address the variations found in some states where the age of entry into Grade I is 5 years, which exposes children to two years of preschool education. Another challenge is to shift the focus of learning from rote memorization, where children are passive recipients of 'knowledge', to a competency-based learning approach. The National Achievement Survey 2021 revealed that only 64.6% of students had acquired proficiency level in language in Grade III, whereas for grade level competency in Grade V, it was 61.8%, which shows a downward transition. Likewise, in mathematics, 61.2% of Grade III children acquired proficiency levels, which further declined in Grade V to 56.8% (NCERT, 2022c). Hence, there is a need to shift all efforts to help children learn skills and concepts related to FLN rather than rote learning.

The NEP 2020 suggests that the Foundational Stage will embrace five years of flexible, multilevel, play-based, and activity-based learning (MHRD, 2020), where developmentally appropriate curriculum is significant to ensure the holistic development of children. However, in states where preschool education programmes are implemented through Anganwadis Centres (AWCs) and pre-primary classes in schools, different curricula based on varied learning outcomes are implemented, resulting in varying quality of programmes and inadequately prepared children. Studies have pointed out that the teaching-learning process in the early primary grades is often dominated by teachers through interaction, i.e., teacher-talk, and children repeat in chorus what is said by the teacher. In preschools and schools, the teacher is at the centre of the classroom pedagogy, and children hardly get the scope to share the experience or express themselves freely. Apart from that, teachers are generally seen using textbooks and blackboards as teaching tools. Other learning materials, such as toys, manipulatives, children's literature, etc., are often lacking or not used (Chandra, Gulati, & Sharma, 2017; Kaul, Chaudhary, & Sharma, 2014).

There is also an issue of exclusive preschool teachers. According to UDISE+ 2020–21, 0.371 million schools with preschool sections have the same teacher who teaches both preschool and primary school children (MoE, 2022). This refers to the intricacy of the delivery of foundational learning skills, leading to learning and developmental loss. Hence, there is a need for dedicated preschool and early grade teachers (Chandra, 2021). Identification of mentors and mapping them with each teacher would help in their constant handholding. An unfamiliar medium of instruction is another important reason for low learning levels in children in the early primary grades, as children are unable to understand what is being taught in class as the language of instruction is different from the language that they speak and understand at home. A smooth transition from home language to the language of instruction is crucial for ensuring all children feel connected to the learning environment, understand concepts, and learn. Teachers are also unable to deal with this situation, nor do capacity-building programmes address it adequately. As per the recommendation of NEP 2020, a 360-degree assessment of all children must be done (MHRD, 2020). This should be done using multiple forms of assessment—oral, project work, MCQs, writing, feedback from multiple sources, etc.—in order to help the

teachers understand learning gaps and customise pedagogy. Finally, there is a dire need for building a robust system of constant monitoring of the implementation of foundational learning initiatives, tracking the learning level of each child, and creating a data base for each child, especially those enrolled in preschools (Chandra, Gulati, & Sharma, 2017; Nwobu & Ajimase, 2022).

SUGGESTIVE STRATEGIES

Filling of teacher vacancies and rational deployment of teachers in schools especially at preschool level, swift opening of preschool sections in schools and co-location of preschools/ AWCs in primary schools in same premises or in proximity, ensuring basic facilities in schools are being provided on time as per the RTE norms, provision of dedicated time for conducting language and numeracy related activities, instead of thrusting on completing the syllabus training teachers to focus on developing competencies among children, continuous professional development of teachers, constant handholding with them by mentors and on-site/ on-demand support, designing need based capacity building programmes, ensuring holistic and developmentally appropriate curriculum (well align to the National Curriculum Framework for Foundational Stage) with continuous assessment mechanism for tracking progress of children, promoting engagement of family in the learning of children at home, development of strong monitoring mechanism, etc. are some of the strategies suggested to address concerns leading to ensuring foundational learning for all children. It helps students live a satisfying and rewarding life as well as be active and well-informed citizens.

CONCLUSION

This comprehensive analysis highlights the profound implications of nurturing literacy, numeracy, and socio-emotional skills during the formative years of a child's education. Recognising the pivotal role of foundational learning in determining positive outcomes, nations worldwide are increasingly prioritising strategies to bridge the gap in educational attainment. India, through its National Education Policy 2020 and subsequent initiatives, has demonstrated a persistent commitment to ensuring universal access to quality foundational learning. From the inception of preschool education to the implementation of dedicated missions like NIPUN Bharat and the introduction of the *Vidya Pravesh* programme to bridge the learning gaps, India is making concerted efforts to equip every child with essential competencies by leveraging innovative approaches and rigorous assessment frameworks. However, amidst the strides made, multiple challenges exist, including disparities in preschool attendance, pedagogical approaches that prioritise rote learning over competency-based education, and the shortage of dedicated preschool teachers.

