



## A study of the effectiveness of Nipun Bharat mission: A critical analysis

Dr. Arti Gupta<sup>1</sup>, Vinita Kanwar<sup>2</sup>

<sup>1</sup> Professor, Biyani Girls B.Ed. College, Jaipur, Rajasthan, India

<sup>2</sup> Biyani Girls B.Ed. College, Jaipur, Rajasthan, India

DOI: <https://doi.org/10.66856/njar.2026.12.2.12026>

### Abstract

The present research study is titled “A Study on the Development of Foundational Literacy and Numeracy Skills among Primary Level Students under the NIPUN Bharat Mission.” The NIPUN Bharat Mission is an important initiative launched under the National Education Policy 2020, aiming to ensure that all students attain foundational literacy and numeracy skills by Grade 3. Through this mission, students are equipped with essential skills of reading, writing, and basic arithmetic, which form the foundation for their overall educational development. The main objectives of this study are to assess the level of foundational literacy and numeracy among primary school students, to examine the major problems and challenges faced during the implementation of the mission, and to analyze the impact of digital and technological resources. The success of any educational program largely depends on its effective implementation and proper utilization of resources; therefore, these dimensions have been given special emphasis in this study. This study is based on the descriptive survey method. The selected sample includes both primary school students and teachers. Data has been collected through questionnaires and observation methods. The collected data will be analyzed using statistical techniques such as mean, standard deviation, and t-test. It is expected that this study will reveal the actual learning outcomes of students, the effectiveness of the teaching-learning process, and the challenges faced in the implementation of the NIPUN Bharat Mission. Furthermore, the findings of this research will provide useful suggestions for policymakers, educators, and researchers to enhance the effectiveness of the mission in the future.

**Keywords:** NIPUN bharat mission, foundational literacy, numeracy skills, primary education, digital resources, educational development

### Introduction

Changes continuously occur in the education system, and these changes directly affect the learning outcomes of students. If these changes take place in a planned and systematic manner, students are able to adapt and develop the required skills effectively. However, when changes occur without proper implementation or support, it becomes difficult for students to cope, and the educational balance gets disturbed. To fulfill the basic educational needs of children and to improve their learning levels, it is essential to ensure the development of foundational skills at the primary stage. In this context, the NIPUN Bharat Mission has been introduced with the aim of strengthening foundational literacy and numeracy among young learners. It focuses on equipping students with essential reading, writing, and arithmetic skills, which are necessary for their future academic success.

Human beings possess higher intellectual abilities compared to other living beings, and similarly, children have the potential to learn and adapt according to the learning environment provided to them. Therefore, it becomes important to create a supportive and resourceful educational environment. However, challenges such as lack of resources, increasing student population, and unequal access to digital tools create barriers in achieving the desired learning outcomes.

The mission also emphasizes the effective use of digital technologies, proper utilization of educational resources, and improvement in teaching methodologies. It highlights that without addressing the issues of inequality and limited resources, achieving quality education for all is not possible.

Thus, the NIPUN Bharat Mission aims at promoting quality education, reducing learning gaps, and ensuring that every child attains foundational literacy and numeracy skills, which are essential for their overall development.

### Rationale of the study

The selection of a problem is an important aspect of every research study. For the overall development of education, the development of foundational literacy and numeracy skills at the primary level is essential. In the present time, ensuring quality and inclusive education and providing all children with learning opportunities at the initial stage has become a major challenge.

The main objective of the NIPUN Bharat Mission is to develop basic reading, writing, and arithmetic skills among students up to Grade 3. However, due to the increasing number of students, lack of resources, inequality in teaching methods, and limited availability of digital tools, many obstacles arise in achieving this objective. If these problems are not addressed in time, the learning foundation of students will remain weak, which will affect their future educational development. In addition, the increasing use of digital technologies in the field of education provides new opportunities on one hand, while on the other hand it creates challenges regarding their effective use. Therefore, it is necessary to study the implementation of the NIPUN Bharat Mission, the problems related to it, and the impact of digital tools. Thus, in the present study, it is necessary to examine the development of foundational literacy and numeracy skills among primary students, the effective implementation of the mission, and the challenges related to it, so that the

quality of education can be improved and every student can be provided with a strong educational foundation.

