



MINISTRY OF  
**EDUCATION**  
GOVERNMENT OF INDIA



# FOUNDATIONAL LEARNING STUDY FLS 2022

## OPERATIONAL GUIDELINES AND TRAINING MANUAL

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**FOUNDATIONAL  
LEARNING  
STUDY (FLS)  
2022**

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**Operational Guidelines  
and  
Training Manual**

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## Foreword

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In alignment with the vision articulated in the National Education Policy (NEP) 2020, the Foundational Learning Study (FLS) 2022 will be positioned as a critical national initiative aimed at establishing a clear and reliable baseline of learning outcomes at the foundational stage. FLS 2022 shall focus on assessing the competencies of students at the end of Grade 3, a stage widely recognized as pivotal for ensuring that children acquire essential reading, writing and numeracy skills. Without the attainment of these foundational competencies, learners may face cumulative learning deficits that could impact their entire educational trajectory. Therefore, this study will be undertaken not merely as an assessment exercise but as a strategic effort to inform systemic improvements in early-grade education. The study will be conducted across a representative sample of schools covering diverse geographies, socio-economic contexts and management types including Government, Government-aided and Private institutions. This inclusive approach will ensure that the findings reflect the true status of foundational learning across the country. FLS 2022 shall adopt a standardized paper-pen (OMR-based) methodology ensuring uniformity in administration and comparability of results across States and Union Territories. The use of structured assessment tools, combined with scientifically designed sampling procedures will enable the generation of reliable and valid data. This data will serve as a benchmark against which future assessments such as FLS 2025-2026 will measure progress.

The outcomes of FLS 2022 will provide critical insights into students' learning levels, highlight existing gaps in foundational skills and identify areas requiring targeted interventions. These insights will support policymakers, educator and administrators in designing evidence-based strategies to strengthen teaching-learning processes and improve student outcomes. Furthermore, the study will reinforce the national commitment to achieving universal FLN under initiatives such as NIPUN Bharat. It will also contribute to building a culture of competency-based assessment in the Indian education system. The successful implementation of FLS 2022 will depend on the collaborative efforts of multiple stakeholders including national and state institutions, district authorities, school leaders and field investigators. Each functionary will play a vital role in ensuring that the study is conducted with integrity, transparency and adherence to standardized protocols.

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## Preface

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Competency-based assessment will be recognized as a central pillar of meaningful educational reform particularly at the foundational stage where learning trajectories are established. The Foundational Learning Study (FLS) 2022 shall be undertaken as a national baseline assessment to evaluate the status of Foundational Literacy and Numeracy (FLN) among students at the end of Grade 3. This initiative will align with the vision of the National Education Policy (NEP) 2020, which emphasizes universal attainment of foundational skills as an urgent national priority. FLS 2022 will aim to move beyond traditional rote-based evaluation by focusing on the assessment of competencies that reflect students' actual ability to read with understanding, perform basic numerical operations and apply foundational concepts in real-life contexts. By capturing these essential learning outcomes, the study will provide a realistic picture of student preparedness for subsequent stages of education. This Operational Guidelines and Training Manual shall be developed as a comprehensive resource to support all stakeholders involved in the implementation of FLS 2022. It will provide detailed instructions, standardized protocols and clearly defined roles and responsibilities to ensure uniformity, reliability and transparency in the conduct of the study across all States and Union Territories.

The manual will serve multiple purposes. Firstly, it will guide administrators and coordinators at the national, state and district levels in planning and executing the study in a systematic manner. Secondly, it will act as a training resource for Field Investigators (FIs) enabling them to administer the assessment effectively and in accordance with prescribed standards. Thirdly, it will ensure that all procedures related to sampling, test administration, material handling and data management are carried out with consistency and adherence to established norms. FLS 2022 will also incorporate contextual data collection through structured questionnaires administered to schools, teachers and students. This information will help in understanding the various factors influencing learning outcomes including classroom practices, school environment and socio-economic conditions. The integration of assessment data with contextual variables will enable more comprehensive analysis and interpretation of results. The findings of FLS 2022 shall be used to inform policy decisions, curriculum planning, teacher training initiatives and targeted interventions aimed at improving foundational learning outcomes. Importantly, the study will not be used for ranking individual students or schools; rather, it will provide system-level insights at the district, state and national levels. The successful implementation of FLS–2022 will require coordinated efforts among multiple agencies, including NCERT, SCERTs/SIEs, Samagra Shiksha, DIETs and district authorities. Capacity building through structured training programmes will be a key component of this effort, ensuring that all functionaries are adequately prepared to perform their roles.

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## Acronyms

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<b>AT</b>	Achievement Test
<b>CWSN</b>	Children with Special Needs
<b>DLC</b>	District Level Coordinator
<b>DEO</b>	District Education Officer
<b>DIET</b>	District Institute of Education and Training
<b>DLMTs</b>	District Level Master Trainers
<b>DR</b>	District Report
<b>DPC</b>	District Project Coordinator
<b>FAQs</b>	Frequently Asked Questions
<b>FI</b>	Field Investigator
<b>FLN</b>	Foundational Literacy and Numeracy
<b>FLS</b>	Foundational Learning Study
<b>HI</b>	Hearing Impairment
<b>ID</b>	Intellectual Disability
<b>LD</b>	Locomotor Disability
<b>NIPUN</b>	National Initiative for Proficiency in Reading with Understanding and Numeracy
<b>NCERT</b>	National Council of Educational Research and Training
<b>OthD</b>	Other Disabilities
<b>PMU</b>	Project Management Unit
<b>PQ</b>	Pupil Questionnaire
<b>RCC</b>	Resource Custody Centre
<b>RS</b>	Random Start
<b>SCERT</b>	State Council of Educational Research and Training
<b>SI</b>	Sample Interval
<b>SIE</b>	State Institute of Education
<b>SPD</b>	State Project Director
<b>SQ</b>	School Questionnaire

<b>SS</b>	Samagra Shiksha
<b>S&amp;LD</b>	Speech & Language Disability
<b>SLCs</b>	State-Level Coordinators
<b>SLMTs</b>	State-Level Master Trainers
<b>TQ</b>	Teacher Questionnaire
<b>UDISE</b>	Unified District Information System for Education
<b>UT</b>	Union Territories
<b>VI</b>	Visual Impairment

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## Foundational Learning Study (FLS)- 2022

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The Foundational Learning Study (FLS)-2022 shall be implemented as a large-scale, nationally representative assessment with the primary objective of establishing a baseline for Foundational Literacy and Numeracy (FLN) competencies among students at the end of Grade 3. This study will be undertaken under the aegis of the Ministry of Education, Government of India with technical and academic leadership provided by NCERT. FLS-2022 will be conceptualized as a system-level assessment rather than an individual student examination. It will be designed to generate reliable and comparable data on learning outcomes across States and Union Territories. The findings shall be used to inform policy decisions, guide resource allocation and support targeted interventions aimed at improving foundational learning outcomes.

