

Project **Dipstambha**

Impact analysis of Wardha **FLN** Assessment

July 2023 – March 2024

An initiative by **Wardha Zilla Parishad**
Supported by Vowels of the People Association

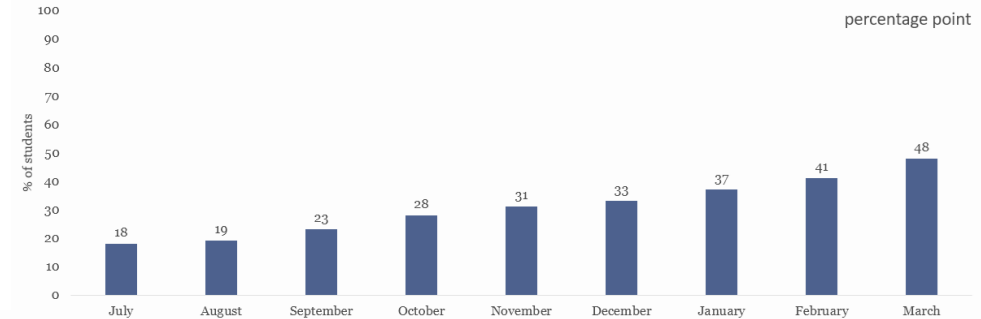


In this presentation

- Overview
 - Foundational Literacy and Numeracy
 - Program activities
 - Student demographics
- Marathi
 - └ Reading
 - └ Writing
- English
 - └ Reading
 - └ Writing
- Maths
- Insights from field visit

3 rd		5 th		8 th	
4772	4863	1861	2007	606	536
49.5%	50.5%	88%	2%	18%	3%

Percent of 5th grade students at story level



↑ 30
percentage point

What do teachers say?

<p>“होतोय त्याचा फायदा होतोय, मागे राहिलेल्या मुलांसाठी पण त्याचा फायदा भरपूर आहे आणि पुढे गेलेल्यांसाठी पण भरपूर फायदा आहे. मुलांना ते वाचन लेखन त्यामुळे चांगल्या प्रकारे येत.”</p> <p>- संजय बहादूर पवार</p>	<p>Learning, especially in rural areas takes time. To see visible output, a period of 2 months should be given before conducting the next FLN assessment.</p>	<p>Need to conduct assessment on paper first and then upload it again in app.</p>



Mr Rohan Ghuge (IAS), CEO, Zilla Parishad, Wardha

Project overview



Nayi Talim

- Mahatma Gandhi had initiated the idea of Nayi Talim at Sevagram Ashram, Wardha.
- He propagated the idea of holistic development – 3 Hs of head, heart and hand.

“Basic education links the children, whether of cities or the villages, to all that is best and lasting in us.”

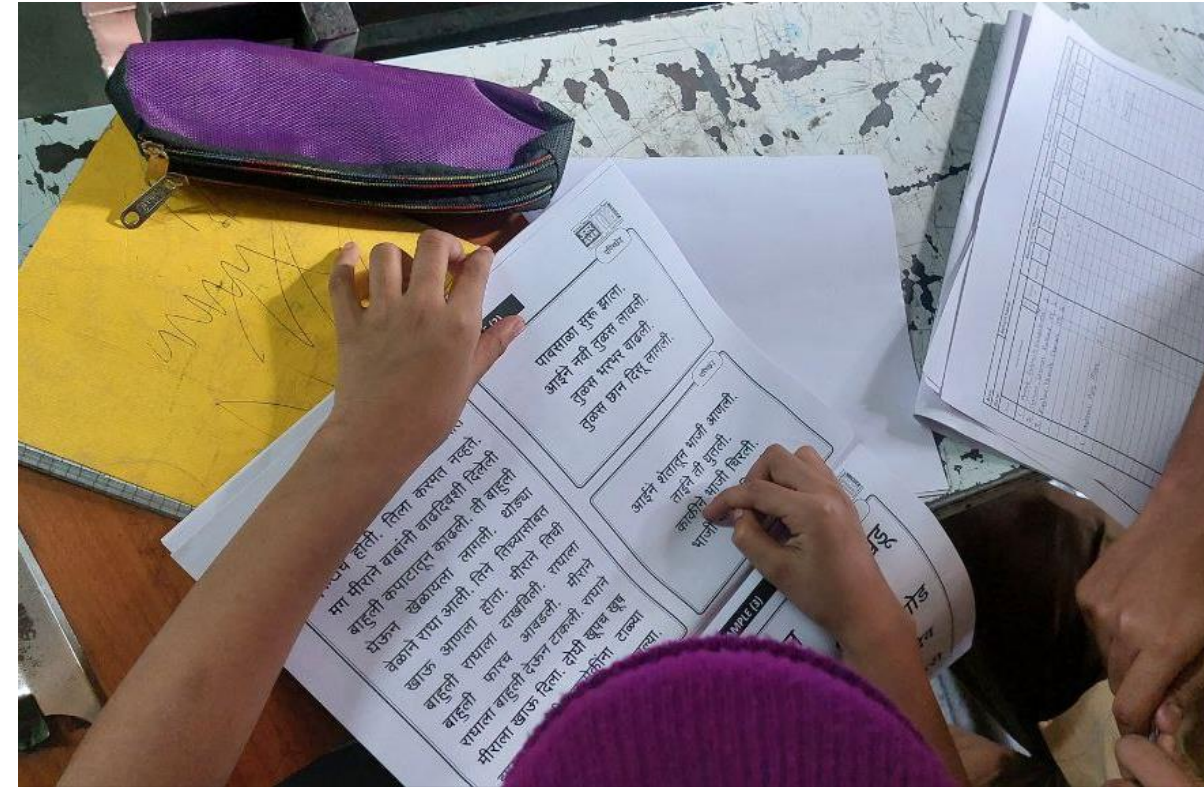
– Mahatma Gandhi



Mahatma Gandhi in front of Sevagram Ashram, Wardha

Foundational Literacy and Numeracy

- Lack of basic reading and arithmetic skills affects comprehension in higher grades.
- **Literacy assessment:**
It aims to inculcate the ability to read and comprehend grade 2 level Marathi and English text.
- **Numeracy assessment:**
It aims to teach four basic arithmetic abilities of addition, subtraction, multiplication and division along with number recognition among students.



Literacy levels

Beginner → Letter → Word → Sentence → Paragraph → Story

वाचन चाचणी SAMPLE (4)

अक्षरे

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ब ग
र भ ड
व स

मुलाला कोणतीही 5 अक्षरे वाचायला सांगा. त्यापैकी 4 अक्षरे बरोबर असणे गरजेचे आहे.

शब्द

बोट कौल
वेडा
गाडी शेत
गारा सैल
पाढा
सूप केळे

मुलाला कोणतीही 5 शब्द वाचायला सांगा. त्यापैकी 4 शब्द बरोबर असणे गरजेचे आहे.

READING TEST SAMPLE (4)

Story

Nina was a little girl. She lived near a big garden. One day, she went to the garden. She saw a man selling flowers. Nina asked him for a flower. The man gave her two big red flowers. Then Nina ran back to her home. She gave the flowers to her mother. They both felt very happy.

Para

Amit lives with his mother.
He wakes up very early.
He helps his mother cook food.
Then he goes to school.

Para

Abdul loves to play cricket.
He goes to the big park.
He meets his friends there.
They play cricket in the park.

Numeracy levels

Division

↑

Multiplication

↑

Subtraction

↑

Addition

↑

Number recognition

↑

Beginner

MATH TEST SAMPLE (4)

Number recognition 1-9	Number recognition 10-99	Subtraction	Division
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 40px; text-align: center;">2</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 40px; text-align: center;">7</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 60px; text-align: center;">31</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 60px; text-align: center;">95</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: right;"> $\begin{array}{r} 91 \\ - 72 \\ \hline \end{array}$ </div> <div style="text-align: right;"> $\begin{array}{r} 67 \\ - 38 \\ \hline \end{array}$ </div> </div>	$6 \overline{) 763}$
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 40px; text-align: center;">5</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 40px; text-align: center;">3</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 60px; text-align: center;">78</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 60px; text-align: center;">49</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: right;"> $\begin{array}{r} 74 \\ - 59 \\ \hline \end{array}$ </div> <div style="text-align: right;"> $\begin{array}{r} 34 \\ - 18 \\ \hline \end{array}$ </div> </div>	$4 \overline{) 589}$
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 40px; text-align: center;">9</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 40px; text-align: center;">8</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 60px; text-align: center;">36</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 60px; text-align: center;">62</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: right;"> $\begin{array}{r} 48 \\ - 19 \\ \hline \end{array}$ </div> <div style="text-align: right;"> $\begin{array}{r} 85 \\ - 67 \\ \hline \end{array}$ </div> </div>	$7 \overline{) 894}$
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 40px; text-align: center;">4</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 40px; text-align: center;">1</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 60px; text-align: center;">24</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 60px; text-align: center;">84</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: right;"> $\begin{array}{r} 76 \\ - 58 \\ \hline \end{array}$ </div> <div style="text-align: right;"> $\begin{array}{r} 64 \\ - 28 \\ \hline \end{array}$ </div> </div>	$8 \overline{) 986}$
<p style="font-size: small;">Ask the child to recognize any 5 numbers. At least 4 must be correct.</p>	<p style="font-size: small;">Ask the child to recognize any 5 numbers. At least 4 must be correct.</p>	<p style="font-size: small;">Ask the child to do any 2 subtraction problems. Both must be correct.</p>	<p style="font-size: small;">Ask the child to do any 1 division problem. It must be correct.</p>



Project activities

- Teachers:
 - Conduct literacy and numeracy assessments by the 5th day of every month.
 - Note each student's level using pen and paper method.
 - Upload the data in V-School app.
- Block Education Officers (BEO):
 - Visit schools randomly and conduct FLN assessment of few students.

Student demographics

Total students: **43,484**

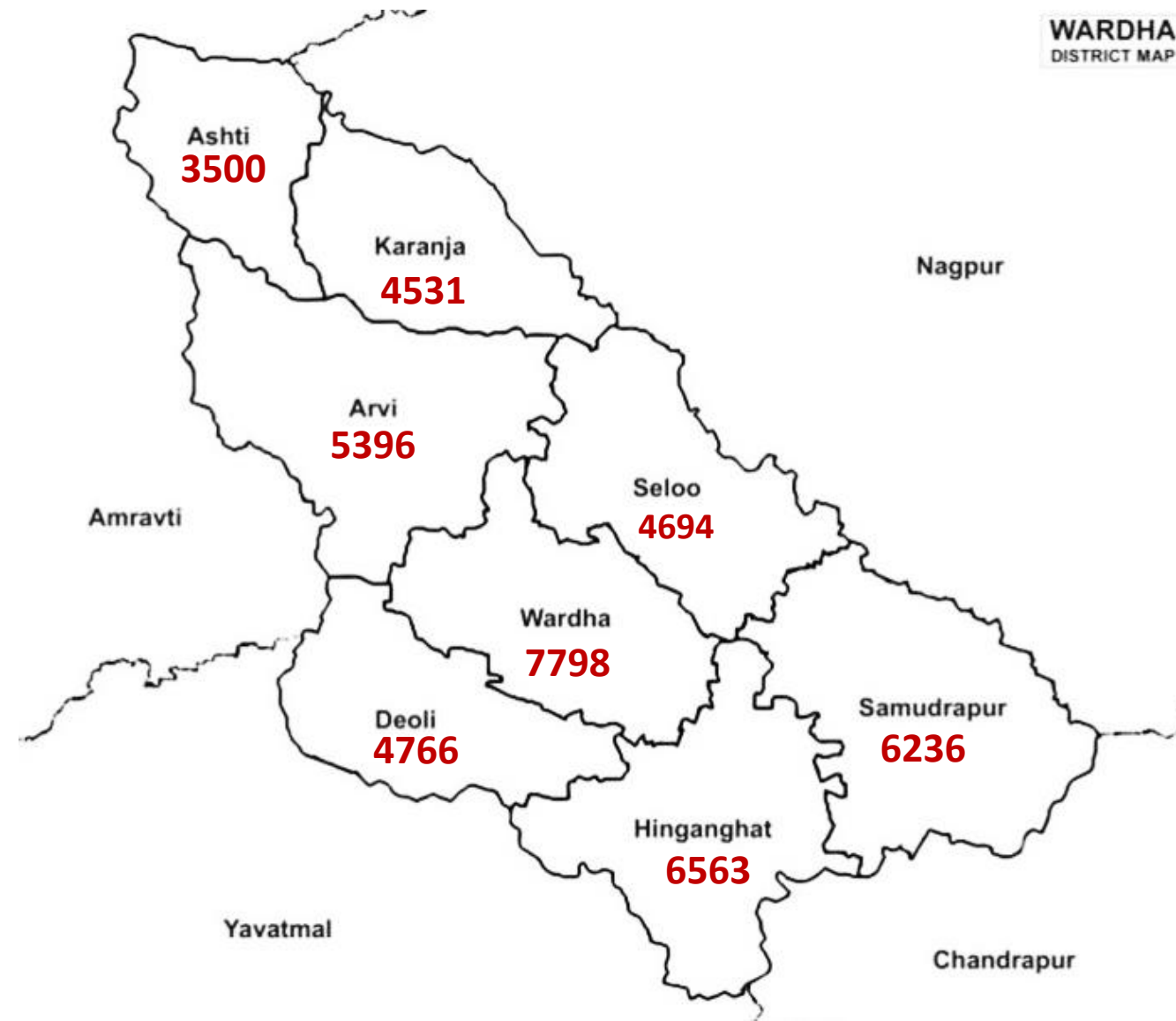
Gender

	
21,601	21,883
49.7%	50.3%

Medium

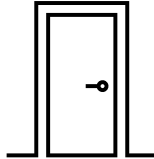
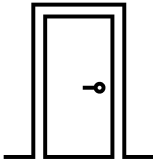
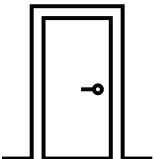






मराठी	Semi-English
11,699	31,785
27%	73%

Block-wise distribution



Gender-wise distribution

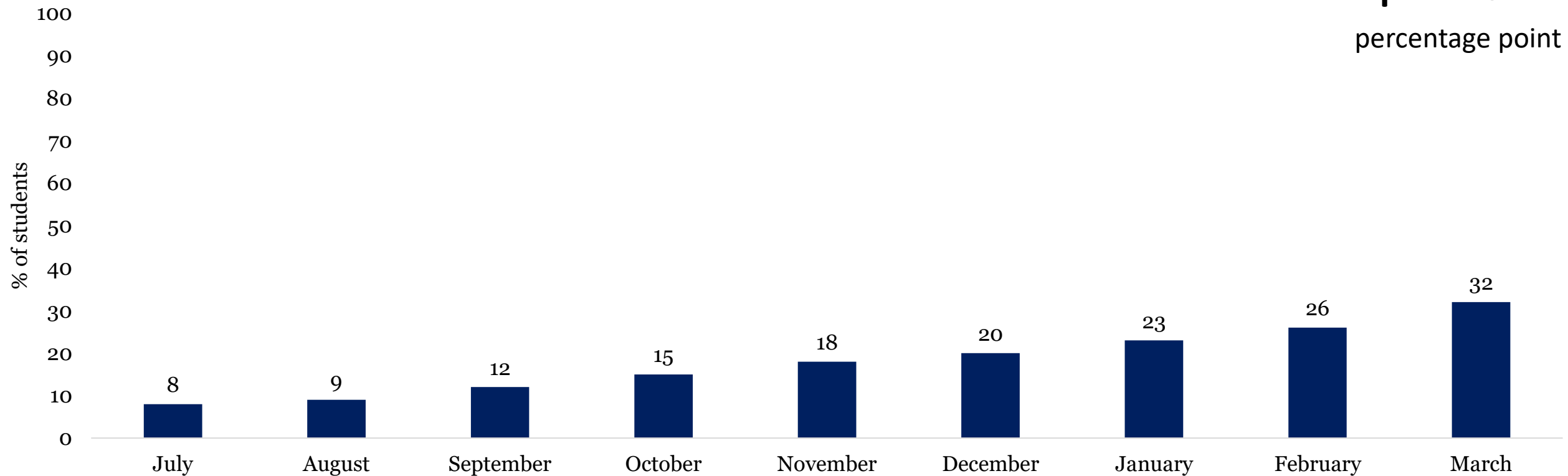
For the presentation, we will consider students of 3rd, 5th and 8th grades.

3 rd		5 th		8 th	
					
					
4772	4863	1861	2007	606	536
49.5%	50.5%	48%	52%	53%	47%
9635		3868		1142	

Marathi reading

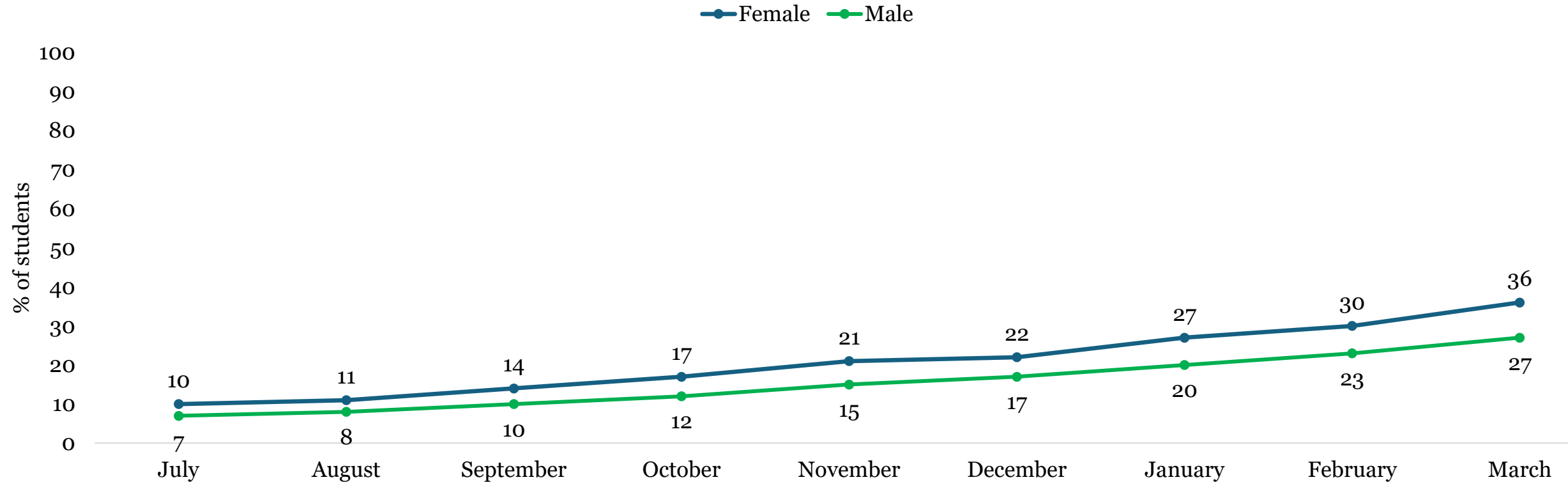
3rd grade | Percent of students at **story** level

↑ 24
percentage point



- On an average, the share of students who reached at story level increased by **3 percentage points** every month.
- By the end of the academic year, 1 out of 3 students could read story level Marathi text.

