

# FLS 2022

## Foundational Learning Study

### District Report

**ALIRAJPUR**  
(Madhya Pradesh)





# **FLS 2022**

## **Foundational Learning Study**

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### **Alirajpur**

### **(Madhya Pradesh)**

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**Foundational Learning Study**

District Report for Low Performing Districts (LPD)

**Alirajpur (Madhya Pradesh)**

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धर्मेन्द्र प्रधान  
धर्मेश्वर प्रधान  
Dharmendra Pradhan



मंत्री  
शिक्षा; कौशल विकास  
और उद्यमशीलता  
भारत सरकार



**Minister**  
**Education; Skill Development**  
**& Entrepreneurship**  
**Government of India**

## MESSAGE

The National Education Policy 2020 has most aptly pointed out that the ability to read and write, and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning. The highest priority has therefore been awarded to achieving universal foundational literacy and numeracy at the end of Grade III, by 2026-27 through a National Mission i.e., the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat).

As a crucial step towards strengthening efforts for Foundational Literacy and Numeracy, the Ministry of Education has conducted a large scale nationwide Foundational Learning Study (FLS) in collaboration with the National Council of Educational Research and Training (NCERT) during March, 2022. The study is first of its kind in the world as it aims to set-up benchmarks for reading with comprehension in 20 Indian languages. More importantly, FLS will also provide data to report on Sustainable Development Goal (SDG) 4.1.1 indicators at the global level.

With great pride, I would like to underline the fact that this Foundational Learning Study is the largest one-on-one study with a sample size of 85000+ Grade 3 students. This is also the first time the policy linking method for setting global benchmarks has been implemented on one-on-one numeracy assessments.

I would like to take this opportunity to congratulate all partners who were involved in conceptualization and implementation of this critical study. The first hand inferences of learning levels of students in the foundational stage drawn from the Foundational Learning Study will go a long way towards establishing Foundational Literacy and Numeracy as an essential pre-requisite to learning.

I extend my best wishes to all stakeholders who would be involved in this tremendous task of translating the vision of NEP 2020 for achieving universal Foundational Literacy and Numeracy.

(Dharmendra Pradhan)

सबको शिक्षा, अच्छी शिक्षा



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आज़ादी का  
अमृत महोत्सव  
**अन्नपूर्णा देवी**  
**ANNPURNA DEVI**



राज्य मंत्री  
शिक्षा मंत्रालय  
भारत सरकार  
**MINISTER OF STATE  
FOR EDUCATION  
GOVERNMENT OF INDIA**



02 SEP 2022

### **MESSAGE**

Attaining foundational literacy and numeracy for all children has been accorded utmost importance by the National Education Policy 2020. As a first step, the Department of School Education & Literacy has set up a National Mission for universalization of Foundational Literacy and Numeracy called National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat). The Mission aims to ensure that all children by the end of grade 3 achieve foundational learning standards by the year 2026-27.

Following the Mission mandate, the Ministry in collaboration with the National Council of Educational Research and Training (NCERT) has conducted a large scale Foundational Learning Study (FLS) in March, 2022. FLS covered Grade 3 students and aims to benchmark Foundational Literacy and Numeracy in 20 Indian languages, which will enable to track the progress of a child.

As this Foundational Learning Study provides insights into the learning level in Foundational Literacy and Numeracy skills, the interventions and the follow up steps will result in overall improvement in the system to provide required foundational literacy and numeracy skills to the learners.

I would like to extend my appreciation to the team who conducted this crucial study and convey my best wishes to all stakeholders who are involved in the mammoth task of attaining Foundational Literacy and Numeracy in consonance with the vision of NEP 2020.

*Annpurna Devi*

**(ANNPURNA DEVI)**



अनीता करवल, भा.प्र.से  
सचिव

Anita Karwal, IAS  
Secretary



स्कूल शिक्षा और साक्षरता विभाग  
शिक्षा मंत्रालय  
भारत सरकार  
Department of School Education & Literacy  
Ministry of Education  
Government of India

Dated: 02<sup>nd</sup> September, 2022

### Message

Early years of development of a young child is a period of rapid brain development. Research also indicates that 80-90 percent of the brain develops by the time a child is 6-7 years old. That is why the focus on building the strong foundation for better growth, development and learning in early years becomes one of the most important indicators for the development of a productive and efficient human capital. The National Education Policy, 2020 has also accorded the highest importance to the achievement of foundational literacy and numeracy skills and categorically recognizes that the rest of this policy will become relevant for our children only if this most basic learning requirement is first achieved.

Towards this end, a National Mission on Foundational Literacy and Numeracy known as NIPUN Bharat (National Initiative for Proficiency in Reading with Understanding and Numeracy) has been launched. The focus is on creating an enabling environment for ensuring universal acquisition of foundational literacy and numeracy, so that every child achieves the desired learning competencies in reading, writing and numeracy at the end of Grade III.

In keeping with this goal, we were able to conduct the largest one-on-one Foundational Learning Study in collaboration with other likeminded partners to establish reading proficiency benchmarks for fluency and comprehension in 20 Indian languages and proficiency benchmarks for numeracy. For the first time, policy linking method for setting global benchmarks has also been implemented on one-on-one numeracy assessments. Hence, the study aims to provide reliable, valid and comparable data that can be used to monitor the performance of the system in giving children a robust foundational education.

It gives me great pleasure to share the FLS report with all of you and to partner you in this incredible task ahead to achieve universal acquisition of foundational literacy and numeracy skills at the primary level.

  
(Anita Karwal)

# About FLS

Ministry of Education launched the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat in July 2021. NIPUN was announced as a national mission to enable all children at the end of Grade 3 to attain foundational skills by the year 2026-2027. As a crucial step towards strengthening efforts for Foundational Literacy and Numeracy (FLN), a large-scale Foundational Learning Study (FLS) has been undertaken by National Council of Educational Research and Training (NCERT) in March 2022.

## Objectives of the study

**Assess learning outcomes:** The study aims to provide reliable and valid data about Grade 3 students to know what they are able to do in foundational literacy and numeracy and the extent of learning outcomes being achieved.

**Set baseline for NIPUN:** The data derived from the FLS Study would help in establishing a baseline for the NIPUN Bharat mission.

**Set benchmarks:** The Study also aims to establish reading proficiency benchmarks for fluency and comprehension for each of the languages (20 in number) being assessed under the study and proficiency benchmarks for numeracy.

**Report on SDG:** This study will also provide data to report on SDG 4.1.1 indicators at the global level.

## Coverage of the Study and Sample

Approx. 86,000 grade 3 students from 10,000 schools were covered. The Study sample included state government schools, government aided schools, private recognised and central government schools.

FLS was conducted in 20 languages which are being used as a medium of instruction in various state/UTs covering - Assamese, Bengali, English, Gujarati, Hindi, Kannada, Malayalam, Manipuri, Marathi, Mizo, Odia, Punjabi, Tamil, Telugu, Urdu, Bodo, Garo, Khasi, Konkani and Nepali.

## Study Methodology

The FLS Study is a school-based performance assessment. Selected sample of children from grade 3 were assessed by a test administrator in a one-on-one setting where each child responded to a set of questions administered orally.

Several foundational literacy skills including oral language comprehension, phonological awareness, decoding, reading comprehension, oral reading fluency with comprehension were assessed as part of assessment. For foundational numeracy, number identification & comparison, number operations, multiplication and division facts, measurement, fractions, patterns, and data handling are included.

## Study Achievements

Psychometric analysis of the data has been carried out. Benchmarks for oral reading fluency and comprehension in 20 languages and benchmarks for numeracy have been established.

A policy linking methodology has been implemented for the first time to arrive at the benchmarks in literacy and numeracy under the FLS 2022.

Foundational Learning Study 2022 is the largest study that assessed the learning levels of more than 86,000 students across India and is the only study that has been conducted in 20 different languages.

## PARTICIPATION

Number of  
**Schools**

**112**



Number of  
**Teachers**

**191**



Number of  
**Students**

**944**



## Educational Profile of The District



**2,105**

Total number of schools with  
grade 3



**3,176**

Total number of teachers in primary  
grades

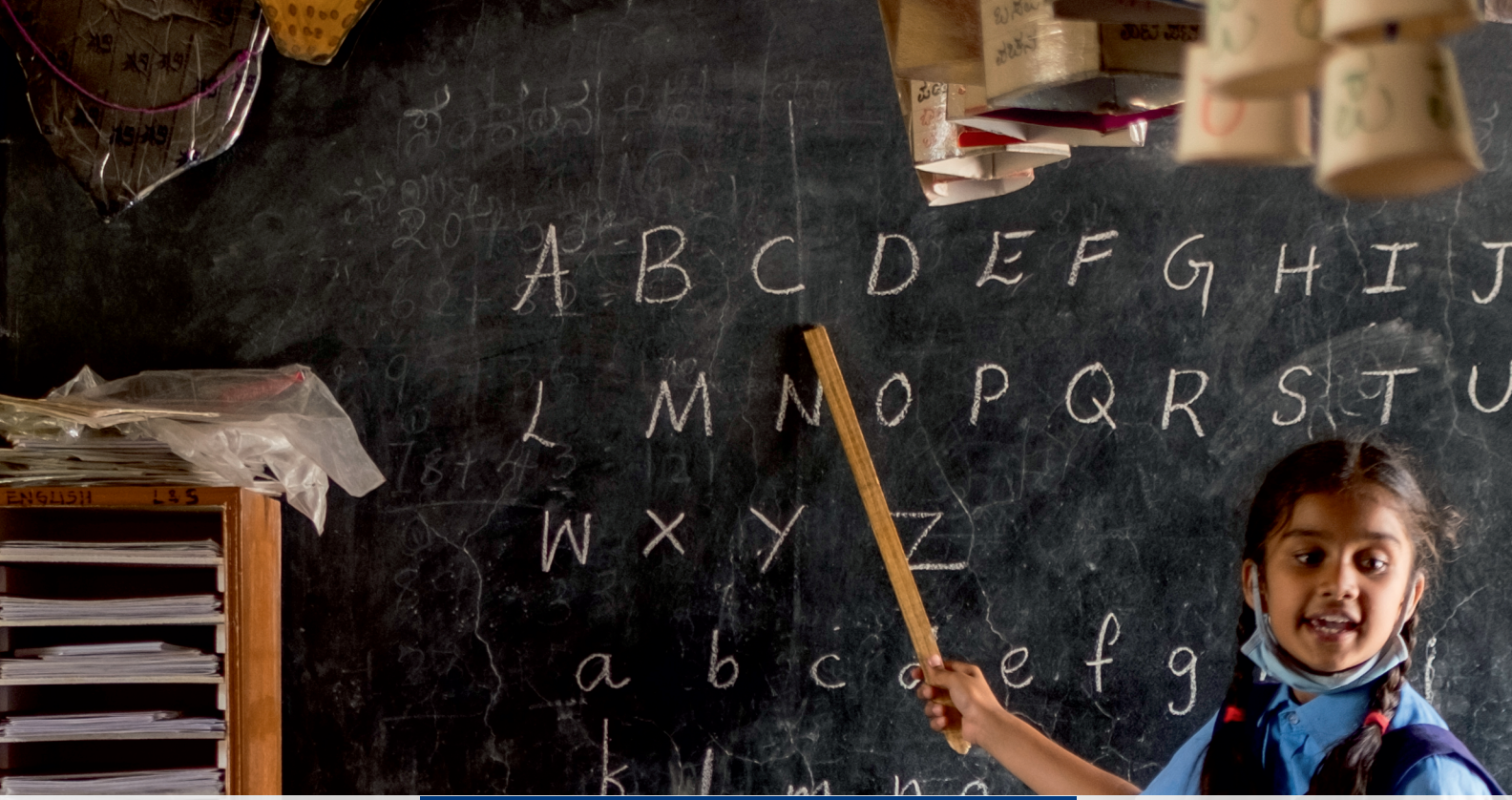


**22,620**

Total enrollment in grade 3

Source: U-DISE+, 2020-21





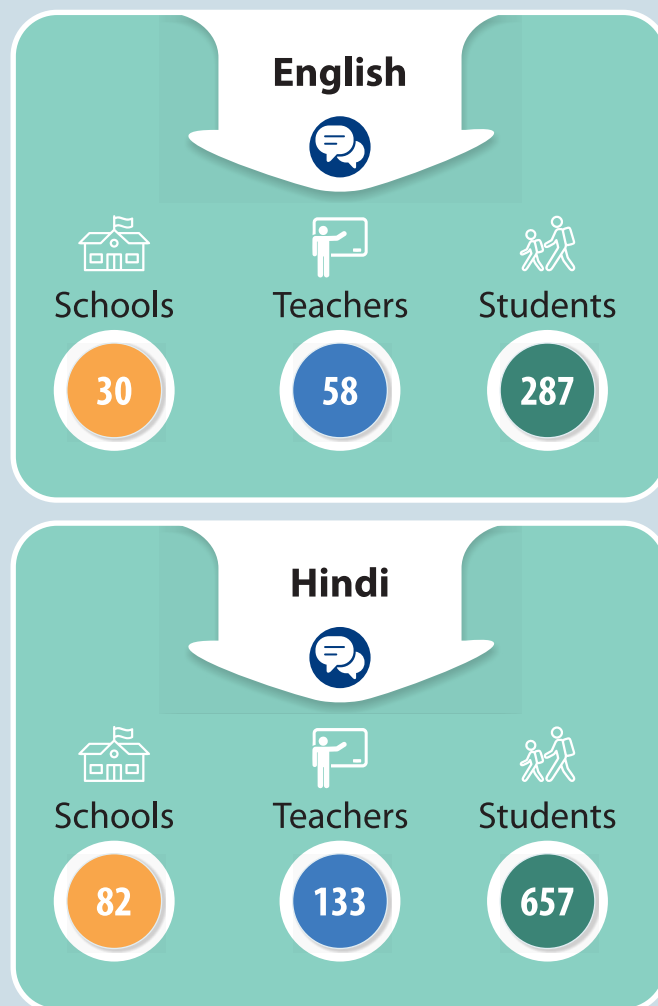
# Foundational Literacy



# Foundational Learning Study 2022

## Languages Assessed in the District

**Alirajpur**



# Foundational Literacy

Foundational Literacy comprises of the ability of reading, writing and communicating in a particular language. In the Foundational Learning Study, foundational literacy has been assessed through different sub-tasks as explained below:

## Subtasks Assessed in Foundational Literacy

Subtask	Description of the subtask
<b>Oral Language Comprehension</b>	Listening to 5 different texts (Comprising 1 sentence, 2 sentences and 3 sentences) and matching the content of each of the texts with the given pictures.
<b>Phonological awareness</b>	The task was based on identifying the initial and final sounds in 12 grade level words
<b>Decoding Letters</b>	Reading aloud 100 individual (but repeated) letters and syllables of a particular language presented in the form of a grid
<b>Decoding Words</b>	Reading aloud 50 distinct grade level words
<b>Decoding Non-words</b>	Reading aloud 50 distinct grade level words
<b>Picture Matching</b>	Reading 5 different texts (Comprising 1 sentence, 2 sentences and 3 sentences) and matching the content of each of the texts with the given pictures
<b>Oral Reading Fluency (ORF) and comprehension</b>	Reading aloud two grade appropriate short stories and answering questions related to retrieval and inferences.

## ENGLISH

### ► Oral Language Comprehension

The ability to understand the meaning of language (through spoken stories or pictures)

The task comprised of listening to different texts (Comprising 1 sentence, 2 sentences and 3 sentences) and matching the content of each of the texts with the given pictures.

### ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Listens and Comprehends four to five texts of varying lengths correctly	83	86

### ► Average Score in Oral language Comprehension (on a scale of 0 to 5)



## ENGLISH

### ► Phonological Awareness

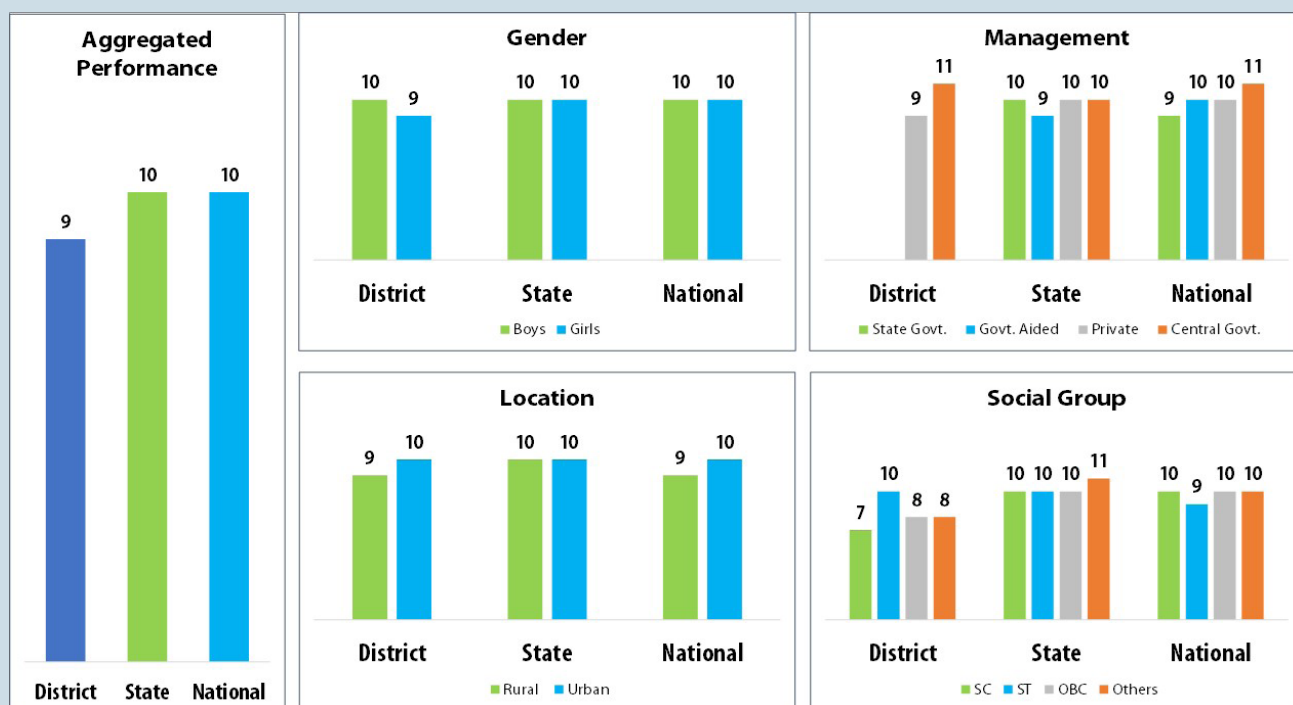
The ability to identify sounds within a given word

The task was based on identifying the initial and final sounds in grade level words

### ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Correctly identifies at least one initial sound in grade level words	99	97
Correctly identifies at least one final sound in grade level words	97	95
Not able to identify the initial sound and final sound in any of the given grade level words	1	2

### ► Average Score in Identification of Initial and Final Sound of a Word (on a scale of 0 to 12)



## ENGLISH

### ► Decoding Letters

The ability to sound out the symbols (akshara or letters)

The task comprised of reading aloud letters and syllables of a particular language.

### ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Reads 80-100 letters correctly and fluently	86	97
Reads 50-79 letters correctly/reads some letters with self correction	9	2
Reads 10-49 letters correctly/hesitantly with self correction	4	1
Reads less than 10 letters correctly/hesitantly with self correction	1	0

### ► Average Score in Identification of Symbol-Sound Correspondence (on a scale of 0 to 100)



## ENGLISH

### ► Decoding Words

The ability to sound out grade-level real words

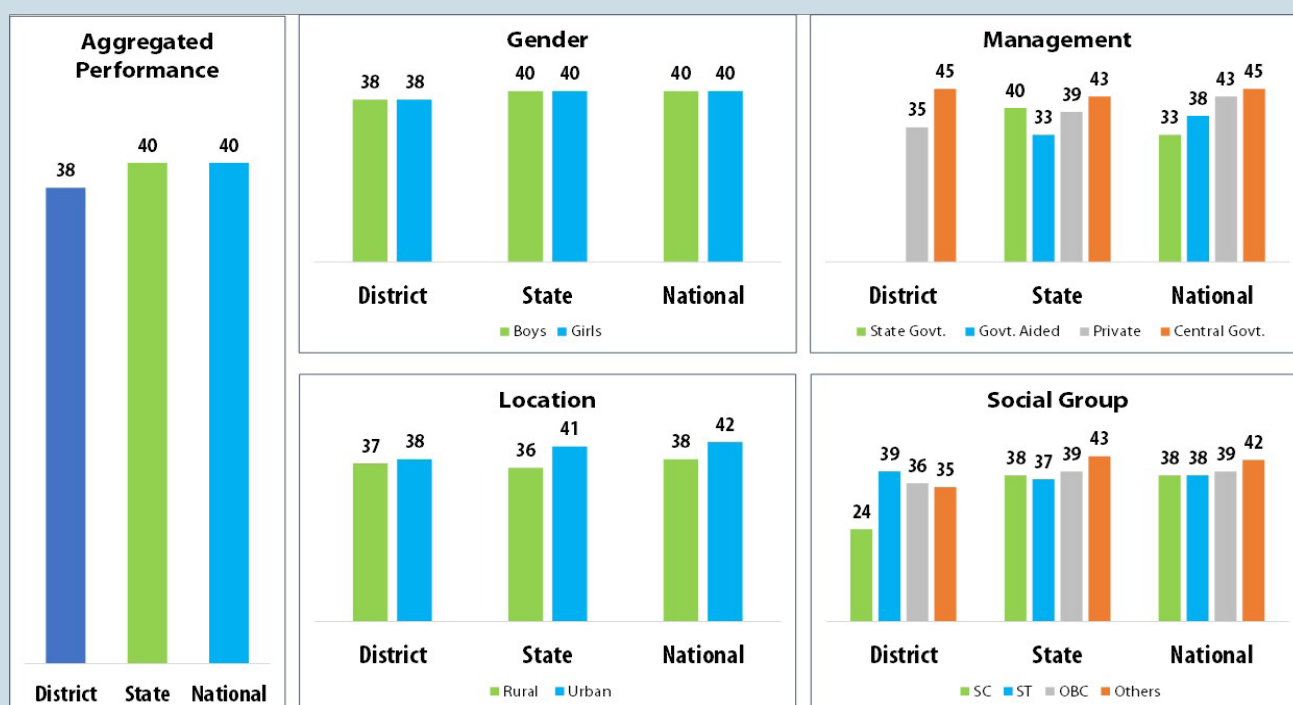
The task was based on reading aloud 50 grade level words.

On average students can read 38 words correctly.

### ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Reads 80% and more words correctly and fluently	60	72
Reads 50% to Less than 80% words correctly (with self correction wherever needed)	25	16
Reads 10% to less than 50% words correctly (with self correction wherever needed)	8	8
Reads less than 10% words correctly (with self correction wherever needed)	6	5

### ► Average Score in Decoding of Common, Isolated Words (on a scale of 0 to 50)



## ENGLISH

### ► Decoding Non-Words

the ability to sound out non-words by identifying each symbol's (akshara or letter) sound

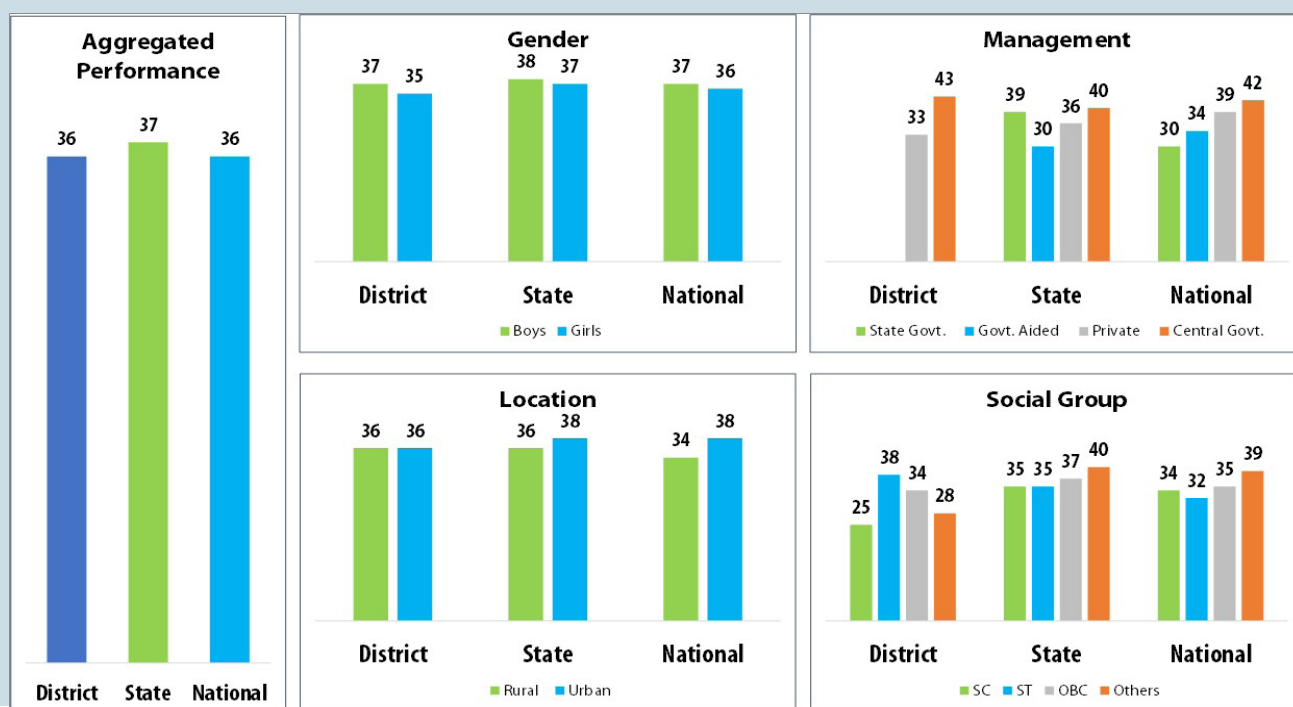
The task was based on reading aloud 50 non-words.

On average students can read 36 non-words correctly.

### ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Reads 80% and more words correctly and fluently	57	64
Reads 50% to Less than 80% words correctly (with self correction wherever needed)	24	18
Reads 10% to less than 50% words correctly (with self correction wherever needed)	10	10
Reads less than 10% words correctly (with self correction wherever needed)	9	8

### ► Average Score in Decoding of a Non-word/Non-sense word (on a scale of 0 to 50)



## ENGLISH

### ► Picture Matching

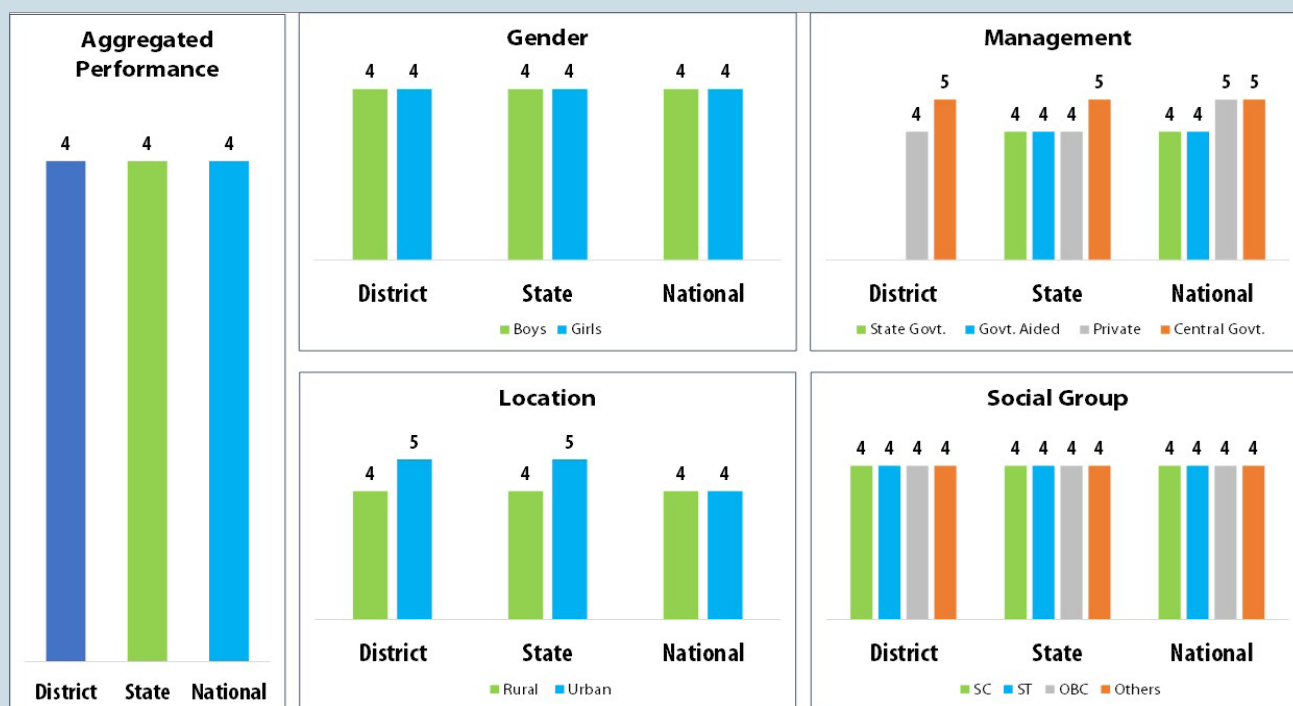
The ability to understand the meaning of written text

The task comprised of reading different texts (Comprising 1 sentence, 2 sentences and 3 sentences) and matching the content of each of the texts with the given pictures

### ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Reads and Comprehends four to five texts of varying lengths correctly	87	87

### ► Average Score on Picture Reading Comprehension (on a scale of 0 to 5)

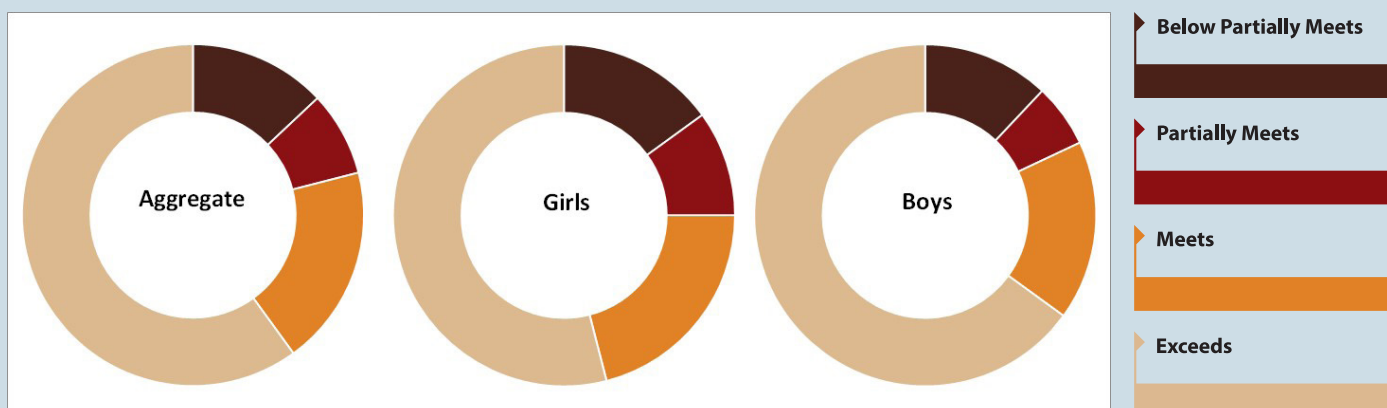


## ENGLISH

### ► Benchmark of ORF with Comprehension and Student Performance

Global Proficiency Levels		Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition		Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark		<b>0 - 14</b> correctly read words with comprehension in one minute.	<b>15 - 34</b> correctly read words with comprehension in one minute.	<b>35 - 53</b> correctly read words with comprehension in one minute.	<b>54 and above</b> correctly read words with comprehension in one minute.
Percentage of Students meeting the standard	District	13	8	19	60
	State/UT	12	36	26	26
Percentage of Girls meeting the standard	District	15	10	21	54
	State/UT	12	37	26	25
Percentage of Boys meeting the standard	District	12	6	17	65
	State/UT	13	34	26	27

### ► Distribution of Students by Global Proficiency Levels in the District (In percentage)



## HINDI

### ► Oral Language Comprehension

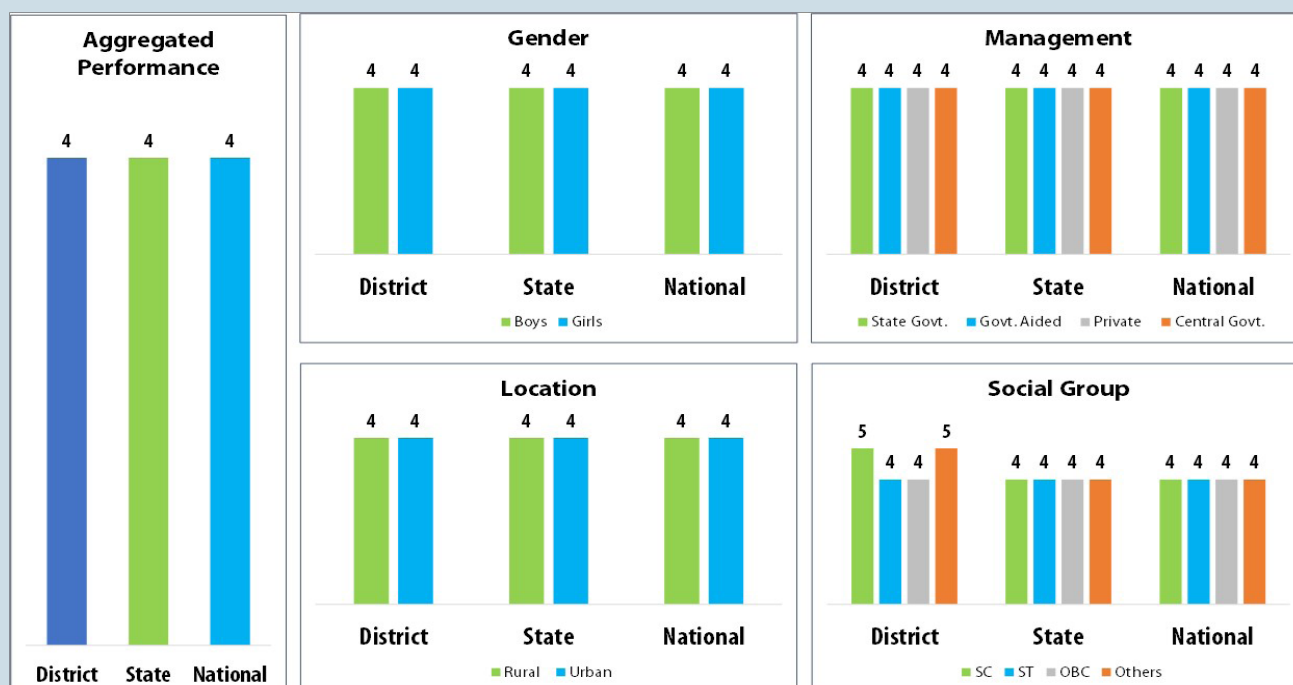
The ability to understand the meaning of language (through spoken stories or pictures)

The task comprised of listening to different texts (Comprising 1 sentence, 2 sentences and 3 sentences) and matching the content of each of the texts with the given pictures.

### ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Listens and Comprehends four to five texts of varying lengths correctly	74	85

### ► Average Score in Oral language Comprehension (on a scale of 0 to 5)



## HINDI

### ► Phonological Awareness

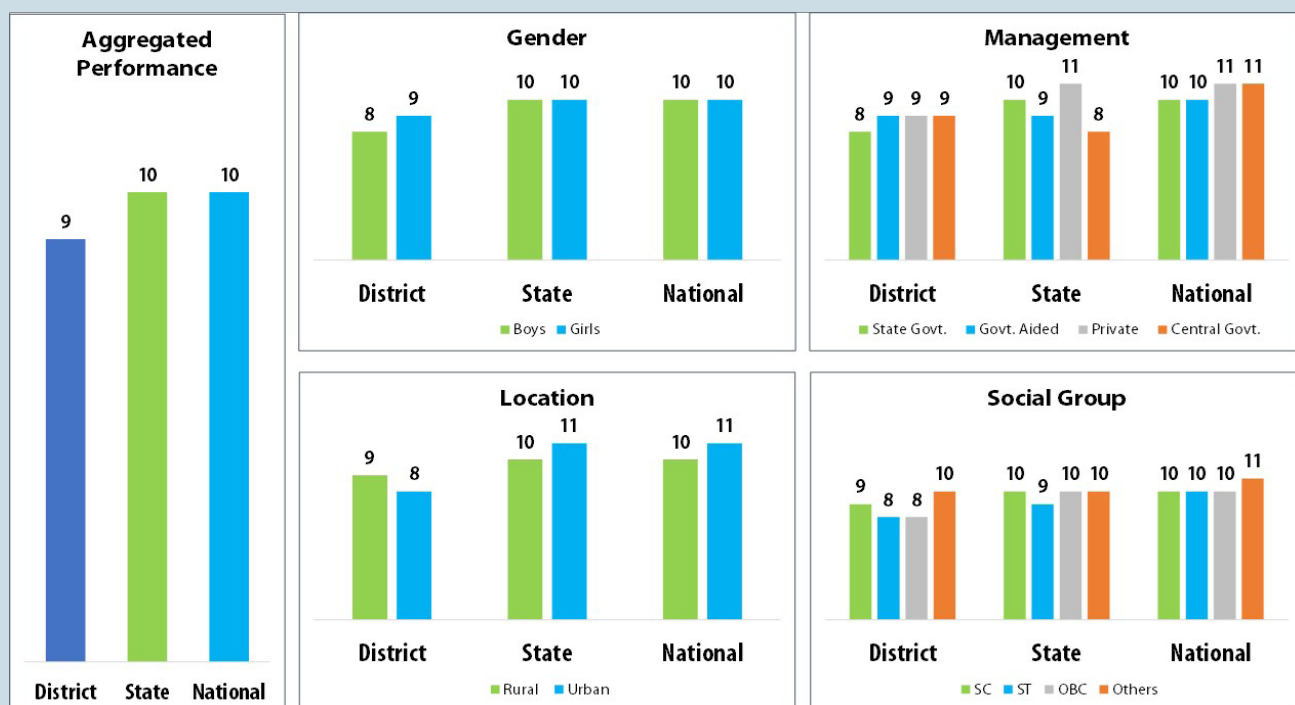
The ability to identify sounds within a given word

The task was based on identifying the initial and final sounds in grade level words

### ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Correctly identifies at least one initial sound in grade level words	94	97
Correctly identifies at least one final sound in grade level words	92	93
Not able to identify the initial sound and final sound in any of the given grade level words	1	2

### ► Average Score in Identification of Initial and Final Sound of a Word (on a scale of 0 to 12)



## HINDI

### ► Decoding Letters

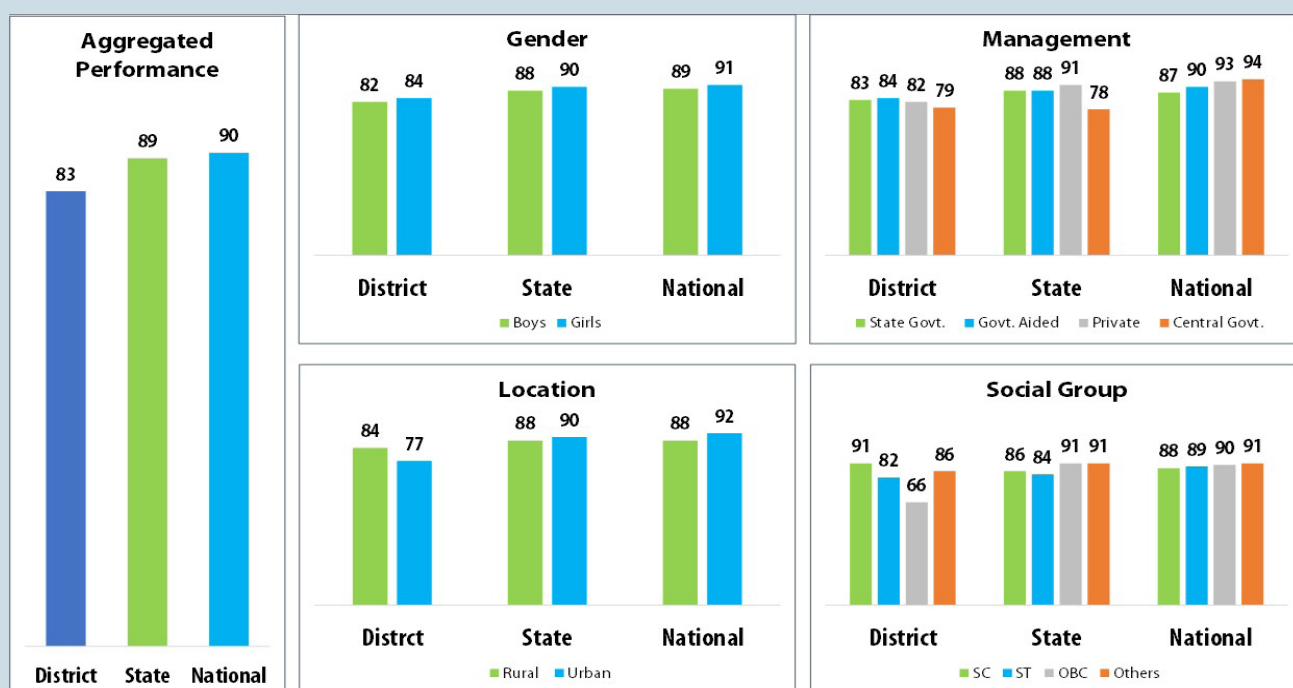
The ability to sound out the symbols (akshara or letters)

The task comprised of reading aloud letters and syllables of a particular language.

### ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Reads 80-100 letters correctly and fluently	71	85
Reads 50-79 letters correctly/reads some letters with self correction	25	10
Reads 10-49 letters correctly/hesitantly with self correction	4	2
Reads less than 10 letters correctly/hesitantly with self correction	1	3

### ► Average Score in Identification of Symbol-Sound Correspondence (on a scale of 0 to 100)



## HINDI

### ► Decoding Words

The ability to sound out grade-level real words

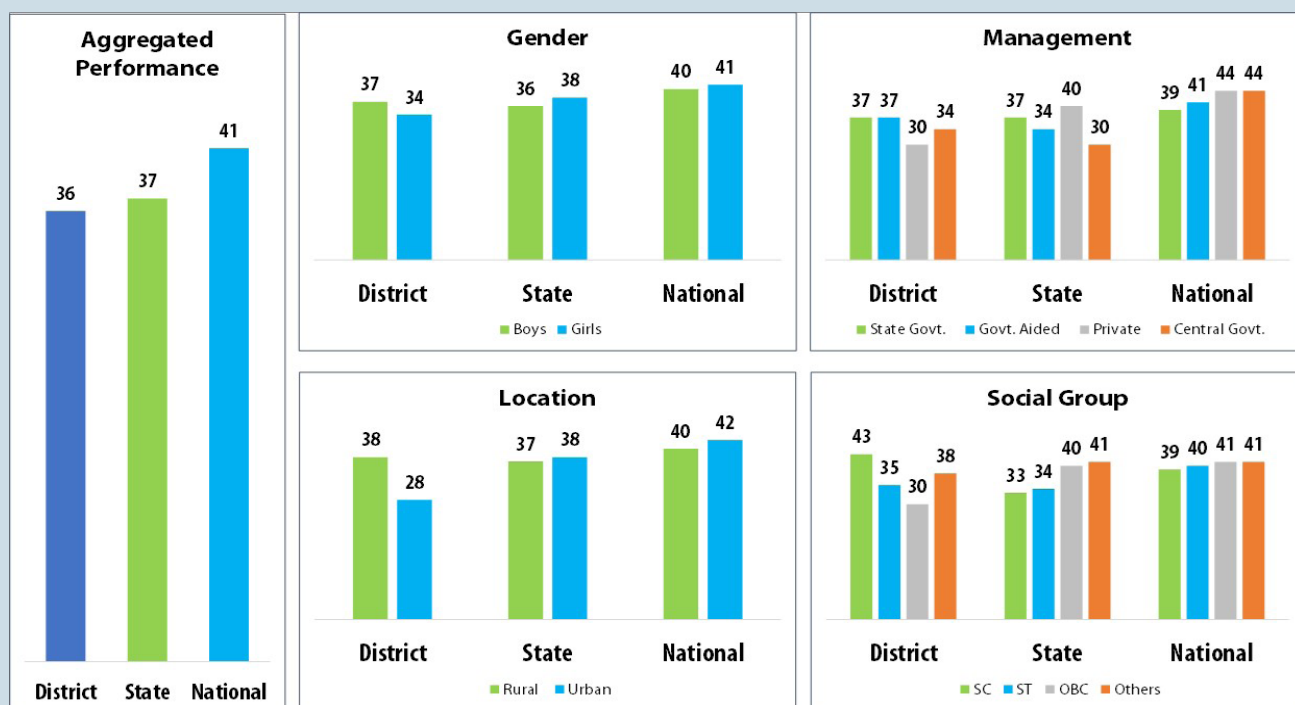
The task was based on reading aloud 50 grade level words.

On average students can read 36 words correctly.

### ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Reads 80% and more words correctly and fluently	49	63
Reads 50% to Less than 80% words correctly (with self correction wherever needed)	36	19
Reads 10% to less than 50% words correctly (with self correction wherever needed)	13	10
Reads less than 10% words correctly (with self correction wherever needed)	2	8

### ► Average Score in Decoding of Common, Isolated Words (on a scale of 0 to 50)



## HINDI

### ► Decoding Non-Words

the ability to sound out non-words by identifying each symbol's (akshara or letter) sound

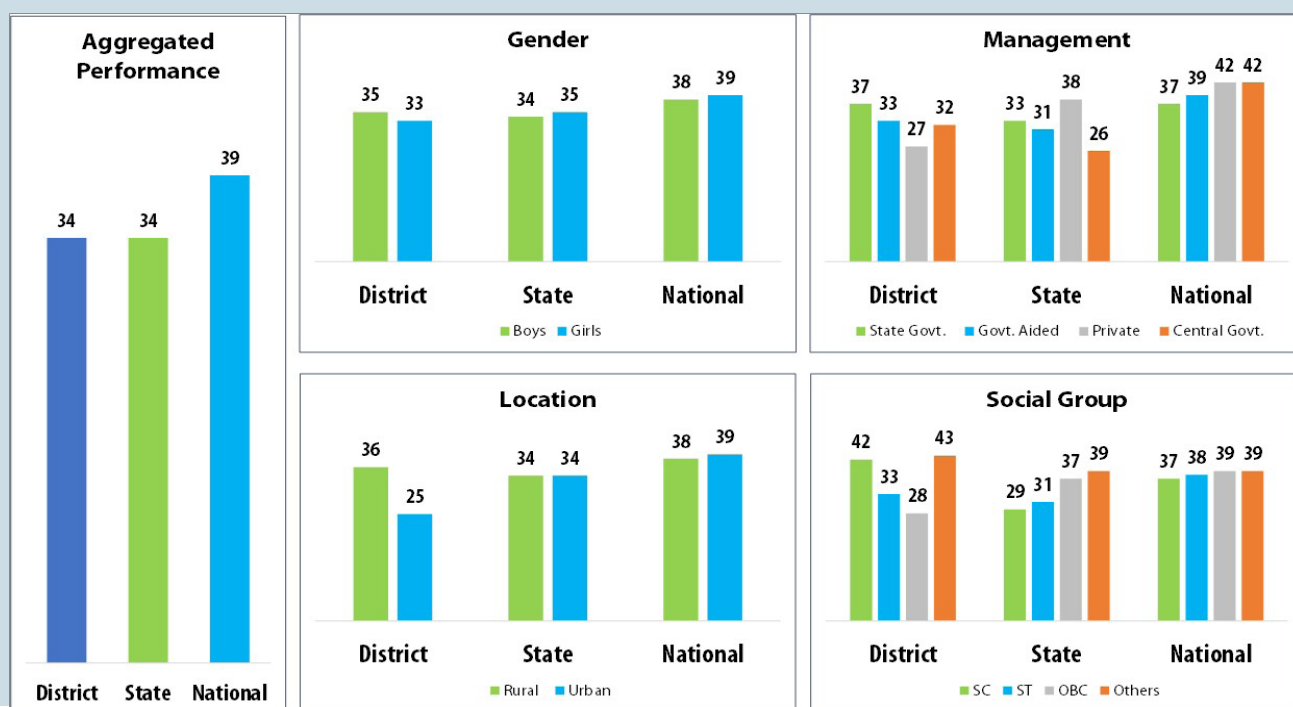
The task was based on reading aloud 50 non-words.

On average students can read 34 non-words correctly.

### ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Reads 80% and more words correctly and fluently	49	54
Reads 50% to Less than 80% words correctly (with self correction wherever needed)	26	23
Reads 10% to less than 50% words correctly (with self correction wherever needed)	23	11
Reads less than 10% words correctly (with self correction wherever needed)	2	13

### ► Average Score in Decoding of a Non-word/Non-sense word (on a scale of 0 to 50)



## HINDI

### Picture Matching

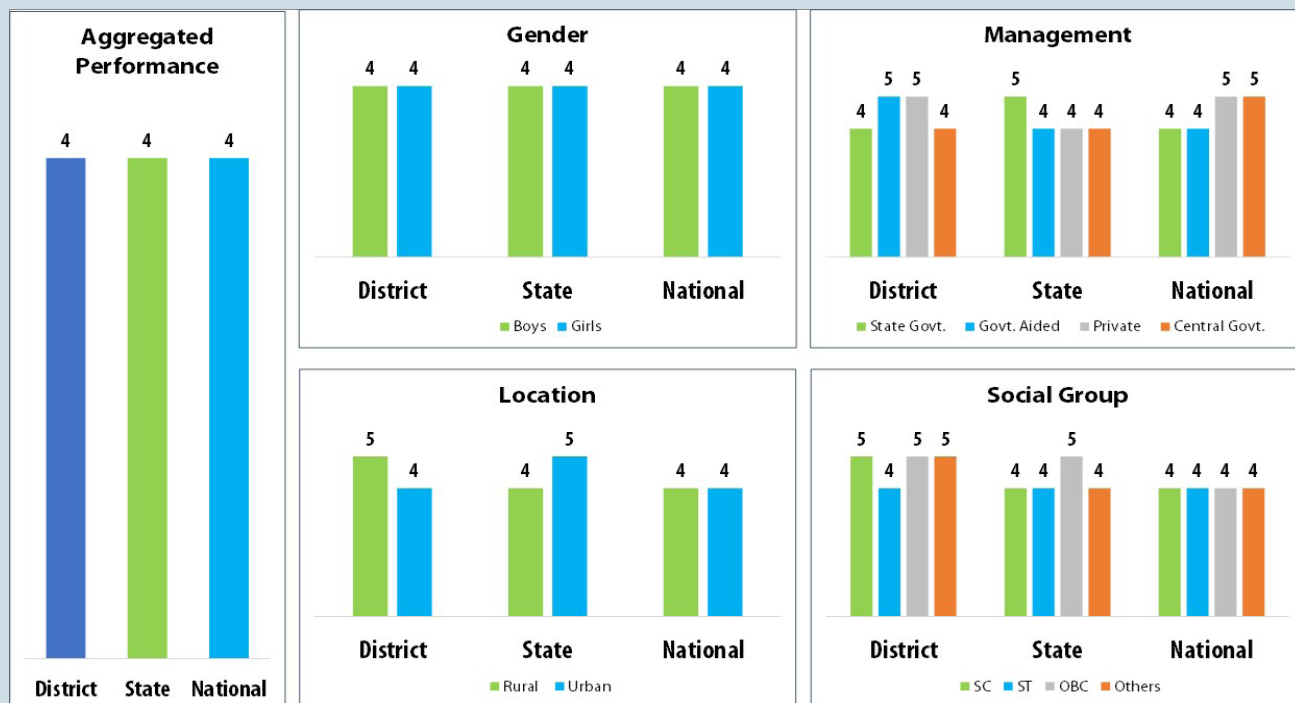
The ability to understand the meaning of written text

The task comprised of reading different texts (Comprising 1 sentence, 2 sentences and 3 sentences) and matching the content of each of the texts with the given pictures

### Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Reads and Comprehends four to five texts of varying lengths correctly	95	87

### Average Score on Picture Reading Comprehension (on a scale of 0 to 5)

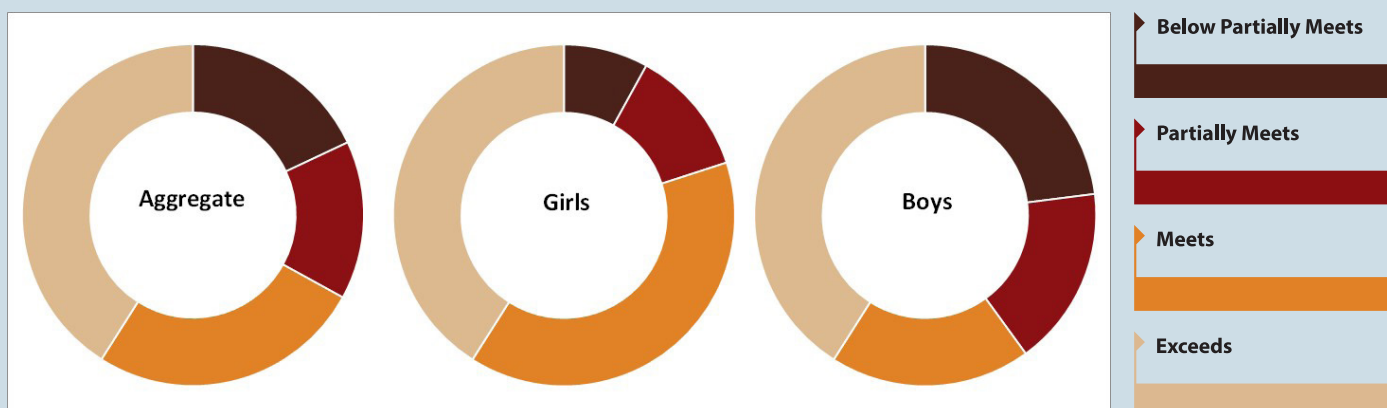


## HINDI

### ► Benchmark of ORF with Comprehension and Student Performance

Global Proficiency Levels		Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition		Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark		<b>0 - 16</b> correctly read words with comprehension in one minute.	<b>17 - 34</b> correctly read words with comprehension in one minute.	<b>35 - 54</b> correctly read words with comprehension in one minute.	<b>55 and above</b> correctly read words with comprehension in one minute.
Percentage of Students meeting the standard	District	18	15	26	41
	State/UT	23	36	21	20
Percentage of Girls meeting the standard	District	8	12	39	41
	State/UT	21	41	21	17
Percentage of Boys meeting the standard	District	23	17	19	41
	State/UT	25	32	20	23

### ► Distribution of Students by Global Proficiency Levels in the District (In percentage)







## Association of Background Variables with Literacy

The relationship between learning achievement of students and variables related to student's home background and school were analyzed by using different statistical technique. This chapter discusses the association of the different contextual variables with the achievements of the students.

## 1. Association Results : Student Profile

The given section details the association results regarding various student related variables.

**Table 1.1: Language spoken by students at home is the same as medium of instruction**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	-0.48	-0.54
Phonological Awareness	-1.46	-0.55
Decoding Letters	-6.14	-0.39
Decoding Words	-1.76	-0.16
Decoding Non-words	-0.62	-0.05
Picture Matching	-0.27	-0.38
Oral Reading Fluency (ORF)	-8.81	-0.40
ORF with Comprehension	-0.20	-0.14

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 1.2: Attended pre-primary Classes/Anganwadi**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	0.02	0.02
Phonological Awareness	-0.31	-0.11
Decoding Letters	4.07	0.26
Decoding Words	3.59	0.32
Decoding Non-words	4.89	0.37
Picture Matching	-0.05	-0.07
Oral Reading Fluency (ORF)	-0.49	-0.02
ORF with Comprehension	0.05	0.03

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 1.3: Ask questions in the class**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	<b>-0.84</b>	<b>-0.99</b>
Phonological Awareness	<b>-1.93</b>	<b>-0.74</b>
Decoding Letters	<b>-3.70</b>	<b>-0.24</b>
Decoding Words	<b>-2.45</b>	<b>-0.22</b>
Decoding Non-words	<b>-6.05</b>	<b>-0.47</b>
Picture Matching	<b>-0.01</b>	<b>-0.01</b>
Oral Reading Fluency (ORF)	<b>-12.76</b>	<b>-0.59</b>
ORF with Comprehension	<b>-0.56</b>	<b>-0.38</b>

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 1.4: Reads other materials in addition to textbooks**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	<b>0.86</b>	<b>1.01</b>
Phonological Awareness	<b>1.52</b>	<b>0.57</b>
Decoding Letters	<b>12.29</b>	<b>0.82</b>
Decoding Words	<b>3.62</b>	<b>0.33</b>
Decoding Non-words	<b>2.57</b>	<b>0.19</b>
Picture Matching	<b>0.36</b>	<b>0.50</b>
Oral Reading Fluency (ORF)	<b>26.71</b>	<b>1.37</b>
ORF with Comprehension	<b>1.49</b>	<b>1.10</b>

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 1.5: Playing Game**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	-0.23	-0.25
Phonological Awareness	-0.89	-0.33
Decoding Letters	-0.30	-0.02
Decoding Words	-0.59	-0.05
Decoding Non-words	-2.33	-0.18
Picture Matching	-0.02	-0.03
Oral Reading Fluency (ORF)	-12.41	-0.56
ORF with Comprehension	-0.95	-0.65

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 1.6: Story telling with family members**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	0.08	0.09
Phonological Awareness	1.51	0.56
Decoding Letters	1.19	0.08
Decoding Words	6.06	0.55
Decoding Non-words	9.29	0.72
Picture Matching	0.25	0.35
Oral Reading Fluency (ORF)	1.94	0.09
ORF with Comprehension	-0.20	-0.13

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 1.7: Playing Game with family members**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	<b>-0.86</b>	<b>-1.02</b>
Phonological Awareness	<b>-1.98</b>	<b>-0.75</b>
Decoding Letters	<b>-4.27</b>	<b>-0.27</b>
Decoding Words	<b>-3.25</b>	<b>-0.29</b>
Decoding Non-words	<b>-5.75</b>	<b>-0.44</b>
Picture Matching	<b>0.19</b>	<b>0.26</b>
Oral Reading Fluency (ORF)	<b>-13.10</b>	<b>-0.61</b>
ORF with Comprehension	<b>-0.47</b>	<b>-0.32</b>

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 1.8: Time taken to go to school upto 30 mins.**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	<b>0.28</b>	<b>0.30</b>
Phonological Awareness	<b>1.18</b>	<b>0.43</b>
Decoding Letters	<b>-4.61</b>	<b>-0.29</b>
Decoding Words	<b>3.20</b>	<b>0.29</b>
Decoding Non-words	<b>4.58</b>	<b>0.35</b>
Picture Matching	<b>0.04</b>	<b>0.06</b>
Oral Reading Fluency (ORF)	<b>-0.84</b>	<b>-0.04</b>
ORF with Comprehension	<b>-0.42</b>	<b>-0.28</b>

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 1.9: Time taken to go to school more than 30 mins.**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	-0.28	-0.30
Phonological Awareness	-1.18	-0.43
Decoding Letters	4.61	0.29
Decoding Words	-3.20	-0.29
Decoding Non-words	-4.58	-0.35
Picture Matching	-0.04	-0.06
Oral Reading Fluency (ORF)	0.84	0.04
ORF with Comprehension	0.42	0.28

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

## 2. Association Results : Teacher Profile

The given section details the association results regarding various teacher related variables.

**Table 2.1: Teaching at Foundational stage: less than 3 years/more than 3 years**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	-0.21	-0.23
Phonological Awareness	-0.59	-0.22
Decoding Letters	-5.77	-0.37
Decoding Words	-1.92	-0.17
Decoding Non-words	-1.77	-0.13
Picture Matching	-0.20	-0.28
Oral Reading Fluency (ORF)	-4.86	-0.22
ORF with Comprehension	-0.03	-0.02

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 2.2: Attend any in-service workshop/Training to understand the learning needs and other developmental aspects in young children**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	-0.62	-0.69
Phonological Awareness	-1.78	-0.66
Decoding Letters	-6.94	-0.44
Decoding Words	-4.92	-0.44
Decoding Non-words	-3.60	-0.27
Picture Matching	-0.10	-0.14
Oral Reading Fluency (ORF)	-12.37	-0.56
ORF with Comprehension	-0.63	-0.43

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 2.3: Highest educational qualification upto Higher Secondary**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	-0.09	-0.10
Phonological Awareness	-0.49	-0.18
Decoding Letters	2.46	0.16
Decoding Words	0.80	0.07
Decoding Non-words	-0.72	-0.05
Picture Matching	0.48	0.69
Oral Reading Fluency (ORF)	7.09	0.32
ORF with Comprehension	0.73	0.50

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 2.4: Technique used in assessing students: Observation (Never and Sometimes Vs. Most of the times and Almost Always)**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	-0.26	-0.28
Phonological Awareness	-0.42	-0.15
Decoding Letters	-0.09	-0.01
Decoding Words	-0.55	-0.05
Decoding Non-words	0.14	0.01
Picture Matching	0.13	0.18
Oral Reading Fluency (ORF)	-3.32	-0.15
ORF with Comprehension	0.13	0.09

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 2.5: Technique used in assessing students : Class Test (Never and Sometimes Vs. Most of the times and Almost Always)**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	-0.73	-0.84
Phonological Awareness	-1.48	-0.55
Decoding Letters	-2.23	-0.14
Decoding Words	-1.30	-0.12
Decoding Non-words	-2.79	-0.21
Picture Matching	0.22	0.30
Oral Reading Fluency (ORF)	-7.58	-0.34
ORF with Comprehension	0.08	0.05

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 2.6: Technique used in assessing students : Group Activity (Never and Sometimes Vs. Most of the times and Almost Always)**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	-0.80	-0.95
Phonological Awareness	-1.26	-0.47
Decoding Letters	-3.08	-0.20
Decoding Words	-1.09	-0.10
Decoding Non-words	-1.93	-0.15
Picture Matching	0.28	0.39
Oral Reading Fluency (ORF)	-11.48	-0.53
ORF with Comprehension	-0.24	-0.16

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 2.7: Technique used in assessing students : Peer Work (Never and Sometimes Vs. Most of the times and Almost Always)**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	-0.84	-1.00
Phonological Awareness	-1.81	-0.69
Decoding Letters	-4.53	-0.29
Decoding Words	-2.84	-0.26
Decoding Non-words	-4.44	-0.34
Picture Matching	0.24	0.33
Oral Reading Fluency (ORF)	-11.23	-0.52
ORF with Comprehension	-0.11	-0.07

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 2.8: Technique used in assessing students : Oral Work (Never and Sometimes Vs. Most of the times and Almost Always)**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	-0.92	-1.08
Phonological Awareness	-2.23	-0.86
Decoding Letters	-3.14	-0.20
Decoding Words	-2.04	-0.18
Decoding Non-words	-4.21	-0.32
Picture Matching	0.15	0.21
Oral Reading Fluency (ORF)	-11.49	-0.53
ORF with Comprehension	-0.35	-0.24

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 2.9: Maintain Teacher's Diary**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	0.44	0.03
Phonological Awareness	-2.79	-0.20
Decoding Letters	0.28	0.27
Decoding Words	0.24	0.03
Decoding Non-words	1.19	0.13
Picture Matching	1.51	0.17
Oral Reading Fluency (ORF)	1.36	0.09
ORF with Comprehension	-0.06	0.00

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 2.10: Teacher's uses portfolio to assess the progress of the child**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	0.07	0.08
Phonological Awareness	0.62	0.23
Decoding Letters	7.35	0.47
Decoding Words	4.13	0.37
Decoding Non-words	4.11	0.31
Picture Matching	0.24	0.33
Oral Reading Fluency (ORF)	4.22	0.19
ORF with Comprehension	0.24	0.16

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 2.11: Time taken to go to school upto 30 mins.**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	-0.12	-0.13
Phonological Awareness	1.89	0.71
Decoding Letters	-1.51	-0.10
Decoding Words	1.48	0.13
Decoding Non-words	5.60	0.43
Picture Matching	-0.16	-0.22
Oral Reading Fluency (ORF)	-8.14	-0.37
ORF with Comprehension	-0.72	-0.49

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

### 3. Association Results : School Profile

The given section details the information gathered about schools regarding various school related variables.

**Table 3.1: School Infrastructure: Electricity and proper lighting**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	-0.12	-0.13
Phonological Awareness	-1.46	-0.54
Decoding Letters	-5.93	-0.38
Decoding Words	-3.18	-0.29
Decoding Non-words	-4.19	-0.32
Picture Matching	-0.50	-0.72
Oral Reading Fluency (ORF)	-10.77	-0.49
ORF with Comprehension	-0.68	-0.47

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 3.2: School Infrastructure: Fully functional toilet for girls**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	-0.42	-0.46
Phonological Awareness	0.95	0.35
Decoding Letters	-0.88	-0.06
Decoding Words	2.56	0.23
Decoding Non-words	6.28	0.48
Picture Matching	0.08	0.11
Oral Reading Fluency (ORF)	-8.17	-0.37
ORF with Comprehension	-0.46	-0.31

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 3.3: School Infrastructure: Fully functional toilet for boys**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	-0.38	-0.41
Phonological Awareness	1.10	0.40
Decoding Letters	1.48	0.09
Decoding Words	3.39	0.30
Decoding Non-words	6.53	0.50
Picture Matching	0.18	0.25
Oral Reading Fluency (ORF)	-5.79	-0.26
ORF with Comprehension	-0.21	-0.14

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 3.4: School Infrastructure: Readily available medical room**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	0.66	0.76
Phonological Awareness	0.61	0.22
Decoding Letters	3.43	0.22
Decoding Words	0.93	0.08
Decoding Non-words	1.67	0.13
Picture Matching	0.02	0.03
Oral Reading Fluency (ORF)	9.30	0.43
ORF with Comprehension	0.30	0.20

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 3.5: School Infrastructure: Safe windows and openings for ventilation**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	0.02	0.02
Phonological Awareness	-1.00	-0.36
Decoding Letters	-7.45	-0.47
Decoding Words	-3.12	-0.28
Decoding Non-words	-7.94	-0.60
Picture Matching	0.27	0.37
Oral Reading Fluency (ORF)	-4.58	-0.21
ORF with Comprehension	0.03	0.02

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 3.6: School Facility: Basic Drinking Water**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	0.20	0.22
Phonological Awareness	-0.39	-0.14
Decoding Letters	-2.15	-0.14
Decoding Words	1.97	0.18
Decoding Non-words	-1.11	-0.09
Picture Matching	-0.31	-0.43
Oral Reading Fluency (ORF)	-2.71	-0.12
ORF with Comprehension	0.13	0.09

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 3.7: School Facility: Basic hand washing facility**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	0.65	0.72
Phonological Awareness	2.70	1.03
Decoding Letters	10.15	0.65
Decoding Words	11.55	1.09
Decoding Non-words	15.83	1.28
Picture Matching	0.46	0.65
Oral Reading Fluency (ORF)	12.30	0.56
ORF with Comprehension	0.05	0.03