The study will be conducted using a **paper–pen (OMR-based) mode of assessment** ensuring feasibility and uniformity across diverse educational contexts. Standardized achievement test booklets will be developed for assessing competencies in foundational literacy and numeracy. These tools will be aligned with national curricular expectations and will reflect developmentally appropriate learning outcomes for children at the foundational stage. FLS-2022 shall cover a scientifically selected sample of schools across all districts ensuring representation of different management types including Government, Government-aided and Private schools. Within each sampled school, students from Grade 3 will be selected using prescribed sampling procedures to ensure statistical validity and representativeness.

### Assessment Areas

The assessment design of the Foundational Learning Study (FLS)-2022 shall be developed to ensure that it accurately measures the Foundational Literacy and Numeracy (FLN) competencies of students at the end of Grade 3. The design will be guided by national curricular expectations and aligned with the principles of competency-based assessment as envisaged under the National Education Policy (NEP) 2020.

FLS-2022 shall adopt a paper–pen (OMR-based) assessment format, which will allow for standardized administration and efficient processing of responses. The assessment tools will consist of structured achievement test booklets and corresponding OMR answer sheets. These

tools will be carefully designed to ensure clarity, age-appropriateness and accessibility for young learners.

The assessment will cover two major domains: Foundational Literacy and Foundational Numeracy. Within these domains, specific competencies will be assessed as outlined below:



In addition, contextual information will be collected through structured questionnaires to better understand factors influencing student learning. These will include:

- School Questionnaire (SQ)
- Teacher Questionnaire (TQ)
- Pupil Questionnaire (PQ), as applicable

The assessment design will also incorporate scientifically developed sampling procedures to ensure that the selected sample is representative of the population. This will include stratified random sampling of schools and random selection of students within schools.

Standardization will be a key feature of the assessment design. Detailed instructions will be provided for test administration including timing and handling of materials. This will ensure that the assessment is conducted uniformly across all locations.

## **Inter-Rater Reliability (IRR) Checking in Foundational Learning Study (FLS) 2022**

Inter-Rater Reliability (IRR) is an essential component of ensuring consistency, objectivity and credibility in assessment processes. It refers to the degree of agreement between two independent Field Investigators (FIs) who assess and record responses for the same student. High IRR indicates that the assessment process is standardized and free from individual bias, whereas low IRR highlights inconsistencies in administration, observation or recording practices.

In an OMR-based assessment system, where responses are recorded manually, maintaining uniformity across Field Investigators becomes particularly important. Therefore, a structured IRR mechanism is incorporated during training through school-based dry-run exercises to ensure that all FIs follow standardized procedures.

### **Objectives of IRR**

- To assess consistency between two FIs administering and recording the same student responses
- To ensure uniform understanding of assessment instructions and marking procedures
- To standardise recording practices on OMR sheets
- To identify ambiguities in test administration or response recording
- To strengthen training effectiveness
- To ensure reliability of collected data

### **Process**

1. Orientation of FIs on assessment administration protocols
2. FIs training on correct OMR filling procedures
3. Familiarization with instructions and response recording guidelines
4. One student and pair of FIs are selected for the dry-run exercise in the school
5. Both FIs independently administer the assessment to the same student
6. Each FI records responses separately on OMR sheets
7. Completed OMR sheets are submitted to the District Level Coordinator (DLC)
8. DLC conducts manual comparison of responses recorded by both FIs
9. Agreement levels are determined and discrepancies identified

**Note:** Along with the manual comparison of responses recorded by both Field Investigators (FIs) at the district level, all completed OMR sheets must be submitted to NCERT for statistical analysis of Inter-Rater Reliability (IRR).

### **Method for Calculating IRR**

IRR is calculated using the **Percentage Agreement method** based on the comparison of responses recorded by both FIs.

$$IRR = \frac{\text{Number of Agreements}}{\text{Total Observations}} \times 100$$

### **Interpretation of IRR**

IRR is interpreted based on predefined benchmarks to ensure high standards of data reliability. An agreement level of **95% or above** is considered acceptable and indicates strong consistency between Field Investigators. If the agreement is below 95%, it suggests the need for corrective action.

In such cases, the DLC facilitates:

- Identification of items with discrepancies
- Discussion on differences in administration or recording
- Clarification of instructions and procedures
- Re-orientation or additional practice sessions

The IRR exercise may be repeated to ensure that the required level of agreement is achieved before proceeding to actual data collection.

### **Operational Use**

The IRR process in an OMR-based system relies on manual verification and validation. District Level Coordinators (DLCs) play a central role in collecting OMR sheets and conducting item-wise comparison of responses recorded by both Field Investigators. Along with this manual comparison, all completed OMR sheets must be submitted to NCERT for statistical analysis of Inter-Rater Reliability (IRR). This dual approach ensures both field-level validation and centralised verification, thereby strengthening the reliability, accuracy and credibility of the assessment data.

## Roles and Functions of Different Institutions/Functionaries involved in study

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### Team Structure

The Foundational Learning Study (FLS)-2022 shall be implemented through a well-defined, multi-tiered team structure to ensure effective coordination, standardization and accountability across all levels of implementation. This structured approach will facilitate seamless communication between national, state, district and school-level functionaries and will support the uniform conduct of the study across the country.

### National Level (NCERT)

At the **national level**, the study shall be led by the National Council of Educational Research and Training (NCERT), which will function as the nodal agency responsible for overall planning, design and execution of FLS-2022. NCERT will provide technical guidance, develop assessment tools, design sampling frameworks and oversee the entire implementation process. A dedicated national team comprising academic experts, assessment specialists and project staff will support these activities.

The national team will:

- Develop the assessment framework, tools and OMR-based test materials
- Design the sampling methodology and select representative samples of schools
- Prepare operational guidelines and training manuals
- Conduct national-level training of State-Level Master Trainers
- Monitor the implementation of the study across States/UTs
- Ensure quality assurance in assessment design and data collection
- Oversee data processing, analysis and report generation

### State/UT Level (SCERT/SIE & Samagra Shiksha)

At the **state and Union Territory level**, the implementation shall be coordinated by the State Council of Educational Research and Training (SCERT) or State Institute of Education (SIE) in collaboration with Samagra Shiksha. The State Project Director (SPD), Samagra Shiksha and the Director of SCERT/SIE shall function as State-Level Coordinators. They may nominate additional coordinators or State-Level Master Trainers to support the planning and execution of activities.

The state-level team will be responsible for adapting national guidelines to local contexts, organizing training programmes, and ensuring coordination with district authorities.

At the State/UT level, SCERT/SIE in collaboration with Samagra Shiksha shall coordinate the implementation of FLS–2022. Their responsibilities will include:

- Adapting and translating assessment tools into regional languages
- Identifying and training District Level Coordinators (DLCs) and Field Investigators (FIs)
- Organizing training programmes at state and district levels
- Ensuring administrative support and coordination with district authorities
- Communicating assessment schedules and guidelines to sampled schools
- Monitoring field-level implementation and resolving issues

### **District Level Coordinator (DLC)**

At the **district level**, District Level Coordinators (DLCs) shall be appointed to oversee the implementation of FLS-2022 within their respective districts. DLCs will typically be senior academic or administrative officials such as DIET Principals or District Education Officers. They will act as the key link between state authorities and school-level functionaries. DLCs will be responsible for organizing training, managing logistics, coordinating with schools and ensuring adherence to operational guidelines.

