



स्वाध्यायान्मा प्रमदः

A Foundational Literacy and Numeracy - Baseline Report Delhi

2022 - 2023



Delhi FLN Baseline Report 2022-2023

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Acknowledgement

SCERT Delhi would like to extend congratulations to the entire team of NIPUN Bharat for their dedication in conceptualizing, planning, designing, and implementing the Baseline Report of FLN. This is a first of its kind Study conducted by SCERT to assess the FLN levels from Grade KG till Grade 3.

We are deeply grateful for the unwavering support and leadership provided by our higher management, Secretary, Education and Director, SCERT, whose invaluable guidance and mentorship have been instrumental in making this Study a reality.

We would also like to take this opportunity to acknowledge and congratulate the core team from PMU, NIPUN Bharat, Senior Consultants, faculties of SCERT, and Project fellows who worked tirelessly to bring this critical study to fruition.

Our heartfelt appreciation also goes out to the CRCs/DURCs who were instrumental in carrying out this study, and without whose support, this project would not have been possible. Their hard work and dedication is truly commendable, and we are grateful for their contributions.

Last but not least, we extend our sincere gratitude to our external partners, Room To Read and OneKeyCare Ventures, for their exceptional support and responsiveness throughout this demanding timeline.

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Introduction

Background

Ability to read and comprehend is the key for people to achieve their full potential. National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. NEP 2020 aims to replace the present 10+2 system with the latest 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years. The Policy is aligned with the aspirational goals of 21st century education, including SDG (Sustainable Developmental Goals) while building upon India's traditions and value systems.

National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) Mission was announced as a National Mission focusing 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 3 by the year 2026- 2027. Therefore, accurately measuring student learning in early years of schooling is critical to understand their learning levels, and identify the gaps so as to devise timely remedial interventions in order to meet the holistic development of the child. Keeping the aforementioned goal in mind, the Ministry of Education conducted a large scale nationwide Foundational Learning Study (FLS) in collaboration with the National Council of Educational Research and Training (NCERT) in March, 2022. FLS covered Grade 3 students and aimed at setting benchmarks for FLN in 20 Indian languages which will enable to track the progress of the child. This FLS also provided data to report on Sustainable Development Goals 4.1.1 indicators at the global level.

NIPUN Bharat FLN Mission framework expects the States /UTs to conduct their baseline surveys for KG to grade 3 to ascertain their present learning stage so that proper interventions can be planned, implemented and continuous progress can be tracked to concretely ascertain the achievement of Learning Outcomes linked to FLN Goals.

As a crucial step to build a detailed and stronger understanding of LOs linked to FLN goals State Council of Educational Research and Training (SCERT), Delhi has conducted its own FLS Study covering 31,325 students from KG, Grade 1, Grade 2 and Grade 3 from 211 schools from June to November, 2022. The study covered state government schools from all the management types viz Department of Education (DoE), Municipal Corporation of Delhi (MCD), New Delhi Municipal Corporation (NDMC), Delhi Cantonment Board (DCB).

Objectives of the Study

- To understand and create entry level FLN profile at different levels: Students, Class, School and District levels.
- To identify the entry level competencies of learners based on NIPUN learning Outcomes of Grades KG to Grade 3.
- Based on the findings/ inferences, suggest a L1(Hindi), L2(English) & Numeracy based district-wise interventions for students

Coverage of the Study

31,325 students of KG, Grade 1, Grade 2 and Grade 3 from 211 schools in 13 districts were covered. The below table highlights the district-wise segregation of the sample covered.

S.No	District	No. of Schools	No. of Students	No. of Girls	No. of Boys
1	Central	8	726	222	504
2	East	22	2893	1589	1304
3	New Delhi	5	846	376	470
4	North	11	1653	1229	424
5	North East	21	4829	3350	1479
6	North West A	26	3458	2044	1414
7	North West B	27	3670	1795	1875
8	South	17	1787	678	1109
9	South East	21	3901	3181	720
10	South West A	10	1202	561	641
11	South West B	15	1661	648	1013
12	West A	14	2908	1758	1150
13	West B	14	1791	769	1022
Total		211	31325	18200	13125

Study Sample



No. of Districts
13



No. of Schools
211

No. of Schools Covered by Management Type:

MCD
158

DoE
48

NDMC
4

DCB
1

No. of Students Covered:



No. of Students
31,325



Girls

18,200



Boys

13,125

No. of Students Covered Grade-wise:

KG
5747

Boys
2698

Girls
3049

Grade 1
7418

Boys
3133

Girls
4285

Grade 2
8716

Boys
3472

Girls
5244

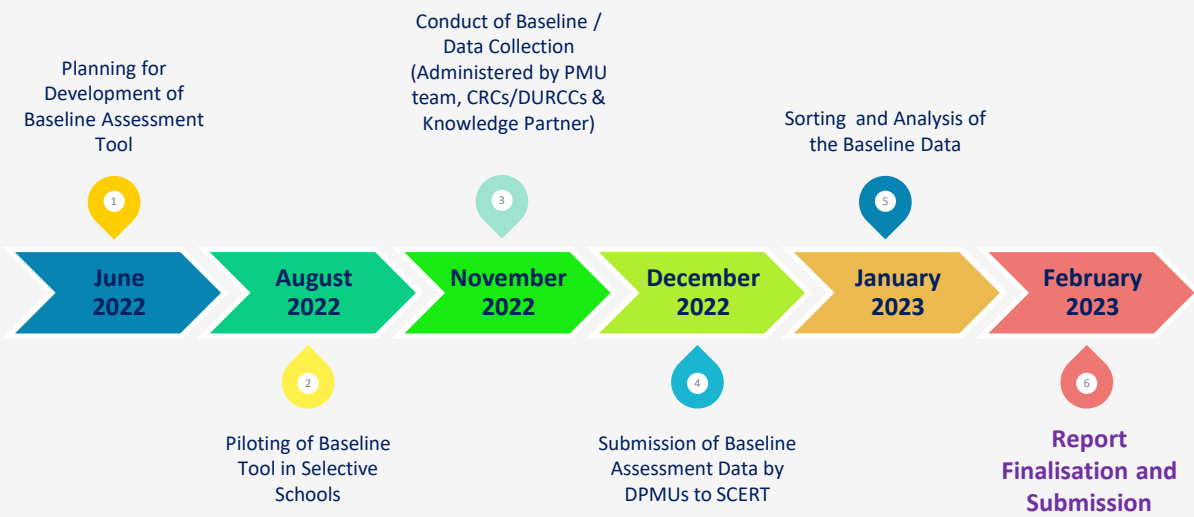
Grade 3
9444

Boys
3822

Girls
5622

The Journey

The Study process began with the planning and design of baseline assessment study activities in June, 2022. This process included consultation workshops, preparing of baseline assessment tools, proof reading and vetting the tool with experts’ suggestions. This activity was convened in first week of August, 2022. Once the tool was finalised, a small pilot was conducted in selective schools in the month of August and September, 2022. For the Pilot, schools from different management types and districts in the state were selected by random purposive sampling. The challenges during the Pilot were critically analysed and necessary modifications were made in the assessment tools. Based on the modifications the instructions for administration guidelines were finalised. Training, orientation and workshops for implementing the study was conducted in the month of October and early November, 2022. The baseline assessment study was administered by the Project Management Team (PMU)team, Cluster Resource Center Coordinators (CRCCs)District Urban Resource Center Cordinators (DURCCs) & Knowledge Partner in 211 schools in the month of November, 2022. Submission of baseline assessment data took place in December, 2022. This was followed by the data sorting, analysis and reporting in January, 2023.



