

# **9 - Month Course on Early Literacy and Language**

**Analysis of findings of Baseline and Endline assessments  
of batch 2018  
External Evaluation done by CERP**

**(Report June 2019)**

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## 1. About the Course

Literacy is a foundational skill since it forms the basis of most other learning activities in the classroom. Students need to read with understanding to access the entire curriculum. Ensuring that students learn to read early and well is the most important way of ensuring that every child gets an equal opportunity to learn at the primary stage of schooling. At present, however, a large number of children are not acquiring basic reading skills as evidenced by several surveys (NAS, ASER etc.). Levels of comprehension and writing abilities are even lower. In order to improve this situation, it is important that there is a change in knowledge, skills and attitudes of teachers and teacher educators about teaching and learning of language and literacy in early grades. There is a dearth of professional development opportunities in the area of early language and literacy development in Indian languages. Limited access to quality resource materials and limited know-how to address practical issues such as the multilevel and multilingual learning situation in the classrooms further intensify the problems of the teachers. Considering this, Language and Learning Foundation (LLF) conceived and designed a flexible professional development certificate course on issues relating to early grade language and literacy development for teachers, teacher educators, educational administrators and programme personnel.

*Prarambhik Bhasha Shikshan* course is the flagship professional development course offered by LLF on Early Language and Literacy. It aims to provide participants with improved conceptual understanding and practical skills of teaching language and literacy in early grades. It equips resource persons and master trainers to provide effective support to teachers for language and Literacy development in the early grades. The course is in a blended distance learning model and is currently running in the 5 Hindi speaking states, namely, Bihar, Rajasthan, Chhattisgarh, Haryana and Uttar Pradesh. In all these states LLF has been getting support and facilitation from government agencies like SCERT, SSA, DIETs and also from UNICEF.

### 1.1 Target Group

The course has been specially designed for teachers, teacher educators (such as language faculty in DIETs and SCERTs) and Academic Support Staff including CACs, CRCs, BRPs and ABRCC, associated with the teaching and learning of Hindi language in classes 1 to 3.

### 1.2 Course Objective:

On successful course completion the course participants will:

- Have enhanced knowledge and skills about teaching learning of language and literacy in early primary classes
- Be able to plan and implement appropriate classroom activities for teaching of language and literacy in their classrooms
- Teacher educators from SCERT and DIETs, Block and Cluster Coordinators and Resource persons and Master Trainers will be able to provide higher quality and more effective support to teachers for language teaching
- Contribute to process of designing of an early grade language and literacy learning programme at cluster.

### 1.3 Course Design

The course, spanning over 350 hours, is designed to include both interactive components, like face-to-face workshops and group conference calls, as well as self-learning modules, like small tasks and projects. The course also involves multiple assessment tools like quizzes, assignments, and tests. The course components have evolved over the years based on reflection and feedbacks received from mentors' participants and other experts.

The 9-month course has the following components:

Fig: 1 Course Components

Course Components				
Learning material	Group Conference Call	Quiz	Tasks	Assignment
12 Modules: 70-80 pages each. Include key readings. Supplemented with Audio and Video Resources <b>150 hours</b>	Two interactive audio calls of 1 hour each, on weekends for each module <b>24 hours</b>	Online quiz on each module which has 10 multiple choice questions <b>5 hours</b>	Small tasks in every module to engage participants <b>24 hours</b>	On 10 Modules -Desk based and Field assignments <b>15 days</b>
<b>Mentors:</b> 1 Mentor for 17 to 25 participants. Facilitate the learning process, evaluate participant's performance and provide necessary feedback and support to each participant.				
Project	Test	Online Discussion Forum	Expert Calls/ Sessions	Face to Face Workshops
Reflective Diary to record the major learnings of a module, things that participants intent to do and what they could actually apply in the field <b>24 hours</b>	<ul style="list-style-type: none"> <li>After Module 10</li> <li>Online</li> <li>Multiple choice Questions</li> </ul> <b>8 hours</b>	3 to 4 Theme based online discussions among the participants on pre-selected topics <b>3 hours</b>	3 to 4 Theme based online discussions among the participants on pre-selected topics <b>5 hours</b>	In person meetings , to discuss doubts, clarify concepts and share learning experiences <b>8 Days</b>

The most unique feature of this course is that it allows participants (teachers, academic support persons, teacher educators) to practice principles and strategies learnt in the course modules in their own classrooms and areas of work. This is through field-based assignments and module related activities, while documenting their own performance and progress in the form of videos and short tasks reviewed by Mentors with timely feedback and sustained attention. Additionally, peer support, updates and suggestions through online and offline networks and chat groups is also available. The course also strives for alignment of professional development with teachers' needs. The principles, approach and strategies promoted in the course, modes of evaluating teaching practice and follow-up monitoring of Teachers and Academic support persons and other resources are other strengths which make the 9-month long course highly engaging and hands-on.

### 1.4 Course Outreach

With its 3<sup>rd</sup> batch of 2018-19 the course has successfully completed its 3-years reaching out to 498 participants. Here is the year wise break up of participants:

State	Total Participants 2016	Total Participants 2017	Total Participants 2018
Bihar	14	42	30
Chhattisgarh	16	78	56
Haryana	20	36	29
Rajasthan	14	21	48
Uttar Pradesh	7	27	29
NGO	31		
<b>Total</b>	<b>102</b>	<b>204</b>	<b>192</b>

Here is the profile wise distribution of the participants across the 3 years:

Profile	2016	2017	2018
Teachers /Head Teachers	29	121	137
CACs/CRCs/BRPs/ABRCs	34	64	18
SCERT & DIET Faculty	8	13	11
NGO	31	6	
Others			26
	<b>102</b>	<b>204</b>	<b>192</b>

### 1.5 Analysis of course participation and completion in 2018

This year the total number of participants who were enrolled in the course from the 5 states of Bihar, Chhattisgarh, Rajasthan, Haryana, and Uttar Pradesh, were 192.