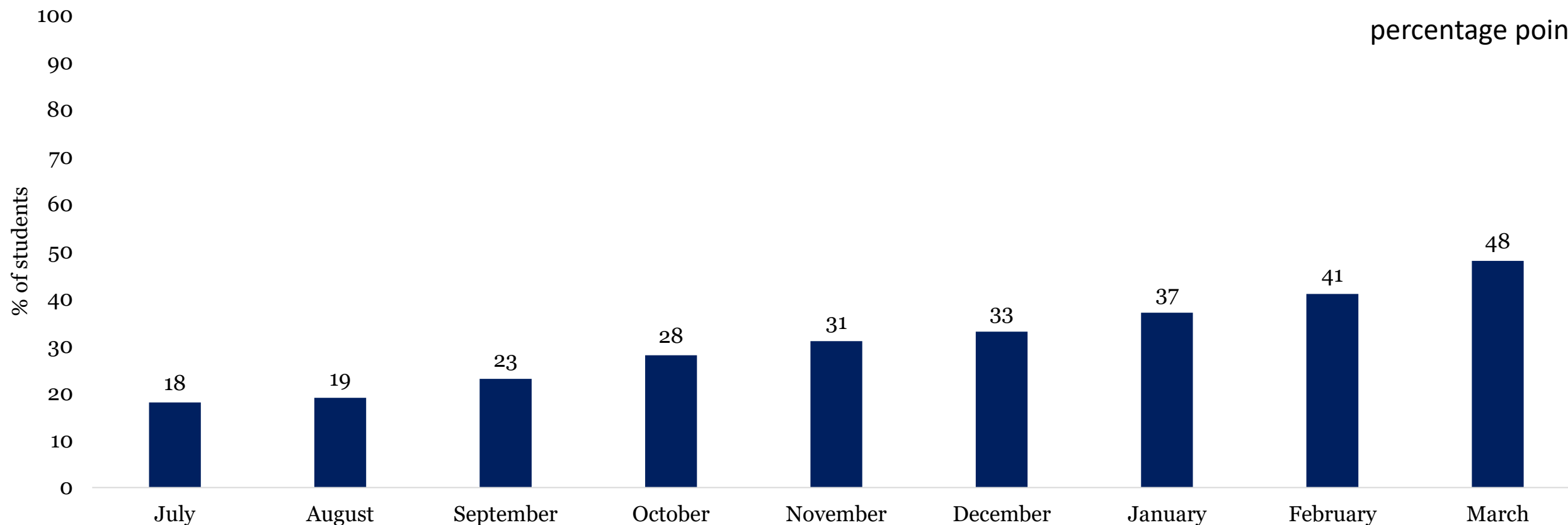
3rd grade | Percent of students at **story** level



- The proportion of female as well as male students who could read story level text increased gradually.
- The gap between proportion of female and male students at story level **widened** by the end of the academic year.

5th grade | Percent of students at **story** level

↑ 30
percentage point

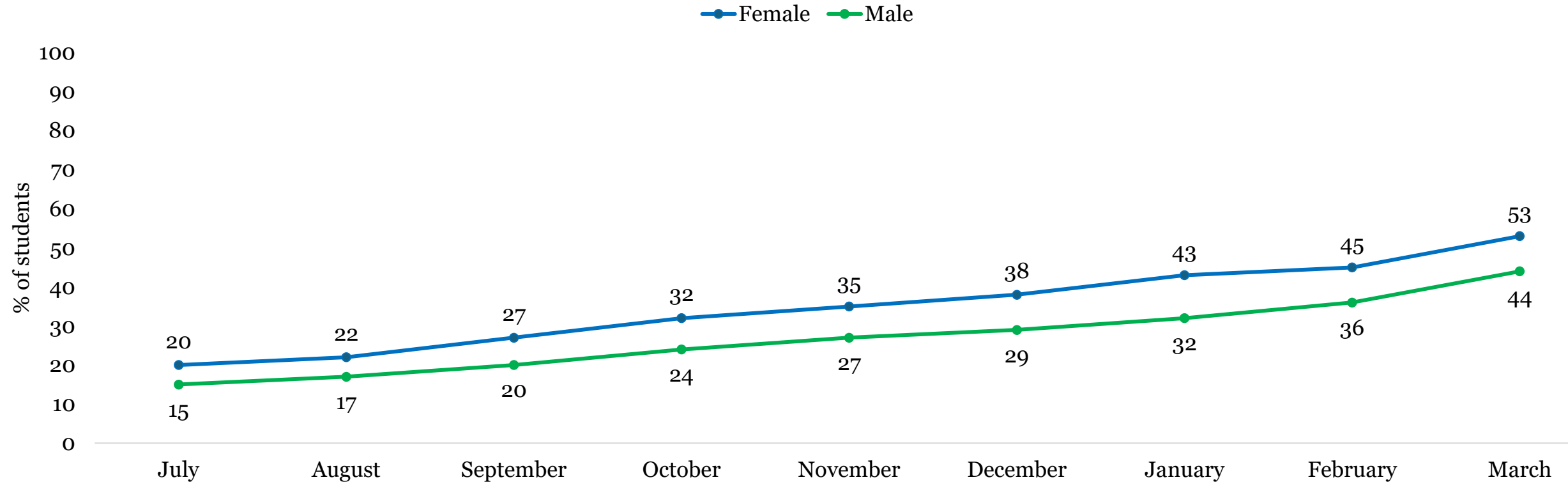


- On an average, the share of students who reached at story level increased by **4 percentage points** every month.
- By the end of the academic year, 1 out of 2 students could read story level Marathi text.

5th grade | Percent of students at **story** level

- 5th grade introduces students to science and social science.
- As 1 out of 2 students can read Marathi text, it can enable them to learn these subjects.
- This can even prove helpful to students who want to attempt scholarship exam in 5th grade.
- Moreover, Wardha District administration has a special emphasis on scholarship examinations and provides question banks to students for practice.

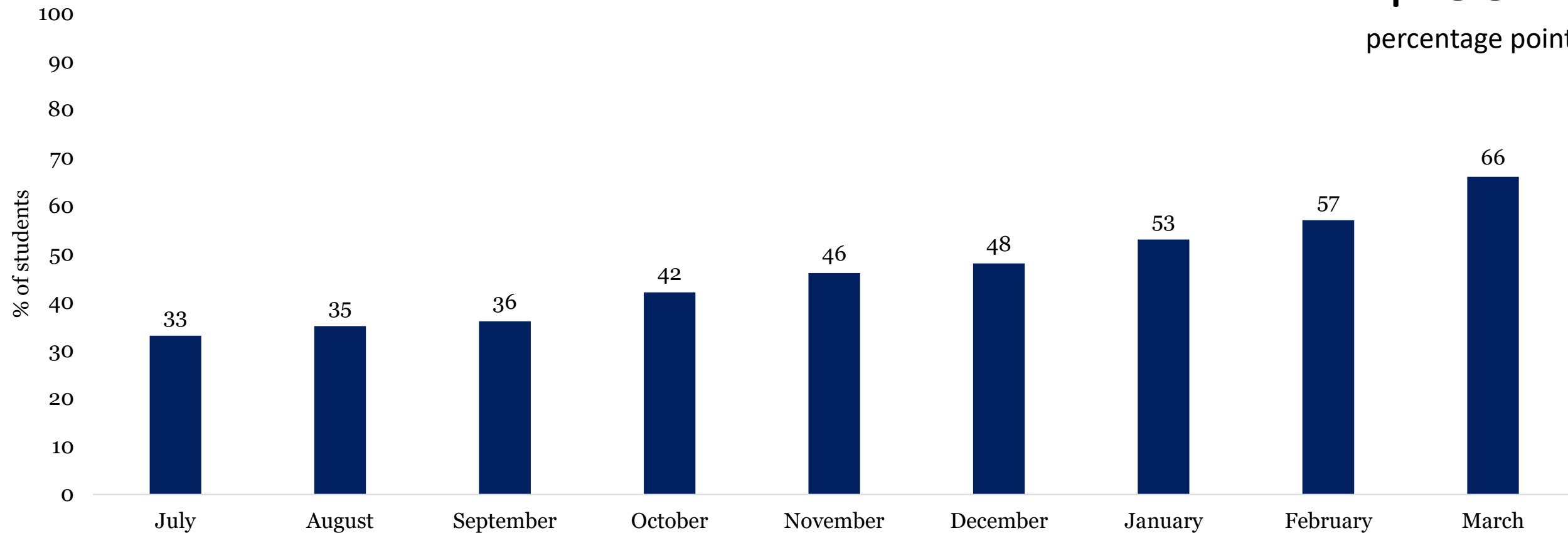
5th grade | Percent of students at **story** level



- The proportion of female as well as male students who could read story level text increased gradually.
- The gap between proportion of female and male students at story level **widened** by the end of the academic year.

8th grade | Percent of students at **story** level

↑ 33
percentage point

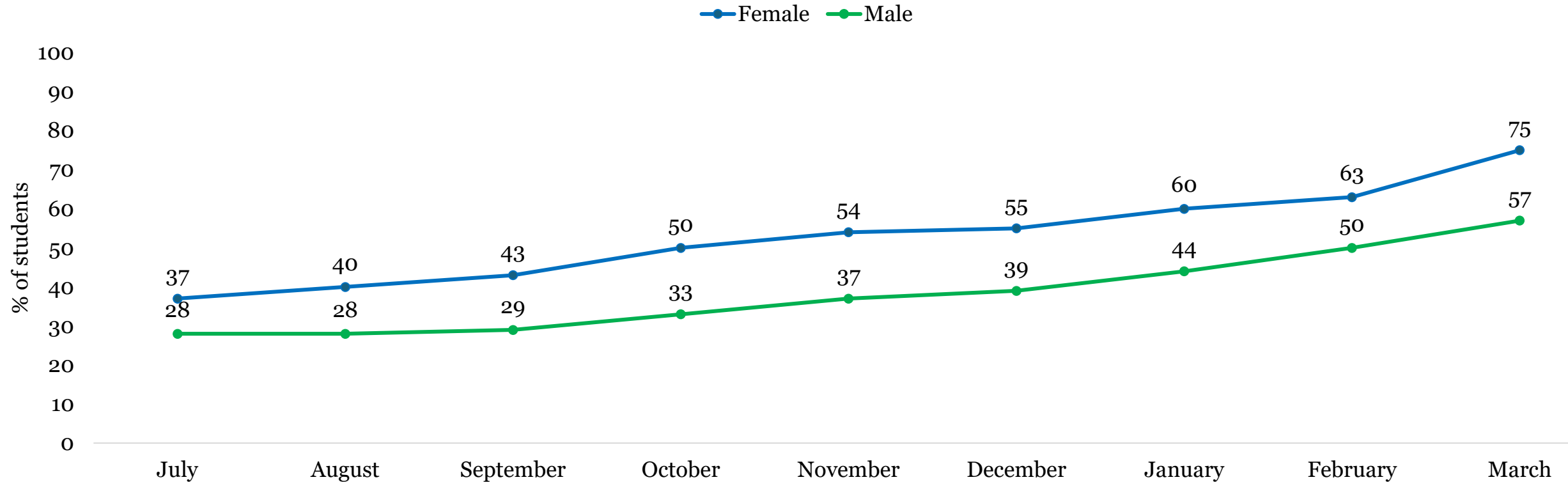


- On an average, the share of students who reached at story level increased by **5 percentage points** every month.
- By the end of the academic year, 2 out of 3 students could read story level Marathi text.

8th grade | Percent of students at **story** level

- 2 out of 3 students can study topics of 9th and 10th grades as they can read story level text.
- Marathi subject too is included in scholarship exam.
- Improved reading abilities can help students in scholarship exam preparation.
- Being able to read Marathi text opens gates to access the sea of literature in Marathi on one hand and a newspaper on the other hand.
- This can in turn help students become informed citizens.

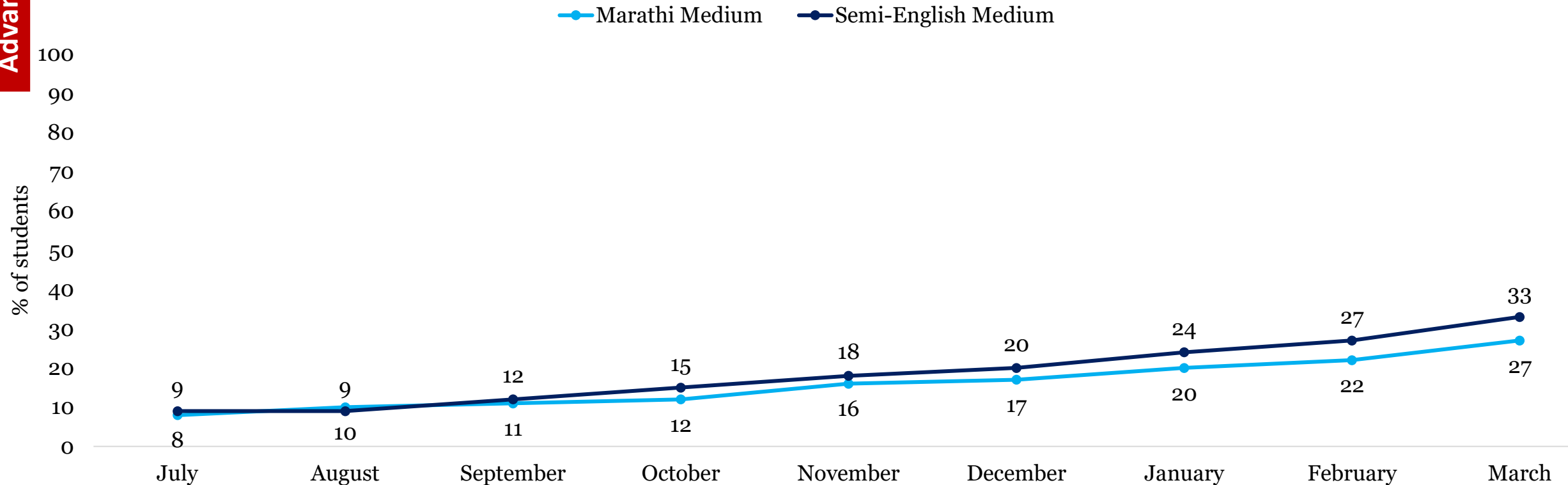
8th grade | Percent of students at **story** level



- The proportion of female as well as male students who could read story level text increased gradually.
- The gap between proportion of female and male students at story level is **quite high** in 8th grade as compared to lower grades.

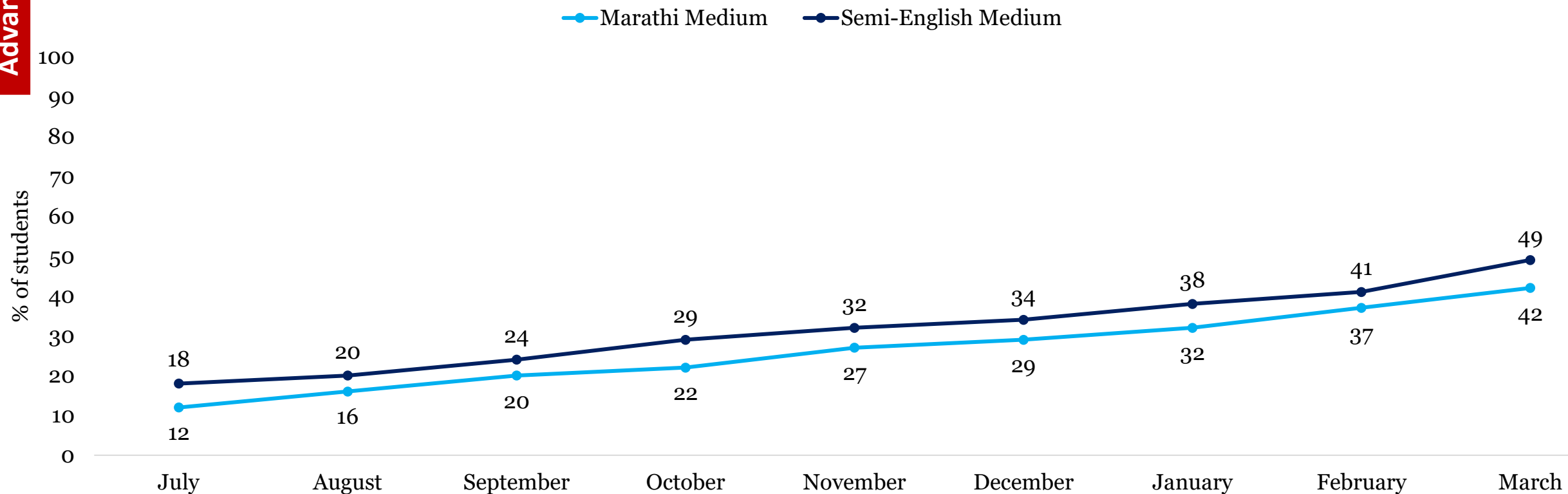
Is medium a significant factor in reading
Marathi at story level?

3rd grade | Percent of students at **story** level



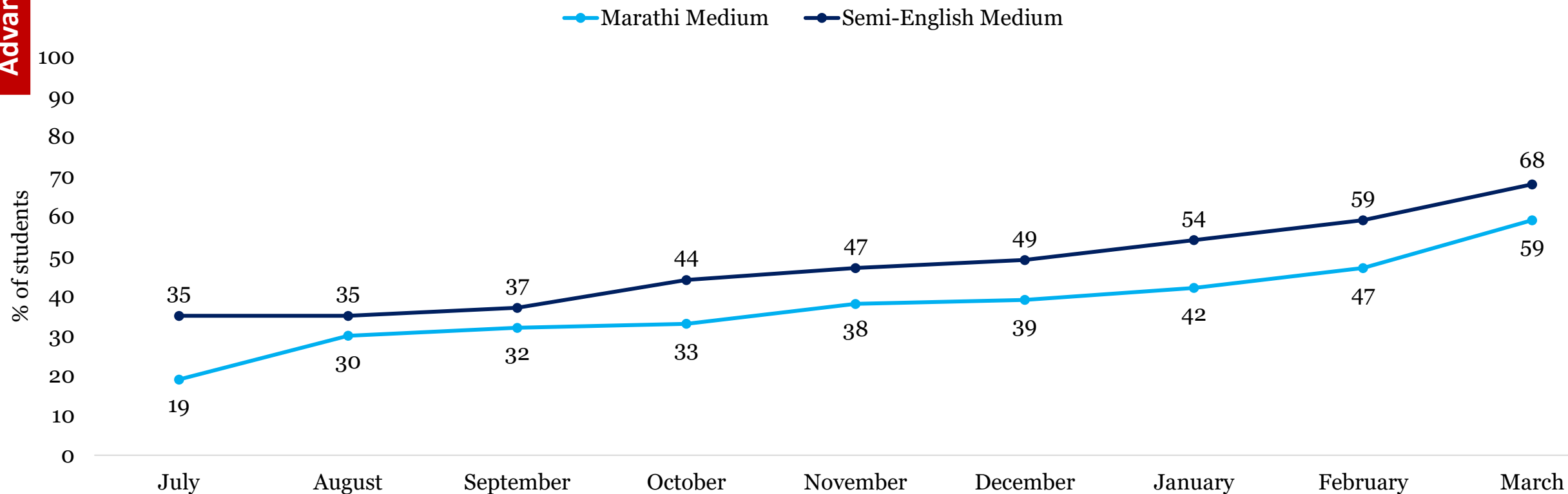
- Share of students from both the mediums who could read story level text increased over the academic year.
- The gap between semi-English and Marathi medium students **widened** over the academic year.

5th grade | Percent of students at **story** level



- Share of students from both the mediums who could read story level text increased over the academic year.
- The share of students from semi-English medium was **more than** Marathi medium throughout the academic year.