Study Methodology

The Study is a school-based performance assessment. Schools were selected on random clustering basis. 10% of schools from each district were shortlisted and 10% of schools from each management type (DoE, MCD, NDMC, DCB) in that district was included. The children from KG, Grade 1, Grade 2 and Grade 3 from 211 sampled schools were assessed by a test administrator in a one-on-one setting where each child responded to a set of questions administered orally. The test comprised of 4 questions each in Hindi (L1), English (L2) and Mathematics. Two sets of baseline assessment tools were developed Set 1 and Set 2. The learning outcomes in both the sets were the same, however the order of questions were changed. The sets were randomly administered to the students. English and Hindi languages were the medium of instruction for administering the baseline tool.

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. A detailed table of grade-wise learning outcomes which were assessed is given as Annexure 1.

Score Calculation

Each question in the baseline assessment tool was linked to a learning outcome .The data was analysed based on the percent correct for each question which provided an indication of the students' mastery of the learning outcomes. Each question in the subjects covered were worth 5 points. 4 questions per subject were asked. Each question was divided into small rubrics. The score points were converted into percentage of the same was used to report all results. No weighting was used with the questions to calculate the summary scores. Each question's summary score was calculated using the total number correct and dividing it by the number of items.

Learning Outcomes Covered

Foundation Literacy - Hindi

Grade KG	ECL1-2.1	विद्यालय और घर पर अपरिचित या नए अध्यापक, दोस्त, विद्यालय के कर्मचारी और वयस्कों से बातचीत करने को कोशिश करना
	ECL1-2.2	कक्षा में उपलब्ध साहित्य(टेक्स्ट/चित्र) का रूचि के साथ अवलोकन और बातचीत करना
	ECL1-2.9	आकृति आकार और रंगों पर ध्यान देते हुए उस पर बात करना
	ECL1-2.6a	चिन्हों/ संकेतों की पहचान करना
	ECL1-2.4	रुचिकर कविताओं को एक्शन के साथ गाना

Grade 1	ECL1-3.1	विद्यालय और घर पर अपरिचित या नए अध्यापक, दोस्त, विद्यालय के कर्मचारी और व्यक्तों से अपनी भाषा में बातचीत करना
	ECL1-3.3	कविता/कहानी आधार पर अपने अनुभव अभिव्यक्त करना और उस पर बात करना
	ECL1-3.9	वस्तुओं और लोगो के नाम बताना
	ECL1-3.4a	आवाज के उचित उतार- चढ़ाव के साथ रुचिकर कविता/ गाना गाना
	ECL1-3.4b	उचित प्रवाह तथा लय के उतार - चढ़ाव के साथ कविता सुनना
	ECL1-3.2	चित्रों के माध्यम से कहानी को समझने की कोशिश करना

Grade 2	ECL1-4.3a	कहानी को निजी अनुभवों से जोड़ना और उस पर बात करना
	ECL1-4.4	कविता या कहानी में आए मिलते जुलते शब्दों की पहचान करना और नए मिलते जुलते शब्दों का निर्माण करना
	ECL1-4.6	चित्रों एवं टेक्स्ट को आपस में जोड़कर अनुमान लगाना और समझना
	ECL1-4.2	चित्रों के माध्यम से कहानी सुनाना या उस पर बात करना

Grade 3	ECL1-5.5c	परिचित और अपरिचित लेख को पढ़ने का प्रयास करना और उस पर बात करना
	ECL1-5.7	कहानी या कविता के पात्रों और घटनाओं के बारे में बात करना
	ECL1-5.8	उपयुक्त शब्दों/ वाक्यों का प्रयोग करते हुए लिखना
	ECL1-5.6	चित्रों के माध्यम से कहानी के पात्रों और घटनाओं को समझना

Foundation Literacy - English

Grade KG	ECL2-2.1	Attends, listens and participates in conversations
	ECL2-2.5	Identifies few letters and sounds
	ECL2-2.6	Recognizes labeled objects/ name etc.
	ECL2-2.12	Observes and talks about the posters & other prints in the classroom

Grade 1	ECL2-3.1	Introduces himself/herself bilingually
	ECL2-3.6	Attempts to read familiar signs
	ECL2-3.12	Identifies objects in immediate environment
	ECL2-3.2	Sings songs or rhymes with action

Grade 2	ECL2-4.11	Write words beginning with same letter
	ECL2-4.9	Brings the toys and introduce them in the class
	ECL2-4.7	Connects text with the illustrations while reading a story (text)
	ECL2-4.4	Responds orally to questions related to stories/ poems bilingually.

Grade 3	ECL2-5.5	Shares orally about events such as festivals celebrated in neighborhood bilingually.
	ECL2-5.10	Writes selective rhyming words in pair
	ECL2-5.1a	Expresses verbally 'her/his', likes/dislikes about the character, storyline etc. in English or home language
	ECL2-5.12	Reads texts other than textbooks such as children's magazine etc.

Foundation Numeracy - Mathematics

Grade KG	IL-2.9	Counts and perceives objects up to 5
	IL-2.11	Identifies numerals with corresponding numbers up to 5
	IL-2.13	Compares two numbers up to 5 and uses vocabulary like more than, less than.
	IL-2.6	Seriates/arranges 3-4 objects/ picture cards in a sequence for example shape, size, occurrence of events.
	IL-2.21	Compares two objects in terms of their lengths as longer than/ shorter than, taller than/shorter than
	IL-2.22	Uses vocabulary to express weight through poems, riddles, jokes and stories.

