Ministry of Education
Government of India

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NCERT

FOUNDATIONAL LEARNING STUDY

FLS 2022

PILOT DOCUMENT

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FOUNDATIONAL LEARNING STUDY (FLS) 2022

PILOT DOCUMENT

Preface

The Foundational Learning Study (FLS) 2022 represents a detailed and carefully planned initiative to assess the foundational literacy and numeracy (FLN) skills of children in Grade 3 across India. Conceived within the framework of the National Education Policy (NEP) 2020 and aligned with the NIPUN Bharat Mission, the study aims to provide data-driven insights to address gaps in foundational learning. This document captures the essence of the pilot phase of FLS, showcasing the rigorous processes involved in its conceptualization, development, and implementation.

The report begins with an introductory chapter that provides a comprehensive overview of the policy background and the critical need for foundational literacy and numeracy. It highlights the goals of the NEP 2020, which emphasizes achieving universal FLN skills by the academic year 2026-27, and discusses the establishment of the NIPUN Bharat Mission to operationalize this vision. The introduction sets the stage by contextualizing the study within India's broader educational objectives and international commitments such as the Sustainable Development Goals (SDG 4.1.1).

The subsequent sections delve into the scope and objectives of the Foundational Learning Study. The report describes the scale of the initiative, which is one of the largest one-on-one assessments conducted globally, and the innovative methodologies adopted to evaluate foundational literacy and numeracy skills. FLS 2022 assessed key competencies such as oral language comprehension, phonological awareness, reading comprehension, oral reading fluency, and basic numeracy skills like number identification, operations, and data handling. These assessments were conducted in 20 regional languages, ensuring inclusivity and contextual relevance.

A significant part of the report focuses on the design and development of the assessment tools. It elaborates on how the tools were tailored to align with the linguistic and cultural diversity of India, incorporating both translation and adaptation processes to ensure accuracy and validity. The guidelines and standards for these processes, as outlined in the report, reflect the meticulous attention to detail that was crucial for the study's success.

The chapter on training provides insights into the multi-tiered training framework implemented to prepare master trainers, district coordinators, and field investigators. It describes the extensive efforts to ensure that all stakeholders were well-equipped to administer the assessments, emphasizing the importance of consistency and reliability in data collection.

The pilot phase of FLS 2022 is discussed in detail, outlining its implementation across states and Union Territories. The document describes the steps taken to conduct dry runs, which tested the feasibility of

the tools and processes while ensuring inter-rater reliability among field investigators. The pilot phase also served to identify and address logistical and contextual challenges, laying the groundwork for the main survey.

The report concludes by reflecting on the key findings and insights from the pilot study. It discusses the implications of these findings for the NIPUN Bharat Mission and offers recommendations for refining the assessment process and tools in future iterations. This section underscores the role of FLS 2022 in setting benchmarks for literacy and numeracy skills while providing a baseline for future monitoring and evaluation.

This document is a rich repository of the processes, methodologies, and learnings from the FLS pilot phase. It offers valuable guidance for educators, policymakers, and researchers involved in foundational education. Each chapter contributes to a nuanced understanding of the challenges and opportunities in achieving universal foundational literacy and numeracy, making this report an essential resource for shaping India's educational future.