8th grade | Percent of students at **story** level

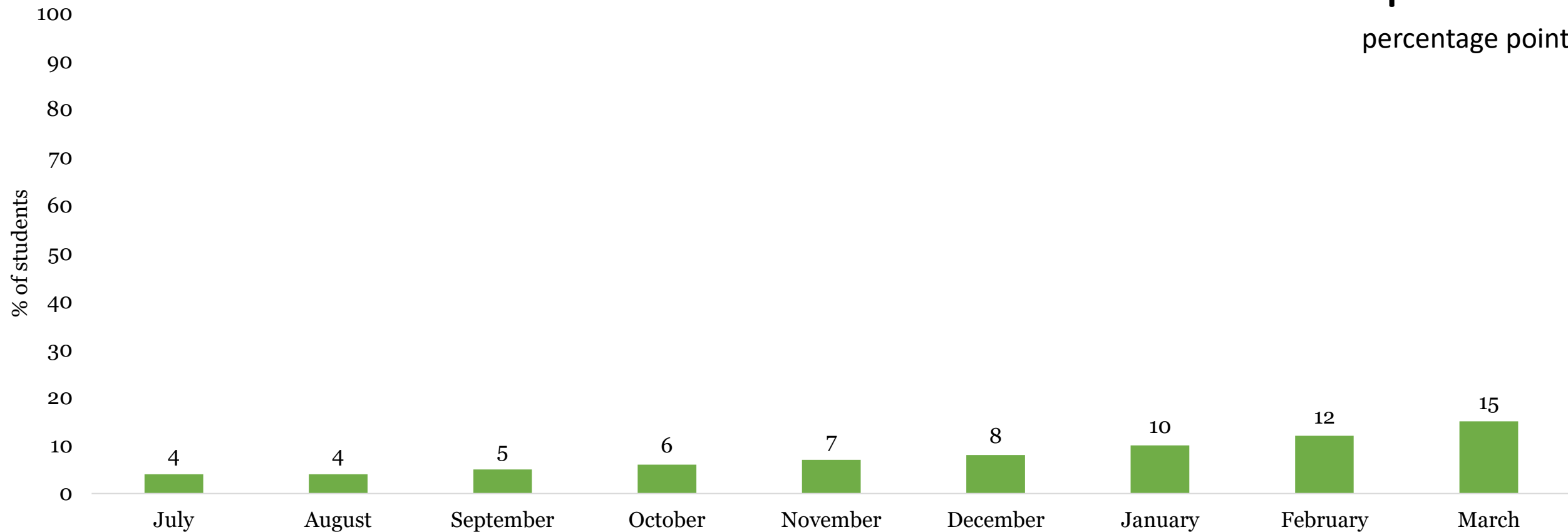


- Share of students from both the mediums who could read story level text increased over the academic year.
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Marathi writing

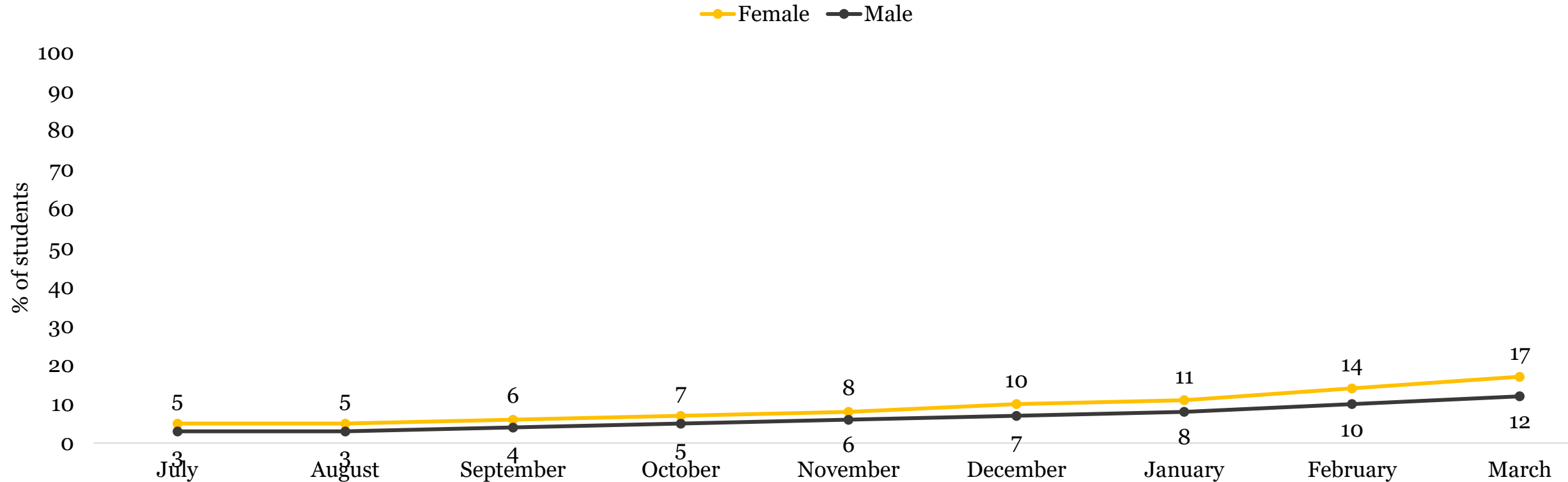
3rd grade | Percent of students at story level

↑ 11
percentage point



- On an average, the share of students who could read story increased by 1 to 2 **percentage points** every month.
- By the end of the academic year, barely 2 out of 10 students could write story level Marathi text.

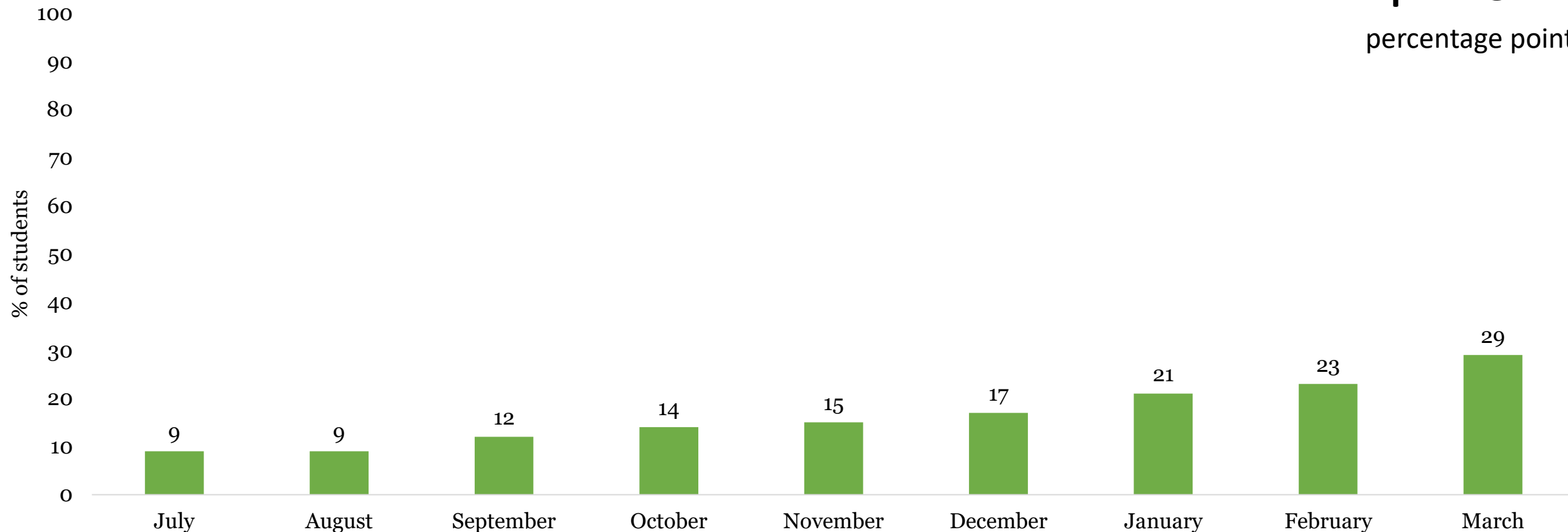
3rd grade | Percent of students at story level



- The proportion of female as well as male students who could read story level text increased very slowly over the academic year.
- The gap between proportion of female and male students at story level was **constant** at first but increased later.

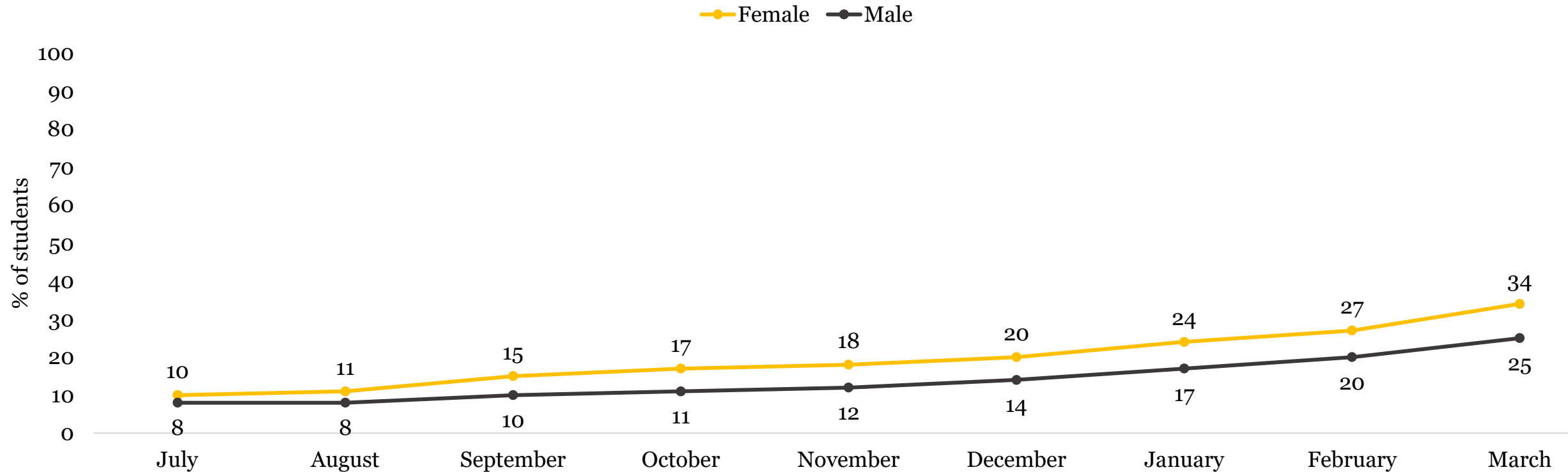
5th grade | Percent of students at story level

↑ 10
percentage point



- On an average, the share of students who could read story increased by **3 percentage points** every month.
- By the end of the academic year, barely 3 out of 10 students could write story level Marathi text.

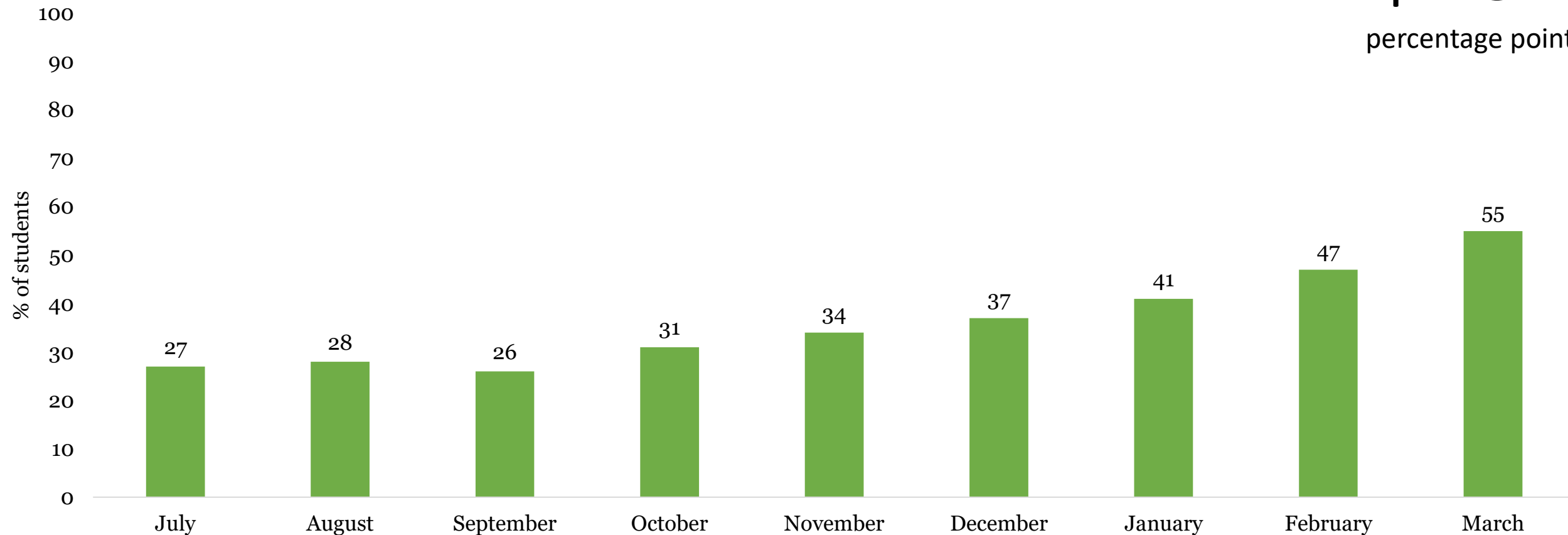
5th grade | Percent of students at story level



- The proportion of female as well as male students who could read story level text increased gradually over the academic year.
- The gap between proportion of female and male students at story level **widened** by the end of the academic year.

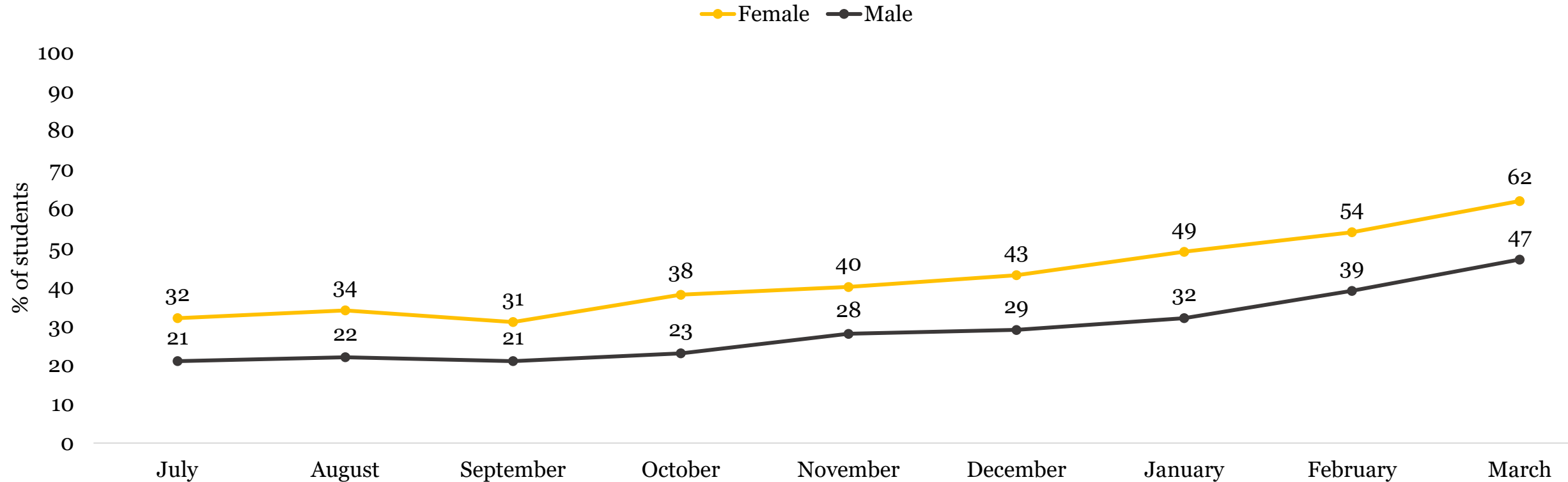
8th grade | Percent of students at story level

↑ 28
percentage point



- From January onwards, the share of students who could write story level text increased by **6 percentage points**.
- By the end of the academic year, 1 out of 2 students could write story level Marathi text.

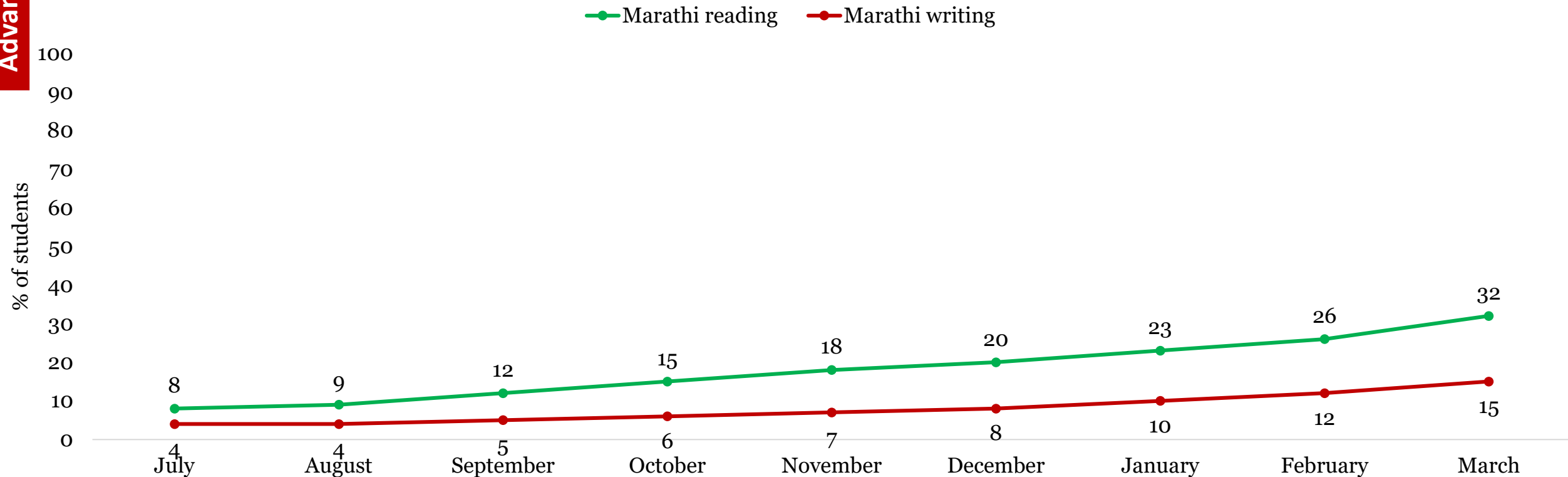
8th grade | Percent of students at story level



- The proportion of female as well as male students who could read story level text increased gradually over the academic year.
- The gap between proportion of female and male students at story level is **quite high** in 8th grade as compared to lower grades.