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 3.8: School Facility: Mid-day meals to the child on daily basis**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	-0.12	-0.13
Phonological Awareness	-1.60	-0.60
Decoding Letters	-5.73	-0.37
Decoding Words	-4.68	-0.43
Decoding Non-words	-5.92	-0.46
Picture Matching	-0.21	-0.29
Oral Reading Fluency (ORF)	-14.17	-0.67
ORF with Comprehension	-0.51	-0.35

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 3.9: School Facility: Primary Health Services**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	<b>0.59</b>	<b>0.67</b>
Phonological Awareness	<b>1.46</b>	<b>0.55</b>
Decoding Letters	<b>8.55</b>	<b>0.56</b>
Decoding Words	<b>4.51</b>	<b>0.41</b>
Decoding Non-words	<b>6.70</b>	<b>0.52</b>
Picture Matching	<b>0.29</b>	<b>0.41</b>
Oral Reading Fluency (ORF)	<b>20.03</b>	<b>1.00</b>
ORF with Comprehension	<b>0.86</b>	<b>0.60</b>

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 3.10: School Facility: Accessible infrastructure for students with disabilities**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	<b>0.36</b>	<b>0.40</b>
Phonological Awareness	<b>-0.37</b>	<b>-0.13</b>
Decoding Letters	<b>4.29</b>	<b>0.27</b>
Decoding Words	<b>-0.33</b>	<b>-0.03</b>
Decoding Non-words	<b>-3.70</b>	<b>-0.28</b>
Picture Matching	<b>0.14</b>	<b>0.19</b>
Oral Reading Fluency (ORF)	<b>9.09</b>	<b>0.42</b>
ORF with Comprehension	<b>0.42</b>	<b>0.29</b>

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 3.11: Health checkup not being done**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	-0.63	-0.72
Phonological Awareness	0.07	0.03
Decoding Letters	-0.62	-0.04
Decoding Words	2.16	0.19
Decoding Non-words	4.20	0.32
Picture Matching	0.13	0.18
Oral Reading Fluency (ORF)	-14.13	-0.66
ORF with Comprehension	-0.89	-0.62

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 3.12: Classroom Equipment: Story Books**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	0.14	0.15
Phonological Awareness	-0.13	-0.05
Decoding Letters	-2.01	-0.13
Decoding Words	-1.25	-0.11
Decoding Non-words	-1.09	-0.08
Picture Matching	0.23	0.33
Oral Reading Fluency (ORF)	3.27	0.15
ORF with Comprehension	-0.16	-0.11

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 3.13: Classroom Equipment: Toys/ Play equipment**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	<b>0.44</b>	<b>0.48</b>
Phonological Awareness	<b>-0.34</b>	<b>-0.12</b>
Decoding Letters	<b>3.94</b>	<b>0.25</b>
Decoding Words	<b>3.43</b>	<b>0.31</b>
Decoding Non-words	<b>2.90</b>	<b>0.22</b>
Picture Matching	<b>0.03</b>	<b>0.04</b>
Oral Reading Fluency (ORF)	<b>8.68</b>	<b>0.39</b>
ORF with Comprehension	<b>-0.27</b>	<b>-0.18</b>

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 3.14: Classroom Equipment: Computers**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	<b>-0.53</b>	<b>-0.60</b>
Phonological Awareness	<b>-0.41</b>	<b>-0.15</b>
Decoding Letters	<b>-0.46</b>	<b>-0.03</b>
Decoding Words	<b>3.51</b>	<b>0.32</b>
Decoding Non-words	<b>3.93</b>	<b>0.30</b>
Picture Matching	<b>0.08</b>	<b>0.11</b>
Oral Reading Fluency (ORF)	<b>-6.13</b>	<b>-0.28</b>
ORF with Comprehension	<b>-0.48</b>	<b>-0.33</b>

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 3.15: Classroom Equipment: Internet access**

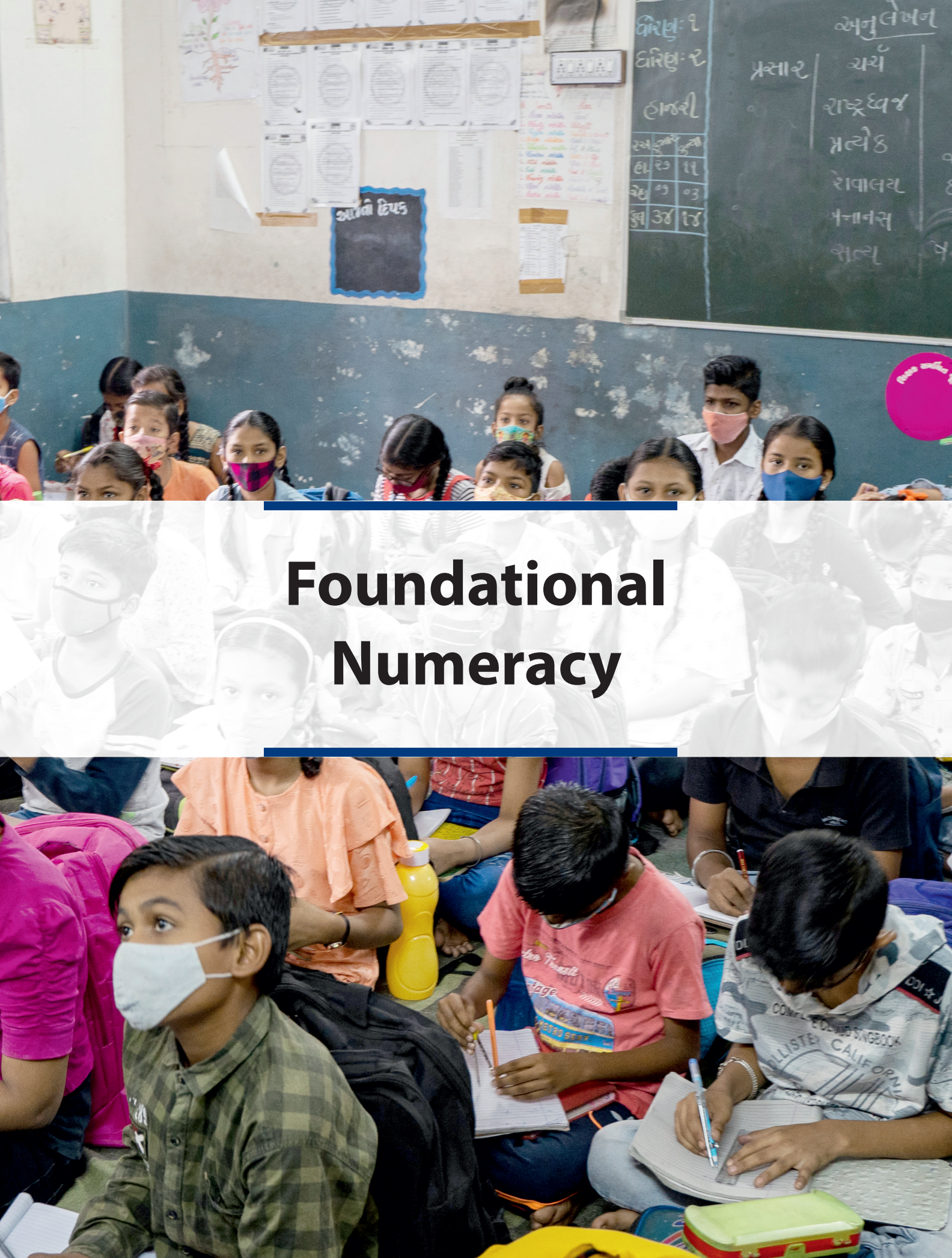
Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	-0.51	-0.58
Phonological Awareness	-0.38	-0.14
Decoding Letters	1.18	0.07
Decoding Words	3.77	0.34
Decoding Non-words	4.45	0.34
Picture Matching	0.27	0.38
Oral Reading Fluency (ORF)	-5.90	-0.27
ORF with Comprehension	-0.41	-0.28

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

**Table 3.16: Classroom Equipment: Textbooks/reading materials**

Literacy Sub Task	Difference between mean Scores	Sig.*
Oral Language Comprehension	0.23	0.25
Phonological Awareness	-0.03	-0.01
Decoding Letters	2.20	0.14
Decoding Words	2.92	0.26
Decoding Non-words	3.06	0.23
Picture Matching	-0.10	-0.14
Oral Reading Fluency (ORF)	8.59	0.39
ORF with Comprehension	-0.50	-0.34

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.



# Foundational Numeracy

# Foundational Numeracy

Foundational Numeracy skills comprise of the ability to understand numbers, perform basic operations with numbers and apply the understanding of patterns and numbers in real life situations. In the Foundational Learning Study, foundational Numeracy has been assessed through different sub-task as explained below:

## Subtasks Assessed in Foundational Numeracy

Subtask	Description of the subtask
<b>Number identification</b>	Identifying and reading aloud 24 distinct numbers presented in the form of a grid (up to 9999)
<b>Number discrimination</b>	Comparing 14 pairs of numbers to identify the bigger number
<b>Number operation (addition and subtraction)</b>	Completing 4 Addition and 4 Subtraction facts
<b>Word problems (addition and subtraction)</b>	Solving 6 word problems based on the operation of addition and subtraction
<b>Number operations (Division and Multiplication)</b>	Constructing and using 4 multiplication facts (tables) of numbers 2 to 10 and using 4 division fact.
<b>Measurement</b>	Solving 6 problems based on measurement and estimation of volume, length, time using standard and non-standard units
<b>Fractions</b>	Answering 6 problems based on identification and representation of fraction values of half, one-fourth, three-fourth of a whole and of a collection of 12 objects.
<b>Patterns</b>	Identifying and extending & patterns comprising of numbers and shapes
<b>Data Handling</b>	Reading simple display of data and answering 6 questions based on the data display.

## ► Number Identification

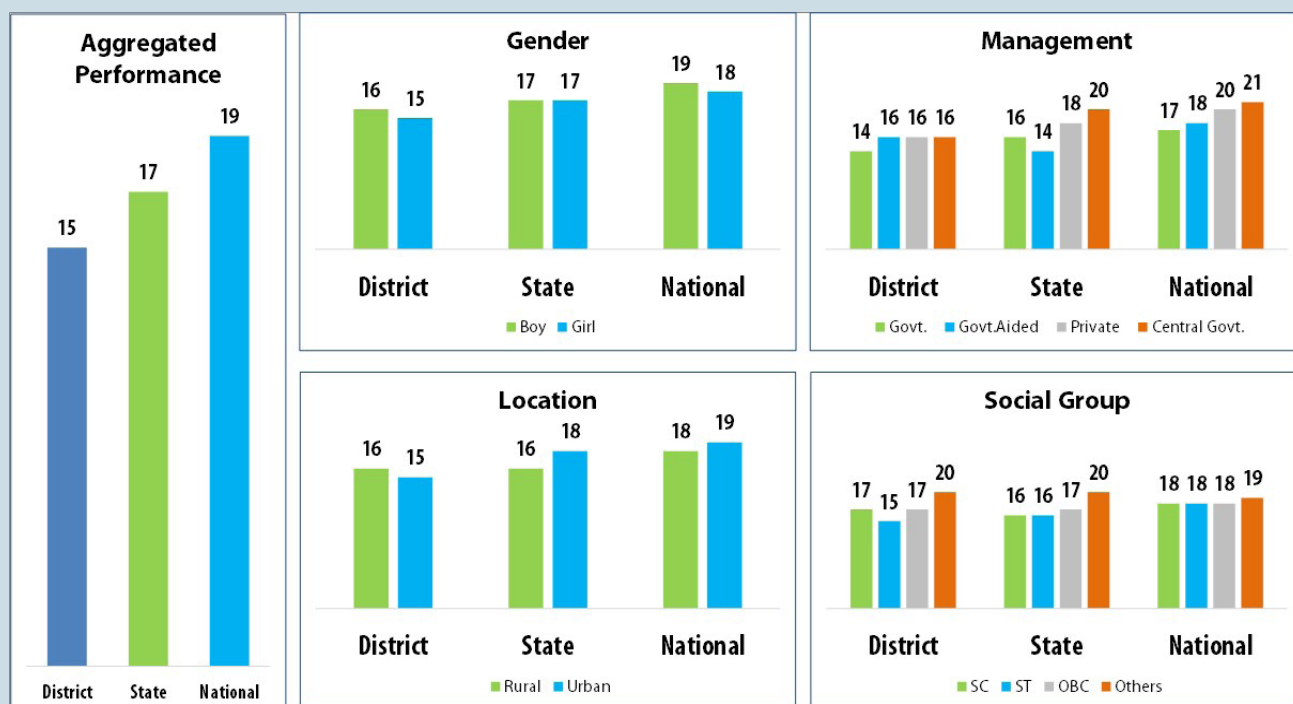
The task was based on recognising and reading aloud numbers (up to 9999) .

On average students read 15 numbers correctly.

## ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Reads numbers up to 9999	31	60
Reads numbers up to 999	42	24
Reads numbers up to 99	23	14
Does not respond	4	1

## ► Average Score in Number Identification (on a scale of 0 to 24)



## ► Number Discrimination

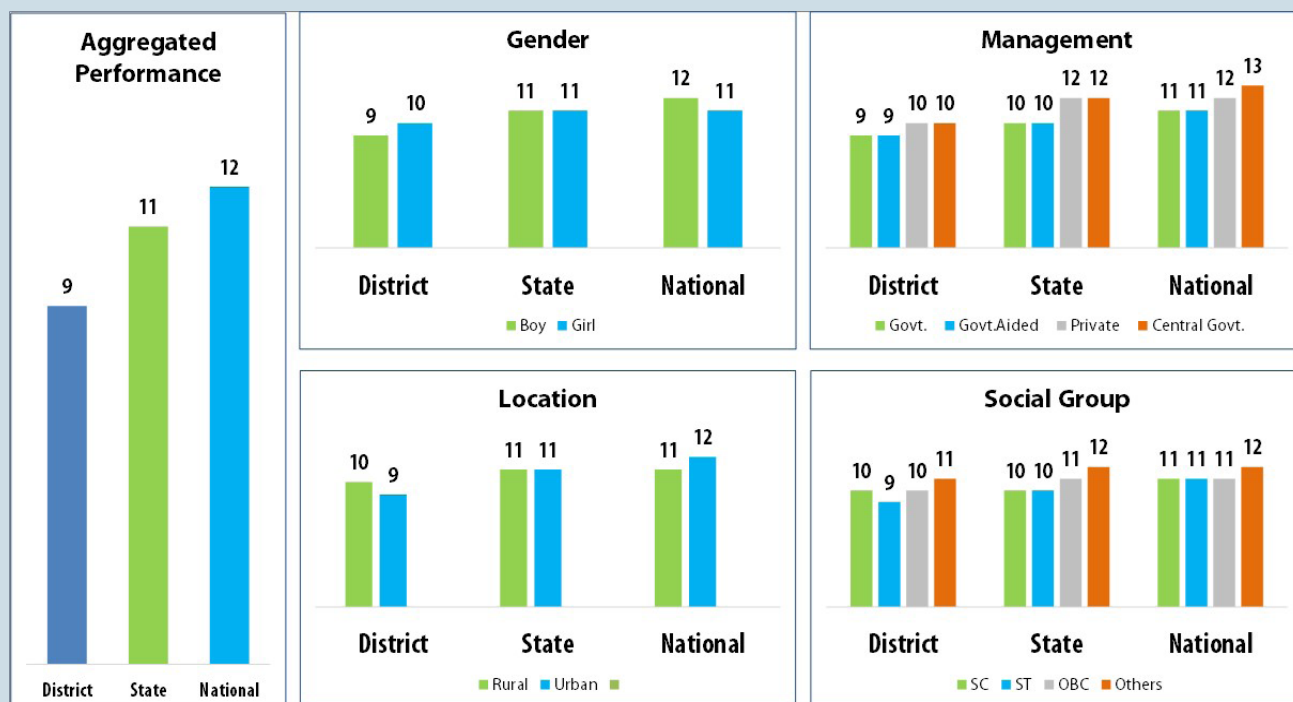
The task comprised of comparing pairs of numbers to identify the bigger number.

On average students identified 9 numbers correctly.

## ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Discriminates numbers up to 9999	33	61
Discriminates numbers up to 999	40	27
Discriminates numbers up to 99	15	10
Discriminates numbers only up to 9	12	2

## ► Average Score in Number Discrimination (on a scale of 0 to 14)



## ► Number Operation (Addition and Subtraction)

The task was based on completing addition and subtraction facts.