Grade 1	IL-3.9	Counts up to 10 objects
	ILM-3.11	Identifies numerals with numbers and writes numerals up to 9.
	IL-3.22	Compares two objects in terms of their weight as heavier than/ lighter than.
	IL-3.21	Compare three objects in terms of their lengths as longest/ shortest, tallest/ shortest.
	IL-3.14	Combines two groups up to 9 objects and recounts

Grade 2	ILM-4.9	Counts object up to 20, concretely and pictorially.
	ILM-4.13	Compare two numbers up to 20 and use vocabulary like bigger than or smaller than.
	ILM-4.28	Collects, records (using pictures/ numerals) and interprets simple information by looking at visuals
	ILM-4.10	Count forward or backward up to 20
	ILM-4.20	Represents an amount up to Rs. 20 using notes/coins
	ILM-4.15	Construct's subtraction facts up to 9 by using concrete objects and applies them in daily life.
	ILM-4.25	Identifies and describes 3D shapes with their observable characteristics for example- a shoebox is a cube and has 6 faces and 8 corners

Foundation Numeracy - Mathematics

Grade 3	ILM-5.9	Counts objects upto 100 in group of tens.
	ILM-5.11	Reads and writes number names and numerals for numbers up to 999
	ILM-5.14	Develops their own strategies to add two numbers (sum not exceeding 99) & applies them to solve simple daily life problems/ situations.
	ILM-5.15	Develops his/her own strategies to subtract two numbers up to 99 and applies them to solve simple daily life problems/ situations
	ILM-5.17	Develops the idea of multiplication of numbers and constructs and applies multiplication facts (tables) of 2, 3 and 4 in daily life situations.
	ILM-5.23	Compares the capacity of different containers in terms of non-standard units for example cup/spoon/bucket, etc
	ILM-5.25	Identifies and describes basic 2D shapes such as rectangle, triangle, circle and other shapes around her/him



State Level Findings

1

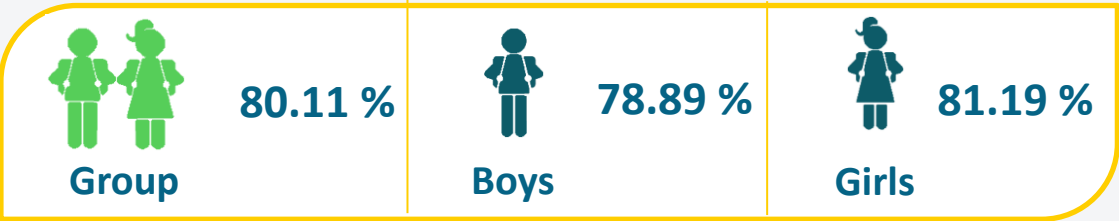


Literacy - Hindi

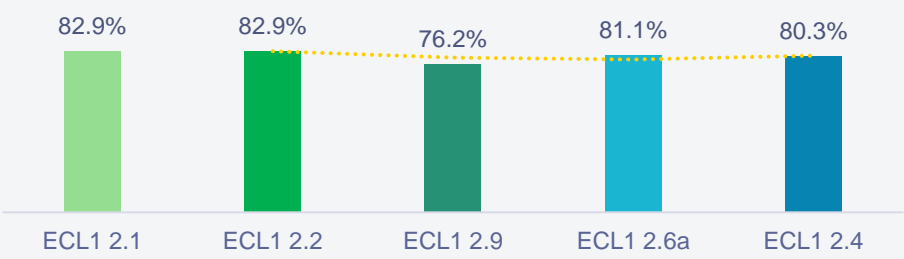


Grade KG

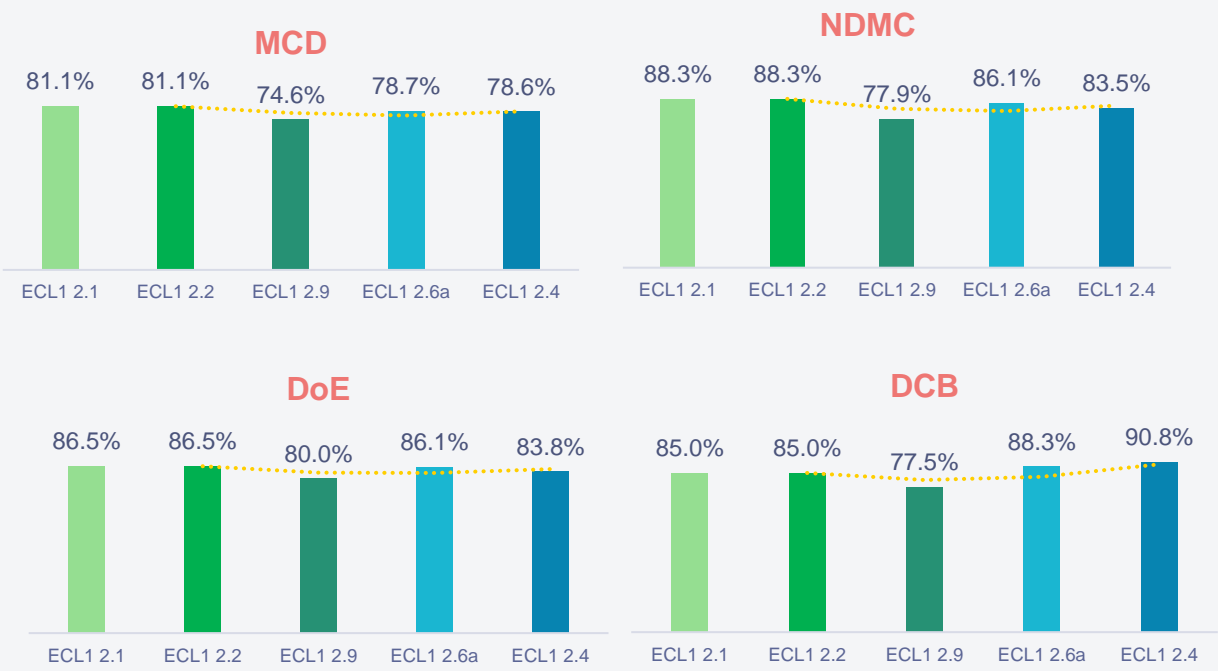
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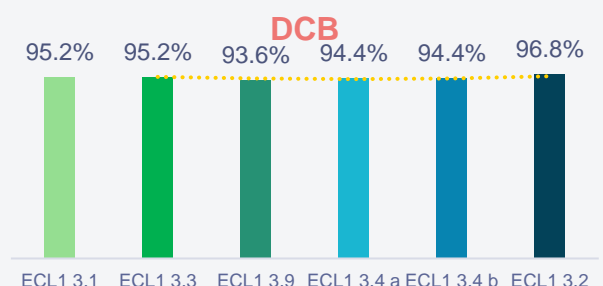
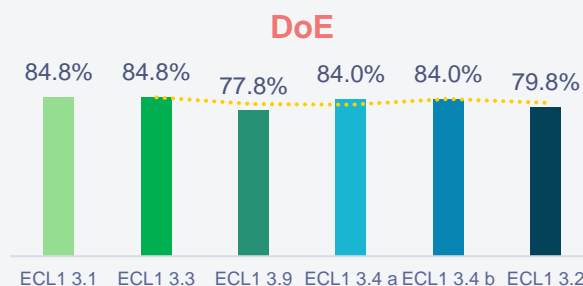
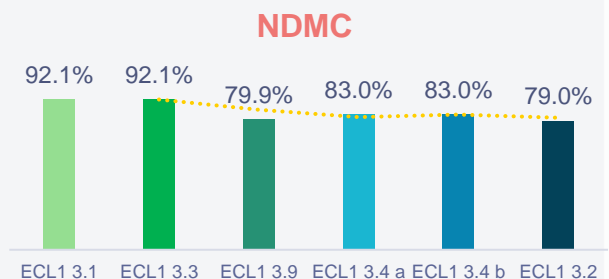
State Average Performance w.r.t Learning Outcomes (% scored)