District Level Coordinators shall act as the key operational link between state authorities and schools. Their responsibilities will include:

#### **Pre-Assessment:**

- Preparing a list of trained Field Investigators
- Organizing district-level training sessions
- Coordinating logistics including distribution of test materials
- Informing sampled schools about assessment schedules

#### **During Assessment:**

- Monitoring test administration in sampled schools
- Ensuring adherence to standardized procedures

- Addressing operational issues in coordination with state authorities

**Post-Assessment:**

- Collecting OMR sheets and other materials
- Ensuring secure packaging and dispatch to designated centers
- Submitting district-level reports

**Field Investigators (FIs)**

At the **school level**, Field Investigators (FIs) shall be deployed to administer the assessment in sampled schools. FIs will be trained personnel who will carry out student sampling, administer the achievement tests and ensure proper completion of OMR sheets and questionnaires. They will play a critical role in maintaining the integrity and standardization of the assessment process.

Field Investigators shall be responsible for administering the assessment at the school level. Their responsibilities will include:

**Pre-Assessment:**

- Attending training programmes
- Understanding sampling procedures and test administration protocols

**During Assessment:**

- Conducting section and student sampling as per guidelines
- Administering the test using standardized instructions
- Ensuring proper filling of OMR sheets
- Maintaining a neutral and supportive testing environment

**Post-Assessment:**

- Verifying completeness of all materials
- Submitting OMR sheets and documentation to the DLC

## Observers

In addition to FIs, **Observers** may be appointed to monitor the conduct of the assessment at the school level. Observers will ensure that all procedures are followed as per guidelines and that the assessment is conducted in a fair and transparent manner. They will report any deviations or irregularities to the District Level Coordinator.

Observers shall be appointed to ensure transparency and adherence to protocols. Their responsibilities will include:

- Monitoring the conduct of the assessment at schools
- Ensuring fairness and preventing malpractice
- Reporting any deviations or irregularities
- Submitting observation reports to the DLC

## General Responsibilities

The team structure will also include support functionaries such as data processing personnel and logistics coordinators who will assist in handling assessment materials, OMR sheet processing and data management.

A clear delineation of roles and responsibilities at each level will be essential to avoid duplication of efforts and ensure accountability. Regular communication channels shall be established to facilitate timely dissemination of information and resolution of issues.

The successful implementation of the Foundational Learning Study (FLS)–2022 shall depend on the clearly defined roles and responsibilities of various institutions and functionaries at the national, state, district, and school levels. Each stakeholder will be required to perform specific functions to ensure that the assessment is conducted in a standardized, transparent, and efficient manner.

All functionaries involved in FLS–2022 shall:

- Maintain confidentiality of assessment materials
- Adhere strictly to operational guidelines
- Ensure integrity, neutrality, and professionalism
- Complete assigned tasks within stipulated timelines

## **Materials Used in FLS-2022**

The Foundational Learning Study (FLS)-2022 shall be conducted using a standardized set of assessment and administrative materials designed to ensure uniformity, accuracy and reliability in data collection. The proper handling and utilization of these materials will be critical for maintaining the integrity and credibility of the study.

The primary assessment materials shall include **Achievement Test Booklets** for Grade 3 students. These booklets will be developed by NCERT in alignment with national curricular expectations and competency frameworks for Foundational Literacy and Numeracy (FLN). Separate sections within the booklet will assess literacy and numeracy competencies through carefully designed items that are age-appropriate, clear and culturally relevant. The language used in the booklets will be simple and accessible to ensure that students are able to understand the questions without difficulty.

Accompanying the test booklets shall be **OMR (Optical Mark Recognition), Assessment kit for students and Response Sheets**, which will be used by FIs to record the responses. These sheets will be designed to facilitate accurate and efficient data capture through automated scanning processes. Each OMR sheet will include fields for student identification details, such as Student ID, School Code and other relevant information. Clear instructions will be provided to ensure that responses are marked correctly, using appropriate shading techniques to avoid errors during scanning.

In addition to the achievement tests, FLS–2022 shall include **contextual questionnaires** aimed at collecting supplementary information related to the learning environment. These will include:

- **School Questionnaire (SQ):** To gather information on school infrastructure, resources, enrollment and administrative practices.
- **Teacher Questionnaire (TQ):** To capture details about teacher qualifications, teaching practices, classroom processes and professional development.
- **Student Questionnaire (PQ) (where applicable):** To understand students' background, home environment and learning support systems.

These questionnaires will provide valuable contextual data that will support the interpretation of assessment results.

Another important component shall be the **Student Sampling Sheet**, which will be used by Field Investigators (FIs) to record details of selected students based on prescribed sampling procedures. This sheet will ensure transparency and accuracy in the selection process and will serve as an official record for verification purposes.

To support the administration of the assessment, **Instruction Manuals and Guidelines** shall be provided to all functionaries. These documents will contain detailed instructions on test administration, sampling procedures, material handling and reporting protocols. Field Investigators and other personnel will be required to familiarize themselves thoroughly with these guidelines prior to the assessment.

Additional materials may include **attendance sheets, monitoring proformas and documentation formats** for recording observations and reporting. These tools will facilitate systematic documentation and monitoring of the assessment process.

Strict protocols shall be followed for the **printing, packaging, distribution and storage** of all materials. Test booklets and OMR sheets will be securely packed and transported to districts and schools. Functionaries will be responsible for ensuring that materials are kept safe, confidential and free from damage or unauthorized access.

After the completion of the assessment, all materials, particularly OMR sheets, shall be carefully collected, verified and packed for secure transportation to designated data processing centers. Any discrepancies or damage shall be reported immediately to the appropriate authority.

## **Survey Administration Guidelines**

The administration of the Foundational Learning Study (FLS)–2022 shall be conducted through a **one-on-one assessment approach** ensuring that each Grade 3 child is provided with an appropriate, child-friendly environment to demonstrate their actual learning levels. This approach shall be followed to minimize anxiety, reduce peer influence and enable accurate capture of foundational competencies.

## Pre-Assessment Arrangements

Prior to the assessment, the District Level Coordinator (DLC) shall ensure that all required materials including the **Student Assessment Kit, Response Sheets, Sampling Sheets and OMR Sheets** are made available to the Field Investigators (FIs).

Field Investigators shall coordinate with the school in advance to confirm the schedule and ensure that a **quiet and suitable space** is arranged within the school premises for conducting one-on-one interactions. The school shall ensure that the attendance register is available for student verification and sampling.

FIs shall familiarize themselves thoroughly with the assessment kit and procedures and ensure that all materials are complete and in proper condition before the day of assessment.