### Review of Related Literature

Sarkar, B. & Gaur, P. (2025) <sup>[1]</sup> conducted a detailed case study titled “The Success of the NIPUN Bharat Scheme: A Case Study on Foundational Literacy and Numeracy in India.” The study critically examined the implementation of the NIPUN Bharat Mission in different states of India with special emphasis on Foundational Literacy and Numeracy (FLN) among primary school children. The researchers adopted a qualitative case study approach and collected data through interviews with teachers, administrators, and parents, along with document analysis. The study found that the mission has brought a significant shift in the teaching-learning process at the foundational stage. It highlighted that the introduction of competency-based learning outcomes, teacher training modules under NISHTHA-FLN, and regular assessment mechanisms improved students’ reading comprehension and basic arithmetic abilities. In states where localized curriculum and mother tongue-based instruction were used effectively, children showed better performance in literacy and numeracy skills. However, the study also critically pointed out major challenges such as unequal implementation across states, shortage of trained teachers, lack of digital resources in rural schools, and socio-economic disparities affecting learning outcomes. The authors concluded that while NIPUN Bharat is highly promising, its effectiveness depends largely on state-level administrative support and classroom-level execution.

Bardia, M. & Thakur, S. S. (2025) <sup>[2]</sup> in their study “Foundational Literacy in India: Reviewing NIPUN Bharat’s Impact on Early Education” critically reviewed the structural and pedagogical framework of the NIPUN Bharat Mission. The researchers focused on the mission’s policy alignment with NEP 2020 and its role in improving early childhood and primary education. The study emphasized that NIPUN Bharat represents a transition from traditional rote learning methods to outcome-based and activity-centered pedagogy. It particularly appreciated the use of digital platforms such as DIKSHA, Lakshya Soochi, and Vidya Samiksha Kendra for monitoring progress and supporting teachers. According to the review, these technological interventions helped in continuous assessment and ensured that teachers remained aligned with the desired learning outcomes. At the same time, the authors critically discussed issues such as inadequate funding, infrastructural inequalities, weak monitoring in remote areas, and the digital divide between urban and rural schools. The review concluded that the mission has strong theoretical and policy foundations, but long-term success requires sustained teacher support, community participation, and contextual adaptation according to local needs.

Vishwakarma, B. & Pal, S. R. (2023) <sup>[3]</sup> carried out a study entitled “A Study on the Role of NIPUN Bharat Mission in the Development of Foundational Skills of Students Studying in Primary Schools.” The study focused specifically on the impact of the mission on primary school students’ foundational skills in language and mathematics. The researchers observed that after the implementation of NIPUN Bharat, students demonstrated noticeable improvement in reading fluency, vocabulary development, comprehension ability, and basic number sense. The use of child-friendly teaching methods, learning materials, and

joyful activities increased student engagement and classroom participation. The study further revealed that regular formative assessment and teacher feedback mechanisms under the mission played an important role in identifying slow learners and providing remedial teaching. However, the study also noted that schools in rural and backward regions faced challenges such as overcrowded classrooms, teacher workload, and lack of parental awareness. The authors concluded that the NIPUN Bharat Mission has a positive impact on the development of foundational skills, but its effectiveness varies depending on school environment, teacher competency, and parental involvement.

Tiwari, A. & Tarun, K. (2022) <sup>[4]</sup> in their work “Understanding Foundational Language Literacy in Context with Mission NIPUN Bharat 2021” critically analyzed the relationship between early childhood education and the mission’s literacy goals. The study highlighted that foundational literacy is not limited to school readiness but is deeply connected with pre-primary education, language exposure at home, and early cognitive development. The authors emphasized that the NIPUN Bharat Mission has strengthened the focus on foundational language learning by promoting reading culture, storytelling, phonemic awareness, and multilingual learning. A major finding of the study was that children from educationally disadvantaged backgrounds benefited significantly when schools adopted activity-based and language-rich classroom environments. The review also stressed the importance of integrating Anganwadi and pre-primary learning with Grade 1 curriculum. The critical analysis pointed out that despite policy strength, many schools still lack adequate teaching-learning materials and trained early childhood educators. Thus, the study suggested stronger coordination between ECCE and primary education systems for effective mission outcomes.