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INTRODUCTION AND BACKGROUND

The Indian school education system is attributing high priority to the achievement of universal acquisition of foundational literacy and numeracy skills by students at the primary level by the academic year 2026-27. The National Education Policy (NEP) 2020 highlights the fact, that still a large proportion of students currently at the elementary levels, have not attained foundational literacy and numeracy. The NEP 2020, further stresses upon the need to address this crisis head on and immediately. A National Foundational Literacy and Numeracy Mission was launched, under the 'Atma Nirbhar Bharat' campaign. This mission was set up to ensure that every child in the country necessarily attained foundational literacy and numeracy by the end of Grade 3, by 2026-27. As per policy mandate, the Ministry of Education(MoE) on priority set up a National Mission on Foundational Literacy and Numeracy called "National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat)".NIPUN Bharat lays down the priorities and actionable agendas for States/UTs to achieve the goal of proficiency in foundational literacy and numeracy for every child by the end of Grade 3.NIPUN Bharat was set up under the aegis of the centrally sponsored scheme of Samagra Shiksha, which in turn, is an integrated scheme of school education covering Pre-School to Senior Secondary level education. NIPUN Bharat will focus on children of age group of 3 to 9 years including pre-school to Grade 3. The goals and objectives of NIPUN Bharat need to be achieved by all Government, Government Aided and Private Schools so as to ensure the universal acquisition of foundational literacy and numeracy skills, by all students, by the end of 2026-27.

Overview of the Foundational Learning Study (FLS)

The Foundational Learning Study (FLS) 2022– one of the world's largest one-on-one assessments of foundational literacy and numeracy in the world – was implemented in India by the National Council of Education Research and Training (NCERT) under the aegis of the Ministry of Education, Government of India in March 2022. FLS 2022 was designed to assess the FLN levels of class 3 students and was conducted pan India (in all States and UTs of the country).

In FLS 2022, class 3 students' FLN levels were measured using two assessments/tests – one designed to measure foundational literacy levels of students and the other developed to measure students' foundational numeracy levels. Foundational literacy and numeracy assessments used in the FLS 2022 were school-based performance assessments wherein, selected sample of students from grade 3 were assessed by test administrators in a one-on-one setting where each child responded to a set of questions administered orally.

FLS 2022 was conducted with the following key objectives:

a. Assess Learning Outcomes

FLS 2022 aimed to provide reliable and valid data about what class 3 students know and what they were able to do with regards to foundational literacy and numeracy and the extent of learning outcomes being achieved.

b. Set Baseline for NIPUN

The data derived from the FLS 2022 is expected to help in establishing a baseline for the NIPUN
Bharat mission.

c. Set Benchmarks

The Study also aimed 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.

d. Report on SDG

FLS 2022 is also expected to provide data to report on SDG 4.1.1 indicators at the global level

FLS 2022: Key Features

Some of the key features of FLS 2022 are enlisted below:

1. Foundational literacy and numeracy skills assessed under the FLS 2022 are as follows: -

    - Foundational Literacy Skills: Oral language comprehension, phonological awareness, decoding, reading comprehension, oral reading fluency with comprehension

    - Foundational Numeracy Skills: Number identification & comparison, number operations, multiplication and division facts, measurement, fractions, patterns, and data handling.

2. FLS 2022 was conducted in 20 languages - Assamese, Bengali, English, Gujarati, Hindi, Kannada, Malayalam, Manipuri, Marathi, Mizo, Odia, Punjabi, Tamil, Telugu, Urdu, Bodo, Garo, Khasi, Konkani, and Nepali. These languages were being used as a medium of instruction in schools of various States/UTs.

OVERVIEW OF THE FLN STUDY ASSESSMENT TOOLS

Understanding important terms

a) Field Investigator (FI)/Evaluator: an assessor conducting the test with each student

b) Test Booklet: the test booklet containing questions for sub-tests. It is given to the FI for test administration.

c) Scoring sheet: The sheet used by the FI to score a student response. These are used for specific sub-tests.

d) Stimulus sheet/ Student Response sheet: A sheet with questions printed on it given to the student to write answers or a plain sheet given to the child to scribble on (for calculation etc.) and arriving at the answer

e) Evaluator sheet- A sheet on which the evaluator is coding the response given by the child in terms of correct number of responses, level of performance as per rubric and the time taken to complete the task

f) OMR: The sheet used by the FI to mark the responses of the child along with the required information about the specific school and the child.