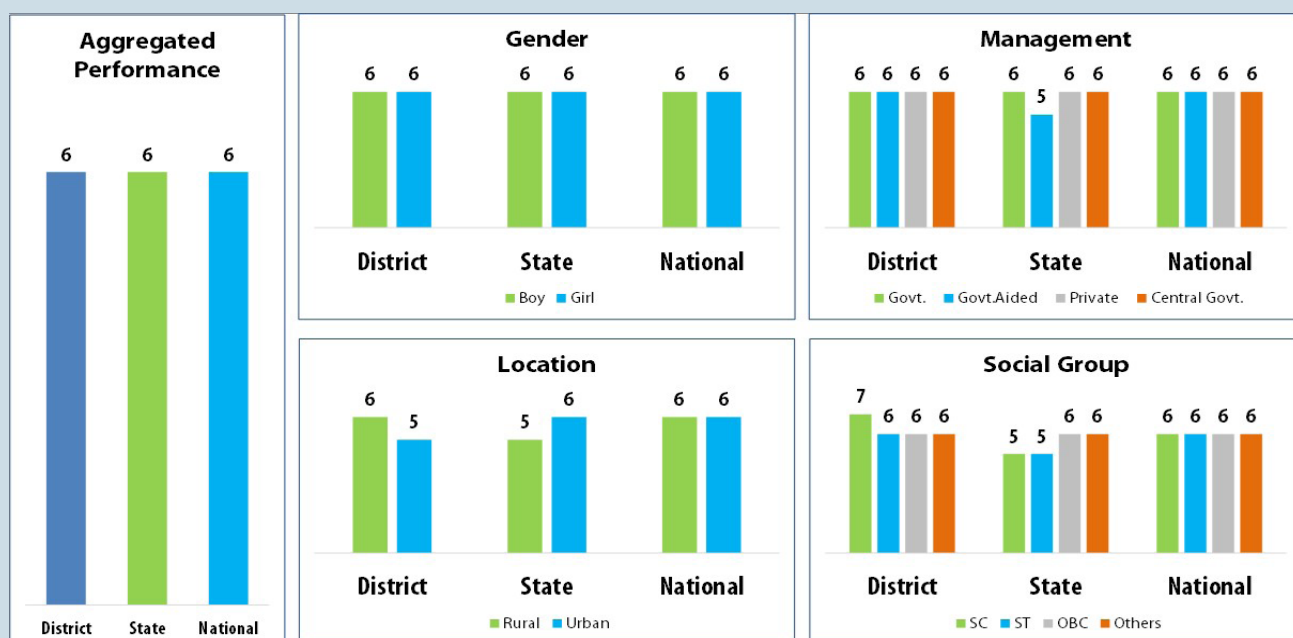
## ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Adds numbers upto 999	47	47
Adds numbers upto 99	69	67
Adds numbers upto 9	94	93
Subtracts numbers upto 999	38	32
Subtracts numbers upto 99	62	56
Subtracts numbers upto 9	76	81

## ► Percentage of Students Used Strategies to Solve the questions

	District Average Performance (%)	State Average Performance (%)
Finger/tick marks	30	16
Paper and pencil	50	76
Mental calculation	20	8

## ► Average Score in Number Operation (Addition and Subtraction) (on a scale of 0 to 8)



## ► Number Operation (Word Problems)

The task was based on solving word problems based on the operation of addition and subtraction.

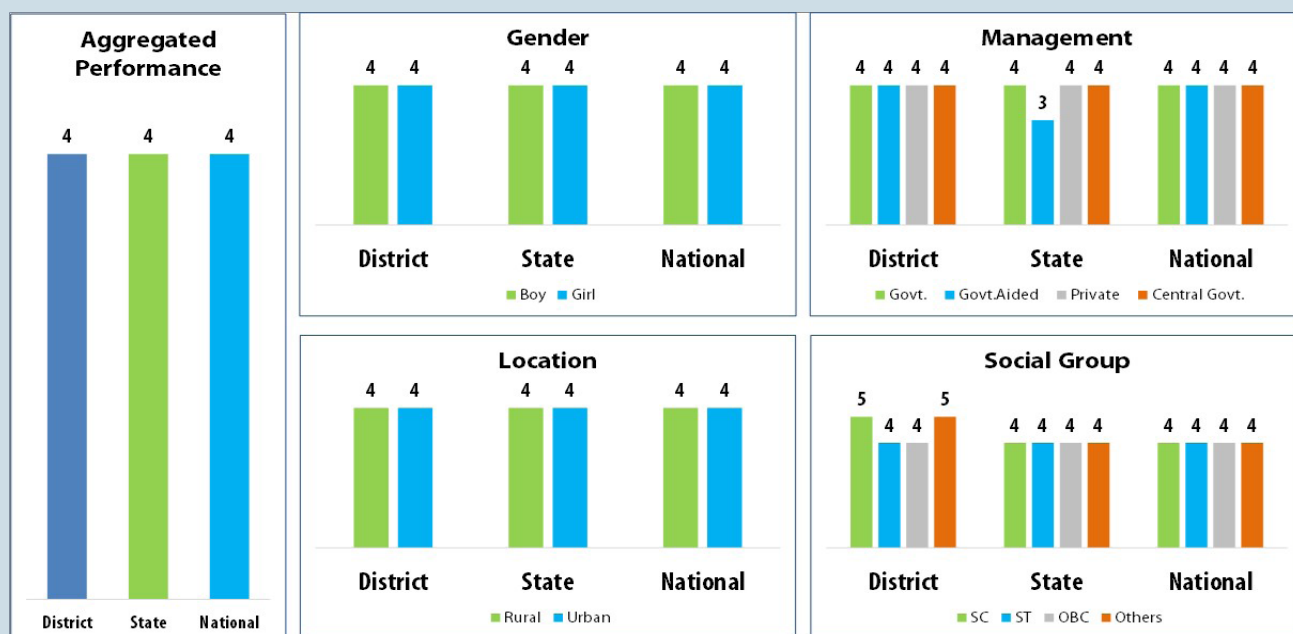
## ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Identifies the application of operation of addition in real life situations and provides the correct answer for questions based on addition only	52	47
Identifies the application of operation of subtraction in real life situations and provides the correct answer for questions based on subtraction only	32	36
Identifies the application of number operations in real life situations and provides the correct answers for 80% and above questions	41	45

## ► Percentage of Students Used Strategies to Solve the Questions

	District Average Performance (%)	State Average Performance (%)
Finger/tick marks	29	16
Paper and pencil	51	71
Mental calculation	20	13

## ► Average Score in Number Operation (word problems) (on a scale of 0 to 6)



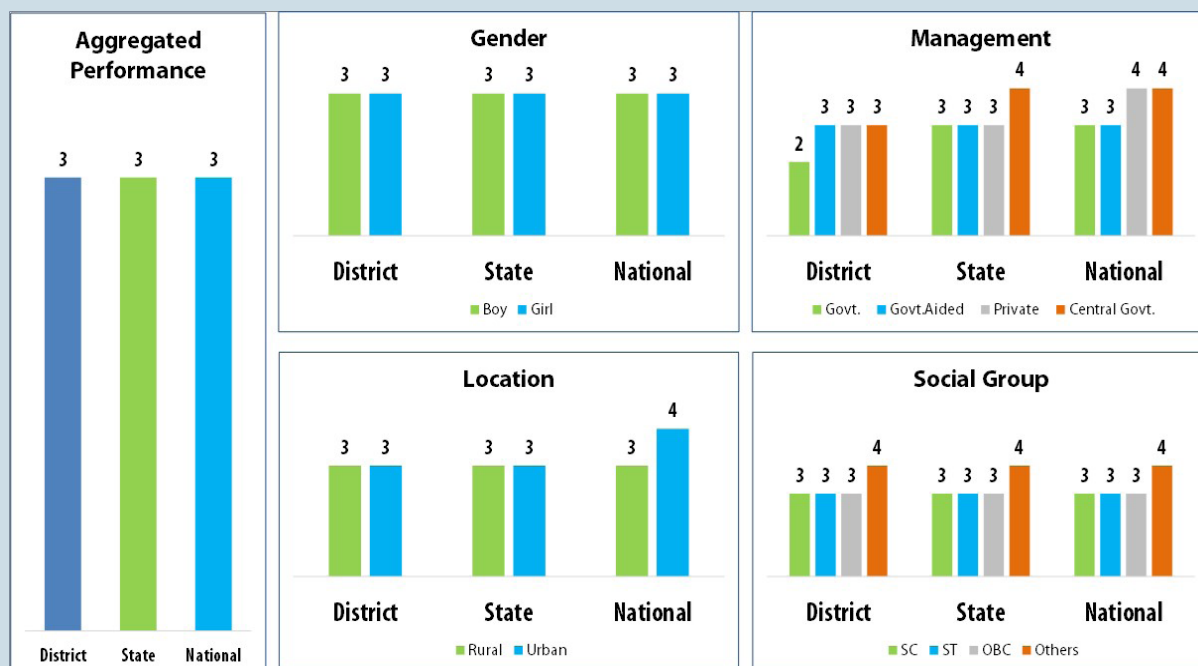
## ► Number Operation (Multiplication)

The task was based on Constructing and using multiplication facts (tables) of numbers 2 to 10 and using division facts

## ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Understands and applies correct multiplication facts in 80% and above questions	52	71
Understands and applies correct multiplication facts in 50% and less than 80% questions	24	16
Understands and applies correct multiplication facts in less than 50% questions	8	6
Does not respond	17	8

## ► Average Score in Number Operation (Multiplication) (on a scale of 0 to 4)



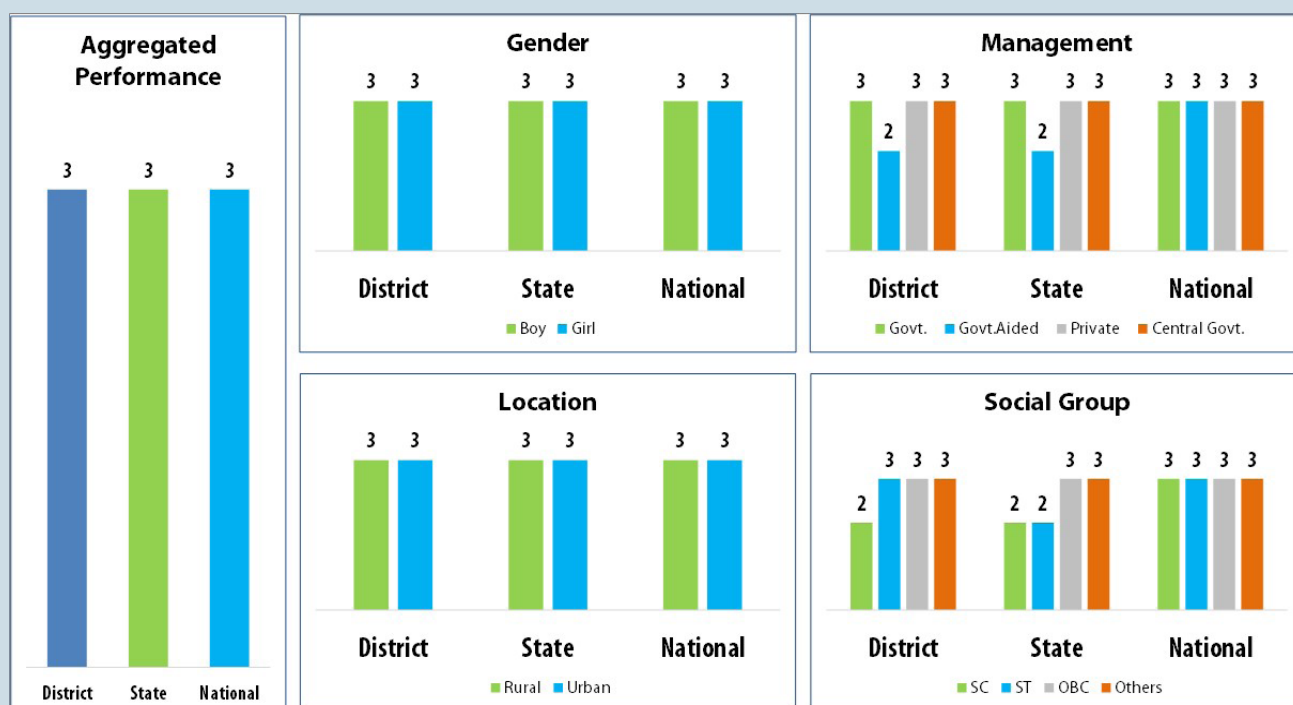
## ► Number Operation (Division)

The task was based on Constructing and using multiplication facts (tables) of numbers 2 to 10 and using division facts.

## ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Understands and applies correct Division facts in 80% and above questions	36	42
Understands and applies correct Division facts in 50% and less than 80% questions	30	34
Understands and applies correct Division facts in less than 50% questions	10	8
Does not respond	25	16

## ► Average Score in Number Operation (Division) (on a scale of 0 to 4)



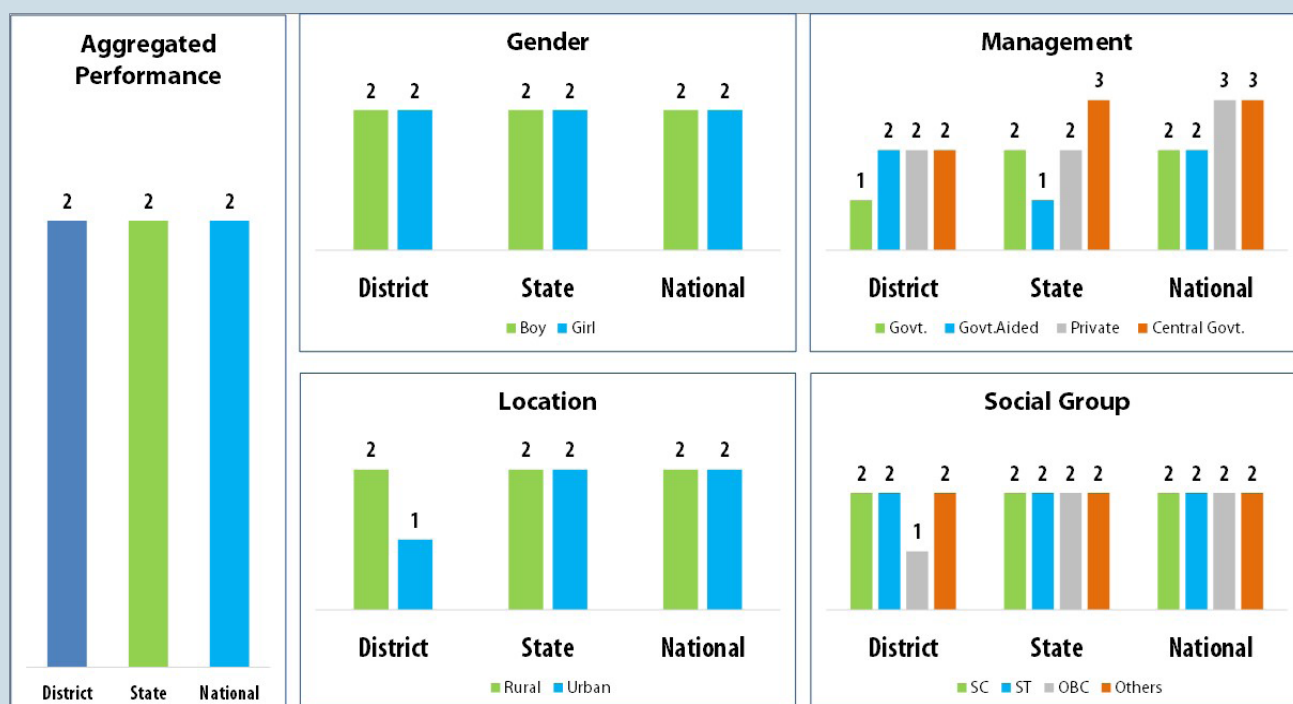
## ► Measurement (Calendar Reading)

The task comprised of solving word problems based on measurement and estimation of volume, length and time using standard and non-standard units

## ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Identifies the Month, Date and Day on the Calendar	35	59
Identifies the month, date and day with help	18	21
Make mistakes in identifying the Month, date and day	12	8
Dose not respond	35	12