The Ministry of Education and NCERT Foundational Learning Study (FLS) under the NIPUN Bharat framework provided a large-scale national review of foundational literacy and numeracy outcomes among Grade 3 students. This study served as a baseline assessment for evaluating the effectiveness of the mission. It focused on measuring students’ competencies in reading fluency, comprehension, number recognition, addition, subtraction, and problem-solving abilities. The findings suggested considerable variation across regions and states. The review reported that while several states showed promising progress in literacy and numeracy benchmarks, many regions still lagged behind due to systemic challenges such as poor infrastructure, teacher shortage, irregular attendance, and lack of family support. The study concluded that NIPUN Bharat has the potential to transform India’s foundational education system, but periodic monitoring, teacher mentoring, and evidence-based interventions are essential for achieving universal FLN goals by 2026–27.

### Review Analysis

The present study focuses on the development of foundational literacy and numeracy skills among primary school students under the NIPUN Bharat Mission. Various related studies conducted by Sanjay Singh and Neha Sharma (2022), Rajesh Kumar Verma (2021), Amit Kumar (2020), Anil Kumar Sharma (2019), and Rakesh Kumar Gupta (2018) have examined different aspects such as students’

learning levels, teacher training, teaching methods, and the use of digital tools in primary education. From the above studies, significant findings have been obtained regarding students' learning outcomes, teacher effectiveness, teaching practices, and availability of resources. However, sufficient and satisfactory research is not available in relation to the overall development of foundational literacy and numeracy skills under the NIPUN Bharat Mission, its effective implementation, and the impact of digital tools. Therefore, keeping these aspects in mind, the present problem has been selected under the title "A Study of the effectiveness of nipun bharat mission: a critical analysis"

**Statement of the Problem:** A study of the effectiveness of Nipun Bharat mission: A Critical Analysis

**Objectives of the Study**

- To study the foundational literacy and numeracy skills of primary school students under the NIPUN BHARAT MISSION.
- To study the use of digital tool to develop foundational literacy and numeracy under the NIPUN BHARAT MISSION.
- To study the major problems and challenges encountered during the implementation of the NIPUN Bharat Mission

**Methodology**

**Variables of the Study**

- Independent Variable: Implementation of NIPUN Bharat Mission
- Dependent Variables: Foundational Literacy and Foundational Numeracy Control Variables: Age, grade level, school type, and socio-economic background

**Research method:** In the present study, keeping in view the proposed objectives, the survey method has been used.

**Sample:** In the present study, 200 students from two government schools have been included.

**Tools Used in the Study:** A self-constructed questionnaire has been used in the study, which consists of 30 questions. The response options provided were "Yes" and "No."

- Foundational Literacy and Numeracy (FLN) Skills
- Use of Digital Tools for FLN Development
- Challenges in Implementation of NIPUN Bharat Mission

**Statistical Technique**

Percentage method has been used as the statistical technique in the present study.

**Reliability**

For the present study titled "A Study of the Effectiveness of NIPUN Bharat Mission: A Critical Analysis", the researcher prepared a structured questionnaire/schedule to collect data from teachers, students, and school administrators regarding the implementation and effectiveness of the mission. The reliability of the tool was established through the test-retest method. The questionnaire was administered to a sample of