a) **Areas assessed**: Foundational Literacy (language) and Foundational Numeracy (Mathematics) skills

b) **Number of test form/test booklets-** 12

c) **Students to be assessed**: class 3

d) **Duration**: Up to 35 minutes per student for Mathematics and language each

e) **Mode of test administration**: Orally administered 1-1 with each child

f) **Medium of instruction**: Same as the medium of instruction at the school/home language of the child

g) **Materials to be used for the test conduction**: a test booklet, Scoring sheet, Student Response sheet/stimulus sheet, evaluator sheet, sheets with mathematics problems and language tasks, a stopwatch, or a mobile phone with a stopwatch/countdown timer on mobile phone

h) **Test composition**: The test is divided into two main conceptual areas/subject areas- Language and Mathematics. Both the area has five sub-tests in each of the 12 test booklets (test form).

Meeting conducted for the review of the framework and item booklets

To facilitate the process of deliberation and discussion on the Assessment Framework and other key aspects of the study, a one-day **Consultative Meet (10th August, 2021)** with the partner organizations was organized. Apart from discussing the conceptual grounding of the study and developing a robust study design, some suggestions were given by the experts in meeting which was later on incorporated.

Later on, orientation meetings were held with state functionaries for detailed explanation about foundational learning study and also about the pilot study which was conducted in the month of November and December ,2021 in 10 states as per the schedule given below-

S. No	State	Dates
1	Haryana	22nd-26th November ,2021
2	Rajasthan	22nd-26th November ,2021

S. No	State	Dates
3	Uttar Pradesh	6th-10th December ,2021
4	Gujarat	13th-17th December,2021
5	Orissa	29th-30th November, 1st-3rd December ,2021
6	Tamil Nadu	29th-30th November, 1st-3rd December ,2021
7	Andhra Pradesh	6th-10th December ,2021
8	Mizoram	6th-10th December ,2021
9	Nagaland	6th-10th December ,2021
10	Maharashtra	20th-24th December ,2021

TRANSLATION/ADAPTATION OF THE ITEMS

Workshop for Translation/Adaptation of the items (from source language (English/Hindi) to Target language (Region specific language)**) for Foundational Literacy and Numeracy National Achievement Survey (FLN-NAS) was held on 4th - 8th October, 2021**

Roles and responsibilities of participants

- **NAS Coordinators**- NAS coordinators will be responsible for managing the translation/adaptation workshop in the state. They will review the work simultaneously and will ensure that all the guidelines are being followed during the process and that the translated version is correct in all respects.

- **Domain Experts**- Experts from each domain will work in close coordination with the translator(s) and will ensure that the items are being translated and adapted as per the translation and adaptation guidelines provided by NCERT. Items should be conceptually correct and suitably modified as per the specific context of the place.

- **Translator(s)**- Translator will work in close coordination with the domain experts and will ensure that the meaning of the questions as construed by the experts is well reflected in the translated/adapted items. They will follow the translation and adaptation guidelines provided by NCERT.

- **DTP(s)**- DTP will ensure that the translated versions align with the technical requirements as mentioned in the guidelines.

General Guidelines

1. The purpose of the working group sessions is to translate/adapt the items from source language to the languages identified by the state for the foundational learning study.
2. The items pertain to three goals/domains (as specified in NIPUN Bharat guidelines.)
   - Children Become Effective Communicators.
   - Children become involved learners and connect with their immediate environment.
   - Children Maintain Good Health and Wellbeing

3. At the end of the workshop,a Completely filled in **confidentiality certificates** for each of the participants of the workshop should be submitted by the NAS coordinators latest by 18th October, 2021.