## Procedures on the Day of Assessment

On the day of assessment, the Field Investigator shall report to the school before the commencement of activities and meet the Head Teacher/Principal. After completing the sampling procedure, the FI shall conduct the assessment in the following manner:

1. **Calling Students Individually:**

Selected students shall be called **one by one** to the designated assessment area. Care shall be taken to ensure that other students do not observe or interfere with the assessment process.

2. **Use of Assessment Kit:**

The FI shall provide the **Student Assessment Kit** to the child and administer the tasks as per the prescribed sequence. Instructions shall be delivered clearly and in a child-friendly manner.

3. **One-on-One Interaction:**

The assessment shall be conducted in an **interactive, oral and supportive manner**, allowing the child to respond comfortably. The FI shall ensure that the child understands each task before responding.

4. **Recording Responses:**

The FI shall **observe and record the child's responses directly in the Response Sheet** during the interaction. No interpretation or modification of responses shall be made. Responses shall be recorded exactly as demonstrated by the child.

5. **Maintaining Neutrality:**

The FI shall not prompt, guide or provide any hints to the child. Only instructions may be repeated if required for clarity.

6. **Ensuring Child Comfort:**

The FI shall maintain a calm and encouraging environment ensuring that the child does not feel stressed or pressured during the assessment.

### **Post-Assessment Procedures**

After completing the one-on-one assessment of all selected students, the FI shall:

- Review all **Response Sheets** for completeness and accuracy
- Carefully **transfer the recorded responses from the Response Sheet to the OMR Sheet**
- Ensure that **no modifications, alterations or reinterpretations** are made during this transfer process
- Verify that all required fields in the OMR sheet are correctly filled

All materials shall then be securely packed and submitted to the District Level Coordinator as per guidelines.

### **Compliance and Standardization**

All Field Investigators shall strictly adhere to the standardized procedures for one-on-one administration. Observers, where assigned, shall monitor the process to ensure that protocols are followed and that responses are recorded accurately.

Any deviations or issues encountered during administration shall be documented and reported to the DLC.

### **Ethical Considerations**

The assessment shall be conducted in a **child-sensitive and non-threatening environment**. The dignity and comfort of each child shall be respected at all times. Confidentiality of responses shall be strictly maintained.

# ANNEXURE 1

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## **Standard Operating Procedure (SOP) for Main Survey**

# Foundational Learning Study-2022

## I. Pre-Survey Activities for the Main Survey

### Training of District Coordinators (DCs) and Field Investigators (FIs)

- Overview of the survey related activities need to be given to DCs and FIs in blended mode (online and offline both)
- Complete understanding of sub-tasks in foundational literacy and foundational numeracy domain as covered in test booklets need to be given.
- Explaining the student response sheets and assessment kit and how to use them during assessment
- Explaining the Achievement OMR and how to fill the OMR
- Explaining the questionnaire OMR and how to fill the OMR
- Developing the assessment kit with the help of DCs and FIs
- Explaining the sampling process- selection of section and students

### Preparation of Material for the Final Survey

- State coordinators to submit the final translated copies of the booklets after cross checking them with the English/Hindi source booklets provided by NCERT
- State coordinators to submit the final translated copies of the questionnaires after cross checking them with the source questionnaires in English provided by NCERT
- State coordinators to prepare the students response sheets document sets for each of the 4 booklets.
- State coordinators to prepare the Assessment kit. Each booklet will have a specific assessment kit depending on the items in the particular booklet.

### Material for the Final Survey

- Material has to be printed and has to be packed school wise at the SCERT/SIE level.
- The material to be printed to be calculated depending on the total number of schools surveyed in the State.
- In each school 10 students will be administered the Achievement test and the Pupil Questionnaire (PQ).

- **For administering the Achievement test and the Pupil Questionnaire (PQ) the FI would require:**

- ✓ Booklet
- ✓ Student Response Sheet (1 for each child)
- ✓ Assessment Kit
- ✓ Achievement OMR (1 for each child)
- ✓ Pupil Questionnaire (PQ) OMR (1 for each child)

- PQ to be filled for the child immediately after the completion of the achievement test.

- 2 Teachers will be administered the teacher Questionnaire.

- 1 School Questionnaire to be filled by the Head Teacher.

- 1 survey kit per school will contain

- ✓ 2 booklets (same test form/same booklet number)
- ✓ 1 Field note
- ✓ 10 student response sheets
- ✓ 1 assessment kit
- ✓ 10 Achievement OMRs
- ✓ 1 Questionnaire booklet (combined booklet having PQ, SQ and TQ)
- ✓ 2 TQ OMR
- ✓ 1 SQ OMR
- ✓ 10 PQ OMR

Each school to administered by 2 FIs

- State coordinators to make required number of copies of final Test Booklets, Sample Response Sheet and Questionnaires

- All four booklets should be equally divided in the schools in the districts.

- State coordinators to ensure development of required number of Assessment kits

- **State coordinators to ensure distribution of required number of OMRs for achievement test and questionnaires and count them while giving them to the District Coordinators (DC).**

- **State coordinators to ensure the receiving of required number of OMRs for achievement test and questionnaires and count them while receiving from the District Coordinators (DC)**

- State coordinators to visit schools randomly on the day of the main survey.

- State coordinators to submit the filled in OMRs to NCERT.

### Distribution of Survey Related Material

- State coordinators to prepare a district wise list of material to be given to DCs and FIs. The list should have details of number of each of the material to be given to each DC and FI.
- State coordinators to distribute the required number of survey related material to DCs. One survey kit per school will be given to the DCs by the state coordinator.
- DCs to distribute the required number of survey related material to FIs.

## II. During the survey (On the day of the survey)

### Administration of the survey at school

- 2 FIs to go to 2 schools on the day(s) of the survey. One pair will cover one school on one day.
- Depending on the number of FIs, one FI individually also may be required to go to the school.
- FI to select the section and 10 students as per the process given in the 'field notes'.
- FI to administer the survey on the 10 selected students in the school
- FI to administer the questionnaires on 10 students in the school
- FI to administer the TQ and SQ.
- **FIs to ensure that the Codes on OMR Sheets of the achievement test and the Pupil Questionnaire (PQ) are the same.**
- FIs to transfer student responses from the student response sheet to OMR Sheet for all the students.
- **FIs to complete all entries in the OMR sheets for achievement test, PQ, TQ and SQ.**
- FIs to submit filled in OMRs and survey related material to DCs after the survey.

## III. Post-Survey Activities

### Compilation and hand-over of the material

- DCs to ensure that the entries on OMR for achievement test, PQ, TQ and SQ are filled up and the codes are matched.
- DCs to cross check all the entries made on OMR Sheets and Student Response sheet.
- DCs to ensure that the sheets and questionnaires have been signed at the required places.
- DCs to pack Achievement OMRs school wise and district wise and hand over the OMRs to state coordinator. OMR needs to be stacked together neatly ensuring the pages are not folded from the corners.
- DCs to pack PQ, SQ and TQ OMRs school wise and district wise and hand over the OMRs to state coordinator. OMR needs to be stacked together neatly ensuring the pages are not folded from the corners.
- DCs to repack assessment kit material and other survey related material. All this material is to be kept safely and securely at DIET/SCERT.
- None of the material pertaining to the survey is to be retained by the FI, everything including the booklet need to be submitted back.