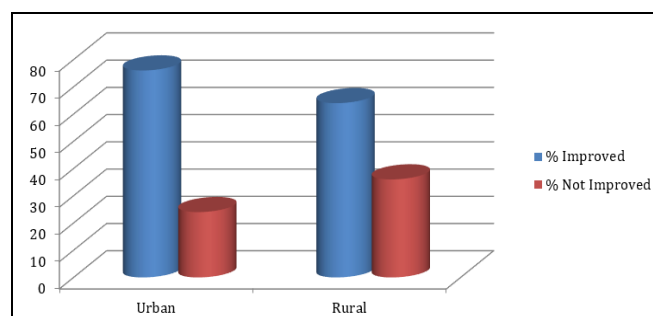
20 respondents selected from schools similar to the actual study area. After an interval of 10 days, the same tool was re-administered to the same group. The scores obtained from both administrations were correlated using Karl Pearson's Product Moment Correlation Method. The calculated reliability coefficient was found to be 0.84, which indicates a high degree of reliability of the instrument. Thus, the tool was considered sufficiently reliable for the purpose of the study.

**Validity**

Validity refers to the extent to which the research instrument measures what it is intended to measure. It ensures the accuracy and appropriateness of the tool in relation to the objectives of the study. For the present research, the validity of the questionnaire was ensured through content validity and expert validation. The tool was prepared in accordance with the objectives of the study, covering major dimensions such as After preparation, the tool was submitted to subject experts, educationists, and research supervisors for their suggestions and opinions. Necessary modifications, additions, and deletions were made based on their feedback. Therefore, the tool was considered to possess adequate content validity and was found appropriate for collecting data related to the effectiveness of the NIPUN Bharat Mission.

**Objective 1:** To study the foundational literacy and numeracy skills of primary school students under the NIPUN Bharat Mission

Category	No. of Students	Improved	Not Improved	% Improved	% Not Improved
Urban	100	38	12	76%	24%
Rural	100	32	18	64%	36%
Total	200	70	30	70%	30%

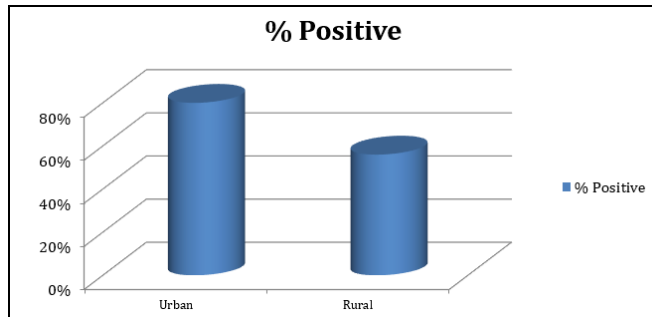


**Interpretation**

The above table shows that out of 100 students, 70% students showed improvement in foundational literacy and numeracy, while 30% did not show significant improvement. In urban areas, 76% students improved, which is higher compared to rural areas where 64% students improved. This indicates that the implementation of the NIPUN Bharat Mission is more effective in urban areas than in rural areas. The difference may be due to better infrastructure, availability of trained teachers, and access to learning resources in urban schools. Rural students may face challenges such as lack of resources, irregular attendance, and limited academic support.

**Objective 2:** To study the use of digital tool to develop foundational literacy and numeracy under the NIPUN Bharat Mission.

Category	No. of Students	Positive Impact	No Impact	Negative Impact	% Positive
Urban	100	40	7	3	80%
Rural	100	28	15	7	56%
Total	200	68	22	10	68%

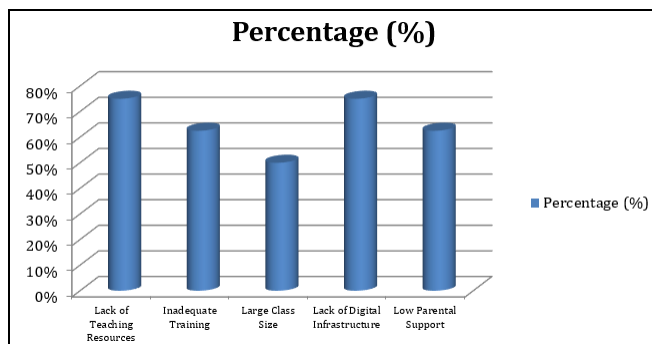


**Interpretation**

The above data shows that 68% students experienced a positive impact of digital tools under the NIPUN Bharat Mission. In urban areas, the impact is higher (80% positive) compared to rural areas (56% positive). This indicates that digital tools are more effective where proper infrastructure such as internet, devices, and electricity is available. However, 22% students reported no impact, and 10% experienced negative impact, which may be due to lack of familiarity with digital devices or poor connectivity in rural areas. Thus, digital tools have a significant positive impact overall, but their effectiveness depends largely on accessibility and infrastructure.