Technical Requirements (for DTP)

1. DTP should be using the Unicode software and the format of the final translated copy should be the same as the original.
2. The translated versions should be made in A4 page format with margins of 0.75 on top, bottom, left and right.
3. The font size may vary (around 11- 16) depending on the font of the language.
4. Language should be mentioned on the cover page of the booklet.
5. Ensure that titles/subtitles, numbering of lines/paragraphs/items are the same in the source and the target items.
6. Sizeable/significant differences in the number of pages between the source and the target language tests should be avoided.
7. As much as possible, try to place one question on one page. Each question needs to start from a new page.
8. Include page numbers in the document.
9. The final print-ready soft copy of the file should be submitted in both word and pdf format along with the file of the fonts in which the items will be translated. The translated version should be made only in Ms-word. Please don't use in-design, PageMaker or CorelDraw to create translated versions.
10. When translating multiple choice questionnaire items, make sure the proposed answers are syntactically 'aligned' with the stem of the question.
11. Initial Field Investigator's script for the introduction and context setting needs to be translated in the specific language too.

General Translation/Adaptation Guidelines-

1. Avoid complicating/simplifying the items while translating the items in the target language.
2. For translating terms that are uncommon in the target language, translators may use the term which best describes the term in the target language along with the term in English, in brackets for the FI to refer to.

3. Nouns and verbs in a sentence should be translated in entirety.
4. Ensure that translations do not convert an active phrase in the source document to a passive one in the target document, or vice versa.
5. The format and the logic of the item should be given the priority. Semantics means the logic; the way item sentences are separated or like each sentence sustains the content accordingly the translation should be done.
6. Maintain consistency across items for the frequently repeated phrases/words such as Field Investigator's script, expected answer etc.

Learning Outcome	Adaptation Guidelines
EC01- Engages in conversation to ask questions, narrate experiences, listens to others, and respond.	For this Learning Outcome a picture has been given and simple questions have been asked to engage the child in conversation, you can translate it in your regional language like this with the given picture. If you think the given picture is not appropriate according to your local environment then you can change it. Picture should not be void copyright.
EC02- Responds to and answers a variety of questions (retrieval and inference-based questions) based on a story/poem after listening to a short text	Under this Learning Outcome, questions will be asked to assess listening comprehension. A poem/text will be selected as per the milieu and context of the particular region. Retrieval and inference-based questions will be developed on the basis of the poem/text. ● Poem/text length depends on the level and first language of the children being assessed, although most poem/text need to be approximately 30 words in length in order to provide enough text to develop material for three to five comprehension questions. ● The poem/text narrates a locally adapted activity or event that will be familiar to the children. ● The questions must be similar to the questions asked in the reading comprehension task. ● Most questions will be literal ones that can be answered directly from the poem/text. ● One or two questions are inferential, requiring students to use their own knowledge as well as the poem/text to answer the question.

EC03- Identifies the initial/final phoneme in words presented verbally	The task focuses on <u>awareness of phonemes</u> in spoken language. The task should be adapted by selecting the grade level appropriate words in the target language by focusing on the phonemes of the words. The FI instructions as given in the source booklets should be translated carefully by replacing the examples of given words with the words in the target language.
EC04- Identifies symbol-sound correspondence (including syllable reading).	This task focuses on symbol-sound correspondence and syllable reading. It captures early grapheme to phoneme awareness and basic knowledge of syllable construction. The experts need to create <u>letter frequency list</u> for this item following the procedure as mentioned below- **The procedure to prepare Letters frequency list –** 1. Initially, we need a sample of at least 5,000 words from grade 3, grade 2 and grade 1 language textbooks. The content should be randomly selected and typed in a word document. Please ensure that the punctuation (periods, commas, etc.), exercise numbers, or page numbers should not be there in the sample. You need only the words and letters. 2. Simultaneously, create a list of the letters of the alphabet in Excel with two columns; one for all the letters and the other for their frequencies. 3. Now, use the **Find** command for identifying the letter you want to count, such as A. Put that letter in the **Find and Replace** tab underneath the **Find** tab. 4. After following the previous step click on **Reading Highlight** and click **Highlight All**. This command will not only highlight the list of letters, but also tell you the number of that letter that existed in your document 5. Now, type that number corresponding to the letter in the Excel file which has already been prepared. 6. Do this for the entire list of the letters. 7. By using the **Sort & Filter** tab you may sort by the **most frequent letter** in the list. Also, you may remove the duplicates from the list by using the

