MINISTRY OF
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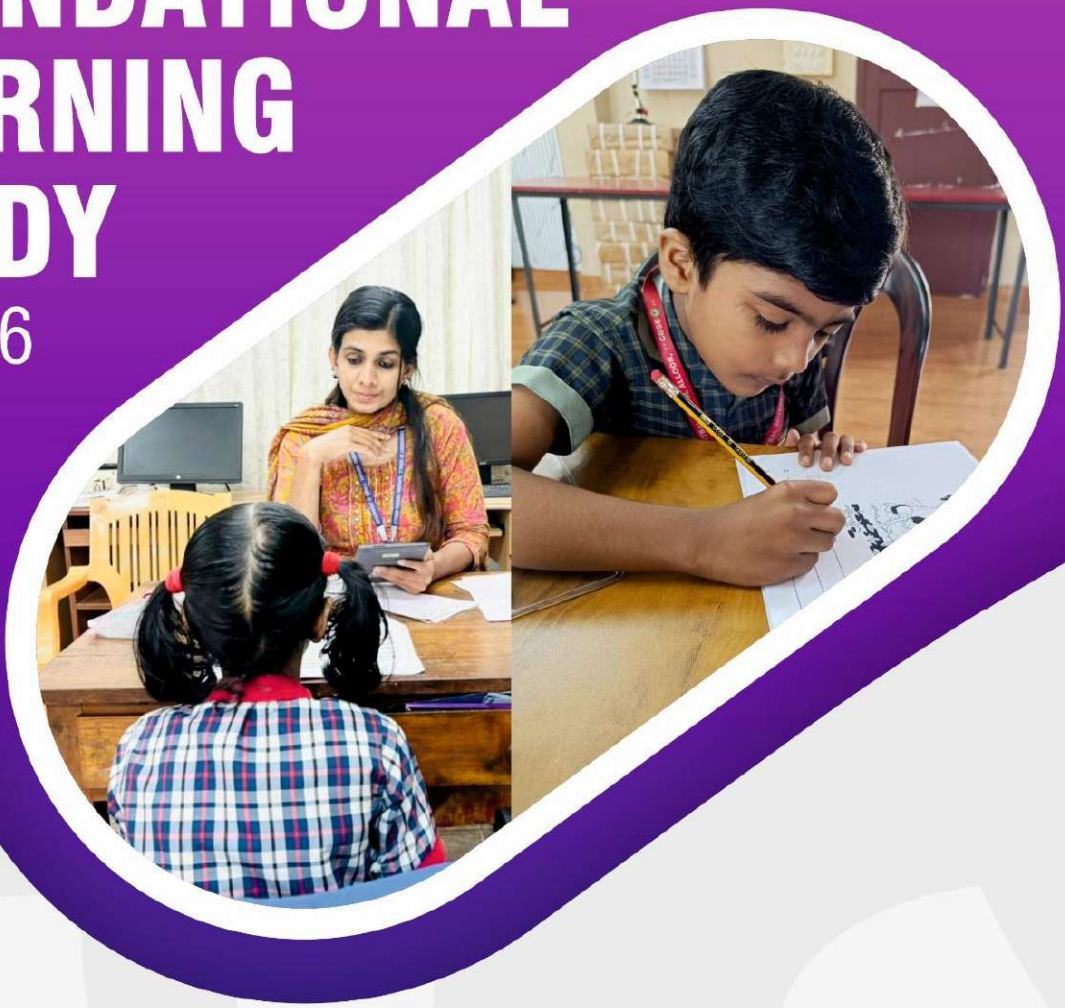
NCERT

PARAKH

Performance Assessment, Review, and
Analysis of Knowledge for Holistic Development

FOUNDATIONAL LEARNING STUDY

2025-26



OPERATIONAL GUIDELINES AND TRAINING MANUAL

FOUNDATIONAL LEARNING STUDY (FLS)
2025-26

Operational Guidelines and Training Manual

PARAKH
Performance Assessment, Review, and Analysis of Knowledge for Holistic Development

Foreword

Foundational learning forms the bedrock of a child's educational journey and lifelong development. Assessing Foundational Literacy and Numeracy (FLN) competencies at the early grades is essential to building a strong, equitable and future-ready education system. The Foundational Learning Study (FLS)–2026 represents a significant national initiative in this direction, aligned with the transformative vision of the National Education Policy (NEP) 2020.

NEP 2020 emphasizes universal attainment of foundational skills as a national priority. Regular, competency-based assessment at the end of Grade 3 enables us to understand whether children are acquiring the essential reading, writing and numeracy skills necessary for further learning. FLS–2026 seeks to generate reliable, evidence-based insights into students' learning levels, thereby informing targeted interventions and policy decisions. A defining feature of FLS–2026 is its standardized and technology-enabled implementation across States and UTs through a tablet-based platform. This approach enhances transparency, data quality and timeliness while ensuring inclusivity and equitable participation across diverse geographical and socio-economic contexts.

The Operational Guidelines & Training Manual for FLS–2026 has been developed as a comprehensive resource to support effective execution. It provides detailed protocols, operational procedures and training frameworks to ensure consistency, credibility and fairness in the assessment process. FLS–2026 is not merely an assessment exercise; it reflects our collective commitment to strengthening foundational learning for every child in India. I am confident that through the collaborative efforts of educators, administrators and stakeholders across the country, this initiative will contribute meaningfully to improving learning outcomes and advancing the goals of NEP 2020.

Prof. Dinesh Prasad Saklani
Director
National Council of Educational Research and Training
New Delhi, India

Preface

Competency-based assessment lies at the heart of meaningful educational reform. In a rapidly evolving global landscape, it is imperative to measure not only what students know, but also what they are able to do at different stages of their schooling. The Foundational Learning Study (FLS)–2026 is a significant step in this direction, aligned with the vision of the National Education Policy (NEP) 2020 and the national priority of achieving universal Foundational Literacy and Numeracy (FLN). Early grade learning forms the base upon which all subsequent educational progress depends. Recognizing this, FLS–2026 focuses on assessing FLN competencies of students at the end of Grade 3, providing credible evidence on learning levels across States and UTs. Through a standardized and technology-enabled approach, the Study aims to ensure reliability, transparency and inclusivity in capturing student learning outcomes.

The Operational Guidelines & Training Manual accompanying FLS–2026 has been carefully developed to facilitate smooth and uniform implementation. It provides detailed protocols, defined roles and responsibilities, training frameworks and operational procedures to support administrators, coordinators and field functionaries at every level.

FLS–2026 is not merely an assessment exercise; it represents our collective commitment to strengthening the foundation of learning for every child. By generating robust, data-driven insights, the Study will inform targeted interventions and policy decisions that advance the goals of NEP 2020 and contribute meaningfully toward building an equitable and self-reliant India.

Prof. Indrani Bhaduri
CEO & Head, PARAKH and Head, ESD
NCERT, New Delhi

Acronyms

AT	Achievement Test
CWSN	Children with Special Needs
DLC	District Level Coordinator
DEO	District Education Officer
DIET	District Institute of Education and Training
DLMTs	District Level Master Trainers
DR	District Report
DPC	District Project Coordinator
FAQs	Frequently Asked Questions
FI	Field Investigator
FLN	Foundational Literacy and Numeracy
FLS	Foundational Learning Study
HI	Hearing Impairment
ID	Intellectual Disability
LD	Locomotor Disability
NIPUN	National Initiative for Proficiency in Reading with Understanding and Numeracy
NCERT	National Council of Educational Research and Training
OthD	Other Disabilities
PARAKH	Performance Assessment, Review and Analysis of Knowledge for Holistic Development
PMU	Project Management Unit
PQ	Pupil Questionnaire
RCC	Resource Custody Centre
RS	Random Start
SCERT	State Council of Educational Research and Training
SI	Sample Interval
SIE	State Institute of Education
SPD	State Project Director
SQ	School Questionnaire
SS	Samagra Shiksha
S&LD	Speech & Language Disability
SLCs	State-Level Coordinators
SLMTs	State-Level Master Trainers
TQ	Teacher Questionnaire
UDISE	Unified District Information System for Education
UT	Union Territories
VI	Visual Impairment

Contents

Foundational Learning Study (FLS)–2026

Foundational Learning Study (FLS)-2026 is a large-scale, system-level assessment focused specifically on evaluating Foundational Literacy and Numeracy (FLN) competencies of students at the end of Grade 3.

The Foundational Learning Study 2022 was conducted as a baseline assessment in paper–pen (OMR-based) mode. FLS-2026 will be administered through a tablet-based digital platform with a view to strengthening data quality, operational efficiency and the timeliness of reporting.

The Study is proposed to cover more than **10,000 schools** and over **1,00,000 students across 776 districts in 36 States/UTs**, including Government (Central and State), Government-aided and Private schools within the sampled framework. At the national level, PARAKH NCERT will provide overall technical guidance. At the State/UT level, Samagra Shiksha, SCERTs, SIEs, DIETs and District Education Offices will coordinate and facilitate implementation.

The key objectives are:

1. **Assess Foundational Skills:** To evaluate literacy and numeracy skills of children at the foundational stage through developmentally appropriate, one-on-one oral assessments, capturing true learning levels beyond surface-level proficiency.

2. **Identify Learning Gaps:** To provide granular diagnostic insights into reading and numeracy, enabling targeted interventions for teachers, schools and education administrators.

3. **Monitor Progress Over Time:** To benchmark results against the FLS 2022 baseline, track improvements in FLN outcomes and measure the effectiveness of initiatives and teaching practices in achieving NEP 2020 goals.

4. **Child-Centric and Developmentally Appropriate Assessment:** To provide a non-threatening, interactive assessment experience suitable for young learners, reducing cognitive and reading load while reflecting actual learning levels.

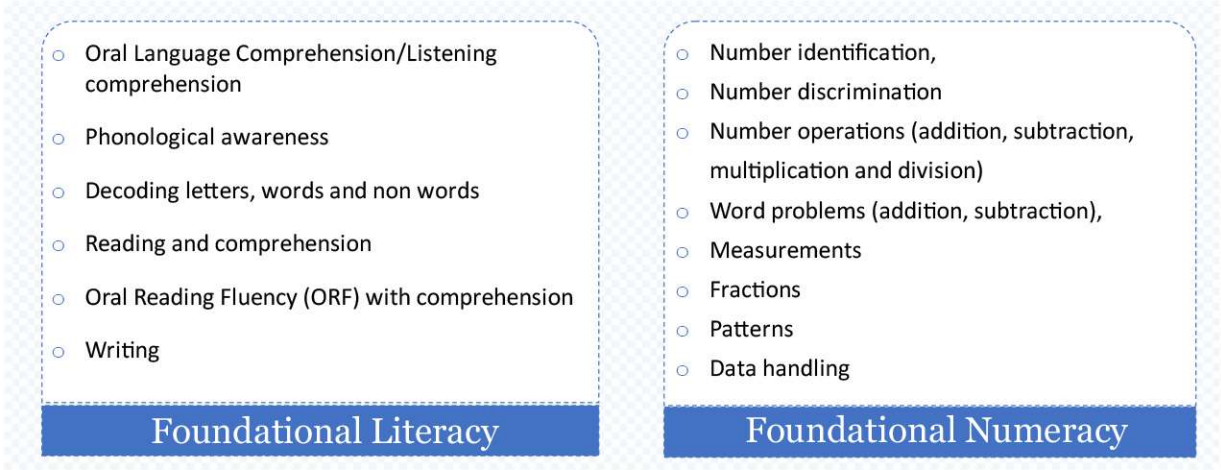
5. **Global Benchmarking with Local Relevance:** To align with international frameworks like EGRA and EGMA, contextualized for Indian classrooms and to support comparability with global proficiency standards such as Global Proficiency Framework for Reading/Mathematics and UNESCO's AMPL framework.

6. **Support Policy and Planning:** To generate actionable evidence for policy formulation, resource allocation, teacher training, curriculum development and early-grade interventions.

7. **Complement PARAKH Rashtriya Sarvekshan:** To focus specifically on foundational skills in early grades, complementing the system-level, end-of-stage assessments provided by PARAKH Rashtriya Sarvekshan 2024 and enabling a holistic understanding of student progress and systemic effectiveness.

Assessment Areas

The Study will assess Grade 3 students in key Foundational Literacy and Numeracy domains, including:



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

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

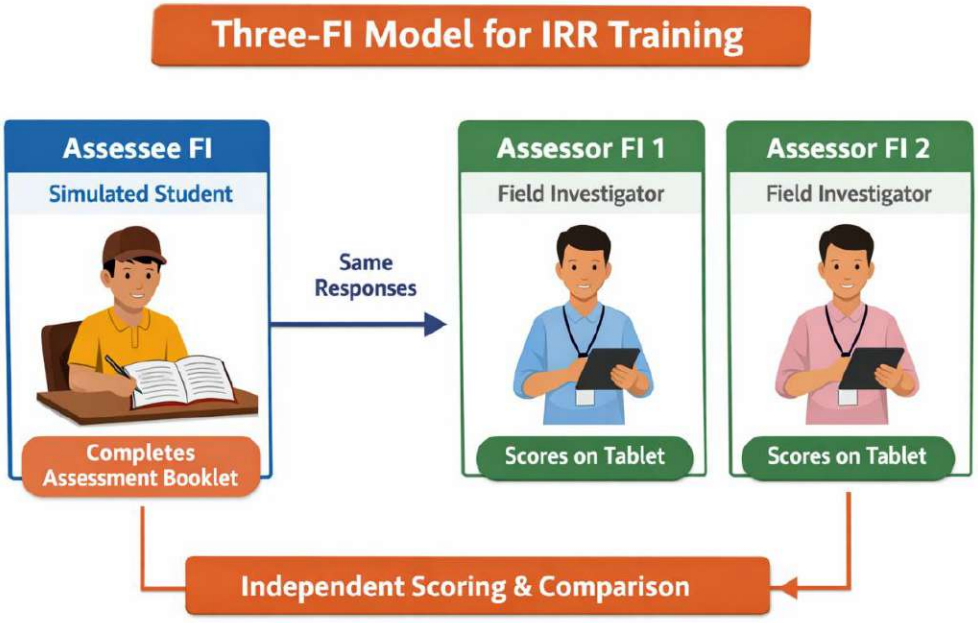
Internationally recognized technical standards and best practices are being followed in the design, sampling, administration and analysis of FLS-2026 to ensure credibility, reliability and comparability of results. PARAKH, NCERT is working in close coordination with States/UTs and implementing agencies to ensure the effective and timely conduct of this important national initiative.

Inter-Rater Reliability (IRR) Checking in Foundational Learning Study (FLS) 2026

Inter-Rater Reliability (IRR) is a critical component in ensuring the quality, consistency and credibility of assessment data in large-scale educational studies such as the Foundational Learning Study (FLS) 2026. It refers to the degree of agreement between two or more independent raters evaluating the same responses. High IRR (95% and above) reflects that the scoring process is objective, standardised and free from individual bias whereas low IRR (below 95%) indicates inconsistencies in the understanding of scoring rubrics or differences in assessor judgment.

In the context of FLS 2026, which includes a mix of objective, subjective and observational tasks, maintaining scoring consistency becomes particularly important. Variations in interpretation, especially in open-ended can significantly impact the reliability of assessment outcomes. Therefore, establishing a robust mechanism to measure and ensure consistency among assessors is essential for producing valid and comparable data across regions.

To address this, FLS adopts a structured and practical approach to IRR checking through a three-Field Investigator (FI) model during the Field Investigator's training at the district level. In this model, one FI acts as an assessee, simulating a student by responding to the sample assessment booklet kit, while two other FIs function as assessors who independently score the same responses using tablets.



This setup ensures that the same responses are evaluated under controlled conditions, allowing for an accurate assessment of scoring consistency.

The three-FI model plays a crucial role in calibrating assessors before they are deployed in the field. It provides an opportunity to identify discrepancies in scoring, clarify doubts related to rubrics and standardise interpretation across all Field Investigators. By enabling real-time validation and feedback, this approach strengthens the overall reliability of the assessment process.

Objectives of IRR in FLS 2026

- To assess consistency between two assessors scoring the same responses
- To validate clarity and effectiveness of scoring rubrics
- To ensure uniform interpretation across Field Investigators
- To identify ambiguities in test items and scoring guidelines
- To strengthen training effectiveness

Method for Calculating Inter-Rater Reliability (IRR)

Percentage Agreement Method

In the Foundational Learning Study (FLS) 2026, the calculation of Inter-Rater Reliability (IRR) during Field Investigator training is primarily based on the Percentage Agreement method. This approach is preferred due to its simplicity, transparency and suitability for large-scale operational contexts where quick validation of scoring consistency is essential. Percentage Agreement measures the extent to which two independent assessors assign identical scores to the same set of student responses. It provides a direct and easily interpretable indicator of scoring alignment between assessors, making it highly effective for training and quality assurance purposes.

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

The Percentage Agreement method is based on two key components: the number of agreements and the total number of observations. The number of agreements refers to the total count of items for which both assessors have awarded exactly the same score to a given response. This implies complete alignment in interpretation and application of the scoring rubric. The total number of observations represents the total number of items that have been scored independently by both assessors. Together, these components provide a proportion that reflects the consistency of scoring across all evaluated responses.

Step-by-Step Calculation Process

The calculation of IRR using Percentage Agreement follows a systematic process.

1. First, both assessors independently score the same set of responses recorded by the Assessee FI. It is important that no discussion takes place between assessors during this stage to maintain independence.
2. Once scoring is completed, the scores assigned by the two assessors are compared item-wise. Each item is then categorized as either an agreement, where both scores are identical or a disagreement, where the scores differ.
3. The total number of agreements is counted and divided by the total number of observations.
4. This ratio is then multiplied by 100 to obtain the IRR percentage. This step-by-step approach ensures objectivity and consistency in determining the level of agreement.

Example: For instance, consider a scenario where two assessors evaluate five responses. If both assessors assign the same score for four out of the five items and differ on one item, the number of agreements would be four and the total observations would be five. Applying the formula, the IRR would be calculated as 80 percent. This example demonstrates how even a small number of disagreements can impact the overall reliability score, highlighting the importance of consistent rubric interpretation.

Inter-Rater Reliability (IRR) and Operational Use in FLS 2026

In FLS 2026, the interpretation of Inter-Rater Reliability (IRR) is aligned with predefined quality benchmarks to ensure high standards of data reliability and consistency in scoring practices. An agreement level of 95% or above is considered acceptable and reflects strong consistency between assessors, indicating that they are well-calibrated and prepared for field deployment. However, if the agreement falls below 95%, it signals the need for immediate corrective action. In such cases, based on the results generated by the National Assessment Centre PARAKH, the State Level Coordinators (SLCs) and District Level Coordinators (DLCs) are required to identify items with discrepancies, facilitate discussions to clarify scoring rubrics and conduct targeted re-training sessions for Field Investigators.

The IRR exercise is subsequently repeated to ensure that the required level of agreement is achieved before proceeding further. This iterative process reinforces uniform interpretation of scoring guidelines and strengthens the reliability and credibility of assessment data.

Operationally, the calculation of IRR in FLS 2026 is fully integrated with the digital data collection system. Assessors record scores on tablets and the data is automatically transmitted to a centralized backend system where IRR is computed. Field Investigators are not required to

perform manual calculations, thereby minimizing errors and enhancing efficiency. The results generated by PARAKH are shared with SLCs, who, along with DLCs, utilize these findings to monitor assessor performance and implement corrective measures where necessary. At the national level, PARAKH analyses the IRR data to ensure overall quality assurance and standardization across states, thereby reinforcing the robustness and credibility of the assessment process.

Roles and Functions of Different Institutions/Functionaries involved in study

Team Structure

The Foundational Learning Study (FLS)–2026 will be implemented through a clearly defined multi-tier structure to ensure uniformity, transparency and effective coordination across all States and UTs.

At the national level, the National Assessment Centre PARAKH under the National Council of Educational Research and Training (NCERT), functioning under the Ministry of Education, will lead the Study. At the State/UT level, Samagra Shiksha, SCERTs/SIEs and DIETs will provide guidance and oversee district-level implementation.

For FLS–2026, the Indian Institute of Technology Delhi (IIT Delhi) is providing technical support for application development and study implementation, particularly for the tablet-based digital platform and associated data systems.

The roles and responsibilities of all institutions and functionaries are detailed below:

Responsibilities of PARAKH, NCERT (National Level)

The national leadership of FLS–2026 is anchored by the Ministry of Education, with operational responsibility vested in PARAKH, NCERT. The CEO & Head of PARAKH serves as the National Coordinator, supported by NCERT faculty and project staff.

The national team shall:

1. Conduct national-level consultations to finalize objectives, policy directions, assessment design, sampling framework and operational guidelines.