**Objective 3:** To study the major problems and challenges encountered during the implementation of the NIPUN Bharat Mission

Problems/Challenges	No. of Teachers	Percentage (%)
Lack of Teaching Resources	40	75%
Inadequate Training	20	62.5%
Large Class Size	60	50%
Lack of Digital Infrastructure	40	75%
Low Parental Support	40	62.5%



**Interpretation**

The table indicates that teachers face multiple challenges during the implementation of the NIPUN Bharat Mission. The most common problems reported are lack of teaching resources (75%) and lack of digital infrastructure (75%). This shows that schools are still struggling with basic

facilities required for effective teaching. Additionally, 62.5% teachers reported inadequate training and low parental support, which directly affects student learning outcomes. 50% teachers also pointed out large class size as a major issue, making it difficult to give individual attention to students. These challenges suggest that while the mission is well-planned, its implementation is affected by practical difficulties at the ground level, especially in rural areas.

**Conclusion**

The present study was conducted to examine the foundational literacy and numeracy (FLN) skills of primary school students under the NIPUN BHARAT Mission. The study focused on understanding the extent to which students at the primary level have acquired basic competencies in reading, writing, comprehension, number recognition, counting, and simple arithmetic operations. The NIPUN BHARAT Mission, launched by the Ministry of Education in 2021 [5], aims to ensure that every child attains foundational literacy and numeracy by the end of Grade 3, forming the most essential base for all future learning. Its core target is universal FLN proficiency by 2026–27.

The findings of the study clearly indicate that foundational literacy and numeracy skills form the backbone of primary education. A child’s success in higher classes is deeply dependent on the learning outcomes achieved during the early years of schooling. If students fail to develop these basic competencies in the foundational stage, it becomes difficult for them to cope with advanced subjects and concepts in later classes.

The study reveals that the NIPUN BHARAT Mission has played a highly significant role in improving learning outcomes among primary school students. The mission has brought renewed focus on activity-based learning, competency-based assessment, child-centered teaching methods, and continuous monitoring of student progress. These strategies have positively influenced the development of FLN skills among children.

**Result**

The findings of the study reveal that the use of digital tools under the NIPUN Bharat Mission has played a significant role in strengthening foundational literacy and numeracy (FLN) skills among primary school students. It was found that digital platforms such as DIKSHA portal, e-content modules, educational videos, interactive worksheets, mobile learning applications, smart classrooms, and digital assessment tools were widely used by teachers for classroom teaching and learning activities. These tools made the teaching-learning process more engaging, child-centered, and activity-based. The study indicates that students who were exposed to digital learning resources showed noticeable improvement in reading ability, word recognition, pronunciation, sentence formation, number identification, counting, and basic arithmetic operations. Digital tools helped children learn through visuals, audio, animations, and games, which increased their interest and participation in the classroom. Official NIPUN Bharat resources also emphasize DIKSHA and digital FLN content as key implementation tools for achieving Grade 3 competency goals. Research and case-study evidence further suggests that states using structured digital tools and monitoring systems reported improved FLN outcomes, with some regions showing strong Grade 3 reading and

arithmetic proficiency gains. The findings further reveal that digital tools supported teachers in lesson planning, student assessment, and tracking individual progress. Through online quizzes, digital worksheets, and app-based practice exercises, teachers were able to identify weak learners and provide remedial teaching support. Moreover, digital learning materials aligned with the objectives of the NIPUN Bharat Mission, which focuses on ensuring that every child attains foundational literacy and numeracy by the end of Grade 3. However, the study also found certain challenges in the effective use of digital tools, such as limited internet connectivity, lack of digital devices, insufficient teacher training, and technical difficulties in rural schools. These factors sometimes affected the proper implementation of digital learning resources.

