IDEAS Conference

Evaluation of Foundational Learning Programs in Uttar Pradesh, Madhya Pradesh & Haryana, India

September 2022
In India, schooling has not translated into learning—only 21% of grade 3 students can read a grade 2 text or do subtraction; children who fall behind rarely catch-up later.

The National Achievement Survey highlights poor learning levels in early years

![Graph showing student performance on grade appropriate critical skills in Language and Numeracy](image)

- 68% can solve daily life problems using maths in Class 3
- 57% can read with comprehension in Class 3
- 47% can solve daily life problems using maths in Class 5
- 59% can read with comprehension in Class 5
- 56% can solve daily life problems using maths in Class 8
- 43% can read with comprehension in Class 8

Source: NAS 2017

Independent surveys confirm the low levels of foundational learning in India

- 20.9% of grade 3 students in schools in rural India can read a grade 2 text
- 20.9% of grade 3 students in schools in rural India can do subtraction

Source: ASER 2018
India is committed to attaining **Foundational Literacy and Numeracy**

Launched a national mission to implement FLN program in states by setting clear national and state level targets, regular monitoring, providing adequate funding and technical support to states

The NEP 2020 has recognized Foundational Literacy and Numeracy (FLN) as an urgent and necessary prerequisite to learning. Calls for ‘attaining foundational learning’ for all children in grade 3 by 2025

Additionally, states have launched their respective missions to achieve Foundational Literacy and Numeracy, as seen in the three focus states - Uttar Pradesh (Mission Prerna), Madhya Pradesh (Mission Ankur) and Haryana
CSF is supporting the national Ministry of Education as well as 12 state governments to design, launch and implement FLN programs

**MoE (erstwhile. MHRD)**
- Supported MOE in planning for NIPUN Bharat - FLN mission
- Supporting National Achievement Survey 2021
- SARTHAQ guidelines for implementing NEP 2020

**NITI Aayog**
- Supported design of School Education Quality Index (SEQI)

**CBSE**
- CBSE Reading Mission to create a culture of joyful reading in classrooms (Grades 1-3)
- Creation of Teacher Energised Resource Manual (TERM)
- FLN courses designed for teacher training

70% of all school-going children in Primary grades across the country are in States being supported by CSF for NIPUN design & implementation.
We advocate a **four-pillar approach** to advancing FLN Outcomes

- FLN Goal-Setting & Communication through the System
- Structured Pedagogy-based Teaching & Learning Reform
- Governance Enablers with Focus on Capacity Building and Coaching
- FLN Monitoring and Data-based Reform

*Aligned with NIPUN Bharat Guidelines*
Structured pedagogy ensures all the resources are stitched together closely to the Learning Outcomes Framework.

A tightly knit comprehensive suite of resources for teacher:

**Classroom Resources**
- Assessments
- TLMs
- Workbooks
- Textbooks

**Teacher Professional Development**
- Teacher Training
- Capacity Building
- Material Orientation

**Academic Support**
- Coaching & Mentoring
- Capacity Building
- Coaching Tools

Through a Integrated Teacher Guide, a teacher knows exactly what to teach and how to teach and how to assess whether students have mastered the concept.

By including the training and coaching in the ecosystem, once can ensure that the teachers are well prepared.
FLN programs in the 3 focus states comprise **state-wide missions** along with more intensive support in **demo sites**

- **Uttar Pradesh**
  - State FLN Mission
    - NIPUN UP
  - Low-Touch Demo District
    - Varanasi
  - High-Touch Demo Block
    - Sewapuri

- **Madhya Pradesh**
  - State FLN Mission
    - Mission Ankur
  - Demonstration Districts
    - Sehore, Shajapur

- **Haryana**
  - NIPUN Haryana
  - Demonstration Districts
    - TBD
Research questions centre on determining impact, implementation fidelity and wider learnings from the FLN programs

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<thead>
<tr>
<th>IMPACT</th>
<th>IMPLEMENTATION FIDELITY</th>
<th>CROSS-STATE LEARNINGS</th>
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<tr>
<td>What is the impact of implementation of the FLN programs in the demonstration sites vis-a-vis the rest of the state on Student Learning Outcomes?</td>
<td>Is the programme implemented as designed, and shifting classroom practices? What factors aided or hindered implementation?</td>
<td>Identifying design and implementation successes across different states/demonstration sites to indicate transferability for scale-up within and across states</td>
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FLN Evaluation Design
Mixed-methods evaluation to measure impact and understand the ‘why’

**Broad Research Design**

- **Baseline**: Quant (SLO) Qual (Process)
- **Midline**: Quant (SLO)
- **Endline**: Quant (SLO) Qual (Process)

**Quantitative Research**

Track changes in student learning outcomes across time periods for Treatment (*Demo*) and Control (*non-Demo*) areas.

- Quasi-experimental evaluation design
- Counterfactual identification through Coarsened Exact Matching
- Difference-in-Differences analysis
- Exploring use of Item Response Theory
Mixed-methods evaluation to measure impact and understand the ‘why’

Qualitative Research

No Compliance, High Performance
Low fidelity to classroom practices
High learning outcomes

Exemplar Schools
High fidelity to classroom practices
High learning outcomes

Schools Requiring Upliftment
Low fidelity to classroom practices
Low learning outcomes

Compliant, but Not Exhibiting Outcomes
High fidelity to classroom practices
Lower learning outcomes

Map shifts in teaching-learning practices
Experiences of the education delivery system in assimilating and executing reforms
What changed and why

Purposive sampling of schools and teachers to capture maximum variability

Classroom observations & teacher interviews

In-depth interviews with academic support cadres

In-depth interviews with govt officials
Our learning agenda is to understand **effectiveness and capacity to scale in the context of FLN in India**

- Rigorous and actionable evidence
- Evidence gap on what works and scales in the Indian context
- What happens inside and outside classrooms to foster adoption
- Synergies with the implementation of NIPUN Bharat Mission