2. Engage with States/UTs to align on assessment framework, implementation protocols and timelines.

3. Build capacity at the State/UT level by training State-Level Master Trainers, who will further train district-level functionaries and field investigators.

4. Appoint District-Level Coordinators (DLCs) in consultation with State Coordinators for overseeing district implementation and training of field teams.

5. Development and Review assessment tools including:
   - Grade 3 Achievement Tests (Language and Mathematics – FLS)
   - School, Teacher and Student Questionnaires

- Digital assessment application and data capture protocols
- Operational Guidelines-cum-Training Manual
- Student sampling framework

6. Coordinate translation and linguistic validation of assessment tools in Hindi and 18 regional languages in collaboration with States/UTs.

7. Conduct field trials, validation studies and quality assurance processes for digital systems.

8. Coordinate with DDG (Statistics) to draw the State level sample and share lists of sampled and replacement schools with States/UTs.

9. Establish and operationalize a National Control Room at PARAKH to:
   - Address queries related to FLS–2026 within a defined timeframe
   - Remain functional during the pre-assessment and assessment period
   - Monitor digital test administration on scheduled dates

10. Coordinate with IIT Delhi for technical oversight of application deployment, server management, troubleshooting mechanisms and data security protocols.

11. Monitor field implementation through designated national observers.

12. Develop District, State and National Reports, along with policy briefs based on findings.

13. Prepare an action framework to support evidence-based interventions aimed at strengthening foundational learning outcomes.

Responsibilities of IIT Delhi (Technical Partner) FLS 2026

For the Foundational Learning Study (FLS)–2026, the Indian Institute of Technology (IIT) Delhi will function as the Technical Implementation Partner, providing end-to-end technical support for application development, digital deployment and technology-enabled study operations.

Unlike earlier paper-based assessments, FLS–2026 will be conducted through a tablet-based digital platform. IIT Delhi will play a central role in ensuring the robustness, security, scalability and smooth functioning of the digital assessment ecosystem.

Key Responsibilities of IIT Delhi

1. **Development of Digital Assessment Platform**
   - Design, develop and maintain the tablet-based assessment application for Grade 3 FLN competencies (Language and Mathematics) as per the assessment framework provided by PARAKH.

- Ensure user-friendly interface, offline functionality with secure synchronization and multilingual compatibility.

2. **System Architecture & Server Management**
   - Establish secure server infrastructure for data hosting, storage and real-time monitoring.
   - Ensure scalability to support large-scale concurrent usage across States/UTs.
   - Implement data encryption, cybersecurity safeguards and privacy protection protocols.
3. **Digital Tool Integration**
   - Integrate assessment tools, student sampling modules and questionnaires (School, Teacher and Student) into the digital platform.
   - Enable automated data capture, validation checks and timestamping mechanisms.
4. **Testing, Field Trials & Quality Assurance**
   - Conduct system testing, pilot runs and load testing prior to main administration.
   - Address technical glitches and optimize performance based on field trial feedback.
5. **Technical Training & Support**
   - Support PARAKH, NCERT in developing technical training modules for State/District-level functionaries and Field Investigators.
   - Provide technical guidance during training sessions regarding device handling, application usage and troubleshooting.
6. **Helpdesk & Real-Time Technical Support**
   - Provide backend technical support during the assessment window.
   - Coordinate with the National Control Room established at PARAKH for real-time issue resolution.
7. **Data Management & Security**
   - Ensure secure transmission and centralised storage of assessment data.
   - Maintain strict confidentiality and integrity of data.
   - Provide structured datasets to PARAKH, NCERT in the required format for analysis and reporting.

8. **Monitoring & Analytics Dashboard**
    - Develop monitoring dashboards for real-time tracking of assessment progress across districts and States/UTs.
    - Enable data validation flags and automated reporting tools for administrative oversight.

Responsibilities of States/UTs

A. Samagra Shiksha

At the State/UT level, the State Project Director (SPD), Samagra Shiksha and the Director, SCERT/Principal, SIE shall function as State-Level Coordinators for FLS–2026. They may designate State-Level Co-coordinators/Master Trainers to facilitate effective implementation.

The responsibilities of Samagra Shiksha include:

1. Coordinating with SCERT/SIE for organization of training programmes for District-Level Coordinators and Field Investigators.
2. Facilitating administrative and institutional support at district and school levels to ensure sampled schools remain open and cooperative on scheduled assessment dates.
3. Supporting logistical coordination for field activities and smooth study operations.

B. SCERTs / SIEs

The SCERTs/SIEs shall play a central role in academic coordination and field-level implementation of the Foundational Learning Study (FLS)–2026 within the State/UT. In certain States/UTs, Samagra Shiksha may take the lead in overall coordination, with SCERT/SIE functioning as the academic and technical support institution. In such cases, FLS–2026 shall be implemented through a collaborative State Team approach, ensuring clear division of responsibilities and close coordination among all concerned agencies.

1. Finalizing translations and linguistic validation of assessment tools and questionnaires in the respective regional languages.
2. Identifying and finalizing the list of State-Level Master Trainers.
3. Finalizing the list of District-Level Coordinators (DLCs) and District Master Trainers.
4. Issuing necessary instructions to DLCs and sampled schools to ensure full cooperation and smooth conduct of FLS–2026.
5. Coordinating closely with PARAKH, NCERT and extending necessary academic and

administrative support during study implementation.

6. Identifying and finalizing the list of Field Investigators (FIs) with the support of district functionaries.

7. Organizing training of District-Level Coordinators in collaboration with PARAKH, NCERT.

8. Ensuring cascade training of Field Investigators by trained DLCs as per national guidelines.

9. Facilitating local logistical arrangements including coordination support for National-Level Trainers and Observers during their visits to districts/schools.

All functionaries at State, District and School levels shall work in close coordination to ensure smooth, standardized, and credible conduct of FLS–2026.

Financial Support:

PARAKH, NCERT will bear the financial support for FLS–2026 as per approved norms. States/UTs shall ensure timely coordination, compliance with guidelines and proper facilitation of activities in alignment with national directions.

Through collaborative efforts and shared responsibility, FLS–2026 will be implemented in a structured, transparent and efficient manner across all States and UTs

Responsibilities of District Level Coordinator

For the Foundational Learning Study (FLS)–2026, the District Level Coordinators (DLCs) shall function as key district-level nodal officers to ensure smooth, secure and standardized implementation of the Study. DLCs will work in close coordination with PARAKH–NCERT, State authorities (SCERT/SIE & Samagra Shiksha), technical partners, Field Investigators (FIs), Observers (where designated) and other district functionaries.

DLCs shall act as the primary liaison between national, state and school-level stakeholders.

A. Pre-Assessment Responsibilities

1. Coordinate with State authorities and PARAKH–NCERT for district-level planning and preparedness.

2. Finalize and maintain a verified list of trained Field Investigators (FIs), along with a buffer panel to manage contingencies arising from absence or emergencies.

3. Ensure that all FIs mandatorily attend official training programmes. Only trained and certified FIs shall be deployed to sampled schools.

4. Facilitate and supervise training sessions covering:

- Digital test administration procedures (tablet-based platform)
- Student sampling protocols
- Sitting arrangements and classroom management
- Administration of School, Teacher and Student Questionnaires
- Device handling, troubleshooting and data synchronization

5. Ensure that confidentiality and data security declarations are signed by all concerned functionaries prior to assessment activities.
6. Coordinate distribution of tablets, login credentials and other required materials to FIs in advance of the scheduled assessment date.
7. Conduct or facilitate a district-level pre-assessment briefing meeting (online/offline as required) to review roles, responsibilities, timelines and operational protocols.
8. Ensure that all sampled schools are informed about assessment date, time and required arrangements.

B. Responsibilities on the Day of Assessment

9. Oversee smooth commencement of assessment in all sampled schools as per schedule.
10. Ensure that digital devices are functional and that assessment administration follows prescribed protocols.
11. Coordinate with FIs and school authorities to resolve any operational or technical issues promptly in consultation with the State/National Control Room.
12. Monitor adherence to standardized procedures, including proper administration of questionnaires and maintenance of fairness and transparency.
13. Ensure secure handling of devices and protection of student data throughout the assessment process.

C. Post-Assessment Responsibilities

1. Ensure successful synchronization and secure submission of assessment data as per protocol.
2. Verify completion status of all sampled schools and document any deviations with reasons.
3. Facilitate timely processing of payments to Field Investigators as per approved norms

upon satisfactory completion of duties and submission of required documentation.

4. Submit a detailed district-level implementation report along with expenditure statements and supporting documents to the State Coordinator (SCERT/SIE).

5. Ensure secure custody of devices, records and related materials as per prescribed data retention and security norms.

D. General Responsibilities

1. Maintain close coordination with State authorities, PARAKH–NCERT, and technical support teams throughout the study cycle.

2. Ensure strict confidentiality and integrity of assessment processes and materials.

3. Keep official communication channels active and respond promptly to instructions issued by State/National authorities.

4. Undertake advance planning for logistics and coordination to avoid delays or disruptions.

Responsibilities of Resource Centre Custodian (RCC)

For the Foundational Learning Study (FLS)–2026, Resource Centre Custodians (RCCs) shall be designated at the State level to manage the receipt, storage, distribution and return of tablets and related digital devices used for the assessment.

1. Establishment of RCC

- The Resource Centre Custodian (RCC) shall be identified by the State/UT in consultation with PARAKH–NCERT.

- The RCC may be located at SCERT/SIE/ Samagra Shiksha office/ Directorate of Education or any other secure government premises as deemed appropriate by the State/UT.

- Flexibility may be exercised in selecting the RCC location, keeping in view security, accessibility, connectivity and safe storage conditions.

2. Receipt of Tablets and Digital Devices

- The RCC shall formally receive tablets and associated digital equipment from the National authority (PARAKH–NCERT/IIT Delhi).

- Proper verification, physical counting and documentation of devices shall be undertaken at the time of receipt.

- An acknowledgment of receipt shall be issued to the National authority.

3. Safe Storage and Inventory Management

- The RCC shall ensure secure storage of tablets and accessories in a designated, access-controlled space.
- Maintain a detailed inventory register (physical and digital, as prescribed), including device IDs, condition reports and movement records.
- Ensure that devices remain protected from damage, theft, or misuse.

4. Distribution to Districts/Field Teams

- Coordinate distribution of tablets to District Level Coordinators (DLCs) or authorized Field Investigators as per the approved deployment plan.
- Ensure proper documentation at the time of handover including signatures and device tracking details.
- Provide clear instructions regarding handling, charging, transportation and return protocols.

5. Collection and Return of Devices

- Receive tablets back from districts after completion of assessment activities.
- Verify device condition, ensure data synchronization (as per protocol) and reconcile inventory records.
- Arrange secure return/dispatch of devices to the National authority as per instructions.

6. Coordination and Communication

- Act as the nodal point at the State level for coordination between PARAKH–NCERT, technical partners and district-level functionaries regarding device logistics.
- Immediately report any loss, damage, malfunction or discrepancies to the designated authority.

Responsibilities of Observers at the School Level

Observers play an important role in ensuring transparency, fairness and adherence to protocols during the conduct of the Foundational Learning Study (FLS)–2026. Their primary responsibility is to monitor assessment administration in sampled schools and ensure that all procedures are implemented as per national guidelines.

Appointment

1. Observers shall be nominated by the State/UT in consultation with PARAKH–NCERT.
2. In remote or difficult geographical areas, suitable senior academic/administrative functionaries may be designated to perform observer duties.

Pre-Assessment Responsibilities

1. Attend the official orientation/briefing session conducted at the district/state level.
2. Establish prior coordination with the District Level Coordinator (DLC) and assigned Field Investigator (FI).
3. Familiarize themselves with assessment protocols, digital administration procedures and monitoring formats.

Responsibilities on the Day of Assessment

1. Report to the assigned sampled school well before the commencement of the assessment and meet the Head Teacher/Principal.
2. Verify readiness of arrangements, including seating plan, student identification and availability of required infrastructure.
3. Supervise the standardized administration of the digital assessment by the Field Investigator, ensuring:
    - Adherence to timing and instructions
    - Fair and malpractice-free conduct
    - Proper administration of School, Teacher and Pupil Questionnaires
4. Ensure that tablets and related devices are handled securely and used strictly for the purpose of assessment.
5. Monitor completion and secure submission/synchronization of digital data as per protocol.
6. Avoid direct intervention in administration unless necessary for maintaining procedural integrity.
7. Report any irregularities, deviations, technical issues or challenges immediately to the DLC for prompt resolution.

Post-Assessment Responsibilities

1. Confirm completion of assessment activities and documentation at the school.
2. Submit an observation report to the DLC highlighting compliance status, challenges faced and suggestions for improvement.
3. Maintain confidentiality of all assessment-related information and data.

Observers serve as an essential link between district authorities and schools, ensuring that FLS–2026 is conducted in a credible, standardized and transparent manner.

Responsibilities of National Level Observers

For the Foundational Learning Study (FLS)–2026, National Level Observers shall be designated by PARAKH–NCERT in consultation with the Ministry of Education. These functionaries will comprise senior officials, academicians and assessment specialists to ensure the highest standards of quality, credibility and transparency.

Their combined responsibilities include:

1. Monitoring implementation of FLS–2026 across selected States/UTs and districts to ensure adherence to national guidelines and standardized procedures.
2. Providing real-time feedback to PARAKH–NCERT and the Ministry of Education for timely corrective measures, where necessary.
3. Acting as an escalation point for significant operational, technical or procedural issues affecting assessment integrity.
4. Reviewing and validating the reliability, validity, fairness and technical soundness of assessment tools, digital systems, and data processes.
5. Assessing overall compliance with operational protocols, quality assurance mechanisms and ethical standards.
6. Offering strategic recommendations for strengthening future assessment cycles, enhancing methodological rigor and improving systemic impact.

Responsibilities of Field Investigators (FIs)

Field Investigators (FIs) are the primary functionaries responsible for administering the Foundational Learning Study (FLS)–2026 at the school level. They play a crucial role in ensuring standardized, fair and accurate conduct of the assessment.

Eligibility and Selection

1. Field Investigators should preferably be DIET trainees. In case of non-availability or insufficient number of DIET trainees, States/UTs may select FIs in the following order of preference:
2. B.Ed./M.Ed. trainees from Government Teacher Education Institutions
3. B.Ed./M.Ed. trainees from Private Teacher Education Institutions
4. Retired school teachers
5. Postgraduate students
6. Trained teachers not serving in the same school

All FIs must:

- Be well-versed in the designated language of assessment.
- Have basic digital literacy for handling tablets and assessment applications.
- Mandatorily attend and successfully complete official training conducted by authorized agencies.
- Only trained and certified FIs shall be deployed in sampled schools.

Pre-Assessment Responsibilities

1. Coordinate with the District Level Coordinator (DLC) and Observer (if assigned) regarding schedule, logistics and school allocation.
2. Attend the full training programme and thoroughly understand:
    - Digital test administration procedures
    - Student sampling process
    - Sitting plan and classroom management
    - Administration of School, Teacher and Pupil Questionnaires
    - Data synchronization and troubleshooting protocols
3. Collect assigned tablets/devices and verify functionality before the day of assessment.
4. Sign confidentiality and data security declarations prior to handling devices and student data.

Responsibilities on the Day of Assessment

1. Reach the assigned school before the morning assembly and report to the Head Teacher/Principal.
2. Verify student attendance and carry out section/student sampling strictly as per prescribed protocol.
3. Ensure appropriate seating arrangement as per the approved sitting plan.
4. Administer the digital assessment to Grade 3 students strictly as per the Standard Operating Procedures (SoP) and training guidelines.
5. For Grade 3 students, provide age-appropriate guidance without influencing responses.

6. Ensure that the Teacher Questionnaire is completed by the concerned teacher(s) and the School Questionnaire by the Head Teacher/Principal.

7. Maintain a calm, supportive and neutral testing environment. Under no circumstances should students be prompted, coached or penalized.

8. Immediately report any irregularity, technical issue or deviation to the DLC and seek guidance from the designated helpdesk, if required.

Post-Assessment Responsibilities

1. Ensure that all student responses are properly saved and synchronized as per digital submission protocol.

2. Verify that all assigned assessment components (test and questionnaires) have been completed.

3. Return tablets/devices and accessories to the designated authority (DLC/RCC) as per instructions.

4. Submit required documentation, attendance records and field notes to the DLC.

5. Ensure strict confidentiality of all assessment data and refrain from sharing any information related to test content or student responses.

General Responsibilities

1. Adhere strictly to national guidelines and ethical standards.

2. Maintain integrity, neutrality and professionalism throughout the assessment process.

3. Ensure no assessment material or device is mishandled, misused or left unattended.

4. Complete all assigned tasks within the stipulated timeline provided by district authorities.

Annexure

Annexure-I: Sampling procedure

How to get a Random Number for Section sampling:

Step A: Use school PIN code digits to calculate the random number as shown below:

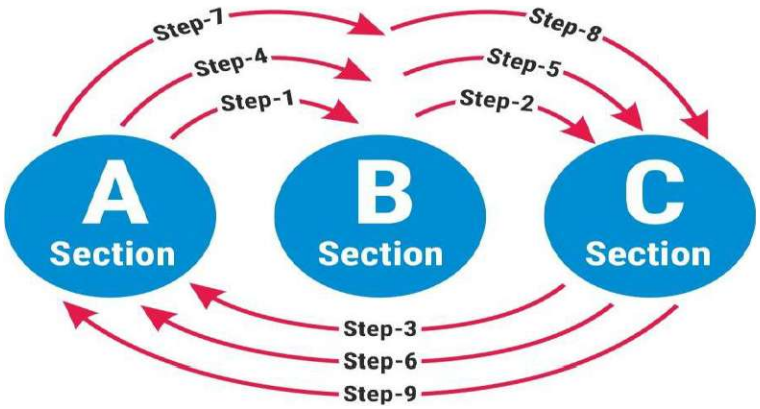
Stage-1: Add together all the digits of the pin code of the school till we get a single-digit number as shown below:

Example:

Let your school PIN code be 110097

Random Number = 1 + 1 + 0 + 0 + 9 + 7 = 18=1+8=9

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



Starting at section s.no. '1' i.e. Section A and move to another every movement counts as step 1 and you have to move up to your random number. In this example, the random number is 9 and 9th movement is completed at Section A so the selected section will be 'A'.

Conditions for Selection of the Students

1. If the selected section in the school has 12 or less than 12 students in the class then take all of them.

2. If there are more than 12 students in the selected section, then select only 12 students as per the procedure given next.

Procedure for the Selection of Students

If there are more than 12 students in the sampled section in a class, then select only students as per the procedure given below:

Step-1: List all the students of the sampled section/class as per the school register in **Sheet-I (sampling sheet)**.

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

$$\text{Sampling Interval (SI)} = \frac{\text{Total number of students enrolled in sampled section/class in the school}}{12}$$

Example: Suppose the total enrollment in the sampled section/class in the school is 58, then

$$SI = \frac{58}{12} = 4.8 \text{ (rounded to 5)}$$

Example: Suppose the total enrollment in the sampled section/class in the school is 44, then

$$SI = \frac{44}{12} = 3.66 \text{ (rounded to 4)}$$

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

Table: Ready Reckoner for Sample Interval (SI)

Number of Students in the sampled section/class in the school	**13-17**	**18-29**	**30-41**
Sample Interval	**1**	**2**	**3**

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

Example: If School PIN Code = **110097**

Add the PIN Code numbers = **1+1+0+0+9+7 = 18=1+8=9**

Then, Random start **(RS)** = 9

So, select the 9th student from the attendance list.

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

Student 1- RS

Student 2 - RS+SI

Student 3- RS+2SI

Student 4 RS+3SI and so on.....

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

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

Step-5: If you get the end of list before getting 12 students, then continue the process from the beginning until you have selected 12 students.

Step-6: If by chance you get again to a student already selected or the absent student in this process, then select the immediate next student and continue your counting following the same process until you get 12 students.

Step-7: Allot Student ID against each selected student in **Sheet-I**.

Note -If selected students are absent then move to the next student.

Annexure-II Student Sampling Sheet

Sampling Sheet

To be filled in by the Field Investigator (on the day of test administration)

Name of School											
Name of the Block/District											
Name of the State											
UDISE+ Code											

1. Provide the following information:

Survey Grade	**Selected Section (if applicable)**	**Total Students Enrolled** in the selected section	**Students Present**	**Students Participated in Survey**

List all students of sampled section/class as per school attendance register

(*If total number of students in the sampled section/Class, is more than 12, then use this sheet*).