Table: 1 Participants in the 2018 batch

S.No.	Profile	Bihar	CG	Haryana	Rajasthan	UP	Total
1	Teachers /Head Teachers	27	25	11	48	26	137
2	CACs/CRCs/BRPs/ABRCs	3	0	15	0	0	18
3	SCERT & DIET Faculty	0	5	3	0	3	11
5	Others		26				26
		<b>30</b>	<b>30</b>	<b>29</b>	<b>48</b>	<b>29</b>	<b>192</b>

As the course was purely voluntary, intellectually challenging, and demanded on-going practical application, reading, feedback, etc., it was expected that there would be few drop-outs. This year the dropout rate was 16% with 162 participants completing the course. The dropout details are as follows:

Table 2: Dropouts from the course

S.No.	Dropout at different stages of the course	Bihar (30)	CG (56)	Haryana (29)	Rajasthan (48)	UP (29)	Total Participants
1.	After Module 3	0(30)	10(46)	2(27)	0 (48)	1(28)	<b>179</b>
2.	After Module 6	1(29)	2(44)	4(25)	7(41)	2(26)	<b>165</b>
3.	After Module 10	0(29)	1(43)	0(25)	0 (41)	2(24)	<b>162</b>

On analysis we found that dropouts after Module 3 were mainly because of personal reasons of the participants. Many of them did not know beforehand the kind of engagement required for the course and were not able to devote the required time. Dropouts after Module 6 and 10 were either because of personal reasons or the participants were dropped by

LLF as they were not participating in various course components and hence were lagging behind the minimum course completion criteria.

### 1.5.1 Course completion details:

Participants were graded on the different components of the course like conference calls, small tasks, assignments and quiz,(that are associated with each module) and other components like workshops and *Meri course Diary* project work.

**The completion rate of the course was 84%.** The total participants who passed the course was 122, that is 64% of the total participants who were enrolled for the course.

The table shows the number of participants in different grade as per the final scores:

Table 3: Grades achieved by participants

Grades	Explanation	Bihar	CG	Haryana	Rajasthan	UP	Total
A+	Excellent - 85% and Above	6	5	9	0	5	25
A	Good – 70% to 84%	11	14	12	5	8	50
B+	Average- 55% to 69%	8	3	1	12	7	31
B	Below Average – 40% to 54%	1	2	3	2	3	11
F	Below 40 % / Not completed Minimum course criteria	3	14	0	22	1	40
University Pass out	Those who completed the course through the University		5				5
<b>Total</b>		<b>29</b>	<b>27</b>	<b>25</b>	<b>41</b>	<b>24</b>	<b>162</b>



## 1.6 Overview of Evaluation of the Course

The objective of the course was to improve knowledge, attitude and skills of teachers and other resource persons in the state machinery on early language and literacy in order to bring about improvement in classroom practices.

The evaluation therefore was done on the two major components:

- a) Analysis of change in knowledge and attitudes related to teaching-learning of early literacy through a questionnaire which was internally designed and administered at the beginning and end of the course, and
- b) Evaluation of the change in classroom practices of a small sample of teachers based on a framework of desirable teaching practices, assessed at the beginning and after the end of the course through classroom observations. This evaluation was carried out by an external agency - Centre for Education, Research, and Practices (CERP). The tools used for classroom observation were shared by LLF. Same tools were used during both baseline and endline studies.

## **2. Evaluation of Changed Classroom Practice of Teachers**

### 2.1 Tools for Classroom Observation

The ultimate objective of teacher professional development is improvement in student learning achievement. However, learning outcomes cannot improve unless the teaching-learning process undergoes a transformative change. The 9-month course has focused on several crucial dimensions of the language teaching-learning process that need to change. Therefore, this baseline concentrates on this aspect of change in classroom processes initiated by the participating teacher. For that reason, the baseline looks at teachers currently teaching early primary grades.

Tools for classroom observation were developed looking at three specific aspects – the process of teaching reading and writing, oral language

interactions including question- asking, and the time students and teachers spend on the tasks being performed. As the purpose of this study was to understand the influence of a particular professional development input, viz. the 9-month course on ELL, the information sought too was with reference to the way the course works with teachers, and eventually, the changes the course hopes to see in the participants. This was therefore not a generalised teacher observation tool but one designed specifically with reference to a particular set of criteria related to the course objectives. The same tools were used in the endline observations and discussions. The findings that follow concentrate on the changes seen in teacher practice at the end of the course.

The tools included the following:

- I. Teacher Tool 1A,
  - Part 1: Classroom Observation related to teaching practice for language and literacy
  - Part 2: Teachers’ preparation and own analysis on their lesson and overall impression of the observer
- II. Tool 1B: The number and type of questions asked by the teacher and children during the lesson
- III. Tool 1C: Time on Task: What teacher and children were doing during the observed lesson?

### I. Tool 1 A: Language and Literacy Classroom Observation Tool

This tool had 2 parts:

<b>Part I: Detailed classroom observation</b>
Section 1; Listing of classroom activities sequence
Section 2: Classroom environment and general pedagogical strategies
Section 3: Language and Literacy Practices
<b>Part II : Discussion with the teachers:</b>
1. Lesson Plan
2. Assessment
3. Overall Understanding

A. **Tool 1 A: Part I - Detailed classroom observation**

This part had 2 sections.

- i. ***Section 2: Classroom environment and general pedagogical strategies:*** Teachers were scored on the following:
  - **Print rich environment:** With the right exposure and guidance it is hoped that teachers will become adept at creating for their students a classroom environment that is conducive to literacy learning and taking pleasure in reading.
  - **Differentiated Instruction:** Since all the children in the classroom are of different learning levels it is expected that the teacher conducts differentiated activities for different ability groups which are clearly identifiable and gives adequate attention and support to each group
  - **Teacher attempt at participation of children:** Teacher should ensure that most of the students should be engaged in the activities, get a chance to speak, encourages quiet students, children initiate discussions or activities etc. The movement expected is from the commonly seen focus on a few bright students in the front rows, to involving different and diverse learners
  - **Student engagement:** Were all the children actively engaged in various classroom activities?
  - **Contextualising to children's lives:** To observe if the teacher was contextualising the content with good introduction, ample references from students' lives, encouraging comments and share their experience.
- ii. ***Section 3: Classroom Observation related to teaching practice for language and literacy:*** Teachers were scored on the following:
  - **Oral language development:** at the end of the course teachers are expected to understand the role of oracy in literacy learning and reflect this in classroom practice
  - **Use of home language:** The course encourages recognition of the home language as a rich resource for student learning and a necessary bridge across to the regional language of school instruction
  - **Decoding instruction:** Is the teaching of decoding systematic and allows adequate scope for children to practice?