	Remove **Duplicates** command.
	8. Calculate the % of frequency of all the letters.
	9. These letters as per their percentage in the text will be included in the grid. The frequency of the letter will determine the number of times the letter will be repeated in the letter grid. If a letter appears more than 15% of the time, we need to reduce the number of times the letter appears on the grid. Percentages need to be adjusted so that all letters of the language can be tested. Letters that do not appear in the frequency list will not be included in the grid.
	10. A randomized grid of 100 letters and frequently occurring syllables will be created following this process. <u>The high frequency syllables will be taken from the word frequency table as mentioned in the next LO.</u>
EC05- Accurately say or sign common, isolated grade 3-level words	This task focuses on reading simple and common grade level words. The experts need to create <u>word frequency list </u>for this item following the procedure as mentioned below- **The procedure to prepare words frequency list –** 1. Initially, we need a sample of at least 5,000 words from grade 3, grade 2 and grade 1 language textbooks. The same text as taken for the letter frequency list can be taken to create a word frequency list. 2. First you need to place each word on its own line. To do this, go to Find and Replace, and click on More on the bottom left of the box. 3. After clicking on More you will get so many options there. You have to click on Special. 4. Here, for Find, you have to click on White Space and for Replace, you have to click on Manual Line Break. 5. Now click on Replace All. 6. After following the previous step, you will get the list of words with only one word per line. 7. Now, you will have to delete punctuation marks manually or you may use the Find and Replace commands to delete them.

	8. Once you will get all words in one column in your Word document, Cut and Paste the list of words into a column in a separate Excel sheet. 9. After that you may sort the words from A to Z by using the Sort & Filter tab. 10. Now you have to count how many times each word appears in your text sample with the help of COUNTIF command in excel. For e.g. – A B 1 the =COUNTIF($A$1:$A$4629,A1) 11. Again, use the Sort & Filter tab and sort by the most frequent words on the list. Also, you may remove the duplicates from the list by using the Remove Duplicates tab. 12. Now you have a list of the most commonly appearing words of your sampled word document. 13. From this list the frequently occurring syllables will be included in the letter grid being created in the previous question. The most frequent 50 words will be extracted from the frequency table on the basis of the frequency of the words. Unlike the letter and syllable recognition grid, the words in the familiar word grid appear only once.
EC06- Reads at least 60 words per minute correctly with accuracy (correct pronunciation), speed (automaticity) & expression.	A short story of around 60 grade-level appropriate words will be developed for assessing the Oral Reading Fluency. The story should be appropriate for the children in terms of context and events. It should have a definite beginning, obstacle/problem and a resolution. It should not be taken directly from the textbook of the children or a familiar/famous story. The story should have short sentences and the vocabulary should be appropriate to the region. There should not be many characters in the story. Also, the first sentence of the story should be very easy. The words in the story should not have letters/accents that are not common or have many silent letters. The content should be such that it allows for a variety of questions.
EC07- Answers a variety of questions (retrieval,	The item is based on comprehension of the story read by the child in the Oral Reading Fluency item. 4-5 comprehension

inference and reflection-based questions) based on a story/paragraph	questions will be framed. The questions will be of the following types- 1. 2-3 questions should be such that require the child to locate the answer in a specific part of the story. The answers require locating distinct pieces of information in the story. These questions are generally "who," "what," "when," or "where" questions. (GPF) 2. 1-2 questions will be simple inference-based questions. The answers to these questions will not be directly stated in the story as discrete information but will be deduced by the student on the basis of explicit information. The questions should not require a great deal of interpretation to understand.
EC08- Writes new words from the letters of a given word.	For this item, a meaningful word has been given on the basis of which the student will frame at least 3 new words using vowels/Matras.
EC09- Uses action words, naming words and punctuation marks for writing	For this item, a picture has been given on the basis of which the student will frame sentences. The same picture can be used or a more contextual picture can be used in place of the picture given in the source booklet.