Management-wise Average Performance w.r.t Learning Outcomes (% scored)



State Average Performance (% scored)



State Average Performance (% scored)

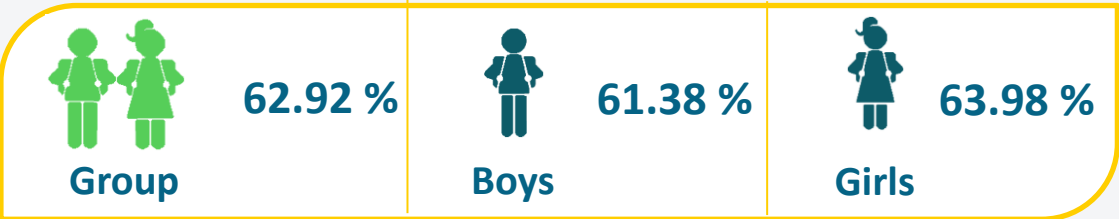


Literacy - Hindi

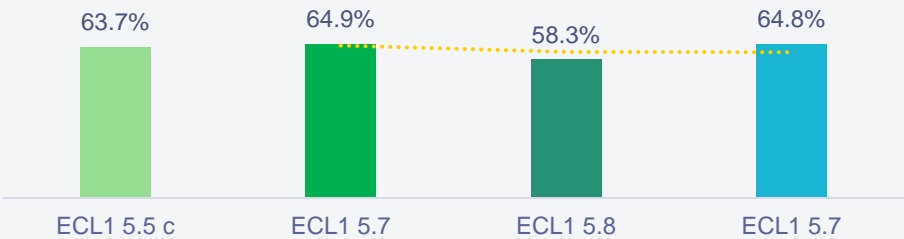


Grade 3

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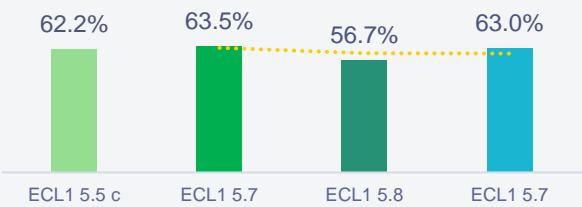


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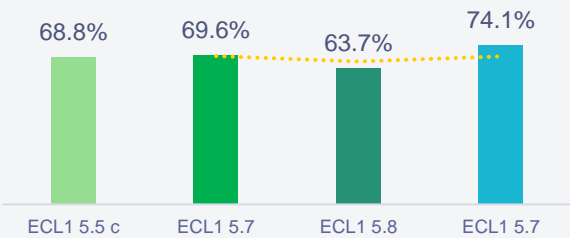


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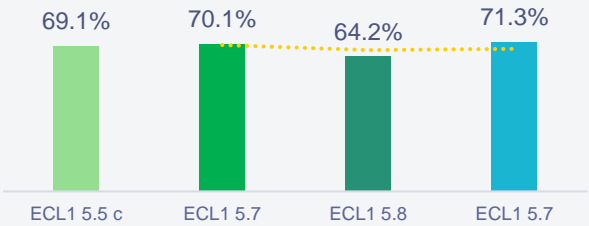
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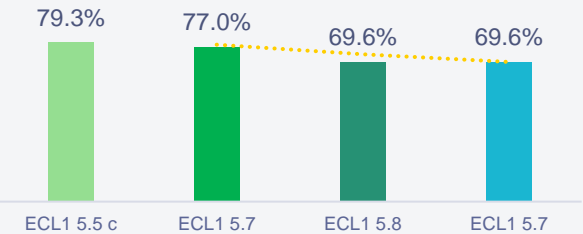
NDMC



DoE



DCB

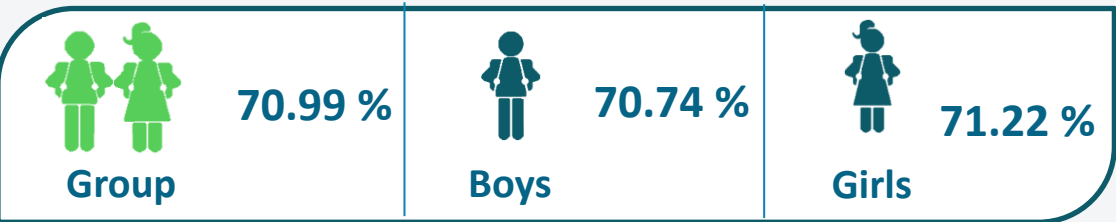


Literacy - English

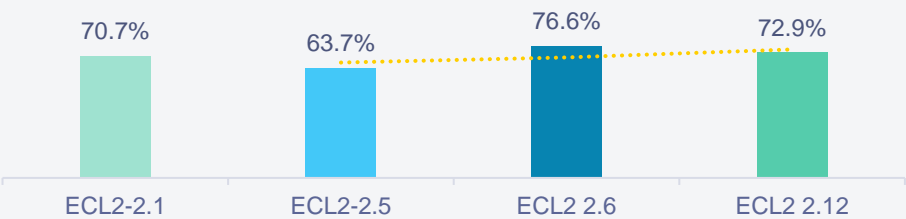


Grade KG

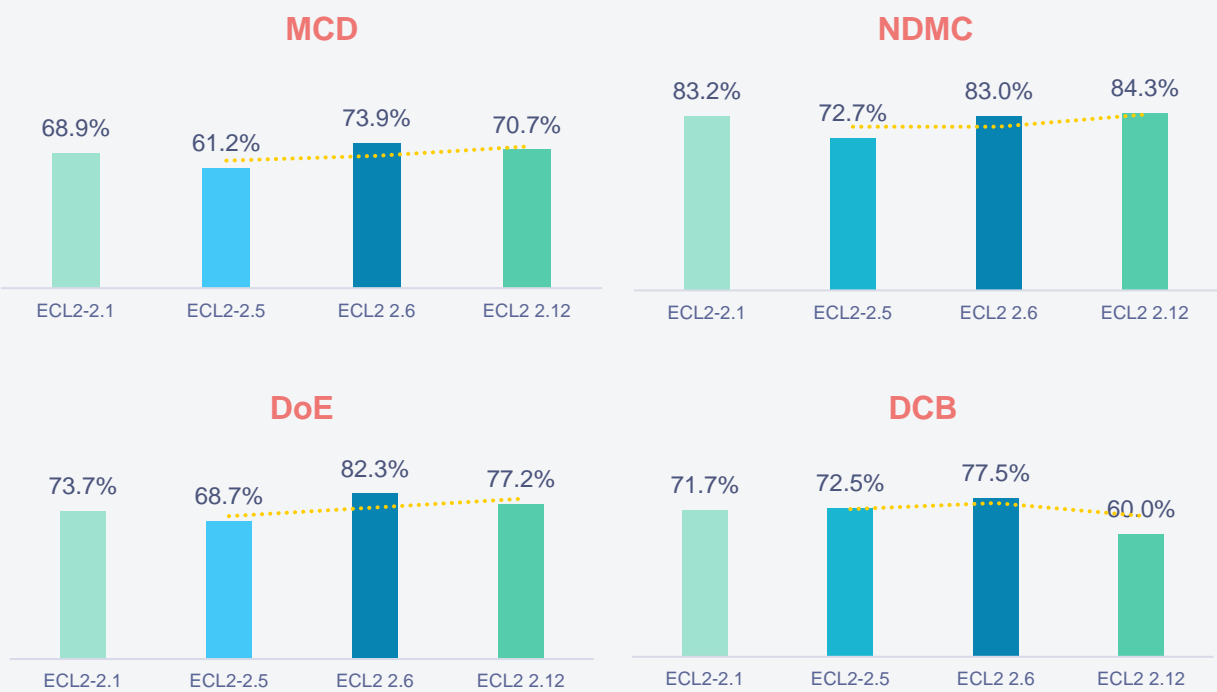
State Average Performance (% scored)