S.No.	Class Roll No.	Allot Student ID
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

S.No.	Class Roll No.	Allot Student ID
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		

S.No.	Class Roll No.	Allot Student ID
31		
32		
33		
34		
35		
36		
37		
38		
39		
40		
41		
42		
43		
44		
45		

Annexure-III Monitoring Proforma

Foundational Learning Study 2026
MONITORING PROFORMA

To be filled in by the Observer (School Principal/external officer)

Name of School											
Name of the Block/District											
Name of the State											
UDISE+ Code											

Instructions - For registering responses, please use 'YES' or 'NO':	**Yes**	**No**
2. Whether the school got prior information about the Day of Assessment?	☐	☐
3. Was the Section and Student Sampling done by the Field Investigator	☐	☐
4. Whether the Teachers was found to facilitate the survey activities	☐	☐
5. Whether any problems were faced in entering responses in the tablet/ response sheet by the Field Investigator (FI)?	☐	☐
6. Was the Assessment Kit of adequate quality, readable and in a usable condition for students?	☐	☐
7. Did the Field Investigator clearly explain the instructions to the students before the test and each task?	☐	☐
8. Did students listen carefully to the instructions before starting the test?	☐	☐
9. Were the students engaged and attentive during the test?	☐	☐
10. Did students appear comfortable with the language of the test?	☐	☐

11. Suggestions (if any) regarding the conduct of survey:

_____

_____

External Observer's Signature with Date

Head Teacher's/Principal's Signature with Date & school's seal

Name: _____

Designation: _____

Contact No: _____

Email: _____

Name: _____

Designation: _____

Contact No: _____

Email: _____

Annexure-IV Letter of Appointment (LOA) for Field Investigator (FI)

Ministry of Education
Government of India

PARAKH
Performance Assessment, Review, and Analysis of Knowledge for Holistic Development

To whom it may concern

This letter is to authorize …… **(Name)**,

holding the designation of…….…… **(Designation)** at

……..……**(Institutional address)**,

to act as a Field Investigator.

This letter serves as a formal authorization to administer the **Foundational Learning Study 2026**. The Field Investigator is authorized to collect all relevant information in accordance with the format and guidelines provided by **PARAKH**, **NCERT**.

Sample School

UDISE+ Code											
Name & Address of School											
Survey Grade	**Grade 3**										

Details of State Level Coordinator	Details of District Level Coordinator	Details of the Field Investigator
Name- Mobile- Email-	Name- Mobile- Email-	Name- Mobile- Email-

The school administration is requested to provide full cooperation to the Field Investigator in carrying out this essential task.

Signature of DLC …….....

Name of DLC …….....

Designation …….....

Seal Impression of the institute

Annexure-V Tablet Usage Guidelines & Acknowledgement for Survey Teams

These tablets are provided for **survey work only**. Please read and follow these guidelines carefully to ensure smooth operation and the safety of the device.

1. Basic Operation

- **To Switch On**: Press and hold the **Power button** on the side of the tablet until the screen lights up.
- **To Switch Off**: Press and hold the Power button, tap **Power off** and confirm.
- **To Restart (if needed)**: Press and hold the Power button for around 10 seconds.

2. Charging the Tablet

- Always use the **dedicated charger and cable** provided with the tablet.
- Plug into a safe electrical outlet before connecting to the tablet.
- Charge the tablet only until the battery is full (2–3 hours); avoid overnight charging.
- Do not use any other chargers or cables.
- Keep the charging area dry, flat and away from flammable material

3. Safe Handling and Care

- Always handle the tablet with **both hands**.
- Keep the **protective cover** on at all times.
- Do not expose it to water, dust, sunlight or high temperature.
- Avoid using sharp objects or pressing hard on the screen.
- Keep food, drinks, and children away from the device.
- If damaged, **report immediately** to the team supervisor. Do not try to repair it.

4. Usage Rules (Survey Purpose Only)

- Use the tablet **only for survey work**.
- Do not open social media, play games or download apps.
- Never install or download files, software, or updates from the internet or external drives.
- Do not sign in with personal Google or email accounts.
- Internet access is for **survey data upload or official communication only**.
- Do not remove, rename, or alter any preinstalled applications.

5. Data and Security

- Keep your **tablet password confidential**.
- Upload data as instructed daily or weekly.
- Lock the screen when not in use.
- Do not connect to public Wi-Fi or unknown Bluetooth devices.
- Report any technical issues immediately.

6. Storage and Transport

- Store the tablet in a **dry, shaded, and safe place**.
- Clean the screen with a **soft, dry cloth** only.
- Switch off the tablet before travel or storage.
- Carry it in a **padded cover or protective bag** during travel.

7. Universal Safety (for 10" & 11" Tablets)

- Avoid extended use while charging.
- Keep the screen **30 cm away** from your eyes while in use.
- Unplug the charger when the battery is full.
- Keep away from magnets or other strong electronic devices.
- If the tablet overheats or gives off a smell, **unplug and report immediately**.

8. Responsibility and Return Policy

Each tablet is issued to one user. You are personally responsible for its care and safe return.

- The tablet and its charger must be **returned in working condition** after the survey.
- Any **damage, loss, or non-return** will result in **serious penalties**, which may include:
    - Deduction or recovery of the tablet's replacement cost.
    - Fines for negligence or misuse.
    - Disciplinary or legal action as per organization policy.
- Do **not exchange tablets** among team members without official permission.
- The condition of the tablet will be checked upon return.

Annexure-VI Tablet Issuance and Acknowledgment Form

Survey/Study Name: Foundational Learning Study 2026

Organization Name: _____

Date of Issuance: _____

Tablet Details

Sl. No.	**Tablet Brand/Model**	Serial No.	Tablet ID / Asset No.	Charger	Cover	Condition at Receipt
1.				☐ Yes **S.No.** _____ ☐ No	☐ Yes ☐ No	

Declaration and Acknowledgment

I, _____, acknowledge that I have received the above-mentioned tablet and accessories in good working condition for official survey work only.

Responsibility and Liability

I understand and agree that:

1. I am **personally responsible** for the safety, care and proper use of this tablet.
2. Any **damage, loss, theft or misuse** will be reported immediately to my DLC.
3. In case of **damage due to negligence** or **failure to return the tablet**, I will be liable for:
   - Full or partial replacement cost of the device.
   - Penalties and fines as per organizational policy.
   - Possible disciplinary or legal action.
4. I will return the tablet **in working condition** along with all accessories on or before:

   _____ (Possible Return Date).

User Signature

Name: _____

Date: _____

Mobile: _____

Email: _____

Issuing Authority Signature

Name: _____

Date: _____

Mobile: _____

Email: _____

Annexure-VII Tablet Return Record (To be filled at the time of return)

Item	Status at Return
Date of Return	_____
Tablet Condition	☐ Good ☐ Damaged (Describe): _____
Charger Condition	☐ Good ☐ Missing ☐ Damaged
Cover/Accessories	☐ Good ☐ Missing ☐ Damaged
Remarks (if any)	_____

Declaration and Acknowledgment

I, _____(FI), hereby acknowledge that I have sampled _____ (no. of students) and successfully completed the test administration for _____ (no. of students surveyed). I further confirm that I have transferred the data of _____ students through the synchronizing option in the application.

I also acknowledge that I received _____ (number of tablet/s) and have returned _____ tablet/s along with all accessories in good working condition to the concerned authority.

Field Investigator Signature with date	**Receiving Authority Signature with date**
Name: _____	**Name:** _____
Mobile: _____	**Mobile:** _____
Email: _____	**Email:** _____

For Office Use Only:

☐ Tablet and accessories returned in acceptable condition.

☐ Damages noted and penalty applied: ₹ _____

☐ Final clearance issued. Remarks (if any)_____

.

This form creates a clear record of issuance and return, and helps with accountability. Would you like me to convert this into a **printable PDF-ready format** or **editable document** for you?

Annexure-VIII Orientation-cum-Training Power Point Presentation

Department of
School Education & Literacy
Ministry of Education, Govt. of India

PARAKH
Performance Assessment, Review, and Analysis of Knowledge for Holistic Development

FOUNDATIONAL LEARNING STUDY

Tracking India's Foundational Learning: From Baseline to Impact

AGENDA

- Overview of FLS Study 2026
- Roles and Responsibilities
- Sampling Students for the Assessment
- Tablet Usage Guidelines
- Assessment Framework
- Conducting Assessment in School

Foundational Learning Study: At a Glance

Baseline (FLS 2022): Where we started. Conducted using OMR-based formats, where field investigators manually recorded student responses)

Midline (FLS 2026): Technology-enabled assessment with tablet-based applications for real-time recording and faster data processing)

FLS 2026 covers **776 districts** across the country, covering **10,000+ schools**, including Government, Government-aided, Central Government and private recognized institutions.

1,00,000+ students to be assessed for literacy and numeracy skills across 10,000+ schools.

Per school:
- **1 Field Investigator**
- **1 Observer**

Assessment to be conducted in **20 MoIs:** Assamese, Bengali, Bodo, English, Garo, Gujarati, Hindi, Kannada, Khasi, Konkani, Malayalam, Manipuri, Marathi, Mizo, Nepali, Odiya, Punjabi, Tamil, Telugu and Urdu

Roles and functions of different Institutions/Functionaries involved in the FLS-2026

1. Development and Finalization of Survey Tools **(PARAKH with States)**
2. Development of FLS Application based on booklet provided by PARAKH **(IIT-Delhi)**
3. Drawing of Sample of the schools **(DDG-Stats)**
4. Training of Master Trainers (SLCs/DLCs) **(PARAKH)**
5. Training of Field Investigators **(DLCs/SLCs)**
6. Printing and Dispatch of Assessment Kit to District **(State)**
7. Dispatch of Tablets to State **(IIT-Delhi)**
8. RCC at State District Level **(Samagra/SCERT/ DEO/DIET)**
9. Handing over of Survey Material to DLCs to FIs **(SCERT/SPD)**
10. Drawing of the Section and Student Sampling **(FI)**
10. Administration of Assessment Tests **(FIs)**
11. Post survey Hand over the material: **FIs → DLCs → RCC → National**
12. Data processing and CSV File Generation **(IIT-Delhi)**
13. Data Analysis & Generation of Report Cards **(PARAKH)**
14. Identification of the learning gaps and roadmap preparation **(State/UTs/District)**

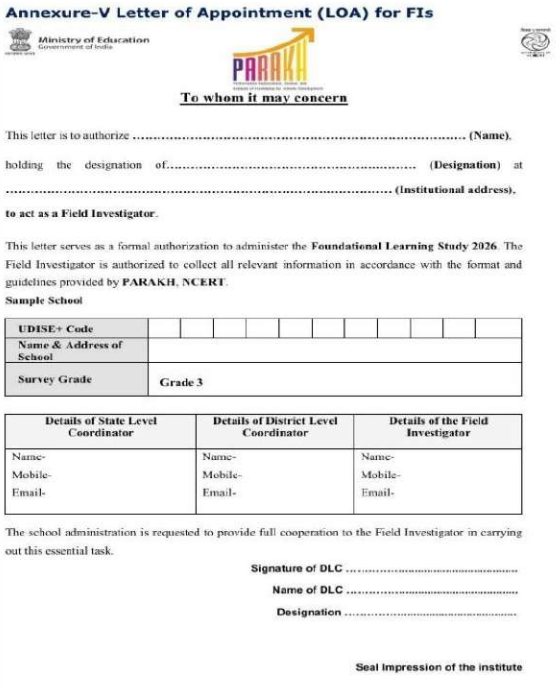
Responsibilities of Resource Centre Custodian (RCC)

- RCCs shall be designated at the State level to **manage the receipt, storage, distribution and return of tablets** and digital devices used for the assessment.
- **RCC shall be identified by the State/UT at the State and District level** in consultation with PARAKH-NCERT and located at a secure government premises.
- Receiving tablets/devices from PARAKH-NCERT/IIT Delhi with **proper verification and acknowledgment**.
- Ensuring **secure, access-controlled storage and maintain detailed inventory records.**
- **Coordinating documented distribution of devices to DLCs/FIs** with clear handling and return instructions.
- **Receiving devices post-assessment, verify their condition, ensure data synchronization and reconcile the inventory.**
- **Arranging secure return of devices to the national authority** and promptly report any loss, damage or discrepancies.

Eligibility and Selection of Field Investigators (FIs)

- **Field Investigators** are **responsible for the standardized, fair and accurate administration** of FLS-2026 at the school level.
- Preferably DIET trainees.
- In their absence:
  I. B.Ed./M.Ed. trainees (Government Institutions)
  II. B.Ed./M.Ed. trainees (Private Institutions)
  III. Retired school teachers
  IV. Postgraduate students
  V. Trained teachers not serving in the same school
- Must be proficient in the assessment language.
- Must possess basic digital literacy.
- Mandatory completion of official training and certification prior to deployment.

Each FI should have a **filled and signed LOA to be presented at the school** at the end of the training.



Annexure-V Letter of Appointment (LOA) for FIs

Ministry of Education
Government of India

PARAKH

To whom it may concern

This letter is to authorize ..... **(Name)**,

holding the designation of..... **(Designation)** at

..... **(Institutional address)**,

to act as a Field Investigator.

This letter serves as a formal authorization to administer the **Foundational Learning Study 2026**. The Field Investigator is authorized to collect all relevant information in accordance with the format and guidelines provided by **PARAKH, NCERT**.

Sample School

UDISE+ Code	
Name & Address of School	
Survey Grade	**Grade 3**

Details of State Level Coordinator	Details of District Level Coordinator	Details of the Field Investigator
Name- Mobile- Email-	Name- Mobile- Email-	Name- Mobile- Email-

The school administration is requested to provide full cooperation to the Field Investigator in carrying out this essential task.

Signature of DLC .....

Name of DLC .....

Designation .....

Seal Impression of the institute

Pre-Assessment Responsibilities of Field Investigators (FIs)

- Coordinating with DLC and Observer regarding schedule, logistics and school allocation.
- Attending full training covering digital administration, student sampling, sitting plan, questionnaires, synchronization and troubleshooting.
- Collecting assigned tablets/devices and verify functionality.
- Signing confidentiality and data security declarations.

FIELD INVESTIGATOR – DAY OF ASSESSMENT WORKFLOW

Report to School

Reach before morning assembly/Report to Head Teacher/Principal

Verify Attendance & Conduct Sampling - Verify student attendance and carry out section/ student sampling strictly as per prescribed protocol.

Administer the digital assessment to Grade 3 - Follow (SoP) and training guidelines Strictly.

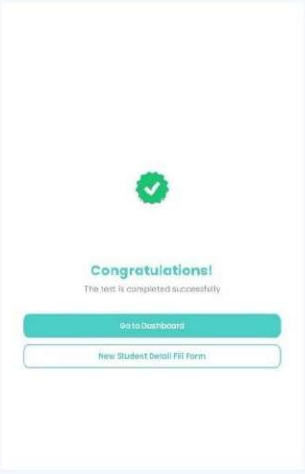
Provide Neutral Support - Offer age-appropriate guidance/ Do not influence responses.

Ensure Questionnaire Completion - Teacher Questionnaire: Concerned Teacher(s)/ School Questionnaire: Head Teacher/Principal

Maintain Testing Environment - Calm, supportive and neutral testing. No prompting, coaching or penalising.

Post Assessment Closure - Sync data, verify completion, return devices to DLC, submit documents and maintain confidentiality.

Post-Assessment Responsibilities of Field Investigators (FIs)



- Ensuring all responses are **saved and synchronized**.
- Verifying completion of all assessment components.
- **Returning devices and accessories to DLC/RCC** as instructed.
- **Submitting required documentation** and field notes to the DLC.
- Maintaining **strict confidentiality** of all assessment-related data.

1

SECTION SAMPLING

School Level Sampling : Section and Student

- FI will carry out both the section and student sampling on the Day of the Assessment prior to test conduction (if needed).

Note

1. **Section sampling** needs to be done ONLY and **ONLY if there are more than one section of class III** in the sampled school.
2. **Student sampling** needs to be done ONLY and **ONLY if there are more than 12 enrolled students** in the sampled section/class.

Important Points

Cyclic Random Sampling

Step A: Use school PIN code digits to calculate the random number as shown below:

Stage-1: Add together all the digits of the pin code of the school till we get a single-digit number as shown below:

***Example*:**

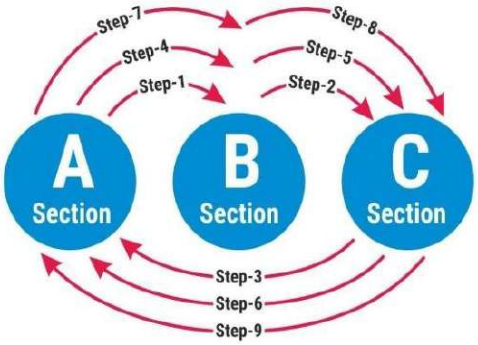
Let your school PIN code be 110097

Random Number = 1 + 1 + 0 + 0 + 9 + 7 = 18=1+8=9

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

Random Selection of Section: Key Processes

Starting at section s.no. '1' i.e. Section A and move to another every movement counts as step 1 and you have to move up to your random number. In this example, the random number is 9 and 9th movement is completed at Section A so the selected section will be 'A'.



Conditions for Selection of the Students

1. If the selected section in the school has 12 or less than 12 students in the class then take all of them.
2. If there are more than 12 students in the selected section, then select only 12 students as per the procedure given next.

Procedure for the Selection of Students

If there are more than 12 students in the sampled section in a class, then select only 12 students as per the procedure given below:

Step-1: List all the students of the sampled section/class as per the school register in Sheet-I (Control Sheet).

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

$$\text{Sampling Interval (SI)} = \frac{\text{Total number of students enrolled in sampled section/class in the school}}{12}$$

Example: Suppose the total enrollment in the sampled section/class in the school is 58, then

$$SI = \frac{58}{12} = 4.8 \text{ (rounded to 5)}$$

Example: Suppose the total enrollment in the sampled section/class in the school is 44, then

$$SI = \frac{44}{12} = 3.66 \text{ (rounded to 4)}$$

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

Ready Reckoner for Sample Interval (SI) will be selected as per the following method:	Number of Students in the sampled section/class in the school	13-17	18-29	30-41
	Sample Interval	1	2	3

Random Selection of Students:
Key Processes

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

Example: If School PIN Code = 110097
Add the PIN Code numbers = 1+1+0+0+9+7 = 18=1+8=9
Then, Random start (RS) = 9

So, select the 9th student from the attendance list.

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

Student 1- RS

Student 2 - RS+SI

Student 3- RS+2SI

Student 4 RS+3SI and so on.....

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

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

Random Selection of Students:
Key Processes

Step-5: If you get the end of list before getting 12 students, then continue the process from the beginning until you have selected 12 students.

Step-6: If by chance you get again to a student already selected or the absent student in this process, then select the immediate next student and continue your counting following the same process until you get 12 students.

Step-7: Allot Student ID against each selected student.

Step-8: Make a list of selected 12 students in the Control Sheet/Paper.

Note : If selected students are absent then move to the next student.

Use the student sampling sheet to note the names of the students you have sampled using the sampling method in the order you have sampled.

Annexure-III Student Sampling Sheet

Sampling Sheet

To be filled in by the Field Investigator

Name of School	
Name of the Block/District	
Name of the State	
UDISE+ Code	

1. Provide the following information:

Survey Grade	Selected Section (if applicable)	Total Students Enrolled	Students Present	Students Participated in Survey

List all students of sampled section/class as per school attendance register

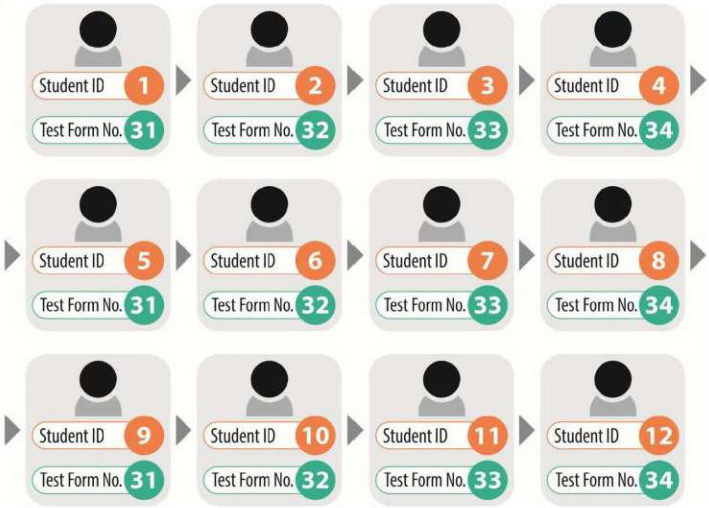
(If total number of students in the sampled section/Class, is more than 12, then use this sheet).