- **Teaching reading:** Use of a range of appropriate strategies for teaching-learning of reading
- **Meaning-making focus:** Is this reflected in the classroom activities related to oral language, reading and writing?
- **Teaching writing:** The movement expected for course participants is from getting children to do meaningless copy writing to supporting them to become independent writers
- **Use of teaching-learning materials (TLMs):** The course encourages the effective use of TLMs It expects that these TLMs should be used in a planned manner and should be relevant. Teachers should be able to develop their own TLMs.
- **Assessment and feedback:** Since assessment and feedback plays an important role in improving the understanding of the students, it was expected that the teachers should understand different students' learning and provides feedback to most of the class. They should use different strategies that are appropriate to students' level.

The above points were scored on a scale of 0 - 3, with 3 being the best achievable score in each parameter. This was Teacher Tool 1 A, Part 1 (see appendix for tools)

#### **B. Tool 1A: Part II- Teachers' preparation and own analysis on their lesson:**

Teachers were scored on the following:

- **Lesson plan:** At the end of the course it is expected that teachers become more reflective practitioners, and that they plan their lessons keeping in mind the multi-level and often multi-grade classroom.
- **Assessment:** It is also expected that the teacher has a clear assessment strategy for the particular topic or lesson, for follow up teaching and that is differentiated .
- **Overall understanding:** This section was marked after talking to the teacher about their own understanding of their class. For each satisfactory answer teacher was marked 1 or else 0.

**II. Tool 1 B: The number and type of questions asked by the teacher and children during the lesson:**

A change in the number and more importantly the type of questions asked would indicate the change to a more interactive classroom where the teacher's role of scaffolding learning is also reflected. This was recorded in Tool 1B.

**III. Tool 1 C: Time on Task: What teacher and children were doing during the lesson**

At the end of the course it is expected that teachers make better use of classroom time and students spend the large part of their time in effective learning activities rather than in mechanical and repetitive tasks. This was recorded in Tool 1C. (By observing a small sub-group of learners in the classroom):

**2.2 Data collection**

For the evaluation of the change in classroom practices a small sample of teachers were taken from the 2 states Bihar and Chhattisgarh.

Data was gathered by 2 observers over 40 language periods at baseline and 34 language periods at the time of endline. Classrooms of 20 teachers were observed at baseline and 17 teachers at endline. For each teacher, 2 language periods were observed, with one observer noting the classroom processes and number of questions asked, while the other observed 10 students closely to note their activity and level of involvement. This was followed by perusal of teacher's planning and reporting documents, and discussion on what the teacher felt about the lesson, what he/she felt could have been better etc.

The table below presents the number of teachers and the total number of observations made for baseline and endline.

Table 4: Sample for baseline and endline assessments

S.No.		Baseline	Endline
	<b>State 1 - Bihar</b>		
1.	Total number of teachers		
2.	No. of Teachers sampled	10	8*
3.	No of language periods observed	20	16
	<b>State 2 - Chhattisgarh</b>		
1.	Total number of teachers		
2.	No. of teachers sampled	10	9*
3.	No of language periods observed	20	18

\* In Bihar 2 teachers and in Chhattisgarh 1 teacher did not participate in the endline process

### 3. Findings:

#### 3.1 Tool 1A Findings

##### 3.1.1 Part I: Classroom Practices observation:

The analysis of Tool 1A Part I section 1 and section 2 shows the average scores for each parameter, and the number of lessons observed in which teachers performed in each score category, comparing baseline with endline. It can be seen that in most categories, the average score has nearly doubled, with more teachers scoring 1 and even 2 than in the baseline. However, the score of 3 (maximum) is seen in only few cases.

**I. Tool 1A- Part I - Section 2: Classroom environment Score and general pedagogical strategies.**

*Table 5: Scores of general practices observed in the classroom*

S.No.	Observed behaviour	Average Score	Score Baseline	Score Baseline
1	Print-rich environment	<b>Average Score</b>	<b>0.58</b>	<b>1.5</b>
		0	23	4
		1	12	11
		2	4	18
		3	1	1
2	Differentiated instructions	<b>Average Score</b>	<b>0.05</b>	<b>0.6</b>
		0	39	26
		1	0	1
		2	1	1
		3	0	6
3	Teacher attempt at participation of children	<b>Average Score</b>	<b>1.2</b>	<b>1.88</b>
		0	5	0
		1	22	9
		2	13	20
		3	0	5
4	Student Engagement	<b>Average Score</b>	<b>1.53</b>	<b>2.1</b>
		0	1	0
		1	19	7
		2	18	16
		3	2	11
5	Contextualising to children's lives	<b>Average Score</b>	<b>1.1</b>	<b>1.6</b>
		0	7	2
		1	21	12
		2	12	19
		3	0	1

## II. Tool 1A- Part I: Section 3: Language and Literacy Practices

Table 6: Scores of language related practices observed in the classroom

(E.g.: Teacher was scored on to facilitation of oral language development: In the baseline, in 4 observed lessons, teacher scored 0, in 18 lessons teacher scored 1, in 18 lessons teacher scored 2, and 3 was scored in 0 observed lessons.)