State Average Performance w.r.t Learning Outcomes (% scored)



Management-wise Average Performance w.r.t Learning Outcomes (% scored)

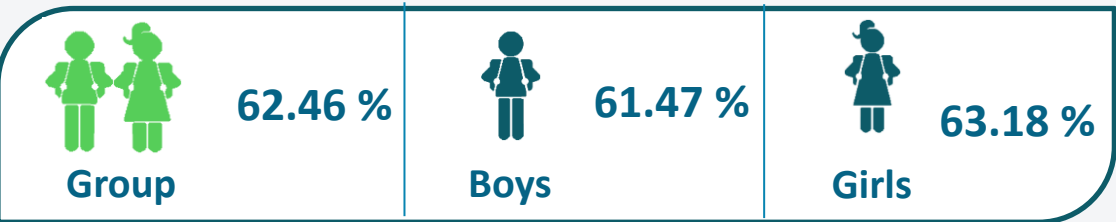


Literacy - English

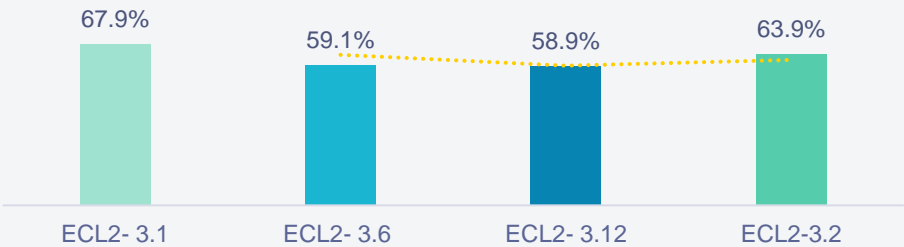


Grade 1

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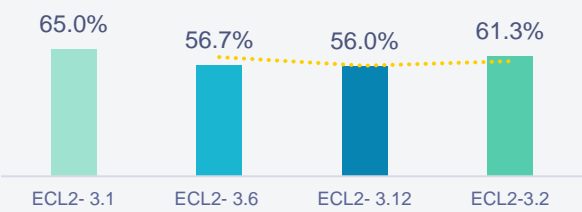


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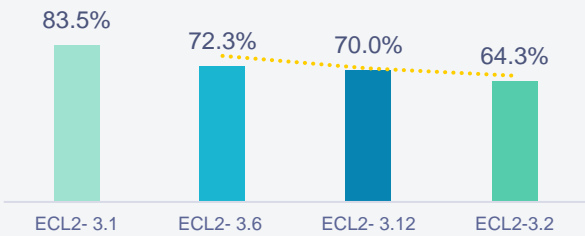


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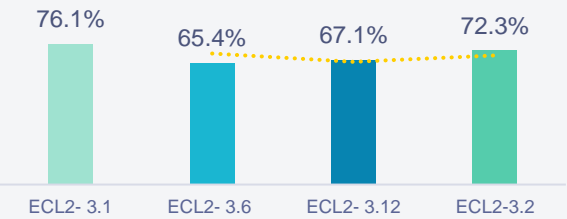
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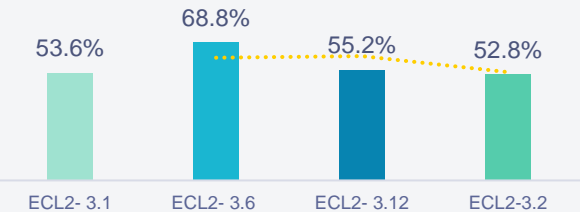
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DoE



DCB

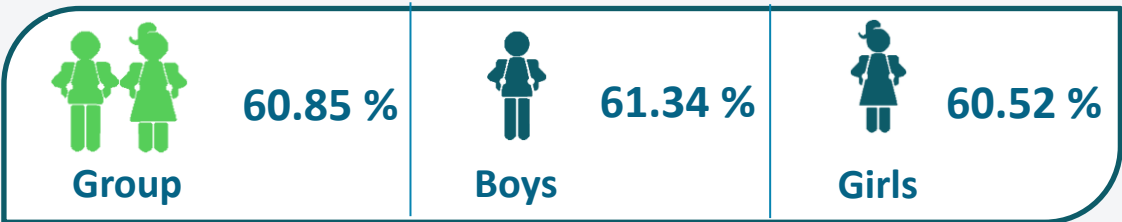


Literacy - English

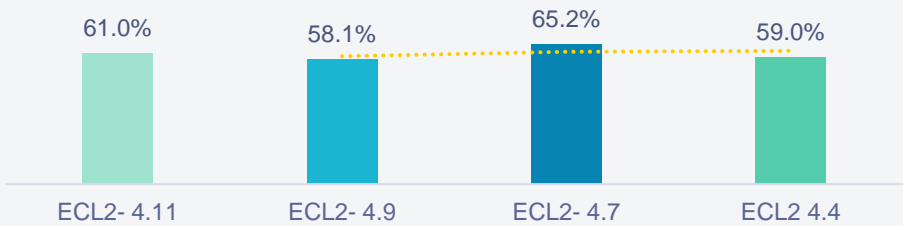


Grade 2

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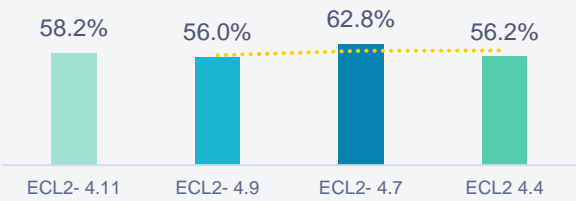


State Average Performance w.r.t Learning Outcomes (% scored)

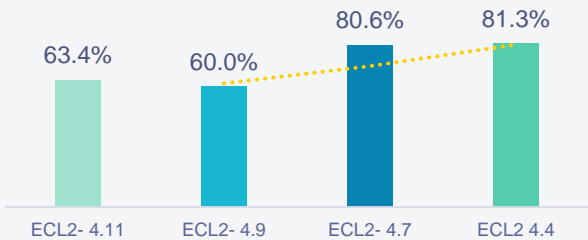


Management-wise Average Performance w.r.t Learning Outcomes (% scored)