S.No.	Class Roll No.	Allot Student ID	S.No.	Class Roll No.	Allot Student ID	S.No.	Class Roll No.	Allot Student ID
1			16			31		
2			17			32		
3			18			33		
4			19			34		
5			20			35		
6			21			36		
7			22			37		
8			23			38		
9			24			39		
10			25			40		
11			26			41		
12			27			42		
13			28			43		
14			29			44		
15			30			45		

Instructions for Field Investigators (FIs)

- Check child's Medium of Instruction (MoI)
- During student sampling, make sure the selected child has studied for **at least two years in the same language (MoI)** in which the test is being conducted.
- If the child has studied for less than 2 years, do not select that child.
- In such cases, choose the next student for testing.
- You can confirm this from the teacher or school records.

Procedure After Student Sampling



After student sampling, prepare a list of the selected 12 students in the Control Sheet/Control Paper and call them one by one for the test as per the allotted Student ID. The test forms will be auto-generated in the proper sequence.

2

TABLET USAGE GUIDELINES

For Survey Teams

- Tablets are provided strictly for official survey work.
- All users must follow the prescribed operational and safety guidelines.

Basic Operation

- **Switch On:** Press & hold Power button until screen lights up
- **Switch Off:** Press & hold Power → Tap *Power Off* → Confirm
- **Restart (if needed):** Press & hold Power button for ~10 seconds

Charging Guidelines

- Use only the **dedicated charger and cable provided.**
- Plug into safe electrical outlet before connecting tablet.
- Charge for **2-3 hours only** (avoid overnight charging).
- Do not use other chargers or cables.
- Keep charging area dry, flat and away from flammable material.

Safe Handling & Care

- Handle with **both hands.**
- Keep protective cover on at all times.
- Avoid water, dust, sunlight and high temperatures.
- Do not press hard or use sharp objects on screen.
- Keep away from food, drinks and children.
- Report damage immediately (do not attempt repair).

Usage Rules (Survey Purpose Only)

- Use tablet strictly for survey work.
- No social media, games or app downloads.
- Do not install/download files, software or updates.
- Do not sign in with personal Google/email accounts.
- Internet access only for data upload/official work.
- Do not alter preinstalled applications.

Data & Security Protocol

- Keep password confidential.
- Upload data as instructed (daily/weekly).
- Lock screen when not in use.
- Do not connect to public Wi-Fi or unknown Bluetooth devices.
- Report technical issues immediately.

Storage & Transport

- Store in dry, shaded, safe place.
- Clean with soft, dry cloth only.
- Switch off before travel or storage.
- Carry in padded cover/protective bag.

Universal Safety (10" & 11" Tablets)

- Avoid extended use while charging.
- Maintain 30 cm distance from eyes.
- Unplug charger once battery is full.
- Keep away from magnets/strong electronic devices.
- If overheating or unusual smell occurs → Unplug & Report immediately.

Responsibility & Return Policy

- Each tablet is issued to **one designated user.**
- User is personally responsible for safe handling and return.
- Tablet & charger must be returned in working condition.

Non-compliance may result in:

- Recovery of replacement cost.
- Fines for negligence/misuse.
- Disciplinary/legal action as per policy.
- Do not exchange tablets without official permission.
- Device condition will be verified at return.

Annexure-VII Tablet Issuance and Acknowledgment Form

Organization Name: _____

Survey Project Name: _____

Date of Issuance: _____

Tablet Details

Item	Details
Tablet Brand/Model	_____
Tablet Serial Number	_____
Tablet ID/Asset Number	_____
Charger Serial Number (if any)	_____
Protective Cover Provided	☐ Yes ☐ No
Other Accessories	_____

User Details

Field	Information
Full Name	_____
Designation/Role	_____
Mobile Number	_____
Email ID (if any)	_____
Survey Team/Zone	_____
Issued By (SLC/DLC Name)	_____

Declaration and Acknowledgment

I, _____, acknowledge that I have received the above-mentioned tablet and accessories in good working condition for official survey work only.

I confirm that I have:

☐ Read and understood the **Tablet Usage Guidelines** provided to me.

☐ Been briefed on how to operate, charge, handle and safely use the tablet.

☐ Understood that the tablet is to be used **only for survey work** and not for personal activities.

☐ Agreed **not to download, install, or remove any apps or files** without authorization.

☐ Been informed about the safety and security protocols.

Responsibility and Liability

I understand and agree that:

1. I am **personally responsible** for the safety, care and proper use of this tablet.
2. Any **damage, loss, theft, or misuse** will be reported immediately to my DLC.
3. In case of **damage due to negligence** or **failure to return the tablet**, I will be liable for:
   - Full or partial replacement cost of the device.
   - Penalties and fines as per organizational policy.
   - Possible disciplinary or legal action.
4. I will return the tablet **in working condition** along with all accessories on or before: _____ (Return Date).

Signatures

User Signature	Issuing Authority Signature
Signature: _____	Signature: _____
Name: _____	Name: _____
Date: _____	Date: _____

Annexure-VIII Tablet Return Record (To be filled at the time of return)

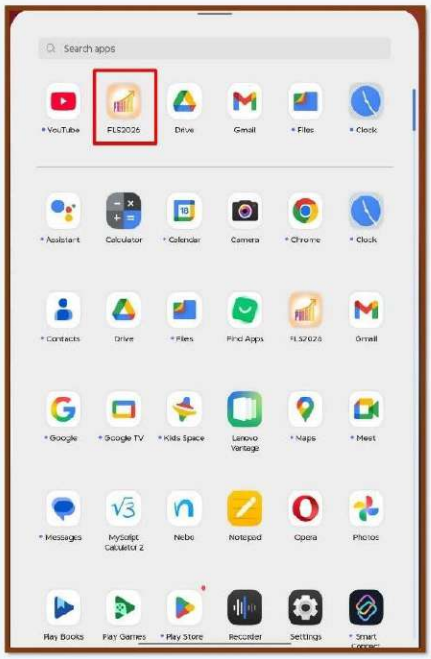
Item	Status at Return
Date of Return	_____
Tablet Condition	☐ Good ☐ Damaged (Describe): _____
Charger Condition	☐ Good ☐ Missing ☐ Damaged
Cover/Accessories	☐ Good ☐ Missing ☐ Damaged
Remarks (if any)	_____
Received By (Name & Sign)	_____

For Office Use Only:

☐ Tablet and accessories returned in acceptable condition.

☐ Damages noted and penalty applied: ₹ _____

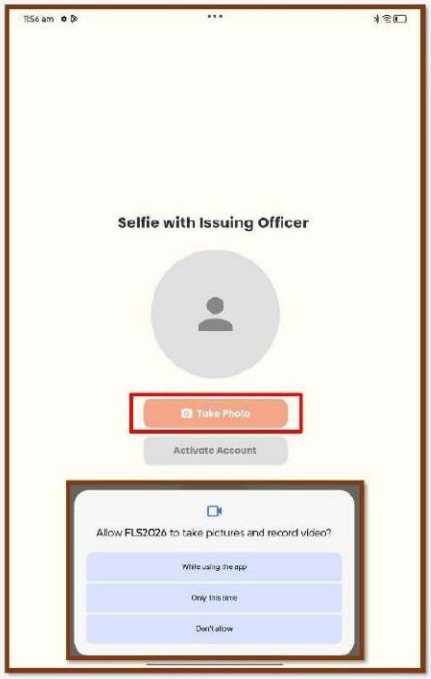
☐ Final clearance issued.

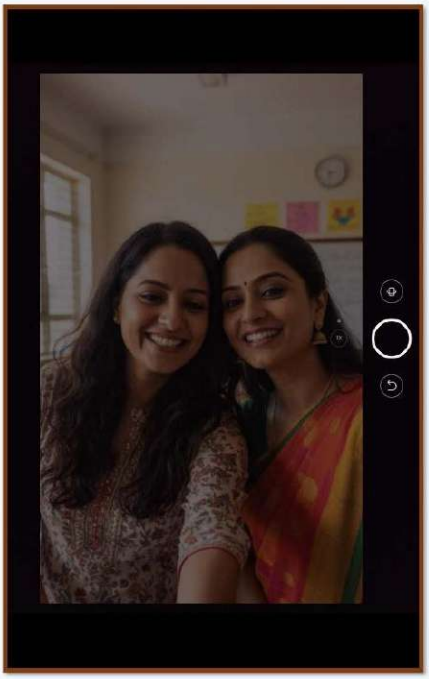


LOGIN
Your Email ID

PASSWORD:
8 Alphanumeric Characters.
Eg: VISH5223

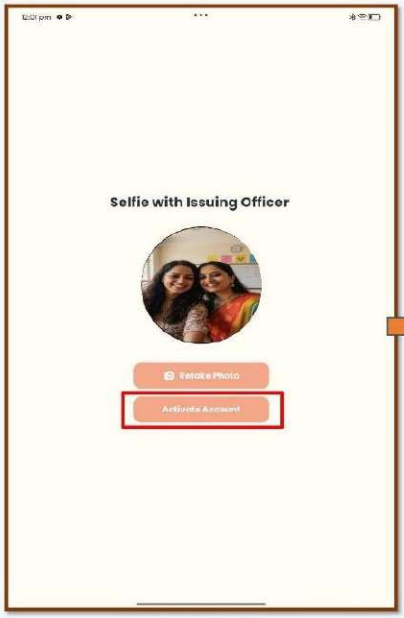
Where the First 4 alphabets of your NAME: VISH of VISHNU KUMAR
And last four digits of your registered PHONE NUMBER XXXXXX5223.

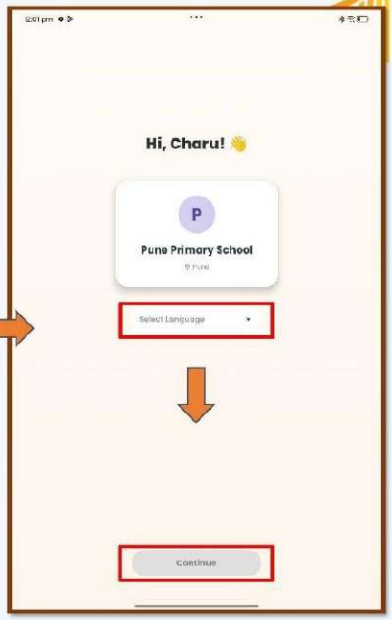


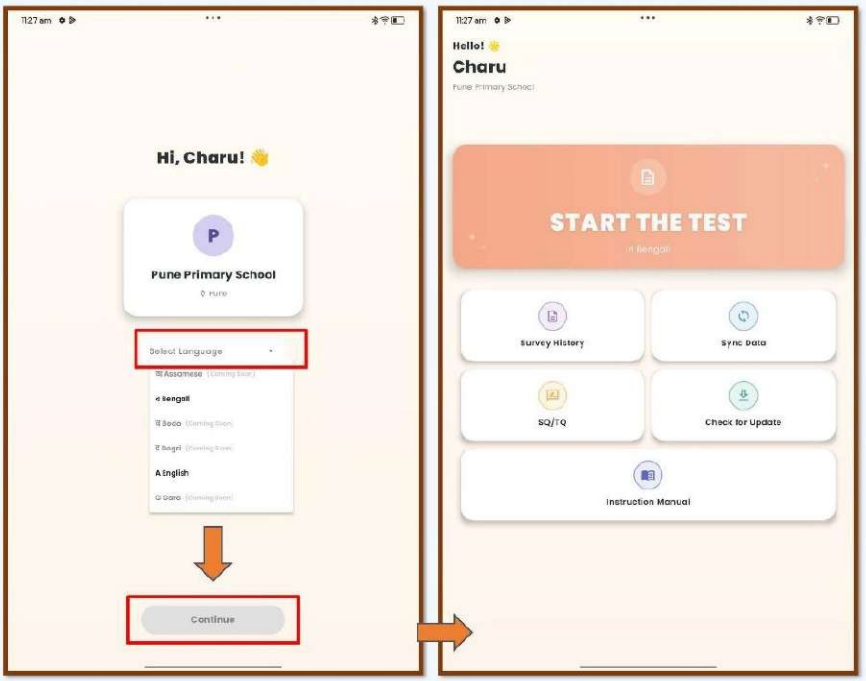


Taking a Selfie

1. Allow the app to take pictures and record videos.
2. Make sure the FLS tablet is held straight.
3. Both FI and DLC should be visible in the photo
4. The photos are not blurry.
5. There is enough light on the faces.
6. Retake photos until they are clear.

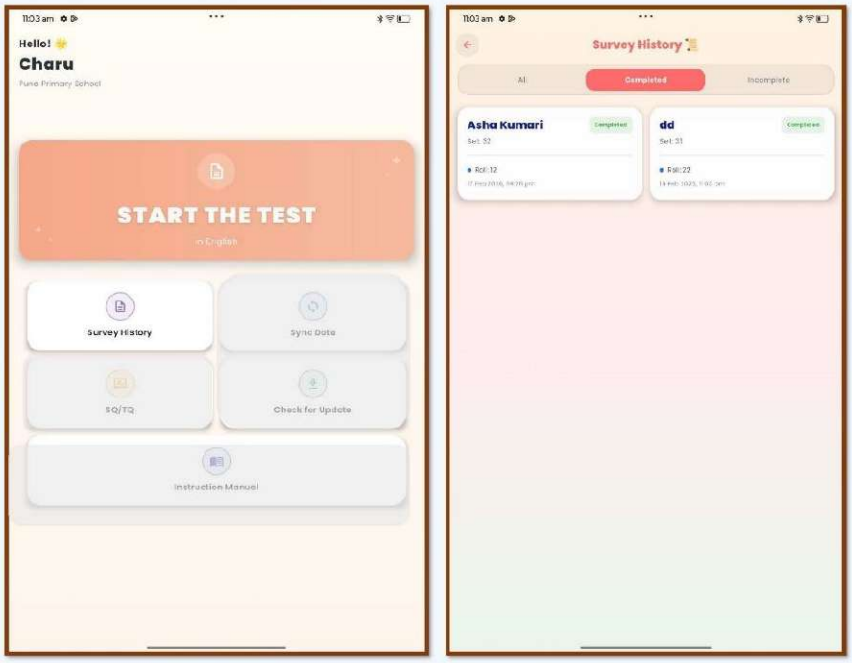






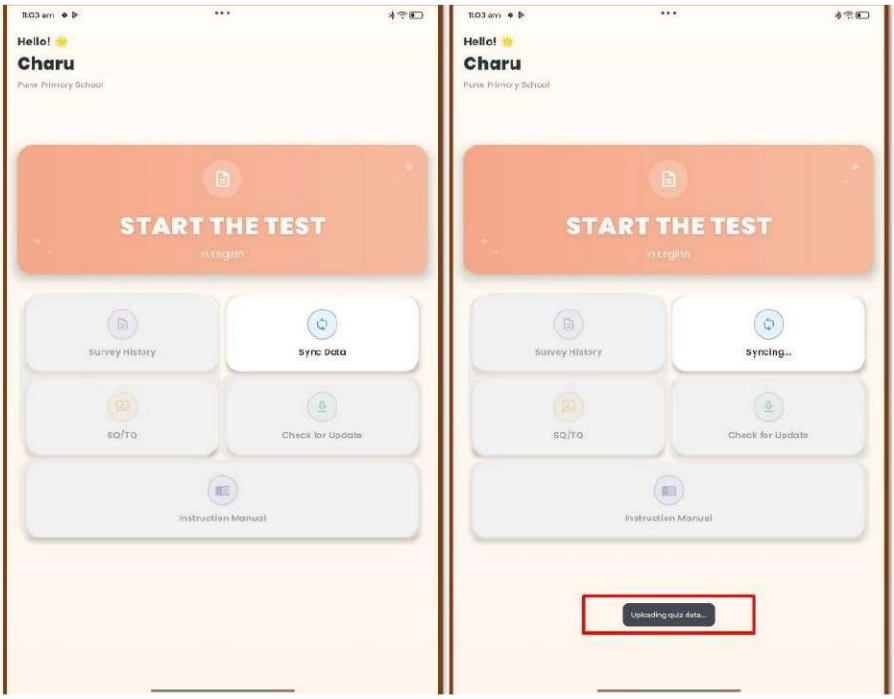
A CLEAN DASHBOARD

- START THE TEST
- SURVEY HISTORY
- SYNC DATA
- SQ/TQ
- CHECK FOR UPDATE
- INSTRUCTION MANUAL



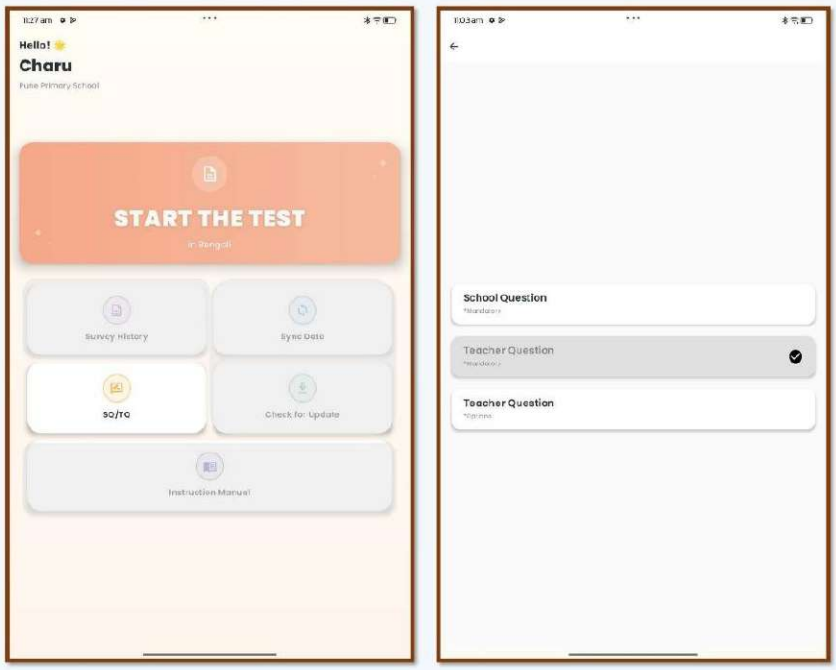
Survey History

1. 'All' shows, all the completed and Uncompleted assessments.
2. 'Complete' shows all the complete assessments.
3. 'Incomplete' shows all the incomplete assessments.
4. Incomplete assessment with RESUME buttons.
5. Resume from the last attempted question of the assessment test.



Sync Data

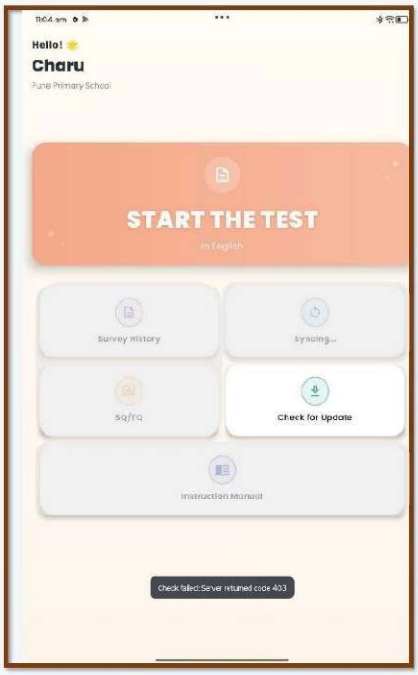
1. Save Data on the server after every assessment.
2. Data safety



SQ/TQ

School Question/Teacher Question

1. All Mandatory Forms.
2. School Question (SQ)to be filled by the principal.
3. Teacher Question (TQ) to be filled by the teachers.
4. Checked category to mark the completed questionnaires.



CHECK FOR UPDATES:

Periodically we will keep debugging the application and send you the updates. All the users will be notified about the update.

Guidelines for the Field Investigator (FI)

1. Ensure that the child is seated in a comfortable place at the time of the survey.
2. Sit at the level of the child, maintain eye contact, be polite and exhibit a positive body language.
3. Encourage the child to participate and give responses.
4. Do allow the child to drink water or use the washroom amidst/before/after the task if need be.
5. Keep the tablet fully charged, keep other booklets and materials ready before administering the survey. The maximum time allowed for the survey of an individual child is 35-40 minutes.
6. All the tasks given in the application are compulsory.
7. Retain the individual 'student response sheets' of all the children. Take pictures of their sheets wherever applicable.
8. For a few assessment tasks material is required and for few others, the material is not required. Follow the instructions carefully given for each of the assessment tasks in the application.
9. If the child shows curiosity towards you/tablet/material/ or 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.