S.No.	Observed behaviour	Average Score	Score Baseline	Score Baseline
1	Oral Language Development	<b>Average Score</b>	<b>1.35</b>	<b>1.8</b>
		0	4	0
		1	18	6
		2	18	28
		3	0	0
2	Use of home language	<b>Average Score</b>	<b>0.98</b>	<b>2.0</b>
		0	10	0
		1	21	5
		2	9	23
		3	0	6
3	Decoding	<b>Average Score</b>	<b>1.21</b>	<b>0.82</b>
		0	6	9
		1	19	2
		2	3	6
		3	5	0
4	Reading	<b>Average Score</b>	<b>0.19</b>	<b>1.12</b>
		0	21	6
		1	5	12
		2	0	7
		3	0	1
5	Meaning Making	<b>Average Score</b>	<b>1.17</b>	<b>1.69</b>
		0	5	0
		1	19	10
		2	11	22
		3	0	0
6	Writing	<b>Average Score</b>	<b>0.35</b>	<b>1.03</b>
		0	26	15
		1	9	3
		2	2	14
		3	0	1



		<b>Average Score</b>	<b>0.45</b>	<b>0.44</b>
7	Use of teaching-learning materials (TLMs)	0	27	23
		1	8	7
		2	5	4
		3	0	0
		<b>Average Score</b>	<b>0.67</b>	<b>1.11</b>
8	Assessment and feedback	0	16	8
		1	21	14
		2	3	12
		3	0	0
		<b>Average Score</b>	<b>0.67</b>	<b>1.11</b>

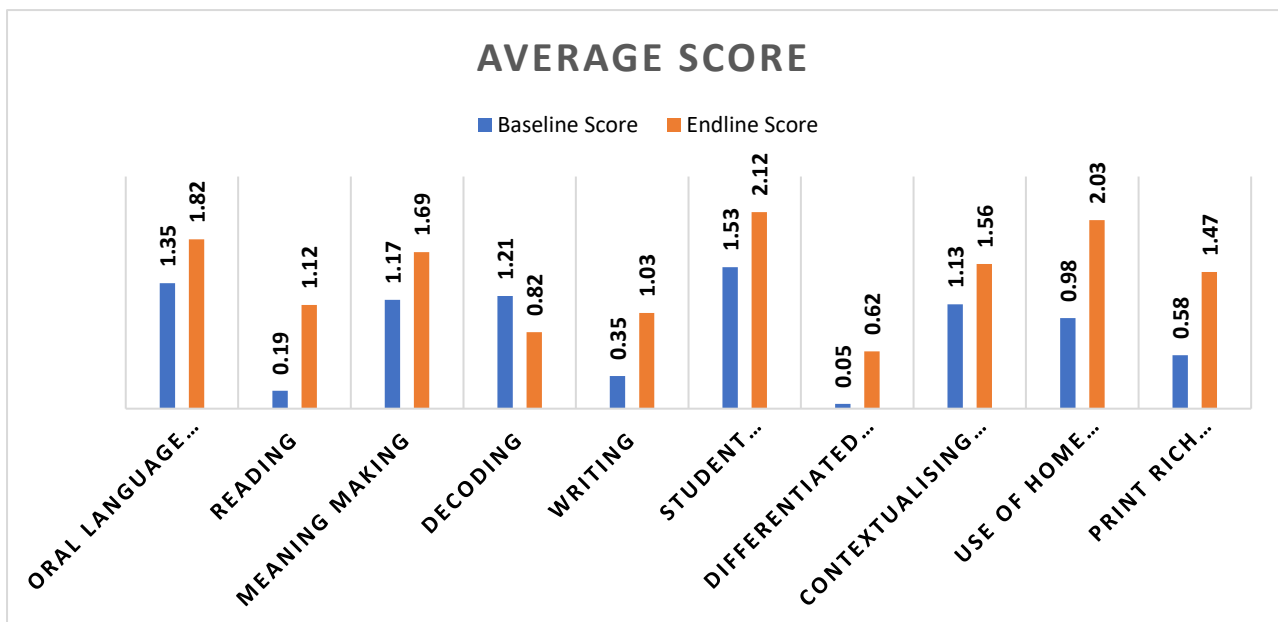
Some of the crucial areas where improvements were seen:

- **Creating a print-rich environment:** The course equipped teachers with the skills to make their classrooms print-rich learning spaces with appropriate charts, books, and other learning aids placed strategically to encourage independent reading. The score shows that 24 teachers scored 0 points in the base line while only 4 scored 0 in the endline, with many teachers scoring 3 points and some even 3.
- **Student Engagement:** A significant improvement was seen in the free and active participation of children in the classroom. A big component of the course has been helping teachers to change the classroom culture to one of participatory learning. It appears that the course has had some success in this. In the baseline more teachers scored 0 or 1, whereas in the endline there were more scores of 2 or even 3.
- **Acceptance and use of home language:** Both the areas where teachers were observed have a substantial population of students whose home language is different from the standard school language. An important pedagogical practice, emphasized during the courses, was creating an emotionally supportive environment where the learner feels safe to use her home language without fear of ridicule or other negative consequences. It can be seen in the table above that the average score in this category doubled.
- **Reading:** There was an improvement in the variety of reading activities conducted by the teachers in the classroom. Despite the

usual read alouds made by the teacher it was found that that the teachers were using various strategies learned during the course, like -shared reading, guided reading and paired reading in their classes. They were also providing time and opportunities for independent reading to all the children.

- **Writing:** While a large number of teachers still conducted meaningless copying activities for teaching writing, there was an increase in teachers (15 scores of 2 or 3) who conducted more meaningful activities encouraging independent writing activities.

Fig 2: Comparison of average scores in baseline and endline



### 3.1.2 Part II: Teachers' preparedness and reflections on own work:

A slight improvement was seen in the number of teachers who planned their lessons. However, satisfactory lesson planning and preparedness was not seen to the desired extent. Teachers' ability to conduct informal on-going assessments too increased but not to the desired extent.

*Table 7: Teachers' preparedness for the lesson and assessment strategies*

No	Observed behaviour	Score categories	Score	Score
			Baseline	Endline
1.	Lesson plan:	Average Score	0.25	0.29
		0	0	0
		1	10	4
		2	0	6
		3	0	0
2.	Assessment	Average Score	0.325	0.62
		0	0	0
		1	13	17
		2	0	4
		3	0	0

### 3. Teachers' overall understanding:

Observers were asked to have a discussion with teachers after the lesson. In the discussion conducted informally, teachers were asked to:

- point out some problem issue that the observer had also noticed, in planning as well as execution of the lesson
- point out which activities were particularly effective/enjoyed by students/ineffective/uninteresting
- suggest ways in which s/he will follow up in the next lesson
- identify children who need extra attention and had strategy for doing that
- describe an assessment strategy for the lesson taught, even if not planned earlier.