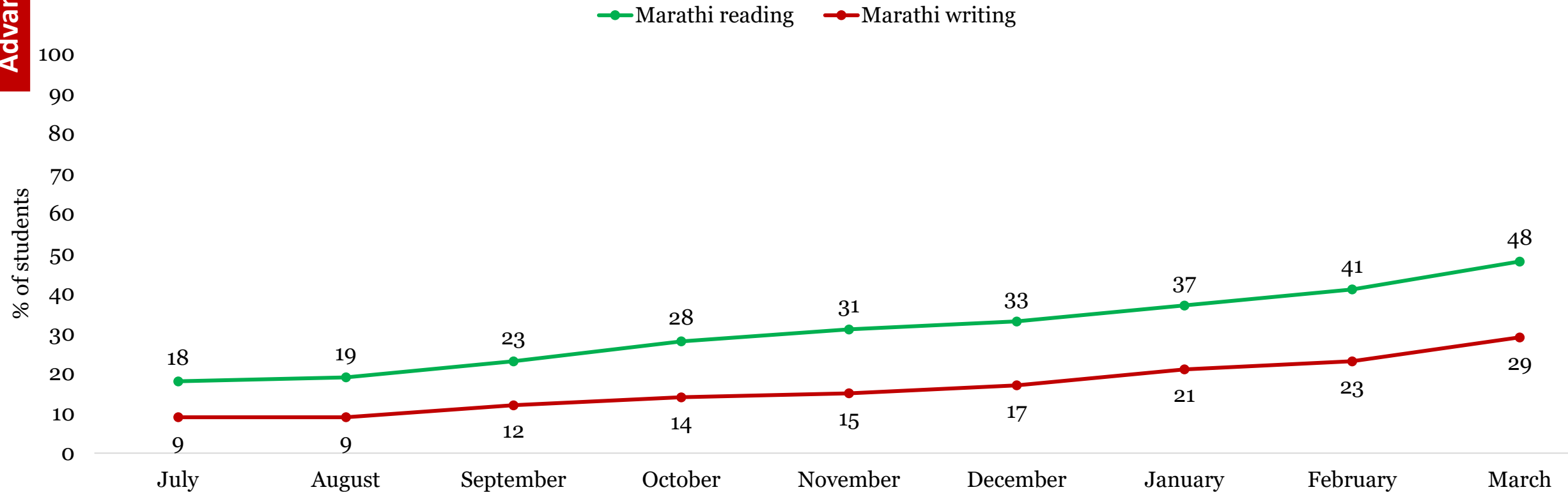
Is there a correlation between reading
and writing abilities?

3rd grade | Percent of students at story level



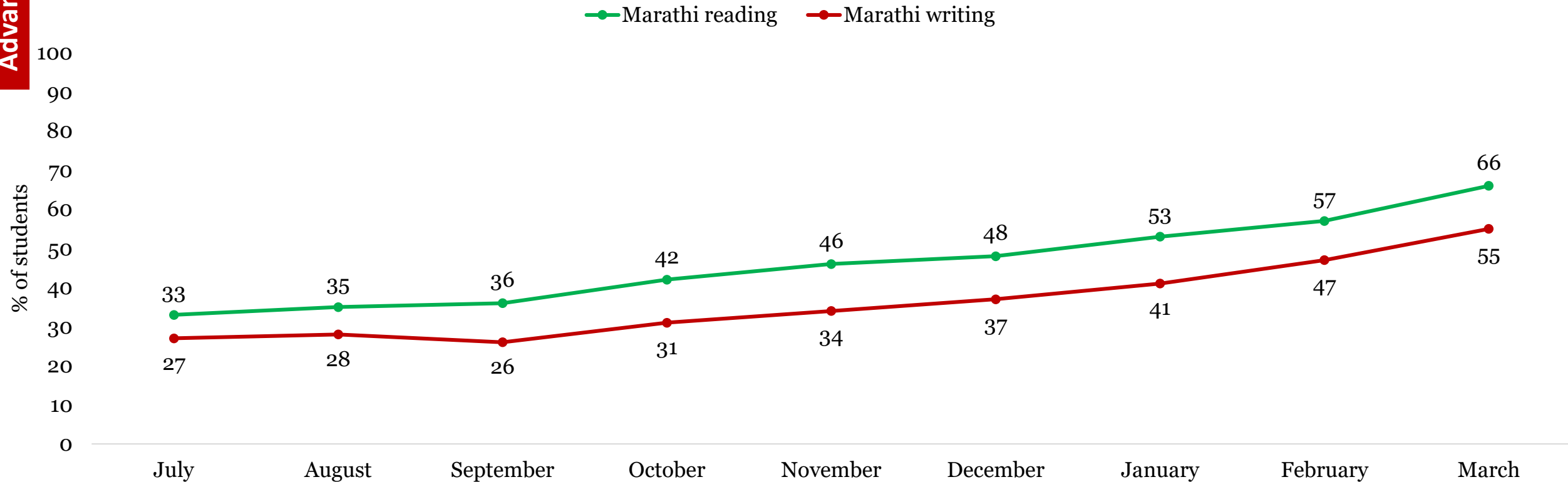
- There's a **positive** correlation between student's reading and writing abilities.
- The share of students who can read Marathi story is **higher** than those who can write it.

5th grade | Percent of students at story level



- There's a **positive** correlation between student's reading and writing abilities.
- The share of students who can read Marathi story is **higher** than those who can write it.

8th grade | Percent of students at story level

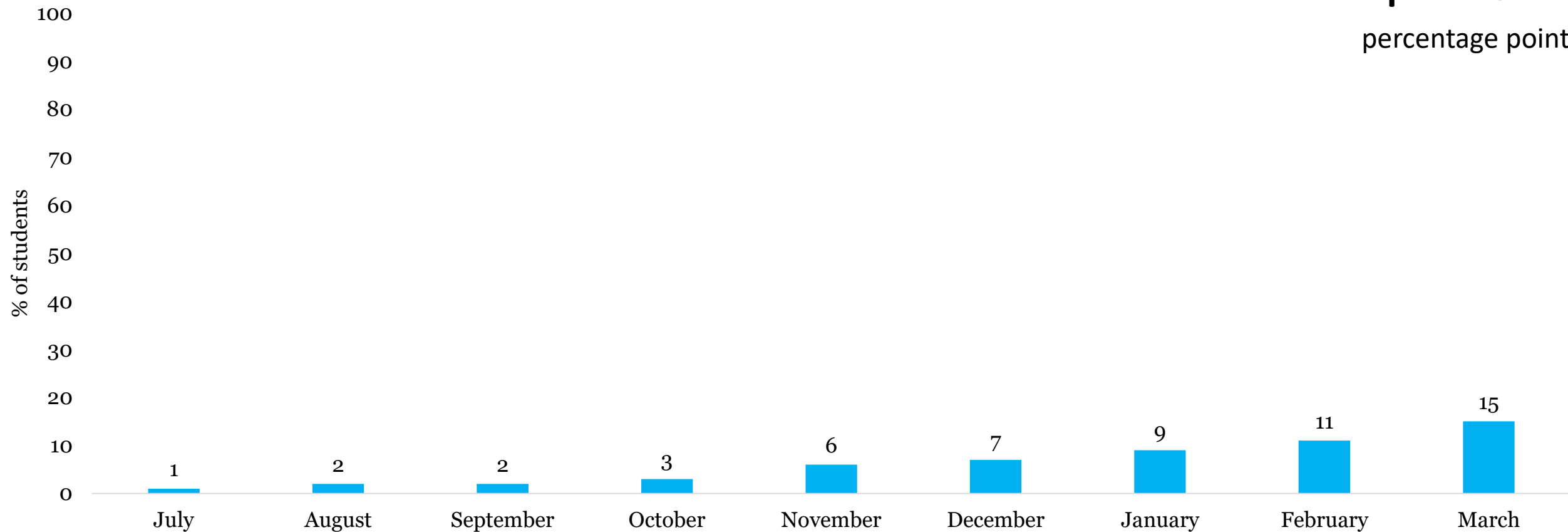


- There's a **positive** correlation between student's reading and writing abilities.
- The share of students who can read Marathi story is **higher** than those who can write it.

English reading

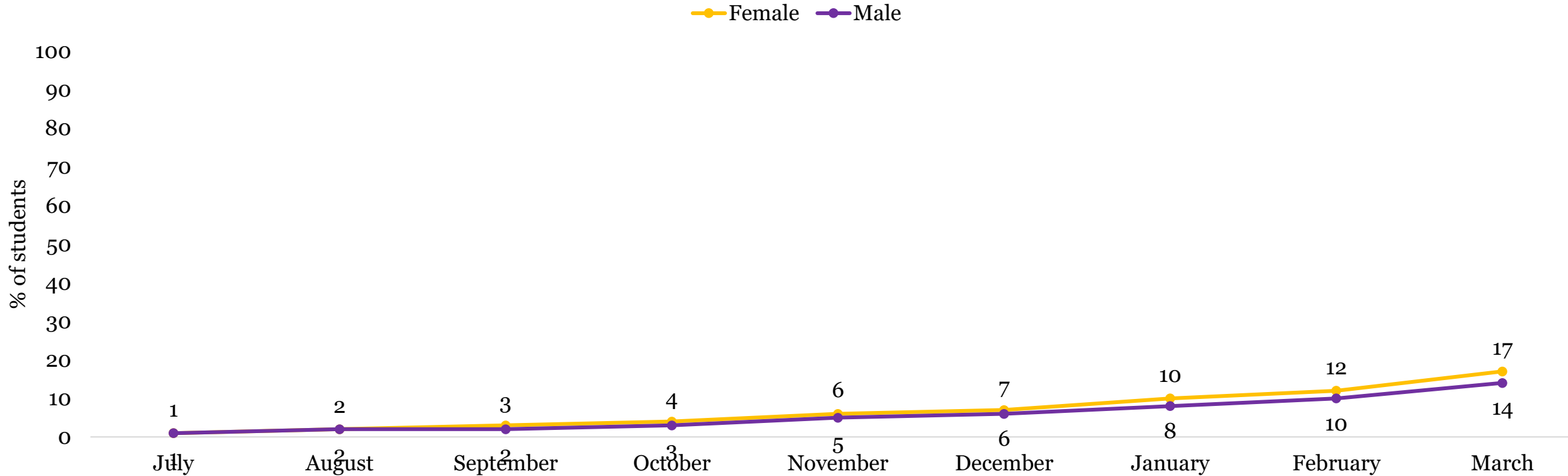
3rd grade | Percent of students at **para + story** level

↑ 14
percentage point



- The month-on-month progress was considerable around the end of the year.
- In the next academic year, more emphasis is needed in English reading, as hardly 1 out of 10 students can read an English paragraph.

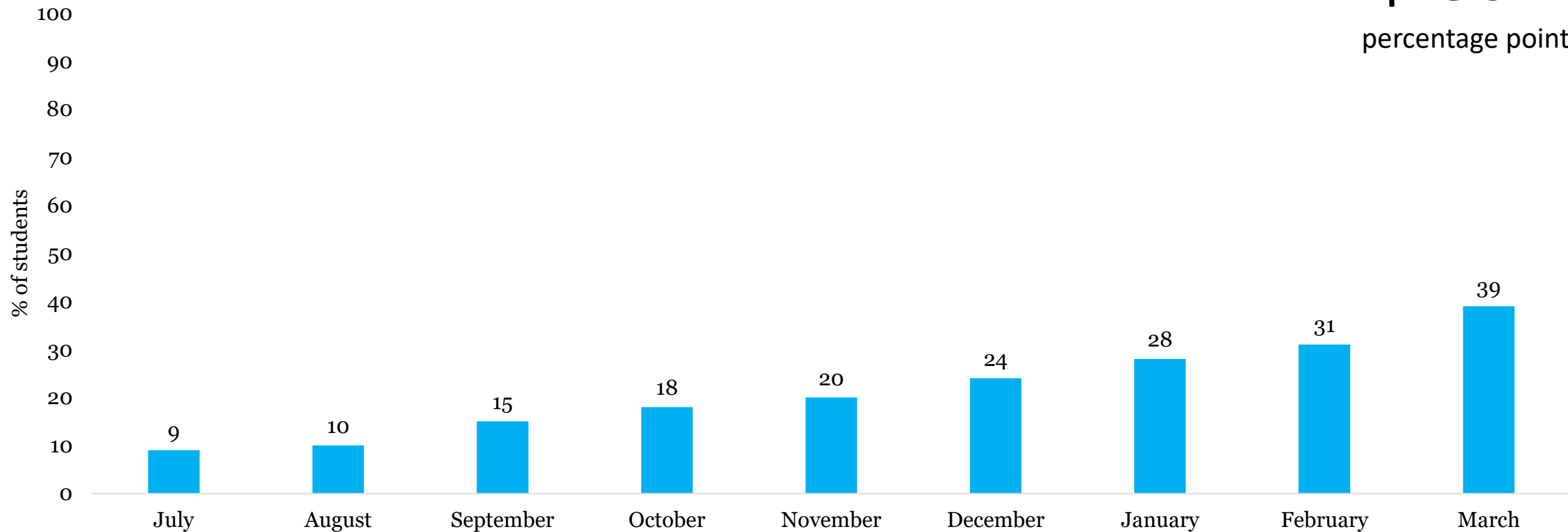
3rd grade | Percent of students at **para + story** level



- The proportion of female as well as male students who could read paragraph level text increased very slowly in the first half but increased to by **5 percentage points** in March.
- The gap between proportion of female and male students at paragraph level widened a bit only after January.

5th grade | Percent of students at **para + story** level

↑ 30
percentage point

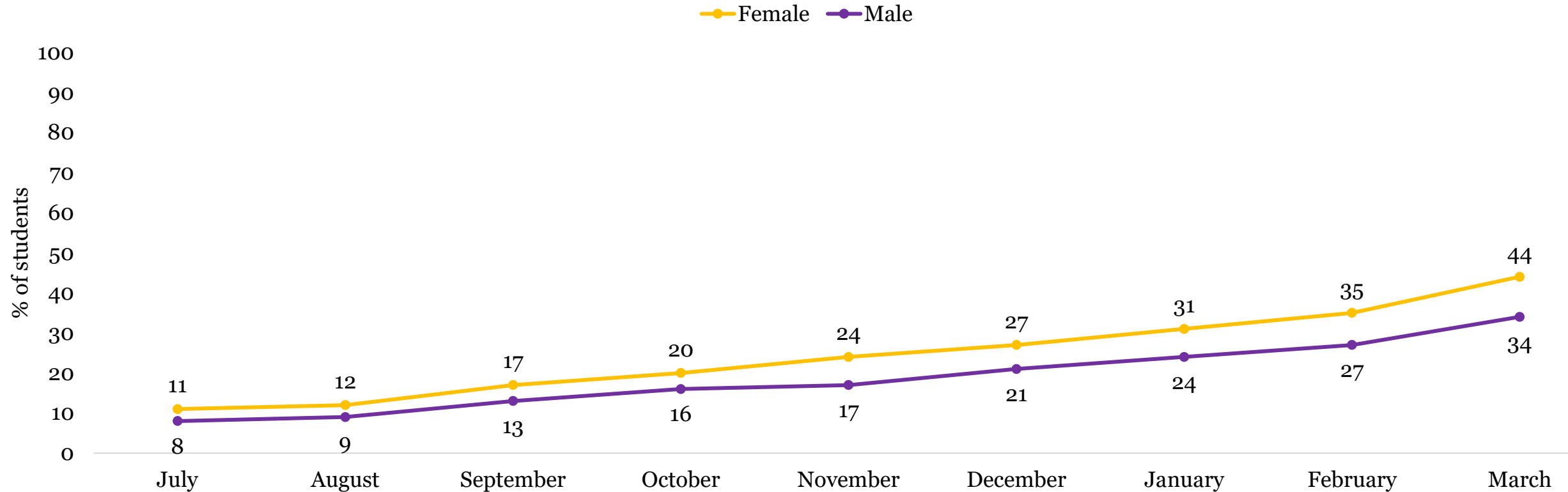


- On an average, the share of students who could read paragraph increased by **4 percentage points** every month.
- The share of students who could read a paragraph spiked by **8 percentage points** in March.

5th grade | Percent of students at **para + story** level

- 5th grade introduces students to science and social science.
- For semi-English medium, science is taught in English.
- 3 out of 4 students in the district are enrolled in semi-English medium schools.
- Considering the English reading ability, at least 4 out of 10 students can now access science and maths topics more easily.
- This can even prove helpful to students who want to attempt scholarship exam in 5th grade to solve language section.

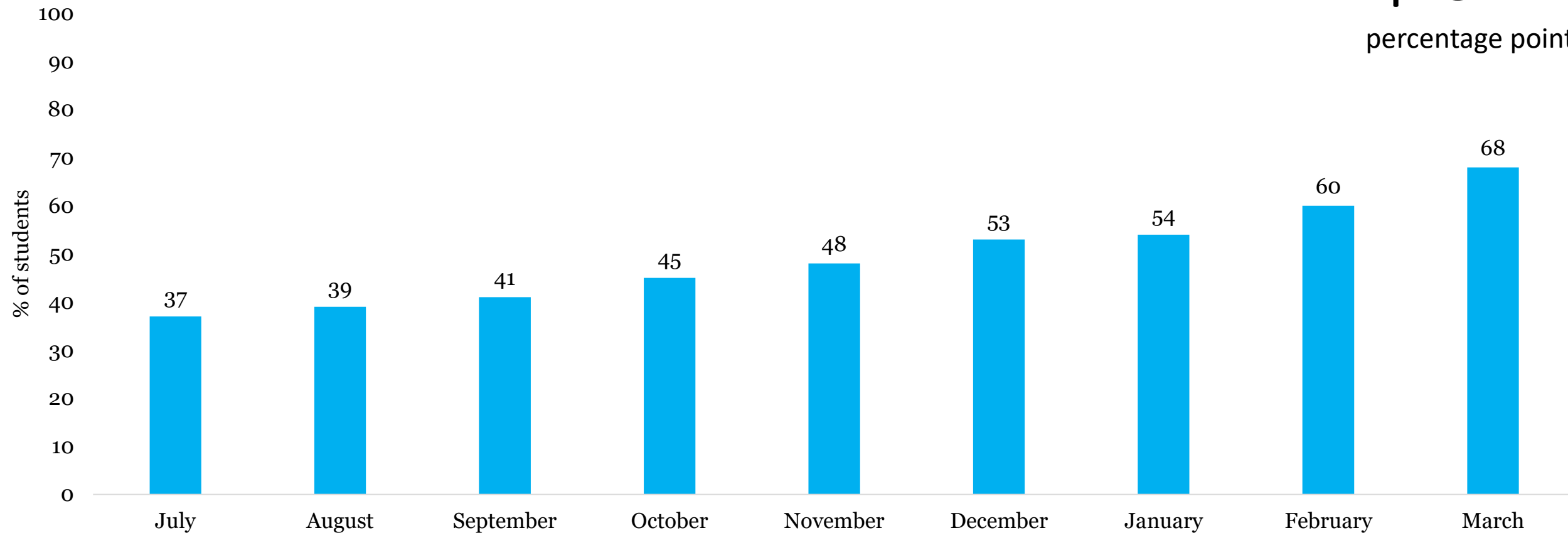
5th grade | Percent of students at **para + story** level



- The share of female and male students at story level **increased** over the academic year.
- The gap between proportion of female and male students at story level **widened** by the end of the academic year.