INSTRUCTION MANUAL

3

ASSESSMENT FRAMEWORK

a) Subtasks to assess Foundational Literacy skills

FL Subtasks	Description
1. Oral Language Comprehension	▪ Listening to 5 different texts (Comprising 1 sentence, 2 sentences and 3 sentences) and matching the content of each of the texts with the given pictures
2. Phonological Awareness	▪ Identifying the initial and final sounds in 12 grade level words
3. Decoding Letters	▪ Reading aloud 100 individual (but repeated) letters and syllables of a particular language presented in the form of a grid
4. Decoding Words	▪ Reading aloud 50 distinct grade level words
5. Decoding Non-words	▪ Reading aloud 50 distinct grade level non-words
6. Picture Matching	▪ Reading 5 different texts (Comprising 1 sentence, 2 sentences and 3 sentences) and matching the content of each of the texts with the given pictures
7. Oral Reading Fluency (ORF) and comprehension	▪ Reading aloud two grade appropriate short stories and answering questions related to retrieval and inferences.
8. Writing with visual prompt	▪ Picture based task, framing 3 simple sentences on the basis of the given picture

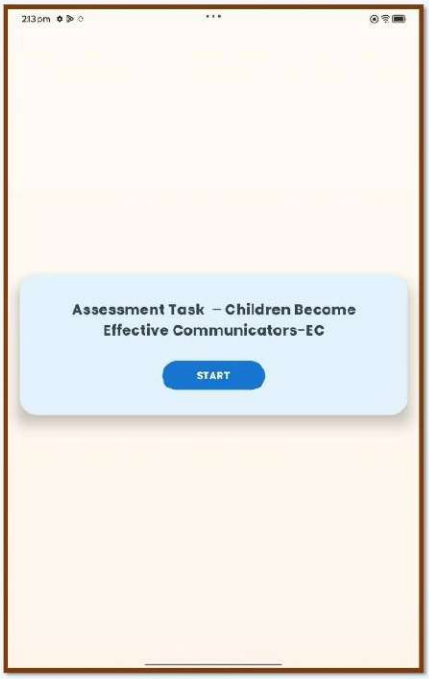
b) Subtasks to assess Foundational Numeracy skills

FN Subtasks	Description
1. Number identification	▪ Identifying and reading aloud 16 distinct numbers presented in the form of a grid (up to 999)
2. Number discrimination	▪ Comparing 10 pairs of numbers to identify the bigger number
3. Number operation (addition and subtraction)	▪ Completing 4 Addition and 4 Subtraction facts
4. Word problems (addition and subtraction)	▪ Solving 6-word problems based on the operation of addition and subtraction
5. Number operations (Division and Multiplication)	▪ Constructing and using 4 multiplication facts (tables) of numbers 2 to 10 and using 4 division fact.
6. Measurement	▪ Solving 6 problems based on measurement and estimation of volume, length, time using standard and non-standard units
7. Fractions	▪ Answering 6 problems based on identification and representation of simple fraction values of half, one-fourth, three-fourth of a whole and of a collection of 12 objects.
8. Patterns	▪ Identifying and extending & patterns comprising of numbers and shapes
9. Data Handling	▪ Reading simple display of data and answering 6 questions based on the data display.

PARAKH

Foundational Learning Study

Sample Tasks & Awareness Videos



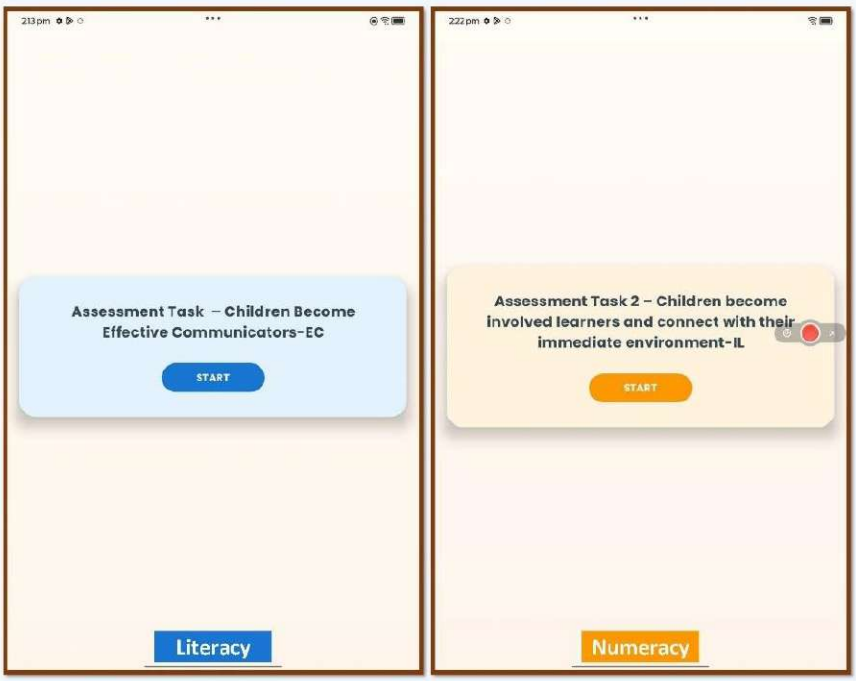
PARAKH

MODULE INFORMATION

1. Identify the SET NUMBER and provide the respective workbook kit to the student.
2. List of Tasks for a reminder.
3. Start Test button initiates the test.
4. Marker for Language and Number tasks.

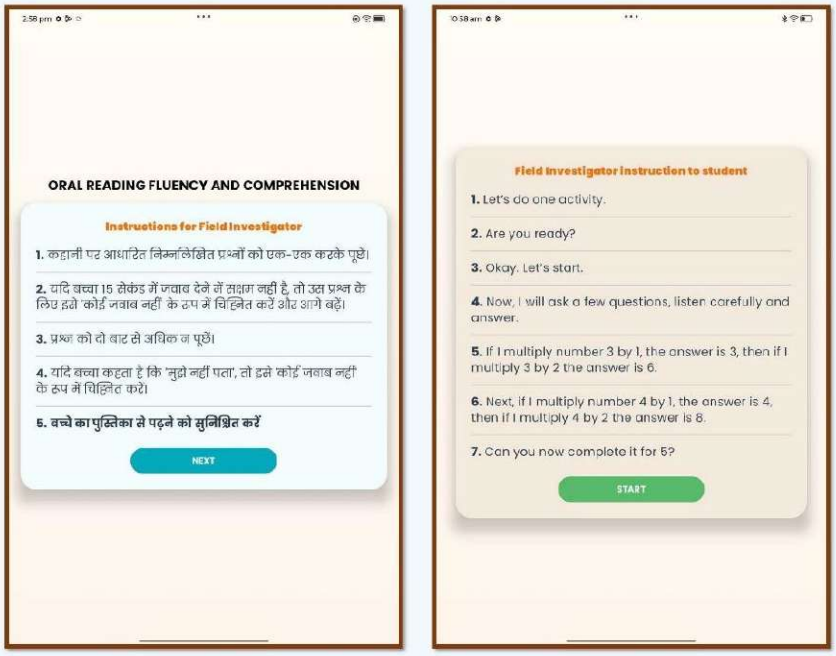
PARAKH

Screen Categories: Instruction



SCREEN CATEGORIES

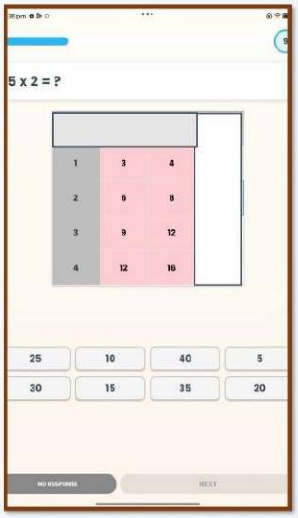
1. Foundational **Literacy**/ Foundational **Numeracy** Markers

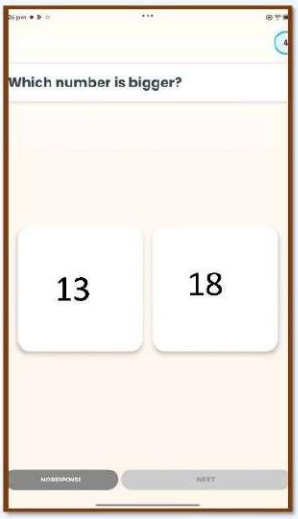


SCREEN CATEGORIES

1. Instructions **for the Field Investigator (FI)**
2. Field Investigator instruction **to student.**
3. Clear color coded pages to determine the different instructions.

Screen Categories: Test categories





TEST CATEGORIES

MULTIPLE CHOICE:

1. Here the FI will listen to the child's answer and feed in the response from the options.
2. If the child does not respond in the given time, the FI can press the NO RESPONSE button to attempt the next question.

TEST CATEGORIES

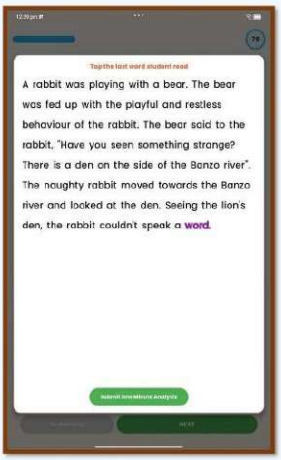
CORRECT/INCORRECT/ NO RESPONSE:

1. Here the FI will listen to the child and mark the response as Correct/Incorrect or No response.
2. Selecting one of the options will activate the NEXT button.

TEST CATEGORIES

GRID: Incorrect/Self Correct/ No Response:

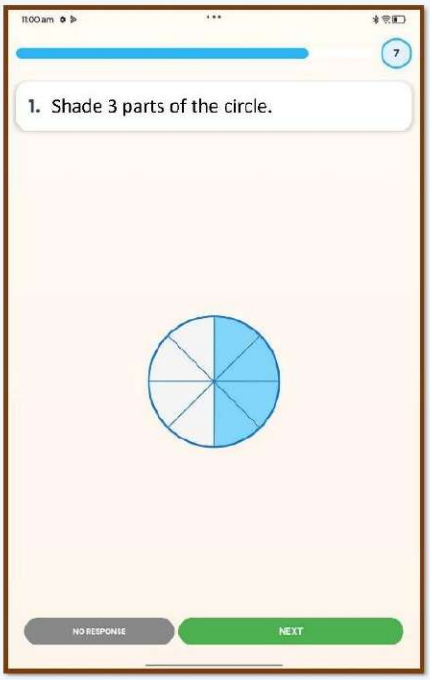
1. Here the FI can Tap once to mark INCORRECT. (BLUE)
2. Tap twice to mark SELF CORRECT. (GREEN)
3. Tap thrice to mark NO RESPONSE. (GREY)
4. Tap fourth time to RESET.

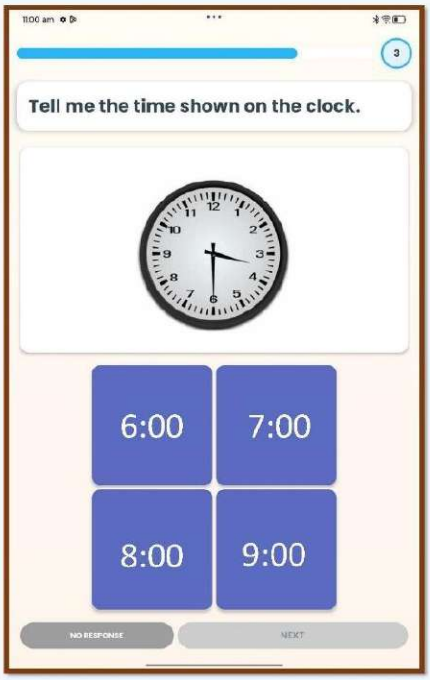


TEST CATEGORIES

PARAGRAPH READING:

1. Each word can be marked as INCORRECT (Blue)/SELF CORRECT (Green)/NO RESPONSE (Grey)/RESET
2. FI can mark the last word before 1 minute.
3. FI has to mark the LAST WORD READ (Purple) in one minute.





TEST CATEGORIES

GRID: Interactive

1. Here the FI can let the student interact with the tablet to input their answer.
2. In some questions, (STRAW) there will be additional inputs that will be filled by the FI for the answers.

4

ASSESSMENT IN SCHOOL

FIELD INVESTIGATOR – DAY OF ASSESSMENT WORKFLOW

Report to School

Reach before morning assembly/Report to Head Teacher/Principal

Verify Attendance & Conduct Sampling - Verify student attendance and carry out section/ student sampling strictly as per prescribed protocol.

Administer the digital assessment to Grade 3 - Follow (SoP) and training guidelines Strictly.

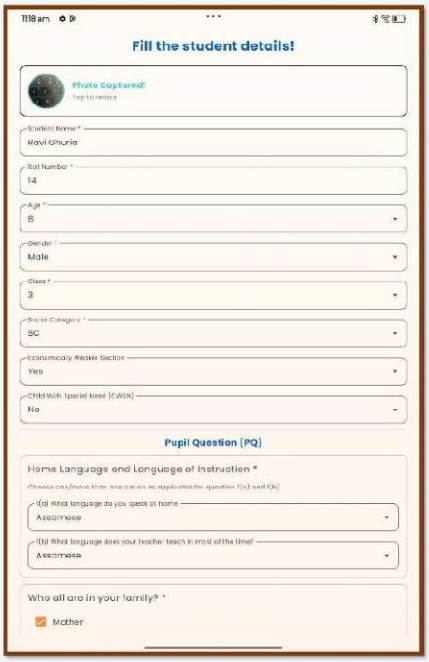
Provide Neutral Support - Offer age-appropriate guidance/ Do not influence responses.

Ensure Questionnaire Completion - Teacher Questionnaire: Concerned Teacher(s)/ School Questionnaire: Head Teacher/Principal

Maintain Testing Environment - Calm, supportive and neutral testing. No prompting, coaching or penalising.

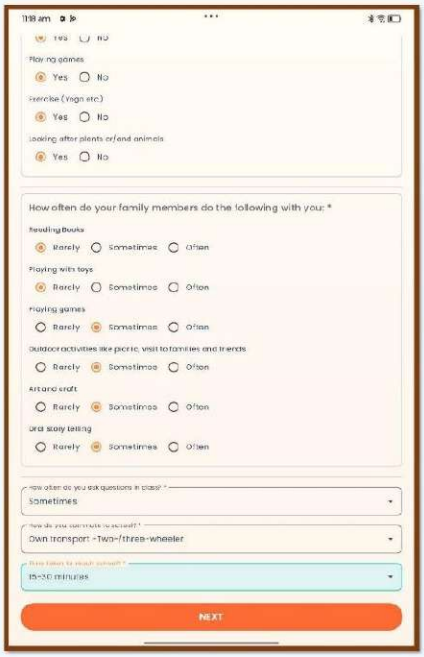
Post Assessment Closure - Sync data, verify completion, return devices to DLC, submit documents and maintain confidentiality.

Pupil Questionnaire



Taking a Selfie

1. Make sure the FLS tablet is held straight.
2. The photos are not blurry.
3. There is enough light on the faces.
4. Retake photos until they are clear.



Student Information & Pupil Question.

1. Simple form.
2. Basic Yes/No
3. Simple Dropdown

Literacy Tasks

Assessment Task – Children Become Effective Communicators-EC

START

ORAL LANGUAGE COMPREHENSION

Instructions for Field Investigator

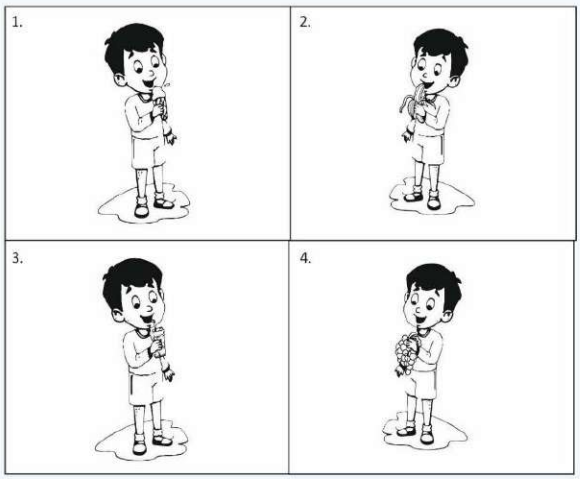
1. Show only the pictures to the child.
2. Each picture has a number.
3. Speak each description twice as written in each picture set.
4. Give maximum 1 minute time to the child to match the picture with the sentence being read aloud to him/her.
5. If the child does not respond to any picture-sentence matching set for 1 minute, move to the next picture-sentence matching set.

Field Investigator instruction to student

1. I have a few pictures here.
2. Look at these pictures carefully.
3. I will speak one sentence more than one time or twice.
4. Please listen to what I speak and try to understand it.
5. You will have to place your finger at the picture which matches with what I am speaking.

Subtask 1: Oral Language Comprehension (Listening to 5 different texts (Comprising 1 sentence, 2 sentences and 3 sentences) and matching the content of each of the texts with the given pictures.)

Sentence : The child is eating a banana.



Read Clearly: Read each text at a steady, natural pace. Do not over-emphasize the "key words" (e.g., don't say "The child is EATING a BANANA").

Neutral Cues: Keep your eyes on the child or a neutral point. Avoid looking at the correct picture while speaking, as the child may follow your gaze.

Repetition: You may repeat the text **once** if the child asks or if they were distracted. Do not repeat it more than twice.

Acceptable Responses: Accept pointing, touching the picture, or stating the picture number.

PHONOLOGICAL AWARENESS

Instructions for Field Investigator

1. Pronounce each word twice clearly.

2. If the child stops at the same word for five seconds go to the next word.

Field Investigator instruction to student

1. I am going to speak a few words to you, listen carefully.

2. You have to tell me the sounds that you hear in different words. Example 1- Let us see what is the **first sound** in the word 'hat'. In the word 'Hat', the **first sound** is /h/

3. Now, I will tell you a few words.

4. You tell me the first sound in that word.

Field Investigator instruction to student

1. This time we will see what is the **last sound** in a word.

2. So, what is the **last sound** in the word 'map'.

3. In the word 'map', the **last sound** is /p/.

4. Now, I will tell you a few words.

5. You tell me the **last sound** in that word.

Subtask 2: Phonological Awareness

The task was based on identifying the initial and final sounds in 12 grade level words.

Now, I will tell you few words. You tell me the first sound in that word.

S. No.	Word	Initial sound
1.	Cut	[k]
2.	Roll	[r]
3.	Cheer	[ch]
4.	Let	[l]
5.	Miss	[m]
6.	Clean	[k]

Now, I will tell you few words. You tell me the last sound in that word.

S. No.	Word	last sound
7.	Fit	[t]
8.	Fill	[l]
9.	Cheek	[k]
10.	File	[l]
11.	Stem	[m]
12.	Flood	[d]

Articulate Clearly: Pronounce each word naturally but distinctly.

Isolate the Sound: When providing examples, use the phoneme (the sound) rather than the letter name.

Example: the initial sound in 'mat' is /m/ as in 'mmm' not 'M' the (alphabet name). Similarly the initial sound of 'roam' is /r/ or /ro/ but not 'R' the (alphabet name)

No Visual Aids: This is an auditory task. The child will not see the written words

Blends: If the word is "Stop," the initial sound is /s/, not "st." If the child gives the blend ("st"), mark it as incorrect.

DECODING

Instructions for Field Investigator

1. Indicate towards the left of the worksheet and instruct them to read from left to right by placing the finger.
2. **ENSURE THAT THE CHILD IS READING FROM THE BOOKLET**
3. If a child reads the two letter word as separate letters, ask them to read the letters together as word.
4. For example – the word 'he' will not be read as 'h' and 'e'.
5. If the letters are read separately, it will be marked as incorrect.
6. Stop, if a child is unable to read 10 letters in continuation or reads incorrectly.
7. If a child takes more than 5 seconds to read a letter, ask the child to move on to the next letter.
8. **ENSURE THAT THE CHILD IS READING FROM THE BOOKLET**

Field Investigator instruction to student

1. This page is filled with letters.
2. Try to read these letters carefully.
3. You will start from here and move ahead.
4. When I say 'start' you have to read the letters and words as correctly as possible.
5. Ok?
6. Keep your finger on each letter and word and read it.
7. If you do not know any letter or word, then move to the next.
8. Did you understand?
9. Let's begin.
10. Now, Start

Subtask 3: Decoding Letter

Reading aloud 100 individual (but repeated) letters and syllables of a particular language presented in the form of a grid.

A	N	Y	L	K	L	M	o	j	e
Z	co	T	O	op	k	n	go	z	T
K	On	Up	j	a	p	ad	s	q	h
I	p	n	s	k	g	O	b	r	P
f	go	it	o	at	It	g	to	at	W
B	U	me	N	H	D	p	E	as	I
P	Y	f	U	k	Y	n	a	M	C
op	A	h	G	w	I	c	D	t	O
ot	In	y	U	S	am	it	I	it	k
am	n	K	y	t	m	F	o	p	o

Use a tracker: (like a sheet of paper or a ruler) to cover the rows below the one being read if the child struggles with visual tracking.

Finger Pointing: If the child forgets to point, gently remind them: "Keep your finger on the letter so we don't lose our place."

The "Next" Rule: Emphasize that the child must wait for your signal. This allows you to accurately record each response before moving on.

Directionality: Ensure the child starts at the top-left and moves horizontally to the right.