## Sub-tasks in the booklet

### POINTS TO REMEMBER

Foundational Literacy Children Becoming Effective Communicators (EC)	
<b>Oral Language Comprehension</b>	<ul style="list-style-type: none"><li>• FI is to read the sentences aloud for the child two times as this is an oral language comprehension task and not a reading comprehension task.</li></ul>
<b>Phonological Awareness</b>	<ul style="list-style-type: none"><li>• FI is to carry out the practice task as given in the booklet before moving on to the assessment task.</li><li>• FI is to speak each word aloud twice. <b>This task is about assessing child's awareness of different sounds of a particular language.</b> FI must not show the written words to the child. Rather, he/she needs to present the words orally to the child by speaking the words aloud. For this task no specific assessment kit is required.</li><li>• The child is expected to identify the sounds and not the alphabet in the words presented verbally. For example, the initial sound in the word 'cat' is /k/ and not /c/. This needs to be made clear to the child during the example.</li></ul>
<b>Decoding – Symbol-sound correspondence</b>	<ul style="list-style-type: none"><li>• The child is expected to read the letters and syllables in this task. If the child reads the two letter word as separate letters, the FI needs to ask him/her to read the letters together as word. For example – the word 'me' will not be read as 'm' and 'e'. If the letters are read separately, it will be marked as incorrect.</li><li>• The FI is to stop the task if a child is unable to read 10 letters in continuation or reads them incorrectly.</li></ul>
<b>Decoding – Familiar Word Grid</b>	<ul style="list-style-type: none"><li>• The words can be read by combining the letters but it should be pronounced clearly by combining the sounds of the word.</li><li>• The FI is to mark the self-corrected words with Ø in the response sheet.</li><li>• The FI is to stop the task if a child is unable to read 5 words in continuation or reads them incorrectly.</li></ul>
<b>Decoding – Non-Word Grid</b>	<ul style="list-style-type: none"><li>• The FI is to pay close attention as to how the child is pronouncing the non-words. Only when the child pronounces each word as per the combination of sounds given in that particular non word than only it should be marked as correctly read.</li><li>• The FI is to mark the self-corrected words with Ø in the response sheet.</li><li>• The FI is to stop the task if a child is unable to read 10 letters in continuation or reads them incorrectly.</li></ul>

<b>Reading Comprehension</b>	<ul style="list-style-type: none"> <li>The FI is to ask the child to read the sentences aloud/silently and match the sentence with the correct picture. This task should not be confused with the oral language comprehension task (the first in this table). In this task the child himself/herself is required to read and comprehend the sentence as it is a reading comprehension task.</li> </ul>
<b>Oral Reading Fluency and Comprehension</b>	<ul style="list-style-type: none"> <li>This is the only task where there is time restriction. <u>One minute time is being allotted to the child to read aloud the given story.</u></li> <li>The FI is to stop the task if a child can't read any of the words in the first sentence or reads all the words in the first sentence incorrectly.</li> <li>The FI is to take accurate reading of the time and the number of words read correctly, incorrectly and self-corrected words.</li> <li>For comprehension questions, the FI needs to read the correct answer for each of the question as given in the booklet. The FI is to mark the answer given by the child as correct only if it is same/similar to the answer provided in the booklet for the particular questions.</li> </ul>

<b>Foundational Numeracy</b> <b>Children become involved learners and connect with their immediate environment (IL)</b>	
<b>Numbers and Operation- Number Recognition</b>	<ul style="list-style-type: none"> <li>The child has to speak the number names of the given numbers. If a child read 21 as 'two' and 'one'. The response will be marked as incorrect. The number has to be read as 'twenty-one' if the test is being taken in English.</li> <li>The FI is to mark the self-corrected response with <math>\emptyset</math> in the response sheet.</li> <li>The FI is to stop if a child is unable to read 4 numbers in continuation or reads them incorrectly.</li> <li></li> </ul>
<b>Numbers and Operation- Number Discrimination/Comparison</b>	<ul style="list-style-type: none"> <li>The FI is to carry out the practice task as given in the booklet before moving on to the assessment task.</li> <li>The FI is to stop if a child does not give answer for the first four pairs of numbers or answers incorrectly.</li> <li>The child has to speak the number name of the number that is bigger in a given pair of number.</li> </ul>
<b>Numbers and Operation- Addition and Subtraction facts</b>	<ul style="list-style-type: none"> <li>The FI is to observe carefully the strategy used by the child to solve the given problem and mark it accordingly. There are three strategies to solve the problem- Finger/tick marks, Paper and pencil, Mental calculation. The FI can choose more than one strategy if a child is actually using them simultaneously.</li> </ul>

<b>Numbers and Operation- Word Problems</b>	<ul style="list-style-type: none"> <li>• The FI is to read each word problem twice to the child. The child should not be asked to read the problem himself/herself.</li> <li>• The FI is to observe carefully the strategy used by the child to solve the given word problem and mark it accordingly. There are three strategies to solve the problem- Finger/tick marks, Paper and pencil, Mental calculation. The FI can choose more than one strategy if a child is actually using them simultaneously.</li> </ul>
<b>Numbers and Operation- Multiplication and Division facts</b>	<ul style="list-style-type: none"> <li>• The FI is to carry out the practice task as given in the booklet before moving on to the assessment task.</li> <li>• The FI can take the responses in the multiplication grid in writing or the answers can also be obtained verbally.</li> <li>• The division-based task requires use of paper straws and rubber bands. The answer of division facts can be given based on mental calculation also. The material is to be used only when the child is not able to calculate mentally and only when the child wants to use the material. It is not mandatory to use the material.</li> </ul>
<b>Measurement</b>	<ul style="list-style-type: none"> <li>• The FI is to carry out the practice task/example task (wherever given in the booklet) before moving on to the assessment task.</li> <li>• Each question needs to be asked in the same order as given in the booklet.</li> </ul>
<b>Fractions</b>	<ul style="list-style-type: none"> <li>• There are 2 parts of this question. In part A, the child has to shade/colour the particular fraction being asked. In part B, the child has to identify the particular fraction being shown in the figure.</li> </ul>
<b>Pattern</b>	<ul style="list-style-type: none"> <li>• The FI is to carry out the practice task as given in the booklet before moving on to the assessment task.</li> <li>• Answer to this question has to be obtained in writing.</li> </ul>
<b>Data Handling</b>	<ul style="list-style-type: none"> <li>• The FI is to read out each problem to the child. The child should not be asked to read the problem himself/herself.</li> </ul>

# ANNEXURE 2

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## SOP for Dry-run

## **SOP for Dry-run**

### **Foundational Learning Study- 2022**

**Foundational Learning Study is an important activity from the perspective of objective recording of the responses of the child for establishing the inter-rater reliability of the Field Investigators and also to have a thorough run of the activities to be done on the day of the final study.**

#### **Material Required**

- Translated/adapted sample booklets for the dry-run (Do not use the alphabet grid, word grid, non-word grid, stories, poems or any other question directly from the final set of booklets.)
- Sample Response Sheet
- Photocopies of the Achievement OMR
- For one school required material for dry-run:
  1. Translated Sample booklet (1 booklet per pair/group of FIs)
  2. Sample Response Sheet (one per FI)
  3. OMR for the achievement survey (One per FI)
- State Coordinators to make required number of copies of translated Sample booklet, Sample Response Sheet and OMR.