8th grade | Percent of students at **para + story** level

↑ **31**
percentage point

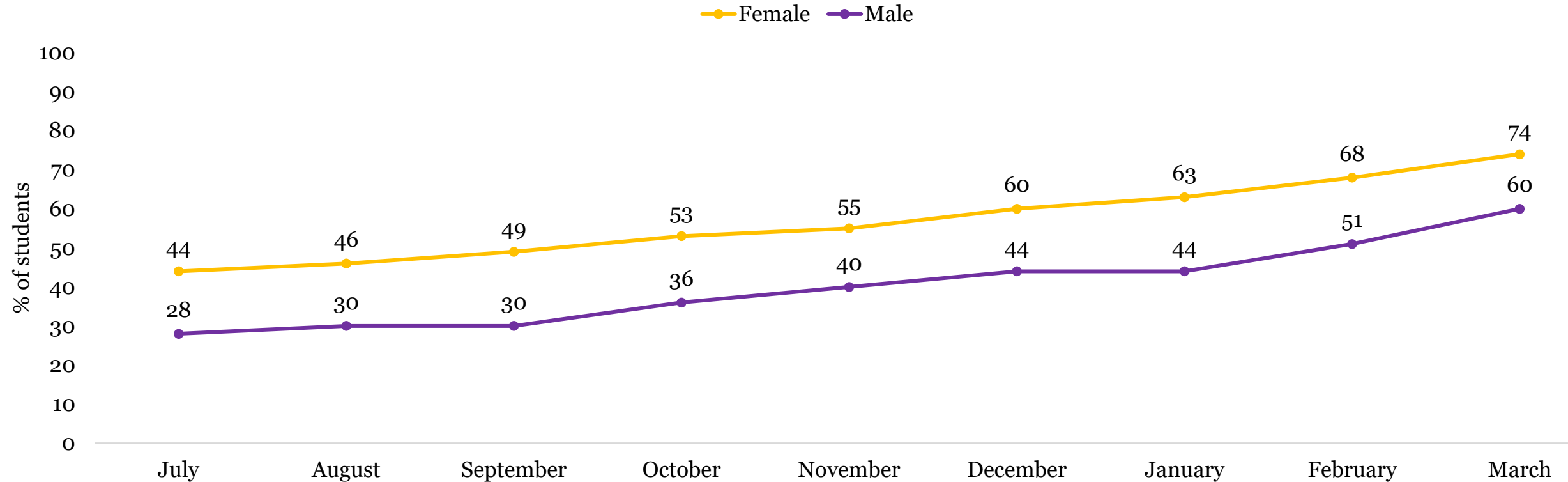


- On an average, the share of students who could read paragraph increased by **4 percentage points** every month.
- The share of students who could read a paragraph spiked by **8 percentage points** in March.

8th grade | Percent of students at **para + story** level

- 3 out of 4 students can comprehend English paragraphs.
- *“A variety of tasks in daily life require reading and understanding written instructions. For example, for prevention of dehydration, oral rehydration measures are recommended. O.R.S. packets are available widely in rural and urban areas.” – ASER 2023: Beyond Basics*
- Learning English is one of the useful life skills; from understanding medical instructions to searching and accessing information on the internet requires English comprehension.
- Today, as most of the higher secondary and graduation courses are in English, it can enable these students to fare well beyond secondary school too. This in turn can lead to better economic opportunities.
- Understanding English can be one of the factors that can enable youth in taking advantage of the digital dividend.

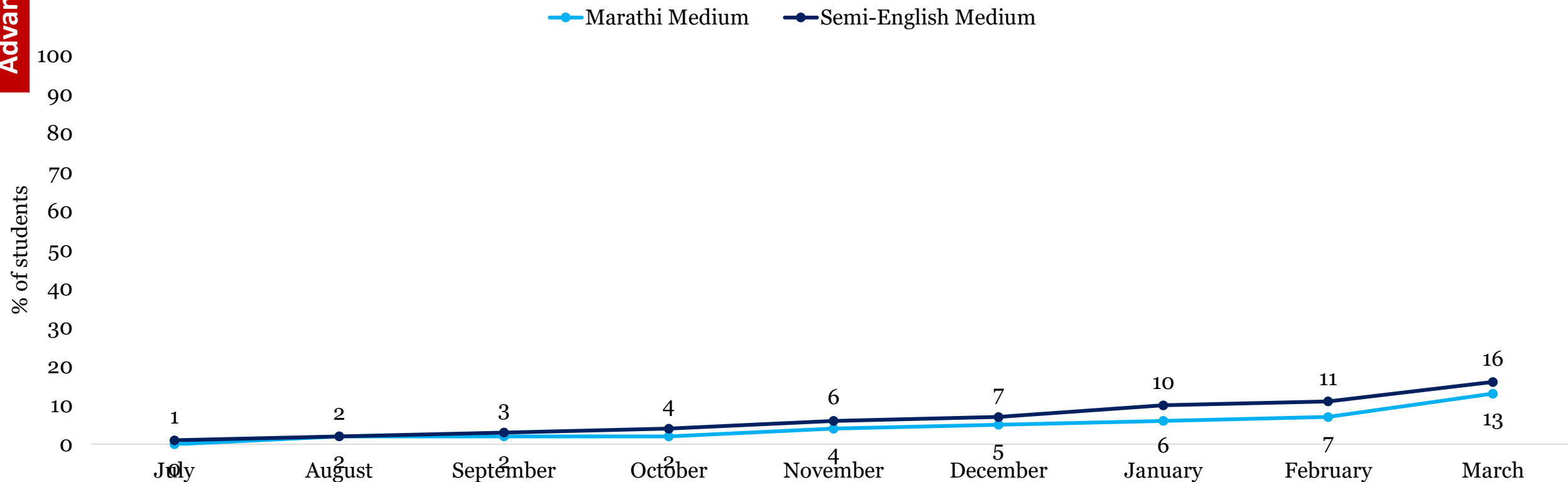
8th grade | Percent of students at **para + story** level



- The share of female and male students at paragraph level gradually **increased** over the academic year.
- The gap between female and male students is more for 8th grade but was **more or less the same** throughout the year.

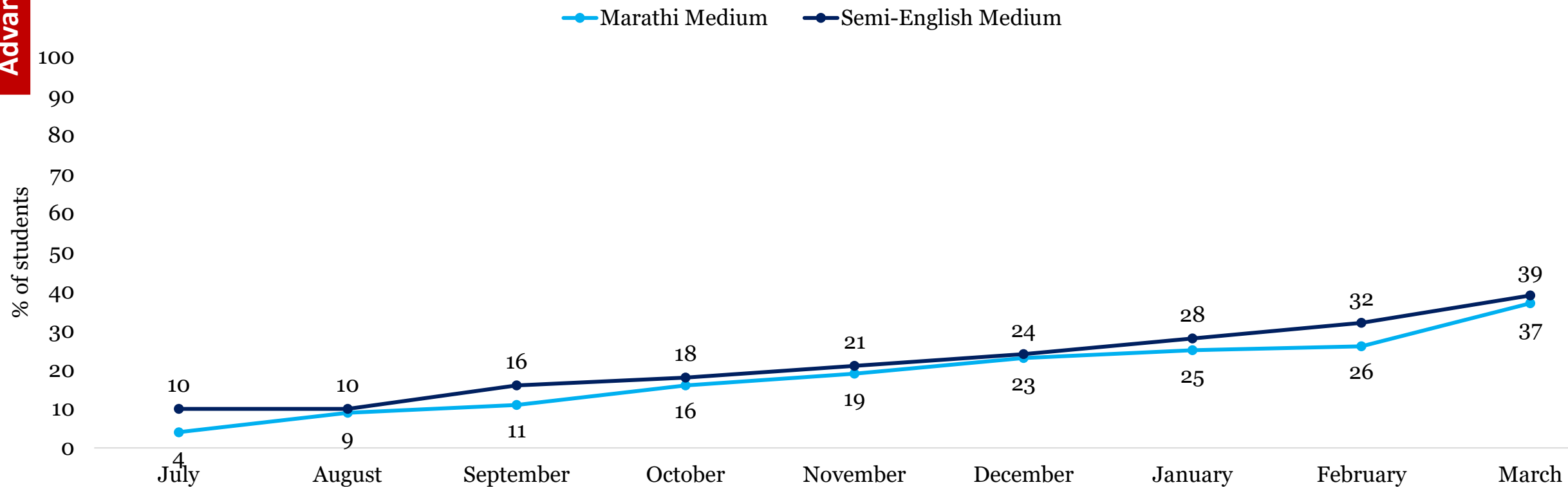
Is medium a significant factor in reading
English at para + story level?

3rd grade | Percent of students at **para + story** level



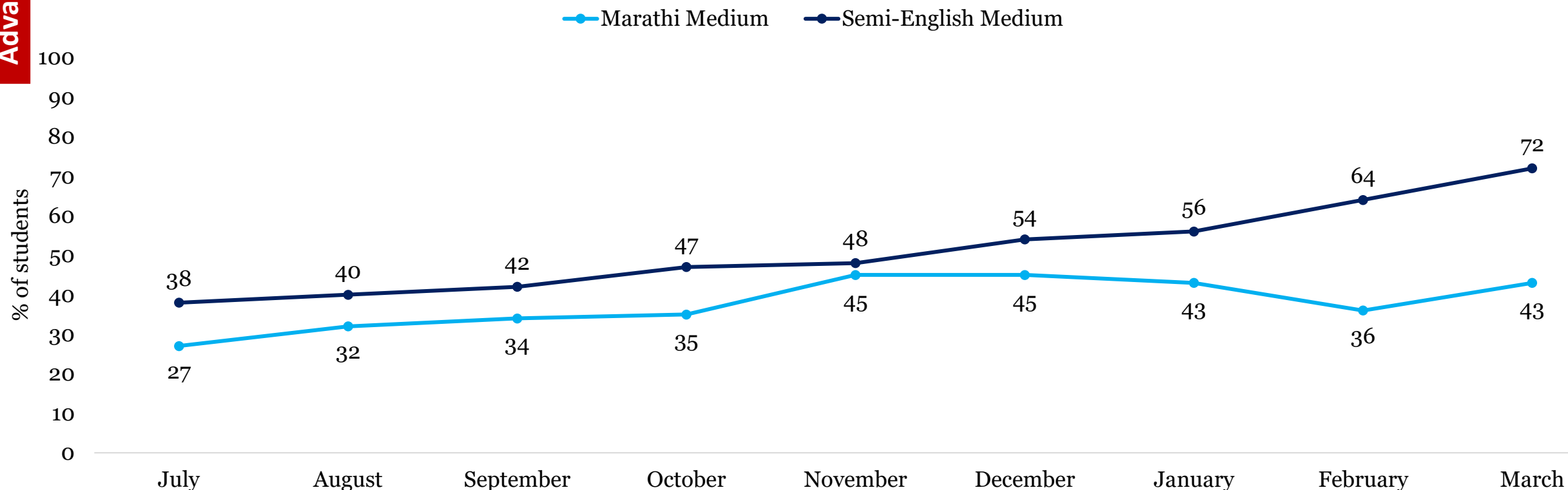
- The share of both medium students who could read paragraph level text **increased** gradually.
- Medium was **not** a significant factor affecting reading level.

5th grade | Percent of students at **para + story** level



- The share of both medium students who could read paragraph level text increased gradually.
- Growth in students of both the mediums was **close to each other**.

8th grade | Percent of students at **para + story** level

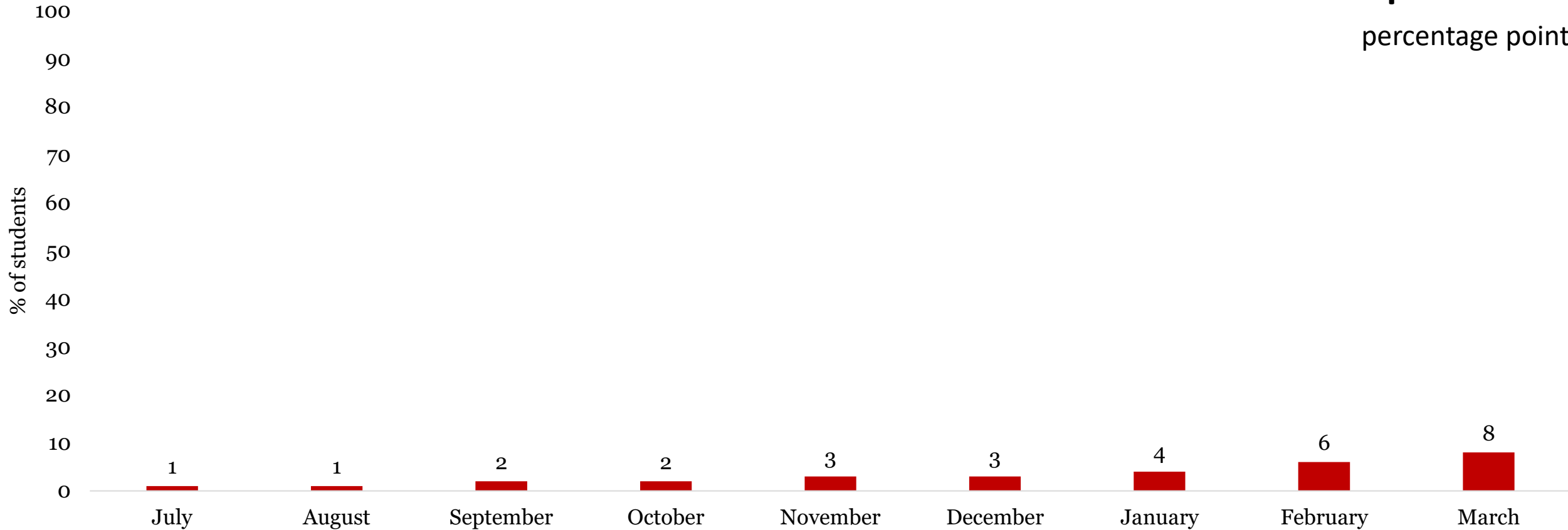


- The share of semi-English medium students who could read paragraph level text increased gradually.
- The **anomaly** in Marathi medium was due to decrement in levels of students in Ashti and Arvi blocks.

English writing

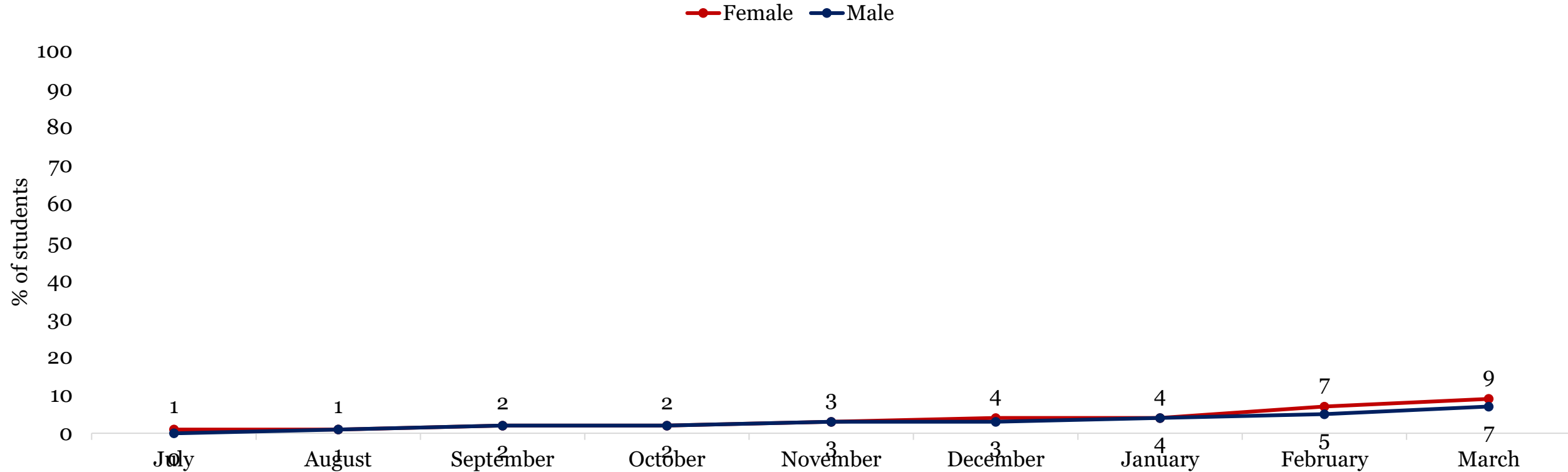
3rd grade | Percent of students at para + story level

↑ 7
percentage point



- On an average, the share of students who could write paragraph increased by **1 to 2 percentage points** every month.
- By the end of the academic year, barely 1 out of 10 students could write paragraph level English text.

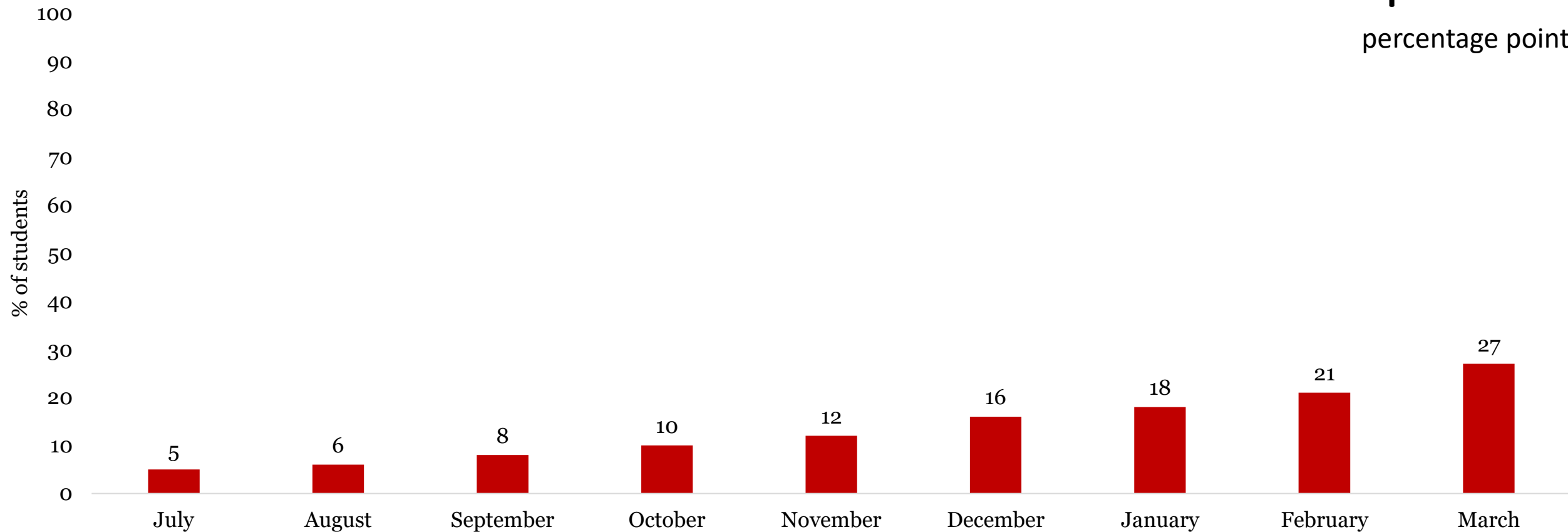
3rd grade | Percent of students at para + story level



- The difference between share of female and male students at paragraph level was **negligible** throughout the academic year.
- This indicates at both genders are at **comparable** levels throughout the year.

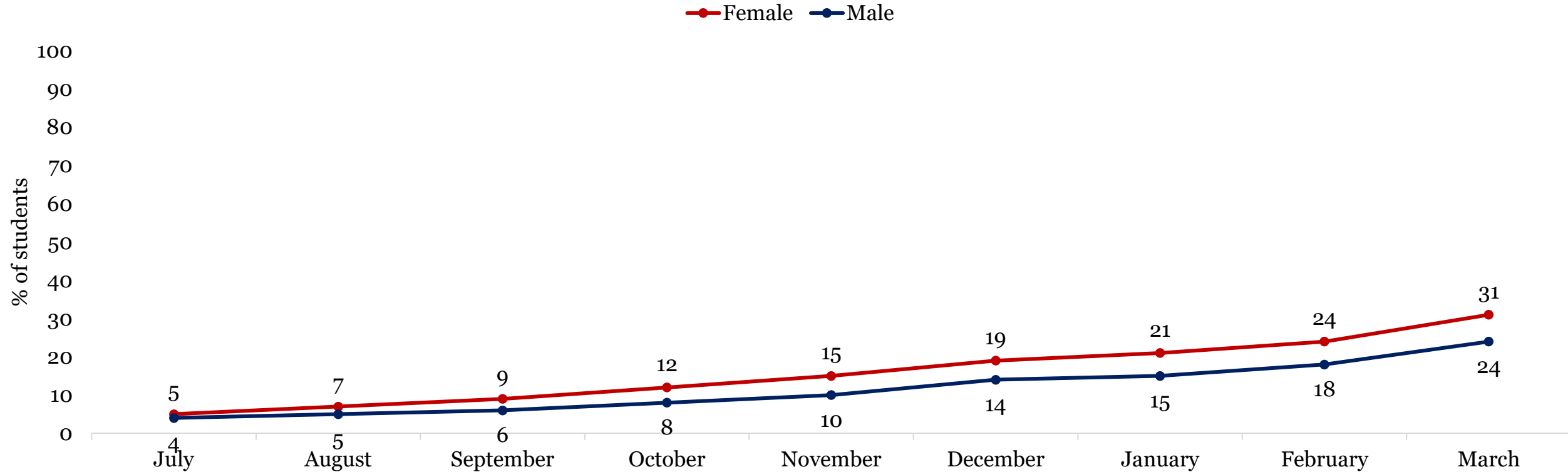
5th grade | Percent of students at para + story level

↑ 22
percentage point



- On an average, the share of students who could write paragraph increased by **3 percentage points** every month.
- By the end of the academic year, barely 3 out of 10 students could write paragraph level English text.