Wait Time: If the child hesitates for more than 5 seconds, mark it as no response, and say "Next."

Stop rule: If child skips / reads incorrectly 10 items in continuity, stop the task, mark each remaining item as no response and move to next task

Letter-sound not letter name: In phonological languages such as hindi, the letter sound and name are same - eg, म is 'mmm' but in english M is 'em' not 'mmm'. For all languages we accept sound not the letter name as correct.

DECODING

Instructions for Field Investigator

1. Indicate towards the left of the worksheet and instruct them to read from left to right by placing the finger.

2. Stop, if a child is unable to read 5 words in continuation or reads them incorrectly.

3. If a child is taking 5 seconds or more for reading a word, ask him or her to move to the next word.

4. ENSURE THAT THE CHILD IS READING FROM THE BOOKLET

Field Investigator instruction to student

1. This is a page full of words.

2. Try to read these words carefully.

3. You will start from here and then move ahead.

4. When I say 'start' you have to read the words as correctly as possible. Ok?

5. Keep your finger on each word and read.

6. If you do not know any word, then move to the next word.

Subtask 4: Decoding Words

(Reading aloud 50 distinct grade level words)

two	out	cap	Fly	Saw
Moon	hat	mill	dog	for
miss	Drain	Hit	Bad	people
Her	Copy	Test	him	that
pet	Tomato	fish	child	Flower
Bird	same	this	ask	moth
light	Seen	friend	life	nest
Fill	second	carrot	Small	film
father	fit	pin	First	Mat
Meet	Friend	put	his	ate

Directionality: Ensure the child starts at the top-left and moves horizontally to the right before moving to the next row.

The "Next" Rule: Emphasize that the child must wait for your signal before reading the next word. This allows you to accurately record each response.

Use a Tracker: Use a sheet of paper or a ruler to cover the rows below the one being read if the child struggles with visual tracking.

Finger Pointing: If the child forgets to point, gently remind them: "Keep your finger on the word so we don't lose our place."

Decoding Accuracy: If the child only says each letter name/sound individually (e.g., "See-Ay-Tee" or /k/ /a/ /t/) but does not blend them into the word, mark it as **incorrect**.

Self-Correction: If the child says the sounds individually but then successfully combines them to say the full word (e.g., "/k/ /a/ /t/ ... Cat"), mark it as **self-corrected**.

Wait Time: If the child hesitates for more than **5 seconds**, mark it as **no response** and say "Next."

Stop Rule: If the child skips or reads **5 items incorrectly in continuity**, stop the task, mark each remaining item as **no response**, and move to the next task.

DECODING

Instructions for Field Investigator

1. Put your finger on the first word of the worksheet and ask them to read from left to right.

2. Stop, if a child is unable to read 5 words in continuation or reads them incorrectly.

3. If a child is taking 5 seconds or more for reading a word, ask him or her to move to the next word.

4. ENSURE THAT THE CHILD IS READING FROM THE BOOKLET

Field Investigator instruction to student

1. This is a page full of words.

2. Try to read these words carefully, do not spell the words, but read them.

3. You will start from here and then move ahead.

4. When I say 'start' you have to read the words as clearly as possible.

5. Ok?

6. Keep your finger on each word and read.

7. If you do not know any word then move to the next word.

Subtask 5: Decoding Non-words

Reading aloud 50 distinct grade level words

lik	zep	jib	zet	til
zom	bef	nif	taf	dep
mig	eki	nek	pik	Mov
Gig	jil	lin	kii	lul
eil	loa	nik	biq	fid
lek	ser	dop	uab	gei
zun	jed	bej	feg	Pek
Rek	dem	fij	hul	wer
ful	Zeo	jel	Weg	gop
vom	ira	llk	Rep	Jil

Directionality: Ensure the child starts at the top-left and moves horizontally to the right before moving to the next row.

The "Next" Rule: Emphasize that the child must wait for your signal before reading the next word. This allows you to accurately record each response.

Use a Tracker: Use a sheet of paper or a ruler to cover the rows below the one being read if the child struggles with visual tracking.

Finger Pointing: If the child forgets to point, gently remind them: "Keep your finger on the word so we don't lose our place."

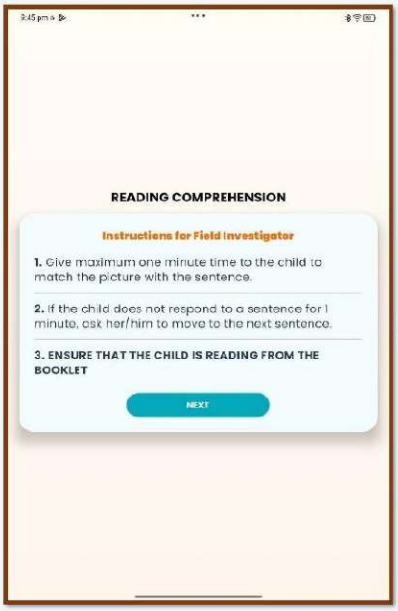
Decoding Accuracy: If the child only says each letter name/sound individually (e.g., "el-eye-ke" or /l/ /i/ /k/) but does not blend them into the word, mark it as **incorrect**.

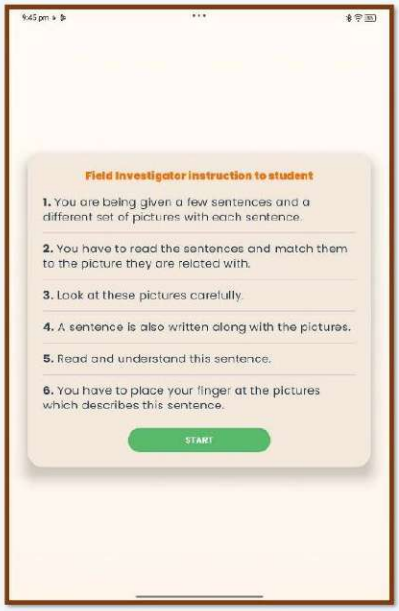
Self-Correction: If the child says the sounds individually but then successfully combines them to say the full word (e.g., "/l/ /i/ /k/ ... lik"), mark it as **self-corrected**.

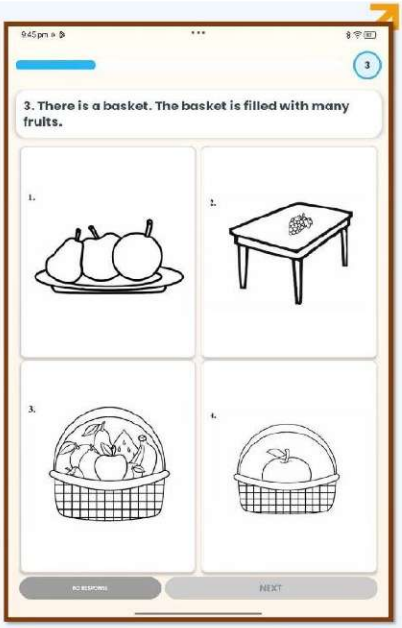
Correct response: For all non words, link the word with a rhyming word. For eg, **lik with sick or pick** to understand what should be actual pronunciation

Wait Time: If the child hesitates for more than **5 seconds**, mark it as **no response** and say "Next."

Stop Rule: If the child skips or reads **5 items incorrectly in continuity**, stop the task, mark each remaining item as **no response**, and move to the next task.

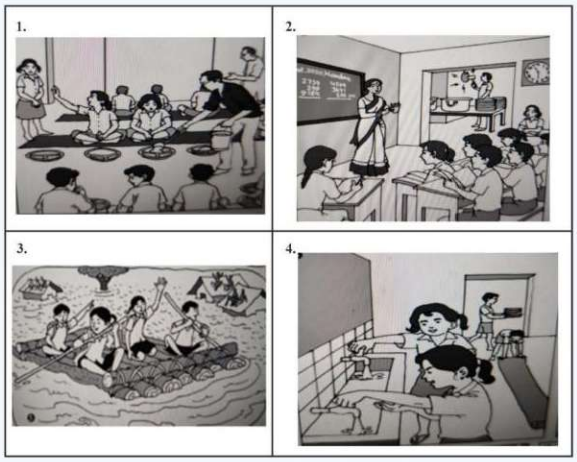






Subtask 6: Picture Matching (Reading 5 different texts (Comprising 1 sentence, 2 sentences and 3 sentences) and matching the content of each of the texts with the given pictures.)

Sentence : The teacher is teaching in the classroom.



Do not read yourself : Be careful not to read the sentences for the child. In this task the child is expected to read the sentences and choose an appropriate image.

Reading Mode: Allow the child to read the text silently or aloud based on their own preference. Do not force them to read out loud if they are reading silently.

Neutral Cues: Keep your eyes on the child or a neutral point. Avoid looking at the correct picture, as the child may follow your gaze.

Acceptable Responses: Accept pointing, touching the picture, or stating the picture number.

ORAL READING FLUENCY AND COMPREHENSION

Instructions for Field Investigator

1. Instruct to read from left to right by placing finger on the first sentence of the worksheet.
2. Allotted time is 60 seconds, if any child takes more time to complete the story, allow him/her.
3. If a child takes more than 5 seconds to read a word, ask the child to move to the next word.
4. Stop, if a child cannot read any of the words in the first sentence or reads all the words in the first sentence incorrectly.
5. **ENSURE THAT THE CHILD IS READING FROM THE BOOKLET**

Field Investigator instruction to student

1. A story is given here.
2. You have to read this story aloud.
3. You will start from here and move ahead.
4. When I say start, then you start reading the story, is it okay?
5. Place your finger on each sentence and read it.
6. If you do not know any word, move ahead and continue reading the next word.
7. Let's begin the task.

Instructions for Field Investigator

1. Ask the following questions based on the story one by one.
2. If the child is not able to answer in 15 seconds, mark it as 'No Response' for that question and move ahead.
3. Do not ask the question more than twice.
4. If the child says 'I do not know', mark the option as 'No Response'.
5. **ENSURE THAT THE CHILD IS READING FROM THE BOOKLET**

Field Investigator instruction to student

1. I am going to ask you a few questions about the story you just read, try to answer them.

Follow ORF (Oral Reading Fluency) rules properly

Read and follow all steps carefully as written in the FI Handouts/booklet/tablet.
Do not change or skip anything.

For example:

- Read out instructions exactly as given.
- Do not help, guide or influence the child's answers.
  The questions asked after ORF should be based on the words the child reads in 60 seconds.
- Make sure you ask questions only from the portion that the child has actually read within the given time.
- Do not take away the sheet while the child is reading or answering the questions.
- Following these instructions properly will help in getting correct and fair results.

Subtask 7 and 8: Oral Reading Fluency (ORF) and comprehension (Reading aloud two grade appropriate short stories and answering questions related to retrieval and inferences.)

Raman and Rohit are at the playground. Raman loves swinging on monkey bar. Raman's hands slip from the swing. He falls to the ground. Rohit helps him to get up and takes him home. The next morning Rohit comes to meet Raman. Raman's mother tells him that Raman has fractured his leg. Rohit spends time with Raman and promises to come and meet Raman daily. Rohit is a caring boy.

1. Who were the two friends?
2. What does Raman love to do?
3. What happened to Raman?
4. Who helps Raman?
5. How does Rohit take care of Raman?

Reading Mode: The child must **read aloud**. If the child begins to read silently, gently ask them to "read the story out loud so I can hear you."

Directionality: Ensure the child reads the first word of the story and reads from left to right, row by row.

Use a Tracker: Use a sheet of paper or a ruler to help the child stay on the current line if they struggle with visual tracking.

Wait Time (Reading): If the child hesitates on a word for more than **5 seconds**, ask to continue reading, but mark that word as no response.

Stop Rule: If the child skips or reads **all words incorrectly from the first sentence of the story,** stop the task, mark the last read word, and move to the next task.

Questioning Phase: After the child finishes the story, **do not remove** the text before asking the comprehension questions one by one. The child at this point may silently read the story again. Do not ask any question more than twice.

Wait Time (Answering): Give the child **15 seconds** to respond to a question. If they don't answer, move to the next question.

Scoring: Post task completion and marking the last word, please fill in the score as per assessment rubric that comes up.

WRITING	Field Investigator instruction to student
Instructions for Field Investigator	**1.** Now I am going to show you a picture.
1. Please show the picture.	**2.** Look at the picture carefully.
	3. Write three sentences about what you see in the picture.
	4. Once done I will take a photo of your sheet.

Subtask 8: Writing with visual prompt (Picture based task, framing simple sentences on the basis of the given picture.)

Look at the picture carefully. Write three sentences about what you see in the picture.

Task Objective: The child must look at the provided picture and write **three original sentences** that describe what is happening or what they see.

The "Wait and Observe" Rule: This is a silent writing task. Once the instructions are given, do not provide the child with words, spellings, or punctuation help.

Visual Prompt: Place the picture and the writing sheet clearly in front of the child. Ensure they have a pencil and a high-quality eraser.

Prompting for Quantity: If the child writes only one sentence and stops, say: *"Can you write two more sentences about what you see in this picture?"*

Acceptable Responses: Any sentence related to the picture is acceptable. Use the rubric to determine the score based on the **structural quality** (nouns, verbs, punctuation) rather than the creativity of the story.

Wait Time: Give the child ample time (up to **3–5 minutes**) to complete their writing. If the child has not written anything after 1 minute of staring at the page, encourage them once: *"Just write what you see happening in the picture."*

Stop Rule: If the child is unable to write any letters or words after 2 minutes of encouragement, mark the score as **0** and conclude the assessment.

Numeracy Tasks

Assessment Task 2 – Children become involved learners and connect with their immediate environment-IL

NUMBERS

Instructions for Field Investigator

1. If a child pause and stops on a number for 5-10 Seconds, then point to the next number and say- what number is this?
2. Stop, if a child is unable to read 4 numbers in continuation or reads them incorrectly.
3. **ENSURE THAT THE CHILD IS READING FROM THE BOOKLET**

Field Investigator instruction to student

1. Let's do a number activity.
2. Here are some numbers.
3. I want you to tell me what the number is.
4. Are you ready?
5. Okay.
6. Start from here.

Subtask 1: Number identification

Identifying and reading aloud 16 distinct numbers presented in the form of a grid (up to 999)

Question: What number is this?

Number grid

Row 1	**2**	**9**	**12**	**23**
Row 2	**54**	**75**	**92**	**64**
Row 3	**111**	**217**	**650**	**915**
Row 4	**452**	**868**	**970**	**690**

Use a tracker: (like a sheet of paper or a ruler) to cover the rows below the one being read if the child struggles with visual tracking.

Finger Pointing: If the child forgets to point, gently remind them: "Keep your finger on the letter so we don't lose our place."

The "Next" Rule: Emphasize that the child must wait for your signal. This allows you to accurately record each response before moving on.

Directionality: Ensure the child starts at the top-left and moves horizontally to the right.

Wait Time: If the child hesitates for more than 5 seconds, mark it as no response, and say "Next."

Stop rule: If child skips / reads incorrectly 4 items in continuity, stop the task, mark each remaining item as no response and move to next task

Language Flexibility: Accept the number name in either the medium of the test (e.g., Hindi) or in English. Both are marked as correct.

Two-Digit Identification: If the child names digits individually (e.g., for '81', they say "eight, one"), mark it as incorrect.

Self-Correction: If the child initially names the digits individually but then combines them to say the full number (e.g., "eight, one... eighty-one"), mark it as self-corrected.

NUMBERS

Instructions for Field Investigator

1. If a child pauses and stops on a pair of number for 5-10 Seconds, then point to the next number combination and say- which number is bigger?

2. Stop, if a child does not give answer for first 4 pairs of numbers or answers incorrectly.

3. ENSURE THAT THE CHILD IS READING FROM THE BOOKLET

Field Investigator instruction to student

1. Let's do one more activity.

2. In this activity also, I will show you some numbers.

3. Are you ready?

4. Okay.

5. Let's start.

6. I want you to tell which number is bigger.

Subtask 2: Number discrimination Comparing 10 pairs of numbers to identify the bigger number

Question: Look the number and which number is bigger?

Number discrimination grid

Row 1	**1**	**4**	**7**	**3**
Row 2	**15**	**23**	**34**	**39**
Row 3	**42**	**24**	**78**	**77**
Row 4	**254**	**123**	**390**	**155**
Row 5	**436**	**356**	**880**	**965**

Neutral Cues: Keep your eyes on the child or a neutral point. Avoid looking at the correct answer or the numbers on the page while the child is deciding, as they may follow your gaze.

Reading Mode: The child may read the numbers verbally or silently as per their choice. However, the final answer must be delivered verbally. Remember that you do not have to read out the numbers to the child.

Language Flexibility: Accept the answer in either the medium of the test (e.g., Hindi) or in English. Both are marked as correct.

Two-Digit Identification: If the child identifies a number by naming digits individually (e.g., for '81', they say "eight, one"), mark it as incorrect.

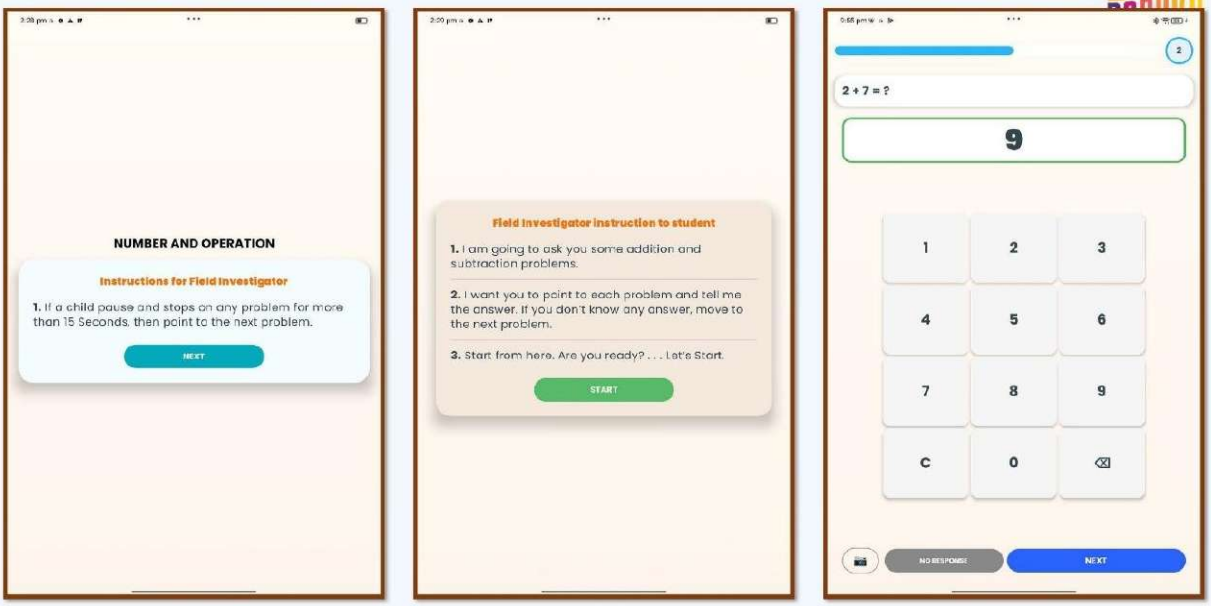
Self-Correction: If the child initially names the digits individually but then combines them to say the full number (e.g., "eight, one... eighty-one"), mark it as self-corrected.

Repetition: For each pair repeat the prompt (e.g., "Which number is bigger?") once

Acceptable Responses: While the final answer must be stated verbally, you may allow the child to point or touch the number as they speak to confirm their choice.

Wait Time: If the child hesitates for more than 10 seconds, mark it as no response and say "Next."

Stop Rule: If the child skips or answers 4 items incorrectly in continuity, stop the task, mark each remaining item as no response, and move to the next task.



Subtask 3: Number operation (addition and subtraction)

Completing 4 Addition and 4 Subtraction facts

Question: Addition and subtraction fact grid

S. No.	Addition and subtraction fact grid
1	11+ 9 =
2	100 +60 =
3	673 + 58 =
4	6 + 9 =
5	6 – 5 =
6	78 – 47 =
7	768 – 127 =
8	11 – 10 =

Non-Verbal Prompting: The FI does not read the sum/problem aloud. Point to the problem on the sheet to indicate which one the child should solve.

Solving Mode: The child may solve the problems mentally or use the sheet for rough work. However, the final answer must be delivered verbally.