*Table 8: Teachers' responses to questions on their general understanding and reflection on their lesson*

S.No.		Base Line	Endline
	Question	% of participants who responded satisfactorily	% of participants who responded satisfactorily
1.	Was teacher able to point out some problem issue that observer had also noticed, in planning as well as execution of the lesson?	20	38

S.No.		Base Line	Endline
	Question	% of participants who responded satisfactorily	% of participants who responded satisfactorily
2.	Was teacher able to point out which activities were particularly effective/enjoyed by students/ineffective/uninteresting?	85	61
3.	Was teacher able to suggest ways in which s/he will follow up in the next lesson	5	33
4.	Was teacher able to identify children who need extra attention and had strategy for doing that?	22	64
5.	Was teacher able to describe an assessment strategy for the lesson taught, even if not planned earlier?	18	58

It can be seen that there was a substantial increase in the number of instances where teachers were able to identify deficiencies in own lessons. They were also able to suggest ways in which they would follow up in the next lesson – this increased from 5 to 33%, which is surely encouraging, indicating that teachers are beginning to look at the bigger picture of the curriculum rather than teaching each ‘lesson’ as a discrete piece. Participants were also able to identify students who may need extra attention and to articulate a strategy for remediation (this percentage nearly tripled to 64%)

### 3.1.3 Change in desirable and undesirable classroom practices:

The course has at its basis an idea of the kind of classroom interactions that would best enhance students’ language and literacy abilities and interest. In the best-case scenario, we would like to see a lively and interactive classroom with students participating in activities that take them towards intelligent and independent users of language. We would like to see the teacher with a plan for the period, including a plan for each of the grades in the multi grade classrooms, with TLM organised and ready. We would want to see a flow of the lesson that moved towards a specific learning objective. At the end of the period we would expect the

teacher to have some jottings that would feed into CCE records, and into the next day's plan.

In the endline, it was found that teachers were more likely to spend some time setting the context of the textbook lesson that they were teaching. While there was little change seen in the frequency of oral language activities, there was an encouraging increase in the number of lessons observed where most of the students in the class were actively involved.

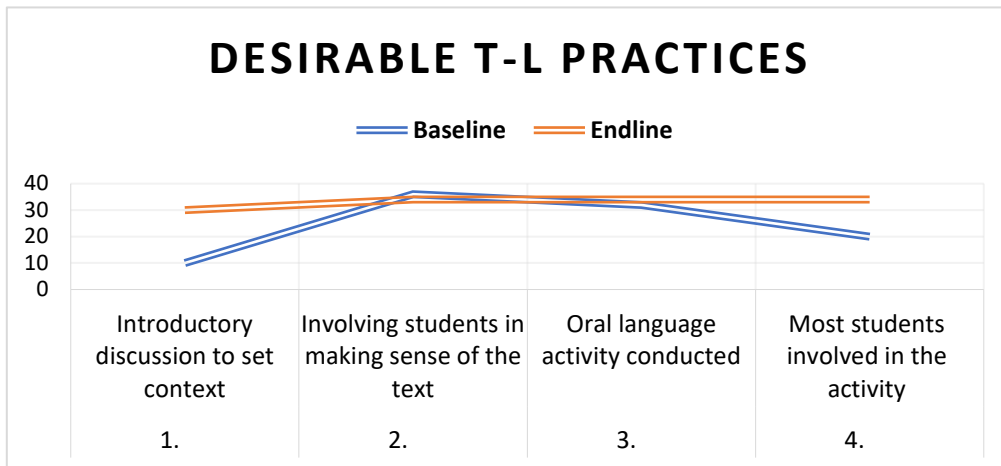
Therefore, we definitely see progress in teachers in the desired direction, though we cannot say that most teachers have reached the level we want to see. A detailed analysis follows.

The table shows the number of the observed periods where the specified types of interaction was taking place, comparing baseline with endline:

*Table 9 : Number of periods where specific behaviours were observed*

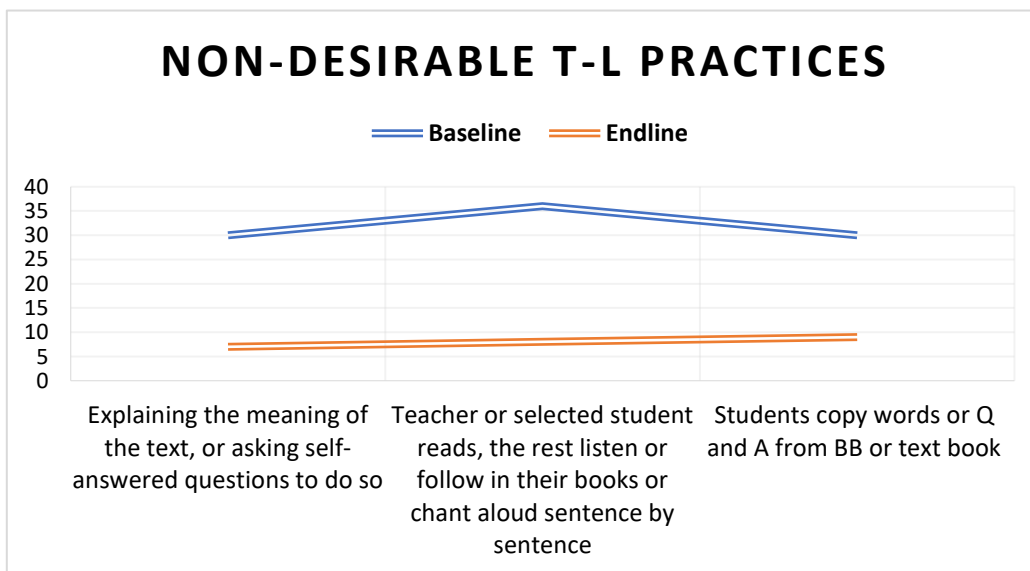
	<b>Language and Literacy teaching-learning Interactions</b>	% of language periods where this was seen: <b>Baseline</b>	% of language periods where this was seen: <b>Endline</b>
	<b><i>Desirable activities</i></b>		
1.	Introductory discussion to set context	10	30
2.	Involving students in making sense of the text	36	34
3.	Oral language activity conducted	32	34
4.	Most students involved in the activity	20	34
	<b><i>Non-desirable activities</i></b>		
5.	Explaining the meaning of the text, or asking self-answered questions to do so	30	7
6.	Teacher or selected student reads, the rest listen or follow in their books or chant aloud sentence by sentence	36	8
7.	Students copy words or Q and A from BB or text book	30	9