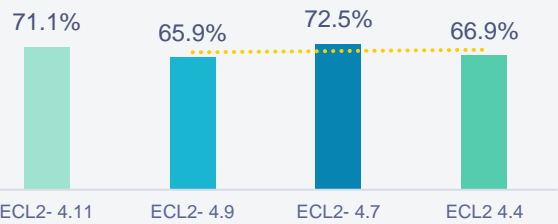
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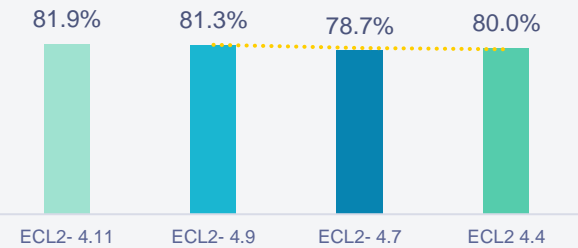
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DoE



DCB

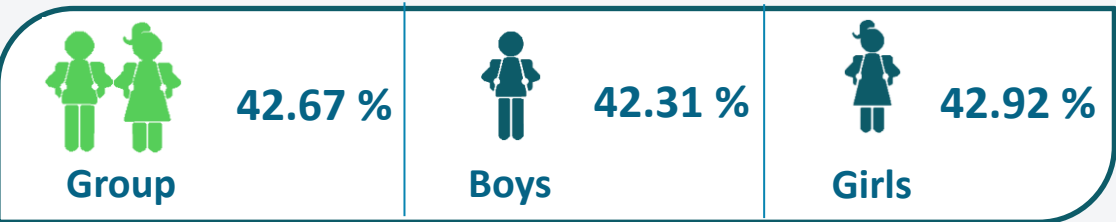


Literacy - English

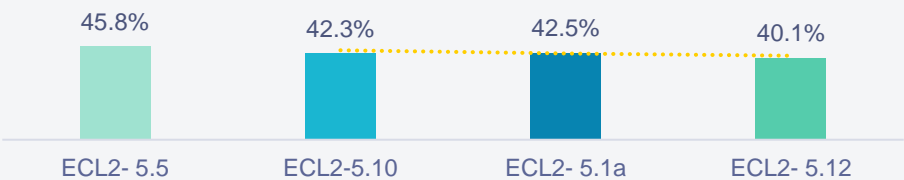


Grade 3

State Average Performance (% scored)

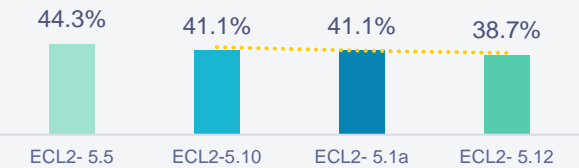


State Average Performance w.r.t Learning Outcomes (% scored)

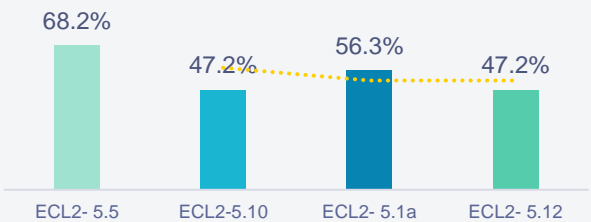


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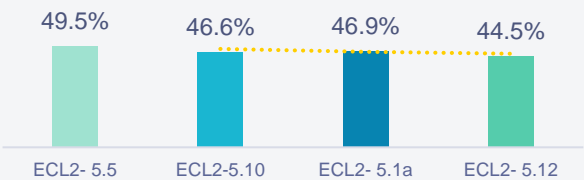
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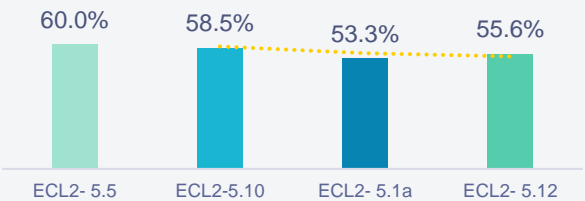
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DoE



DCB

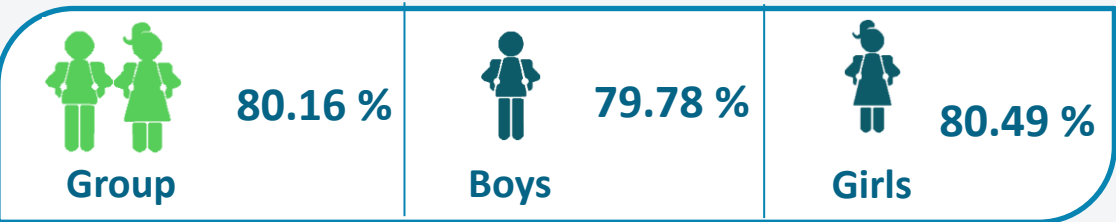


Numeracy

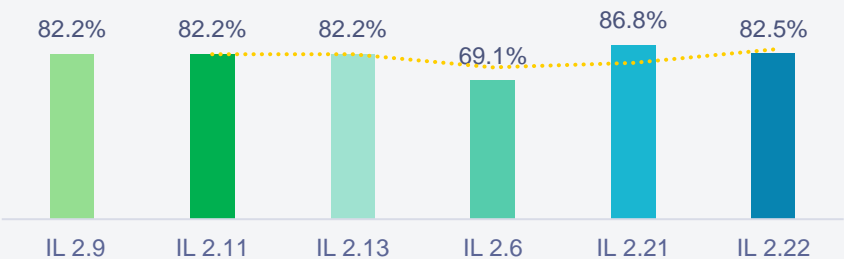
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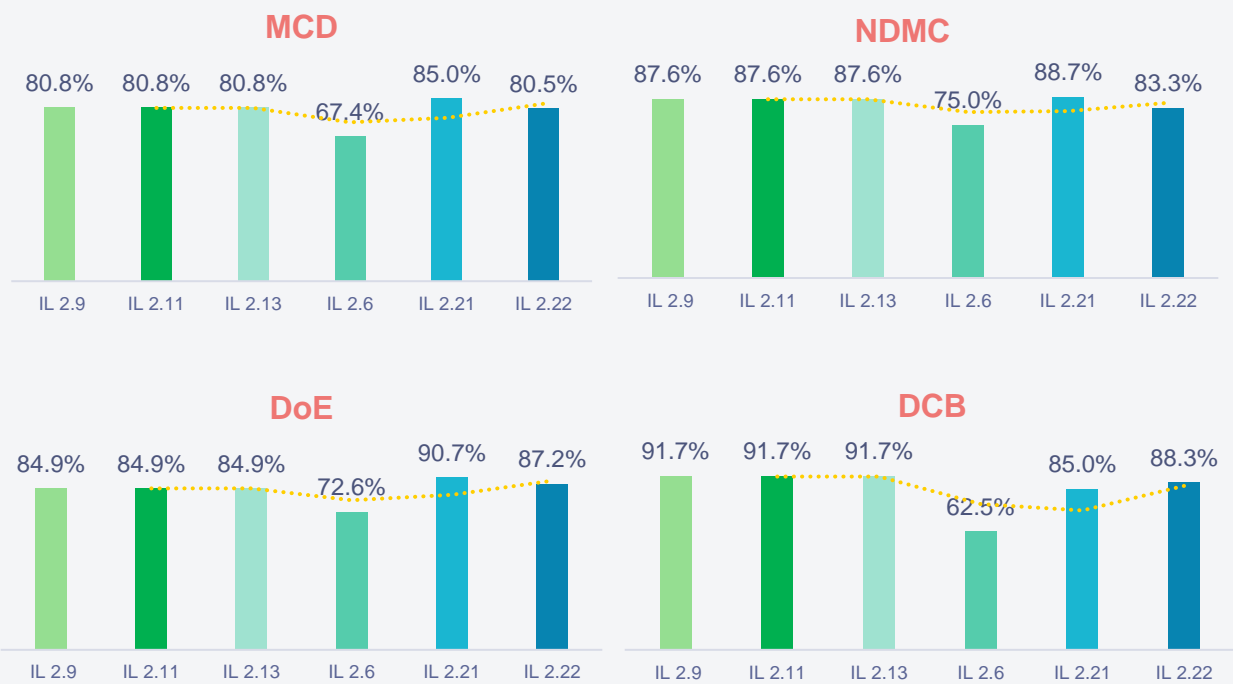
State Average Performance (% scored)