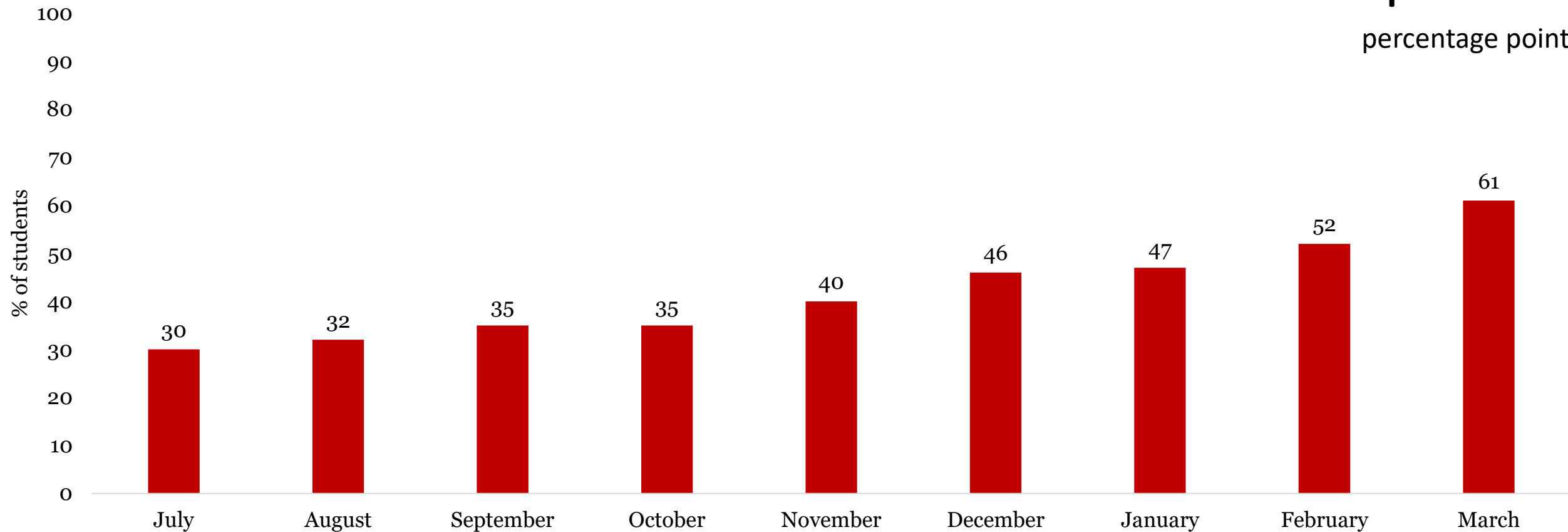
5th grade | Percent of students at para + story level



- The share of female and male students at paragraph level gradually **increased** over the academic year.
- The gap between proportion of female and male students at paragraph level **widened** by the end of the academic year.

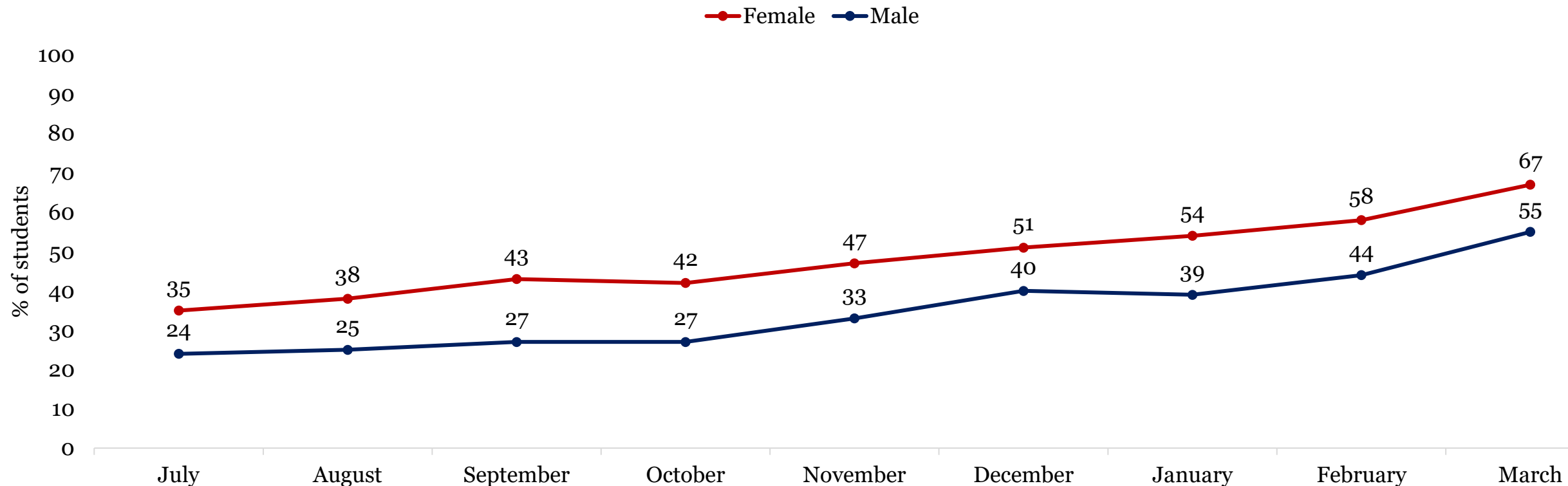
8th grade | Percent of students at para + story level

↑ 22
percentage point



- On an average, the share of students who could write paragraph increased by **5 percentage points** every month in the second half of the year.
- The share of students who could write a paragraph spiked by **9 percentage points** in March.

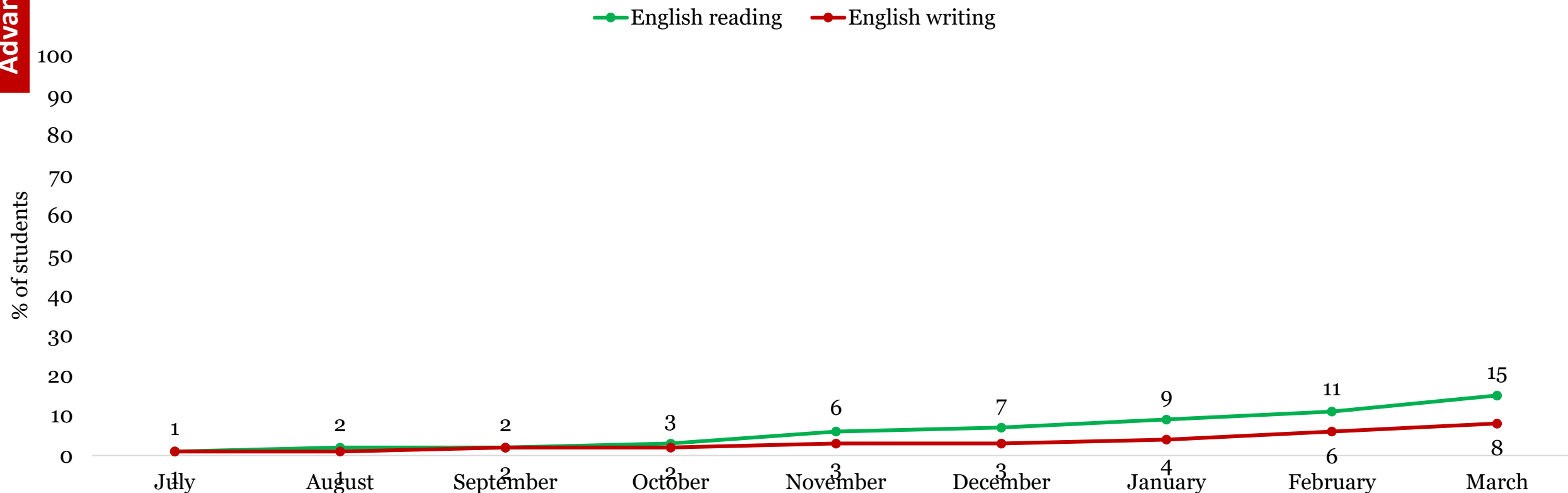
8th grade | Percent of students at para + story level



- The share of female and male students at paragraph level gradually **increased** over the academic year.
- The gap between female and male students is more for 8th grade.

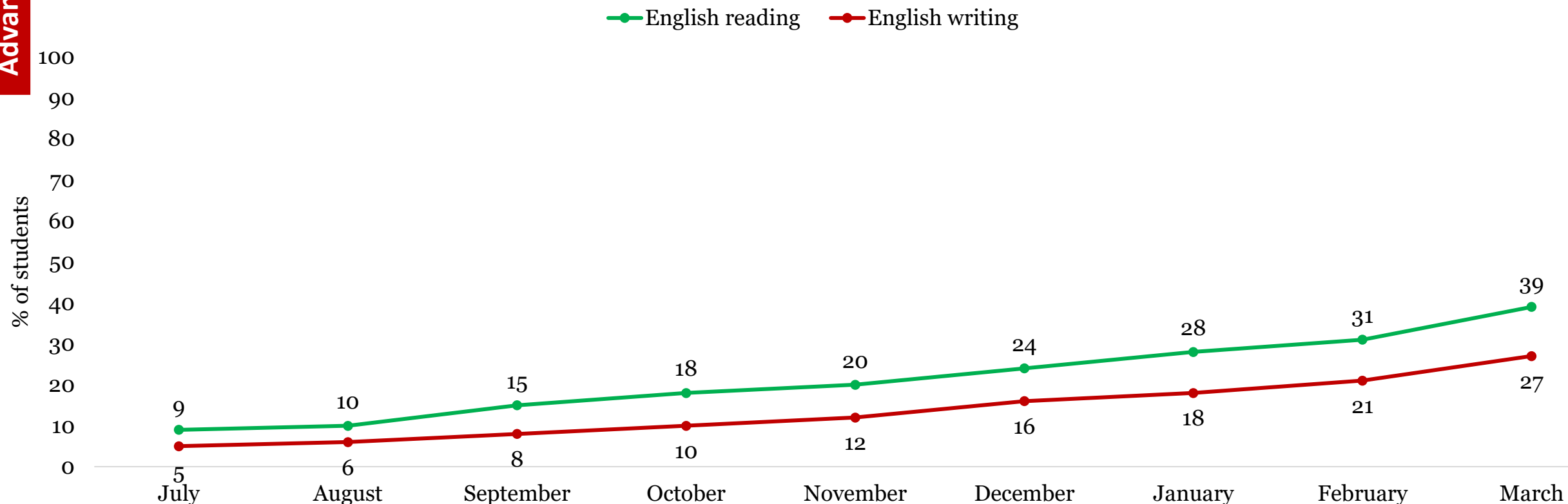
Is there a correlation between reading
and writing abilities?

3rd grade | Percent of students at para + story level



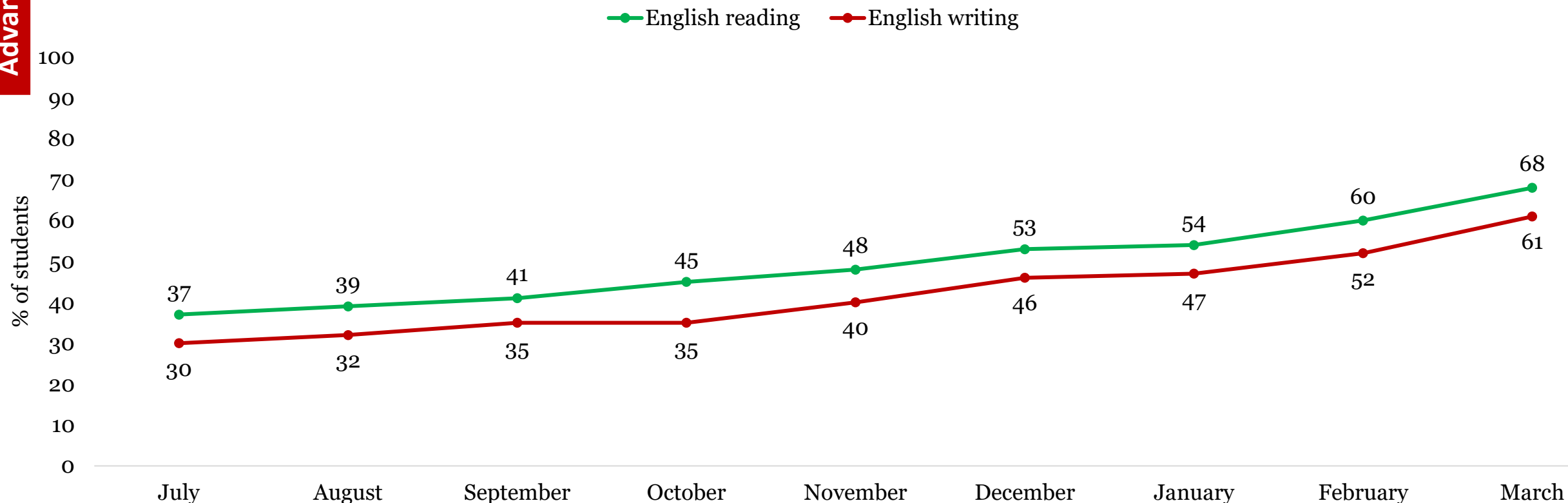
- There's a **positive** correlation between student's reading and writing abilities.
- The share of students who can read English paragraph is **higher** than those who can write it.

5th grade | Percent of students at para + story level



- There's a **positive** correlation between student's reading and writing abilities.
- The share of students who can read English paragraph is **higher** than those who can write it.

8th grade | Percent of students at para + story level

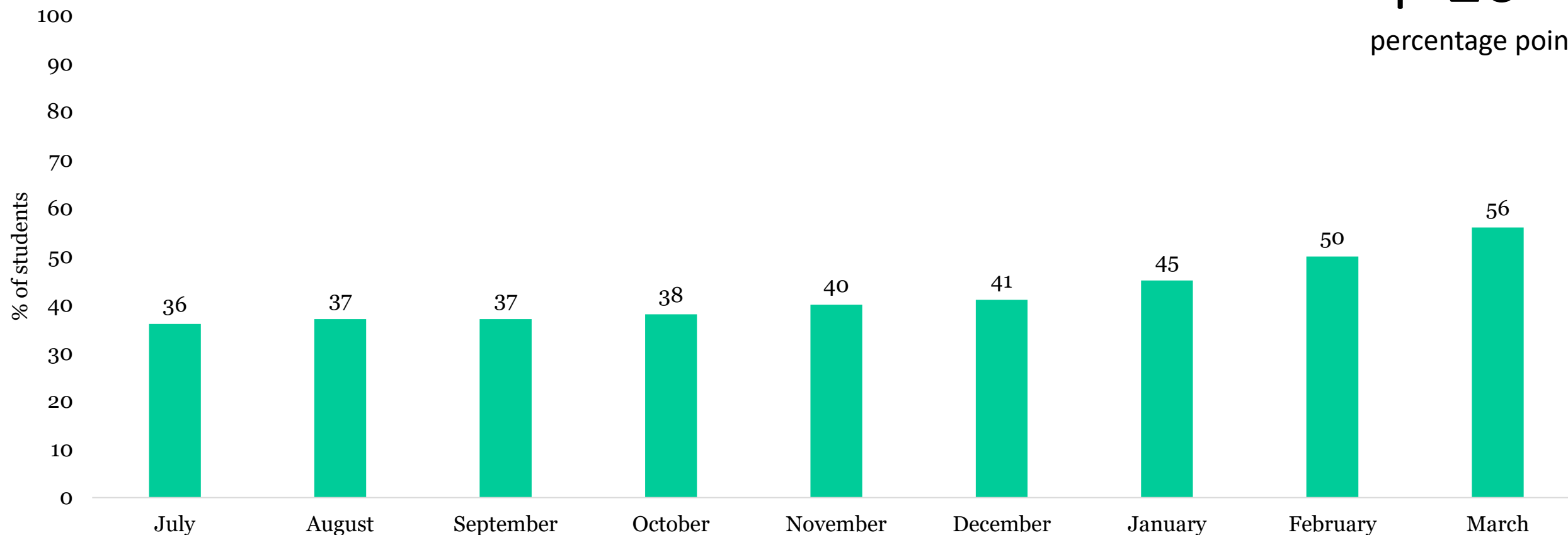


- There's a **positive** correlation between student's reading and writing abilities.
- The share of students who can read English paragraph is **higher** than those who can write it.

Maths

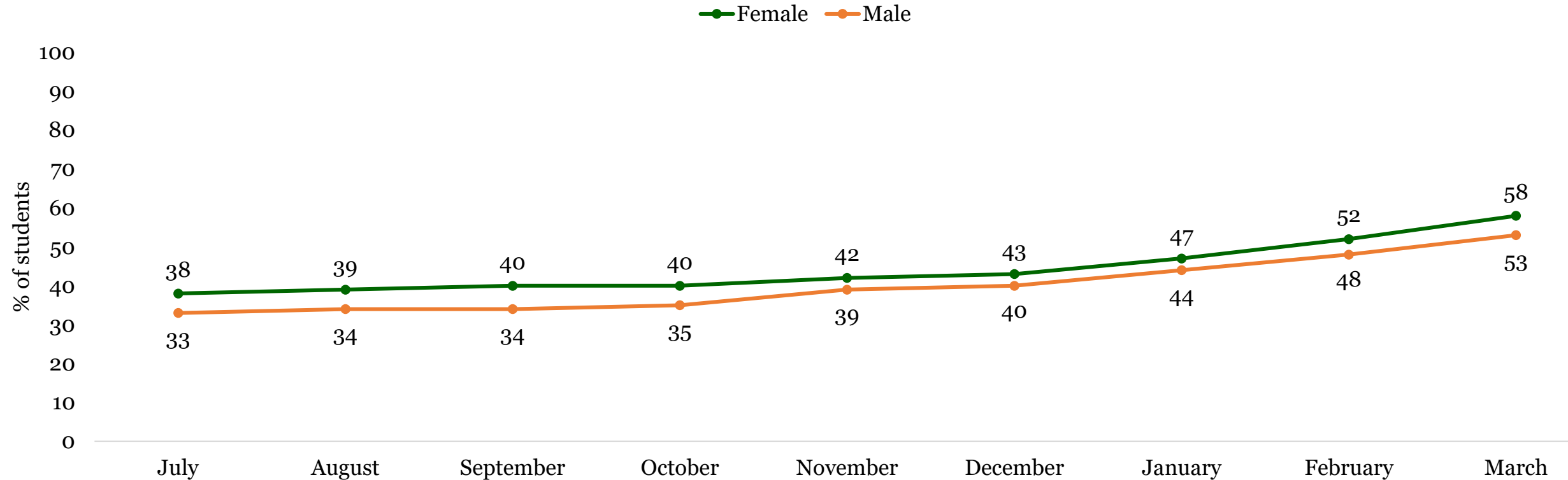
3rd grade | Percent of students at **subtraction** level

↑ 20
percentage point



- The share of students who could subtract numbers increased by around **2.5 percentage points** every month.
- By the end of the academic year, about 6 out of 10 students could subtract two numbers.