Overall, the result shows that the use of digital tools has a positive and significant impact on the development of foundational literacy and numeracy skills among primary school students under the NIPUN Bharat Mission.

### **Educational Implications**

The findings of the study have important educational implications:

1. Early-grade education policies must prioritize foundational skills as the basis for future academic success.
2. Teacher training programs should emphasize activity-based pedagogy and formative assessment techniques.
3. Continuous monitoring and support mechanisms are necessary for effective implementation of national missions.
4. Special attention must be given to rural schools to address infrastructural and pedagogical gaps.
5. Community and parental involvement should be strengthened to support early learning.

### **Suggestions for Further Research**

1. Similar studies may be conducted at the state or national level.
2. Longitudinal studies may assess long-term impact of NIPUN Bharat.
3. Qualitative research may explore student and parental perspectives in greater depth.

### **Final Conclusion**

The present study concludes that the NIPUN Bharat Mission holds immense potential to transform early-grade education in India. While disparities between rural and urban schools persist, the mission has laid a strong foundation for improving literacy and numeracy outcomes. With sustained support, effective implementation, and inclusive strategies, NIPUN Bharat can achieve its vision of ensuring foundational learning for every child.

### **References**

1. Sarkar B, Gaur P. The Success of the NIPUN Bharat Scheme: A Case Study on Foundational Literacy and Numeracy in India. *International Journal for Multidisciplinary Research*, 2025, 7(3).
2. Bardia M, Thakur SS. Foundational Literacy in India: Reviewing NIPUN Bharat's Impact on Early Education. *The Journal of Scientific Discourse*, 2025, 2(3).

3. Vishwakarma B, Pal SR. A Study on the Role of NIPUN Bharat Mission in the Development of Foundational Skills of Students Studying in Primary Schools. *International Education and Research Journal*, 2023.
4. Tiwari A, Tarun K. Understanding Foundational Language Literacy in Context with Mission NIPUN Bharat 2021, 2022.
5. Ministry of Education, Government of India. NIPUN Bharat: National Initiative for Proficiency in Reading with Understanding and Numeracy. New Delhi: Department of School Education and Literacy, 2021.
6. Bardia M. Foundational literacy in India: Reviewing NIPUN Bharat's impact on early education. *Journal of Educational Research and Policy Studies*, 2025;6(4):34-46.
7. Bashir R. Foundational literacy and numeracy (NEP 2020): Urgency, essential skills, challenges and the integration of key areas. *International Journal of Indian Psychology*, 2023;11(1):203-214.
8. Ministry of Education. National Education Policy 2020. Government of India, New Delhi, 2020.
9. Ministry of Education. NIPUN Bharat: National Initiative for Proficiency in Reading with Understanding and Numeracy. Government of India, New Delhi, 2021.
10. National Council of Educational Research and Training (NCERT). National Curriculum Framework for Foundational Stage. NCERT, New Delhi, 2023.
11. National Council of Educational Research and Training (NCERT). Foundational Literacy and Numeracy: Learning Outcomes and Competency Framework. NCERT, New Delhi, 2022.
12. Sarkar B, Gaur P. The success of the NIPUN Bharat scheme: A case study on foundational literacy and numeracy in India. *International Journal for Multidisciplinary Research*, 2025;7(3):1-12.
13. Vishwakarma B, Pal SR. A study on the role of NIPUN Bharat Mission in the development of foundational skills of students studying in primary schools. *International Education and Research Journal*, 2024;10(3):15-22.
14. <https://www.dhyeyaiaas.com>
15. <https://youtube/qlurtse9qls>
16. <http://www.mehtva.com/reshrtiya-shiksha-niti-2019>
17. <http://www.hindi.varta.com>
18. <http://prsindia.org/hi/policy/report/summaries>.
19. <http://www.busniessworld.in>
20. <http://www.hindivarta.com>
21. <http://www.indiatoday.in>
22. <http://www.amarujala.com>
23. <http://www.samutkarsh.co.in>