*Fig 3: Change in desirable practices*



There was also a reduction in the more routine and almost meaningless activities seen earlier, like copying from the textbook or blackboard, or repeating word by word after the teacher or another child who is reading aloud. However, though some improvement was seen in the type of writing activities conducted, they remained at a basic copying level, without independent writing

Fig 3: Change in undesirable practices



### 3.2 Tool 1B Findings: Type of questions asked by teachers:

One of the indicators of an interactive classroom is a healthy give and take between teacher and students. In order to facilitate this, particularly with younger learners, a teacher needs to ask questions that take the discussion forward, that scaffold the students' learning or open new avenues of thought or enquiry. In the teaching and learning of literacy, one would also wish to see open ended questions related to the text, that require thinking and higher order comprehension or inferential thinking. Observers are asked to note the number and type of questions asked by teachers and students during the course of the lessons observed.

The endline observation show a marked reduction in the 'pseudo questions' so beloved of the teacher in the Indian classroom. These are questions that are mere markers in the teacher's explanation of a lesson or concept, and are immediately answered by the speaker. The do nothing to either engage the listener's attention or elicit discussion. E.g.: "He went into the house, and what did he see? He saw an old woman stirring a pot."

The table below shows the comparison in the baseline and endline findings:

*Table 10: Types of questions*

<b>Type of questions asked by teachers</b>	<b>Frequency Baseline</b>	<b>% of total questions Baseline</b>	<b>Frequency Endline</b>	<b>% of total questions Endline</b>
Questions whose answers are directly given in the text, and are immediately answered by the teacher himself/herself	63	7%	10	2%
Questions requiring Yes/No answers	105	11%	71	14%
Questions requiring one-word answers	700	76%	358	72%
Higher order questions inviting opinions, choices, inferences or guesses	58	6%	58	12%

This finding underscore that the course has helped teachers to reduce sort of meaningless rhetorical questions that fill up their discourse and increase the number of questions that elicit meaningful responses. However, the use of open-ended higher order questions to aid critical thought and meaning making is still far from the desirable level, as is the creation of a classroom atmosphere that encourages students to ask questions.

### 3.3 Tool 1 C Findings - Student engagement and time on task

During each period observed, one observer selected a mixed group of around 10 students and took notes of what students were doing during the period. Observations were noted every 3 minutes.

The differences between baseline and endline showed that there was less of chanting of answers to questions and there was a decrease in the copy writing from book or blackboard. The significant changes, and important ones were in the time students spent in various writing strategies, use of TLM and independent reading.

The following table shows the percentage of time spent by students on each of the tasks or activities, as a proportion of the total time observed in the baseline and endline.

*Table 11: Time on task*

	Task or activity	% of observed time	
		Baseline	Endline
1	Use of TLM	0.32	2.33
2	Independent Reading	0.88	1.92
3	Discussion in group	4.74	4.89
4	Copy writing from books or blackboard	10.68	6.83
5	Choral repetition	13.39	9
6	Watching someone writing on the board	9.65	9.35
7	Listening to teacher or other students	15.26	27.79
8	Not concentrating in the classroom	21.23	19.42



9	Routine activities like copy checking and dictation	2.44	1.28
10	Wasted time waiting between activities	4.82	4

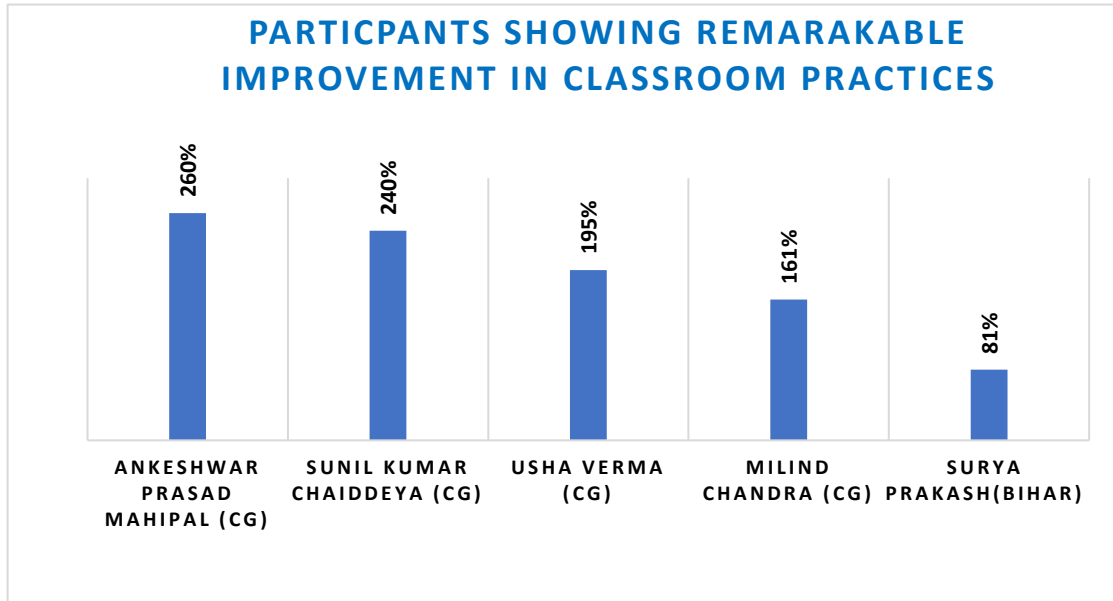
Even though, there is some improvement in the time spent on relevant, learning activities related to literacy at the time of endline, but a high percentage of students' time-on-task time is still spent on listening to teachers and other students.