Addressing these challenges demands a holistic approach encompassing teacher training, curriculum development, parental engagement, and robust monitoring mechanisms. As India assumed leadership within the G20, there has been an unprecedented opportunity to foster global collaboration in advancing foundational learning agendas. By sharing best practices, mobilising resources, and fostering multilateral partnerships, nations collectively accelerate progress towards achieving Sustainable Development Goal 4 and ensuring inclusive, equitable, and quality education for all. At its core, the attainment of foundational learning skills for children is not merely an educational necessity but a moral urgency that holds the key to unlocking the full potential of future generations. Through sustained commitment, collaborative action, and unwavering resolve, we can pave the way for a brighter, more prosperous future for children worldwide.

REFERENCE

- Agbor, O. O., & Ajimase, A. (2022). A Socio-Linguistic Profile of Nigeria's Eastern Borderlands. *Tamaddun*, 21(1), 1-10.
- Ajimase, A. A., & Agwu, P. A. (2021). The bitter-honey nature of traditional myth practices in south-south nigeria: The case of kabangatende cult of obudu cosmology in cross river states. *Social Sciences, Humanities and Education Journal (SHE Journal)*, 2(3), 314-324.
- Alban C. C., Akseer S., Dreesen T., Kamei A., Mizunoya S. and Rigole A. 2020. "COVID-19: Effects of School Closures on Foundational Skills and Promising Practices for Monitoring and Mitigating Learning Loss", Innocenti. Working Paper 2020-13, UNICEF Office of Research – Innocenti, Florence.
- Bisong, P. B., & Udo, I. L. (2014). Absolute certainty and asouzu's transcendent unity of consciousness. *Am. J. Soc. Mgmt. Sci*, 5(2), 39-43. (3)
- Bisong, P., Essien, J. P., & Udo, I. L. (2017). *Law and Morality. Complementary Tools the for Service of Nigeria?*. GRIN Verlag. (2)
- Chandra R. 2021. "Preschool Teacher Quality in India", Wiseman, A.W. and Kumar, P. (Ed.) *Building Teacher Quality in India: Examining Policy Frameworks and Implementation Outcomes (International Perspectives on Education and Society, Vol. 41)*, Emerald Publishing Limited, Bingley, pp. 103-123.
- Chandra R., Gulati R., and Sharma S. 2017. "Quality Early Childhood Care and Education in India: Initiatives, Practice, Challenges and Enablers." *Asia-Pacific Journal of Research in Early Childhood Education* 11 (1): 41-67.
- Dennis, O. (2018). Heidegger, Subjectivity and Ethics of Posterity. *Plasu Journal of General Studies*, 1(1), 29.
- Dennis, O. (2022). Diseases and New Moral Order in Society. *Philosophia Politica*, 1.
- Dennis, O., & Udo, I. L. (2021). Suicide: A Betrayal of African Communalist Personhood. *Meta: Research in Hermeneutics, Phenomenology, and Practical Philosophy*, 13(1), 220-240.
- Feyerabend, R., Herd, A. M., & Choi, N. (2018). Job satisfaction and turnover intentions among Indian call center agents: Exploring the role of emotional intelligence. *The Psychologist-Manager Journal*, 21(2), 106.
- Garg M., and Chandra R. 2022. "NIPUN Bharat Mission: A Catalyst for Universatization of Fundamental Literacy and Numeracy (FLN) in Indian Schools." *RIE Bhopal Journal of Education* 5(II): 7-16.
- International Commission on the Futures of Education. 2021. *Reimagining Our Futures Together: A New Social Contract for Education*. UNESCO, Paris. <https://unesdoc.unesco.org/ark:/48223/pf0000379707.locale=en>
- Kaul V., Chaudhary A. B. and Sharma S. 2014. *Indian early childhood education impact study- 1, quality and diversity in early childhood education- A view from Andhra Pradesh, Assam and Rajasthan*. Centre for Early Childhood Education and Development, Ambedkar University Delhi
- MEA. 2022. "G-20 and India's Presidency". Press Information Bureau, Ministry of Education (Posted On: 10 DEC 2022 7:10 PM by PIB Mumbai), Government of India. <https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1882356>
- MEA. 2023. *G20 New Delhi Leaders' Declaration: G20 New Delhi Leaders' Declaration (9-10 September 2023)*. Ministry of External Affairs, Government of India. <https://www.mea.gov.in/Images/CPV/G20-New-Delhi-Leaders-Declaration.pdf>
- MHFW. 2022. *National Family Health Survey (NFHS-5) 2019-20: India Report*. New Delhi, India: Government of India