State Average Performance w.r.t Learning Outcomes (% scored)



Management-wise Average Performance w.r.t Learning Outcomes (% scored)

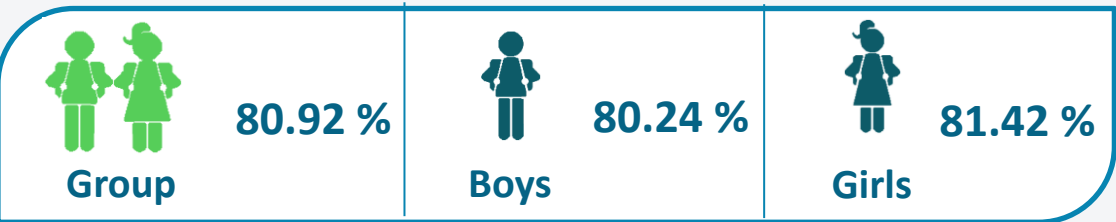


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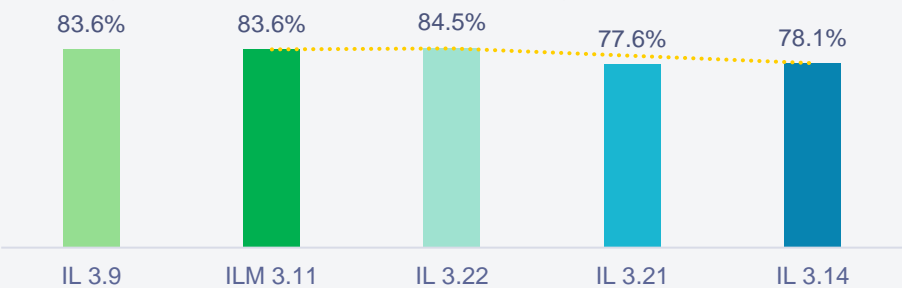
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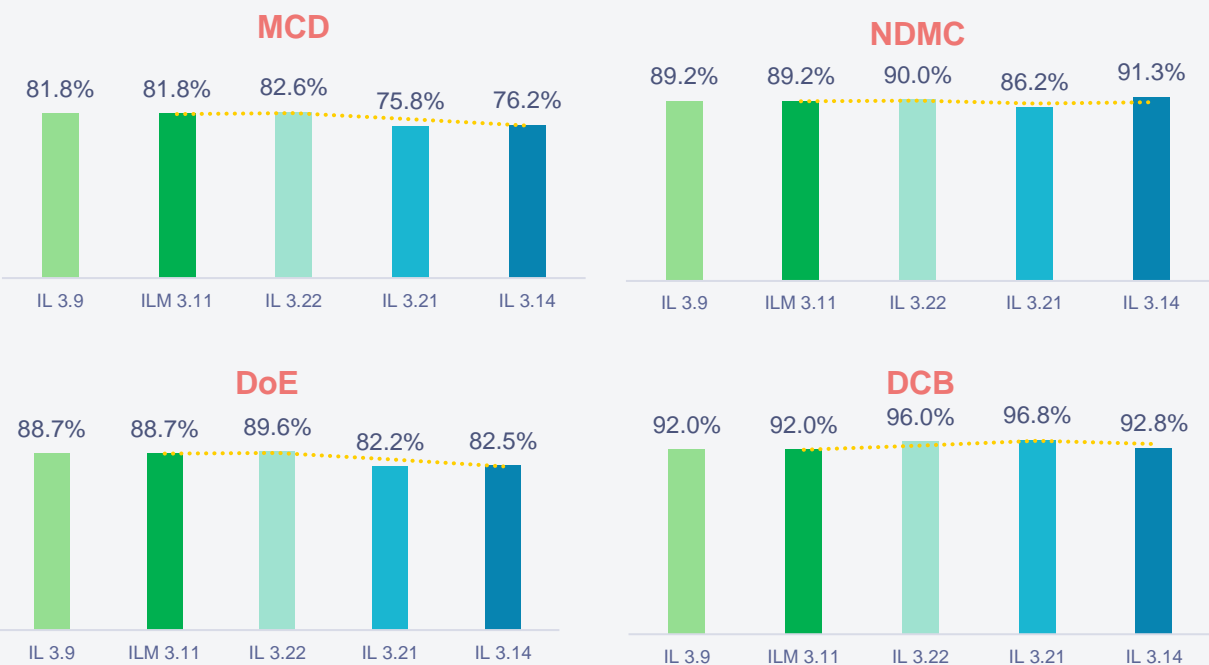
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State Average Performance w.r.t Learning Outcomes (% scored)



Management-wise Average Performance w.r.t Learning Outcomes (% scored)