#### 4. Analysis of improved scores

Each participant was scored on a scale of 0 to 3 in each of the areas of classroom practices evaluated using Tool 1 A – Section 2 and 3 . The analysis of the scores obtained by the participants during baseline and endline shows improvement in the following aspects:

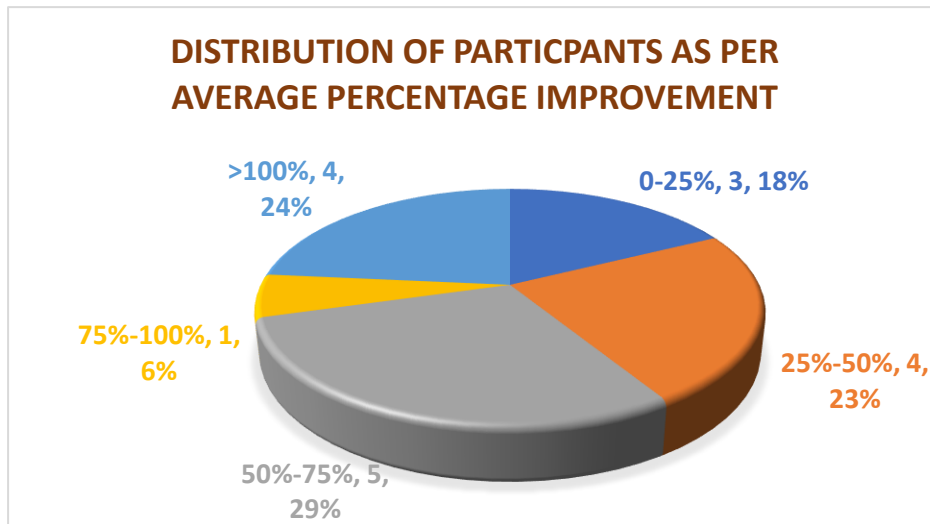
- i. The scores of all participants have shown an average improvement of 85% in the endline as compared to the baseline.
- ii. There were some components of classroom observation where the improvement in scores between baseline and endline was observed high, especially among the high performing participants of endline. These components were reading and use of home language in classrooms.
- iii. Similarly, there were few other components where almost all participants, on an average, showed moderate levels of improvement. These areas are oral language development, level of students' engagement and print-rich environment in classrooms.
- iv. 5 of the participants have shown a remarkable improvement in the endline as compared to the baseline.

Fig 4: Participants showing remarkable improvement



- v. There are 4 participants (24% of the total sample) who have shown an improvement of more that 100% in the endline as compare to the baseline.

Fig 5: Range of improvement



## 5. Broad conclusions of Changed Classroom Practice of Teachers

- i. Clear improvements were seen in the teachers’ overall understanding of the differing needs of the class, and in the way that they planned their lessons.

- ii. Improvements were also observed in the classroom process, particularly in the use of children home language in the classroom and also in the different type of reading strategies used by teachers. There was a reduction in rote learning activities with increase in the involvement of children in activities and better contextualisation of the content being taught.
- iii. Observers also noted more print-rich classrooms and a more child-friendly atmosphere in the classroom as compared to the baseline.
- iv. Though less than the baseline, there was still a large amount of copying from the blackboard on the part of the students. However, some attempts were made to encourage or develop independent writing skills
- v. Teachers are not yet able to conduct meaningful reading activities to the extent that is necessary to make children confident and independent readers, and still spend a large amount of time in teaching decoding alone.

## 6. Assessment of Participants' Knowledge and skills:

This was an internal assessment done by LLF. Assessment of participants knowledge, beliefs and skills was done at the beginning and end of the course . The tool contained multiple choice questions, True/False statements, hypothetical situations where participants' responses were sought, etc. The analysis looks at the changes in teacher knowledge and skills between baseline and endline.

It should be noted here that change in knowledge and belief need not immediately translate into practice, as techniques still need to be tried out and teachers need to gain confidence before they can effectively use these in the classroom.

### 6.1 Knowledge: What do participants know about the teaching and learning of elementary literacy?

The following table shows the breakup of the questions under the heads of various concepts whose knowledge was assessed.

Table 12: Knowledge evaluation questions under various heads

S.No.	Themes /concepts	Number of questions for each category	Question Numbers
1	Decoding	2	Q12 , Q13
2	Differentiated teaching	2	Q44, Q 48
3	Emergent reading & writing	2	Q18, Q41
4	Fluency	3	Q8, Q27, Q32
5	Learning principle & Learning environment	7	Q17, Q24, Q36, Q37, Q38, Q39, Q47 – v, vi, vii, viii
6	Literacy & language approaches	9	Q26, Q43, Q47- i, ii, iii, iv Q30, Q31, Q34, Q35, Q46, Q49 ,
7	Multilingual Education	3	Q1, Q16 ,Q40
8	Oral Language Development	4	Q19, Q20, Q23, Q45,
9	Phonological Awareness	3	Q15, Q22, Q25
10	Reading Process Reading Comprehension	8	Q4, Q6, Q7, Q9, Q10, Q11, Q13, Q50
11	Vocabulary	5	Q2, Q3, Q5, Q21, Q33,
12	Writing	3	Q28, Q29, Q42

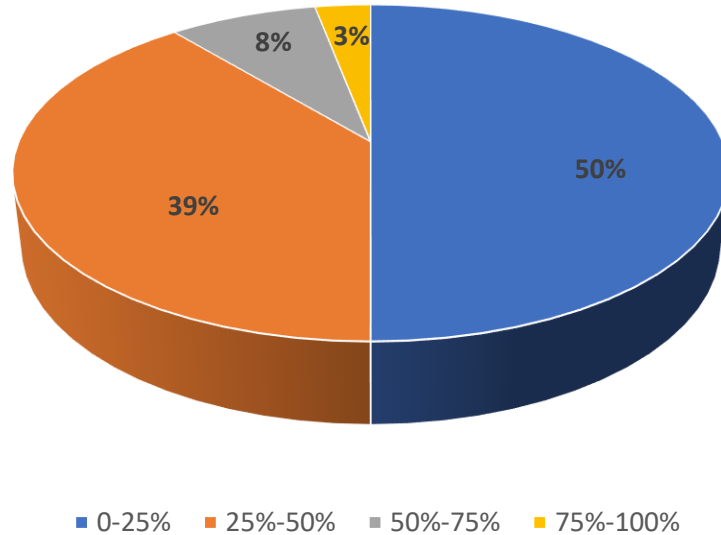
On an average there has been an increase of 29% from baseline to endline in the scores obtained by the participants.