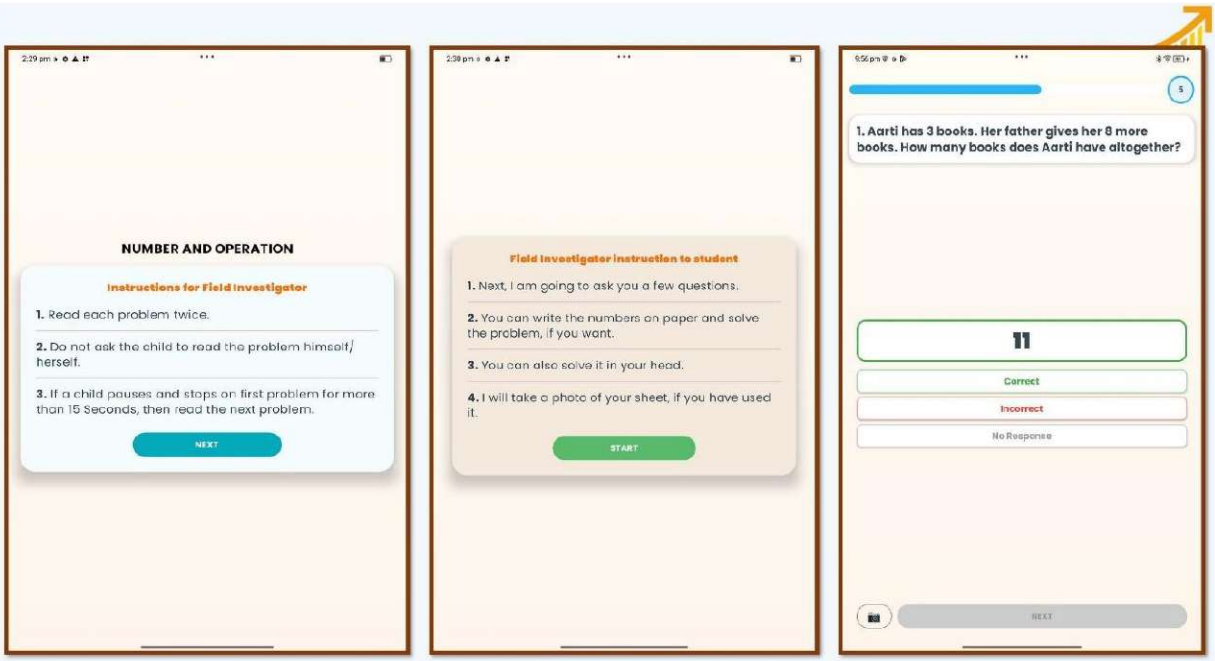
Primary Metric: Only the spoken answer is considered for scoring. If the child writes the correct answer but says an incorrect one aloud, mark it as incorrect.

Language Flexibility: Accept the answer in either the medium of the test (e.g., Hindi) or in English. Both are marked as correct.

Two-Digit Identification: If the child provides the answer by naming digits individually (e.g., for '25', they say "two, five"), mark it as incorrect.

Self-Correction: If the child initially names the digits individually but then combines them to say the full number (e.g., "two, five... twenty-five"), mark it as self-corrected.

Wait Time: If the child hesitates for more than 15 seconds without attempting to solve or speak, mark it as no response and say "Next."



Subtask 4: Word problems (addition and subtraction)

Solving 6-word problems based on the operation of addition and subtraction

Word Problems (Read each problem twice)

1. Rita has 3 pens. Sumit borrows 1 from Rita. How many pens does Rita have now?
2. There is a packet of 100 toffees. Rehan eats 10 toffees. How many toffees are left in the packet?
3. Alice had 36 pigeons, 17 pigeons flew away. How many pigeons does Alice have now?
4. 46 children were playing in the garden. 12 more children joined them. How many children are now playing in the garden?
5. Nipun had 98 notebooks. Raman Gifted 10 more notebooks to Nimpun. How many notebooks does Nipun have now?
6. There were 39 birds in a flock. 78 new birds joined the flock. How many birds are there in the flock now?

FI Role: The FI reads the word problem aloud to the child. The problem may be read no more than 2 times.

Solving Mode: The child may solve the problem mentally or use the sheet for rough work. However, the final answer must be delivered verbally.

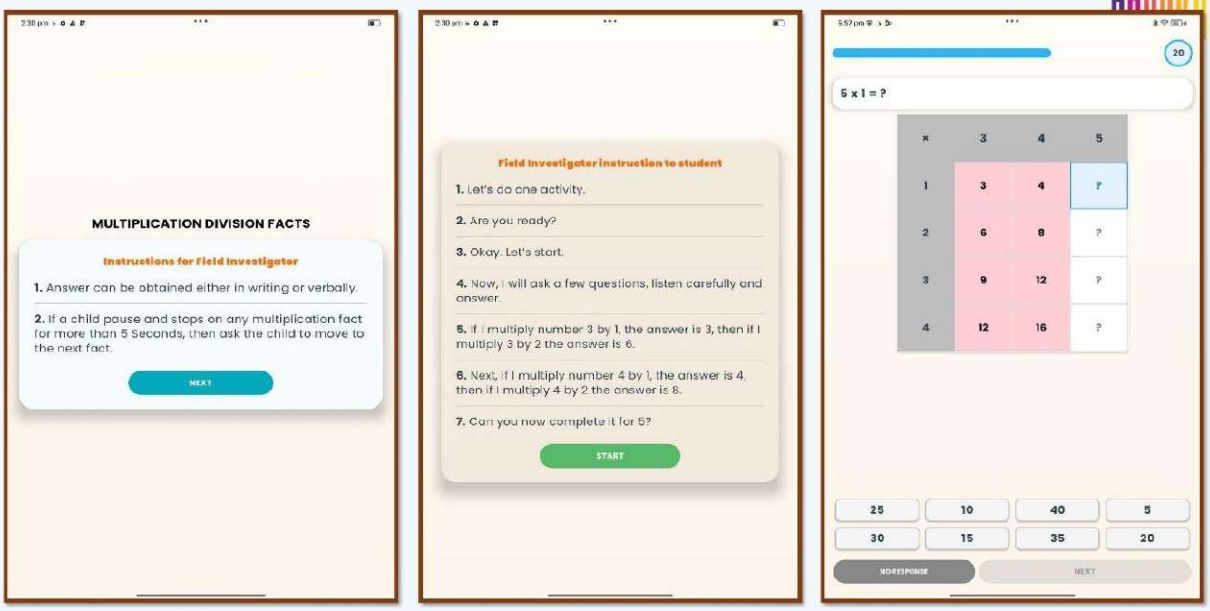
Primary Metric: Only the spoken answer is considered for scoring. Even if the calculation on paper is correct, the verbal response is what is marked.

Language Flexibility: Accept the answer in either the medium of the test (e.g., Hindi) or in English. Both are marked as correct.

Two-Digit Identification: If the child provides the answer by naming digits individually (e.g., for '25', they say "two, five"), mark it as incorrect.

Self-Correction: If the child initially names the digits individually but then combines them to say the full number (e.g., "two, five... twenty-five"), mark it as self-corrected.

Wait Time: If the child hesitates for more than 15 seconds after the final reading without attempting to solve or speak, mark it as no response and say "Next."



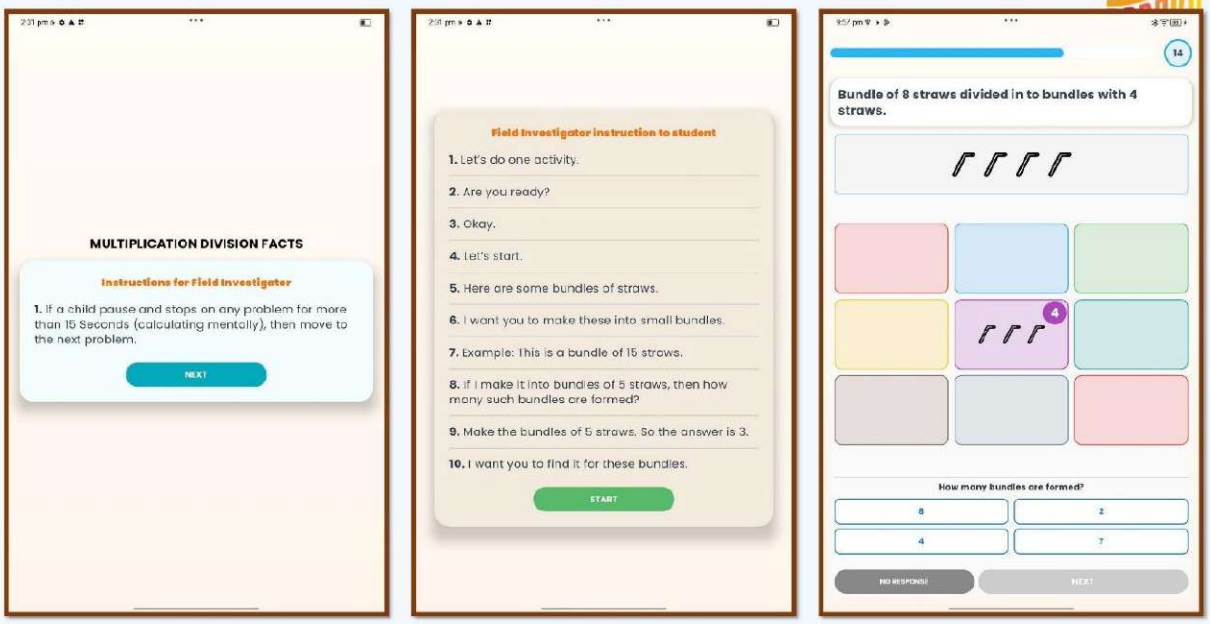
Subtask 5: Number operations (Division and Multiplication)

(Constructing and using 4 multiplication facts (tables) of numbers 2 to 10 and using 4 division fact.)

Multiplication grid

×	1	2	3
5	5	10	
6	6	12	
7	7	14	
8	8	16	

- **Guided Demonstration:**
  - Point to the first column and say: "If I multiply number 1 by 5, the answer is 5, then if I multiply 1 by 6, the answer is 6." (FI completes the column for 1).
  - Point to the second column and say: "Next, if I multiply number 2 by 5, the answer is 10, then if I multiply 2 by 6, the answer is 12." (FI completes the column for 2).
- **Task Prompt:** Point to the empty column and ask: "Can you now complete it for 3?"
- **Response Format:** The answer can be obtained either in writing or verbally.
- **Language Flexibility:** Accept the answer in either the medium of the test (e.g., Hindi) or in English. Both are marked as correct.
- **Two-Digit Identification:** If the child provides the answer by naming digits individually (e.g., for '15', they say "one, five"), mark it as **incorrect**.
- **Self-Correction:** If the child initially names the digits individually but then combines them to say the full number (e.g., "one, five... fifteen"), mark it as self-corrected.
- **Wait Time:** If the child pauses or stops on any multiplication fact for more than 5 seconds, ask the child to move to the next fact.



Subtask 5: Number operations (Division and Multiplication)

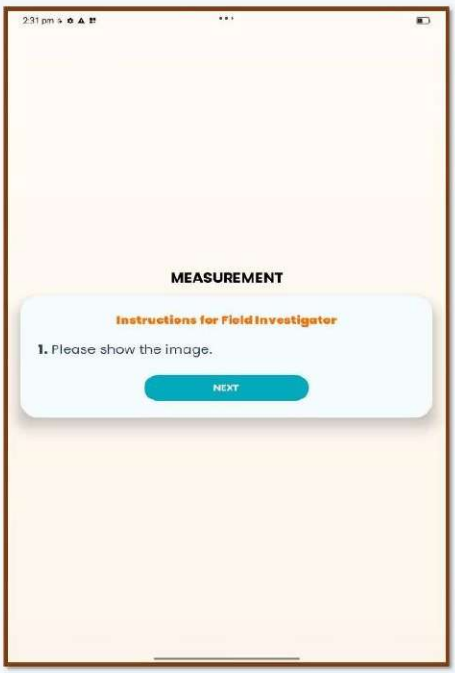
(Constructing and using 4 multiplication facts (tables) of numbers 2 to 10 and using 4 division fact.)

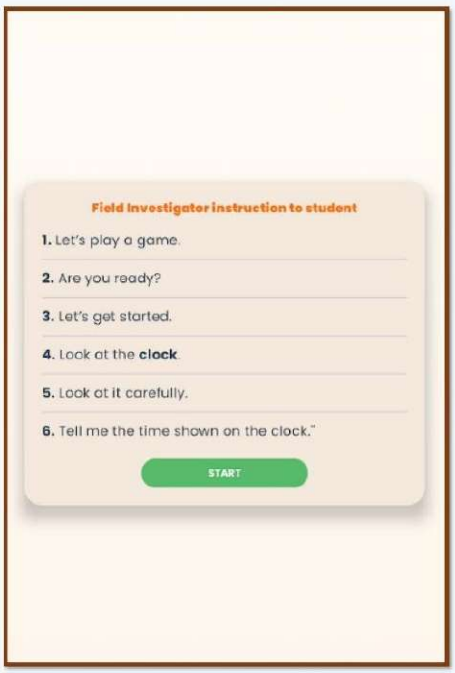
Part-5 B

Prompt: How many bundles are formed? Think and tell me. You may use the straws if you want.

1. Bundle of 25 straws divided in to bundles with 5 straws.
2. Bundle of 45 straws divided in to bundles with 9 straws.
3. Bundle of 60 straws divided in to bundles with 10 straws.
4. Bundle of 16 straws divided in to bundles with 4 straws.

- **Guided Demonstration:** Show a demonstration as given on the app
- **Task Prompt:** For each item, ask: "How many bundles are formed? Think and tell me. You may use the straws if you want."
- **Solving Mode:** The child can choose to solve the problems mentally or by physically manipulating the straws.
- **Language Flexibility:** Accept the answer in either the medium of the test (e.g., Hindi) or in English. Both are marked as correct.
- **Wait Time:** If the child pauses or stops on any problem for more than 15 seconds (while calculating mentally), ask the child to move to the next problem.





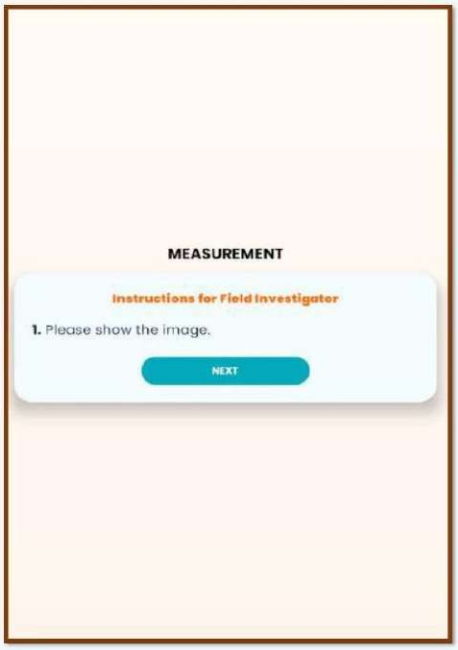
Subtask 6: Measurement (Solving 6 problems based on measurement and estimation of volume, length, time using standard and non-standard units.)

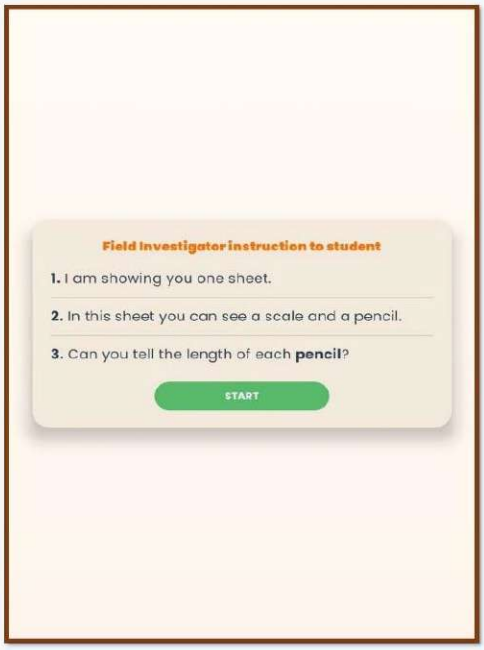
Prompt: Tell me the time shown on the clock. (Point towards each clock as per the sequence and ask the child the time shown on the clock.)

Part-6 A

1.	
2.	
3.	

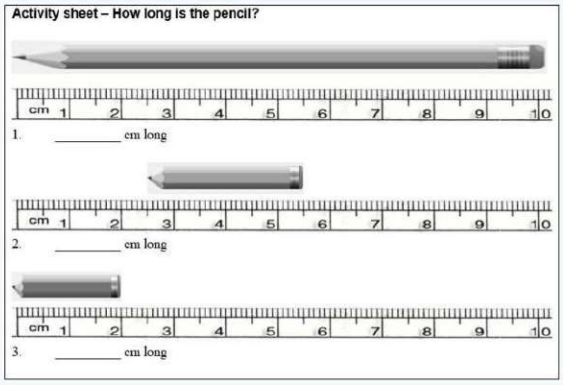
- **Task Prompt:** Point toward each clock in the sequence and ask: "Tell me the time shown on the clock."
- **Hinting Rule:** If the child is struggling or silent, you may provide one hint: "What does the short hand indicate and what does the long hand indicate in a clock?"
- **Response Format:** The answer can be obtained verbally.
- **Acceptable Responses:**
  - Accept standard time telling (e.g., "Three thirty").
  - Accept colloquial terms (e.g., "Half past three").
  - Accept reading the hour and minutes separately (e.g., "Three hours and thirty minutes").
- **Language Flexibility:** Accept the answer in either the **medium of the test** (e.g., Hindi) or in **English**. Both are marked as correct.
- **Wait Time:** If the child hesitates for more than **10 seconds** without attempting to answer, mark it as **no response** and move to the next clock.



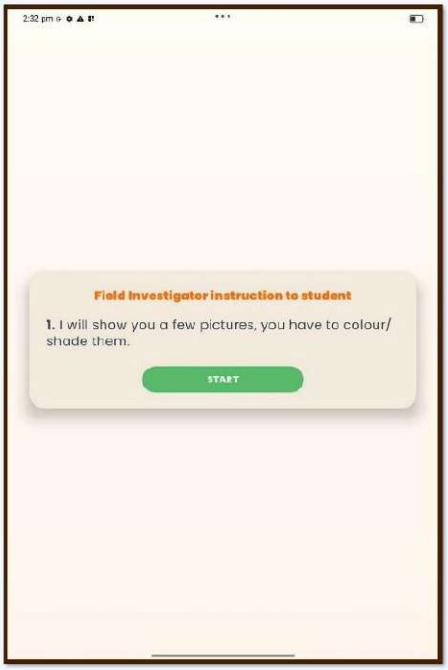


Subtask 6: Measurement (Solving 6 problems based on measurement and estimation of volume, length, time using standard and non-standard units.)

Part-6 B



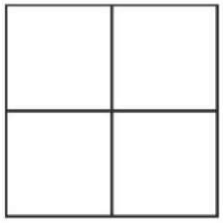
- **Task Prompt:** Point toward each pencil on the sheet and ask: "Can you tell me the length of this pencil?"
- **Response Format:** The answer can be obtained either verbally or in writing on the activity sheet.
- **Acceptable Responses:**
  - Accept the number only (e.g., "5").
  - Accept the number with the unit (e.g., "5 centimeters" or "5 cm").
- **Language Flexibility:** Accept the answer in either the medium of the test (e.g., Hindi) or in English. Both are marked as correct.
- **Wait Time:** If the child hesitates for more than 15 seconds without attempting to answer, mark it as no response and move to the next pencil.



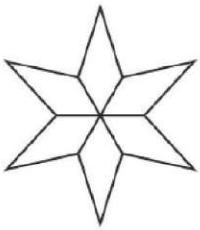
Subtask 7: Fractions (Answering 6 problems based on identification and representation of fraction values of half, one-fourth, three-fourth of a whole and of a collection of 12 objects.)

Prompt : Shade or circle the part with pencil as mentioned on the sheet.

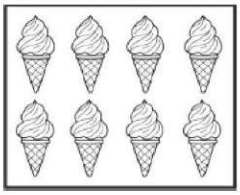
1. Figure A – **Shade 1 parts out of the 4**



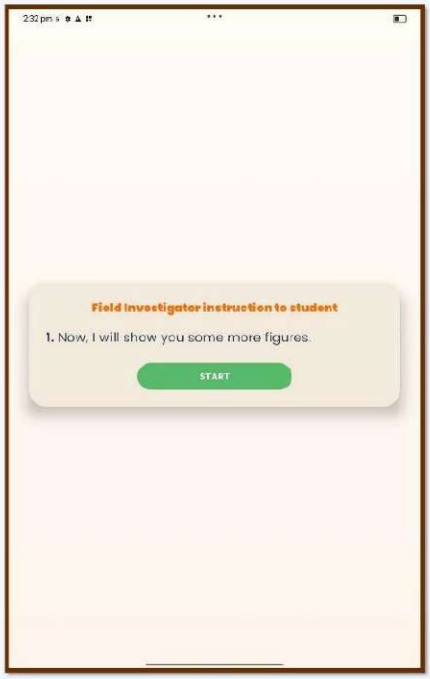
2. Figure B – **Shade 3 parts out of the 6**



3. Figure C – **Shade 4 parts out of the 8**



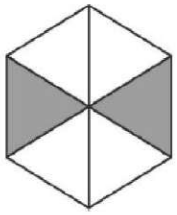
- **Acceptable Responses:** * Accept any form of marking (shading, cross-hatching, or solid coloring) as long as it clearly identifies the correct number of sections.
- **Quality of Work:** The child does not need to shade very nicely or stay perfectly within the lines; a rough shade is perfectly acceptable as long as the correct quantity of parts is marked.
- **Language Flexibility:** If the child asks for clarification, you may explain the fraction in either the **medium of the test** (e.g., Hindi) or in **English**.
- **Wait Time:** If the child pauses or stops on any problem for **30 seconds**, ask him/her to move to the next problem.