- MHRD. 2020. *National Education Policy, 2020*. Government of India
- MoE and NCERT. 2022. *Foundational Learning Study 2022 (FLS): National report on Benchmarking for Oral Reading Fluency with Reading Comprehension and Numeracy*. NCERT.
- MoE. 2021. *NIPUN Bharat Mission Implementation Guidelines*. New Delhi, India: Government of India
- MoE. 2022. *Report on Unified District Information System for Education Plus (UDISE+): 2021-22 Flash Statistics*. New Delhi, India: Government of India https://www.education.gov.in/sites/upload_files/mhrd/files/statistics-new/udise_21_22.pdf
- MoE. 2023a. *Education Policies and Programmes in G20 Countries: One Earth, One Family, One Future through Education: A Report*. G20 India Presidency Education Working Group (June, 2023). Ministry of Education, Government of India.
- MoE. 2023b. *Ensuring Foundational Literacy and Numeracy in the context of Blended Learning: National Conference and Seminar (17th to 19th June, 2023): A Report*. Ministry of Education. Government of India.
- NCERT. 2021. *Vidya Pravesh Guidelines*. NCERT, New Delhi, India
- NCERT. 2022a. *Vidya Pravesh Module*. NCERT, New Delhi, India
- NCERT. 2022b. *National Curriculum Framework for Foundational Stage*. NCERT, New Delhi, India
- NCERT. 2022c. *National Achievement Survey (NAS) Report (2021)*. New Delhi, India: NCERT
- NCERT. 2023. *Unmukh: Trainer's Handbook for Balvatika*. NCERT, New Delhi, India
- Nwobu, E., & Ajimase, A. A. (2022). Natural Language Semantics: A Contemporary Philosophical Study. *The Abraka Journal of Religion and Philosophy (AJRP)*, 2(1&2), 180-213.
- OECD. 2018. *The Future of Education and Skills Education 2030: The Future We Want*. OECD, Paris, France.
- Onuoha, O. P., & Ajimase, A. A. (2022). The form and thematic content of# Lori Iro as social media autobiographical novel. *International Journal of Humanities and Innovation (IJHI)*, 5(3), 97-103.
- Otto, D. (2023). The Ethical Implications for Anthropocentric Causes of Environmental Warming and Flooding. *Alkebulan: A Journal of West and East African Studies*, 3(1), 101-107.
- Otto, D., & Udoh, M. (2024). Humanism and Aesthetics in the Light of Udo Etuk's Perception. *GNOSI: An Interdisciplinary Journal of Human Theory and Praxis*, 7(1), 14-23.
- The World Bank, UNICEF, UNESCO, FCDO, USAID, and BMGF. 2022a. "Briefing Note Commitment to Action for Foundational Learning. September 8 2022." UNICEF. Accessed on 29.06.2023. <https://www.unicef.org/media/126926/file>
- The World Bank. 2010. *Stepping up Skills: For more jobs and higher productivity*. Washington D.C.
- Udo, I. L., & Archibong, E. I. (2019). The Oddity of Time and Time in African Worldview. *Journal of African Studies and Sustainable Development*, 2(8), 40-49.
- UNICEF. 2019. *Early Literacy and Multilingual Education in South Asia*. UNICEF Regional Office for South Asia, Kathmandu, Nepal. <https://www.unicef.org/rosa/media/3036/file/Early%20literacy%20and%20multilingual%20education%20in%20South%20Asia.pdf>

- UNICEF. 2020. *Addressing the Learning Crisis: An Urgent need to better Finance Education for the Poorest Children*. New York, NY 10017, USA: UNICEF
- United Nations. 2023. Report on the 2022 Transforming Education Summit: Convened by the UN Secretary-General. [Report on the 2022 transforming education summit.pdf](#)
- World Bank Group. 2020. *The Human Capital Index 2020 UPDATE*. 1818 H Street NW, Washington, DC 20433: The World Bank.
- World Bank, UNESCO, UNICEF, USAID, FCDO, BMGF. 2022. The State of Global Learning Poverty: 2022a Update. <https://www.unicef.org/media/122921/file/StateofLearningPoverty2022.pdf>