Out of the 113 participants who took both baseline and endline ,

- 57 participants showed an improvement between 0 to 25%
- 44 participants showed an improvement between 25%-50%
- Around 12 participants showed an improvement of more than 50%

Range		
Improvement in percentage	No. of Participants	% of Participants
0-25%	57	50%
25%-50%	44	39%
50%-75%	9	8%
75%-100%	3	3%

**Distribution of participants as per Improvement in Knowledge  
( Baseline vs Endline )**



The areas where the maximum improvement was observed in terms of knowledge are:

- Learning principles and creating a learning environment in the classroom
- Strategies related to reading and reading comprehension
- Differentiated teaching and learning methods.
- Vocabulary development

## Annexure 1

### Short Note about the Participants who showed remarkable improvement in their classroom practices



**Ankeshwar Prasad Mahipal**  
**Post: Assistant teacher**  
**Govt. Naveen Primary school, Kesara**  
**Block and District: Patan, Durg; Chhattisgarh**

Ankeshwar was last minute entry in our 9 Month course. He is bright participant, according to him this course has helped him in understanding many strategies and activities some of his learning are how is language is strong mean through which learning happens, the objective of reading is meaning making and balance approach.

Ankeshwar is popular among his fellow teachers for the strategies that he uses in his class. He has prepared TLM's to support learning of his participants. His classroom has gone under a big transformation he has print rich environment in his class which he keeps on changing time to time. Along with it he has level wise books for children to read, magazine as well.

He is optimistic that in the current year he is going to work on more effectively on four block model and that will be reflected in his daily lesson plan. Ankeshwar has successfully completed his course, he has scored A grade with 78%.



**Sunil Kumar Chhedaiyya**  
**Assistant Teacher Panchayat**  
**Govt. Primary school, Sawani, Patan, Durg,**  
**Chhattisgarh**

Sunil has been constantly performed good during the course. All the components of the course such as assignment, task, quiz, calls, discussion forum he has been first to complete each task. When we talk about application of the ELL strategies that the course talks about then again his school and the children his class have been good in learning.

Sunil in his class has taken care of home language, background knowledge of children given place in class, he used balanced approach in teaching language to children, regular assessment became part of his teaching and planning for next class, for decoding and oral language development as well he used the strategies and techniques that the course talked about. For next year he plans to give more attention to writing and teaching at right level.

Sunil has been one of the top scorers in Chhattisgarh, he has got A grade with 82%.



**Usha Verma**  
**Assistant Teacher**  
**Government Primary School, Amleshwar, Block:**  
**Patan, Durg, Chhattisgarh**

Usha Verma insured throughout the course that if she did not understand or had confusion related to concept, principle, strategy or activity she cleared them with her mentor or her fellow participants. She is one of the enthusiastic participants. She mentioned that, 'I always thought speaking loudly after the teacher is one of the best way of teaching, but now that I doing the course I realised that children don't learn much from this'. Similarly a lot of her thoughts and teaching methodology went under modification. During the course she worked on oral language development, phonemic awareness, systemic teaching of decoding, print rich environment are few of them. Post the course she is going to continue working on the above mentioned concepts and she will focus more on teaching of five block model along with assessment.

Usha Verma successful completed her course and she got A grade with 82%.



**Milind Chandra**  
**Assistant Teacher Panchayat**  
**Government Primary School, Selud, Block: Patan,**  
**Durg, Chhattisgarh**

Along with being primary teacher he is also acting HM of his school. He has actively worked on Oral language development, print rich environment, systematic teaching of decoding, providing open environment to children to speak and express their thoughts and views. He has intensively worked on strategies of reading comprehension and reading, assessment and writing are few of them. Post the course he will actively also work on using of background knowledge for OLD, strategies of writing, usage of big books, picture books, different level of questions, special attention to lagging behind children and various activities to strengthen language literacy in children.

Milind Chandra as a participant in the course not only shared his learning within his classroom, he also mobilized his CAC on the teaching strategies that he is using in his classroom. He went to Haryana to visit the implantation program of LLF running in Kurukshetra. He is one the most active participants of the course, he was graded A with 83%.



**Name: Surya Prakash**  
**Post: Assistant teacher**  
**School: Madhya Vidhyalaya, Bhalua-2,**  
**Belaganj, Gaya, Bihar**

A primary teacher from Belaganaj, Gaya , Bihar, is a hardworking and enthusiastic teacher. Being a participant of 2018 batch of ‘prarambhik bhasha shikshan korse’ he won the ‘Bhasha Sarthi’ award. This award is a proof of changes he has gone through while doing the course.



No doubt he is hardworking and eager to learn from new opportunities and adopt them into his practice. Course impacted him in a positive manner not even about language learning theories but his pedagogical understanding of the language teaching as well. He managed to engage consistently in all the component of the course and have applied them into his classroom. Some of the key learning from the course he used in his teaching practice are positive use of print rich environment inside the classroom, promoting the use of oral language , emergent literacy, Four Block model of the language teaching and differentiated teaching and trying to create democratic classroom.

His growth as teacher is very much visible in a comparative study of his teaching practices where he show almost hundred percent growth. He is supporting different state bodies in teacher training programme now.

Surya Prakash has been one of the top scorers in Bihar , he has scored 92.5%.