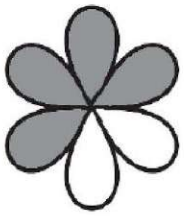
Subtask 7: Fractions (Answering 6 problems based on identification and representation of fraction values of half, one-fourth, three-fourth of a whole and of a collection of 12 objects.)

Prompt : Identify the part of the coloured/circled portion in these figures.

4. Figure D

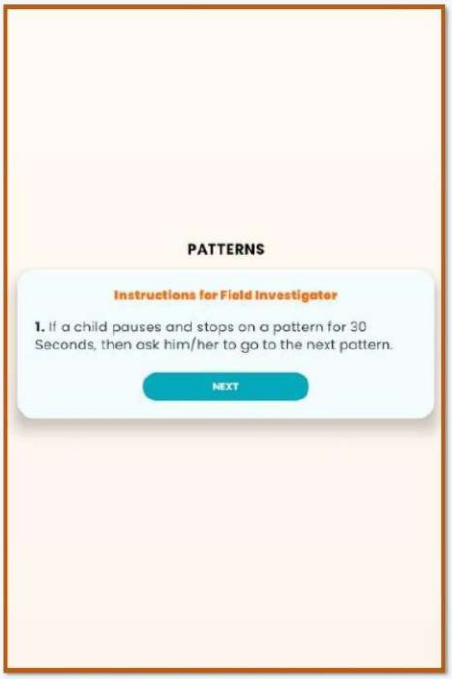


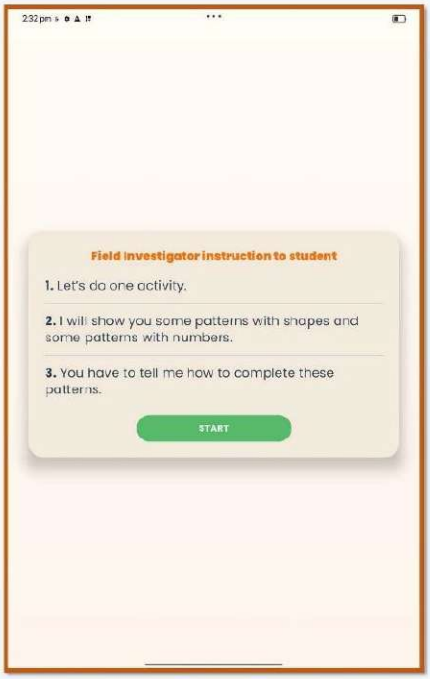
5. Figure E



6. Figure F

- **Response Format:** The answer can be obtained **verbally or in writing**.
- **Acceptable Responses:**
  - Accept standard fraction notation (e.g., "**Two-sixths**" or "**2/6**").
  - Accept descriptive fractional phrasing (e.g., "**2 out of 6**").
- **Incorrect Responses:** Do not accept simple counting (e.g., if the child says "**2 are shaded**," mark it as incorrect, as the task requires identifying the fractional part).
- **Language Flexibility:** Accept the answer in either the **medium of the test** (e.g., Hindi) or in **English**.
- **Wait Time:** If the child pauses or stops on any problem for **30 seconds**, ask him/her to move to the next problem.





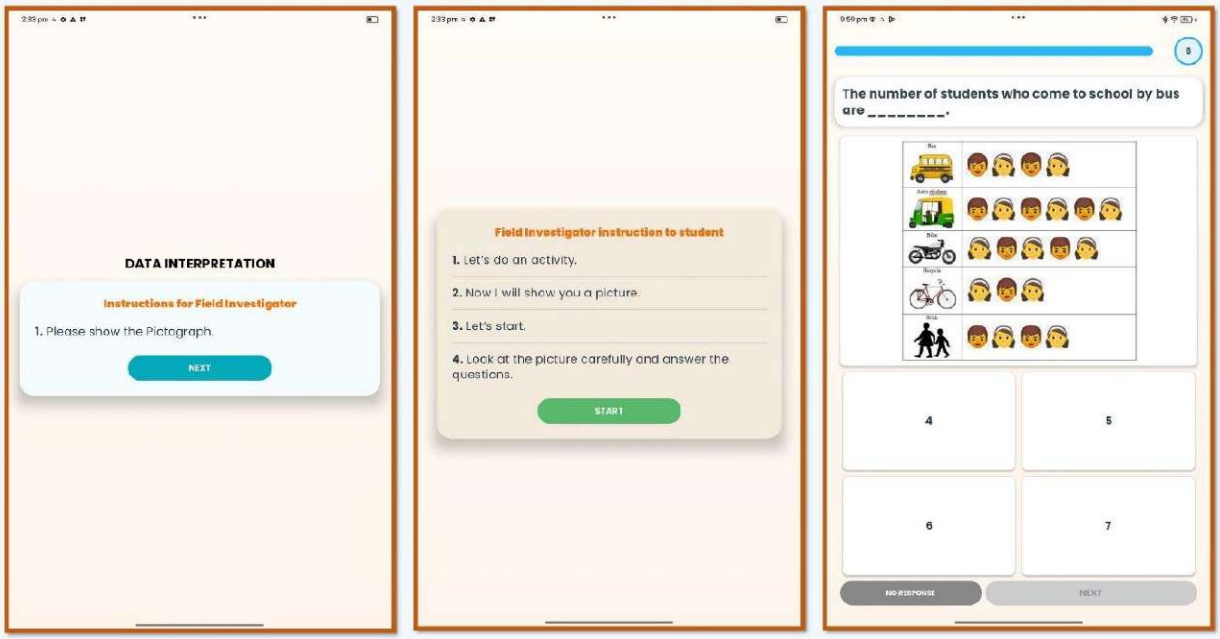
Subtask 8: Patterns (Identifying and extending & patterns comprising of numbers and shapes.)

Prompt: Few patterns are given here. You have to tell me how to complete these patterns.

S. No.	Pattern	
1.		
2.		
3.		
4.		

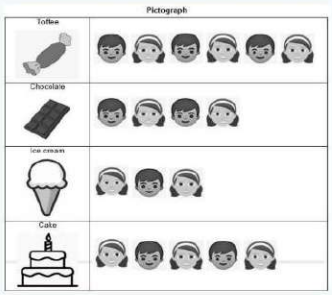
18	19	20	
34	35	36	
75		95	105
500	600		800

- **Response Format:** Answers must be **obtained in writing** on the sheet.
- **Language Flexibility:** If the child speaks the answer while writing, accept the number name in either the **medium of the test** or in **English**.
- **Two-Digit/Three-Digit Identification:** If the child says the answer aloud, mark it as **incorrect** if they name digits individually (e.g., "seven, zero, zero" for 700) unless they self-correct (e.g., "seven, zero, zero... seven hundred").
- **Wait Time:** If the child pauses or stops on any pattern for **30 seconds**, ask him/her to move to the next pattern.



Subtask 9: Data Handling (Reading simple display of data and answering 6 questions based on the data display.)

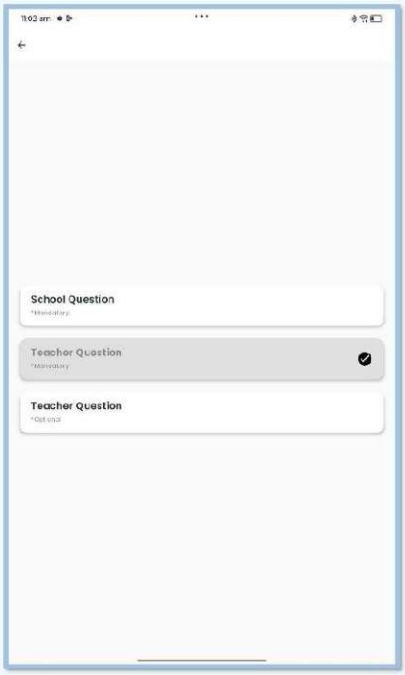
Question: Look at the picture carefully and answer the questions.



- The number of children who like chocolates is _____
- Most of the children like _____.
- The number of children who like cake is _____.
- The number of girls who like chocolate is _____.
- The number of boys who like cake is _____.
- The number of girls who like toffee is _____.

- **Response Format:** The answers can be obtained either **verbally or in writing**.
- **Language Flexibility:** Accept the answer in either the **medium of the test** (e.g., Hindi) or in **English**.
- **Wait Time:** If the child pauses or stops on any question for **15 seconds**, ask him/her to move to the next question.

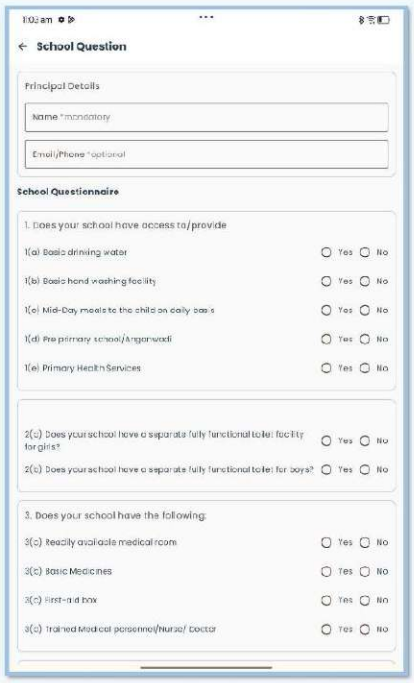
School/Teacher Questionnaire

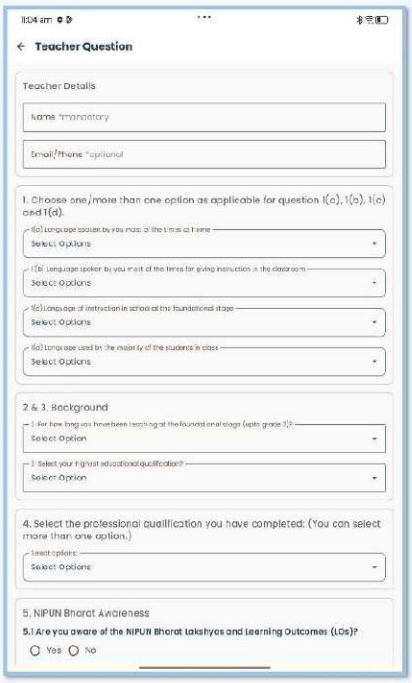


SQ/TQ

School Question/Teacher Question

1. All Mandatory Forms.
2. School Question (SQ)to be filled by the principal.
3. Teacher Question (TQ) to be filled by the teachers.
4. Checked category to mark the completed questionnaires.





SQ/TQ

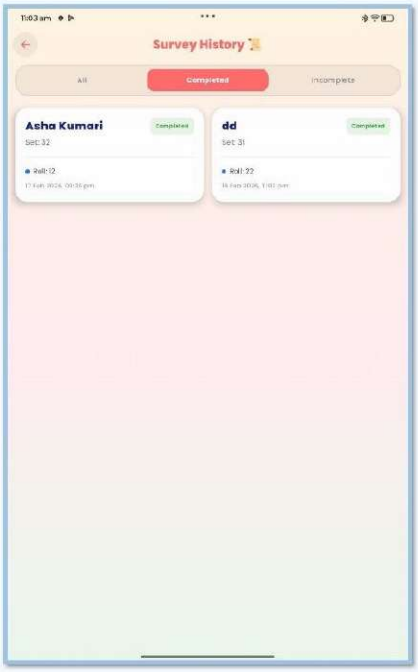
School Question/Teacher Question

1. Simple form.
2. Basic Yes/No
3. Simple Dropdown

Post Assessment: Sync and Survey History

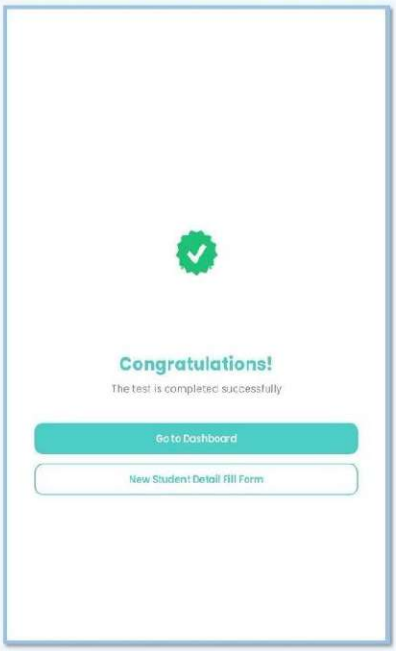
Sync Data

1. Save Data on the server after every assessment.
2. Data safety



Survey History

1. 'All' shows, all the completed and Uncompleted assessments.
2. 'Complete' shows all the complete assessments.
3. 'Incomplete' shows all the incomplete assessments.
4. Incomplete assessment with RESUME buttons.
5. Resume from the last attempted question of the assessment test.



Confirmation

1. FI can go to Dashboard directly to Sync Data.
2. FI can go directly to fill details of a new student.

Thank You !

Annexure-IX FAQs

Frequently Asked Questions (FAQs)

Foundational Learning Study 2026

Category A: FLS–2026 Overview (S. No. 1–25)

S. No.	Questions	Answers
1	What is Foundational Learning Study (FLS) – 2026?	FLS–2026 is a nationwide, sample-based assessment focused on evaluating foundational literacy and numeracy competencies of students at the Foundational Stage, conducted under the aegis of the Ministry of Education, Government of India.
2	Why is FLS–2026 conducted?	To assess the status of foundational learning across States/UTs and provide system-level evidence for improving early grade learning outcomes.
3	Who conducts FLS–2026?	The study is conducted under the guidance of the Department of School Education & Literacy, Ministry of Education, Government of India, through PARAKH at NCERT.
4	Is FLS–2026 a school examination?	No. It is not a school exam. It is a system-level assessment conducted on a representative sample of schools.
5	Does FLS–2026 provide individual student scores?	No. Results are reported at District, State/UT, and National levels only.
6	Which grades are covered under FLS–2026?	FLS–2026 covers students at the Foundational Stage (primarily Grade 3 or equivalent).
7	What competencies are assessed?	Foundational literacy (reading comprehension, vocabulary, writing readiness) and foundational numeracy (number sense, operations, measurement, patterns, etc.) aligned with national curricular expectations.
8	What framework guides FLS–2026?	The assessment framework is aligned with the National Curriculum Framework for Foundational Stage and national priorities on foundational literacy and numeracy.
9	Is participation mandatory for all schools?	Only schools selected through scientific sampling are required to participate.
10	How are schools selected?	Schools are selected using UDISE+ based stratified random sampling to ensure representation across management types and geographies.
11	What is the maximum number of students selected per school?	Up to 12 students of grade 3/per school.
12	What if enrollment is less than 12?	All students of the selected grade/section will participate.
13	What if enrollment exceeds 12?	Section and/or student sampling will be conducted as per prescribed guidelines.

14	What tools are used in FLS–2026?	Achievement test booklets, student background questionnaire (if applicable), school questionnaire, student sample sheets, and Tablet
15	Are background questionnaires part of the study?	Yes. Contextual data is collected to understand factors influencing learning outcomes.
16	What is the duration of the assessment?	The duration will be communicated through official guidelines; generally aligned with age-appropriate testing norms.
17	Will students with special needs (CWSN) be accommodated?	Yes. Appropriate accommodations including scribes and additional time will be provided as per norms.
18	Is the assessment language-specific?	Tools are developed and translated into regional languages as required.
19	What is the reporting unit for FLS–2026?	State/UT is the primary reporting unit.
20	Will ranking of schools be published?	No. FLS–2026 is not intended for school ranking.
21	How does FLS–2026 support policy planning?	By providing evidence-based insights for improving foundational learning programs and interventions.
22	Who designs the assessment tools?	Assessment frameworks and tools are designed by PARAKH at NCERT.
23	How many districts will be covered?	All districts across States and UTs will be covered as per latest UDISE+ data.
24	How many students are expected to participate?	Participation numbers will depend on finalized sampling but will ensure statistically valid district-level estimates.
25	Is training provided to functionaries?	Yes. Comprehensive training and capacity building are conducted prior to the study.

Category B: Functionaries – Roles and Responsibilities (S. No. 26–45)

S. No.	Questions	Answers
26	Who are the key functionaries in FLS–2026?	National Level Observers, State Level Coordinators (SLCs), District Level Coordinators (DLCs), Field Investigators (FIs), Observers, and Resource Centre Custodians (RCCs).
27	Who are State Level Coordinators (SLCs)?	Typically SPD Samagra Shiksha and Director SCERT/Principal SIE, nominated for overall State coordination.
28	What is the role of SLCs?	State-level coordination, nomination of DLCs, ensuring training, logistics and smooth conduct of FLS–2026.
29	Who are District Level Coordinators (DLCs)?	DIET Principals/DEOs or senior academic officials nominated to coordinate district-level implementation.
30	What are the responsibilities of DLCs?	Nomination of FIs, conducting training, coordinating logistics and ensuring adherence to protocols.

31	Who are Field Investigators (FIs)?	Trained personnel responsible for administering the assessment in sampled schools.
32	What are the responsibilities of FIs?	Conduct sampling, administer tests, maintain discipline, complete documentation and ensure integrity of assessment.
33	Who are Observers?	Officials appointed to independently monitor and ensure fair conduct of the study.
34	What is the role of Observers?	Monitor test administration, ensure compliance with SOPs, report irregularities.
35	Who are National Level Observers?	Officials appointed by the Ministry of Education and PARAKH to monitor state-level implementation.
36	What do National Level Observers do?	Provide oversight, ensure standardization, submit monitoring reports, and flag deviations if any.
37	Who are National Level Experts?	Experts appointed to provide academic validation and evidencing support during FLS–2026.
38	What is the role of National Level Experts?	Validate processes, observe academic fidelity, provide recommendations for improvement.
39	Who is responsible for material security?	RCCs/SLCs/DLCs as designated at State/UT/District level.
40	What is the training strategy?	Blended mode (online/offline) training cascaded from national to district levels.
41	Do teachers of sampled schools act as FIs?	No. Teachers of sampled schools are not appointed as FIs.
42	Who coordinates between State and National levels?	State Level Coordinators act as the primary link.
43	Is reporting mandatory for all functionaries?	Yes. Timely reporting is mandatory at all levels.
44	Are monitoring formats prescribed?	Yes. Structured monitoring proformas and control sheets are used.
45	How is sanctity maintained?	Through strict SOP adherence, secure material handling and independent monitoring.

Category C: Survey Administration & Modalities (S. No. 46–60)

S. No.	Questions	Answers
46	What materials are included in FLS–2026?	Tablet, Student Assessment Kit and sampling sheets.
47	Are questionnaires administered on the same day?	Yes, as per guidelines.
48	Who fills data for young children?	Field Investigators fill in the tablets for Grade 3.
49	Can students take test materials home?	No. All materials must be returned.

50	When is section sampling conducted?	Only when multiple sections exist in selected grade.
51	When is student sampling conducted?	When enrollment exceeds 12 students in selected section.
52	What support is expected from the Head of School?	Provide space, registers, discipline, CWSN support, and necessary facilities.
53	What if unfair assistance is provided during assessment?	FIs/Observers must prevent it and record incidents in field notes.
54	Are accommodations provided for CWSN?	Yes, including scribe and additional time as per norms.
55	How are materials packed post-assessment?	Separate packets for tablets and documentation and for used/unused materials.
56	Who will handle the financial part?	It will be done centrally by providing advance amount to SCERTs.
57	Is data confidentiality maintained?	Yes. Strict confidentiality protocols are followed.
58	Will schools receive individual feedback?	Feedback is system-level; individual school reports are not provided.
59	What ensures transparency?	Independent monitoring, standardized training and centralized data processing.
60	Where will official updates be available?	Official communications will be issued by the Ministry of Education and PARAKH–NCERT.

Important Note:

Detailed operational guidelines and the final action plan for FLS–2026 will be shared with concerned functionaries at an appropriate stage to ensure the **sanctity and integrity** of the study. Comprehensive training and capacity-building programs will precede field implementation.