#### **Training of District Coordinators (DCs) and Field Investigators (FIs)**

- The purpose and administration process of dry-run should be explained in detail.
- Complete understanding of material to be used during the dry-run of the survey need to be given to the FIs.
- All the FIs should self-administer the sample booklet to get familiarised with the content before the dry run.
- The FIs should be trained to transfer the response from the student response sheet to the OMR.

#### **Selection of School, Selection of FIs and selection of Language for Dry-run**

- One /two school(s) per district can be selected for the dry-run.
- All the FIs in a particular district need to participate in the dry-run.
- FIs are to be paired up in groups of 2
- If there is more than one language in the district, schools should be selected to administer in all the language.

### Arrangements at the School

- State Coordinators to make arrangements in the selected schools to call for required number of students from Class 3 depending on the number of FIs.
- Dry-run can be conducted on both the days or on one day depending on the district specific number of FIs and district specific arrangements at the school level.
- FIs will be placed in pairs. These pairs will assess one student each. In a particular pair, one FI will assess the child and the other will observe and will also mark the responses of the child on response sheet. After the conduct of the assessment, each of the FIs will fill the OMR separately.
- District Coordinators (DCs) to be present in the school at the time of dry-run

### Comparing and Checking the pair-wise filled in OMRs

- DCs are to collect filled in OMRs and survey related material on the same day of dry-run
- DCs to compare the OMR filled in by the pair of FIs and ensure that 95% or more of the responses filled by the FIs on the OMR are same. This will establish the inter-rater reliability.
- If the matching of the responses is less than 95% , the DC will discuss the items and responses for which the pair of FIs have marked the responses differently. Dry-run is to be conducted again in such cases and it will be ensured that 95% or more of the responses filled by the FIs on the OMR are same.
- DCs to send the jpeg image of all the OMRs to NCERT.
- DCs will keep a store of the hard copies of the material used in dry-run at the district level.

### Post Dry Run Activity

- The DCs to check the correspondence between the student response sheet and the OMRs filled by the FIs.
- The DCs to check the inter-rater reliability of the FI. If inter-rater reliability is less than 95% retraining needs to be scheduled.
- The JPG of the OMR to be uploaded in the shared folder by NCERT.

# ANNEXURE 3

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## **Power Point Presentation for Orientation Programme**

# ORIENTATION PROGRAMME

## Foundational Learning Study 2022



## OBJECTIVE

Foundational learning comprises of integrated and holistic development of the child. The three development goals (as also explained in the NIPUN BHARAT Mission document) that are crucial for this stage relate to - children maintaining good health and wellbeing, children becoming effective communicators and children becoming involved learners and connecting with their immediate environment.

The fundamental goal of the study is to facilitate an understanding of learning up to grade 3 for the following two goals and to design the intervention strategies:

- Children Becoming Effective Communicators (Foundational Literacy)
- Children becoming involved learners and connecting with their immediate environment (Foundational Numeracy)

# Fundamental Goals

Class-3	
Developmental Goal/Domain	Sub-domain
1: <b>Children Become Effective Communicators-</b> Foundational Literacy	Oral Language comprehension
	Phonological Awareness
	Decoding
	Reading and Comprehension
2: <b>Children become involved learners and connect with their immediate environment-</b> Foundational Numeracy	Numbers and Operation
	Measurement
	Patterns
	Data Handling

# Process



## Material required during the training

1. Power Point Presentation
2. Attendance sheet (State, District, Date of Training, Name of participant, e-mail id, contact number, signature)
3. Sample item booklet
4. Sample OMR Sheets
5. Sample Students response sheet
6. Print outs and material for developing Sample Assessment Kit

## Dry –run of FLS

### Logistics

1. State Coordinators to select one/two school(s) in each district
2. State Coordinators to make arrangements in the randomly selected schools to call for required number of students from class 3
3. FIs will be placed in pairs or in group of 3. These pairs/groups will assess 1 student each. In a particular pair/group one FI will assess the child and the other(s) will observe and will also assess the child simultaneously.
4. District Coordinators (DCs) to be present in the school at the time of dry-run
5. DCs are to collect filled in OMRs and survey related material on the same day of dry-run
6. DCs to scan and send the scanned copies of OMR to NCERT and keep a store of the hard copies at the district level.

**Dry run to be conducted again if the inter-rater reliability is less than 95%**

### Material Required (per school)

- Translated Sample booklet (1 booklet per pair/group of FIs)
- Sample Response Sheet (1 booklet per pair/group of FIs)
- OMRs (One per FI)
- Assessment kit (one kit per pair/group of FIs).

***(May change depending of the number of FIs in each district)***

## Material required for final Survey (per school)

2	Achievement Booklet (same set)	10	Pupil Questionnaire OMR
10	Student Response Sheet Set	2	Teacher Questionnaire OMR
10	Achievement OMR	1	School Questionnaire OMR
1	Questionnaire	1	Field Note
		1	Assessment Kit

## Responsibilities of State Level Master Trainer

- Monitor item translation/adaptation work
- Give extensive training to District Coordinators (DC) and Field Investigators (FI)
- Prepare number of copies of
  1. **Booklets (we have 4 different booklet)**
  2. **Student response sheet**
  3. **Field note**
  4. **Assessment Kit**
  5. **Questionnaires**
- **[Note: One booklet for one school and 10 student response sheet for one school, one Field note and Assessment kit for one FI ]**
- NAS coordinators to ensure the receiving of required number of OMRs for achievement test and questionnaires
- As per list of district coordinator, Master trainer handover all materials including sample school list (provided by NCERT) to DC
- On the day of administration Master trainer should visit to a few schools
- After survey, Master trainer ask DC to submit all materials to SCERT. Finally Master trainer to submit all materials to NCERT within 10 days

# Responsibilities of District Coordinators-I

- District Coordinator (DC) along with State Level Master Trainers (SLMTs) to organize 5 days training for FIs – Minimum of 3 training sessions with batch of approximately 75 participants and 2 allotted days for the dry-run
- District Coordinator (DC) organize dry run in one/two school(s) per district to establish inter rater reliability of the FIs participating in main survey after training of DC and FIs . It can be organized on one/two days depending on the number of districts and FIs in the state.
- District Coordinators (DCs) to be present in the school at the time of dry-run
- DCs to scan and send the scanned copies of OMR to NCERT and keep a store of the hard copies at the district level.