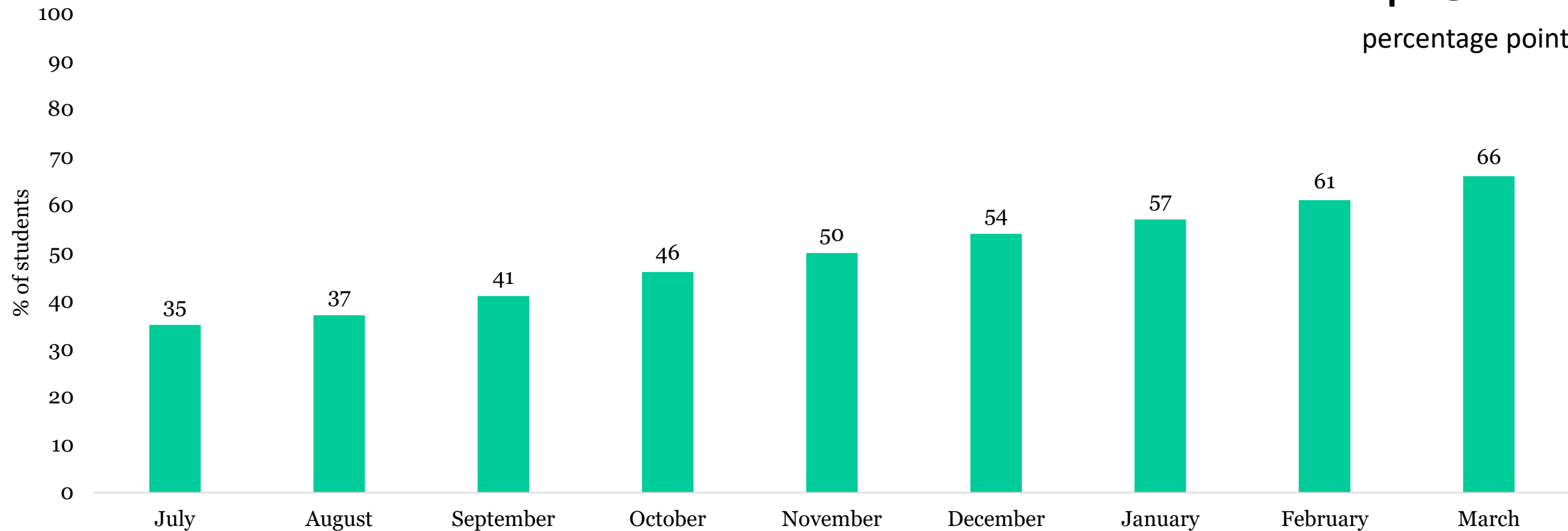
3rd grade | Percent of students at **subtraction** level



- The proportion of female and male students who could subtract gradually **increased** over the academic year.
- The gap between proportion of female and male students decreased in the second half of the year and then increased again by the year end.

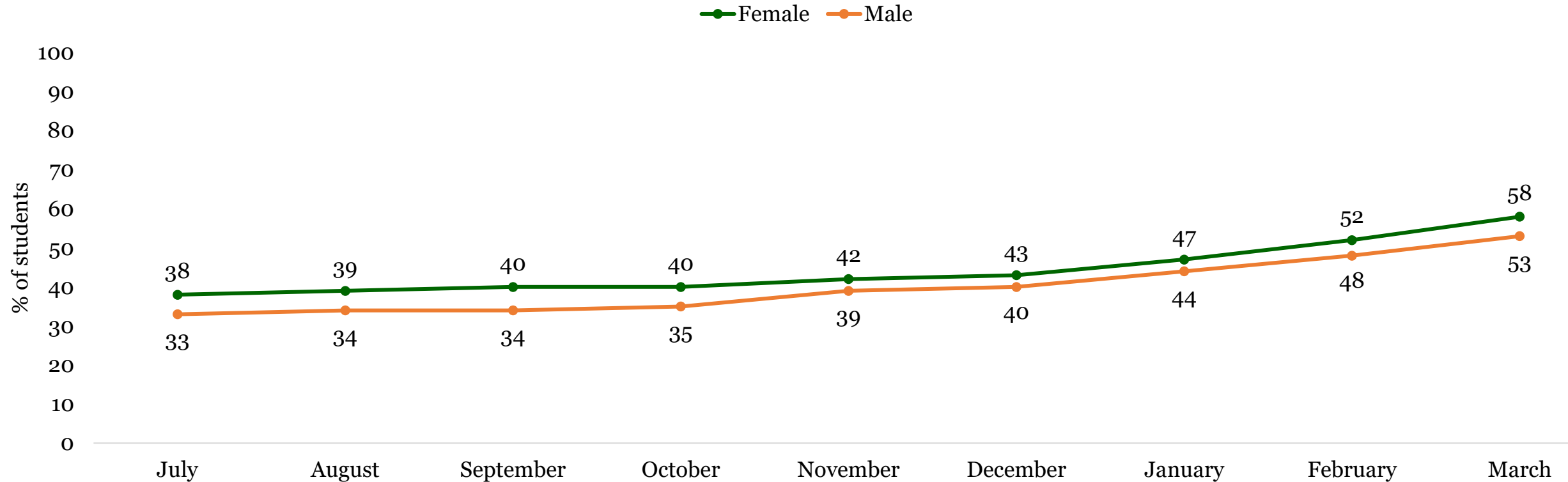
5th grade | Percent of students at **division** level

↑ 31
percentage point



- The share of students who could divide numbers increased by around **4 percentage points** every month.
- By the end of the academic year, about 7 out of 10 students could divide two numbers.

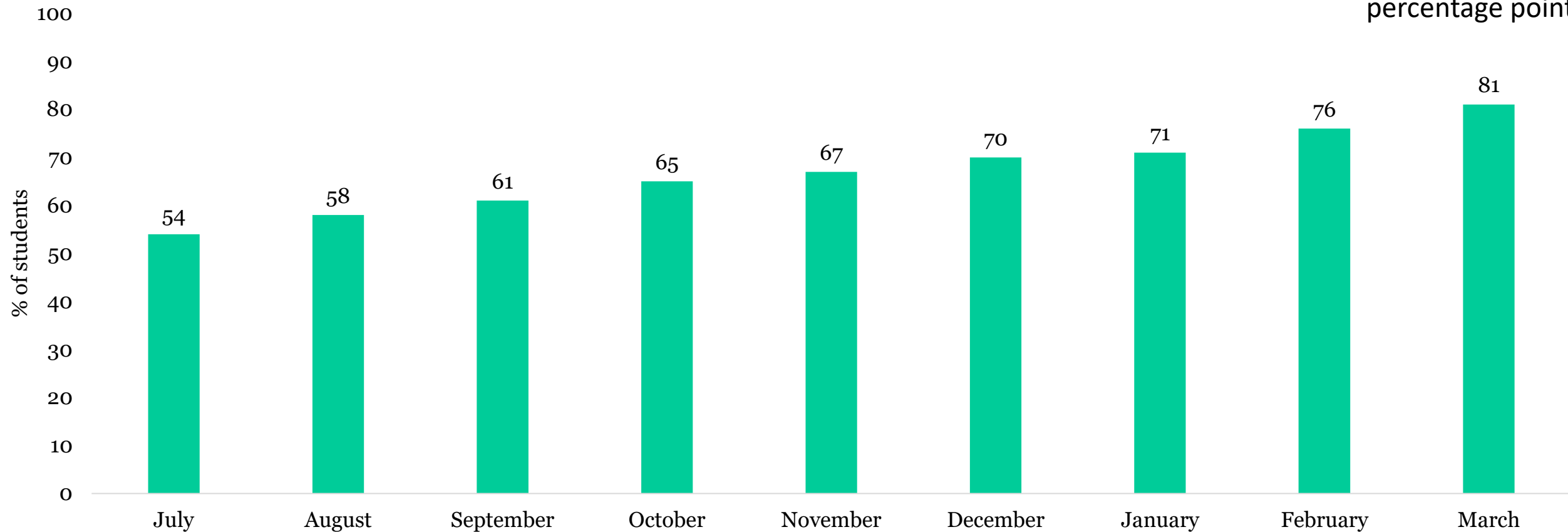
5th grade | Percent of students at **division** level



- The proportion of female and male students who could divide gradually **increased** over the academic year.
- The gap between proportion of female and male students decreased in the second half of the year and then increased again by the year end.

8th grade | Percent of students at **division** level

↑ 22
percentage point

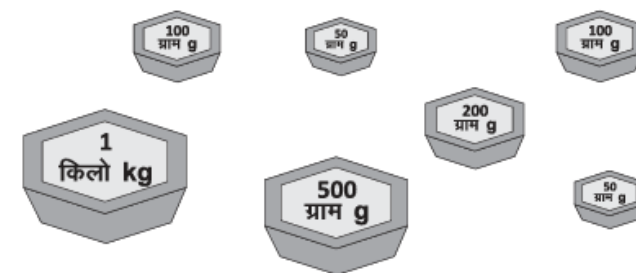


- The share of students who could divide numbers increased by around **4 percentage points** every month.
- By the end of the academic year, about 8 out of 10 students could divide two numbers.

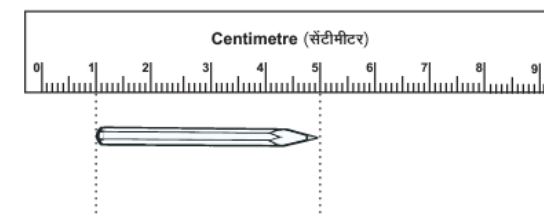
8th grade | Percent of students at **division** level

- Using arithmetic operations is a useful daily life skill.
- This indicates that 8 out of 10 students can use all the four operations to solve daily life problems involving numbers.
- This can even enable students to learn practical use cases of mathematics in everyday life.
- Some of these useful skills that require proficiency in basic arithmetic as mentioned in **ASER 2023: Beyond Basics** include: adding weights, applying unitary method, measuring length or apply a discount to name a few.

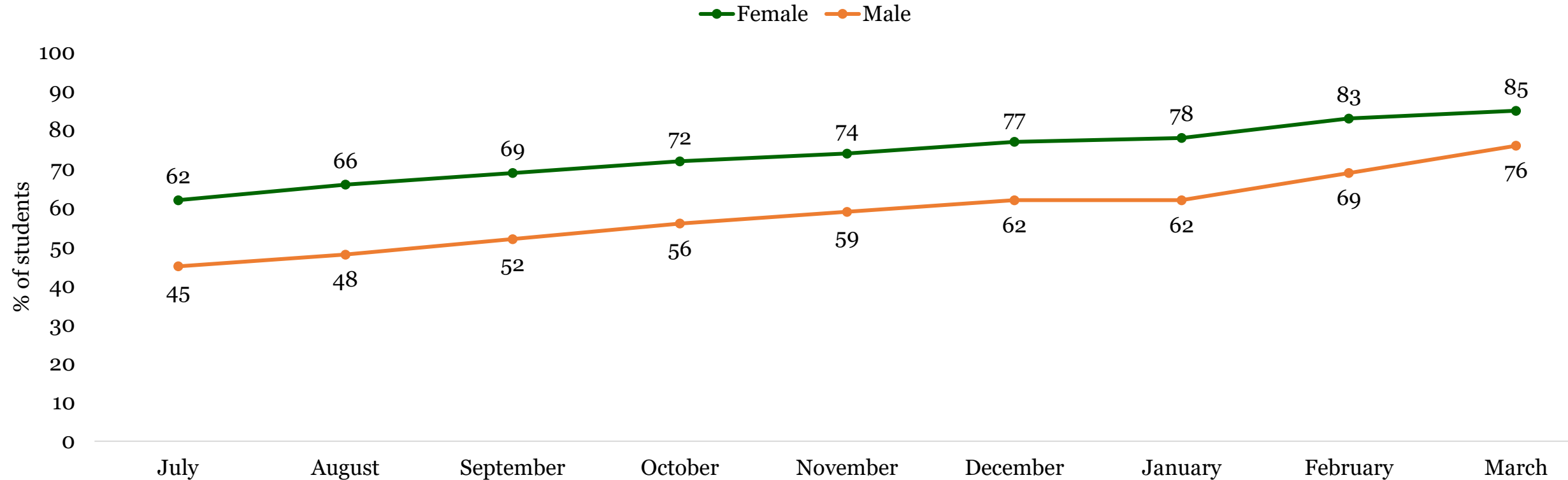
ADDING WEIGHTS



MEASURING LENGTH (HARD)



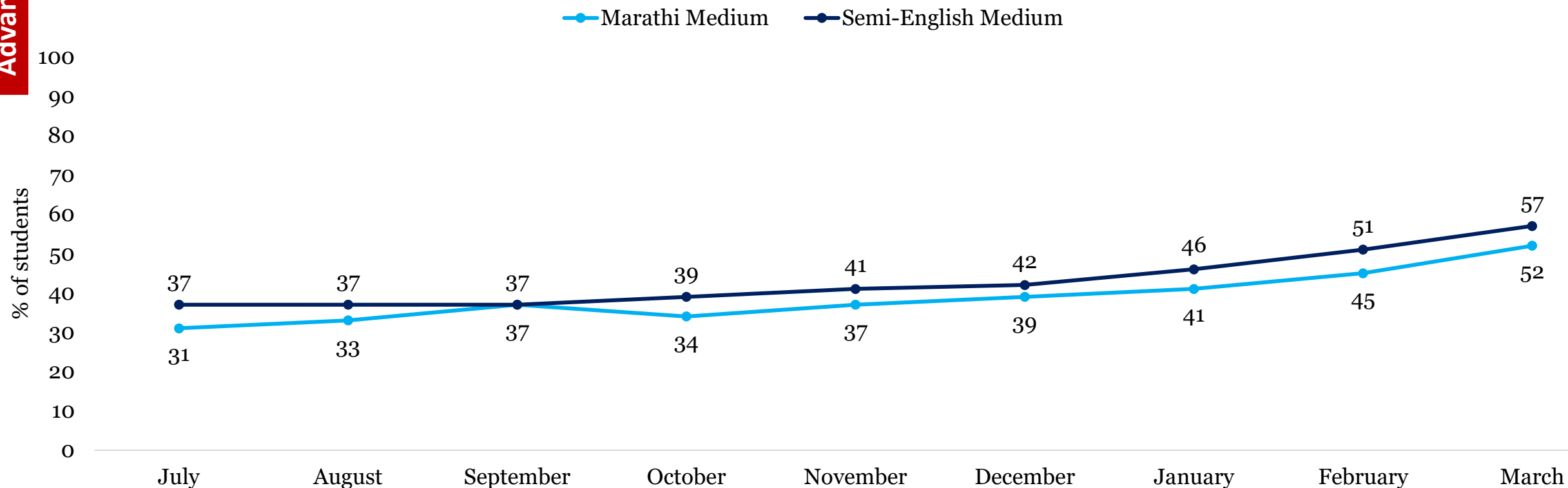
8th grade | Percent of students at **division** level



- The proportion of female and male students at division level gradually **increased** over the academic year.
- The gap between proportion of female and male students gradually decreased after January.

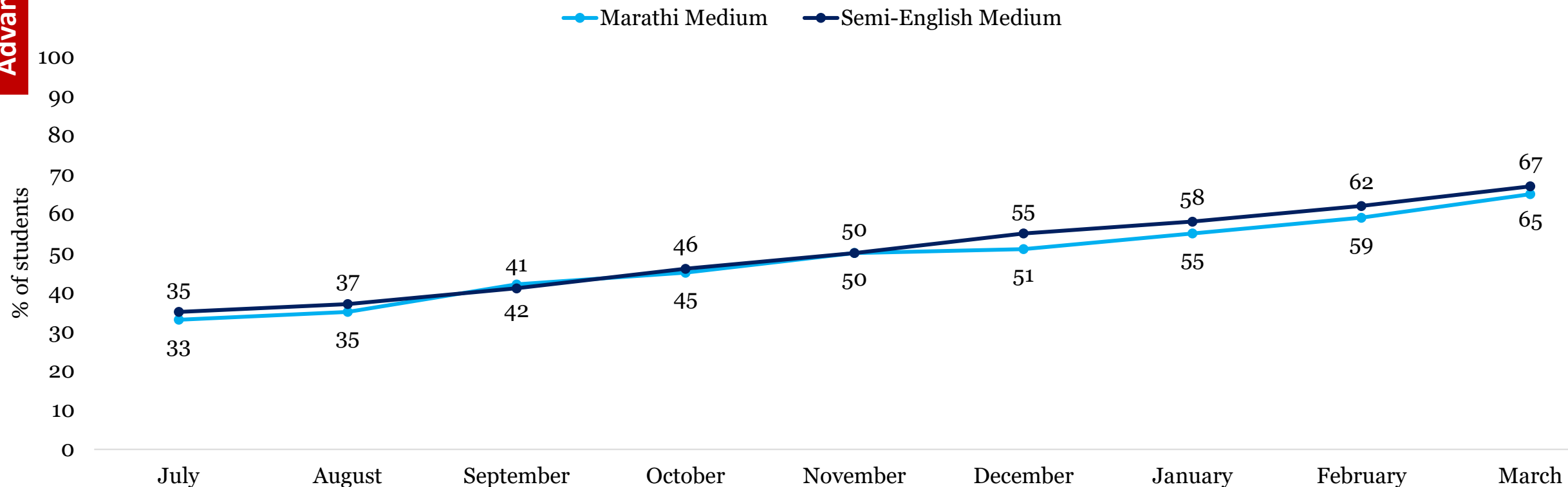
Is medium a significant factor in numeracy too?

3rd grade | Percent of students at **subtraction** level



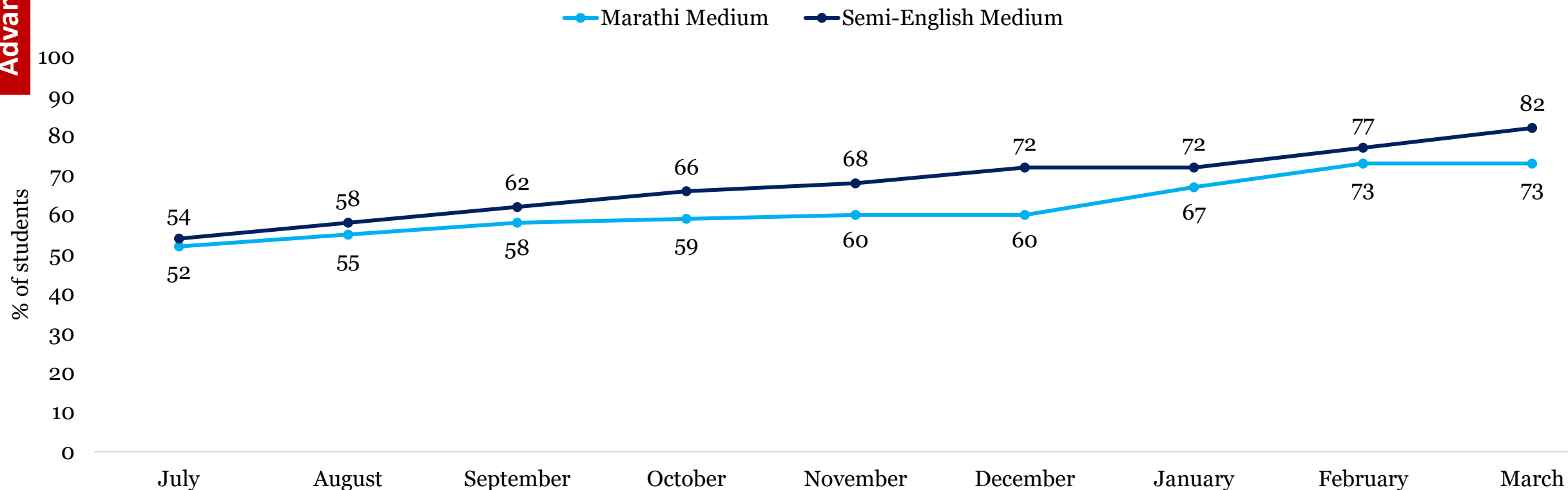
- The share of students of both the mediums who could subtract numbers increased gradually.
- Medium was **not a significant factor** affecting numeracy level.