Specific Guidelines for Domain- Children Become Effective Communicators
(Learning Outcome wise Adaptation Guidelines)

To make the tasks appropriate for the learners, each item needs to be adapted as per the language and context of the region. The adaptation guidelines for the items for each learning outcome are as follows. The FI script, notes and rubric needs to be translated from the source to the target language.

Learning Outcomes

EC01- Engages in conversation to ask questions, narrate experiences, listens to others, and respond.

EC02- Responds to and answers a variety of questions (retrieval and inference-based questions) based on a story/poem after listening to a short text

EC03- Identifies the initial/final phoneme in words presented verbally

EC04- Identifies symbol-sound correspondence (including syllable reading).

EC05- Accurately say or sign common, isolated grade 3-level words

EC06- Reads at least 60 words per minute correctly with accuracy (correct pronunciation), speed (automaticity) & expression.

EC07- Answers a variety of questions (retrieval and inference-based questions) based on a story/paragraph

EC08- Writes new words from the letters of a given word.

EC09- Uses action words, naming words and punctuation marks for writing.

TRAINING

- Training was given to master trainers by the national team. Master trainer were given orientation about how to proceed with the piloting and main survey and then these master trainers further trained the district coordinator and field instigator for the conduct of the pilot and the main survey.

- **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 Booklets, Student response sheet, Field note, Assessment Kit, Questionnaires.
  - 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**
  - District Coordinator (DC) along with State Level Master Trainers (SLMTs) to organize5days 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)organized 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.

- District Coordinator (DC) to collect all survey materials from SCERT/ Master Trainer- Booklets, OMR, Student response sheet, Assessment Kit, Field note, Questionnaires.

➢ **Responsibilities of Field Investigator**

- Collect all materials from DC

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

- 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.

- Before starting the assessment FI should get familiarized with students.

- Guidelines for FI before Assessment
  a. Ensure that the child is seated in a comfortable place at the time of the survey.
  b. Converse with the child to develop a rapport.
  c. Sit at the level of the child, maintain eye contact, be polite and exhibit a positive body language.
  d. Encourage the child to participate and give responses.
  e. Do allow the child to drink water or use the washroom amidst/before/after the task if need be.
  f. Keep the booklet and material ready before administering the survey.
  g. 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.

h. The maximum time allowed for the survey of an individual child is 35-40 minutes.

i. All the tasks given in the booklet are compulsory.

j. Fill in the details on the cover page of the booklet with a blue/black ball point pen. (Don't use a gel pen.)

k. 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.)

l. 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.

m. All entries are mandatory and should be in English only. Write all codes in international numerals, i.e., 1, 2, 3 . . .

n. 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 respond to his/her questions in the end.

Note- For the main survey a separate standard operating procedure was developed and communicated to the various trainer at state and district level. (Document enclosed)

DRY RUN TO TEST INTER-RATER RELIABILITY

- From 13 to 15 march 2022, a dry run was administered in all states/UTs post-completion of the training of FIs and inter-rater reliability exercise was conducted in order to understand, if the understanding of the test administrative procedures was scientific and consistent across the cadre.

- For the purpose of the dry run a separate standard operating procedure was developed and communicated to the various trainer at state and district level who in turn trained the FIs for the same. (Document enclosed).

- A sample assessment booklet was developed for the purpose of the dry run.

- State Coordinators are responsible for selecting one or two schools in each district and making arrangements in the randomly selected schools to call for the required number of students from class 3.

- Field Investigators (FIs) will work in pairs or groups of three, with each pair/group assessing one student. In a particular pair/group, one FI will assess the child while the other(s) observe and assess the child simultaneously.

- District Coordinators (DCs) must be present in the school during the dry-run. They are also tasked with collecting filled-in OMRs and survey-related material on the same day of the dry-run.

- DCs are further responsible for scanning and sending the scanned copies of OMRs to NCERT while maintaining a store of the hard copies at the district level.