# Responsibilities of District Coordinators-II

- District Coordinator (DC) to collect all survey materials from SCERT/ Master Trainer-
  1. **Booklets**
  2. **Student response sheet**
  3. **Field note**
  4. **OMR**
  5. **Assessment Kit**
  6. **Questionnaires**

**[Note: Distribute One booklet for one school but all 4 Booklets have to be equally distributed within district]**

- Distribute all survey materials to FIs on the day of assessment –

## **1 survey kit for one FI will contain**

1. 1 booklet
2. 1 Field note
3. 10 student response sheet
4. 1 assessment kit  
*(prepared during the training period)*
5. 10 Achievement OMRs
6. 1 Questionnaire booklet  
*(combined booklet having PQ, SQ and TQ)*
7. 2 TQ OMR
8. 1 SQ OMR
9. 10 PQ OMR

# Responsibilities of District Coordinators-III

- On the day of administration DC should visit schools randomly
- Collect all survey materials submitted by FIs -
  1. **1 Booklets**
  2. **10 Student response sheet**
  3. **1 Field note**
  4. **1 Assessment Kit**
  5. **10 Achievement OMR**
  6. **10 PQ OMR**
  7. **2 TQ OMR**
  8. **1 SQ OMR**
  9. **1 Questionnaire booklet (combined booklet having PQ, SQ and TQ)**
- Quality check should be done by DC – **Ensure match between Field notes and OMR**
- DC to submit school-wise packets to SCERT - **10 Achievement OMR, 10 PQ OMR, 2 TQ OMR, 1 SQ OMR**

## Procedure for selection of Field Investigator

Profile of field investigator:

1. **DIET Faculty**
2. **BRPs**
3. **D.Ed Trainees**
4. **B.Ed Trainees**
5. **M.Ed Trainees**

# Responsibilities of Field Investigator-I

- Collect all materials from DC -

1. **1 Booklets**
2. **10 Student response sheet**
3. **1 Field note**
4. **1 Assessment Kit - Prepared during Training**
5. **10 Achievement OMR**
6. **10 PQ OMR**
7. **2 TQ OMR**
8. **1 SQ OMR**
9. **1 Questionnaire booklet (combined booklet having PQ, SQ and TQ)**

After assessment FI will submit all survey related materials to DC.

# Responsibilities of Field Investigator-II

- Abide by all the key points shared during the training and the instructions mentioned on booklets, questionnaires etc.
- Reach school at least 40 min prior to test and familiarize with Head teacher and other staff and place of assessment and students
- First select section if school has more than one section in class 3 through section sampling process (discussed later in the PPT and also in the Field Notes)
- Select 10 students through student sampling process [Note: If selected section has less than 10 students, then you have to take all students one by one for assessment]
- If following the process of sampling, any such students is selected who is absent on the day of survey, the FI will not make any replacement for the absent student and will assess the number of sampled students who are present.

# Responsibilities of Field Investigator-III

Before starting the assessment FI should get familiarised with students

## Guidelines for FI before Assessment

1. Ensure that the child is seated in a comfortable place at the time of the survey.
2. Converse with the child to develop a rapport
3. Sit at the level of the child, maintain eye contact, be polite and exhibit a positive body language.
4. Encourage the child to participate and give responses.
5. Do allow the child to drink water or use the washroom amidst/before/after the task if need be.
6. Keep the booklet and material ready before administering the survey.
7. **A stopwatch or timer is needed throughout the duration of the survey as the time taken for the completion of each of the tasks is to be marked on the OMR sheet.**

# Responsibilities of Field Investigator-IV

8. The maximum time allowed for the survey of an individual child is 35-40 minutes.
9. All the tasks given in the booklet are compulsory.
10. Fill in the details on the cover page of the booklet with a blue/black ball point pen. (Don't use a gel pen.)
11. Fill the 'OMR sheet' completely and legibly with the help of the class teacher. Also, fill the OMR sheet with a blue/black ball point pen. (Don't use a gel pen.)
12. Retain the individual 'student response sheets' of all the children. The same will be submitted back along with the filled OMR sheets and Question booklets after the survey.
13. All entries are mandatory and should be in English only. Write all codes in international numerals, i.e., 1, 2, 3 . . .
14. If the child shows curiosity towards you/material/ any other aspect of the survey activity, politely ask the child to wait till the end of the activity. Do not respond to his/her questions in the end.

# Responsibilities of Field Investigator

FI should Fill all the fields in the OMR including **unique ID of student** and **unique ID of FI**

Student's Unique ID									Unique FI ID *						
District Code			School Code			Student Code			District Code		FI ID				
1	0	0	1	0	1	0	2	0	3	1	0	0	1	0	5
0	●	●	0	●	0	●	0	●	0	0	●	0	●	0	0
●	1	1	●	1	●	1	1	1	1	●	1	1	●	1	1
2	2	2	2	2	2	2	●	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	●	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	●
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

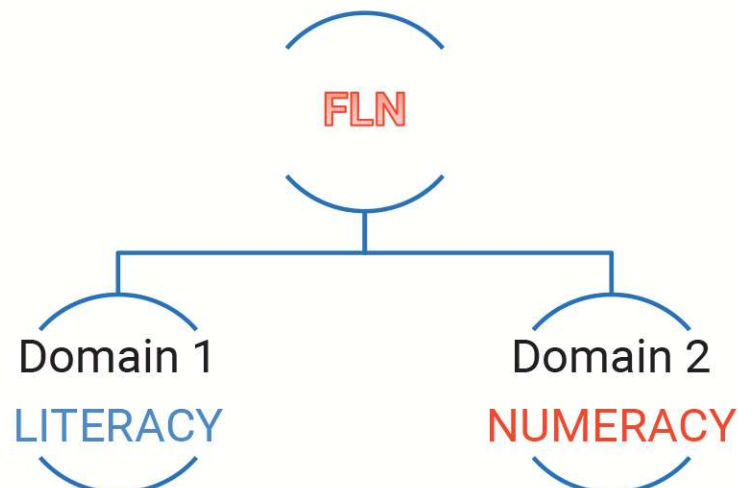
## District Code:

First 4 digit of UDISE Code

## School Code:

Last 4 digit of UDISE code

# Foundational Literacy and Numeracy (FLN)



# Domain 1: LITERACY

## Sub Tasks:

1. Oral Language comprehension
2. Phonological awareness
3. Decoding- Symbol- Sound Correspondence
4. Decoding- Reading Familiar Words
5. Decoding- Reading Nonwords
6. Picture Matching Sentences task
7. Oral and Reading Fluency (ORF) & Comprehension

# Domain 2: NUMERACY

## Sub Tasks:

1. Number identification
2. Number discrimination
3. Number Operations- Addition and subtraction facts
4. Number Operations- multiplication and division facts
5. Number Operations- Word problems
6. Fractions
7. Measurement
8. Patterns
9. Data Handling