5th grade | Percent of students at **division** level



- The share of students of both the mediums who could divide numbers increased gradually.
- Medium was **not a significant factor** affecting numeracy level.

8th grade | Percent of students at **division** level



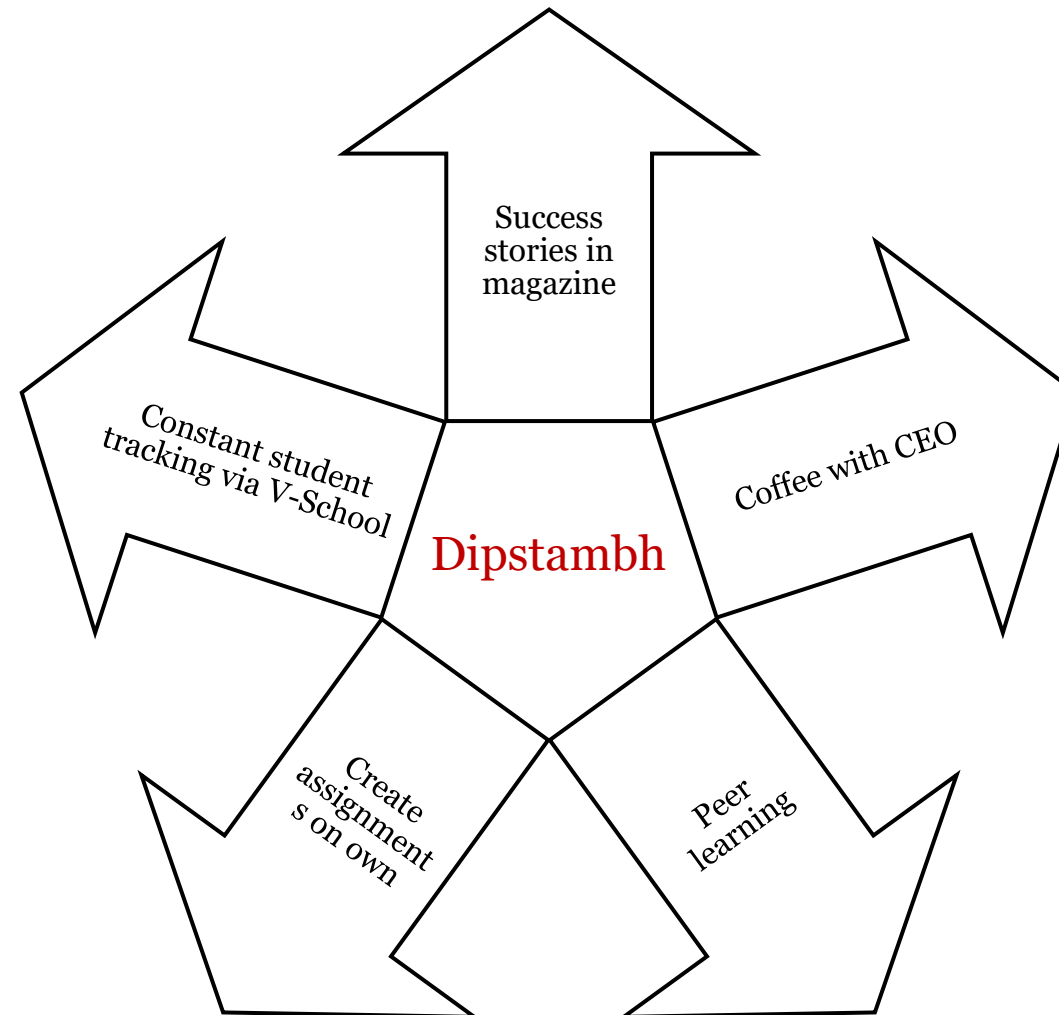
- While the share of students of both the mediums who could divide numbers increased, the rise was slightly **steeper** for semi-English medium students.

Insights from field visit

(25th and 26th September 2023)

What efforts were undertaken by Wardha Zilla Parishad?

“Constantly measuring student levels at a large scale, and taking follow-up for improvements, is a big task.”
- Rohan Ghuge (IAS), CEO Zilla Parishad, Wardha



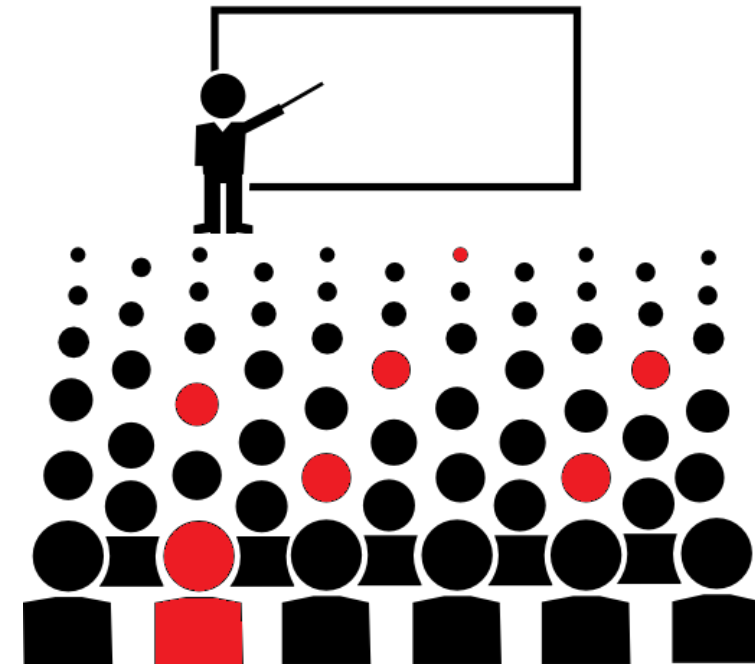
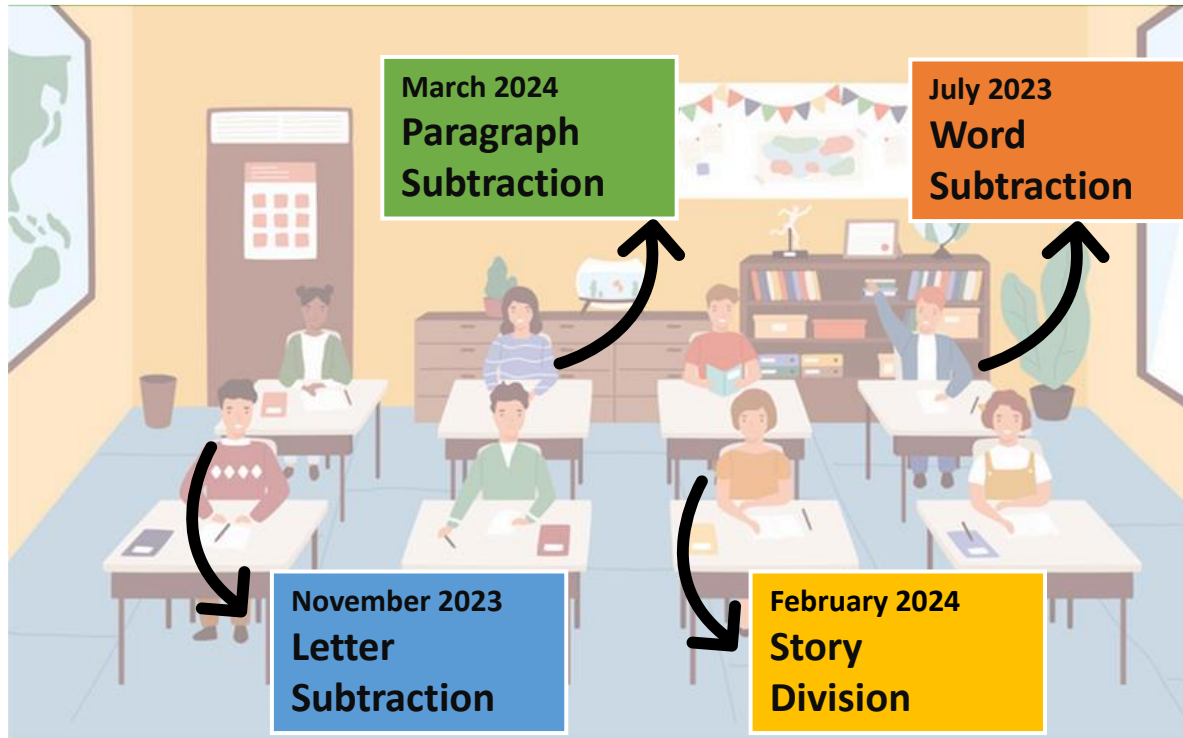
Who benefits from FLN feature in V-School? How?

“What gets measured, gets managed.” - Rohan Ghuge, Wardha District CEO

Teachers

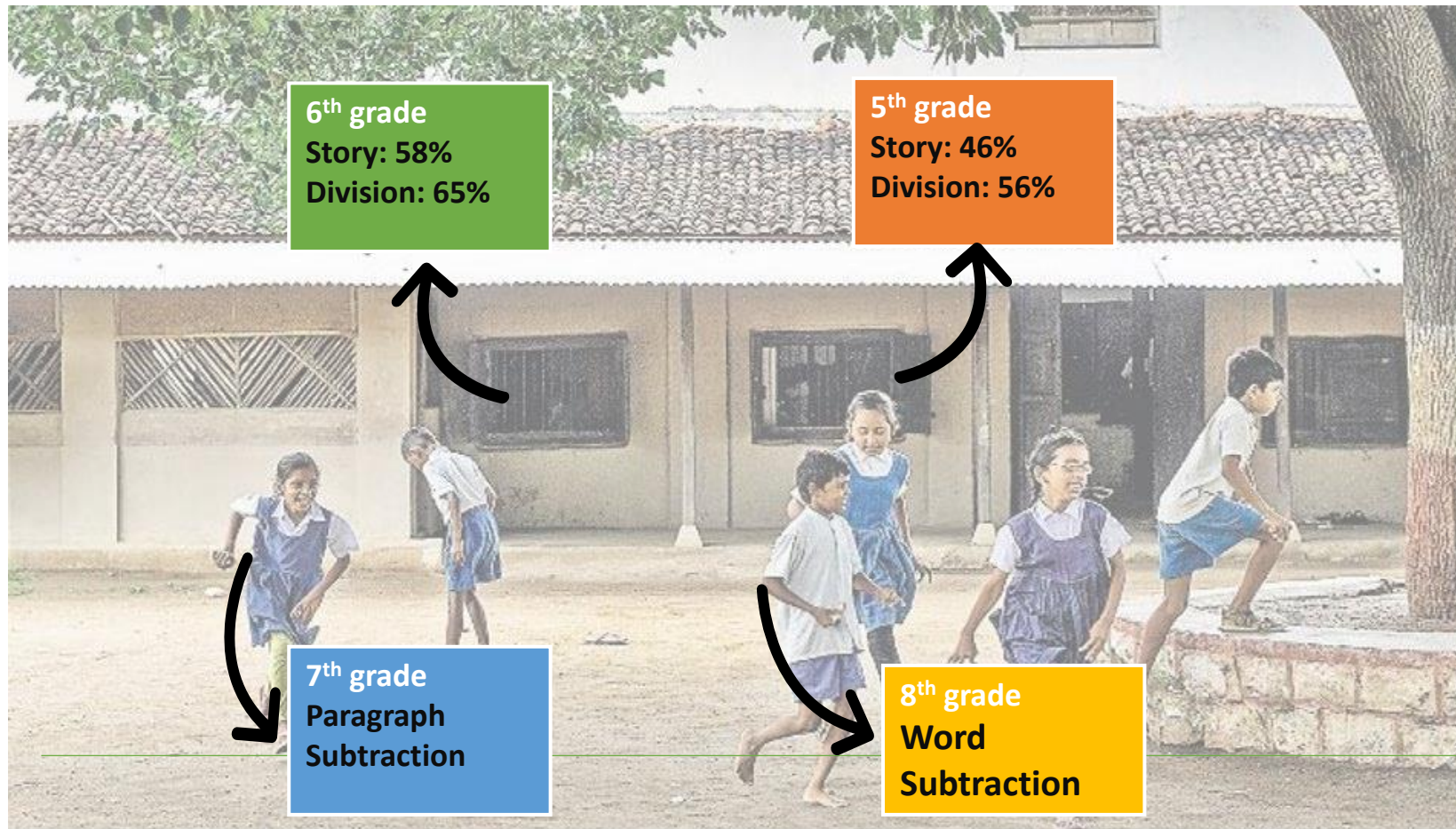
Understand levels of students over the months.

Understand students who need more attention.



Who benefits from FLN feature in V-School? How?

HM



Understand school-level FLN status of students.

Understand grade-level FLN status of students.

Understand individual student's data in real time and their progress over the months.

Who benefits from FLN feature in V-School? How?

HM

Understand performance of individual teachers indirectly.

Helpful to identify teachers who take efforts & teachers who need to take efforts to improve FLN levels.

Time spent in collecting data from teachers, analysing it and generating report is saved.



Who benefits how from FLN feature in V-School?

Data analysts at DIET

No requirement of data cleaning.

Required analysis is generated in real time and automatically.

No incoherency in languages used.

Time worth lakhs of hours spent in data analysis across the district is saved.

Administrative officials

No need to visit schools.

Understand district – block – cluster – school level status of students in FLN.

Access in-App dashboard even from their smartphone.

Authentic data is available to be presented in Shikshan Parishad, empowering them to provide feedback.

No need to wait till year end exams.

What do officials say?

District CEO

Corroborative **evidence-based** policy making is essential.

Through app, schools and teachers that underperformed were identified.

Students who performed well were identified and trained for scholarship exams.

Moving ahead, personalised learning plans can be made within app for respective grades.



Mr Rohan Ghuge (IAS), CEO, Zilla Parishad, Wardha

What do officials say?

DIET Principal

The idea of in-app feature stemmed from the need to understand level of each student and to track them.

Previously, it took 2 to 3 days to complete analysis, but it too had issues in data collection, coherency and time involved.

Initially, teachers faced difficulty as not everyone was tech-savvy. With regular assistance from VOPA, issues were ironed out.

The result is better than expected. It is a very essential technological intervention implemented in a short time.



Dr Mangesh Ghogare, Principal, DIET Wardha

What do officials say?

BEOs

Previous assessments took place at the **end** of year. So, there was no idea of how much students progressed.

With **limited** team strength, it's not possible to reach all students without using the app.

As students are tracked, now, teachers too take efforts to increase student levels.

Teachers were **initially hesitant** to attend summer training, but once they attended, they completed it **without any opposition**.



*Mr Pramod Deshpande and Mr Ashok Giddewar, BEOs with Ms Sumana Acharya*⁸⁰

What do teachers say?



“होतोय त्याचा फायदा होतोय, **मागे** राहिलेल्या मुलांसाठी पण त्याचा फायदा भरपूर आहे आणि **पुढे** गेलेल्यांसाठी पण भरपूर फायदा आहे. मुलांना ते वाचन लेखन त्यामुळे चांगल्या प्रकारे येत.”

Learning, especially in rural areas takes time. To see visible output, a period of **2 months** should be given before conducting the next FLN assessment.

Need to conduct assessment on paper first and then upload it **again** in app.

An additional task along with other responsibilities.

Officers don't need to visit schools every time. They can see the status from their office, or **even at home**.

The number of programs at school should be limited. A mechanism to assess the effectiveness of programs should be there.

Network issue at school requires teachers to work from home.

Shikshan Parishad is helpful to raise issues and get guidance from officials as well as other teachers.

Providing Kruti Arakhada in the App can save time spent in making one and give an ideal example to all teachers.

Need to **compromise** family time.

Gaps identified in process

Communication gap: (87 out of 10775 entries)

- Urdu medium teachers were supposed to assess only Urdu, English and Maths levels, yet Marathi was assessed in a couple of schools

Multiple entries: (472 cases)

- Some students were assessed multiple times in the same month and levels contrasted each other.
- Say, a student was marked at the sentence level as well as story level in the same month.

Incorrect level-subject mapping: (18 cases)

- Some students were marked at literacy levels under maths and numeracy levels under literacy assessments.

Incorrect SARAL ids: (1298 out of 43956 - 3% cases)

- SARAL ids are incorrect in database.

Suggestions for improvement

Third party evaluation to avoid self-reporting bias:

- As teachers are aware of the levels of all the students, there's a possibility of not registering some of the students whose performance is exceptionally low.
- As teachers are sole evaluators, there might be self-reporting bias.

Switch to digital mode of evaluation:

- Teachers need to evaluate using pen and paper first and then enter data in app, making it a two-step process.
- Teachers may be asked to enter data directly in app as and when assessment is conducted.

Set up internet connection at schools:

- Setting up internet connection at schools can help overcome network connectivity issue.
- This can save time that teachers have to devote at home to update details.

Cross-block movement of persons to conduct FLN assessment:

- Alternatively, teachers from one block maybe appointed to a different block to conduct the assessment.

Way forward

Autonomous FLN assessment:

- Speech to text technology could be utilised for the same, where students could be asked to read letters, words, sentence, paragraph, and story.
 - The assessment application can then determine the level of student.
 - This could be conducted on a teacher's smartphone or on one computer in a school.
-

Reading literacy learning tool:

- For those students who can access smartphone for learning, a provision can be made to teach foundational literacy using text to speech feature.
 - The application could be designed such that the learner repeats after the application, and the application then and there points if the learner was right or wrong in the activity.
 - Application may have different literacy levels that align with students' levels.
-

Summary | Literacy

- The percent (%) of students who are proficient at reading in March 2024 is:

Grade	3 rd		5 th		8 th	
	Reading	Writing	Reading	Writing	Reading	Writing
Marathi	32	15	48	29	66	55
English	15	8	39	27	68	61

- The proportion of female students reaching the highest level is more than male students.
- The proportion of semi-English medium students reaching the highest level is more than Marathi medium students.
- The proportion of students who have achieved reading ability is more than proportion of students who have achieved writing ability in both Marathi and English.

Summary | Numeracy

- The percent (%) of students who are proficient in arithmetic in March 2024 is:

Grade	3rd (subtraction)	5th (division)	8th (division)
	56	66	81

- The proportion of female students reaching the highest level is more than male students.
- The proportion of semi-English medium students reaching the highest level is more than Marathi medium students.

Glimpses of Wardha visit



(from left) Mr Shahid Mark, Ms Sumana Acharya, Mr Rohan Ghuge and Mr Vishvajeet Gadekar

Glimpses of Wardha visit



Mr Vishvajeet Gadekar at a school in Wardha



Mr Pramod and Mr Ashok with Ms Sumana Acharya and Mr Vishvajeet

Thank you