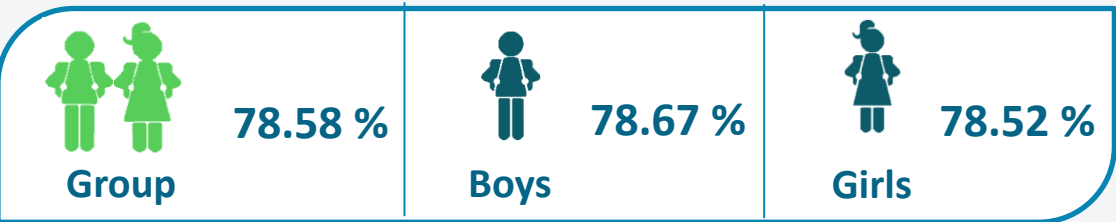


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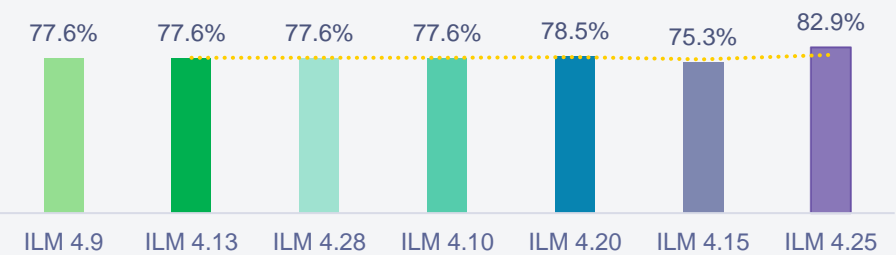
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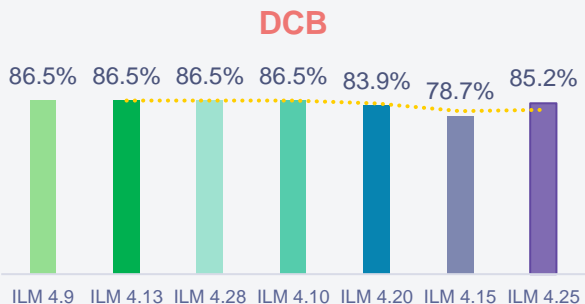
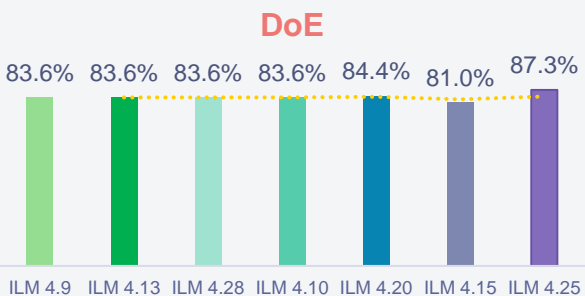
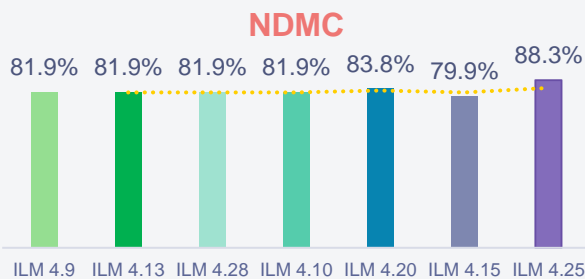
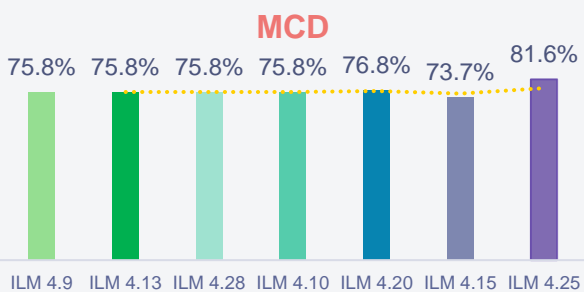
State Average Performance (% scored)



State Average Performance w.r.t Learning Outcomes (% scored)



Management-wise Average Performance w.r.t Learning Outcomes (% scored)

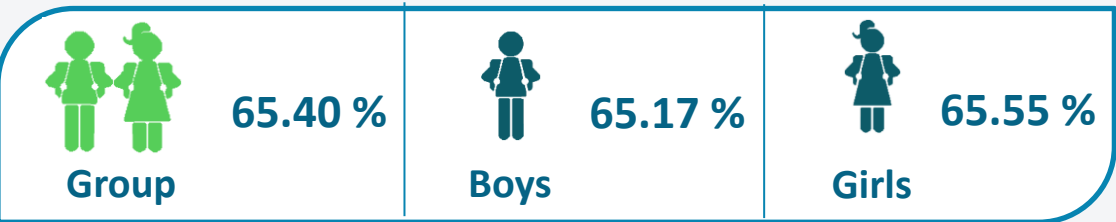


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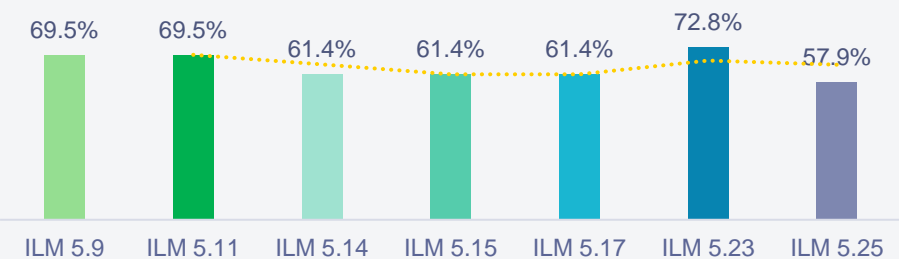
Grade 3



State Average Performance (% scored)

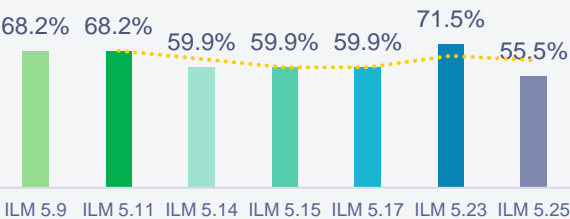


State Average Performance w.r.t Learning Outcomes (% scored)

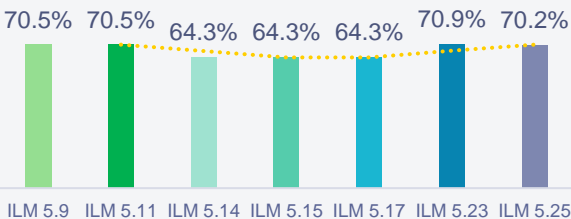


Management-wise Average Performance w.r.t Learning Outcomes (% scored)

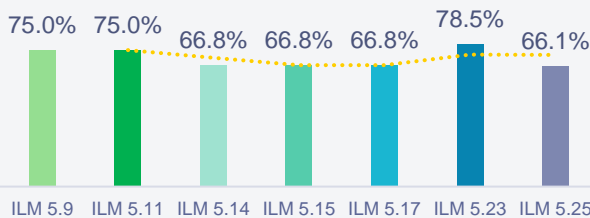
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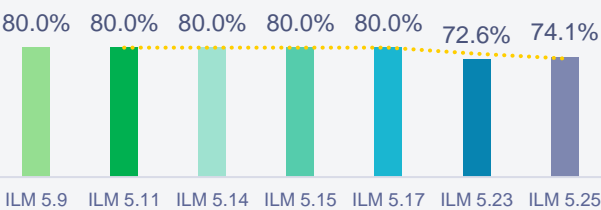
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