# Domain 1 LITERACY



Oral Language  
comprehension

Example  
English

Example  
Hindi

Rubrics  
English

Rubrics  
Hindi

OMR

Time Taken

# Phonological Awareness

Example English

Example Hindi

Rubrics English

Rubrics Hindi

OMR

Time Taken

Decoding-Identifies symbol-sound correspondence

Video

Example English

Example Hindi

Rubrics English

Rubrics Hindi

OMR

Time Taken

## Decoding- Reading Familiar Words

[Video](#)

[Example English](#)

[Example Hindi](#)

[Rubrics English](#)

[Rubrics Hindi](#)

[OMR](#)

[Time Taken](#)

## Decoding- Reading Nonsense Words

[Example English](#)

[Example Hindi](#)

[Rubrics English](#)

[Rubrics Hindi](#)

[OMR](#)

[Time Taken](#)

# Reading Comprehension

Example  
English

Example  
Hindi

Rubrics  
English

Rubrics  
Hindi

OMR

Time Taken

# Oral and Reading Fluency & Comprehension

Video

Example  
English

Example  
Hindi

Rubrics  
English

Rubrics  
Hindi

OMR

Time Task

# Domain 2 NUMERACY



## Number identification

Video

Example  
English

Example  
Hindi

Rubrics  
English

Rubrics  
Hindi

OMR

Time Taken

# Number discrimination

[Video](#)

[Example English](#)

[Example Hindi](#)

[Rubrics English](#)

[Rubrics Hindi](#)

[OMR](#)

[Time Taken](#)

# Number Operations- Addition and subtraction facts

[Video](#)

[Example English](#)

[Example Hindi](#)

[Rubrics English](#)

[Rubrics Hindi](#)

[OMR](#)

[Time Taken](#)

**Number  
Operations-  
Word  
Problems**

**Example  
English**

**Example  
Hindi**

**Rubrics  
English**

**Rubrics  
Hindi**

**OMR**

**Time Taken**

**Number  
Operations-  
Multiplication  
and Division  
Facts**

**Example  
English**

**Example  
Hindi**

**Rubrics  
English**

**Rubrics  
Hindi**

**OMR**

**Time Taken**

# Measurement

Example  
English

Example  
Hindi

Rubrics  
English

Rubrics  
Hindi

OMR

Time Taken

# Fractions

Example  
English

Example  
Hindi

Rubrics  
English

Rubrics  
Hindi

OMR

Time Taken

# Patterns

Example  
English

Example  
Hindi

Rubrics  
English

Rubrics  
Hindi

OMR

Time Taken

# Data Handling

Example  
English

Example  
Hindi

Rubrics  
English

Rubrics  
Hindi

OMR

Time Taken



# SAMPLING



## SAMPLING

Selection of section and selection of students in the selected section.

**10 Students**  
taken from one school

**Section**  
Sampling

**Student**  
Sampling

# Section Sampling

If there are **more than one section** in the selected school in a class then select only one section through random sampling method as specified below:

**1. How to get Random Number:** Use school PIN code digits to calculate the random number as shown below:

Let your school PIN code is 110016

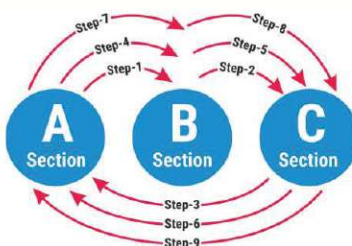
*Example-1:*

A. Add together all the digits of the pin code of school as shown below:

$$\text{Random Number} = 1 + 1 + 0 + 0 + 1 + 6 = \underline{9}$$

# Section Sampling

B. Write down the sections in a line as shown in the figure. Starting from section '1', move to next section at a time in a cyclic fashion, and continue till you get to the number calculated at **A (Random Number)** above. The section where you stop is the section selected.



Starting at section sr. no. '1' to 9 steps bring us to section sr. no. '3' i.e. Section-C. Test the students in section 'C'. In this example the section selected will be 'A'.

# Student Sampling

## Conditions for Selection of the Students

- a. If the selected section in the school has 10 or less than 10 students in the class then take all of them.
- b. If there are more than 10 students in the selected section, then select only 10 students as per the procedure given next.

## Sampling Procedure

### Procedure for the Selection of Students

**Step-1:** List all the students of the selected Section/Class as per school register in **Sheet I**.

**Step-2:** Calculate the Sampling Interval (SI) by using formula given below or follow the table of SI:

$$\text{Sampling Interval (SI)} = \frac{\text{Total number of students enrolled in selected section/class in the school}}{10}$$

Example: Suppose the total enrollment in the selected section/class in the school is 22, then  
**SI** =  $22/10 = 2.2$  (rounded to 2)

Example: Suppose the total enrollment in the selected section/class in the school is 28, then  
**SI** =  $28/10 = 2.8$  (rounded to 3)

**Note:** If the value after decimal is equal to or more than 0.50 then it would be rounded to next whole number and if the value after decimal is less than 0.50 then it would be rounded to preceding whole number.

# Sampling Procedure

**Table: Ready Reckoner for Sample Interval (SI)**

Number of Students in the selected section/class in the school	11-14	15-24	25-34	35-44	45-54	55-64
Sample Interval	1	2	3	4	5	6

**Step-3:** In order to select the first student by Random Start (RS) method, follow the procedure as below:

**Example:**

If School PIN Code = 110016

Then, Random start (RS) =  $1+1+0+0+1+6 = 9$

So, select the 9<sup>th</sup> student from the attendance list.

# Sampling Procedure

**Step-4:** Select your first student from serially arranged students' list ([Sheet I](#)) at S.No.'9' (take reference of Step- 1 above). The next student will be selected as per following method:

**RS, RS+SI; RS+2SI; RS+3SI; RS+4SI, likewise...**

**For example:** If SI is 2, then the selected students would be at serial number 9, 11, 13, 15, 17, 19...

RS	+	SI	=	11	;	RS	+	2SI	=	13	;	RS	+	3SI	=	15
9		2				9		4				9		6		

# Sampling Procedure

**Step-5:** If you get the end of list before getting 10 students, then continue the process from the beginning until you have selected 10 students.

**Step-6:** If by chance you get again to a student already selected in this process, then select the immediate next student and continue your counting following the same process until you get 10 students.

**Step-7:** Allot Student ID against each selected student in Sheet I. Transfer students' names, (As per class register), and other details in SHEET-II as per their Student ID serially.

# Important Notes

- **If by chance one or two students are absent from the selected list of 10 students on the day of the survey then mark him/her as absent.**
- **Do not replace absent student(s) with others.**





## Procedure of Data Collection

- After the completion of test Field Investigator (FI) hand over all the following material to the District Coordinator (DC) on same day:
  1. 10 Achievement OMRs
  2. 10 PQ OMRs
  3. 2 TQ OMRs
  4. 1 SQ OMRs
  5. 1 Field Note
  6. 10 Student Response Sheet
  7. Booklets and assessment kit (any other non utilized material)

## Procedure of Data Collection

- Quality check by DC to ensure proper filling up of OMRs
- DC submit all the materials to NAS state coordinator
- NAS coordinator handover all materials district wise to NCERT

**ALL OMR SHOULD BE HANDLED WITH CARE**



