## ► Average Score in Measurement (Calendar Reading)(on a scale of 0 to 3)



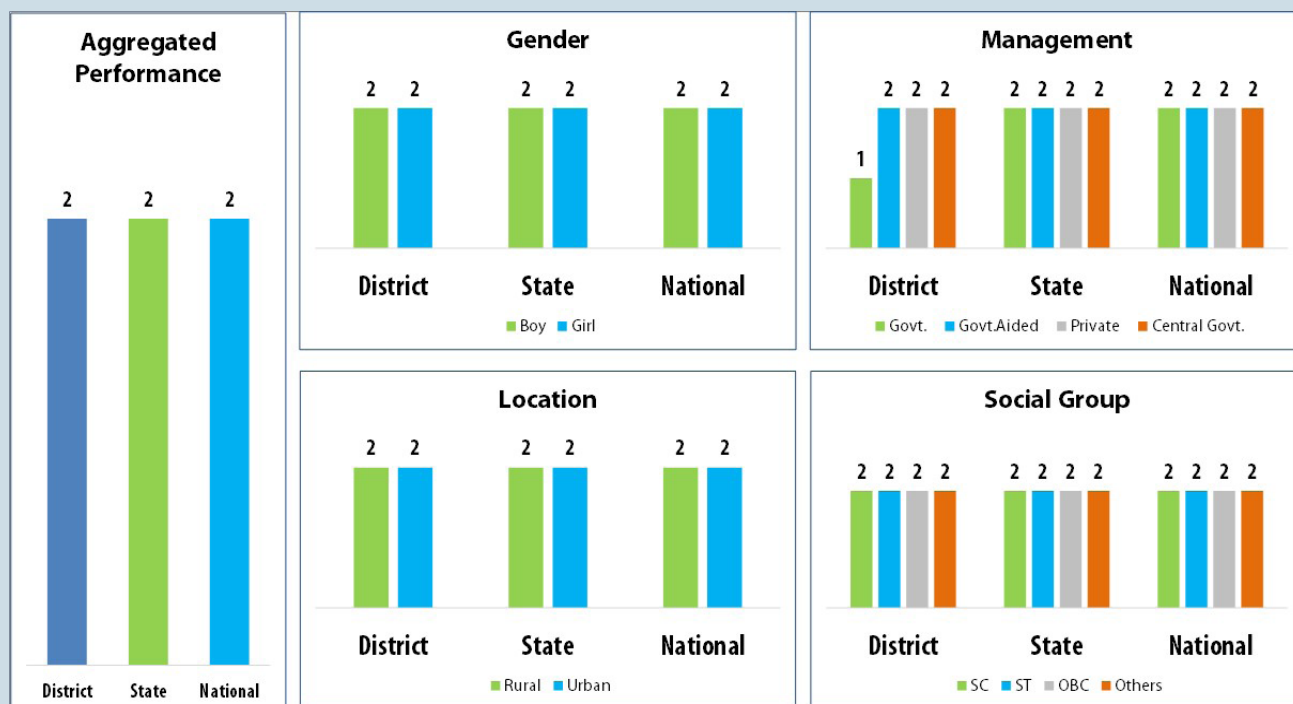
## ► Measurement (Volume)

The task comprised of solving word problems based on measurement and estimation of volume, length and time using standard and non-standard units

## ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Can compare and estimate the volume of different containers	30	46
Can either compare or estimate the volume of different containers	37	47
Attempts but makes mistakes in estimating and comparing the volume	14	3
Dose not respond	18	3

## ► Average Score in Measurement (Volume) (on a scale of 0 to 3)



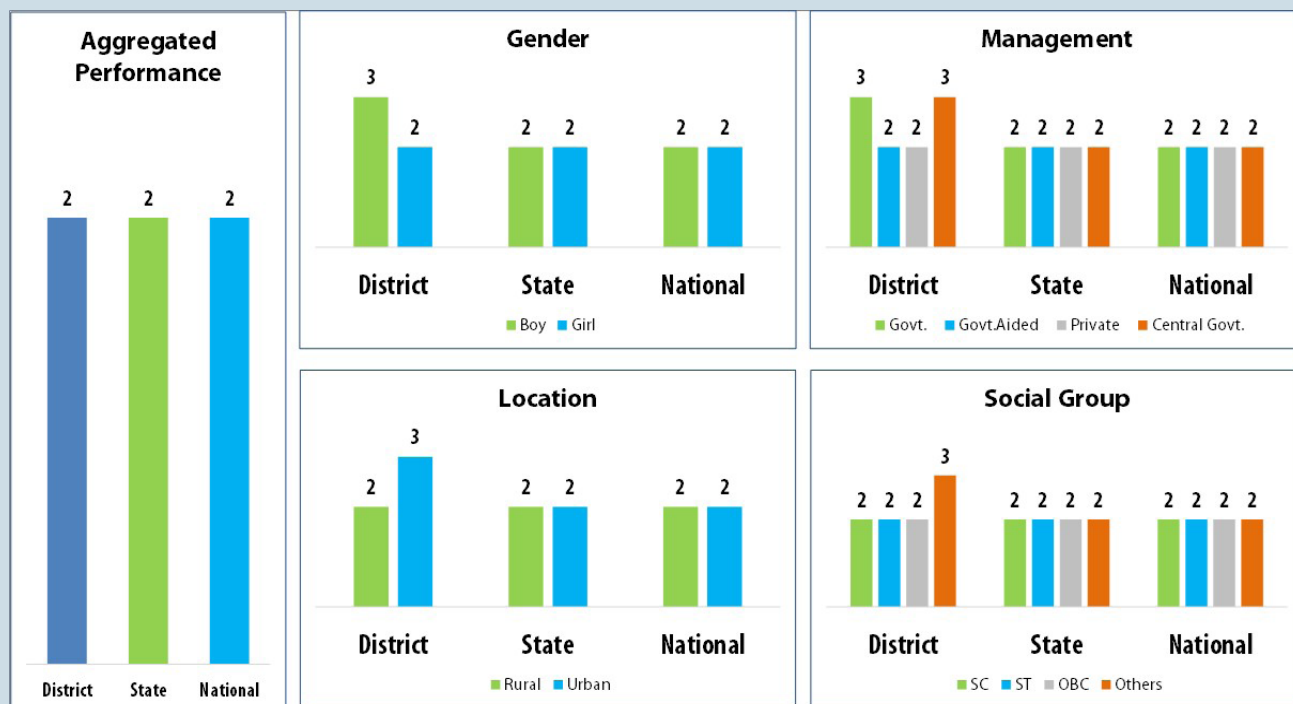
## ► Measurement (Time on clock)

The task comprised of solving word problems based on measurement and estimation of volume, length and time using standard and non-standard units

## ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Tells the time correctly	65	53
Tells the time correctly with the help of hint	31	39
Dose not respond	4	9

## ► Average Score in Measurement (Time on Clock) (on a scale of 0 to 3)



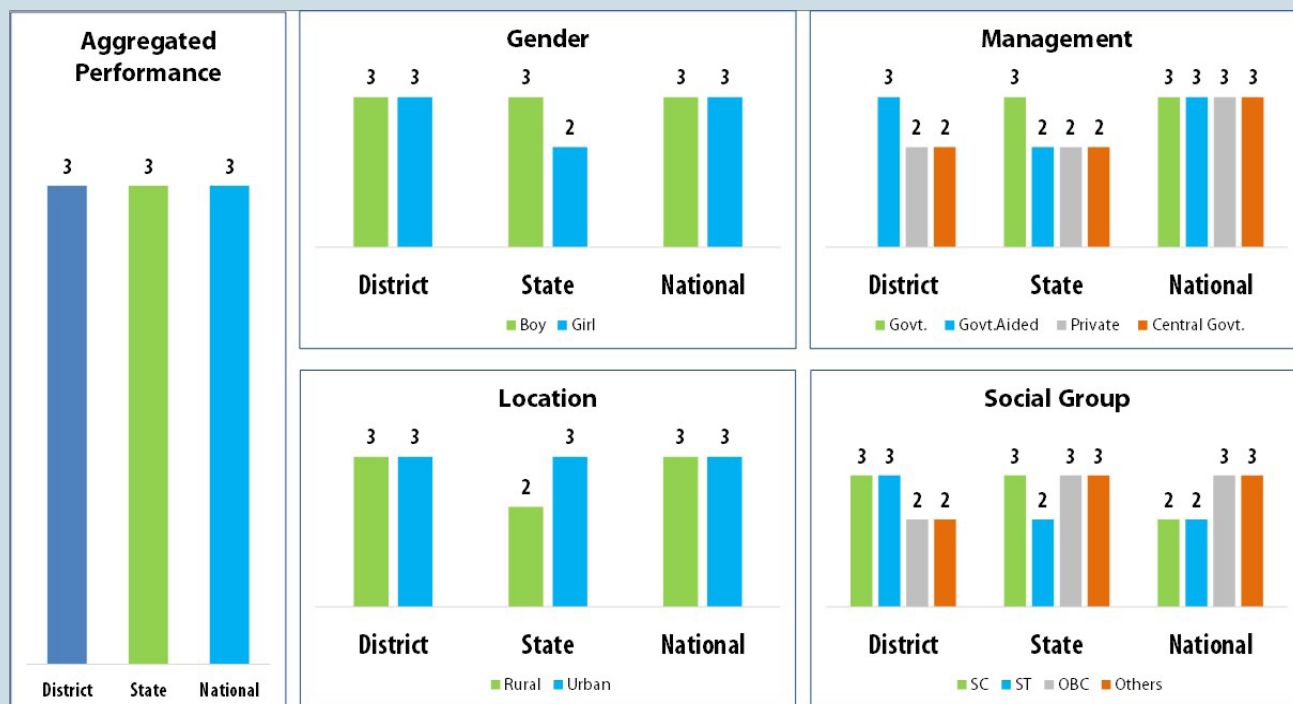
## ► Measurement (Length)

The task comprised of solving word problems based on measurement and estimation of volume, length and time using standard and non-standard units

## ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Applies the understanding of measurement of length and calculates the length of the object	66	61
Applies the understanding of measurement of length but miscalculates the length of the object when the object is not aligned with the 0 of the scale	25	27
Makes effort but not able to calculate the length of the object	5	7
Dose not respond	4	5

## ► Average Score in Measurement (Length) (on a scale of 0 to 3)



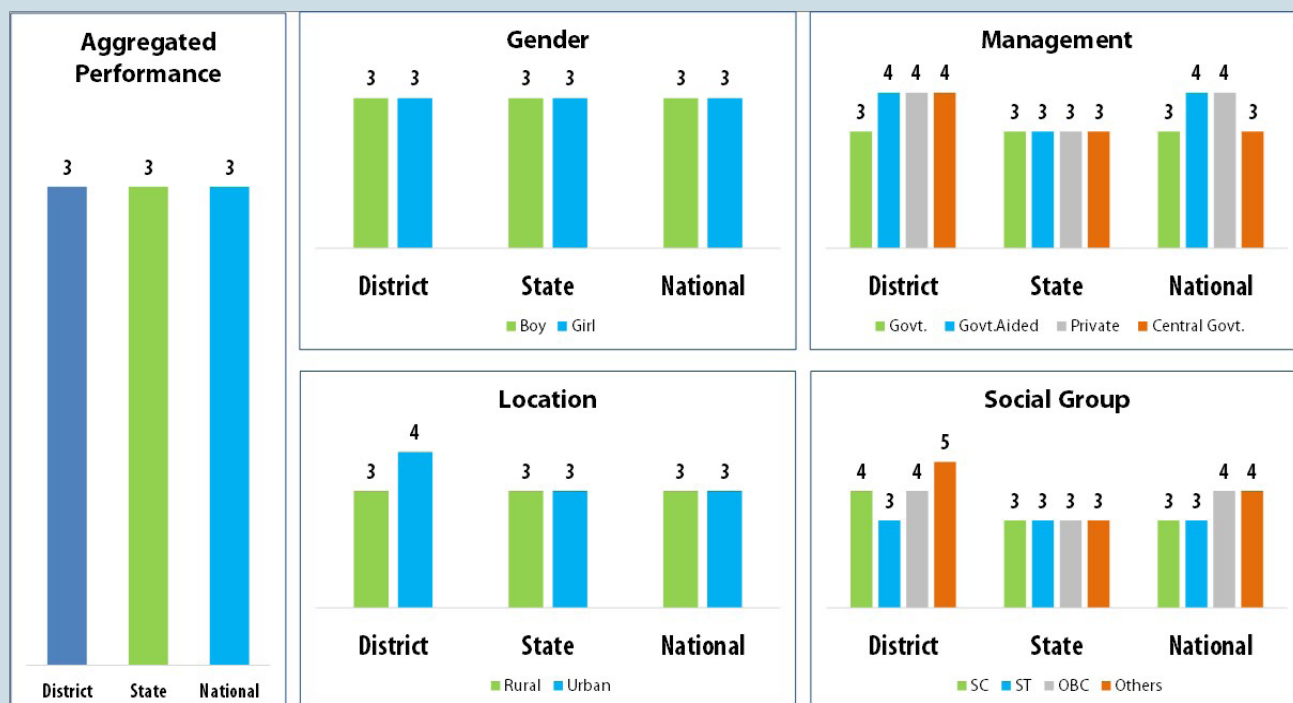
## ► Fractions

The task was based on identifying and representing fraction values of half, one-fourth, three-fourth of a whole and in a collection of 12 objects.

## ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
correctly identifies one-half	66	64
correctly identifies one-fourth	51	39
correctly identifies three-fourth	40	52
correctly identifies all the fractions (one-half, one-fourth, three-fourth)	25	33
correctly represents one-half	69	65
correctly represents one-fourth	55	46
correctly represents three-fourth	58	38
correctly represents all the fractions (one-half, one-fourth, three-fourth)	40	31

## ► Average Score in Fractions (on a scale of 0 to 6)



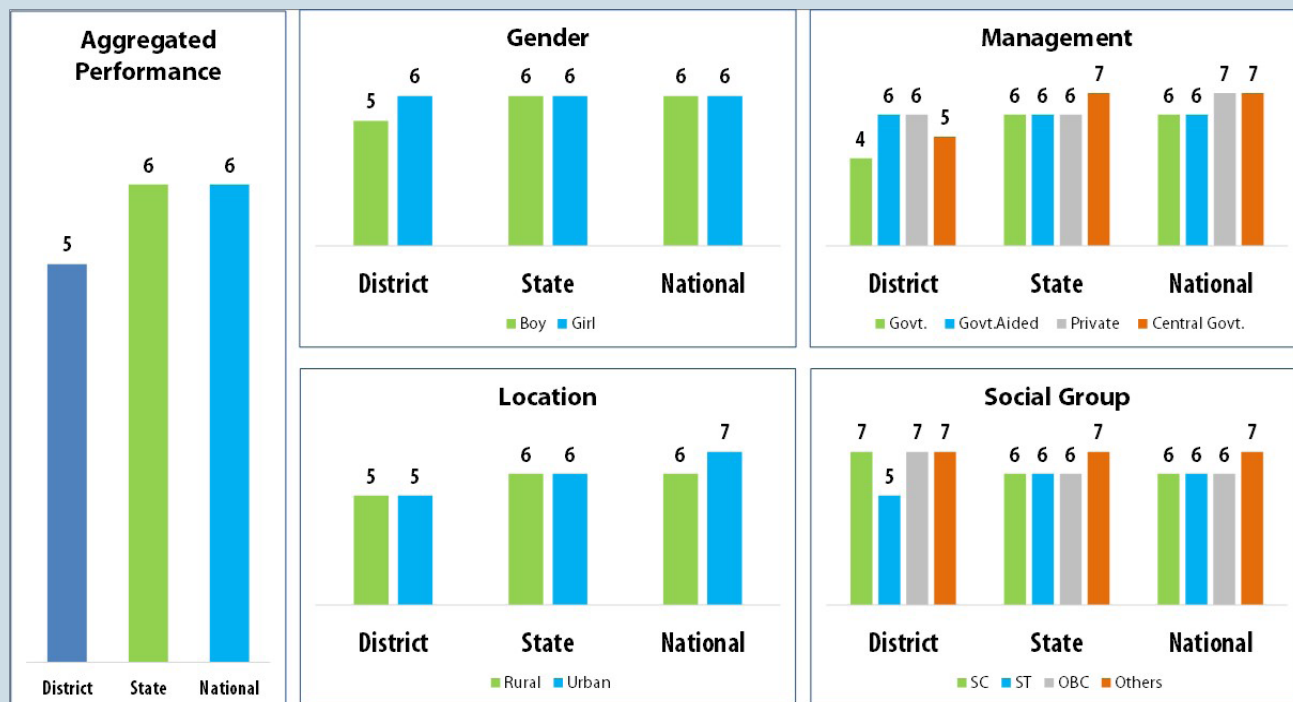
## ► Pattern

The task comprised of identifying and extending patterns comprising of numbers and shapes.

## ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Correctly identifies and completes patterns with shapes and numbers in 80% and above questions	36	57
Correctly identifies and completes patterns with shapes and numbers in 50% to less than 80% questions	41	30
Correctly identifies and completes patterns with shapes and numbers in less than 50% questions	9	11
Dose not respond	14	2

## ► Average Score in Pattern (on a scale of 0 to 8)



## ► Data Handling

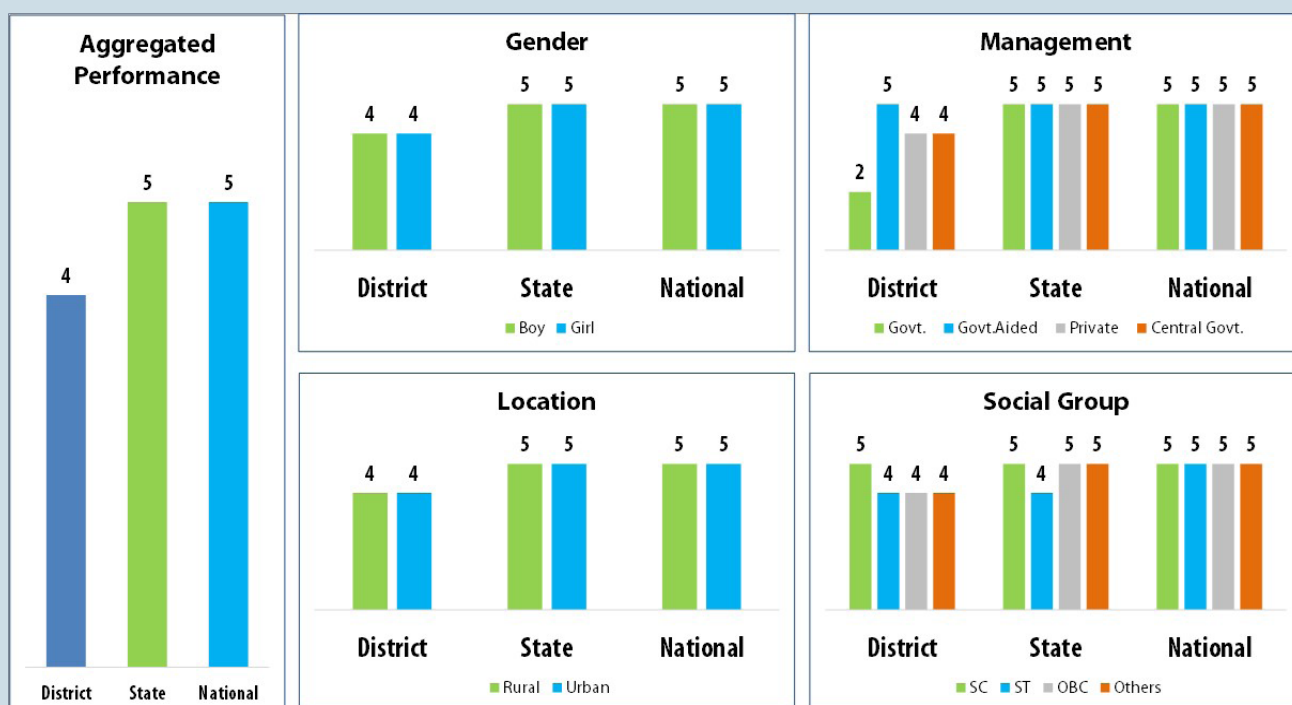
The task was based on reading simple display of data and answering questions based on the data display.

On average students answered 4 questions correctly based on data display.

## ► Percentage of Students

Descriptor	District Average Performance (%)	State Average Performance (%)
Answers 80% and above questions correctly	46	67
Answers 50% - less than 80% questions correctly	29	26
Answers less than 50% questions correctly	8	6
Answers less than 50% questions correctly	18	1

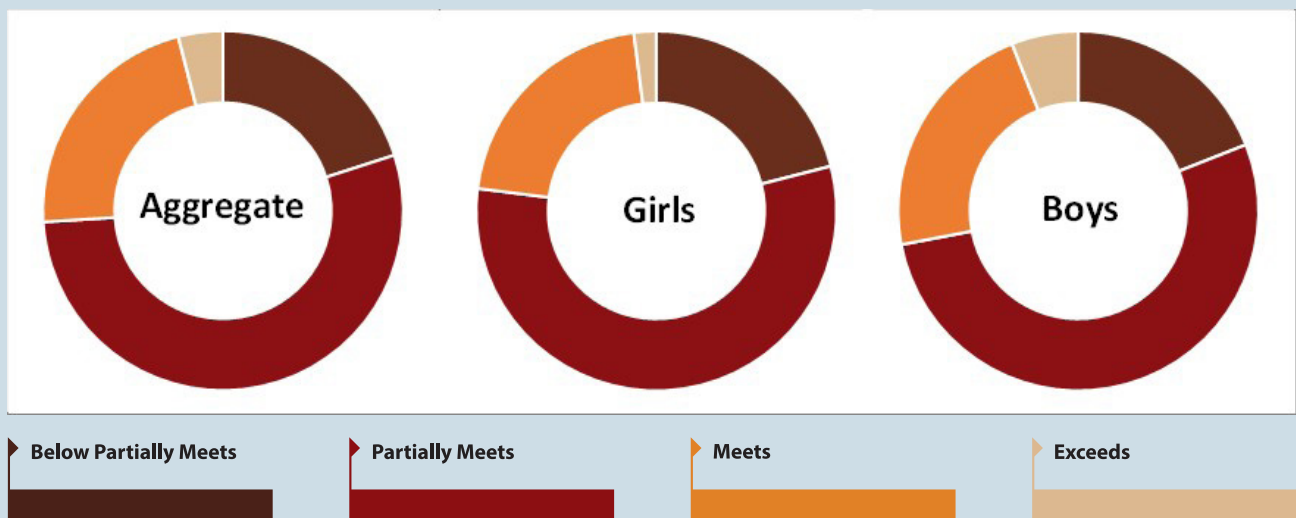
## ► Average Score in Data Handling (on a scale of 0 to 6)



## ► Benchmark of Numeracy and Student Performance

Global Proficiency Levels		Below Partially Meets Global Minimum Proficiency	Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
Definition		Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.	Learners have developed sufficient knowledge and skill. As a result, they can successfully complete the most basic grade-level tasks.	Learners have developed superior knowledge and skill. As a result, they can complete complex grade-level tasks.
Benchmark		<b>0 - 42</b> Score Points.	<b>43 - 69</b> Score Points	<b>70 - 83</b> Score Points	<b>84 and above</b> Score Points
Percentage of Students meeting the standard	District	20	54	22	4
	State/UT	13	46	35	6
Percentage of Girls meeting the standard	District	21	56	21	2
	State/UT	14	46	36	4
Percentage of Boys meeting the standard	District	19	53	22	6
	State/UT	12	46	35	7

## ► Distribution of Students by Global Proficiency Levels in the District (In percentage)





## Association of Background Variables with Numeracy

The relationship between learning achievement of students and variables related to student's home background and school were analyzed by using different statistical technique. This chapter discusses the association of the different contextual variables with the achievements of the students.

Numeracy score is a combined score including all subtasks and has a scale of 0 to 86.

## 1. Association Results : Student Profile

The given section details the association results regarding various student related variables.

Numeracy	Difference between mean score	Sig.*
Language spoken by students at home is the same as medium of instruction	<b>-1.21</b>	<b>-0.27</b>
Attended pre-primary Classes/Anganwadi	<b>0.38</b>	<b>0.08</b>
Ask questions in the class	<b>-0.64</b>	<b>-0.14</b>
Reads other materials in addition to textbooks	<b>1.43</b>	<b>0.31</b>
Playing Game	<b>-0.65</b>	<b>-0.14</b>
Story telling with family members	<b>0.37</b>	<b>0.08</b>
Playing Game with family members	<b>-0.69</b>	<b>-0.15</b>
Time taken to go to school upto 30 mins.	<b>0.28</b>	<b>0.06</b>
Time taken to go to school upto more than 30 mins.	<b>-0.28</b>	<b>-0.06</b>

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

## 2. Association Results : Teacher Profile

The given section details the association results regarding various teacher related variables.

Numeracy	Difference between mean score	Sig.*
Teaching at Foundational stage : less than 3 years/more than 3 years	<b>-0.72</b>	<b>-0.16</b>
Attend any in-service workshop/Training to understand the learning needs and other developmental aspects in young children	<b>-1.05</b>	<b>-0.23</b>
Highest educational qualification upto Higher Secondary	<b>0.58</b>	<b>0.13</b>
Technique used in assessing students : Observation (Never and Sometimes Vs. Most of the times and Almost Always)	<b>0.28</b>	<b>0.06</b>
Technique used in assessing students : Class Test (Never and Sometimes Vs. Most of the times and Almost Always)	<b>-0.19</b>	<b>-0.04</b>
Technique used in assessing students : Group Activity (Never and Sometimes Vs. Most of the times and Almost Always)	<b>-0.48</b>	<b>-0.10</b>
Technique used in assessing students : Peer Work (Never and Sometimes Vs. Most of the times and Almost Always)	<b>-0.54</b>	<b>-0.12</b>
Technique used in assessing students : Oral Work (Never and Sometimes Vs. Most of the times and Almost Always)	<b>-0.43</b>	<b>-0.09</b>
Maintain Teacher's Diary	<b>-0.72</b>	<b>-0.16</b>
Teacher's uses portfolio to assess the progress of the child	<b>0.11</b>	<b>0.02</b>
Time taken to go to school upto 30 mins.	<b>-0.11</b>	<b>-0.02</b>

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.

### 3. Association Results : School Profile

The given section details the information gathered about schools regarding various school related variables.

Numeracy	Difference between mean score	Sig.*
School Infrastructure: Electricity and proper lighting	-1.10	-0.24
School Infrastructure: Fully functional toilet for girls	0.00	0.00
School Infrastructure: Fully functional toilet for boys	0.25	0.05
School Infrastructure: Readily available medical room	0.64	0.14
School Infrastructure: Safe windows and openings for ventilation	-0.38	-0.08
School Facility: Basic Drinking Water	-0.35	-0.08
School Facility: Basic hand washing facility	1.98	0.43
School Facility: Mid-day meals to the child on daily basis	-1.20	-0.26
School Facility: Primary Health Services	1.49	0.33
School Facility: Accessible infrastructure for students with disabilities	0.76	0.17
Health checkup not being done	-0.17	-0.04
Classroom Equipment : Story Books	-0.33	-0.07
Classroom Equipment : Toys/ Play equipment	-0.44	-0.10
Classroom Equipment : Computers	0.15	0.03
Classroom Equipment : Internet access	0.29	0.06
Classroom Equipment : Textbooks/reading materials	-0.53	-0.12

\* A value of 0.2 represents a small effect size.  
A value of 0.5 represents a medium effect size.  
A value of 0.8 represents a large effect size.



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# Profiling of Backgrounds Variables

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## Student Demographic Profile

The FLS conducted on grade 3 students revealed that

**39%**

students belong to the age group of 7-8 years.

**53%**

students belong to families living BPL.

**79%**

students have attended pre-primary school/ Anganwadi centre.

Activities that family members do with the children	Percentage of Students (District)			Percentage of Students (State/UT)		
	Rarely	Sometimes	Often	Rarely	Sometimes	Often
Reading Books	23	58	19	21	58	21
Playing with toys	25	55	21	24	54	21
playing games	20	47	33	18	54	28
Outdoor activities like picnic etc.	29	57	14	22	64	14
Art and craft	29	57	14	35	53	12
Oral story telling	22	53	26	17	57	26

Activities children like to do	Percentage of Students (District)	Percentage of Students (State/UT)
Art and Craft	86	87
Reading books (other than textbooks)	84	83
Playing with toys	90	89
Playing games	92	95
Exercise (Yoga etc.)	61	62
Looking after plants or/and animals	89	85

Mode of commuting to school	Percentage of Students (District)	Percentage of Students (State/UT)
On foot	60	64
Bicycle	6	6
Public Transport (Bus/Train/Metro)	10	6
School provides transport	9	7
Own transport Two/three-wheeler	12	16
Own transport Four-wheeler	4	1

## Teacher Demographic and Professional Profile

**82%**

teachers shared that they have attended/received some in-service workshop/training in last 3 years.

**84%**

teachers shared that they are aware of the NIPUN Bharat Lakshyas and Learning Outcomes (LOs).

**91%**

teachers reported that they teach in classrooms that are properly ventilated.

**76%**

teachers use portfolio to assess the progress of the child.

Infrastructure and resource used by the teacher	Percentage of Teachers (District)				Percentage of Teachers (State/UT)			
	Never	Once a week	Everyday	Not Available	Never	Once a week	Everyday	Not Available
Spacious classrooms	3	17	74	6	3	25	69	3
Classroom with access to additional space	3	45	34	18	2	53	38	7
Space in Veranda/Corridor	9	35	42	14	12	50	32	6
Library	9	42	32	18	6	62	24	8
Hall	7	31	39	23	7	57	26	10
Play ground	6	24	44	26	6	31	58	5
Smart classroom	9	29	24	39	18	29	17	36

Assessment techniques use by the teachers	Percentage of Teachers (District)				Percentage of Teachers (State/UT)			
	Never	Sometime	Most of the time	Almost always	Never	Sometime	Most of the time	Almost always
Observations	9	23	39	28	9	20	36	36
Class test (paper-pencil)	2	21	42	35	1	21	45	34
Group activities	1	32	35	32	1	34	43	22
Peer work	2	29	39	30	2	35	42	22
Oral work	2	16	39	43	1	14	40	45

Educational Qualification	Percentage of Teachers (District)	Percentage of Teachers (State/UT)
Higher Secondary	17	15
Graduation	50	44
M.Phil./Ph.D.	3	5
Post-Graduation	30	35

Teaching Experience at the foundational stage	Percentage of Teachers (District)	Percentage of Teachers (State/UT)
Less the a year	13	8
1-3 years	27	29
5 years	14	9
More than 5 years	46	54

Teaching learning material used in the classroom at the foundational stage	Percentage of Teachers (District)				Percentage of Teachers (State/UT)			
	Not available	Never	Sometime	Most of the time	Not available	Never	Sometime	Most of the time
Black Board	4	1	11	84	3	0	8	89
Text book(s)	2	1	8	89	2	1	14	83
Story Books	2	2	50	47	3	2	55	40
Toys	3	2	57	38	6	5	57	32
Play equipment	4	1	52	43	3	2	59	36
Locally available material	8	1	39	52	6	3	45	46
Computer resources (Audio visual aid)	32	5	38	25	38	6	35	21
Library resources	18	3	36	43	8	3	47	42

## School Profile

**92%**

schools have access to basic hand washing facility.

**60%**

schools have pre-pramary school/ Anganwadi.

**90%**

schools conduct health checkup of students once every year.

**53%**

schools have accessible infrastructure for students with disabilities.

**38%**

schools have a readily available medical room.

Resources used in the classrooms at the Foundational Stage	Percentage of Schools (District)	Percentage of Schools (State/UT)
Story Books	91	93
Toys/Play equipment	96	94
Locally available/developed Teaching Learning Materials	92	92
Computers	49	52
Internet access	53	50
Electricity and proper lighting	74	95
Safe windows and opening for ventilation	97	97
Textbooks/reading materials	98	97

Source of drinking water for school	Percentage of Schools (District)	Percentage of Schools (State/UT)
None	48	37
Well water	21	22
Hand pump	77	48
Tap	53	79
Rain water tank	20	16

School Managing Committee and Parent-Teacher Meeting (PTM)	Percentage of Schools (District)	Percentage of Schools (State/UT)
Presence of school Managing Committee in the school	93	98
PTM held every month	79	71
PTM held every 3 months	54	50
PTM held every 6 months	55	30
PTM not been held/organised	28	16

Community support to the school	Percentage of Schools (District)	Percentage of Schools (State/UT)
Providing infrastructure when required	78	66
Providing different usable resources when required	71	66
Providing resource persons for different purposes	64	71
Cooperating with school for awareness drives (cleanliness, enrollment etc.	90	87
There is not much involvement of the community	50	46

## Language used at Home and in School

**80%**

students' home language is the same as the medium of instruction in the school.

**82%**

Language used by the teacher in the classroom is the same as the medium of instruction in the school.

**85%**

language of instruction in school at the foundational stage is the same as the medium of instruction in the school.

**64%**

teachers' home language is same as the medium of instruction in the school.

# FLS 2022 Team

## Core Team

### Ministry of Education

Smt. Anita Karwal, Secretary, Department of School Education & Literacy  
Shri Vipin Kumar, Joint Secretary, DoSEL, Ministry of Education w.e.f. 26.05.2022  
Shri Maneesh Garg, Joint Secretary, DoSEL, Ministry of Education upto 25.05.2022  
Shri Venkatramana R. Hegde, Deputy Director General (DDG), Statistics Bureau  
Mrs. Rashi Sharma, Director, Department of School Education and Literacy, MoE  
Shri J. P. Pandey, Director, DoSEL, Ministry of Education  
Shri Saba Akhtar, Scientist-F, NIC  
Shri Sagar Choudhary, Assistant Director, Statistics Bureau  
Shri Prabhat Mishra, Scientist-C, NIC  
Ms. Tara Naorem, Chief Consultant, MoE  
Ms. Purabi Pattanayak, Chief Consultant, MoE

### NCERT

Prof. (Dr.) Dinesh Prasad Saklani, Director, NCERT  
Prof. (Dr.) Sridhar Srivastava, Joint Director, NCERT  
Prof. (Dr.) Indrani Bhaduri, HoD, ESD and NAS Cell, NCERT  
Prof. (Dr.) Suniti Sanwal, HoD, DEE, NCERT

### Other Institute/Organization

UNICEF  
SPDs; Director SCERTs; Principal SIEs

## Principal Coordinator

NCERT	MoE
Prof. (Dr.) Indrani Bhaduri Head, Educational Survey Division & Head NAS Cell, NCERT	Mrs. Rashi Sharma Director, Department of School Education and Literacy, MoE

### Technical Support

Dr. Kavita Ghosh, Senior Consultant  
Dr. Meena Yadav, Senior Consultant  
Ms. Bhaswati De, Data Manager  
Mr. Puneet Bhola, Data Manager  
Ms. Alankita Upadhyaya, Consultant  
Mr. Sajid Khalil, Senior Graphic Designer



